

TERM 1
SEP 2016
EXAMS

OSWAAL CBSE CCE

QUESTION BANK

with Complete Solutions

CLASS 10

SOCIAL SCIENCE

Summative & Formative
Assessment



HIGHLIGHTS

- Strictly as per the latest CBSE curriculum
- “**Topic-wise**” presentation of chapters
- Includes CBSE Questions from 2012 to 2015 Term-1 Exams
- Includes MCQs, VSA, Short, Long & Very Long Answer Questions, Value Based & HOTS Questions
- Also includes Answers of CBSE Marking Scheme 2011 to 2015



TERM-1
SEP 2016
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 OSWAAL

CBSE Continuous and Comprehensive Evaluation (CCE)

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Assessment

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CONTENTS

- Syllabus v - viii
- Solved Paper with CBSE Marking Scheme –2015 1 - 7

Summative Assessment

Unit I : HISTORY : India and the Contemporary World-II

- | | |
|--|--|
| 1. The Making of a Global World | 1 - 12 |
| ● Topic 1. | The Pre-Modern World and the Nineteenth Century (1815-1914) |
| ● Topic 2. | The Inter-War Economy and Rebuilding a world Economy: The Post War Era |
| 2. The Age of Industrialization | 13 - 23 |
| ● Topic 1. | Industrialization In India |
| ● Topic 2. | Industrialization In Britain |
| 3. Work, Life and Leisure | 24 - 34 |
| ● Topic 1. | London in the 19 th and 20 th Century |
| ● Topic 2. | Bombay in the 19 th and 20 th Century |
| 4. Print Culture and the Modern World | 35 - 48 |
| ● Topic 1. | Print Culture and the Modern World |
| ● Topic 2. | The Growth of Press in 19 th Century India |
| 5. Novels, Society and History | 49 - 62 |
| ● Topic 1. | Emergence of the Novel in the West |
| ● Topic 2. | Emergence of the Novel in India |

Unit II : GEOGRAPHY Contemporary India-II

- | | |
|---|--|
| 1. Resources and Development | 63 - 72 |
| ● Topic 1. | Resources : Natural and Human |
| ● Topic 2. | Land as a Resource |
| 2. Forest And Wildlife Resources | 73 - 79 |
| ● Topic 1. | Bio Diversity Biological Diversity... The Himalayan Yew in Trouble |
| ● Topic 2. | Conservation of Forest & Wild Life in India |
| 3. Water Resources | 80 - 85 |
| ● Topic 1. | Water Scarcity and the need for Water Conservation; Multipurpose river Projects & Integrated water Resource Management |
| ● Topic 2. | Rainwater Harvesting |

- | | |
|-----------------------|--|
| 4. Agriculture | 86 - 92 |
| ● Topic 1. | Types of Farming, Cropping Pattern and Major Crops |
| ● Topic 2. | Technological and institutional Reforms |
| ● Map Work | 93 - 98 |

Unit III : POLITICAL SCIENCE : Democratic Politics II

- | | |
|--------------------------------------|--|
| 1. Power Sharing | 99 - 105 |
| ● Topic 1. | Belgium and Sri Lanka & Majoritarianism in Sri Lanka |
| ● Topic 2. | Accommodation in Belgium Forms of Power Sharing |
| 2. Federalism | 106 - 113 |
| ● Topic 1. | What is Federalism & what makes India a Federal country ? Majoritarianism in Sri Lanka |
| ● Topic 2. | How is Federalism Practiced Decentralisation in India ? |
| 3. Democracy and Diversity | 114 - 120 |
| 4. Gender, Religion and Caste | 121 - 129 |
| ● Topic 1. | Gender and Politics |
| ● Topic 2. | Religion, Communalism and Politics |
| ● Topic 3. | Caste and Politics |

Unit IV : ECONOMICS : Understanding Economic Development

- | | |
|---|--|
| 1. Development | 130 - 141 |
| ● Topic 1. | National Development |
| ● Topic 2. | Public Facilities |
| ● Topic 3. | Sustainability of Development |
| 2. Sectors of The Indian Economy | 142 - 154 |
| ● Topic 1. | Sectors of Economic Activities |
| ● Topic 2. | How to create more employment |
| ● Topic 3. | Division of sectors as organized and unorganized |

Formative Assessment

155 - 183

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.

CCE Question Bank has been divided into two parts: Formative assessment (FA) & Summative Assessment (SA). Formative part 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.

Furthermore, each chapter includes brief description and covers all typologies of Questions specified by CBSE, with well-labelled and high quality figures / diagrams for easy and fast learning. Solutions are checked twice and made precise as per the CBSE marking scheme. Practically, this book provides students everything they need to learn. Since we believe in continuous improvement, hence this book is updated, reviewed every year with new questions, changes in syllabus and reader's suggestions.

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



SYLLABUS

Social Science Class - X

For Term I (April - September)
(Code No. 087)

Time: 3 Hrs.

Course Structure

FIRST TERM

Marks: 90

No.	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>Sub-unit 1.2: Livelihoods, Economies and Societies :</p> <p>Any one of the following themes:</p> <p>4. The making of Global World: (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. c) Livelihood of workers. Case studies : Britain and India. (Chapter 4)</p> <p>5. The Age of Industrialisation : (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor. (Chapter 5)</p> <p>Case Studies: London and Bombay in the nineteenth and twentieth century.</p> <p>6. Work, Life and Leisure : (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s.(d) Implications of globalization for livelihood patterns.</p> <p>Case study : The post War International Economic order, 1945 to 1960s. (Chapter 6)</p> <p>Sub-unit 1.3 : Everyday Life, Culture and Politics</p> <p>Any one of the following themes:</p> <p>7. Print Culture and the Modern World : (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics. (Chapter 7)</p> <p>8. Novels, Society and History: (a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers. (Chapter 8)</p>	<ul style="list-style-type: none"> Discuss two different patterns of industrialization, one in the imperial country and another within a colony. Show the relationship between different sectors of production. Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other. Show that globalizaton has a long history and point to the shifts within the process. Analyze the implication of globalization for local economies. Discuss how globalization is experienced differently by different social groups. Discuss the link between print culture and the circulation of ideas. Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change. Familiarize students with some of the ideas of writers who have had a powerful impact on society.



... contd. Syllabus

Unit II : Contemporary India - II

45 Periods

Themes	Objectives
<p>1. Resources and Development: Types - natural and human; Need for resource planning, natural resources, land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures. (Chapter 1)</p> <p>2. Forest and Wild Life Resources: Types and distribution, depletion of flora and fauna; conservation and protection of forest and wild life. (Chapter 2)</p> <p>3. Water Resources: Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)</p> <p>4. Agriculture: Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output. (Chapter 4)</p>	<ul style="list-style-type: none"> Understand the value of resources and the need for their judicious utilisation and conservation. Identify various types of farming and discuss the various farming methods; Describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. Explain various government policies for institutional as well as technological reforms since independence. Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources. Understand the importance of agriculture in national economy. Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation.
Map Work	(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
<p>1&2.Power Sharing & Federalism: Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups? (Chapter 1&2)</p>	<ul style="list-style-type: none"> Analyse the relationship between social cleavages and political competition with reference to Indian situation. Understand and analyse the challenges posed by communalism to Indian democracy. Understand the enabling and disabling effects of caste and ethnicity in politics. Develop a gender perspective on politics. Introduce students to the centrality of power sharing in a democracy. Understand the working of spatial and social power sharing mechanisms. Analyse federal provisions and institutions. Understand the new Panchayati Raj institutions in rural and urban areas.
<p>3&4.Democracy and Diversity & Gender Religion and Caste: Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy? (Chapter 3&4)</p>	

... contd. Syllabus



Unit IV : Understanding Economic Development

45 Periods

Themes	Objectives
<p>1. Development: The traditional notion of development; National Income and Per-capita Income. Growth of NI-critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development. The approach to this theme: Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country) (Chapter 1)</p> <p>2. Sectors of the Indian Economy: *Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors- Organised and Unorganised; Protective measures for unorganised sector workers. (Chapter 2)</p>	<ul style="list-style-type: none"> • Familiarisation of some macroeconomic concepts. • Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income. • It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation. • How and why people should be healthy and provided with education. • 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.

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

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 - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE



... contd. Syllabus

Question Paper Design For Social Science

TIME : 3 Hours

CLASS X

Max. Marks : 90

S. No.	Typology of Questions	Very Short Answer (VSA) (1 Marks)	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	2	2	18	20%
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, product 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	—	1	—	3	04%
Total		8x1=8	14x3=42	8x5=40	90	100%

*Map work in history in term - II only.

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

**SOLVED
PAPER
(with CBSE
Marking Scheme)**

**Summative Assessment-I
(2015 – 16)
Class-X**

**Social
Science
Code–6AP67LB**

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 type questions. Each question carries one mark.
- (iv) Questions from serial number 9 to 21 are 3 marks questions. Answer of these questions should not exceed 80 words each.
- (v) Questions from serial number 22 to 29 are 5 marks questions. Answer of these questions should not exceed 120 words each.
- (vi) Question number 30 is map question of 3 marks from Geography. After completion, attach the map inside your answer book.

1. Mention any one feature of the oldest Japanese book.

1

OR

Which novel written in Bengali in 1956 describe the community life of the fisher-folks in detail?

2. Which regions of India have well developed terrace farming? 1
3. What status has been given to Hindi by the Constitution of India? 1
4. Which language is spoken by majority of Sri Lankans? 1
5. Give one example to show overlapping social differences create possibilities of deep social divisions and tensions. 1
6. Mention any one development goals of landless rural labourers. 1
7. Where is the disguised unemployment found mostly? 1
8. What is the full form of HDI? 1
9. Mention three reasons for the creation of International Monetary Fund and the World Bank. 3

OR

'With the industrial revolution the machine-made goods became cheaper and weavers could not compete with them.' Justify the statement with relevant reasons.

OR

Why did the population of London expand from the middle of the eighteenth century? Give any three reasons.

10. 'Trade flourished and markets expanded in the late 19th century, but there was a darker side to this process'. Justify the statement. 3

OR

How did farming methods change due to industrialization? Explain.

OR

What led to the expansion of population in Bombay in the mid 19th century? Give any three reasons.

11. Why did Catholic Church bring out the index of prohibited books? 3

OR

In what ways were the novels in colonial India useful for both the colonizers as well as the nationalists ?

12. Why were women not educated in India in the early part of nineteenth century? Give any two reasons. 3

OR

Highlight the Social changes in Britain which led to an increase in women readers.

13. What is Joint Forest Management Programme? Which was the first state to adopt this programme? 3
14. Mention any four main objectives of Multipurpose River Valley Projects. Name any two Multipurpose Projects of India. 3
15. Describe any three technological and institutional reforms made in the field of agriculture in India. 3

16. Suppose a politician seeks your vote on the religious ground. Why is his act considered against the norms of democracy? Explain. 3
17. Highlight any three steps taken by India towards making it a federation. 3
18. Why is power-sharing desirable? Explain any two reasons. 3
19. What is sustainable development? Why is the issue of sustainability important for development? Explain. 3
20. How are the three sectors of the economy different from each other? Explain. 3
21. Why do people prefer to work in an organized sector? Explain. 3
22. Describe the factors that led to the Great Depression of 1929. 5

OR

Explain the statement "Certain groups of weavers were in a better position than others to survive the competition with mill industries".

OR

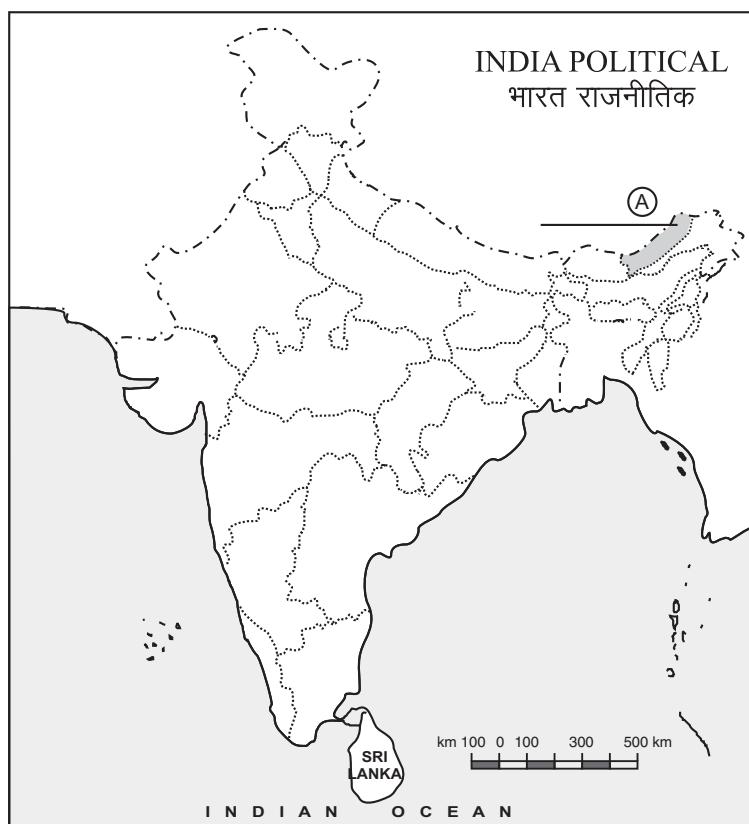
Why did London city dwellers become rebellious during 19th century?

23. How did print create the possibility of wide circulation of ideas and discussion? Explain. 5

OR

How did novels in India attempt to create a sense of Pan-Indian belonging? Explain.

24. Explain any three geographical conditions required for the growth of rice in India. How is it possible to grow rice in areas of less rainfall ? Explain with examples. 5
25. Describe any five distinct characteristics of 'Arid soils'. 5
26. "Elections are all about caste and nothing else." Explain the statement. 5
27. "Politics and social divisions must not be allowed to mix." Substantiate this statement, with five arguments. 5
28. What is Development? Why do different people have different developmental goals? Explain with four examples. 5
29. Compare the employment conditions prevailing in the organized and the unorganized sectors. 5
30. (a) One feature A is shown in the given political outline map of India. Identify this feature with the help of following information and write its correct name on the line marked on the map : 3
 (A) A soil type
- (b) On the same political outline map of India, locate and label the following features with appropriate symbols:
 (B) A State which is the major producer of sugarcane
 (C) Manas Tiger Reserve



CBSE Marking Scheme, 2015

1. Oldest Japanese book contained six sheets of text and woodcut illustrations. 1

OR

- 1. Titash Ekti Nadir Naam.
- 2. Western and Central Himalayas 1
- 3. Official language of the country 1
- 4. Sinhala 1
- 5. Catholics and Protestants have had conflicts in Northern Ireland 1
- 6. Development goals of landless rural labourers are : 1
 - (i) Regular income
 - (ii) Regular job
 - (iii) Small piece of land
 - (iv) Equal status in society. (Any one)

(Any other relevant point)
- 7. Agricultural sector/casual workers in the service sector 1
- 8. Human Development Index 1
- 9. Three reasons for the creation of International Monetary Fund and the World Bank are : 1
 - (i) They were created to meet the financial needs of the industrial countries.
 - (ii) When Japan and Europe rapidly rebuilt economies, they became less dependent on the IMF and the World Bank.
 - (iii) Thus, from the late 1950s the Bretton Woods Institutions, WB and IMF, began to turn their attention towards newly developing countries.
 - (iv) The newly independent countries facing problems of poverty came under the guidance of international agencies dominated by the former colonial powers. (Any three) $1 \times 3 = 3$

OR

Reasons are :

- (i) Britain imposed import duties on cotton textiles, thus export market declined.
- (ii) Export of British goods to India increased because of this, Manchester goods flooded in Indian markets.
- (iii) Raw cotton exports from India to Britain shot up the prices of cotton.
- (iv) By 1850, reports from most weaving regions were about decline and desolation. (Any three) $1 \times 3 = 3$

OR

The population of London expanded from the middle of the eighteenth century because :

- (i) London became a powerful magnet for unemployed migrant population from the rural areas.
- (ii) London's five major industries provided opportunities to small masters, skilled, semi-skilled workers, casual labourers and servants.
- (iii) There was a dockyard which provided opportunities of livelihood. $1 \times 3 = 3$
- 10. (i) In many parts of the world, these developments meant loss of freedoms and livelihoods.
- (ii) In late 19th century, Europeans conquest brought about many destructive economic, social and ecological changes in the colonies.
- (iii) In Africa, in the 1890s, a fast spreading disease of cattle plague or rinderpest had a terrifying impact on people's livelihoods and the local economy.
- (iv) The example of indentured labour migration from India illustrates that it was a world of faster economic growth for some and great misery and poverty for others.
- (v) technological advances in Europe and new forms of coercion in Asia and Africa *(Any three to be justified)* $1 \times 3 = 3$

OR

Due to industrialisation, changed farming methods are :

- (i) Steel plough used in place of wooden plough.
- (ii) Harrow in place of wooden Weeder.
- (iii) Mechanical drill for seed sowing, reaping and threshing machines. $1 \times 3 = 3$

OR

- (i) It was at the junction head of two major railways.
- (ii) Famine in the dry regions of Kutch drove large numbers of people into Bombay.
- (iii) People came here looking for job opportunities. $1 \times 3 = 3$

11. (i) Large number of printed books which carried ideas against the beliefs and practices of the Church came in to the market.
(ii) The Roman Church, troubled by such effects of popular reading and questionings of faith, imposed severe controls over publishers and booksellers and began to maintain an Index of Prohibited books from 1558.
(iii) The faithful and believers were prohibited to read these books.

 $1 \times 3 = 3$ **OR**

- (i) Colonial administrators found vernacular novels a valuable source of information about native life and customs.
(ii) New novels had descriptions about domestic life, people's dress, their religious worship, their beliefs and practices.
(iii) Indians used novels as a medium to criticise the defects in their society and suggest remedies.
(v) Through glorified account of the past, these novels helped in creating a sense of national pride among their readers.

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

12. Reasons :

- (i) This was because of the superstitions and myths that prevailed in the society.
(ii) Conservative Hindus believed that a literate girl would be widowed and Muslims feared that educated women would be corrupted by reading Urdu romances.

 $1\frac{1}{2} + 1\frac{1}{2} = 3$ **OR**

- (i) As the middle classes became more affluent, women got more leisure time to read and write novels.
(ii) Novels began to explore the world of women, their emotions, identities, experiences and problems.
(iii) Domestic life became an essential subject of novels—a field women had an authority to speak about.

 $1 \times 3 = 3$

13. (i) A programme which involves local communities in the management and restoration of degraded forests. It involves local communities and land managed by forest department.

 $1\frac{1}{2} + 1\frac{1}{2} = 3$

- (ii) This programme was first passed in 1988 by the state of Odisha

14. Objectives of Multipurpose Projects are :

- (i) Control floods and supply water during drought
(ii) Provide irrigation facilities
(iii) Generate electricity
(iv) Supply water for domestic and industrial uses
(v) Recreation
(vi) Inland navigation
(vii) Fish breeding

(Any four objectives) $\frac{1}{2} \times 4 = 2$

Examples are :

- (i) Sutlej-Beas River Basin
(ii) Bhakra-Nangal Project
(iii) Hirakud Project in the Mahanadi Basin

(Any two) $\frac{1}{2} \times 2 = 1$

15. Any three of the below can be explained.

- (i) Consolidation of holdings
(ii) Abolition of Zamindari
(iii) Green revolution
(iv) White revolution
(v) Personal Accident Insurance (Any other relevant reform)

(CBSE Marking Scheme 2015)**Detailed Answer :**

- (i) **Land Reforms** : Collectivization, consolidation of holdings, cooperation and abolition of zamindari.
(ii) **Agricultural Reforms** : Green revolution and White revolution.
(iii) **Land Development Programmes** : Provision for crop insurance against drought, flood, cyclone etc., establishment of Grameen banks, Cooperative societies and banks for providing loans.
(iv) Issuing of Kisan Credit Card and Personal Accident Insurance Scheme, etc.
(v) Special weather bulletins and agricultural programmes for farmers on radio and T.V. **(Any three)** $1 \times 3 = 3$

16. His act is against the spirit of democracy as he said politician is not working as per the Constitution.

- (i) It also exploits the social difference.
(ii) It may create social discord and may lead to social division.
(iii) It is also biased attitude and neglects the principle of equality.

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

17. (i) Reorganization of states on linguistic basis.

- (ii) Centre state relations.
(iii) Decentralization

(or any other relevant point) $1 \times 3 = 3$

18. Power sharing is desirable because :

- (i) It helps to reduce the possibility of conflicts between social groups. This is called prudential reason.
- (ii) Power sharing is the very spirit of democracy. This is called moral reason.

$1\frac{1}{2} + 1\frac{1}{2} = 3$

(CBSE Marking Scheme 2015)

Detailed Answer :

Power sharing is desirable in democracy because of :

(i) **Prudential reasons :**

- (a) It helps to reduce the possibility of conflict between different social groups. Since social conflict often leads to violence and political instability.
- (b) It is a good way to ensure the stability of political order.
- (c) Imposing the will of majority community over others may look like an attractive option in the short run, but in the long run it undermines the unity of the nation.

(ii) **Moral reasons :**

- (a) Power sharing is the very spirit of democracy. A democratic rule involves sharing power with those affected by its exercise and who have to live with its effect.
- (b) People have a right to be consulted on how they are to be governed.
- (c) A legitimate government is one where citizens through participation, acquire a stake in the system.

$1\frac{1}{2} + 1\frac{1}{2} = 3$

19. Sustainable development means continuous development for a long time. It takes care of the needs of present generations without harming the environment for future generation.

- Economic development is a continuous process. Resources are to be used in such a way that they are not exploited. At the same time development should not harm the environment.

$1\frac{1}{2} + 1\frac{1}{2} = 3$

20. (i) **Primary Sector :** It includes activities undertaken by using natural resource e.g. forestry, agriculture, fishing etc.

(ii) **Secondary Sector :** It includes various manufacturing activities and adds utility to primary sector e.g. Cotton-cloths, iron ore-Steel etc.

(iii) **Tertiary Sector :** It includes all such activities which support primary and secondary sector by providing services e.g. transportation etc.

$1 \times 3 = 3$

21. Advantages of organized sector are :

- (i) People enjoy security of employment.
- (ii) Work for fixed hours.
- (iii) If they work more they get overtime allowances.
- (iv) Paid leaves, payment during holidays, medical benefits, safe working environment and pension after retirement. (Or any other relevant point)

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

22. Factors that led to the Great Depression of 1929 :

- Agricultural overproduction remained a problem and it was made by falling agricultural prices.
- As prices slumped and agricultural incomes declined, farmers tried to expand production and bring a larger volume of produce to the market but it pushed down prices.
- In the mid-1920s, many countries financed their investments through loans from the US, it was extremely easy to raise loans in the U.S. when the economy was good.
- But in the first half of 1928, countries that depended crucially on US loan faced an acute crisis.
- The withdrawal of US loans affected the rest of the world in different ways. In Europe it led to the failure of small major banks and the collapse of currencies such as the British pound sterling.
- In Latin America it intensified the slump in agricultural and raw material prices.
- The US attempt to protect its economy in the depression by doubling import duties also dealt another severe blow to world trade.

$1 \times 5 = 5$

OR

- (i) Certain groups of weavers were in a better position than others as Indian fine textiles were in great demand. Amongst weavers some produced coarse cloth while others wove finer varieties.
- (ii) The demand for the finer varieties bought by the well-to-do was more stable. The rich could buy these even when the poor starved.
- (iii) Famines didn't affect the sale of Banarasi or Baluchari saris.
- (iv) Moreover, mills could not imitate specialized weavers.

- (v) Saris with woven borders or the famous lungis and handkerchiefs of madras, could not be easily displaced by mill production. $1 \times 5 = 5$

OR

- (i) The vast mass of one room houses occupied by the poor were seen as a serious threat to public health.
- (ii) Cities were overcrowded, badly ventilated, and lacked sanitation.
- (iii) There were worries about fire hazards created by poor housing.
- (iv) There was a widespread fear of social disorder, especially after the Russian Revolution in 1917.
- (v) Worker's mass housing schemes were planned to prevent the London poor from turning rebellious.

 $1 \times 5 = 5$

23. (i) The print introduced a new world of debate and discussion and created possibility of wide circulation of ideas.
- (ii) Through printed message, people could persuade others to think differently and move them to action.
 - (iii) In early modern Europe, the implication of print was on a major sphere of life religion.
 - (iv) In 1517, Martin Luther wrote 'Ninety Five Theses' criticizing the evil practices of the Catholic Church.
 - (v) Martin Luther's ideas and writings were immediately reproduced in vast numbers and read widely. It led to the beginning of Protestant Reformation.
 - (vi) Several scholars think that the print brought about a new intellectual atmosphere and helped in dissemination of new ideas.

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

The ways in which the novel in India attempted to create a sense of pan-Indian belonging were :

- (i) Many historical novels were about Marathas and the Rajputs which produced a sense of pan-Indian belonging in Bengal.
- (ii) They imagined the nation to be full of adventure, heroism, romance and sacrifice. The novel allowed the colonized to give a shape to their desires.
- (iii) Bankim's Anandmath is a novel about a secret Hindu militia that fight Muslims to establish a Hindu kingdom. It was a novel that inspired many kinds of freedom fighters.
- (iv) Shivaji, the hero of the novel Anguriya Binimoy (1857) written by Budhadeb Mukhopadhyaya's (1827-94), engages in many battle against clever and treacherous Aurangzeb, what gives him courage and grit is his belief that he is a nationalist fighting for the freedom of Hindus.
- (v) Imagining a heroic past was in which the novel helped in popularising the sense of belonging to a common nation. It was another way to include various classes in the novel so that they could be seen as belonging to a shared world.
- (vi) Premchand's novel, for instance, are filled with all kinds of powerful characters drawn from all levels of society.

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

24. Three geographical conditions required for the growth of rice are :

- (i) It required high temperature, (above 25°C)
- (ii) Annual rainfall above 100 cm.
- (iii) High humidity

It is possible to grow rice in areas of less rainfall with the help of irrigation as in Punjab and Haryana. $1 \times 5 = 5$

25. Characteristics of Arid soil are :

- (i) Red to brown in colour
- (ii) Sandy in texture
- (iii) Evaporation is faster, soil lacks humus and moisture
- (iv) Soil occupied by Kankar
- (v) Kankar restricts the infiltration of water.

 $1 \times 5 = 5$

26. (i) No constituency has a clear majority of one single caste.

- (ii) No party wins the votes of all the voters of a caste or a community.
- (iii) Vote Banks are based on castes or Community.

- (iv) Many political parties put up a candidate from the same caste. Some castes have more than one candidate while some do not have any.

- (v) Ruling party and the sitting MP's and MLA's frequently lose elections.

 $1 \times 5 = 5$

27. (i) Democracy involves competition among various political parties. Their competition tends to divide society. If they start competing in terms of some existing social divisions, it can make social division into political division and lead to conflict, violence or even disintegration of a country.

- (ii) Hundreds of civilians, militants and security forces were killed in the fight between Unionists and Nationalists and between the security forces of the UK and the Nationalists. It was only in 1998, that the UK government and the Nationalists reached a peace treaty after which the nationalists suspended their armed struggle.

- (iii) Political competition along religious and ethnic lines led to the disintegration of Yugoslavia into six independent countries.
- (iv) In a democracy, it is only natural that political parties would talk about the social divisions, make different promises to different communities, took after due representation of various communities and make policies to redress the grievances of the disadvantaged communities.
- (v) Social divisions affect voting in most countries. People from one community tends to prefer some party to others. In many countries, there are parties that focus only on one community. $1 \times 5 = 5$

28. Development means continuous progress or increase in real per capita income. In other words, there is improvement in economic, welfare of the people and their standard of living.

The four characteristics of development are :

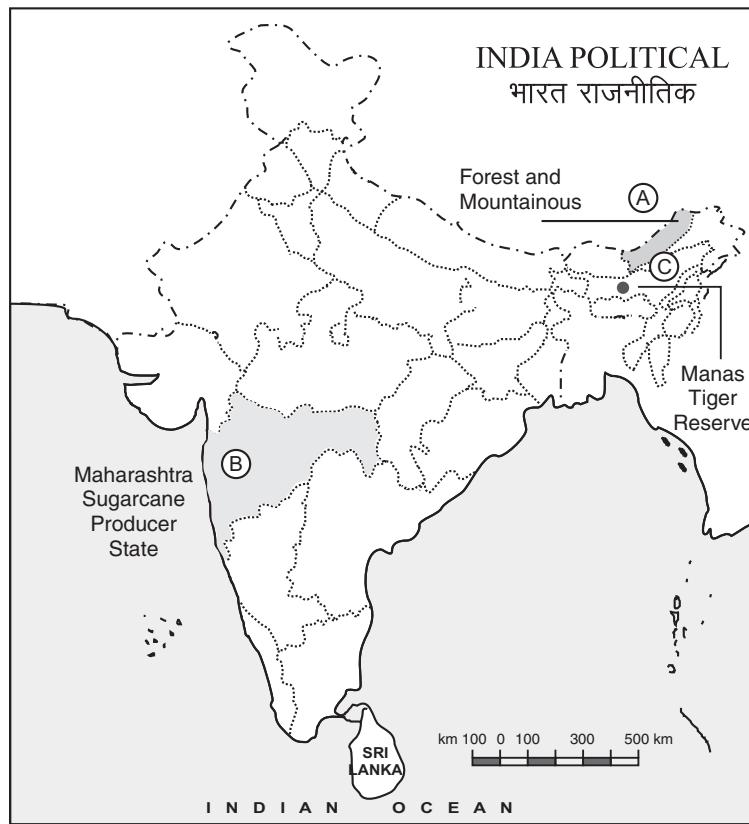
- Development goals are different for different people.
- What may be development for one may not be development for the other.
- For development, people look at a mix of goals.
- Different persons could have different as well as conflicting notions of a country's development. $1 + 4 = 5$

29.

S. No.	Organized Sector	Unorganized Sector
(i)	Terms of employment are regular.	Jobs are not regular.
(ii)	Security of employment.	No security of employment.
(iii)	Overtime payment for extra work.	No provision for overtime.
(iv)	Workers get paid leave and PF.	No other facilities like gratuity, medical benefits etc.
(v)	Safe working environment.	Employers do not bother for these things.

(Any other points of distinction) 5

30.



UNIT - I
**India and the
Contemporary
World II**
CHAPTER**1**
**THE MAKING
OF A GLOBAL
WORLD**
SYLLABUS

- (a) *The Pre-modern World.*
- (b) *The Nineteenth Century (1815-1914).*
- (c) *The Inter-war Economy Rebuilding a World Economy : The Post War Era.*
- (d) *Implications of globalization for livelihood patterns.*
- *Case Study : The post-war International Economic Order, 1945s to 1960s.*


QUICK REVIEW

- From ancient times, travellers, traders, priests and pilgrims travelled vast distances for knowledge, opportunity and spiritual fulfillment, or to escape persecution.
- As early as 3000 BCE, an active coastal trade linked the Indus valley civilization with present day West Asia.
- The silk routes are a good example of vibrant, pre-modern trade and cultural links between distant parts of the world.
- These routes existed even before the Christian Era and flourished till the fifteenth century.
- The Portuguese and Spanish conquest and colonisation of America were decisively under way by the mid-sixteenth century.
- Till the eighteenth century, China and India were among the world's richest countries. Later America gradually became important and the European continent emerged as a vast centre of world trade.
- The history of industrialisation is a story of development and the modern age is the time of technological development.
- By the end of the nineteenth century, a global agricultural economy had developed, along with the changes in pattern of labours migrations, capital flows ecologies and technology.
- Trade flourished and markets expanded in the late nineteenth century.
- Britain and France along with Germany and Belgium made vast additions to their overseas territories in the late nineteenth century.
- In the late nineteenth century, Europeans were attracted to Africa due to its vast resources of land and minerals.
- Indian traders and moneylenders also followed European colonisers into Africa for developing their business in abroad.
- The First World War (1914-1918) was mainly fought in Europe, but its impact was felt all over the world.
- The First World War was fought between two power blocks :
 - (i) Allies—Britain, France and Russia (later joined by the US)
 - (ii) Central Powers—Germany, Austria-Hungary and Ottoman Turkey.
- Britain faced a prolonged economic crisis after the First World War. It became very difficult to recapture its earlier position of dominance in the Indian market.
- In the 1920s, the mass production became an important feature of industrial production in the USA.
- The worldwide economic depression began around 1929 and lasted till the mid 1930s.
- The new framework was agreed upon at the United Nations Monetary and Financial Conference which was held in July, 1944 at Bretton Woods in New Hampshire, USA.
- The International Monetary Fund (IMF) and the World Bank were established to preserve economic stability and full employment in the industrial world.
- G-77 was a group of developing countries in the late twentieth century, established to demand a new international economic order.



KNOW THE TERMS

- **Global (World Wide)** : Involving all countries of the globe.
- **Globalisation** : Integrating economy of a country with the economics of other countries under the condition of free flow of trade, capital and labour.
- **Silk Route** : The route taken by traders to carry silk cargoes from China to the West.
- **Cowri** : A Hindi word meaning 'sea shells'. These were used in ancient world as a form of currency.
- **Coolies** : Indian indentured labourers were referred to as coolies in the Caribbean islands.
- **Corn Laws** : British laws which imposed restrictions on the import of corn.
- **Dissenter** : One who refuses to accept established beliefs and practices.
- **Indentured labour** : A bonded labourer under contract to work for an employer for a specific amount of time, to pay off his passage to a new country or home.
- **Allies** : Before the First World War, Britain, France and Russia later joined by U.S.A. formed an alliance and fought together in the First World War.
- **Central Powers** : An alliance formed by Germany, Austria, Hungary and Ottoman Turkey, who fought together in the First World War.
- **Axis Powers** : Germany, Italy and Japan were known as Axis Powers during the Second World War.
- **El Dorado** : The fabled city of gold.
- **Exchange Rates** : They link national currencies for purposes of international trade. There are broadly two kinds of exchange rates namely fixed exchange rate and floating exchange rate.
- **Fixed Exchange Rates** : The rates which are officially fixed by the government and do not vary with change in demand and supply of foreign currency.
- **Flexible or Floating Exchange Rates** : These rates fluctuate depending on demand and supply of foreign currencies in foreign exchanges markets, in principle without interference by governments.
- **Tariff** : Tax imposed on a country's imports from the rest of the world. Tariffs are levied at the point of entry, i.e. at the border or at the airport.
- **Hosay** : A riotous carnival in Trinidad when workers of all races and religions join to celebrate.
- **Plantation** : Estate for cultivation of cash crops such as tea, coffee, cotton, tobacco, sugarcane etc.
- **Rastafarian** : A member of a Jamaican religious group which worships the former Emperor of Ethiopia, Haile Selassie.
- **Rinderpest** : Cattle Plague —A fast spreading disease among cattle called cattle plague.
- **MNCs** : Multinational Corporations (MNCs) are large companies that operate in several countries at the same time.
- **IMF** : It is also termed as International Monetary Fund, the Bretton Woods institution. It was established to deal with external surpluses and deficits of its member nations.
- **IBRD** : It is abbreviated as the International Bank for Reconstruction and Development (popularly known as the World Bank). It was set up to finance post-war reconstruction.
- **G-77** : G-77 or Group of 77 refers to the developing countries that did not benefit from the fast growth western economies experienced in 1950s and 1960s.



KNOW THE DATES

- **3000 BCE** : An active coastal trade linked the Indus Valley Civilization with present day West Asia.
- **BCE - 15th Century** : Existence of silk routes.
- **Mid Sixteenth Century** : Portuguese and Spanish conquest and colonisation of America.
- **1845 - 1849** : Potato Famine in Ireland. During this famine around 1,000,000 people died of starvation in Ireland.
- **1885** : The big European powers met in Berlin to complete the division of Africa between themselves.
- **1890** : Global agricultural economy took shape.
- **1890s** : Rinderpest (cattle plague) had a terrifying impact on livelihoods of the African people and the local economy.
- **1892** : Rinderpest reached Africa's Atlantic coast.
- **1900s** : Indian nationalist leaders began opposing the system of indentured labour migration as abusive and cruel.
- **1914-1918** : The First World War was fought.
- **1921** : Indentured labour was abolished.
- **1923** : America resumed exporting capital to the rest of the world and became the largest overseas lender.
- **1929-1935** : The Great Depression.
- **1939-1945** : The Second World War was fought.
- **July, 1944** : The United Nations Monetary and Financial Conference were held at Bretton Woods in New Hampshire, USA.

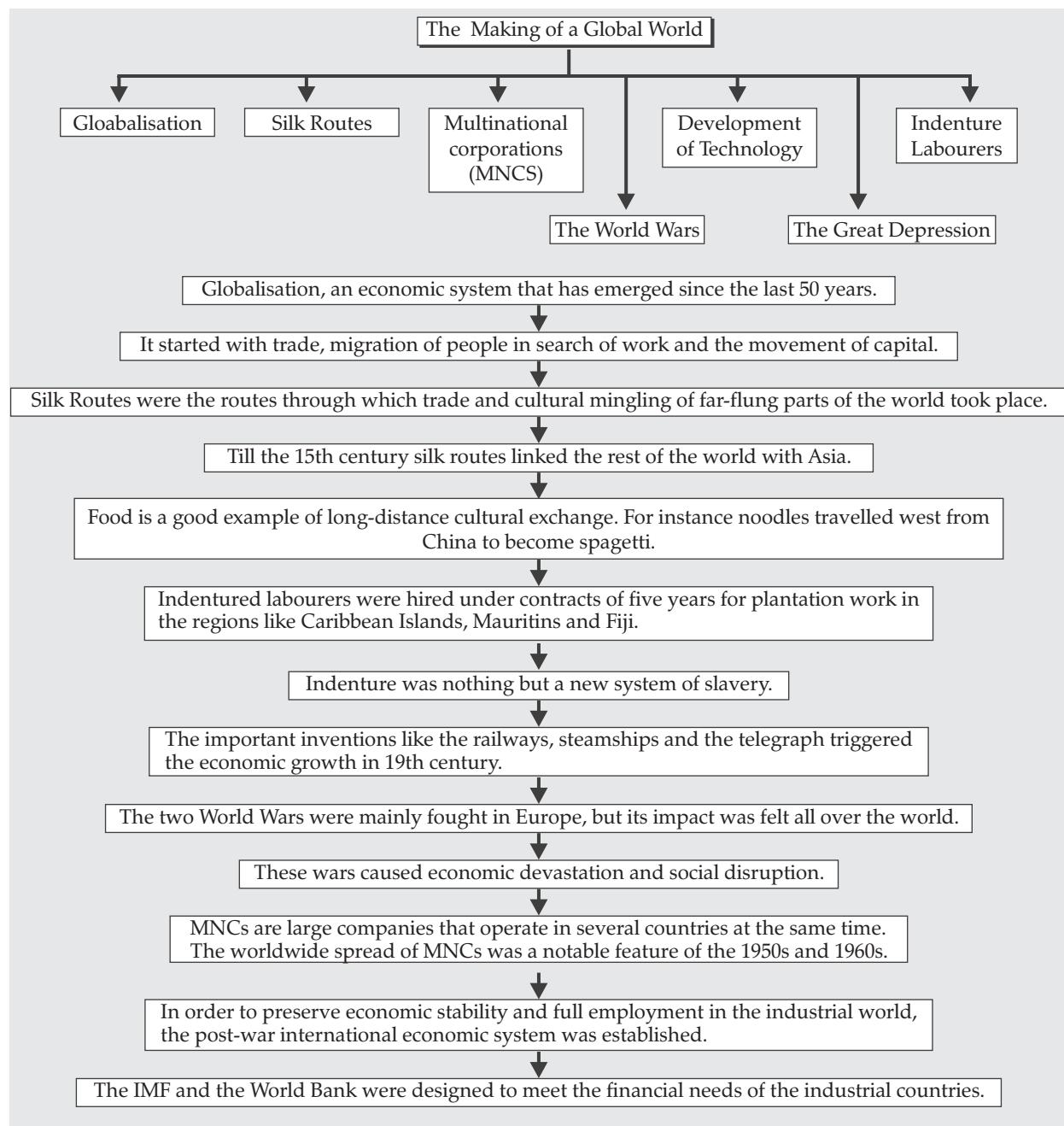
- **1947** : The IMF and the world bank commenced financial operations.
- **1949** : The Chinese Revolution.
- **The Late 1970s** : MNCs began to shift production operations to Low-wage Asian countries.



KNOW THE LINKS

1. **The Irish Potato Famine**
<http://irishpotatofamine.net/>
2. **Rinderpest in Africa**
<http://www.nda.agric.za>
3. **Indentured Labour**
<http://www.nationalarchives.gov.uk>

FLOWCHART



**TOPIC-1**

The Pre-modern World and The Nineteenth Century (1815-1914)

Very Short Answer Type Questions

1 mark each

Q. 1. Where did the big European powers meet in 1885 for dividing Africa ?

Ans. Berlin. 1

Q. 2. Till the discovery of which place potatoes were not known to people in Asia and Europe ?

Ans. America. 1

Q. 3. Which groups of countries was known as the 'Allies' in Europe ?

Ans. Britain, France and Russia later joined by the U.S. 1

Q. 4. Who was a well-known pioneer of mass production ?

Ans. Henry Ford. 1

Q. 5. Why did the wheat price in India fall down by 50 percent between 1928 and 1934 ?

Ans. Due to Great depression. 1

Q. 6. Which crop was not known to our ancestors until about five centuries ago ?

Ans. Potato. 1

Q. 7. Identify the group of the countries, which was known as Axis powers during the Second World War ?

Ans. Nazi Germany, Japan and Italy. 1

Q. 8. Which were the main destination of Indian indentured migrants ?

Ans. Caribbean Islands (mainly Trinidad and Guyana), Surinam, Mauritius, Fiji. (Any 2) 1

Q. 9. From which regions, most Indian indentured

workers came from ?

Ans. Eastern Uttar Pradesh, Bihar Central Indian and dry districts of Tamil Nadu. 1

Q. 10. What does 'Silk Route' refer to ?

Ans. Network of routes connecting Asia with Europe and Northern Africa. 1

Q. 11. Which country has an effective right of VETO over IMF and World Bank ?

Ans. USA later joined by the U.S. 1

Q. 12. What do we call the law that allowed the British Government to restrict the import of corn ?

Ans. Corn Laws. 1

Q. 13. People's livelihoods and local economy of which country was badly affected by the disease named 'Rinderpest' ?

Ans. Africa. 1

Q. 14. Who discovered the continent of America ?

Ans. Christopher Columbus. 1

Q. 15. What was the most powerful weapon used by Spanish to conquer America ?

Ans. Germs, for example : germs of small pox. 1

Q. 16. Into which riotous carnival the annual Muharram procession was transformed in Trinidad ?

Ans. Hosay. 1

Q. 17. How did Rinderpest reach Africa ?

Ans. Through cattle imported to British Asia to feed Italian soldiers. 1

Short Answer Type Questions

3 marks each

Q. 1. "Trade flourished and markets expanded in the 19th century, but there was a darker side to process." Justify the statement.

[Board Term-1, 2015]

Ans.(i) In many parts of the world, these developments meant loss of freedoms and livelihoods.

(ii) Late 19th century Europeans conquest brought about many destructive economic, social and ecological changes in the colonies.

(iii) In Africa, in the 1890s, a fast spreading disease of cattle plague or rinderpest had a terrifying impact on people's livelihoods and the local economy.

(iv) The example of indentured labour migration from India illustrates that it was a world of faster economic growth for some and great misery and poverty for others, technological advances in Europe and new forms of coercion in Asia and Africa. (Any 3) $1 \times 3 = 3$

Q. 2. Explain the three impacts of the First World War on the British economy. [Board Term-1, DDE-2015]

Ans. (i) After the war, Britain found it difficult to recapture its earlier position of dominance in the Indian market, and to compete with Japan internationally.

(ii) Moreover, to finance war expenditures, Britain had borrowed liberally from the US. This meant, that at the end of the War, Britain was burdened with huge external debts.

(iii) The War had led to an economic boom, that is a huge increase in demand, production and employment. When the war ended, production contracted and unemployment increased.

(iv) At the same time, the government reduced bloated war expenditures to bring them into line with peacetime revenues. These developments lead to huge job losses. (Any Three) $1 \times 3 = 3$

Q. 3. What was 'Corn Law' ? How was it abolished ?

[Board Term-1, 2014 (WQ7FXWC)]

Or

What was the Corn Law ? Why was the Corn Law abolished ? What was the result of the abolishing ? [Board Term-1, 2010 (B2)]
(NCERT)

- Ans.** (i) The laws allowing the British Government to restrict import of corn is known as "Corn Law".
(ii) These laws were abolished because the industrialists and urban dwellers were unhappy with high food prices; as a result of which they forced the abolition of the Corn Laws.
Result : Food could be imported into Britain at a more cheaper rate. $1 \times 3 = 3$

Q. 4. What attracted the Europeans to Africa ? Give any three reasons. [Board Term-1, 2014 (R9UJGYG), (X30T4XE), 2012 (55)]

Or

Why were Europeans attracted to Africa in the late 19th century ? Mention any three reasons. [Board Term-1, 2011, 2010 (A1)]

- Ans.(i)** Europeans were attracted due to the resources of land and minerals of Africa.
(ii) They came to Africa to establish plantations and exploit mines.
(iii) African countries were militarily weak and backward. So, it was easy to conquer them.
(CBSE Marking Scheme, 2015) $1 \times 3 = 3$

Q. 5. How did Rinderpest become instrumental in subjugating the Africans ? [NCERT]
[Board Term-1, DDE-2014]

- Ans.** (i) The loss of cattle destroyed African livelihoods.
(ii) Planters, mine owners and colonial governments now successfully monopolised what scarce cattle resources remained, to strengthen their power and forced Africans into the labour market.
(iii) Control over the scarce resource of cattle enabled European colonisers to conquer and subdue Africa. $1 \times 3 = 3$

Q. 6. Explain the three types of flows within international economy in exchanges. [Board Term-1, DDE-2014]

Or

Mention the three types of flows within international economic exchanges during the 19th century. [Board Term-1, 2012 (36)]

- Ans.** (i) **Flow of Trade :** Trade in goods, e.g., cloth or wheat, giving shape to a global agricultural economy where food no longer came from a nearby village or town, but from thousands of miles away.
(ii) **Flow of labour :** The migration of people in search of employment is called flow of labour. Nearly 50 million people emigrated from Europe to America and Australia in the 19th century. All over the world some 150 million are estimated to have left their homes, crossed oceans and vast distances over land in search of a better future.
(iii) **Flow of capital investment :** Investments over long distances is called flow of capital investment. Capital flowed from financial centres such as London to build railways and other buildings.
(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 7. "19th century indenture had been described as a new system of slavery." Explain the statement briefly. [Board Term-1, 2014 (R9UJGYG)]

Ans. New system of slavery :

- (i) Agents tempted the poor people by giving false information about the nature of work, living and working conditions, modes of travel etc.
- (ii) Less willing workers were at time forcibly abducted by the agents.
- (iii) On arrival at the plantations, when labourers found conditions to be different, many of them escaped into the wilds while others developed new forms of individual and collective self expression. $1 \times 3 = 3$

Q. 8. Write any three factors responsible for indentured labour migrated from India. [Board Term-1, NCT-2014, 2010 (C2)]

- Ans.** Factors responsible for indentured labour migrated from India :
- (i) In mid-19th century, cottage industries declined, land rents rose, lands were cleared for mines and plantations. This affected poor people because they were highly indebted and forced to migrate for work.
 - (ii) Temptation : As the agents provided false information about final destinations, nature of work and living and working condition, many poor people were tempted to go and work.
 - (iii) In order to escape poverty or oppression at home and in villages many migrants agreed to work.
- $1 \times 3 = 3$

Q. 9. Describe the effects of abolishing the 'Corn Laws'. [Board Term-1, KVS-2014]

Or

Explain three far reaching effects of the abolition of the corn laws.

[Board Term-1, 2012 (37), 2011 (15)]

- Ans.** (i) Britain began to import foodgrains from rest of the world. British agriculture was unable to compete with imports.
(ii) Vast areas of land were now left uncultivated.
(iii) Thousands of men and women were thrown out of work. They started migrating to cities.
(iv) Food prices fell and consumption in Britain rose.
(v) **Other countries :** Russia, America and Australia sent food grains to meet the British demand.
(vi) They required railways to link the ports.

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

(CBSE Marking Scheme, 2012)

Q. 10. Describe three major consequences of Second World War. [Board Term 1, 2013, 553K]

- Ans.** Major consequences of the Second World War are as follows :
- (i) Death and destruction were enormous. At least 60 million of the people or about 3 percent of the world's 1939 population are believed to have been killed directly or indirectly as the result of war.
 - (ii) Millions more were injured. Unlike in earlier wars, most of these deaths took place outside the battlefield. Many more civilians than soldiers died from war-related causes.
 - (iii) Vast parts of Europe and Asia were devastated and several cities were destroyed by aerial bombardment or relentless artillery attacks.

- (iv) The war caused an immense amount of economic devastation and social destruction. Reconstruction promised to be long and difficult. (Any three)
(CBSE Marking Scheme, 2013) $1 \times 3 = 3$

Q. 11. State three reasons why Europeans fled to America in 19th century.

[Board Term 1, 2013 (BHTK) 2011 (42), 2010 (B1)]

- Ans.** Europeans fled to America in 19th century because :
- (i) Until the 19th century, power and hunger were common in Europe.
 - (ii) Cities were crowded and deadly diseases were underspread.
 - (iii) Religious conflicts were common and religious dissenters were persecuted.
 - (iv) In America, plantations were growing cotton and sugar for the European market. These plantations were worked on by slaves. (Any three) $1 \times 3 = 3$
(CBSE Marking Scheme, 2013)

Q. 12. How did Henry Ford revolutionize mass production in the U.S. ? [Board Term-1, 2012]

- Ans.** (i) Henry Ford adopted the assembly line of a Chicago slaughter house to his new car plant in Detroit.
- (ii) The assembly line allowed a faster and cheaper way of producing vehicles. It forced workers to repeat a single task mechanically and continuously.
 - (iii) This increased their efficiency in the single task and the speed of production too.
 - (iv) Standing in front of the conveyor belt, no worker could delay the motion or take a break.
 - (v) In the beginning many workers quits, since they could not cope up with the stress of work.
 - (vi) Henry Ford doubled their wages and against that, he not only increased the speed of the production time but also banned trade unions. (Any three)
- $1 \times 3 = 3$

Q. 13. Give three examples to show that the pre-modern world changed with the discovery of new sea routes to America.

[Board Term 1, 2012 (40), 2011 (30, 31, 37)]

Ans. Three examples are as follows :

- (i) Many common foods, e.g. potatoes, soya, tomatoes, maize, etc., were introduced to Europe from America. These crops made a difference between life and death. The poor began to eat better and live longer in England with the introduction of potatoes.
 - (ii) Religious dissenters from Europe fled due to the fear of persecution in Europe and migrated to America.
 - (iii) Slave trade was started. European traders captured slaves in Africa and took them to America where they worked on plantations. Europe became the centre of the world trade.
 - (iv) Precious metals, e.g., silver from mines located in present day Peru and Mexico also enhanced Europe's wealth and financed its trade.
- (Any three) $1 \times 3 = 3$
(CBSE Marking Scheme, 2012)

Q. 14. The First World War was a war like no other before. Explain any three features about the war that support the statement.

[Board Term 1, 2012 (50)]

- Ans.** (i) It involved the leading industrial nations.
- (ii) This war was the first modern industrial war. Machine guns, tanks, aircrafts, chemical weapons, were used on a massive scale.
 - (iii) Most of those who were aimed were men of working age. The scale of death and destruction was great. These deaths and injuries reduced the workforce.
 - (iv) Industries during the war were restructured to produce war-related products.
 - (v) The war led to the snapping of economic links between the world's largest economic powers which were now fighting with each other to pay for them. The war transformed the US from being an international debtor to an international creditor.
- (Any three) $1 \times 3 = 3$

Q. 15. "Food offer many examples of long distance cultural exchange." Justify this statement.

[Board Term 1, 2011 (12, 17)]

- Ans.** (i) Traders and travellers introduced new crops to the lands they travelled.
- (ii) Noodles travelled west from China to become spaghetti and Arab traders took pasta to Sicily.
 - (iii) Most of the common Indian food such as maize, tomatoes, groundnuts, potatoes, soya and chillies were not known to our ancestors. They were introduced to Europe from America.
- $1 \times 3 = 3$

Q. 16. Why did European employers find it difficult to recruit labour in Africa ? Give two methods they used to recruit and retain labour.

[Board Term 1, 2011 (19, 29, 34, 40), 2010 (A1)]

- Ans.** (i) Because of shortage of labour willing to work for wages and due to plenty of land and livestock which were available for Africans.
- (ii) Two methods used by the Europeans to recruit and retain labour were :
 - (a) Heavy taxes were imposed which could be paid only by working for wages on plantations and mines.
 - (b) Inheritance laws were changed so that peasants were displaced from land.
- $1 \times 3 = 3$

Q. 17. How did the global transfer of disease in the pre-modern world help in the colonization of the Americans ? (NCERT)

[Board Term 1, 2011 (13, 25, 45), 2010 (C2)]

- Ans.** (i) America was not conquered and colonized by Europeans with the help of superior fire power alone.
- (ii) Germs, such as those of small pox were a help to great extent.
 - (iii) Americans had no immunity against them as a result of long isolation. Once introduced, the germs spread deep into the continent decimating whole communities and paving way for conquest.
- (Any three) $1 \times 3 = 3$

Q. 18. What is meant by 'Trade Surplus' ? Why did Britain have a trade surplus with India ?

[Board Term 1, 2010 (A1)]

Ans. Definition of trade surplus : Refer to Q. No. 18, Long Answer Type Questions.

(ii) Over the 19th century, British manufacturers flooded the Indian market. Foodgrains and raw material exports from India to Britain and the rest of the world got increased. But the value of British exports to India was much higher than the value of British imports from India. Thus, Britain had a 'trade surplus' with India. 1+2=3

Q. 19. Explain the effect of the death of men of working age in Europe because of the First World War ?

[Board Term 1, 2010 (A2)]

Ans. (i) Majority of the people killed in the first World War were the men of working age. It reduced able bodied workforce in Europe.

(ii) With fewer members within the family, household incomes declined.

(iii) Women stepped in to undertake jobs that earlier only men were expected used to do. 1×3=3

Q. 20. What role did technology play in shaping the nineteenth century world ?

Ans. (i) Important inventions such as railways and steamships boosted the economic growth in 19th century.

(ii) Colonization stimulated new investments and improvements in transport.

(iii) Faster railways, lighter wagons and larger ships helped to move food more cheaply and quickly from far away farms to final markets. 1×3=3

Long Answer Type Questions

5 marks each

Q. 1. "Trade and cultural exchange always went hand in hand". Explain the statement in the light of silk route.

[Board Term 1, 2014 (WQ7FXWC), (R9UJGYG)]

Ans. (i) The silk routes are a good example of vibrant pre-modern trade and cultural links between distant parts of the world.

(ii) The silk route was used by the Chinese traders to export silk to other countries.

(iii) These routes were used by traders to trade goods and exchange culture from one country to another.

(iv) Early Christian missionaries almost certainly travelled through this route to Asia, like wise the early Muslim preachers did few centuries later.

(v) These routes were also used to spread religions. Buddhism emerged from Eastern India and spread in several directions through interesting points on the silk routes. 1×5=5

Q. 2. Explain the effects of the Great Depression of 1929 on the Indian economy.

[Board Term-1, 2014 (WQ7FXWC)]

Or

How did the Great Depression of 1929 affect the farmers and the middle classes in India in different ways ?

[Board Term 1, DDE-2014, 2012 (34, 37)]

Ans. (i) India's exports and imports nearly halved.

(ii) As international prices crashed, prices in India also plunged.

(iii) Wheat prices in India fell by 50 percent.

(iv) Peasants and farmers suffered more than urban dwellers.

(v) The colonial government refused to reduce revenue demands.

(vi) India's peasants indebtedness increased.

(vii) They used up their savings and sold jewellery and precious metals. The great depression helped the urban people especially the fixed income earners.

(Any five) 1×5=5

(CBSE Marking Scheme, 2012)

Q. 3. Explain the three types of movement or flows within international economic exchange. Mention any one example of any one type of flow from India and one from England.

[Board Term I, KVS-2014, 2012 (48)]

Ans. (i) The first movement is the flow of trade of goods.

(ii) The second movement is the flow of people migrating in search of employment.

(iii) The third movement is the flow of capital in terms of short-term and long-term investments done overseas.

(iv) Flow of goods and capital was smoother than the flow of people. All three were benefitted by the exchange of ideas.

India : Migration of indentured labourers ; trade of cotton textile (any one).

Europe : Selling of Manchester goods in India. (CBSE Marking Scheme, 2012) 4+1=5

Q. 4. What were the main features of First World War ?

[Board Term 1, NCT-2014]

Ans. The main features of the First World War are as follows :

(i) The First World War (1914-18) was mainly fought in Europe. But its impact was felt around the world.

(ii) It was fought between two power blocs —the Allies (Britain, France and Russia) and the Central Powers (Germany, Austria - Hungary and Ottoman Turkey).

(iii) It lasted more than four years.

(iv) It was the first modern industrial war as it saw the use of machine guns, tanks, aircraft, chemical weapons, etc., on a large scale.

(v) To fight the war, millions of soldiers had to be recruited from around the world and most of them were men of working age.

(vi) During the war, 9 million people were dead and 20 million were injured.

(vii) These death and injuries reduced the able-bodied workforce in Europe.

(viii) Industries were restructured to produce war-related goods. (Any five) $1 \times 5 = 5$

Q. 5. What was Corn Laws ? Why were these laws abolished ? How abolition of Corn Laws affect the people in England ? [Board Term 1, NCT-2014]

Or

What were 'Corn Laws' ? How did the abolition of 'Corn Laws' affect the people of England ?

[Board Term 1, 2011 (12, 22, 44)]

Ans. Corn Laws : Refer Q. 3 Short Answer types

Effects : Refer Q. 9 Short Answer types $2 + 3 = 5$

Q. 6. Describe in brief the economic conditions of the post First World War period.

[Board Term 1, 2013 (BHTK)]

Ans. Post First World War period economic conditions:

- (i) Britain which was world's leading economy in the pre-war period faced a prolonged crisis.
- (ii) Indian and Japanese industries were developed as Britain was occupied with war.
- (iii) After the war, it was difficult for Britain to recapture its earlier position in the Indian market.
- (iv) Britain was burdened with huge external debts from the US.
- (v) Government reduced bloated war expenditure. This led to huge job losses and unemployment.
- (vi) Grain prices were fallen step as wheat supply was disrupted during the First World War. (Any five)

(CBSE Marking Scheme, 2013) $1 \times 5 = 5$

Q. 7. What have the historians described the century indenture as a new system slavery. Explain five reasons. [Board Term 1, 2013, 553K, 2012 (35)]

Ans. Indentured labour was described as a new system of slavery because :

- (i) Agents tempted the poor people by giving false information about the nature of work, living and working conditions, modes of travel, etc.
- (ii) Less willing workers were at time forcibly abducted by the agents.
- (iii) On the plantation, the working conditions were harsh and they had a few legal rights.
- (iv) They were beaten or imprisoned for not being able to meet tasks that used to be very heavy or for running away from the job.
- (v) Normal medical attention was given to them and wages were deducted in case of absence at work or failure to fulfill the task. $1 \times 5 = 5$

(CBSE Marking Scheme, 2013)

Q. 8. Mention the two key lessons learnt from the inter-war economic experiences by the economists and politicians after the Second World War.

[Board Term 1, 2012 (34)]

Ans. The two lessons learnt by the economists and politicians during the Second World War were :

First : An industrial society based on mass production needs mass consumption. For mass

consumption, steady income was necessary and for stable income, full employment was necessary. For this, the government has to take step to minimise the fluctuation of price, production and employment. Hence, economic stability could be ensured by the government intervention.

Second : The goal of full employment could be achieved only if the government controls the flow of goods, capital and labour. $2\frac{1}{2} + 2\frac{1}{2} = 5$

(CBSE Marking Scheme, 2012)

Q. 9. What is the meaning of 'cultural fusion' ? Give two examples how indentured labour system led to cultural fusion. [Board Term 1, 2012 (38)]

Or

"The indentured labour gave rise to a new culture in the Caribbean islands." Justify this statement with suitable examples. [Board Term 1, 2010 (A1)]

Ans. (i) Cultural fusion is a phenomenon which emerges when two or more cultures inter-mingle and produce a new culture.

(ii) Indentured labourers used to live and work in very harsh conditions. This forced them to seek new avenues of comfort and relaxations. This blended different cultural forms.

(iii) Examples :

(a) Hosay : In Trinidad, the annual Muharram procession was transformed into a riotous carnival called 'Hosay' in which workers of all races and religions joined.

(b) Chutney Music : 'Chutney music' is another creative contemporary expression of the post indentured experience.

(c) Rastafarianism : The protest religion of 'Rastafarianism' is also said to reflect social and cultural links with Indian migrants to the Caribbean. (Any two) $2\frac{1}{2} + 2\frac{1}{2} = 5$

(CBSE Marking Scheme, 2012)

Q. 10. Explain any three characteristics of the Silk Routes. [Board Term 1, 2012, 2011 (17) (39)]

Or

Enumerate the importance of Silk Routes.

[Board Term 1, 2011 (17), 2010 (A1)]

Ans. (i) The silk routes are a good example of vibrant pre-modern trade and cultural links between distant parts of the world.

(ii) They were spread over land and sea knitting together vast regions of Asia and linking with Europe and Africa.

(iii) They existed since before the Christian Era and thrived almost till the 15th century.

(iv) Chinese pottery, textiles and spices from India travelled to Europe.

(v) In return, precious metals gold and silver flowed from Europe to Asia.

(vi) Buddhism, Christian missionaries, Muslim preachers also travelled through this route to Asia. (Any five) $1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

Q. 11. Explain the destruction caused during the Second World War. Mention two crucial influences which shaped post-war reconstruction.

[Board Term 1, 2012 (39)]

- Ans.** (i) Unlike earlier wars, most of the deaths took place outside the battlefields.
(ii) More civilians than soldiers died from war.
(iii) Vast parts of Asia and Europe were devastated.
(iv) Cities were destroyed.
(v) There was immense amount of economic devastation.

Two crucial influences :

First : U.S.'s emergence as military power in the western world.

Second : Dominance of the Soviet Union.

(CBSE Marking Scheme, 2012) $3+2=5$

Q. 12. How did the use of technology transform food availability in Europe ? [Board Term 1, 2012 (46)]

Or

What was the impact of technology on food availability ? Explain with the help of examples.

(NCERT)

[Board Term 1, 2011 (580021, 23, 25, 35, 38)]

- Ans.** (i) Faster railways, lighter wagons and larger ships helped food to reach more quickly from farms to markets.
(ii) Earlier like animals were shipped from America to Europe, many died on the way or became unfit to eat. Thus meat became expensive.
(iii) **Refrigerated ships :** The animals could be slaughtered at the starting point of America, Australia or New Zealand and were brought fresh.
(iv) This reduced the shipping cost and lowered prices in Europe.
(v) The poor could add variety to their food and it improved their living condition.

(CBSE Marking Scheme, 2012) $1\times 5=5$

Q. 13. Describe the social and economic effects of the World War on England and USA.

[Board Term I, 2012 (4)]

Ans. Social Effects :

- (i) Most of the killed and maimed people were of the working age and this affected the work force in England.
(ii) Household income declined and women stepped in to take up jobs.
(iii) Role and position of women changed forever in England.

Economic Effects :

- (i) Economic links between some of the major economic powers of the world were snapped.
(ii) England borrowed large sums of money from US Banks.
(iii) USA emerged as an international creditor.
(iv) USA owned more assets in foreign countries than foreign countries owned in the USA.

(Any three) $3+2=5$

(CBSE Marking Scheme, 2012)

Q. 14. What was Rinderpest ? How did it adversely affect the lives and fortunes of the Africans ?

[Board Term 1, 2012 (38)]

Or

What was Rinderpest ? How did Rinderpest change the economy of the African Society ?

[Board Term 1, 2011 (11, 44), 2010]

Or

Describe briefly the effects of Rinderpest in Africa in the 1890s.[Board Term 1, 2011 (24, 27, 33, 38, 39)]

Ans. Rinderpest was the fast spreading and devastating disease of cattle plague.

Effects of Rinderpest :

It affected the Africans in following ways :

- (i) Rinderpest moved like forest fire.
(ii) 90% of cattle were killed.
(iii) The loss of cattle destroyed African livelihoods. Earlier people rarely worked for a wage. They possessed land and livestock. Due to Rinderpest, they were forced to work for wages and so it affected the economy.
(iv) Colonial government forced the Africans into labour market.

(CBSE Marking Scheme, 2012) $1+4=5$

Q. 15. Explain how did the abolition of corn laws in Britain led to the emergence of a global agricultural economy ?

[Board Term 1, 2011 (14, 26, 34)]

Ans. (i) With scrapping of corn laws, Britain began to import foodgrains from rest of the world. These products were relatively cheaper than the prices of the British produced goods and foodgrains.

- (ii) Britain was forced to import foodgrains from Eastern Europe, America and Australia.
(iii) There were complex changes in labour movement patterns, capital flow, ecology and technology.
(iv) Crops was not grown by a peasant tilling his own land but by an agricultural worker.
(v) Food came from thousands of miles away.

(vi) Now food and other essential commodities were transported by railways and by ships manned by low paid workers from South Europe, Asia, Africa and Caribbean.

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

Q. 16. Explain why economy of USA was strong in the early 1920s ? Would you agree that the roots of the Great Depression lay in the 'boom' ? Give reasons for your answer. [Board Term 1, 2011 (580031)]

Ans. (i) Mass production became a characteristic feature of industrial production in the USA.

- (ii) Mass production lowered costs and prices of engineered goods.
(iii) There was a spurt in the purchase of refrigerators, washing machines, etc., through hire purchase.
(iv) It was fuelled by a boom in house construction and home ownership, financed once again by loans. Yes, the roots of the Great Depression lies in this boom because of the overproduction in industrial and agricultural sector.

$3+2=5$

Q. 17. The 19th century world of faster economic growth, still brought misery for many. Explain.

[Board Term 1, 2011 (24)]

- Ans.** (i) Hundreds and thousands of Indians and Chinese went to work on plantations, mines, railways, etc.
(ii) Indentured labourers were forced to sign contracts restricting travel to their homes for five years.
(iii) As a result, cottage industry declined and land rents rose. Land and forest were cleared for mines and plantations.
(iv) Increased indebtedness among poor became prevalent.
(v) Living and working conditions for the indentured labour was harsh and with few legal rights. $1 \times 5 = 5$

Q. 18. Define the term "Trade Surplus". How was the income received from trade surplus with India used by Britain ?

[Board Term 1, 2011 (580027, 28, 35)]

- Ans.** Trade Surplus : It is a situation in which the total

value of export of a nation during the year exceeds the total value of imports.

- (i) Over the 19th century, British manufacturers flooded Indian market. Foodgrains and raw material exports from India and Britain and world were also increased.
(ii) Value of British exports to India were higher than imports from India.
(iii) Britain, as such had "Trade surplus" with India. Britain used this surplus to balance trade deficit with other countries.
(iv) This is how a multilateral settlement system works that allows one country's deficit with another country to be settled by its surplus with a third country.
(v) India played a crucial role in helping Britain to balance its deficits. Britain's trade surplus in India helped paying the home charges that included private remittances home by British officials and traders. $1 \times 5 = 5$



TOPIC-2

The Inter-war Economy and Rebuilding a World Economy : The Post War Era

Very Short Answer Type Questions

1 mark each

Q. 1. In which year did the Great Depression start ?

Ans. 1929. 1

Q. 2. Name the first European country that conquered America ?

Ans. Spain. 1

Q. 3. From which country did Britain borrow large sums of money during the First World War ?

Ans. United States of America. 1

Q. 4. Who is referred to as the 'Bretton Woods twins' ?

Ans. The IMF and the World Bank. 1

Q. 5. What do you mean by G-77 ?

Ans. Group of developing countries. 1

Short Answer Type Questions

3 marks each

Q. 1. Mention three reasons for the creation of International Monetary Fund and the World Bank. [Board Term I, 2015]

Ans. (i) The International Monetary Fund and the World Bank were created to meet the financial needs of the industrial countries.

(ii) When Japan and Europe rapidly rebuilt economies, they became less independent on the IMF and the World Bank.

(iii) Thus from the late 1950s the Bretton Woods institutions, WB and IMF, began to turn their attention towards newly developing countries.

(iv) The newly independent countries facing problems of poverty came under the guidance of international agencies dominated by the former colonial powers. $(\text{Any } 3) 1 \times 3 = 3$

Q. 2. 'China becomes an attraction destination for investment by foreign MNCs in the 10th and 20th centuries.' Justify the statement.

[Board Term I, 2015]

Ans. China becomes an attraction destination for investment by foreign MNCs in the 10th and 20th centuries because :

(i) Wages were relatively low in countries like China.
(ii) Because of the low cost structure of the Chinese economy.

(iii) TVs, mobile phones and toys we see in the shops seem to be made in China. $1 \times 3 = 3$

Q. 3. Explain the following :

(a) G-77

(b) Great Depression of 1929. [Board Term I, 2015]

Ans. (a) Organisation formed by the former colonies to demand a New International Economic Order.

(b) It was a period of serious decline in production, employment, income and trade. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 4. Explain the role of New International Economic Order (NIEO). [Board Term I, 2014, WQ7FXWC]

Ans. The Group of 77 or G-77 demanded a New International Economic Order (NIEO). By the NIEO they meant a System that would give them :

- (i) Actual control over their natural resources.
(ii) More development assistance.
(iii) Fairer prices for their raw materials.
(iv) Better access for their manufactured goods in developed countries, markets. (Any three) $1 \times 3 = 3$
- Q. 5.** "The relocation of industry to low-wage countries stimulated world trade and capital flows." Justify the statement. [Board Term I, 2014, (X30T4XE)]

Or

Why did MNCs begin to shift their production centres to Asian countries ? What were its effects ? [Board Term I, 2012 (48)]

- Ans.** (i) MNCs shifted their production units to Asian countries because of cheap labour and low wages.
(ii) Availability of raw materials and a large market.
(iii) Effects : It stimulated world trade and flow of capital. Countries like India, China and Brazil underwent rapid economic transformation. It generated employment opportunities and introduced competition in the domestic markets.
(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

- Q. 6.** When was the Bretton Woods conference convened ? State the main aim of the conference. [Board Term I, KVS-2014]

Or

Describe the Bretton Woods Agreement.
(NCERT)[Board Term I, 2011, (18, 22, 26, 32, 36)]

- Ans.** (i) The Bretton Wood Conference was convened in July, 1944 at Bretton Woods in New Hampshire, U.S.A.
(ii) Its main aim was to preserve economic stability and full employment in the industrial world.
(iii) The conference established International Monetary Fund (IMF) and the International Bank for Reconstruction and Development (World Bank).
 $1 \times 3 = 3$

- Q. 7.** Why did most of the developing countries organise themselves as a group - the Group of 77 (G-77) ? [Board Term 1, 2012 (35)]

- Ans.** (i) The developing countries came under the guidance of IMF and World Bank which were dominated by the former colonial powers in order to uplift their economies.
(ii) Former colonial powers exploited the natural resources of developing nations through IMF and World Bank.
(iii) The developing nations organised themselves into G-77 so as to gain real control over their natural resources, to get more development assistance and fairer prices for raw materials.
(iv) They also wanted a better opportunity for their manufactured goods in the markets of developing nations. (Any three) $1 \times 3 = 3$
(CBSE Marking Scheme, 2012)

- Q. 8.** What steps were taken by the economists and politicians of the world to meet the global economic crisis that arose after the Second World War ? [Board Term 1, 2012 (45)]

Ans. The steps taken are as follows :

- (i) Bretton Woods Conference established IMF to deal with external surplus and deficit of its members.
(ii) The World Bank was set up to finance post-war reconstruction.
(iii) Bretton Woods system was based on fixed exchange rates.
(iv) Dollar was anchored to gold at a fixed price.
(Any three) $1 \times 3 = 3$
(CBSE Marking Scheme, 2012)

Long Answer Type Questions

5 marks each

- Q. 1.** Explain any five factors that led to the Great Depression of 1929.
[Board Term 1, 2015, 2012 (40, 45)]

Or

What do you know about Great Depression ? Write any two causes of it. [NCERT]
[Board Term 1, 2011, (26, 36, 37, 39, 41, 42, 43), 2010 (B1)]

- Ans.** Great depression began around 1929 and lasted till the mid 1930s. During this period, most parts of the world experienced decline in production, employment, incomes and trade. Agricultural regions and communities were the most affected.

Causes of Great Depression :

- (i) Post-world war economy of the world was fragile. Agricultural over production was a problem. As prices slumped, farm produce rotted.
(ii) Many countries financed loans from the U.S.
(iii) U.S. overseas lenders panicked at the sign of financial crisis.

- (iv) Thus, banks were bankrupt and were forced to close down in Europe and in the US because they were unable to recover investments, collect loans and repay depositors.
(v) American capitalists stopped all loans.
(CBSE Marking Scheme, 2012) $1 \times 5 = 5$

- Q. 2.** How did the Great Depression of 1929 affect the Indian trade ? Explain. [Board Term 1, 2015]

- Ans.** Great Depression affected the Indian trade in many ways :
(i) India's exports and imports were halved between 1928 and 1934.
(ii) As international prices crashed, prices in India also plunged.
(iii) Peasants and farmers suffered more than urban dwellers.
(iv) Peasants producing for the world market were the worst hit.
(v) Town-dwelling land owners and middle-class salaried employees found themselves better off as everything cost less. 5

Q. 3. Explain the effects of the Great Depression of 1929 on the United States. [Board Term 1, DDE-2015]

- Ans.** (i) With the fall in prices and the prospect of a depression, the US banks also slashed domestic lending, and called back loans.
(ii) Farmers were unable to sell their harvests.
(iii) Faced with falling income, many households in the US could not repay what they had borrowed, and were forced to give up their homes, cars and other consumer durables.
(iv) Industrial production registered a fall of about 35%.

(v) The number of the unemployed started rising, and in 1933, it touched 17 million. As unemployment soared, people trudged long distances looking for any work they could find. Ultimately, the US banking system itself collapsed. $1 \times 5 = 5$

Q. 4. Discuss the factors that led to the end of Bretton Woods System and the beginning of globalization. [Board Term 1, 2012 (49), 2010 (C1)]

- Ans.** (i) US dollar no longer commanded confidence.
(ii) US dollar could not maintain its value in relation to gold.
(iii) Collapse of fixed exchange rates on floating exchange rates.

(iv) International financial system changed, and developing countries were forced to borrow from Western commercial banks.

- (v) Industrial world was hit by unemployment.
(vi) MNCs turned to China due to its low wages. $(Any\ five)\ 1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

Q. 5. What is G-77 ? What did the G-77 countries want to gain from New International Economic Order ? Describe. [Board Term 1, 2012 (33)]

Or

What is G-77 ? What were its demands ?

[Board Term 1, 2011 (13), 2010 (B2)]

Ans. G-77 or Group of 77 refers to the developing countries that did not benefit from the fast growth western economies experienced in 1950s and 1960s. So, they organized themselves into G-77.

They demanded :

- (i) A new international economic order that would give them real control over their natural resources.
(ii) More development assistance.
(iii) Fairer prices for raw material and
(iv) Better access for their manufactured goods in developed countries' markets. $1+4=5$

(CBSE Marking Scheme, 2012)



CHAPTER

2

THE AGE OF INDUSTRIALIZATION

SYLLABUS

- *Industrialization 1850s-1950s :*
 - (i) *Contrast between the forms of industrialization in Britain and India.*
 - (ii) *Relationship between handicrafts and industrial production—formal and informal sectors.*
 - (iii) *Livelihood of workers.*
- *Case Study : London and Bombay in the nineteenth century.*



QUICK REVIEW

- In 1900, a popular music publisher E.T. Paull produced a music book that had a picture on the cover page, which shows a goddess like figure bearing the flag of the new century, standing on a wheel to symbolise time and her flight that symbolises progress.
- The history of Industrialization is a story of development, and the modern age is the time of technological developments.
- Before the factories were started in England and Europe, there was a large scale industrial production, known as Proto-Industrialization.
- After the Industrial Revolution, the new machines and steam power were used in place of animal and manual power for producing the things. The revolution replaced the cottage industry by the factories.
- The earliest factories in England were set up in 1730.
- Richard Arkwright created the cotton mill.
- Industrial workers were known as factory workers.
- The main industries of England were cotton and metal.
- The worker in the mid-nineteenth century was a traditional craftsperson and labourer.
- Before the introduction of machines in industries, silk and cotton goods from India dominated the international market in textiles.
- In England, the upper classes preferred things produced by hand because they were better finished and especially designed.
- Machine made goods were exported to colonies.
- In colonial period, special preference or privileges were given to British goods which were imported in India. British preferred their goods over Indian goods so that their industries could flourish at the cost of the Indian industries.
- Indian export market and the local market collapsed due to Manchester imports.
- Many rich Indian businessmen also developed industrial enterprises in India.
- The first cotton mill in Bombay came up in 1854. Jute mill came up in Bengal in 1855.
- Some famous industrialists of nineteenth century were Dwarkanath Tagore, Dinshaw Petit, Jamsetjee Nusserwanjee Tata, Seth Hukumchand, etc.
- As colonial control over Indian trade tightened, it became difficult for the Indian merchants to function with freedom.
- By the first decade of the 20th century, a series of changes affected the pattern of industrialization.
- Till the First World War, industrial growth was slow. Large scale industries were mostly located in Bengal and Bombay.

- After the war, small-scale industries predominated in India. Handloom cloth production expanded steadily.
- From the very beginning of the industrial age, advertisements have played a part in expanding the markets for products and in shaping a new consumer culture.



KNOW THE TERMS

- **Orient** : The countries to the east of the Mediterranean, usually referring to Asia.
- **Proto** : Indicates the first or early form of something.
- **Proto-industrialization** : Period before or beginning of industrialization.
- **Spinning Jenny** : This machine was invented by James Hargreaves in 1764, It speeded up the spinning process and reduced labour demand.
- **Fly shuttle** : This machine was invented by John Kay. It was helpful in speeding up the weaving.
- **Mule** : This machine was invented by Crompton in 1776. It has improved the spinning Jenny of Hargreaves.
- **Gomasthas** : They were the paid servants who were appointed by the East India Company to supervise weavers, collect supplies and examine the quality of cloth.
- **Fuller** : A person who ‘fulls’ i.e., gathers cloth by pleating.
- **Stapler** : A person who ‘staples’ or sorts wool according to its fibre.
- **Sepoy** : An Indian soldier in the service of the British.
- **Dyer** : A person who dyes fabrics.
- **Jobber** : A person employed by the industrialists to get new recruits for the mills.
- **Carding** : The process in which fibres, such as cotton or wool are prepared prior to spinning.
- **Entrepreneurs** : A person, who makes money by starting or running businesses, especially when this involves taking financial risks.
- **Guild** : An association of craftsmen or merchants following the same craft. These guilds protected the interests of the members and supervised the quality of the product and work.
- **Metropolis** : A large, densely populated city of a country or a state, often the capital of the region.
- **Vagrant** : A person who has no home or jobs, especially one who begs.



KNOW THE DATES

- **1600** : Establishment of the East India Company.
- **1730** : The earliest factories in England came up.
- **1764** : James Hargreaves invented the Spinning Jenny.
- **1771** : Richard Arkwright created the first cotton mill.
- **1776** : A.D. Crompton invented ‘Mule’. It was a combination of Spinning Jenny and cotton mill.
- **1781** : James Watt patented the Steam Engine.
- **1781** : Mathew Boulton manufactured the new model of the steam engine.
- **1830-1840s** : Dwarkanath Tagore set up six joint stock companies in Bengal.
- **1854** : The first cotton mill was set up in Bombay.
- **1855** : The first jute mill was established in Bengal.
- **1856** : The first cotton mill in Bombay started production.
- **1863** : London Underground Railway started operation.
- **1874** : The first spinning and weaving mill of Madras began its production.
- **1900** : Music publisher E.T. Paull produced a music book.
- **1912** : J.N. Tata set up the first iron and steel plant in India at Jamshedpur.
- **1917** : Seth Hukumchand, a Marwari businessman, set up the first Indian jute mill in Calcutta.

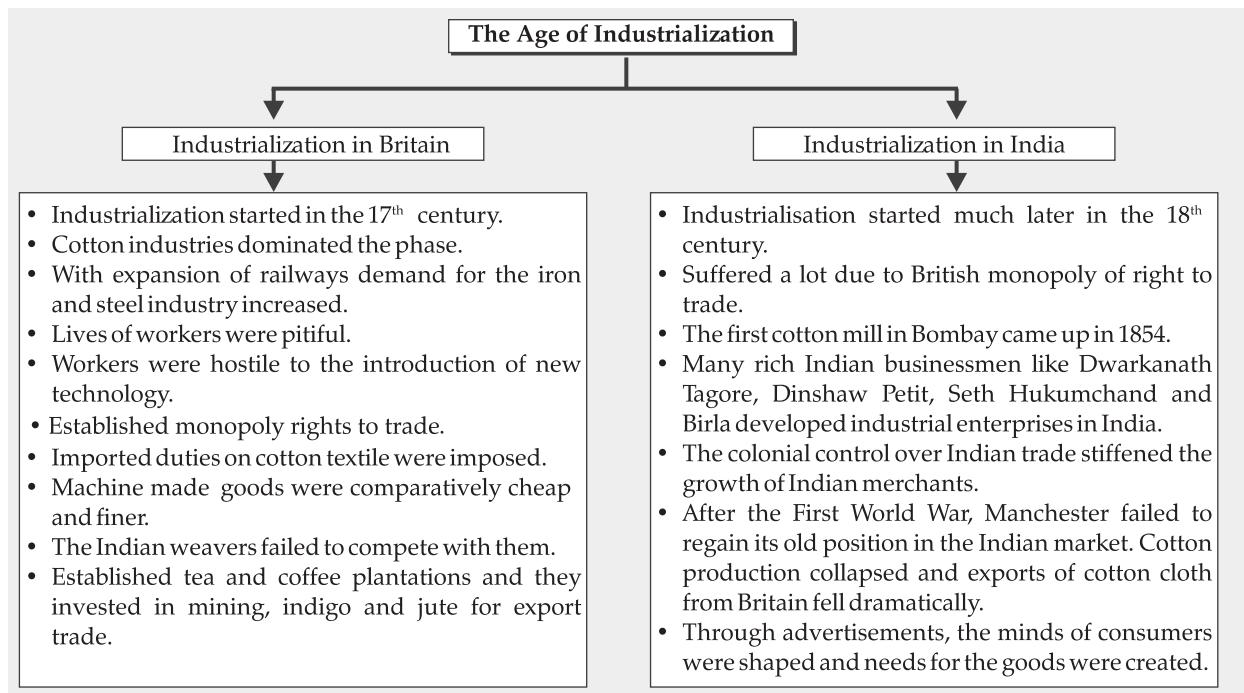


KNOW THE LINKS

1. Proto - Industrialization
www.pptpalooza.net

2. History of Cotton Manufacture and Related Sites
<http://www.saburchill.com>
3. Initial History of Textile Industry in India
<http://Karnatakaeducation.org.in>

FLOWCHART



TOPIC-1 Industrialization In India

Very Short Answer Type Questions

1 mark each

- | | |
|---|--|
| <p>Q. 1. Who worked for industrialists to get new recruits ?</p> <p>Ans. Jobber. 1</p> <p>Q. 2. In which year did the first cotton mill in Bombay (Mumbai) come up ?</p> <p>Ans. 1854. 1</p> <p>Q. 3. Where was the first cotton mill set up in India ?</p> <p>Ans. Bombay. 1</p> <p>Q. 4. Where were most of the large scale industries located in 1911 ?</p> <p>Ans. Bengal and Bombay. 1</p> <p>Q. 5. What was 'Spining Jenny' ?</p> <p>Ans. A machine which speeded up the spinning process and reduced the labour demands. 1</p> <p>Q. 6. Name any one problem faced by cotton weavers in India.</p> <p>Ans. They did not have good quality of cotton. 1</p> <p>Q. 7. Why did the aristocrats and bourgeoisie prefer hand-made goods in Victorian Britain ?</p> <p>Ans. They symbolised refinement and class. 1</p> | <p>Q. 8. When did the exports of British cotton goods increase dramatically ?</p> <p>Ans. In the early 19th century. 1</p> <p>Q. 9. Identify the person who got people from village, ensured them jobs, helped them settle in cities and provided them money in times of need.</p> <p>Ans. Jobber. 1</p> <p>Q. 10. Where was the first Indian Jute mill set up ?</p> <p>Ans. Bengal. 1</p> <p>Q. 11. Write down any one duty of Gomasthas ?</p> <p>Ans. Supervising weavers. 1</p> <p>Q. 12. Who set up the first Indian Jute Mill in Calcutta in 1917 ?</p> <p>Ans. Seth Hukumchand. 1</p> <p>Q. 13. What was the paid servant whom the company appointed to supervise weavers called ?</p> <p>Ans. Gomasta. 1</p> <p>Q. 14. Which was the pre-colonial ports of India ?</p> <p>Ans. Masulipatanam, Surat and Hoogly. (Any one) 1</p> |
|---|--|

Short Answer Type Questions

3 marks each

Q. 1. How did industrial revolution give rise to Capitalism ? Explain.

[Board Term 1, 2015, Set-C5JWEVD]

- Ans.** (i) Imperialism as the ill-begotten child of industrialization.
- (ii) Industrialization chiefly needed two things. One of them being the constant supply of raw-materials and the other is that the finished goods be sold at the same speed.
- (iii) The industrialized countries had introduced heavy import duties as protective tariffs to check the import from other countries
- (iv) Faced with the problem of finding new markets for their products, the producer nations chose such countries where industrialization had not yet reached.
- (v) Hence a race for bringing those areas under their effective occupation or effective influence started among the various industrialized nation.
- (vi) As a consequence, Britain, France, Germany and Japan, etc. set up their colonies in Asia, Africa and South America etc.
- (v) Hence a race for bringing those areas under their effective occupation or effective influence started among the various industrialized nations.

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

(CBSE Marking Scheme, 2015)

Q. 2. Who were the Jobbers ? Explain their main functions.

[Board Term 1, 2012 (36)]

(NCT 2014)

Or

Who was a Jobber ? Mention any two functions of a Jobber.

[DDE-2015, Set-E][Board Term 1, 2011 (5800, 12, 18)]

- Ans.** The jobber was a person with some authority and he used to help the industrialists to get workers. His role was to ensure job to worker and workers to industrialists. He used to be an old and trusted worker.

Functions :

- (i) He got people from his village.
- (ii) He ensured them jobs.
- (iii) He helped the workers to settle in the cities.
- (iv) He provided money in time of crisis. (Any two)

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 3. Who were the Gomasthas ? Why did the weavers and Gomasthas clash ?

[DDE-2015-16, Set-M]

[Board Term 1, 2011 (5800, 24)]

- Ans.** (i) Gomastha were paid servants who were appointed by East India Company to supervise weavers, collect supplies and examine the quality of cloth.

- (ii) Clash between gomasthas and weavers : Refer to Q. No. 3 of Long Answer Type Question.

Q. 4. Who were the 'new gomasthas' ? How did they become partners of the British management system ?

$1+2=3$

Ans. The gomasthas were appointed by the British to supervise weavers, collect supplies and examine the quality of cloth.

As time passed, new gomasthas who were outside and did not have any long term social link with the village acted arrogantly with the villagers, marched into the village with sepoys and peons and punished weavers for delays in supply—often beating and flogging them. This was an act which was very similar to the manner in which British dealt with defaulters. In this manner gomasthas became good partners in British management system.

Q. 5. Why did East India Company appoint Gomasthas in India ?

(NCERT)

[Board Term 1, NCT-2014, 2011 (5800, 14, 25)]

Or

Describe any three functions of Gomasthas.

[Board Term 1, KVS-2014, 2011 (5800, 19) 2010 (C2)]

Ans. The East India Company appointed Gomasthas in India due to the following reasons :

- (i) Before 1760s, British cotton industries had not expanded and Indian fine textiles were in great demand in Europe.
- (ii) East Indian Company wanted to expand exports from India but French, Dutch, Portuguese and local traders competed in the market.
- (iii) The weavers and supply merchants could bargain and try selling the products to the best buyer. Hence they appointed Gomasthas to supervise and collect supplies.

$1 \times 3 = 3$

Q. 6. Describe any three main reasons for the decline of textile exports from India in the 19th century.

[Board Term 1, 2014, (X30T4XE), (R9UJGYG)]

Ans. (i) Britain imposed import duties on cotton textiles, thus export market got declined.

- (ii) Exports of British goods to India increased. Along with Manchester goods flooded Indian markets.

- (iii) The machine-made goods were cheaper and weavers could not compete with them.

- (iv) Raw cotton exports from India to Britain shot up the prices of cotton.

- (v) By 1850, reports from most weaving regions got declined and desolated. (Any three) $1 \times 3 = 3$

Q. 7. Why did industrial production in India increase during the First World War ? Give any reasons.

[Board Term 1, 2014 (R9UJGYG)]

- Ans.** (i) Manchester imports into India declined as British mills were busy with war production.
- (ii) Indian industries were also called upon to supply war needs : such as jute bags, cloth for the army uniform, tents and leather boots, horse and mule saddles and a host of other items.
- (iii) Even after the war, Manchester failed to recapture its old position in Indian market. $1 \times 3 = 3$

Q. 8. Explain the effects of East India Company's exploitative methods of asserting monopoly over trade. [Board Term 1, KVS-2014]

- Ans.** (i) The company tried to eliminate the existing traders and brokers connected with cloth trade and tried to establish a direct control over the weavers.
- (ii) This was a situation of helplessness and desperation which made the workers to revolt against the British. The workers started to either change their profession or migrated to other places.
- (iii) These measures ultimately led to the elimination of Indian weavers. $1 \times 3 = 3$

Q. 9. Describe the functions performed by supply merchants in export trade.

[Board Term 1, 2013 (553K)]

- Ans.** (i) Supply merchants linked the port towns to the inland regions.
- (ii) They gave advances to weavers, procured the woven cloth from wearing villagers and carried the supply to the ports.
- (iii) At ports, they had brokers who negotiated the price and bought goods from the supply merchants who were operating inland. $1 \times 3 = 3$

(CBSE Marking Scheme, 2013)

Q. 10. Explain any three problems faced by Indian weavers in 1850s. [Board Term 1, 2012 (58)]

Or

What problems were faced by the Indian cotton weavers in the 19th century ? Describe.

[Board Term 1, 2012 (52)]

Or

State any three problems faced by cotton weavers of India ? [Board Term 1, 2011 (5800, 22, 38)]

Ans. The problems faced by Indian cotton weavers continued. They were as follows :

- (i) Their export market collapsed due to increase in import duties on them in England.
- (ii) Their local market shrank as they were flooded with cheap Manchester imports.
- (iii) They could not get sufficient supply of raw cotton of good quality. When the American civil war broke out and cotton supplies from the U.S. were cut off, Britain turned to India.

Indian weavers were forced to buy cotton at a very high price.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 11. "The typical worker in the mid 19th century was not a machine operator but the traditional crafts person and labourer." Support the statement with examples.

[Board Term 1, 2012 (51), 2011 (5800, 23, 35)]

- Ans.** (i) Technological changes occurred slowly.
- (ii) Machines broke down and repair was costly.
- (iii) Machines were not as effective as inventors and manufacturers claimed them to be.
- (iv) There were no buyers for machines.
- (v) Technology was slow to be accepted by industrialists.
- (vi) Demand in market was often for goods with intricate designs and specific shapes.
- (vii) Aristocrats and bourgeoisie preferred things produced by hands.
- (viii) These were better finished and carefully designed.

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

(CBSE Marking Scheme, 2012)

Q. 12. "Despite stiff competition from machine-made thread, the Indian handloom production not only survived, but also saw a steady growth in the 20th century." Explain reasons in favour of your answer. [Board Term 1, 2012 (68)]

Ans. Reasons for growth of handloom production are :

- (i) Adopting technological changes by the weavers to increase production without raising the costs.
- (ii) Those who catered to the rich always had a demand for their goods. Examples : Benarasi and Baluchari Sarees.
- (iii) Mills could not imitate specialized weavers. Example : Sarees with intricate borders, lungis, handkerchiefs.

$1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Q. 13. Trace the development of textile industry in India. [Board Term 1, 2011 (5800, 15, 26)]

Ans. The development of textile industry in India can be traced in the following stages :

- (i) First cotton mill came up in Bombay in 1854.
- (ii) Around the 1860s, jute mills came up in Bengal.
- (iii) These were followed by mills in Kanpur, Ahmedabad and Madras.

$1 \times 3 = 3$

Q. 14. Mention the name of three Indian entrepreneurs and their individual contribution during the 19th century. [Board Term 1, 2010 (C1)]

Ans. (i) Dinshaw Petit, J. N. Tata and Seth Hukum Chand are the three entrepreneurs.

- (ii) Dinshaw Petit and J. N. Tata built huge industrial empires. Seth Hukum Chand established the first Indian Jute Mill.

$1 + 2 = 3$

Long Answer Type Questions

5 marks each

Q. 1. Describe the techniques which were adopted by the Manchester industrialists to sell their goods in India. [Board Term 1, 2015 (C5JWEVD)]

Or

Explain with examples the importance of advertisement in the marketing of goods.

[School of Yavatmal 2015]

Or

How did the Indian and British merchants and manufacturers advertise their products in India to promote their sale ? [Board Term 1, 2012, (48)]

Or

Describe any five methods adopted by the British manufacturers to take over the Indian market in the beginning of 20th century.

[Board Term 1, 2012 (49)]

Or

Analyse the different modes of advertisement used by the producers to popularize their products and promote sale in the 19th century India.

[Board Term 1, 2012 (65)]

Or

"From the very beginning of the industrial age, advertisements have played an important role in expanding the markets for products and in shaping a new consumer culture." Explain the statement citing suitable examples.

[Board Term 1, 2012 (69)]

Or

How did the British manufacturers attempt to take over Indian market with the help of advertisement ? [Board Term 1, 2011, (A1)]

Or

What measures were adopted by the producers in India to expand the market for their goods in the 19th century ? [Board Term 1, 2010 (A1)]

Ans. (i) The Manchester made cloth carried a label with 'Made in Manchester' written in bold. This assured the buyers of the quality of the cloth.

(ii) The British manufacturers used images of Indian Gods and Goddesses on the labels. It symbolized the divine approval for the commodity. It also created familiarity with the Indian buyers.

(iii) Manufacturers got calendars printed with the images of Gods and the advertisement of their products.

The calendars were seen on the walls of hotels, tea shops, households, etc. These are used even by people who could not read.

(iv) Images of historical characters and heroes from the past were also displayed on calendars thus sending the message that the product was as worthy of respect as were these respectable characters.

(v) The Indian manufacturers printed the image of Bharat Mata and a nationalist message on the labels. They also printed 'Made in India' on the labels thus appealing to the nationalist sentiments. Most of the baby products carried the image of Lord Krishna to appeal to the religious sentiments.

(CBSE Marking Scheme, 2015, 2012) 1×5=5

Q. 2. "The First World War created the favourable conditions for the development of industries in India". Support the statement with suitable examples. [Board Term I, KVS-2014]

Or

How did the First World War proved to be a boon to the Indian Industries ? Explain.

[Board 2013, Term I (553K), 2012 (35)]

Or

Explain the peculiarities of Indian Industrial growth during the First World War.

[Board Term 1, 2012 (35)]

Or

How did Industrial production in India increase during the First World War ? Explain any five points. (NCERT) [Board Term I, 2012, (58)]

Or

"The First World War created unfavourable conditions for the development of industries in India." Explain. [Board Term I, 2012, (37)]

Or

'The First World War turned out to be a boon in disguise for the Indian industries.' Justify the statement with suitable arguments.

[Board Term I, 2012 (63), 2011 (5800) 12, 23, 28, 31, 45]

Ans. (i) The First World War created a dramatically new situations. Till then industrial production had been slow.

(ii) British mills were busy with war production and so their imports into India declined.

(iii) Indian mills now had a vast home market for supply.

(iv) As the war prolonged, Indian factories were called upon to supply war needs, jute bags, cloth for army uniforms, tents, leather boots, horse and mule saddlers and many other items.

(v) Many workers were employed as new factories were set up and old ones ran in multiple shifts.

(vi) Over the war years, industrial production boomed. Manchester would not able to capture its old position in the Indian market after the war. Cotton production collapsed and export of cotton cloth from Britain fell. (Any five) 1×5=5

(CBSE Marking Scheme, 2012)

Q. 3. Why were there frequent clashes between Gomasthas and weavers in the villages ? Explain five reasons. [Board Term 1, DDE-2014, 2012 (52)]

Ans. There were frequent clashes between Gomasthas and weavers in the villages because of the following reasons :

- (i) Earlier supply merchants often belonged to the same villages and had a close relationship with the weavers.
- (ii) The company's appointed Gomasthas were outsiders, with no long-term social link with the villagers.
- (iii) They acted arrogantly, marched into villages with sepoys and peons and punished weavers for delays.
- (iv) The weavers could no longer bargain for prices or sell to other buyers in place of the British who paid them low wages.
- (v) In many places, Carnatic (Karnataka) and Bengal weavers deserted villages, migrated or revolted along with the village traders.

(CBSE Marking Scheme, 2012) $1 \times 5 = 5$

Q. 4. Why was a jobber employed ? How did a jobber misuse his position and power ? Explain.

[Board, 2013 Term 1, BHTK]

Ans. Jobber was employed to get new recruits for the factories or industrialists.

The jobber misused his position and power in the following ways :

- (i) Initially jobbers cured people from his village ensuring them jobs. He also helped them settle in the city and lent them money in the time of crisis.
- (ii) Gradually, jobbers got position and power.
- (iii) They started demanding money and gifts for all the favours.
- (iv) They also started to control the lives of the workers.
- (v) Jobbers got people from his own village and restricted entries of others in the mills.

(CBSE Marking Scheme, 2013) $1 \times 5 = 5$

Q. 5. What steps were taken by the East India Company to control the market of cotton and silk goods ? What was its impact ? [Board Term 1, 2012 (82)]

Or

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

- Ans.** (i) The East India Company tried to eliminate the existing traders and appointed 'Gomasthas' as supervisors.
- (ii) The system of advances was introduced to have a direct control over the weavers.

Impact :

- (i) Weavers devoted entire time to weaving.

- (ii) They were forced to accept the prices fixed by the company.
- (iii) There were reports of clashes of weavers with gomasthas.

(CBSE Marking Scheme, 2012) $2+3=5$

Q. 6. How did the Indian industries develop in the 19th and 20th centuries ? Explain.

[Board Term 1, 2012 (46)]

Ans. (i) The early industrialists avoided a direct competition with British factories.

- (ii) The cotton mills started to produce coarse cotton yarn and this was exported to China.
- (iii) As Swadeshi Movement gathered momentum, industrialist pressurised government to increase tariff protection.
- (iv) Exports to China declined and domestic markets were taken over by China.
- (v) During the First World War, British government called upon the Indian mills to produce goods such as jute bags, boots, etc., for British Army.
- (vi) As the war prolonged, England could not capture the Indian markets.

(Any five)

(CBSE Marking Scheme, 2012) $1 \times 5 = 5$

Q. 7. "The establishment of political power by the East India Company resulted in ruination of the Indian weavers." Support the statement with suitable examples.

[Board Term 1, 2012 (67)]

Ans. On earning to power the British East India Company asserted a monopoly right to trade. It developed a system that would eliminate competition, control cost and ensure regular supply of cotton and silk goods. These measures ultimately led to the ruination of Indian weavers.

The measures adopted were as follows :

- (i) The company tried to eliminate the existing traders and brokers connected with cloth trade and establish a direct control over the weavers. It appointed a paid servant called Gomasta to supervise the weavers, collect supplies and examine the quality of cloth.
- (ii) The company weavers were prevented from selling to other buyers. The weavers were tied to the company by a system of advances. Loans were given to the weavers for production and they had to handover the finished products to the Gomasthas.

The price that the weavers received was low, but they had no choice but to sell their goods to the British because the loans tied them to the British.

This was a situation of helplessness and desperation made them to revolt against the British. They quit their profession and migrate to other places. 5

(CBSE Marking Scheme, 2012)

Q. 8. How did the handloom industry collapse in India under the British rule ? Explain.
 [Board Term 1, 2012 (47), 2011 (5800, 17, 32, 22, 27, 40, 44)]

Or

Analyse the causes leading to the decline of the Indian weaving industry in the 19th century.

[Board Term 1, 2012 (70)]

Or

Explain any five factors responsible for the decline of the cotton textile industry in India in mid-nineteenth century.

[Board Term 1, 2012 (55, 59)]

Or

Why did the handloom industry collapse in India during the 19th century ? Explain.

[Board Term 1, 2012 (62)]

Ans. (i) Factories in Manchester started producing cotton textiles for the domestic market.

- (ii) The government put more import duties on the textile coming from India to encourage the local industries. As a result, the Indian weavers lost their overseas market.
- (iii) Eventually, the Manchester goods started flooding the Indian markets also and it became difficult for the Indian weavers to compete with the low cost Manchester cloth.
- (iv) The British government in India also levied more taxes on the handloom units which made the Indian textiles costlier in Indian markets when compared to the Manchester textiles.
- (v) The Civil War in USA forced the British to buy more raw cotton from India for their Manchester textile industries. This created an acute shortage of raw material for the weavers and the Indian handloom industry collapsed.

(CBSE Marking Scheme, 2012) 1×5=5



TOPIC-2

Industrialization In Britain

Very Short Answer Type Questions

1 mark each

Q. 1. Who manufactured the new model of the steam engine in 1781 ?

Ans. Mathew Boulton. 1

Q. 2. What does Industrial revolution refer to ?

Ans. Mass production by factories. 1

Q. 3. When did the earliest factories come up in England ?

Ans. In 1730s. 1

Q. 4. Who improved the steam engine produced by Newcomen ?

Ans. James Watt. 1

Q. 5. Who produced a popular music book that had a picture on the cover page announcing the Dawn of the Century ?

Ans. E.T. Paull. 1

Q. 6. How was the Nationalists message of Swadeshi spread ?

Ans. Through advertisements. 1

Q. 7. What is proto-industrialization ? (NCERT)

Ans. It was a possible phase in the development of modern industrial economics that preceded and created conditions for the establishment of fully industrial societies. 1

Q. 8. Name the first country to undergo industrial revolution.

Ans. Britain. 1

Q. 9. Which mechanical device was used for weaving with ropes and pulleys, which helped to weave wide pieces of cloth ?

Ans. Fly shuttle. 1

Q. 10. Which ports had trade links with South Asian ports ?

Ans. Masulipatanam, Hoogly and Surat. 1

Q. 11. Which Indian port lost its importance during colonial rule ? Why ? (NCERT)

Ans. Surat. The European companies gradually gained power by securing a variety of concessions from local counts and acquiring the monopoly rights of trade. 1

Short Answer Type Questions

3 marks each

Q. 1. Why has the Surat and Hoogly ports declined by the end of 10th century ? Explain any three reasons.

Ans. Surat decline by the end of 18th century.

(i) The port of Surat declined mainly because of the growing power of the European Companies in India.

(ii) These European Companies gradually gained power and started to control sea-trade in India.

(iii) They secured a variety of concessions which they obtained from local court and by gaining monopoly rights to trade.

(iv) These companies did not want to use the old ports of Surat, Masulipatanam, and Hoogly etc.

(v) Instead they developed the ports of Bombay.

Q. 2. "In the eighteenth century Europe, the peasants and artisans in the countryside readily agreed to work for the merchants." Explain any three reasons. [DDE-2015-16, Set-M]

[Board Term 1, 2014 (WQTFXWC)]

Or

In the 17th century merchants from towns in Europe began. Employing peasants and artisans within the villages. Explain. (NCERT)

- Ans.** (i) Many peasants had tiny plots of land which could not provide work for all members of the household.
- (ii) So when merchants came around and offered advances to produce goods for them, peasant households eagerly agreed.
- (iii) By working for the merchants, they could remain in the countryside and continue to cultivate their small plots.
- (iv) Income from proto-industrial production supplemented their shrinking income from cultivation. It also allowed them a fuller use of their family labour resources. **(Any three) $1 \times 3 = 3$**

Q. 3. Describe the contributions of Dwarkanath Tagore as an entrepreneur of Bengal.

[Board Term 1, 2015, School of Yavatmal]

- Ans.** (i) Dwarkanath Tagore believed that India would develop through westernization and industrialisation.
- (ii) He invested in shipping, shipbuilding, mining, banking, plantations and insurance.
- (iii) Dwarkanath Tagore made his fortune in China trade before he turned to industrial investment, setting up six joint stock companies in the 1830s and 1840s. **$1 \times 3 = 3$**

Q. 4. Explain the role played by advertisements in creating new consumers for the British products.

[Board Term 1, 2014, (X30T4XE)]

- Ans.** (i) Advertisements make products appear desirable and necessary.
- (ii) They try to shape the minds of people and create new needs.
- (iii) If we look back into history, the very beginning of the industrial age, advertisements have played a very vital role in expanding the markets for products and in shaping a new consumer culture. **$1 \times 3 = 3$**

Q. 5. "The upper classes, during Victorian period, preferred things produced by hands." Explain.

[Board Term 1, DDE-2014, (WQ7FXWC)]

Ans. The upper classes, during Victorian period preferred things produced by hands because :

- (i) They symbolised refinement and classic.
- (ii) They were better finished.
- (iii) They were individually produced and carefully designed. **$1 \times 3 = 3$**

Q. 6. "Although wages increased somewhat in the nineteenth century but they could not improve the welfare of the workers." How do you agree with this statement ? Explain any three points.

[Board 2013, Term I, BHTK]

- Ans.** (i) The average figures hide the variations between trades and fluctuations from year to year.
- (ii) The real value of workers' income fell significantly, since the same wages could now buy fewer things.
- (iii) The workers did not get employment everyday, hence the number of days worked determined the average daily income of the workers.

(CBSE Marking Scheme, 2013) $1 \times 3 = 3$

Q. 7. What is meant by proto-industrialization ? Why was it successful in the countryside in England in the 17th Century ?

[Board Term 1, 2012 (40), 2011 (580032, 37, 17, 39, 43)]

Ans. Proto-industrialization was the early phase of industrialization in Europe and England when there was large scale industrial production for an international market. This was not based on factories.

It was successful in the countryside in England due to the following reasons :

- (i) The peasants had been shut out of village commons due to enclosure movement.
- (ii) They now looked for alternative source of income
(CBSE Marking Scheme, 2012) $1+2=3$

Q. 8. Why did technological changes occur slowly in Britain in early nineteenth century ? Explain any three reasons.

[Board Term 1, 2012 (59)]

Or

"Technological changes occurred slowly in Britain." Give three reasons for this.

[Board Term 1, 2011(5800, 24, 40), 2010 (B2)]

Ans. (i) New technology was expensive and merchants and industrialists were cautious about using it.

- (ii) The machines often broke down and repair was costly.
- (iii) They were not much effective as compared to cheap labour. **$1 \times 3 = 3$**

(CBSE Marking Scheme, 2012)

Q. 9. How did the abundance of labour in the market affect the lives of worker in Britain during the 19th century ? Explain with examples.

[Board Term 1, 2011 (580027)]

Ans. Abundance of labour in the market affected the lives of the workers in Britain in following ways :

- (i) The work available in most of the industries were seasonal. So workers had long period without work. Many returned to the countryside. But most of them looked for odd jobs.
- (ii) Most of the workers had to wait for weeks or more to get job. They had to spend nights under bridges or in night shelters.
- (iii) Wages had increased somewhat in the early nineteenth century. When prices rose sharply during the prolonged Napoleonic war, the real value of what the workers earned fell significantly, since the same wages could now buy fewer things. **$1 \times 3 = 3$**

Q. 10. Mention any three restrictions imposed by the British government upon the Indian merchants in the 19th Century ?

[Board Term 1, 2011 (5800, 11, 13, 28, 45)]

Ans. Restrictions imposed by the British government upon the Indian merchants were :

- (i) The colonial control over Indian trade tightened and space within which Indian merchants could function became limited.
- (ii) They were barred from trading with Europe in manufactured goods.
- (iii) They had to export mostly raw materials and foodgrains.

- (iv) They were also gradually edged out of the shipping business. (Any three) $1 \times 3 = 3$
- Q. 11. Why there was no shortage of human labour in Victorian Britain in the mid of nineteenth century? Explain.** [Board Term 1, 2011 (5800, 16, 27)]
- Ans.** (i) Poor peasants and vagrants moved to cities in large number in search of jobs, waiting for work.
(ii) There was plenty of labour and their wages were low.
(iii) Industrialists had no shortage of labour.
(iv) They did not want to introduce machines or large investments. (Any three) $1 \times 3 = 3$
- Q. 12. Why did women workers in Britain attack the Spinning Jenny ? Give any three reasons.** (NCERT) [Board Term 1, 2011 (5800, 24, 33, 34, 36)]
- Ans.** (i) The Spinning Jenny speeded up the spinning process and reduced labour demands.
- (ii) Many workers were left without any job and became unemployed.
(iii) By the use of this machine, a single worker could make a number of spindles and spin several threads. That is why the women workers attacked Spinning Jenny. $1 \times 3 = 3$
- Q. 13. After industrial development in England, what steps did the British government take to prevent competition with the Indian textile ?** [Board Term 1, 2010 (A1)]
- Ans.** (i) The British government imposed import duties on cotton textiles so that Manchester goods could be sold in Britain without competition.
(ii) It persuaded the East India Company to sell the British manufactured goods in Indian market.
(iii) It increased the export of British cotton goods.
(iv) It decreased the Indian imports into Britain. (Any three) $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. Why did London city dwellers become rebellious during 19th century.

[Board Term 1, 2015, Set-6AP67LB]

- Ans.** (i) The vast mass of one room houses occupied by the poor were seen as a serious threat to public health.
(ii) Cities were overcrowded, badly ventilated, and lacked sanitation.
(iii) There were worries about fire hazards created by poor housing.
(iv) There was a widespread fear of social disorder, especially after the Russian Revolution in 1917.
(v) Worker's mass housing schemes were planned to prevent the London poor from turning rebellious. (CBSE Marking Scheme, 2015) $1 \times 5 = 5$

Q. 2. Why were Victorian industrialists not interested to introduce mechanism in England ? Give any four reasons.

Or

Why did some industrialists in the 19th century Europe prefer hand labour over machines ? Explain. [NCERT]

[Board Term 1, 2011 (5800, 25, 19, 26, 36, 39, 42, 43)]

Or

Why could mechanical technology not replace human labour in Victorian Britain ? Explain.

[Board Term 1, DDE-Set M, 2015]

- Ans.** (i) In Victorian Britain, there was no shortage of human labour, so industrialists had no problem of labour shortage or high wage costs. They did not want to introduce machines that got rid of human labour and required large capital investment.
(ii) In many industries the demand for labour was seasonal. Gas works and breweries were especially busy through the cold months. So they needed more workers to meet their peak demand. Book binders and printers, catering to X-mas demand, too needed extra hands before December.
(iii) A range of products could be produced only with hand labour. Machines were oriented to produce

uniform standardised goods for a mass market. But the demand in the market was often for goods with intricate designs and specific shapes.

- (iv) The aristocrats and bourgeoisie preferred things produced by hand in Victorian Britain. Hand-made products came to symbolise refinement and class.
(v) Hand-made products were better finished, individually produced and carefully designed. $1 \times 5 = 5$

Q. 3. What was 'proto-industrialization' ? Explain the importance of proto-industrialization.

[DDE-2015, Set-M]

[Board Term 1, 2014 (R9UJGYG), (WQ7FXWC (NCT-2014))]

Or

What is meant by Proto-industrialization ? Explain any four economic effects of the Proto-industrial system.

[Board Term 1, 2012 (60), (40)]

Or

What is meant by Proto-industrialization ? How did it affect the rural peasants and artisans ?

[Board Term 1, 2012 (36)]

Ans. Proto-industrialization refers to the system of industries that existed in Europe before the arrival of modern machine run factories. Large scale industrial production took place for an international market. It was based in the countryside, not in factories.

Effects :

- (i) Open fields were disappearing and commons were being enclosed so common people had no alternative sources of income.
(ii) Many had small plots of land which could not provide work for all family members.
(iii) Merchants offered them advances for which they agreed.
(iv) They got a source of income which supplemented their shrinking income from cultivation.

(CBSE Marking Scheme, 2015, 2012) $1 + 4 = 5$

Q. 4. Explain the process of industrialization in Britain during the nineteenth century.

[Board Term 1, 2014, (X30T4XE)]

Or

What were the principal features of Industrialization process of England in 19th century ? [Board Term 1, 2011 (5800, 14, 35)]

Ans. (i) Cotton industry grew rapidly followed by iron and steel industry.

- (ii) Introduction of railways added to industrial growth.
- (iii) New factories could not displace traditional industries.
- (iv) Industries tried to improve their speed and quality of production.
- (v) Implementation of technology happened at a slow rate.

1×5=5

Q. 5. Describe any five major problems faced by new European merchants in setting up their industries in towns before the industrial revolution.

[Board Term 1, 2012 (33)]

Ans. (i) Due to the expansion of world trade, the merchants wanted to expand their production. But trade and craft guilds were very powerful.

- (ii) They could create money problems for the merchants in their town.
- (iii) Rulers had granted different guilds and the monopoly rights to produce and trade in specific products. So merchants were handicapped in towns.
- (iv) Guilds regulated competition and prices.
- (v) In the countryside, peasants and artisans were available for work.

1+5=5

(CBSE Marking Scheme, 2012)

Q. 6. "Getting a job in factories was always difficult in the 19th century." Justify the statement comparing the case of England and India.

[Board Term 1, 2012 (34)]

Ans. (i) **England :** The actual possibility of getting a job depended on existing network of friendship and kin relationship. A person was more likely to get a job if he had a friend or a relative working in the factory. Many who did not have connections had to wait for weeks spending nights under bridges or in the night shelters.

(ii) **India :** In India, the member of job seekers was always more than the jobs available. Industrialists usually employed jobbers, who usually were old and trusted workers to get new recruits.

The jobber got people from his village, ensured them job and helped them settle in the city. Jobbers eventually began demanding money for the favours they showed and controlled the lives of workers.

2½×2=5

(CBSE Marking Scheme, 2012)

Q. 7. Describe the life of the workers in Victorian Britain.

[Board Term 1, 2012 (50)]

- Ans.** (i) Labour was in abundance.
(ii) Job opportunities were few.

(iii) Job seekers who came from villages had to spend the night under bridges or in night shelters and they had no place to stay in the city.

- (iv) Much of the work was seasonal in nature such as book binding.
- (v) Wages were low and life was difficult when prices of goods in the city rose sharply.
- (vi) Workers had to look for odd jobs when they could not find proper employment in factories.

(Any five)
1×5=5

Q. 8. Enumerate the features of the proto-industrial system.

[Board Term 1, 2010 (B1)]

- Ans.** (i) It was a decentralised system of production.
- (ii) Control on production was in the hands of merchants but goods were produced by a vast number of producers working in their family farms.
 - (iii) Whole family was involved in such a system.
 - (iv) Each merchant was controlling hundreds of workers.
 - (v) By working for their merchants, workers could remain in the countryside and continue to cultivate their small plots.

1×5=5

Q. 9. Explain, from where did the workers come and how did they get job in Industry in the early twentieth century ? [Board Term 1, 2011 (23, 27)]

- Ans.** (i) As the news of employment spread, workers travelled great distances in the hope of work in the mills. For instance, from the United Provinces, they went to work in the textile mills of Bombay and in the jute mills of Calcutta.
- (ii) Getting job was always difficult, even when mills multiplied and the demand for the workers increased. The numbers seeking work were always more than the job available.
 - (iii) Entry into the mills was also restricted. The actual possibility of getting a job depended on existing networks of friendship and personal relations.
 - (iv) Industrialists employed jobbers to get new recruits. Very often the jobber was an old and trusted worker. He got people from his village, ensured them job, helped them settle in the city and provided them with money in times of crisis.
 - (v) The jobber became a person with some authority and power. He began demanding money and gift for his favour and controlling the lives of workers.

1×5=5

Q. 10. How did the Industrial Revolution in England affect Indian economy ?

[Board Term 1, 2011 (5800, 18)]

Ans. Affects of Industrial Revolution in England on Indian Economy :

- (i) Before the Industrial Revolution, India was a major producer of cotton and indigo, spices but after revolution it suffered a set back.
- (ii) Industrial Revolution enabled England to produce more and more goods at cheaper rates. So they chose India as a vast market.
- (iii) The industrial revolution threw the Indian artisans and handicrafts out of jobs.
- (iv) Heavy duties were imposed on Indian goods.

1¼×4=5



CHAPTER
3

**WORK, LIFE
AND
LEISURE**

SYLLABUS

- (i) Characteristics of the city.
- (ii) Social change in the city.
- (iii) Politics in the city.
- (iv) The city in colonial India.
- (v) Cities and the challenge of Environment.
- Case studies : London and Bombay in the 19th and 20th century.



QUICK REVIEW

- Though urbanization has a long history, the modern city worldwide has developed only over the last 200 years.
- 3 historical processes have shaped modern cities namely :
 - (i) rise of industrial capitalism,
 - (ii) the establishment of colonial rule over large parts of the world.
 - (iii) development of democratic ideals.
- In 1851, more than three quarters of the adults living in Manchester were migrants from rural areas.
- As London grew crime flourished; 20,000 criminals resided in London in the 1870s.
- The 1861 census recorded a quarter of a million domestic servants in London, of whom a large portion were women.
- Andrew Mearns, a clergyman who wrote 'The Bitter Cry of Outcast London' in the 1880s showed why crime was more profitable than labouring in small underpaid factories.
- Individual landowners of London put up cheap, and usually unsafe, tenements for the new migrants.
- A variety of steps were taken to clean up London.
- By 1880 the expanded train service was carrying 40 million passengers a year in London.
- London tube railway led to a massive displacement of the London poor, between the two world wars.
- A new feeling of individualism cropped up in cities where the public space became increasingly male dominated and women controlled the domestic sphere.
- On one side for the wealthy Britishers, long series of annual 'London Season' was held; on the other hand, in the severe winter of 1886, several poor Londoners exploded in a riot. When the same was repeated in 1887 it was brutally suppressed by the police. This incident was named Bloody Sunday of November 1887.
- The pace of urbanisation in India was slow under the colonial rule.
- In India, a large proportion of these urban dwellers were residents of the three Presidency cities.
- City development occurred everywhere at the expense of ecology and environment.
- Despite its problems, the city has always been attractive to those seeking freedom and opportunity.



KNOW THE TERMS

- **Urbanization** : The process of development of a city or a town.
- **Individualism** : A theory that promotes the welfare of a person rather than the society.
- **Museum** : A building used for exhibition and storage of objects of the past or related with heritage or any interesting unique objects is known as museum.
- **Chawls** : An Indian word refers to multistoried structure which is divided into a number of smaller one room apartments.
- **Brahma** : The God of creation according to the Hindu mythology.
- **Akharas** : Traditional wrestling schools in India.
- **Asphyxiation** : Suffocation due to lack of oxygen supply.
- **Philanthropist** : A person who works for social upliftment and charity, donating time and money for the purpose.
- **Tenements** : Cheap, usually unsafe one-room accommodation for migrant workers.
- **Depressed classes** : Term used for 'lower castes' and 'untouchables' (Dalits).
- **Presidency cities** : The capitals of the Bombay, Bengal and Madras Presidencies in British India.
- **Green Belt** : An area of open land with plants and trees for maintaining natural habitation and environment in and around the city.
- **Reclamation** : Reclaiming of marshy or submerged areas for settlements.
- **Temperance Movement** : A social reform movement led by middle-class people. It emerged in Britain and America from the 19th century onwards.



KNOW THE DATES

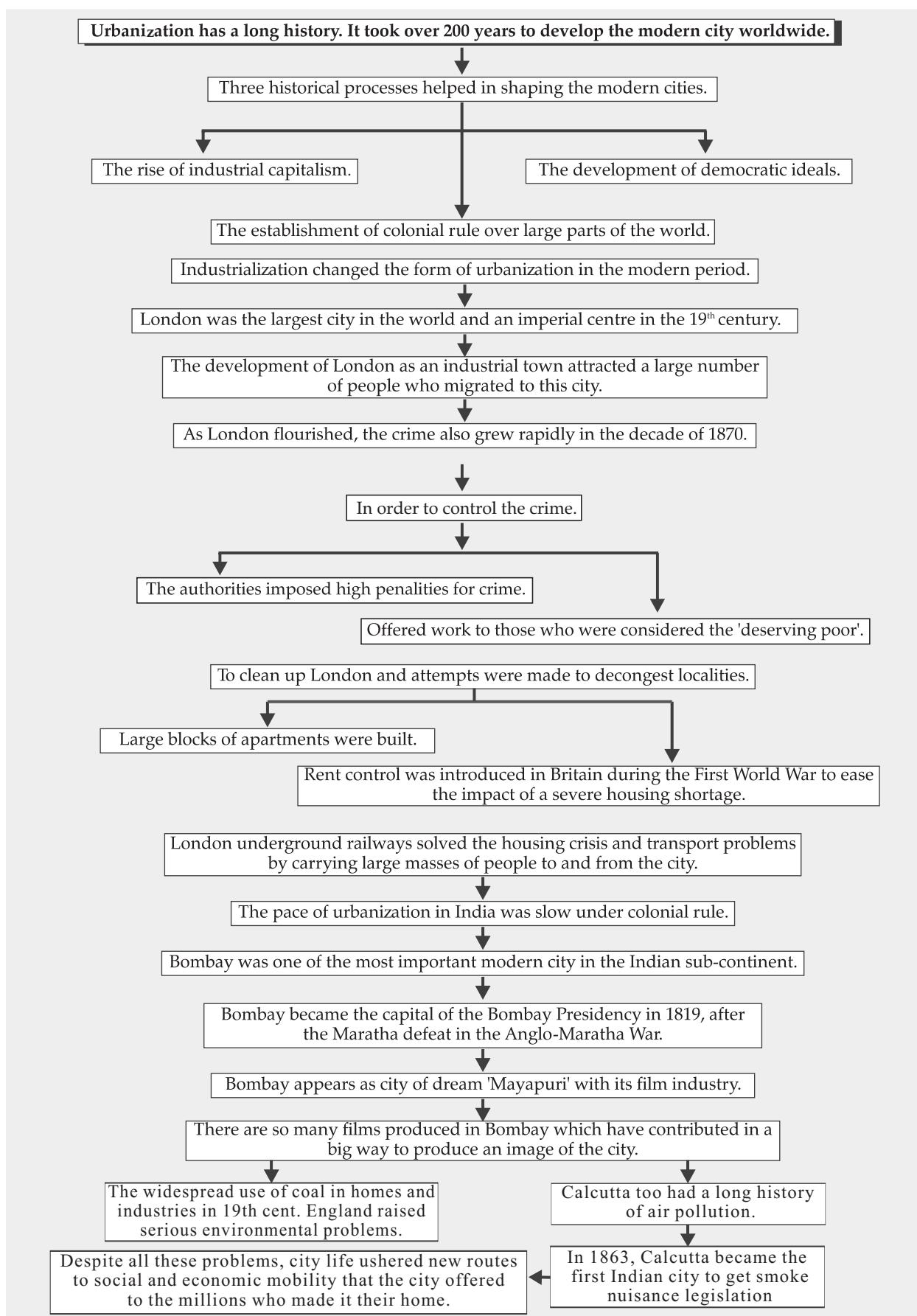
- **1661** : British King Charles II was married to the princess of Portuguese.
- **1784** : Land Reclamation began in Bombay.
- **1810** : Population of London was one million.
- **1819** : Bombay became the capital of Bombay Presidency, after the Anglo-Maratha war.
- **1847 and 1853** : The Smoke Abatement Acts of 1847 and 1853 were passed.
- **1852** : Louis Napoleon III (the nephew of Napoleon Bonaparte) declared himself the Emperor of France.
- **1854** : First Indian cotton textile mill was set up in Bombay.
- **1863** : The first section of underground railway in the world was opened linking Paddington and Farrington.
- **1865** : Bombay's First Municipal Commissioner, Arthur Craswford, was appointed.
- **1870** : Compulsory Elementary Education Act was passed.
- **1880** : Population of London was 4 million.
- **1880** : The underground train service was expanded completely.
- **1887** : 13th November, 1887 a riot occurred in London, which is known as 'the Bloody Sunday'.
- **1889** : Dock worker's strike.
- **1898** : The city of Bombay Improvement Trust was established.
- **1901** : Census reports that 80% of Bombay's inhabitants reside in one room houses.
- **1902** : The First Factory Act passed in England.
- **1913** : Dada Saheb Phalke made 'Raja Harish chandra', India's first feature film.
- **1917** : Russian Revolution.
- **1918** : Bombay Rent Control Act was passed to keep rents reasonable.
- **1920** : The rice mills of Tollygunge began to burn rice husk instead of coal to reduce industrial smoke.
- **1925** : Bombay became India's first film capital.



KNOW THE LINKS

1. History of London city
<http://www.oldbaileyonline.org/static/population-history-of-london.jsp>
2. History of Bombay city
<http://www.mumbainet.com/template1.php?CID=15&SCID=5>

FLOWCHART



**TOPIC-1****London in the 19th and 20th Century****Very Short Answer Type Questions****1 mark each**

Q. 1. The very first section of the underground railways in the world was opened in which city ?

Ans. London. 1

Q. 2. A variety of steps were taken to clean up which city ?

Ans. London. 1

Q. 3. When was Rent Control introduced in Britain ?

Ans. During the First World War. 1

Q. 4. Which movement demanded the 'Right to Vote' for adult males in Britain during the 18th Century ?

Ans. Chartism Movement. 1

Q. 5. Name any one film made by Dada Saheb Phalke.

Ans. Raja Harishchandra. 1

Q. 6. Name any two Presidencies in British India.

Ans. Bombay, Bengal and Madras. 1

Q. 7. When was 'City of Bombay Improvement Trust' established ?

Ans. 1898. 1

Q. 8. The very first section of the underground railways in the world was opened between which two places ?

Ans. Paddington and Farrington street in London. 1

Q. 9. Who was the architect and planner of London ?

Ans. Ebenezer Howard. 1

Q. 10. How did the East India Company get possession of Bombay ?

Ans. The Portuguese government gifted it to Britain's king Charles-II on the occasion of his marriage. 1

Short Answer Type Questions**3 marks each**

Q. 1. Explain measures any three taken in order to resolve the environmental problem in London.

[Board Term 1, 2015 Set-C5JWEVD]

Ans. (i) Shopkeepers, homeowners and others complained about the black fog that descended on their towns causing bad tempers, smoke-related illness and dirty clothes.

(ii) By the 1840s, towns such as Derby, Leeds and Manchester had laws to.

(iii) Control smoke in the city.

(iv) Smoke abatement Acts of 1847 and 1853 were important measures taken in order to resolve the problem, but the factory workers rarely followed rules sincerely and the problem continued.

(Any three)

(CBSE Marking Scheme, 2012)

Q. 2. Highlight any three changes that took place in London between the two world wars.

[Board Term 1, 2015 Set-C5JWEVD]

Ans. (i) Between the two world wars the responsibility for housing the working classes was accepted by the British state.

(ii) A million of single family cottages were built by Local authorities.

(iii) The city had extended beyond the range where people could walk to work.

(iv) New forms of mass transports were introduced.

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

(CBSE Marking Scheme, 2015)

Q. 3. Explain any three historical processes that have shaped London in decisive ways.

[School of Yavatmal, 2015]

Ans. 3 historical processes have shaped modern cities namely :

(i) Rise of industrial capitalism,

(ii) The establishment of colonial rule over large parts of the world.

(iii) Development of democratic ideals. $1 \times 3 = 3$

Q. 4. Describe the life of children as depicted in Andrew Mearn's famous book "The Bitter Cry of Outcast London."

[Board Term 1, 2014 (WQ7FXWC)]

Ans. (i) Andrew Mearn's showed why crime was more profitable than labouring in small underpaid factories.

(ii) A child of seven years old is easily known to make 10 shillings 6 pence a week from thieving.

(iii) Before he can gain as much as a young thief (a boy) he must make 56 gross of matchboxes a week or 1,296 a day.

(iv) It was only after the passage of the Compulsory Elementary Education Act in 1870 and the Factory Acts beginning from 1902, that children were kept out of industrial work. (Any three) $1 \times 3 = 3$

Q. 5. How did air pollution become a nuisance for the Londoners. What steps were taken to solve the problem ? [Board Term 1, 2014 (X30T4XE)]

Or

State any three steps taken to clean up London.

[Board Term 1, DDE-2014]

Or

Describe various steps which were taken to clean up London.[Board Term 1, KVS-2014, 2012 (38, 52), 2011 (5800, 13, 17, 28, 44), 2010 (B2)]

- Ans.** (i) Large quantities of refuse and waste products polluted air and water.
(ii) Widespread use of coal in homes and industries in 19th century England raised serious problems.
(iii) In industrial cities such as Leeds, Bradford and Manchester, hundreds of factory chimneys emitted smoke, causing smoke-related illnesses, dirty clothes and bad tempers. **(Any two)**

The steps taken to clean up London were :

- (i) Attempts were made to decongest localities, green the open spaces, reduce pollution and landscape the city.
- (ii) Large blocks of apartments were built like those in Berlin and in New York.
- (iii) Rent control was introduced in Britain during the First World War.
- (iv) Demands were made for new 'lungs' for the city and some attempts were made to bridge the countryside through ideas as the Green Belt around London. **(Any three) $1 \times 3 = 3$**

(CBSE Marking Scheme, 2012)

Q. 6. Explain any three reasons for the increasing concern for the London poor during the nineteenth century. **[Board Term 1, 2014 (R9UJGYG)]**

- Ans.** (i) The poor and filthy living conditions of one room houses which posed a serious threat to public health.
(ii) There was danger of fire hazards.
(iii) There was also a fear of social disorder or rebellion by the workers especially after the Russian Revolution in 1917. **$1 \times 3 = 3$**

Q. 7. How was the family life transformed in the industrial city during the 18th century.

[Board Term 1, DDE-2014]

- Ans.** 'Family' as an institution underwent a social change due to industrialization.
- (i) Ties between members of household were loosened and the institution of marriage tended to break down among the working class families.
 - (ii) Women lost their jobs due to machines.
 - (iii) Rich upper class women lived easier lives as they were served by domestic maids who made their work easier. **$1 \times 3 = 3$**

Q. 8. What is meant by tenement ?

[Board 2013, Term 1, BHTK]

- Ans.** (i) A tenement is run-down and often over crowded apartment house especially in a poor section of large city.
(ii) In the 19th century, more and more people began crowding into American cities including thousands of newly arrived immigrants seeking a better life. The population got doubled every decade from 1800 to 1880 in New York city. This led to the division of single family dwellings into multiple living spaces to accommodate the growing population.

- (iii) These narrow low-rise apartment buildings also known as tenements were too often cramped, poorly built and lacked indoor plumbing and proper ventilation.
- (iv) A full two-third of the New York city population was living in the tenement in 1900. **(Any three) $1 \times 3 = 3$**
(CBSE Marking Scheme, 2013)

Q. 9. Who are Philanthropists ? Explain any two steps taken to control crime in London in the 1870s.

[Board Term 1, 2012 (37)]

Ans. (i) The group of the people who work for social upliftment and charity, donating time and money for the purpose are called philanthropists.

(ii) Steps taken to control crime were :

- (a) The authorities imposed high penalties for crime.
- (b) They offered work to the deserving poor.

(CBSE Marking Scheme, 2012) $1+2=3$

Q. 10. How did London become a powerful magnet for the migrant population ? Explain.

[Board Term 1, 2012 (46)]

Ans. (i) London became a powerful magnet for migrant population since it offered employment opportunities.

- (ii) London dockyard housed a large number of porters, traders and people in the shipping line.
- (iii) Major industries as clothing, footwear, metal, engineering, etc., attracted labour from outside.
- (iv) Being capital city also, it attracted people.

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

(CBSE Marking Scheme, 2012)

Q. 11. How did the London Underground Railways eventually become a huge success ? Explain.

[Board Term 1, 2012 (82)]

Ans. Underground London Railway became a huge success due to following reasons :

- (i) By 1880, the expanded train service carried 40 million passengers a year.
- (ii) Population in the city became dispersed.
- (iii) Planned suburbs and a good railway network enabled large number of people to live outside central London. **$1 \times 3 = 3$**

(CBSE Marking Scheme, 2012)

Q. 12. What was the impact of industrialization and urbanization on the family in Britain in the nineteenth century ?

[Board Term 1, 2011 (5800, 21, 40), 2010 (C2)]

- Ans.** (i) Women gradually lost their industrial jobs and were forced to work within households.
- (ii) Through the activities of tailoring, washing or match-box making they could increase their income.
 - (iii) Large number of children were pushed into low paid work. **$1 \times 3 = 3$**
- Q. 13. Explain any three efforts made by women in London to increase their income during eighteenth century.**

[Board Term 1, 2011 (5800, 20 32, 39), 2010 (A2)]

- Ans.** (i) In the late eighteenth century, large numbers of women were employed in factories.
(ii) They were working as maid servants (domestic servant).
(iii) A large number of women used their homes to increase family income by taking in lodgers or through such activities as tailoring, washing or match-box making.
- Q. 14. When was the London underground railway started ? How did it help to solve the housing problem ?** [Board Term 1, 2010 (A2)]

Ans. The very first section of the underground railway in London started on 10th January, 1863. It helped to solve the housing problem in the following ways :
(a) The population in the city became more dispersed.
(b) Better planned suburbs were developed.
(c) A good railway network enabled large number of people to live outside Central London and travelled to work.

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

Long Answer Type Questions

5 marks each

Q. 1. Explain the statement "Certain groups of weavers were in a better position than others to survive the competition with mill industries".

- Ans.** (a) Certain groups of weavers were in a better position than others to survive the completion with mill industries. Amongst weavers some produced coarse cloth while others wove finer varieties.
(b) The demand for the finer varieties bought by the well-to-do was more stable. The rich could buy these even when the poor starved.
(c) Famines didn't affect the sale of Banarasi or Baluchari saris.
(d) Moreover mills could not imitate specialized weavers.
(e) Saris with woven borders or the famous lungis and handkerchiefs of madras, could not be easily displaced by mill production.

(CBSE Marking Scheme, 2012)

Q. 2. Why did the population of London city expand over the 19th century ? Explain.

(NCERT)
[Board Term 1, 2015, 6AP67LB]
[Board Term 1, 2012 (80)]

Or

The city of London had a powerful migrant population. Explain the reason.

[Board Term 1, 2010 (A1)]

Or

Why the population of London multiplied in the late 19th and early 20th century ?

- Ans.** The population of London multiplied four fold in the 70 years between 1810 and 1880 increasing from 1 million to 4 millions.
- (i) London was a powerful magnet for migrant population , even though it did not have large factories.
 - (ii) 19th Century London was a city of clerks and shopkeepers of small traders and skilled artisans, semi-skilled and sweated out workers of soldiers and servants of casual workers, street sellers and beggars.
 - (iii) There was a dockyard which provided opportunities of livelihood.

- (iv) There were five major types of industries employed large numbers; clothing and footwear, wood and furniture, metals and engineering, printing and stationery and precious products.
(v) During First World War the number of large factories increased and a large number of people joined the new created jobs.
- $1 \times 5 = 5$

(CBSE Marking Scheme, 2015, 2012)

Q. 3. Explain any five sources of entertainment which came up in the 19th century in England to provide leisure activities. [Board Term 1, 2014 (R9UJGYG)]

Or

Describe five forms of entertainment that came up in the 19th century England.

[Board Term 1, 2012 (33, 50), 2011 (5800, 22, 40, 44)]

Or

How did people of different classes organise their new found leisure in England ? Explain.

[Board Term 1, 2015, Set-C5JWEVD]
[DD-E-2015, Set-M][Board Term 1, 2012 (34)]

Ans. (i) For the wealthy Londoners, there was the annual 'London Season' where elite groups could enjoy several cultural events such as the opera and theatre.

(ii) Working classes too had their own means of entertainment. They used to meet in pubs and enjoy a drink, exchange news and discuss political events.

(iii) The establishment of libraries, museums and art galleries provided entertainment to common people.

(iv) Music halls and later cinema houses became a source of mass entertainment.

(v) Industrial workers spent holidays by the sea shore and enjoyed both sun and the wind which was a great source of entertainment.

(CBSE Marking Scheme, 2015, 2012) $1 \times 5 = 5$

Q. 4. Explain the social changes in London which led to the need for the underground railways.

[Board Term 1, NCT-2014, 2011 (5800, 15, 18)]

Or

Why did underground railway soon become a necessity in London? Mention any three disadvantages of this system ?

[Board Term 1, 2013 (553K), 2012 (35)]

Or

Explain the benefits of London Tube railway for the population in the city.

[Board Term 1, DDE -2015, Set-E]
Or

Why was the underground railway criticized in London ? Explain the reasons.

[Board Term 1, DDE-2014]

Or

"Even though the underground railway eventually became a huge success, it was opposed by many people initially." Explain five valid reasons for this opposition. [Board Term 1, 2012 (70)]

Ans. (i) Attempts were made to decongest the city of London and solve the housing crisis. So, the British government built houses for working classes. All these efforts expanded the city and people found it difficult to walk to their work places. This made the underground rail transport essential for London.

Disadvantages : The development of the underground railways was criticized because.

- (a) The underground railways were considered a menace to health due to the lack of oxygen created in the compartments by smoking pipes, fumes of gas lamps and coal dust.
- (b) A large number of houses for poor were displaced for its construction.
- (c) It added to the mess and unhealthy environment of the city. 5
- (d) People were afraid to travel underground.
- (e) Many felt that 'iron monsters' added to the mass and unhealthiness of the city.
- (f) To make approximately two miles of railways, 900 houses had to be destroyed.

(CBSE Marking Scheme, 2015, 2013, 2012)

Q. 5. Ties between members of households loosened in Britain in the era of industrialization. Explain the statement. [Board Term 1, KVS-2014]

Or

"The function and shape of the family were completely transformed by life in the industrial city". Support the statement with examples.

[Board Term 1, 2012 (52)]

Ans. In the 18th century, the family had been a unit of production and consumption as well as of political decision-making. There was a big change in the newer pattern.

- (i) Ties between members of household loosened.
- (ii) The institution of marriage among the working class tended to break down.
- (iii) Women of the upper and middle classes in Britain, faced increasingly higher level of isolation although their lives were made easier by maids.

(iv) Women who worked for wages had some control over their lives particularly among the lower social classes.

(v) By the 20th century, the urban family had been transformed again partly by experience of the war time and partly work done by the women who were employed in large numbers. $1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

Q. 6. Explain any five changes that took place in the family life in the 18th century, which promoted individualism in the city life.

[Board Term 1, 2012 (60)]

Or

Explain any five social changes that took place in the family life in the 18th century in London.

[Board Term 1, 2010 (A1)]

Or

Explain the social changes, 'Family' as an institution underwent in Britain in the era of industrialization. [Board Term 1, 2010 (A1)]

Ans. 'Family' as an institution underwent a social change due to industrialization.

- (i) The class Kant joint family in the village scenario disappeared in the town and cities. The bond between family members loosened.
- (ii) Women lost their jobs to machines.
- (iii) Rich upper class women lived easier lives as they were served by domestic maids who made their work easier.
- (iv) Forced to live at home in urban areas, leading them to face isolation at home.
- (v) Public places were dominated by males and females were confined to the home.
- (vi) Women gradually began to participate in political movements to ask for their rights.
- (vii) Families were small or nuclear. (Any five)

(CBSE Marking Scheme, 2012) $1 \times 5 = 5$

Q. 7. How did marginal groups threaten the city of London ? What was the root cause of this problem ? How did the authorities in London try to solve this problem ? [Board Term 1, 2012 (45, 48)]

Ans. (i) The Police were worried about the law and order and industrialists wanted an orderly work force. There were professional criminals like cheats, tricksters, pick pockets and petty thieves too in the marginal groups.

- (ii) Most of the people in the marginal groups were very poor who lived by selling lead stolen from roofs, food from shops, lumps of coal and cloth drying from hedges.
- (iii) In order to discipline them the authorities counted the number of criminals, watched their activities and investigated their lives. High penalties were imposed and deserving poor people were offered work. (CBSE Marking Scheme, 2012) $2 + 1 + 2 = 5$

Q. 8. Why did the concept of 'Garden City' come up in London ? Describe the different efforts initiated to beautify London. [Board Term 1, 2012 (47)]

Or

What steps were taken to clean London in the early and mid 20th century ?

[Board Term 1, 2010 (A1)]

- Ans.** (i) The widespread use of coal in homes and industries in 19th century England raised serious problems. Shopkeepers, home owners and others complained about the black fog, grey skies and black vegetation. All these factors caused bad temper, smoke related illness and dirty clothes. Congestion in the city also led to a yearning for the clean air.
- (ii) As a result, the demand for new 'lungs' for the city was made. Large blocks of apartments were built and rent control was introduced to ease the housing problem.
- (iii) 'Garden City' of New Earswick was designed with common garden spaces and landscaping.
- (iv) Between the two world wars (1919-39), the responsibility for housing for the working classes was accepted by the British state and million houses, most of which were single family cottages, were built by local authorities.
- (v) The British government built single family cottages for the working classes and the London underground work was started to enable the workers to reach their work places. $1 \times 5 = 5$

Q. 9. How did crime grow in London in 1870s ? How were authorities able to control them ? Explain.

[Board Term 1, 2012 (68)]

Ans. Growth of Crime in London :

- (i) In London there were 20,000 criminals in 1870s.
- (ii) In the mid 19th century, Henry Mathew wrote several articles on the London labour and those who made their living from crime.
- (iii) Many criminals were poor, who lived by stealing lead from roofs, food from shops, coal and also clothes.

Control of Crime :

- (i) The police were worried about the law and order situation. So population of criminals were counted, their activities were watched and their ways of life were investigated.
- (ii) In an attempt to discipline the criminals, authorities imposed high penalties for crime and offered work to those who were considered "deserving poor".

(CBSE Marking Scheme, 2012) $3+2=5$

Q. 10. When and where was the first section of the underground Railway opened in the world ? Explain any three difficulties of travelling in that underground Railway. [Board Term 1, 2012 (37)]

Ans. 10th January, 1863 in Paddington and Farrington Street in London.

Difficulties :

- (i) The compartments were filled with smoke.
- (ii) Atmosphere was a mixture of sulphur, coal dust and foul fumes.
- (iii) Suffocation led to Asphyxiation. $2+3=5$

(CBSE Marking Scheme, 2012)

Detailed Answer : Refer Ans 4 'Long Answer Type' : Points (a), (c), (d) and (e).



TOPIC-2

Bombay in the 19th and 20th Century

Very Short Answer Type Questions

1 mark each

Q. 1. Name any one characteristics of Bombay city.

Ans. It is a centre of trade and industry. 1

Q. 2. Which city had a long history of air pollution ?

Ans. Calcutta (Kolkata). 1

Q. 3. Identify an architect and planner who developed the principle of the Garden City.

Ans. Ebenezer Howard. 1

Q. 4. When was the very first section of the underground railway in the world opened ?

Ans. 10 January, 1863. 1

Q. 5. When did Bombay become the capital of Bombay Presidency ?

Ans. 1819. 1

Q. 6. Who wrote the book 'The Bitter Cry of Outcaste London' in the 1880s ?

Ans. Andrew Mearns. 1

Q. 7. Which industry in London did not employ large number of people in the 19th century ?

Ans. Railway manufacturing. 1

Q. 8. Which European power was the first to establish its control over Bombay ?

Ans. Portuguese. 1

Q. 9. Which city of India is called 'Mayapuri' or the 'city of dreams' ?

Ans. Bombay. 1

Q. 10. Name one factor which changed the form of urbanisation in the modern world.

Ans. Industrialization. 1

Q. 11. Who wrote several volumes on the London labour in the mid of the 19th century ?

Ans. Henry Mayhew. 1

Q. 12. Name the author of the novel 'DEBGANER MARTYE AAGAMAN' (The Gods Visit Earth).

Ans. Durgacharan Ray.

1

Q. 13. Name any one Presidential city during colonial India.

Ans. Bombay.

1

Short Answer Type Questions

3 marks each

Q. 1. How did farming methods change due to industrialization ? Explain.

[Board Term 1, 2015, Set-6AP67LB]

Ans. Methods change due to industrialisation :

- (i) Steel plough used in place of wooden plough.
- (ii) Harrow in place of wooden weeder.
- (iii) Mechanical drill for seed sowing, reaping and threshing machines.

(CBSE Marking Scheme, 2015) $1 \times 3 = 3$

Q. 2. How did Bombay emerge as an important colonial city ?

Or

How did Bombay come under the British rule ?

[Board Term 1, 2015 Set-XOKG25B]

Ans. Reasons :

- (i) Bombay was the principal port of the East India Company.
- (ii) It was an important centre for cotton textiles from Gujarat.
- (iii) It became an important administrative centre of western India.
- (iv) It emerged as a major industrial centre in the 19th century.

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

Q. 3. How did the development or expansion of Bombay (Mumbai) differ from London ? State any three points of difference between the two.

[Board Term 1, 2015, 2014 (X30T4XE),

(WQ7FXWC), 2012(33)]

[DDE-2015, Set-E]

Ans. (i) Bombay was an over-crowded city, where a person had only 9.5 sq. yards of space whereas it was around 155 sq. yards per person in London.

(ii) Bombay did not grow according to a plan whereas London grew according to plan.

(iii) London had an average density of 8 persons per house whereas the density in Bombay was as high as 20 persons.

$1 \times 3 = 3$

(CBSE Marking Scheme, 2015, 2012)

Q. 4. Describe any three features of 'Chawls' in Bombay.

[DDE-2015, Set-M]

[Board Term 1, KVS-2014]

Or

"The Chawls of Bombay were a small cosmopolitan community in themselves." Explain the statement.

[Board Term 1, 2012 (45)]

Ans. (i) Chawls were resided by poor.

(ii) Open space in the center of the chawls was used for various activities.

(iii) Chawls were headed by a headman like village headman.

(iv) People in chawls lived like an integrated family.

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

(CBSE Marking Scheme, 2012)

Q. 5. Mention the three presidency cities of Indian ? Why were they referred to as 'multifunctionality' cities ?

[Board Term 1, 2015, School of Yavatmal]

Ans. The capitals of the Bombay, Bengal and Madras Presidencies in British India. These were multifunctional cities' because they had major ports, warehouses, homes and offices, army camps, as well as educational institutions, museums and libraries.

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

Q. 6. When and why was the Rent Act passed in Bombay during the British days ? What was its outcome ?

[Board Term 1, 2014 (R9UJGYG)]

Or

When was the Rent Act passed in Bombay ? What was its aim ? What was the impact ?

[Board Term 1, 2012 (80)]

Ans. (i) The Rent Act was passed in Bombay in 1918.

(ii) It aimed at controlling rent and keeping them within reasonable limit.

(iii) The Act had a reserve impact of producing a severe housing crisis, since the landlords withheld renting out houses from the market.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 7. "Cities developed at the cost of ecology and environment." Explain with examples.

[Board Term 1, NCT-2014]

Or

Assess the impact of development of cities on ecology and the environment.

[Board Term 1, 2012 (70), 2011 (5800, 19 24, 25, 36, 42) 2010 (B1)]

Ans. Effects of development of cities on ecology and environment :

(i) Large quantities of refuse and waste products polluted the air and water, while excessive noise became a feature of urban life.

(ii) In industrial cities, hundreds of factory chimneys released black smoke into the skies.

(iii) Shopkeepers, homeowners and others complained about the black fog that descended in their towns causing, smoke-related illnesses and dirty cloths.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 8. State any three causes of our pollution in Calcutta in the 19th century.

[Board Term 1, 2013, 553K]

Ans. (i) Pollution was due to large number of people being dependent on dung and wood as fuel.

(ii) Industries and other establishment used steam engines that run on coal and caused air pollution.

- (iii) Due to marshy land, the resulting fog combined with smoke to generate thick smog.
- (iv) Calcutta had a history of air pollution. Its inhabitants inhaled grey smoke. (Any three) (CBSE Marking Scheme, 2013) $1 \times 3 = 3$

Q. 9. State any three characteristics of the ancient cities. [Board Term 1, 2012 (36), 2010 (A1)]

- Ans.** (i) Ancient towns and cities appeared along river valleys such as Ur, Nippur and Mohenjodaro.
- (ii) They were large in scale than other human settlements, performances and exchange of news related to jobs, strikes, riots etc.
 - (iii) These cities were centres of political power, administrative network, trade and industry, religious institutions and intellectual activities.
- (CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 10. Why did more and more people migrate to Bombay by the early 20th century ? Explain three reasons. [Board Term 1, 2012, (35, 53)]

- Ans.** (i) The growth of trade in cotton and opium attracted a large number of traders, bankers and artisans to Bombay.
- (ii) A large number of people migrated to Bombay from Ratnagiri to work in the textile mills.
 - (iii) Bombay was the junction head of two major railways and dominated the maritime trade.
- (CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 11. Throw light on some of the land reclamation projects of Bombay. [Board Term 1, 2010 (B1)]

- Ans.** Land reclamation projects of Bombay are :
- (i) Building of great sea wall prevented flooding of low-lying areas of Bombay.
 - (ii) Levelling of hills around Bombay.
 - (iii) Dry dock was built between 1914 and 1918 and the excavated earth was used to create the Ballard Estate.
- $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. What led to the major expansion of Bombay's population in the mid-nineteenth century ? (NCERT) [Board Term 1, 2011 (5800, 41)]

Or

'A large number of migrants were attracted to Bombay in the 20th century.' Explain the statement. [Board Term 1, DDE-2015, Set-E]

- Ans.** (i) Bombay became the capital city of the Bombay presidency in 1819, hence more people began to settle in Bombay.
- (ii) Growth of trade in cotton and opium led large communities of traders, bankers, artisans and shopkeepers came to settle in Bombay.
- (iii) In 1854, cotton mills were established in Bombay. Most of the workers came from outside.
- (iv) Large number of people came to work at the seaport and the railways which encouraged migration.
- (v) Famines in dry regions brought more people to Bombay. Bombay attracted many people to work in films too.

5

Q. 2. Describe the features of the big modern city of Calcutta (Kolkata) as viewed by the Gods in the novel written by Durgacharan Roy.

[Board Term 1, 2015, School of Yavatmal, 2015] [Board Term 1, 2014 (X30T4XE)]

- Ans.** In 'Debganer Martye Agaman' Brahma visits the city of Calcutta along with other Gods. They saw distraction by the train, large ships in the Ganga, factories, bridges, monuments, shops and the variety of gods sold in shops. However, they were disturbed to see cheats and thieves, poverty, poor housing, confusion of caste, religious and gender identities in the city. Brahma himself was tricked into buying a cheap pair of glasses. Durgacharan Ray describes the contrasting images and experience like wealth and poverty, splendour and diet, opportunities and disappointments that the cities offered.

Q. 3. Describe the social life of people in (Bombay). [Board Term 1, 2014 (WQ7FXWC)]

- Ans.** (i) The city of Bombay was over crowded. As such, there was an interdependence among people.
- (ii) The homes were small, so streets and neighbourhood were used for a variety of activities and social functions.
 - (iii) The rich people lived in spacious bungalows.
 - (iv) The working people lived in the thickly-populated Chawls of Bombay.
 - (v) Shortage of water was a common phenomenon.
 - (vi) Lower caste people found it difficult to find housing.
- (Any five) $1 \times 5 = 5$

Q. 4. Why has city life always attracted those seeking freedom and opportunity ? Explain.

[Board 2013, Term 1, BHTK]

- Ans.** (i) The city life symbolized freedom from the collective social values which people were compelled to follow in their villages.
- (ii) There were numerous caste and community rules in the rural set-up which based when people moved to cities.
 - (iii) People became more free and they carried new ways of living.
 - (iv) The public transport system and multistoreyed housing loosened traditional regulations and people learned to live in multiethnic and multicultural environment brought from different places by migrants to the city.
 - (v) The city symbolized self made people who come here to pursue their dreams.
 - (vi) City culture bought a wave of individualism and were supposed to be quite organised than the rural areas, so people who migrated found it attractive.
- (Any five) $1 \times 5 = 5$

(CBSE Marking Scheme, 2013)

Q. 5. What were 'Chawls' ? Describe the living conditions in chawls in Bombay.

[Board Term 1, 2012 (36)]

Or

Describe the life of people who lived in the chawls of Bombay (Mumbai). [Board Term 1, 2012 (49)]

Ans. Chawls were the multi-storeyed structures built and owned by private landlord such as merchants, bankers and building contractors. Each Chawl is divided into smaller one - room tenements.

- (i) No private toilets. Many families could reside at a time in a tenement.
- (ii) People used to keep windows closed because of the close proximity to filthy putter, buffalo stables etc.
- (iii) Due to water scarce the people quarrelled every morning for a turn at the tap. Streets and Neighbourhoods areas were used for activities as cooking, washing, sleeping.
- (iv) Liquor shops and Akharas in empty sports. Streets were used for leisure activities.
- (v) Chawls were also a place for exchanging news about strikes, riots, demonstrations etc. $1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

Q. 6. Explain any four causes of air pollution in Calcutta in 19th century and early 20th century. Which body controlled industrial pollution in Bengal ?

[Board Term 1, 2012 (55)]

Or

Calcutta (Kolkata) had a long history of 'air pollution'. Explain any five reasons for it.

[Board Term 1, 2012 (38)]

Ans.(i) Causes :

- (a) Huge population depended on dung and wood as fuel in their daily life.
- (b) The industries and establishments that used steam engines were run on coal.
- (c) In 1855, the introduction of Railway brought coal from Raniganj which had high content of ash. It also polluted the air.
- (d) The fog in the city combined with smoke to create thick smog.
- (e) Due to marshy land, the resulting fog combined with smoke to generate thick smog.
- (ii) Bengal Smoke Nuisance Commission controlled industrial pollution in Bengal. $4 + 1 = 5$

(CBSE Marking Scheme, 2012)

Q. 7. Why were reclamation projects undertaken in Bombay ? Explain any two such projects.

[Board Term 1, 2012 (53)]

Or

Why was the land reclamation in Bombay necessary ? Mention any two land reclamation projects taken up in Bombay.

[Board Term 1, 2011 (5800, 12, 20, 27, 38)]

Ans. The Reclamation in Bombay was necessary because :

- (i) When the islands of Bombay passed into British hands, the East India Company shifted its base from Surat to Bombay.

Thus, Bombay became a major outlet for exports and it also became an important administration centre in Western India and by the end of the 19th century a major industrial centre.

- (ii) With the growth of trade in cotton and opium large communities of trades and banks as well as artisans and shopkeepers came to settle in Bombay.
- (iii) Bombay dominated the maritime trade of India till well into the twentieth century.
- (iv) The railways encouraged an even higher scale of migration into the city. For instance, famine in dry region of Kutch drove large numbers of people into Bombay in 1888-89. (Any three)

Land Reclamation Projects :

- (i) **Back Bay Reclamation :** In 1864, the Back Bay Reclamation Company won the right to reclaim the western foreshore from the tip of Malabar hill to the end of Colaba.
- (ii) **Bombay Port Trust :** A successful Reclamation project was undertaken by the Bombay Port Trust, which built a dry between 1914 and 1918 used the excavated earth to create the 22 acre Ballard Estate. Subsequently the famous Marine Drive of Bombay was developed.

(CBSE Marking Scheme, 2012) $3+2=5$

Q. 8. What do you mean by "Land Reclamation"? Explain the history of land reclamation in Mumbai.

[Board Term 1, 2012 (39), 2011 (5800, 23, 45)]

Ans. Reclamation means reclaiming of marshy or submerged areas for settlement or other use.

- (i) William Hornby approved the building of great sea wall.
- (ii) Several plans by both government and private companies.
- (iii) In 1864 the Back Bay Reclamation Company won the right to reclaim foreshore from Malabar Hill to Colaba.
- (iv) Bombay Port Trust created 22 acre Ballard Estate. (CBSE Marking Scheme, 2012) $1+4=5$

Q. 9. "Bombay is a city of slums and star bungalows—a blend of dream and reality." Justify the statement giving any five suitable arguments.

[Board Term 1, 2012 (82)]

- (i) Bombay films have contributed in a big way to produce an image of the city as a blend of dream and reality.
- (ii) Rich industrialists and film producers owned spacious bungalows.
- (iii) Bombay offered employment to both skilled and unskilled workers.
- (iv) With the rapid and unplanned expansion of the city, the pressure on Bombay's housing problem increased.
- (v) Refuge and waste products of large factories led to pollution.



CHAPTER
4

PRINT CULTURE AND THE MODERN WORLD

SYLLABUS

- (i) *The history of print in Europe.*
- (ii) *The growth of press in 19th century India.*
- (iii) *Relationship between print culture, public debate and politics.*



QUICK REVIEW

- The earliest kind of print technology was developed in China, Japan and Korea.
- The early system of printing was hand printing.
- Books in China were printed by rubbing paper against the inked surface of wooden blocks.
- China was the major producer of printed materials.
- Shanghai was the hub of the new print culture.
- The oldest Japanese book printed in A.D. 868, is the Buddhist 'Diamond Sutra.'
- In medieval Japan, poets and prose writers were regularly published and books were cheap and abundant.
- In the late 18th century, at Edo, illustrated collections of paintings depicted an elite urban culture.
- For centuries, silk and spices from China flowed into Europe through the silk route.
- In the 11th century, Chinese paper reached Europe via the silk route.
- At Strasbourg, Germany, Johann Gutenberg developed the first known printing press in the 1430s.
- The first book printed by Gutenberg was the Bible.
- One hundred eighty copies of this book were printed in three years.
- Printed books at first closely resembled the written manuscripts in appearance and layout.
- Luxury editions were still written by hand on a very expensive 'Vellum' meant for aristocratic circles.
- The print revolution transformed the lives of people.
- In 1517, the religious reformer Martin Luther wrote 'Ninety Five Theses' criticising the Catholic Church.
- Printing helped to spread the new ideas of Reformation.
- The Roman Church imposed severe controls over publishers and booksellers.
- In England, penny chap books were carried, by petty peddlers known as chapmen sold for a penny.
- In France, were the 'Biliotheque Bleue', which were low-priced small books.
- The periodical press, newspapers and journals carried information about wars and trade, as well as news of development in other places.
- The ideas and writings of the scientists like Isaac Newton, Thomas Paine, Voltaire and Jean Jacques Rousseau were printed and read.
- The French Revolution occurred as print helped the spread of ideas.
- Primary education became compulsory from the late 19th century, Children became an important category of readers.
- A children's press, devoted to literature for children was set up in France in 1857.
- Penny magazines were specially meant for women.
- The best known novelists were Jane Austen, the Bronte Sisters, George Eliot.
- In the 19th century, libraries in England became instruments for educating the factory workers, artisans and lower middle-class people.

- Self-educated working class people wrote political tracts and autobiographies.
- By the late 18th century, the press came to be made out of metal.
- Richard M. Hoe of New York made the power driven cylindrical press, which was capable of printing 8,000 sheets per hour. This press was used for printing newspapers.
- In the late 19th century, the offset press was developed.
- In 1930s, publishers brought out cheap paperback editions.
- India had a very rich and old tradition of hand written manuscripts in Sanskrit, Arabic, Persian as well as in various vernacular languages.
- In India, manuscripts were copied on palm leaves and on hand made paper.
- In 1710, Dutch missionaries had printed 32 Tamil texts.
- From 1780, James Augustus Hickey began to edit the 'Bengal Gazette', a weekly magazine.
- By the close of the 18th century, printing of many newspapers and journals started.
- In the early 19th century, there were intense debates around existing religious issues.
- Some groups wanted reforms, while others were against them.
- This was a time of intense controversies between social and religious reforms.
- The reformers were focussed on the Hindu orthodoxy over matters like widow immolation, monotheism, Brahmanical priesthood and idolatry.
- Many newspapers such as "Sambad Kaumudi" in 1821 (by Ram Mohan Roy) "Samachar Chandrika" (Hindu Orthodoxy), "Jam-i-Jahan Nama" and "Shamsul Akbar" from 1822 (Persian newspaper) focussed on this matter.
- In North India, the 'Ulama' used lithographic presses, published Persian and Urdu translation of holy scriptures, and printed religious newspapers and tracts to spread their religion.
- In 1867, Deoband seminary was founded which published thousands of 'Fatwas' telling the code of conduct of Muslims and explaining the meanings of doctrines.
- Print encouraged the reading of religious texts, especially in the vernacular languages.
- The first printed edition of the Ramcharitmanas came out from Calcutta in 1810.
- Naval Kishore Press at Lucknow and the Shri Venkateshwar Press in Bombay published numerous religious texts in vernaculars.
- At the end of the 19th century, a new visual culture was started.
- Painters like Raja Ravi Verma produced images for mass circulation.
- Cheap prints and calenders were easily available in the market.
- By the 1870's, caricatures and cartoons were being published in journals and newspapers.
- In 1860, few Bengali women like Kailashbhashini Debi wrote books highlighting the experiences of women.
- Hindi printing began from the 1870s.
- In Punjab, folk literature was printed from the early 20th century.
- In Bengal, the Battala was devoted to the printings of popular books, peddlers took the Battala publications to homes, enabling women to read in leisure time.
- Public libraries were set up in the early 20th century.
- Local protest movements created a lot of popular journals.
- After the revolt of 1857, the attitude to freedom of the press changed.
- In 1878, the Vernacular Press Act was passed.
- In 1907, Bal Gangadhar Tilak wrote with great sympathy about Punjab revolution in his "Kesari". This led to his imprisonment in 1908.



KNOW THE TERMS

- **Calligraphy** : The art of beautiful and stylish writing.
- **Compositor** : The person who composes the text for printing.
- **Despotism** : A system of governance in which absolute power is exercised by an individual, unregulated by legal and constitutional checks.
- **Almanac** : An annual publication giving astronomical data, information about the movements of the sun and moon, timing of full tides and eclipses, and much else that was of importance in the everyday life of people.
- **Denominations** : Sub-groups with a religion.
- **Anthology** : A collection of poems, stories etc. that have been written by different people and published together in a book.
- **Galley** : Metal frame in which types are laid and the text composed.
- **Chapbooks** : Pocket size books that were popular in the 16th century print revolution.
- **Manuscript** : Book or document written by hand. It can also be termed as author's original copy - handwritten or typed but not printed.

- **Ballad** : A historical account or folk tale in verse, usually sung or recited.
- **Autobiography** : Story of one's own life written by the author himself or herself.
- **Inquisition** : A former Roman Catholic court for identifying and punishing heretics.
- **Heretical** : Beliefs which do not follow the accepted teachings of the Church.
- **Satiety** : The state of being fulfilled much beyond the point of satisfaction.
- **Fatwa** : A legal pronouncement of Islamic law usually given by a mufti (legal scholar) to clarify issues on which the law is uncertain.
- **Seditions** : Action, speech or writing that oppose the government.
- **Taverns** : Places where people gathered to drink alcohol to be served food and to meet friends and exchange news.
- **Protestant Reformation** : A movement to reform the Catholic Church.
- **Lithography** : The process of printing from a smooth surface, viz., a metal plate, that has been specially prepared so that ink only sticks to the design to be printed.
- **Revolution** : Cause to change fundamentally.
- **Ulama** : Legal scholars of Islam and the Sharia (a body of Islamic law).
- **Vellum** : A parchment made from the skin of animals.
- **New Testament** : The second part of the Bible, that describes the life and the teachings of Jesus Christ.
- **Scribes** : Skilled hand writers of manuscripts.
- **Platen** : In letterpress printing, platen is a board which is pressed onto the back of the paper to get the impression from the type. At one time it used to be a wooden board, later it was made of steel.
- **Parchment** : Skin of animals like goat or sheep specially prepared for the purpose of writing, painting, etc.



KNOW THE DATES

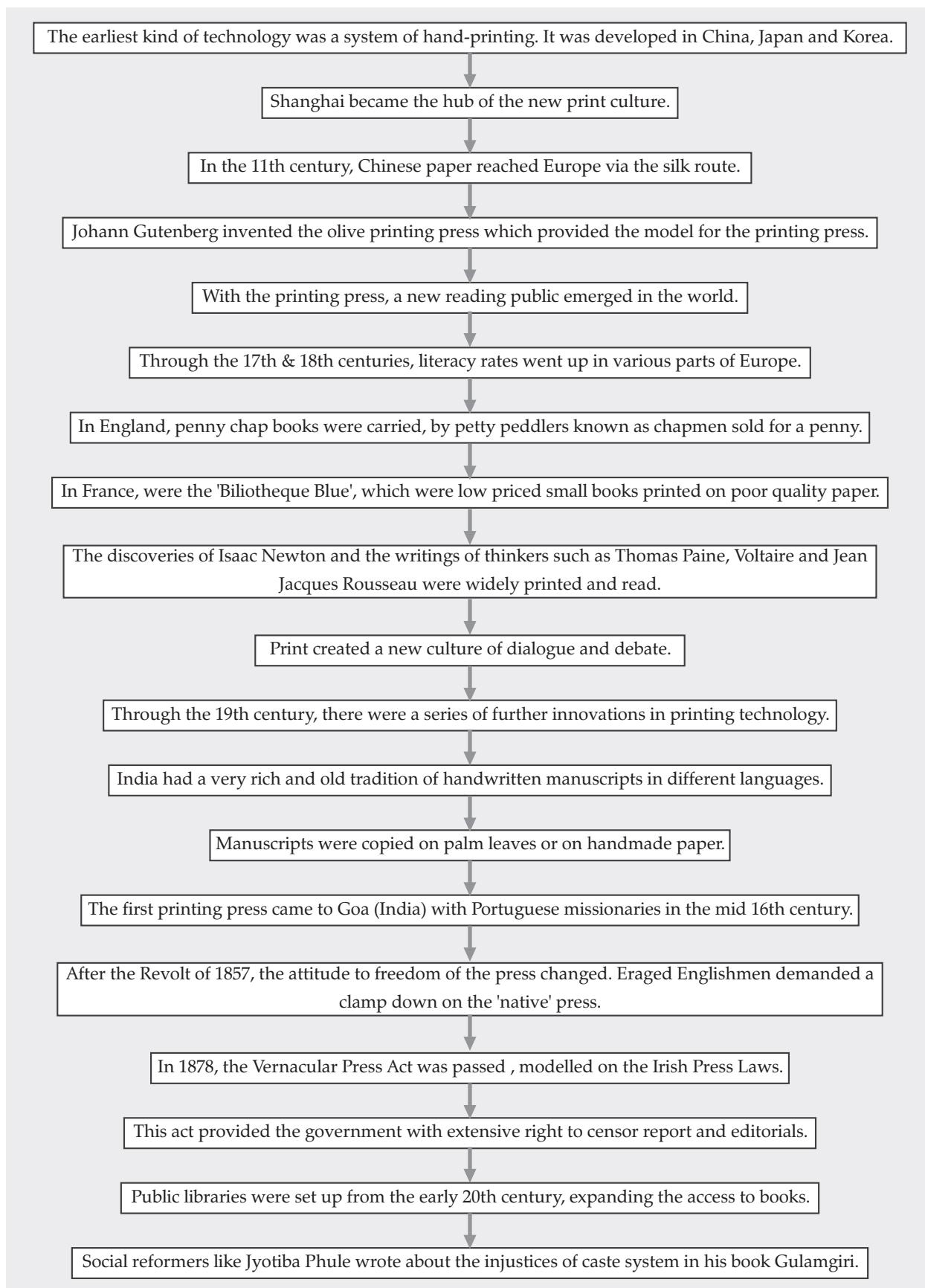
- **594** : Books in China were printed by rubbing paper against the inked surface of woodblocks.
- **768-770** : Hand printing technology was introduced in Japan.
- **868** : The first Japanese book 'The Diamond Sutra' was printed.
- **11th century** : Paper reached Europe from China.
- **1295** : Marco Polo brought the knowledge of producing books with woodblocks to Europe from China.
- **1448** : Johann Gutenberg invented the printing press.
- **1450-1550** : Printing presses set up in most countries of Europe.
- **1517** : Religious reformer Martin Luther printed 'Ninety Five Theses', criticizing many of the practices and rituals of the Roman Catholic Church, starting the 'Protestant Reformation'.
- **1558** : The Roman Church began maintaining an index of prohibited books.
- **1713** : First Malayalam book was published in Cochin by the Catholic priests.
- **1780** : James Augustus Hickey began to edit the Bengal Gazette. It was a weekly magazine.
- **1791** : James Lackington wrote in his diary about the tremendous increase in the sale of books.
- **1810** : The first printing edition of the Ramcharitmanas of Tulsidas came out from Calcutta.
- **1812** : Fairy Tales were printed by the Grimm brothers.
- **1821** : Raja Rammohan Roy published the Sambad Kaumudi.
- **1822** : Two Persian newspapers 'Jam-i-Jahan Nama' and 'Shamsul Akbar' were published.
- **1843** : Steam powered rotary printing press, suitable for printing newspapers was invented by Richard Hoe.
- **1878** : The Vernacular Press Act was passed in India.
- **1880s** : Tarabai Shinde and Pandita Ramabai wrote about the miserable lives of upper-caste Hindu women, especially widows.
- **1926** : Begum Rokeya Sakhawat Hossein, an educationist and literary figure, strongly condemned men for withholding education from women.



KNOW THE LINKS

1. **History of Printing and Printing Processes.**
 - (a) <http://inventors.about.com>
 - (b) <http://www.bpsnet.org.uk>
2. **The Print Media**
<http://download.nos.org>

FLOWCHART



**TOPIC-1****Print Culture and the Modern World****Very Short Answer Type Questions****1 mark each**

Q. 1. Mention any one feature of the oldest Japanese book. [Board Term 1, 2015, Set-6AP67LB]

Ans. Oldest Japanese book contained six sheets of text and woodcut illustrations.
(CBSE Marking Scheme, 2015) 1

Q. 2. How were Biliotheque bleue different from penny chap books ? [Board Term 1, 2015, Set-C5JWEVD]

Ans. Both were low priced books printed on poor quality paper but the Biliotheque Bleue were bounded in cheap blue covers.
(CBSE Marking Scheme, 2015) 1

Q. 3. Name the first book printed by Johann Gutenberg. [DDE-2015, Set-E]

Ans. Bible.

Q. 4. Give the ancient name of Tokyo.
[Board Term 1, 2015, Set-X0K2SB]

Ans. Edo. 1

Q. 5. How did Louise Sebastian Mercier interpret the printing press ? [School of Yavatmal, 2015]

Ans. He said that 'printing press is the most powerful engine of progress and public opinion is the force that will sweep despotism away.' 1

Q. 6. Who developed the first printing press ?
[Board Term 1, 2014, (WQ7FXWC), (R9UJGYG)]

Ans. Johann Gutenberg. 1

Q. 7. Which method of hand-printing was developed in China ? [Board Term 1, 2014, (X30T4XE)]

Ans. Woodblock printing. 1

Q. 8. Why were cheap paperback editions of books print by the end of eighteenth century ?
[Board Term 1, DDE-2014]

Ans. So that poor people could buy them. 1

Q. 9. Who introduced hand-printing technology in Japan ? [Board Term 1, KVS-2014]

Ans. Buddhist missionaries from China. 1

Q. 10. What is Calligraphy ? [Board Term 1, NCT-2014]

Ans. The art of beautiful and stylish writing. 1

Q. 11. By whom was the Ninety-five Theses written in 1517 ?

Ans. Martin Luther. 1

Q. 12. What do we call the wooden or metal frames in which types are laid and the text is imposed for printing ?

Ans. Galley. 1

Q. 13. Which is the oldest printed Japanese book ?
[DDE-2015, Set-M]

Ans. Diamond Sutra. 1

Q. 14. "Printing is the ultimate gift of God and the greatest one". Who spoke these words ?

Ans. Martin Luther. 1

Q. 15. Name the first book which was printed in Europe.

Ans. The Bible. 1

Q. 16. Who was Martin Luther ?

Ans. Religious reformer of Germany. 1

Q. 17. What was the basic objective of spelling penny chapbook in England ?

Ans. So that the poor people can purchase them. 1

Q. 18. What were the books carried by petty pedlars and sold for a penny were known in England ?

Ans. Chapbooks. 1

Q. 19. On which laws the Vernacular Press Act of 1878 was modelled ?

Ans. Irish Press Laws. 1

Q. 20. What was the cheap book known in France ?

Ans. Biliotheque Bleue. 1

Q. 21. Which religious reformer criticised the practices of the Roman Catholic Church ?

Ans. Martin Luther. 1

Q. 22. Who was the enlightenment thinker whose writings are said to have created conditions for a revolution in France ?

Ans. Rousseau. 1

Q. 23. Who agreed to revise Press Laws in 1835 ?

Ans. Governor General Bentinck. 1

Q. 24. In which country was the earliest kind of print technology developed ?

Ans. China. 1

Short Answer Type Questions**3 marks each**

Q. 1. Why did the Roman Catholic Church begin to keep an Index of prohibited books from the mid 16th century ? [Board Term 1, 2015, 6AP67LB]

[Board 2013 (5533K), 2012 Term 1(47)]

Ans. (i) Printed religious literature stimulated a variety of interpretations of faith, even among the little educated working class in the early 16th century.

- (ii) Menocchio, an Italian miller, reinterpreted the Bible in a way that enraged the Roman Catholic Church.
- (iii) Such instances worried the Church about people reading the various interpretations of the religion and questioning the Church.
- (iv) Hence, it imposed severe controls over publishers and booksellers and began maintaining an index of prohibited books. **(Any three) $1 \times 3 = 3$**
(CBSE Marking Scheme, 2015)

Q. 2. In which three ways did the printed books at first closely resembled the written manuscripts ?

[Board Term 1, 2015, Set-C5JWEVD]

- Ans.** (i) Appearance and layout resembled the written manuscripts.
(ii) Metal letters imitated the ornamented hand written styles.
(iii) Borders were illuminated.
(iv) Space for decoration was kept blank. **(Any three) $1 \times 3 = 3$**
(CBSE Marking Scheme, 2015)

Q. 3. Who was Manocchio ? Mention any two contributions of him in the field of print culture in the sixteenth century.

[Board Term 1, 2015, Set-C5JWEVD]

- Ans.** (i) In the sixteenth century, Menocchio, a miller in Italy, began to read books that were available in his locality.
(ii) He reinterpreted the message of the Bible and formulated a view of God and Creation that enraged the Roman Catholic Church.
(iii) When the Roman Church began its inquisition to repress heretical ideas, Menocchio was hauled up twice and ultimately executed.
(iv) The Roman Church, troubled by such effects of popular readings and questioning of faith, imposed severe controls over publishers and booksellers and began to maintain an Index of Prohibited Books from 1558. **(Any three) $1 \times 3 = 3$**
(CBSE Marking Scheme, 2015)

Q. 4. Explain the reasons favouring shift from hand printing to mechanical printing in China.

[DDE-2015, Set E]

[Board Term 1, 2014 (R9UJGYG), (WQ7FXWC)]

Or

Explain the different stages of development of printing technology in China.

[Board Term-1 2012, SS2-61]

- Ans.** (i) From 594 A.D. the books were printed in China by rubbing paper against the inked surface of woodblocks.
(ii) The imperial court got many textbooks printed for the civil services examination and remained the target user of printed books in China.
(iii) By the 17th century urban culture developed in China and it added merchants, wives of rich men, scholars and officials who not only started reading printed books but also began to write their autobiographies.
(iv) In the late 19th century the western powers established mechanical printing press in Shanghai and shifted to mechanical printing.

(CBSE Marking Scheme, 2012) 3

Detailed Answer :

The reasons favouring shift from hand printing to mechanical printing in China are :

- (i) Textbooks of Civil Service Examination were printed in vast numbers under the sponsorship of the imperial state. From the sixteenth century, the number of examination candidates went up and that increased the volume of print.
- (ii) By the seventeenth century, print was no longer used just by scholar officials. Merchants used print in their everyday life, as they collected trade information.
- (iii) Reading increasingly became a leisure activity. The new readership preferred fictional narratives, poetry, autobiographies, anthologies of literary masterpieces, and romantic plays.
- (iv) Rich women began to read, and many women began publishing their poetry and plays. Wives of scholar-officials published their works and courtesans wrote about their lives. The new reading culture was accompanied by a new technology. Western printing techniques and mechanical presses were imported in China and Shanghai became the new hub of the new print culture.

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

Q. 5. 'With the printing press a new public emerged in Europe'. Justify the statement.

[Board Term 1, 2015 Set-XOKG25B]

- Ans.** Refer to Answer of Long Question No. 6
Q. 6. What led the colonial government to pass the Vernacular Press Act in 1878 ? How did it affect the Vernacular newspapers ?

[Board Term 1, KVS-2014]

Or

Why was Vernacular Press Act passed ? Explain about this Act. [Board Term 1, 2015, XOKG25B]

- Ans.** (i) The Vernacular Press Act was passed because the Vernacular newspapers were assertively nationalist. They openly criticized and debated the government policies.
(ii) The Vernacular Press Act of 1878 was passed which empowered the government to censor reports and editorials.
(iii) Government kept a regular tract of Vernacular newspapers. If a report was judged seditious, the newspaper was warned and if warning was ignored appropriate actions were taken. **$1 \times 3 = 3$**

Q. 7. What is meant by the print revolution ? Explain its significance. [Board Term 1, 2014 (R9UJGYG), (WQ7FXWC)]

Ans. With the invention of printing press, the printing of books started at a large scale. It was called the Print Revolution.

Significance :

- (i) With the printing press, a new reading public emerged.
- (ii) Printing reduced the cost of books.
- (iii) Books flooded the market, reaching out to an evergrowing readership. **(Any two) $1 + 2 = 3$**

Q. 8. Highlight any three circumstances that led to the intermingling of the hearing culture and the reading culture.

[Board Term 1, 2014 (X30T4XE)]

Or

Describe any three circumstances that intermingled the hearing culture and reading culture.

[Board Term 1, 2012 (35), 2011 (5800 11, 12, 29, 40)]

- Ans.** (i) The rate of literacy was very low in Europe till the end of the 20th century. In order to attract people towards books, the printers started printing popular ballads and folk tales with lot of illustration.
- (ii) Such books were recited at gatherings and it attracted listeners.
- (iii) Thus the oral culture was printed and printed material was orally transmitted. That's how oral and reading culture intermingled.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 9. Highlight any three innovations which have improved the printing technology from 19th century onwards. [Board Term 1, 2014 (X30T4XE)]

Or

Write any three innovations in printing technology in the 19th century and 20th century Europe ?

[Board Term 1, 2011 (5800, 17, 34, 39, 42)]

- Ans.** (i) By the mid-19th century, Richard M. Hoe of New York had perfected the power driven cylindrical press. This was capable of printing 8,000 sheets per hour. This press was particularly useful for printing newspaper.
- (ii) In the late 19th century, the offset press was developed which would print up to six colours at a time.
- (iii) From the turn of the 20th century, electrically operated presses accelerated the printing operations.
- (iv) Methods of feeding paper improved, the quality of plates became better, automatic paper reels and photoelectric controls of the colour register were introduced.
- (v) The dust cover or the book jackets were introduced. (Any three) $1 \times 3 = 3$

Q. 10. How did Johann Gutenberg developed the first printing press ?

[Board Term 1, KVS-2014, DDE-2014]

Ans. From his childhood, Gutenberg had seen wine and olive presses. Subsequently, he learnt the art of polishing stones, became a master goldsmith, and also acquired the expertise to create lead moulds used for making trinkets. Drawing on this knowledge, Gutenberg adapted existing technology to design his innovation. The olive press provided the model for the printing press, and moulds were used for casting the metal types for the letters of the alphabet. By 1448, Gutenberg perfected the system.

The first book printed by him was the Bible. About 180 copies were printed and it took three years to produce them. By the standards of time this was fast production.

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

Q. 11. How did the print popularize at the ideas of the enlightened thinkers ? Explain.

(Board Term 1, DDE-2014)

Or

How did print help to spread new ideas the led to the Reformation in Europe ?

[Board Term 1, 2011 (5800, 26)]

- Ans.** (i) In 1517, the religious reformer Martin Luther wrote 'Ninety Five Theses' criticising many of the practices and rituals of the Roman Catholic Church.
- (ii) Due to writings of Martin Luther, the church got divided and a new protestant reformation had started.
- (iii) Several scholars, infact think that print brought about a new intellectual atmosphere and helped spread the new ideas that led to reformation.

$1 \times 3 = 3$

Q. 12. Where was the earliest kind of print technology developed ? Explain that technology.

[Board Term 1, NCT-2014]

- Ans.** (i) The earliest kind of print technology was developed in China. This was a system of hand printing.
- (ii) From 594 A.D. onwards, books in China were printed by rubbing paper against the inked surface.
- (iii) As both sides of the thin and porous sheet could not be printed, the traditional Chinese 'Accordion book' was folded and stitched at the side.
- (iv) Superbly skilled craftsmen could duplicate it with remarkable accuracy which is the beauty of calligraphy.

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

Q. 13. Why did James Augustus Hickey claim that the Bengal Gazette was 'a commercial paper open to all but influenced by none' ? Explain.

[Board Term 1, 2012 (34)]

- Ans.** (i) It was a private English weekly magazine in India independent from colonial influence.
- (ii) Hickey not only published a lot of advertisement including the import and sale of slaves but also published lots of gossip about the company's senior officials in India.
- (iii) Governor General Warren persecuted Hickey and encouraged government sanctioned newspapers.

$1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Q. 14. What was an "accordion book" ? Describe any two features of hand printing in China.

[Board Term 1, 2012 (38)]

Or

Explain any three features of Chinese 'accordion book'.

[Board Term 1, 2011 (5800, 23)]

Ans. 'Accordion book' is a traditional chinese book, folded and stitched at the side.

- (i) Chinese Accordion books were handprinted. They were printed by rubbing paper against the inked surface of wooden blocks.
- (ii) As both sides of the thin, porous sheet would not be printed, the traditional chinese 'Accordion book' was folded and stitched at the side.
- (iii) These accordion books could be duplicated by superbly-skilled craftsmen with remarkable accuracy and the beauty of calligraphy.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 15. How did new forms of popular literature appear in print targeting new audience in the 18th century? Explain with examples. [Board Term 1, 2012 (33)]

- Ans.** (i) There were almanacs along with ballads and folktales. In England, Chap books were carried by petty Pedlars known as chapman and sold for a penny.
(ii) Biliotheque Bleue were low-priced books sold in France.
(iii) There were the romances printed on four to six pages and the more substantial 'Histories' which were stories of past. $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Q. 16. How did the printers manage to attract the people, largely illiterate, towards printed books ?

[Board Term 1, 2012 (45)]

- Ans.** (i) To attract people, the printers started printing popular ballads and folk tales.
(ii) To attract people books had been incorporated with lots of illustrations.
(iii) Ballads and folk tales were sung and recited to the people in gatherings in the villages. $1 \times 3 = 3$

Q. 17. How did Gutenberg personalise the printed books ? Explain. [Board Term 1, 2012 (46)]

- Ans.** (i) Borders were illuminated by hand with foliage and other patterns.
(ii) Books printed for rich had blank space left for decoration.
(iii) Each buyer could choose the design.
(iv) Verses were highlighted with hand with colours. (Any three)

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 18. How did print introduce debate and discussion ? Explain in three points.

[Board Term 1, 2012 (49), 2011 (5800 11, 13, 17, 42)]

- Ans.** (i) Print was used to criticize existing practices. Through print, people could be persuaded to think differently.
(ii) Even those who disagreed with established authorities could now print and circulate their ideas. It shaped new ideas and debates and new ideas emerged from clashes.
(iii) The religious reformer Martin Luther wrote ninety five theses criticising many of the practices and rituals of the Roman Catholic Church. He challenged the Church to debate his ideas.
(iv) Muslims used print to check conversions.
(v) Hindus used print to encourage people to read the religious texts in vernacular. (Any three)

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 19. Why did some people fear the effect of easily available printed book ? Give one example each from Europe and India ?

[Board Term 1, 2011 (5800 15, 22, 36, 45)]

- Ans.** Some people were feared by the effect of easily available printed books because rebellious and irreligious thoughts might spread and the authority of 'valuable literature' would be destroyed.
(i) **Europe :** In 1517, the religious reformer Martin Luther wrote ninety five theses criticising many of the practices and rituals of the Roman Catholic church and challenged the church to debate his ideas.

- (ii) India :** An intense controversy between social and religious reformer and the Hindu orthodox was developed over matters such as widow immolation, monotheism, Brahmanical priesthood and idolatry. 3

Q. 20. How did print come to Europe from China ? Explain.

[Board Term 1, 2011 (5800 15, 16, 22, 26, 36, 45)]

Ans. (i) Through silk route in the 11th century, Chinese paper reached Europe from China. Paper made possible the production of manuscripts which were, carefully written by scribes.

- (ii) In 1295 Marco Polo, a great explorer, returned to Italy after many years of exploration in China. He brought the knowledge of wood block printing from China and the Italians began producing books with wood blocks and soon the technology spread to the other parts of Europe.

- (iii) Religious preachers such as the Buddhists were also helpful in spreading this knowledge from China to Europe. $1 \times 3 = 3$

Q. 21. Describe the development of printing press after Gutenberg. [Board Term 1, 2011 (5800 16, 26, 46)]

Ans. (i) By 1448, Gutenberg perfected the system of printing press. The first book printed by Gutenberg was Bible. About 180 copies were printed and it took three years to produce them.

- (ii) In the hundred years between 1450 and 1550, printing presses were set up in most of the countries of Europe.

- (iii) Printers from Germany travelled to other countries, seeking work and helping start new presses. As the number of printing presses grew, book production boomed.

- (iv) The second half of the 15th century saw 20 million copies of printed books flooding in the European market. The number went up in the 16th century to about 200 million copies. (Any three) $1 \times 3 = 3$

Q. 22. Why did people in the eighteenth century Europe think that print culture would bring enlightenment and end despotism ?

[Board Term 1, 2011 (5800 18, 30, 40, 41)]

Ans. The people in the 18th century Europe thought that print culture would bring enlightenment and end despotism because :

- (i) Books became cheaper and helped the individuals to read which developed rational thinking, scientific outlook, liberalism and democratic ideas.
(ii) The writings of the great philosophers like Thomas Paine, Rousseau and Voltaire spread the ideas of democracy and also exposed them to monarchial and church propaganda which finally helped to end despotism.

- (iii) The people were not influenced directly by everything they read or saw. They accepted some ideas and rejected others. They interpreted things in their own way. Print did not directly shape their minds, but it did open up the possibility of thinking differently. $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. How did print introduce a new world of debate and discussion ? What were its implications in sphere of religion ? Explain.

[Board Term 1, 2012 (36, 38)]

Or

How did print create the possibility of wide circulation of ideas and discussion.

[Board Term 1, 2015, 6AP67LB]

Ans. (i) Print created the possibility of wide circulation of ideas leading to debate and discussion. Those who disagreed with established authorities could now print and circulate their own views.

(ii) Through printed messages, they could persuade people to think differently and move them into action.

Implications on the sphere of religion. The religious reformer, Martin Luther, wrote Ninety five Theses criticizing many practices of Roman Catholic Church. A printed copy of this was posted on a church door. This led to a division within the church, The protestant Reformation.

(CBSE Marking Scheme, 2012) $1\frac{1}{2} + 1\frac{1}{2} + 2 = 5$

Q. 2. Martin Luther remarked "Printing is the ultimate gift of God and the greatest one." Explain this remark in the light of the religious reforms that took place in Europe in the 16th century.

[Board Term 1, 2012 (34)]

Or

How did Martin Luther's writing bring reforms in the religious field ? Explain.

[School of Scholars Yavatmal, 2015]

Ans.(i) Martin Luther wrote Ninety Five Theses criticising the malpractices in the Roman Catholic Church. He posted a printed copy of it on the door of a church in Wittenberg.

(ii) Luther's writings immediately became popular through printed copies and was read widely.

(iii) 5000 printed copies of Luther's translation of the New Testament were sold in a week.

(iv) All these led to a religious debate and marked the beginning of the Protestant Reformation.

(v) Printing technology played a key role in bringing religious reforms in the 16th century. Hence Martin Luther's remarks were apt, effective and practical.

(Any five) (CBSE Marking Scheme, 2015) $1 \times 5 = 5$

Q. 3. What difference did printing technology make in the lives of women and children in the 19th century ? Explain.

[Board Term 1, KVS-2014, 2012 (47)]

Ans. Impact on Women :

(i) Women became important readers and writers. Penny magazines, especially meant for women, contained guidelines on proper behaviour and housekeeping.

(ii) Novel began to be written in the 19th century and some of the best novelists were women like Jane Austen, Bronte sisters, George Eliot, etc.

(iii) Their writing created a new image of women with will, strength of personality, determination and power to think.

Impact on Children :

(i) Primary education became compulsory from the late 19th century.

(ii) School textbooks, rural folk tales in edited versions, fairy tales and new stories were published for children.

(iii) Grimm brothers of Germany spent years to collect traditional folk tales from peasants and France and set up a children's press in 1857.

(CBSE Marking Scheme, 2012) $1 \times 5 = 5$

Q. 4. Describe any five uses of print culture in the 17th century China. [Board Term 1, DDE-2014)

Ans. (i) By the 17th century, as urban culture bloomed in China, the uses of print diversified.

(ii) Print was no longer used just by scholar-officials.

(iii) Merchants used print in their everyday life, as they collected trade information.

(iv) The new readership preferred fictional narratives, poetry, autobiographies, anthologies of literary masterpieces and romantic plays.

(v) Rich women began to read and many women began publishing their poetry and plays.

(vi) Wives of scholar-officials published their works and courtsmen wrote about their lives.

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

Q. 5. How far is it right to say that the print culture was responsible for the French Revolution.

[Board Term 1, 2014 (X30T4XE)]

Or

Why did some historians feel that printing technology created the basis for French Revolution ? [Board Term 1, 2012 (46)]

Ans. (i) Print popularized the ideas of enlightened thinkers on traditions, superstitions and despotism.

(ii) They advocated reason.

(iii) People read books of Voltaire and Rousseau. Print created dialogue and debate.

(iv) People started discussion and evaluated the royalty.

(v) Print literature mocked the royalty.

(vi) These kind of print literature circulated underground and it created awareness among people and formed the basis of French Revolution.

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

Q. 6. Explain five effects of print revolution.

[Board Term I, 2013 (553K)]

Ans. Impact of print revolution :

(i) New reading public was emerged.

(ii) The hearing people became reading people.

(iii) Religious debates due to fear of prints led to distinctive interpretation of faith.

- (iv) Printing transformed the lives of the people.
- (v) It opened new ways of looking at things.
- (vi) Print culture also affected the life of poor people and women in many ways. The print gave birth to new form of popular literature. Very small books were brought out. They were sold across roads. The poor people brought these books and read with great interest. Books were cheap so that the poor people can also afford them.
- (vii) Women's reading increased enormously in middle class homes. Liberal husbands and fathers began educating their women folk at home and send them to schools. Women schools were also set up. (Any five)

(CBSE Marking Scheme, 2013) $1 \times 5 = 5$

- Q. 7. Describe any five strategies developed by the printers and publishers in the 19th century to sell their products. [Board Term I, 2013 (BHTK)]**

- Ans.** Some of the important strategies adopted by the printers and publishers to sell books are :
- (i) They bring out Serialized novels. The first serialized novel was shilling series. It was a cheap series that was very popular and was sold in England in 1920's.
 - (ii) The advertisers put up advertisements at strategic public locations such as building, railway station, etc. to attract buyers and improve sales.
 - (iii) The dust cover or the book jacket is a 20th century innovation.
 - (iv) One of the great innovations was the introduction of cheap paper back books in the 1930's, in during the Great depression in order to keep the steady sale of books at the time of recessions. Cheap paper back editions were brought to counter the effect of the Great depression in the 1930's.
 - (v) The shilling series was also considered an important innovation at this time. (Any five)

(CBSE Marking Scheme, 2013) $1 \times 5 = 5$

- Q. 8. What were the three difficulties in copying manuscripts ? What was the use of printing press? Describe. [Board Term 1, 2012 (33)]**

Ans. Difficulties in copying manuscripts were :

- (i) Copying manuscript was an expensive business.
- (ii) It was laborious and time-consuming.
- (iii) Manuscripts themselves were fragile, awkward to handle and could not be easily carried around or read easily.

Use of printing press :

- (i) It enable people to produce books at greater speed.
- (ii) The production of books in large number created a new culture of reading and enlarged the number of readers.

$3+2=5$

(CBSE Marking Scheme, 2012)

- Q. 9. How did the scientists and philosophers in the 18th century Europe find it easier to reach out to people ? Explain. [Board Term 1, 2012 (35, 48)]**

- Ans.** (i) Periodicals, journals and newspapers in the early 18th century combined information from various fields.
- (ii) That's how the ideas of scientists and philosophers became more accessible to the common people.
 - (iii) Ancient and medieval scientific texts were compiled and published maps and scientific diagrams were printed.
 - (iv) Scientists such as Issac Newton could influence a large number of people in scientific area, by publishing their discoveries.
 - (v) Thinkers such as Thomas Paine, Voltaire and Jean Jacques Rousseau were also widely read.
 - (vi) Ideas about science reason and rationality found its way into popular literature. (Any five) $1 \times 5 = 5$

(CBSE Marking Scheme, 2012)



TOPIC-2

The Growth of press in 19th century India

Very Short Answer Type Questions

1 mark each

- Q. 1. What did political leaders and reformers like Jyotiba Phule, Gandhiji, B.R. Ambedkar and Periyar Ramaswamy opposed ? [Board Term 1, 2015, Set-C5JWEVD]**

Ans. Discrimination against the outcaste groups, caste inequalities. 1

- Q. 2. Who wrote her autobiography 'Amar Jiban' published in 1876 ?**

Ans. Rash Sundari Debi. 1

- Q. 3. When did the first printing press come to India ?**

Ans. In the middle of the 16th century. 1

- Q. 4. Name the first weekly paper published in India.**

Ans. Bengal Gazette. 1

- Q. 5. Name the newspaper started by Bal Gangadhar Tilak.**

Ans. Kesari. 1

- Q. 6. The printing press was first introduced in India by Whom ?**

Ans. Portuguese missionaries. 1

- Q. 7. Which book reflects the light of the 'lower castes' and poor in India ?**

Ans. Gulamgiri, Chhote aur Bade ka Sawal and Sacchi Kavitayan. 1

Q. 8. Why did the circulation of hand written manuscripts remain limited ?

Ans. Because they were fragile and awkward to handle. 1

Q. 9. Which book published in the 19th and the 20th century, did not highlight the struggles of the downtrodden classes ?

Ans. Istri Dharm Vichar.

1

Q. 10. Who wrote about the injustices of the caste system in 'Gulamgiri' ?

Ans. Jyotiba Phule.

1

Short Answer Type Questions

3 marks each

Q. 1. Why were women not educated in India in the early part of nineteenth century ? Give any two reasons. [Board Term 1, 2015 (6AP67LB)]

Ans. (i) This was because of the superstitions and myths that prevailed in the society.
(ii) Conservation Hindus believed that a literate girl would be widowed and Muslims feared that educated women would be corrupted by reading Urdu romances.

(CBSE Marking Scheme, 2015) $(1 \times 3 = 3)$

Q. 2. What is a Manuscript ? Why were they not used widely ? [Board Term 1, DDE-2015, Set-M] [Board Term 1, 2012 (36, 40), 2011 (5800 12, 18, 22, 30, 33, 39, 41, 41), 2010 (B1)]

Ans. (i) Manuscripts were documents or books written by hand.
(ii) They were not used widely because :
(a) They could not satisfy the ever increasing demand for books.
(b) They were expensive as copying was an expensive, laborious and time consuming business.
(c) Manuscripts were fragile, awkward to handle and could not be carried around or read easily.
(d) Their circulation was limited.

(Anytwo) $1+2=3$

(CBSE Marking Scheme, 2012)

Q. 3. For what purpose did Ram Chaddha, publish 'Istri Dharm Vichar' ?

[Board Term 1, 2015, School of Yavatmal, 2015]

Ans. (i) In Punjab, a similar folk literature about discussing women issues was widely printed from the early 20th century.
(ii) Ram Chaddha published the fast selling 'Istri Dharm Vichar' to teach women how to be obedient wives. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 4. What restrictions were imposed by the Vernacular Press Act on the Indian Press ? Explain.

[Board Term 1, 2011 (5800 15, 20, 33, 36)]

Or

Why was Vernacular Press Act passed ? Explain about this Act.[Board Term 1, 2015, Set-XOK62SB]

Ans. (i) The Vernacular Press Act provided the government with extensive rights to censor reports and editorials in the vernacular press.
(ii) The government kept regular track of the vernacular newspapers published in different provinces.

(iii) When a report was judged as seditious, the newspaper was warned.

(iv) If the warning was ignored, the press was liable to be seized and the printing machinery could be confiscated. $(Any\ three) 1 \times 3 = 3$

Q. 5. Evaluate the efforts made by the British in India to impose censorship on the press.

[Board Term 1, 2013 (BHTK)]

Ans. (i) By the 1820's, the Calcutta Supreme Court passed certain regulations to control press freedom and the country began encouraging publication of newspapers that would celebrate British Rule.
(ii) In 1835, faced with urgent petitions by editors of English and Vernacular newspapers, Governor general Bentick agreed to revise press laws.
(iii) In 1878, the Vernacular Press Act was passed, modelled on the Irish Press Laws. It provided the government with extensive rights to censor reports and editorials in the Vernacular Press. From now the government kept regular track of the Vernacular newspaper published in different provinces. When a report was judged seditious, the newspaper was warned and if the warning was ignored, the press was liable to be seized and the printing machinery could be confiscated. $1 \times 3 = 3$

(CBSE Marking Scheme, 2013)

Q. 6. Why did the attitude of the colonial Government towards the freedom of the press change after the revolt of 1857 ? What repressive measures were put into place ? [Board Term 1, 2012 (51)]

Ans. After the revolt of 1857, the attitude to freedom of press changed. Enraged English officials clamped down the native press because of their nationalists activities.

(i) In 1878, the Vernacular Press Act was passed. It provided the government extensive rights to censor reports.
(ii) The government kept regular track of the Vernacular newspaper, when a report was judged as seditious the newspaper was warned, the press was liable to be seized and machinery could be confiscated. $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Q. 7. Examine the role of missionaries in the growth of press in India. [Board Term 1, 2012 (55)]

- Ans.** (i) The printing press first came to Goa in Western India through Portuguese missionaries in mid 16th century.
(ii) Jesuit priest learnt Konkani and printed several texts and nearly 50 books were printed in Konkani.
(iii) Catholic priests printed the first Tamil book in 1579 at Cochin.
(iv) The first Malayalam book was printed in 1713.
(v) The Dutch Protestant missionaries had printed 32 Tamil texts. (Any three) $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Q. 8. Explain the new visual culture in print which developed in the nineteenth century.

[Board Term 1, 2012 (58), 2011 (5800 11, 43)]

- Ans.** (i) With the setting up of an increasing number of printing presses, visual images could be easily reproduced in multiple copies.
(ii) Painters like Raja Ravi Verma produced images for mass circulation.
(iii) Cheap prints and calendars were easily available in the bazaar. By the 1870s, caricatures and cartoons were also being published in Journals and newspapers commenting on social and political issues. $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Q. 9. Describe any three methods by which printed books became more accessible to common people. [Board Term 1, 2012 (60)]

- Ans.** Three methods by which printed books became more accessible to common people :
(i) Very cheap books were brought in Madras town and sold on the cross roads, allowing poor people travelling to markets to buy them.
(ii) Mill workers set up libraries, e.g., in Bombay.
(iii) Libraries were located mostly in cities and in prosperous villages. $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Q. 10. Explain the role of print in the religious reforms in India. [Board Term 1, 2011 (5800, 24, 28, 35)]

- Ans.** (i) From the early 19th century, there were intense debates around religious issues. Different groups confronted the changes happening within colonial society in different ways and offered a variety of new interpretations of the beliefs of different religions.
(ii) Some criticised existing practices and campaigned for reform, while others countered the arguments of reformers. These debates were carried out in public and in print.
(iii) Printed tracts and newspaper not only spread the new ideas, but they shaped the nature of the debate.
(iv) A wider public could now participate in these public discussions and express their views. New ideas emerged through these clashes of opinions. (Any three) $1 \times 3 = 3$

Q. 11. Print did not only stimulate the publications of conflicting opinions among different communities but also connected them in 19th century India. Explain. [Board Term 1, 2011 (5800 18, 43)]

- Ans.** (i) From early 19th century, there were heated debates around religious issues. Debates were carried out in public and in print.
(ii) Printed tracts and newspapers spread new ideas and shaped the nature of debate. A wider public could participate in these public discussions. New ideas emerged through clash of opinions.
(iii) Intense controversies between social and religious reformers and Hindu orthodoxy over issues like widow immolation, monotheism, idolatry etc. arose.
(iv) In Bengal as the debate developed, tracts and newspaper proliferated, circulating a variety of arguments.
(v) Rammohan Roy published 'Sambad Kaumudi' from 1821 and Hindu orthodoxy commissioned Samachar Chandrika. Newspapers conveyed news from one place to another. (Any three) $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. What led the colonial government to pass the Vernacular Press Act in 1878 ? How did it affect the vernacular Newspaper ?

[Board Term 1, 2015, Set-C5JWEVD]

- Ans.** (i) Nationalists in India used print media to publish the evil affects of British rule and spread new ideas.
(ii) As vernacular newspapers became assertively nationalist, the colonial government decided to take strong measures.
(iii) In 1878 the vernacular press act was passed which provided the government with intensive rights to censor reports and editorials in the vernacular press.

- (iv) The government started keeping regular track on vernacular news papers. If it published some material which was considered to be seditious, the government seized the press and confiscated the printing machines.

- (v) Despite repressive measures nationalist newspapers grew in numbers in all parts of India. (CBSE Marking Scheme, 2015) $1 \times 5 = 5$

Q. 2. What was the attitude of liberal and conservative Indians towards women's reading ? How did woman like Kailashbashini Debi respond to this in her writings ? [Board Term 1, 2012 (36)]

Or

Describe the attitude of liberal and conservative Indian's towards women's reading ?

Ans. (i) Liberal husbands and fathers began educating their women folk at home and sent them to schools.

(ii) Conservative Hindus believed that a literate girl would be widowed and Muslims feared that educated women would be corrupted by reading romantic books.

Kailashbashini Debi wrote books highlighting the experiences of women—how women were imprisoned at home, kept in ignorance, forced to do hard domestic labour.

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

(CBSE Marking Scheme, 2012)

Q. 3. How were the manuscripts written in India before the age of print? What were their drawbacks and effect? (Board Term 1, NCT-2014)

Ans. (i) In India, manuscripts were written on palm leaves or on handmade paper before the age of print.

(ii) Pages were sometimes beautifully illustrated.

(iii) They would be either pressed between wooden covers or sewn together to ensure preservation.

(iv) Manuscripts continued to be produced till well after the introduction of print, down to the late nineteenth century.

(v) Manuscripts, however, were highly expensive and fragile. They had to be handled carefully and they could not be read easily as script was written in different styles.

$1 \times 5 = 5$

Q. 4. "From the late 19th century, issues of caste discrimination began to be written about in many printed tracts and essays." Support the statement by giving examples.

[Board Term 1, 2014 (WQ7FXWC)]

Or

How did issues of caste discrimination begin to write in many printed tracts and essays from the late nineteenth century? Explain with examples.

[Board Term 1, 2013 (553K), 2012 (33, 37)]

Ans. From 19th century, issues of caste discrimination began to be written.

(i) Jyotiba Phule, the Maratha pioneer of low caste, started protest movement. He wrote about the injustice of the caste system in his *Gulamgiri*.

(ii) B. R. Ambedkar in Maharashtra and E.V. Ramaswamy in Madras wrote powerfully on caste. Their writings were read by people all over India.

(iii) Local protest movements and sets also created a lot of journals and tracts.

(iv) Kashibaba millworker wrote and published '*Chhote Aur Bade ka Sawal*'.

(v) Bangalore cotton mill workers set up libraries to educate themselves.

(vi) Workers were overburdened and lacked the education to write much.

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

(CBSE Marking Scheme, 2013)

Q. 5. Evaluate the role of print in connecting various communities in different parts of India.

[Board Term 1, 2014 (R9UJGYG)]

Ans. (i) In Bengal as the debate developed, tracts and newspapers proliferated, circulating a variety of arguments.

(ii) To reach a wider audience, the ideas were printed in the everyday spoken language of ordinary people.

(iii) Ram Mohan Roy published the 'Sambad Kaumudi' from 1821 and the Hindu orthodoxy commissioned the 'Samachar Chandrika' to oppose his opinion.

(iv) A wider range of people could not participate in these public discussions and express their views.

(v) New ideas emerged through these clashes of opinions.

(vi) Newspapers conveyed news from one place to another, creating pan-Indian identities.

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

Q. 6. Explain how print culture assisted the growth of Nationalism in India.

[Board Term 1, 2013 (BHTK), 2012 (58), 2011

(5800 11, 12, 17, 23, 28, 35, 38, 43, 44)]

Or

What was the contribution of print culture in the growth of nationalism in India? How did the British attempt to check them?

[Board Term 1, 2011 (5800 13)]

Ans. Print culture, i.e., Press and literature played a crucial role in growth and spread of nationalism in India :

(i) In the 19th century, huge quantity of national literature was created. Revolutionised minds of people inspired them to throw away the British yoke.

(ii) India Mirror, Bombay Samachar, The Hindu, Kesari-Indian newspapers exerted deep imprint on the minds of people.

(iii) Nationalist press reported on colonial misrule and encouraged nationalist activities. For example, when Punjab revolutionaries were deported in 1907, Balgangadhar Tilak wrote with great sympathy about them.

(iv) Gandhiji spread his ideas of Swadeshi in a powerful way through newspaper. Many Vernacular newspapers came up in India to spread nationalism.

British attempt to check them :

(i) In the 1820s, the Calcutta Supreme Court passed regulations to control freedom of press.

(ii) Vernacular Press Act provided government with extensive rights to censor reports and editorials in the Vernacular press.

$3 + 2 = 5$

(CBSE Marking Scheme, 2013)

Q. 7. How did the printed books of India attract the poor class as readers in the 19th century? Explain.

[Board Term 1, 2012 (34)]

Or

What efforts were made to spread the benefits of print culture for the poor people in the 19th century India?

[Board Term 1, 2012 (56)]

Ans. Sources of Attraction :

- (i) Very cheap small books were brought to market in the 19th century.
- (ii) Public libraries were set up to give an easy access to books.
- (iii) Kashibaba of Kanpur published 'Chhote Aur Bade ka Sawal' where caste and class exploitation were linked.
- (iv) Sacchi Kavita, the poems of another Kanpur mill worker who wrote under the pen name of Sudarshan Chakra also attracted the mill workers towards reading printed books, since they could see their lives and sufferings reflected in such books.
- (v) Bombay and Bangalore Cotton mill workers set up libraries to educate themselves. These libraries were sponsored by social reformers. $1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

Q. 8. What were the effects of the spread of print culture for poor people in 19th century India ? Describe.

[Board Term 1, 2012 (60) 2010 (B1)]

Ans. Effects of Print culture on poor people :

- (i) Cheap small books were brought to the markets in Madras and were then sold.
- (ii) Public libraries were set up from early 20th century expanding the access to books.
- (iii) When issues to caste discrimination were written by Ambedkar, Jyotiba Phule, it was read by people. 'Gulamgiri' of Jyotiba Phule exposed the ill treatment to the low castes.
- (iv) Local protest movements and sects criticised ancient scriptures.
- (v) Workers in factories wrote and published to show links between caste and class exploitation.
- (vi) Bangalore cotton mill workers set up libraries to educate themselves. $(\text{Any five}) 1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

Q. 9. "Printing press played a major role in shaping the Indian society of the 19th century." Support the statement by giving examples.

[Board Term 1, 2012 (40)]

Ans. The print culture had a significant impact on the growth of nationalism in India.

- (i) In spite of passing a Vernacular Press Act, nationalist newspapers grew in numbers.
- (ii) They reported on colonial misrule and encouraged nationalist activities.
- (iii) The British government tried to put down nationalised criticism but there were more protests.
- (iv) 'Punjab revolutionaries were deported,' Tilak wrote in Kesari.
- (v) It led his imprisonment in 1908 provoking terms of protest. $1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

Q. 10. How did print culture affect the life of poor people and women in nineteenth century India ? Explain.

[Board Term 1, 2012 (40)]

Ans. (i) The print culture gave birth to new forms of popular literature. Very small books were brought out. They were sold cross roads. The poor people brought these books and read with great interest. Books were cheap even the poor could afford to buy them. Public libraries were set up.

- (ii) The print culture made the women important, as readers as well as writers. Women's reading increased enormously in middle class homes. Liberal husbands and fathers began educating their women folk at home and send them to schools. Women's schools were set up.

(CBSE Marking Scheme, 2012) $2\frac{1}{2} + 2\frac{1}{2} = 5$ 

CHAPTER 5

NOVELS, SOCIETY AND HISTORY

SYLLABUS

- (i) *Emergence of the novel as a genre in the west.*
- (ii) *The relationship between the novel and changes in modern society.*
- (iii) *Early novels in 19th century India.*
- (iv) *A study of two or three major writers.*



QUICK REVIEW

- The novel allowed flexibility in the form of writing.
- The novel was the first mass-produced item to be sold.
- In 1836, Charles Dickens' "Pickwick Papers" was serialised in a magazine.
- Charles Dickens in his novels focused on the terrible conditions of urban life under industrial capitalism.
- The vast majority of readers of the novel lived in the city.
- The novel was a bridge between the rural and urban communities.
- The novel used the vernacular language.
- The most exciting element of the novel was the involvement of women.
- The women novelists were broad-minded.
- Novels for young boys were full of adventure.
- The early novels made the readers feel they were part of a superior community of fellow colonialists.
- Novels began to be written in the 17th century, but bloomed in the 18th century.
- Henry Fielding, Walter Scott and Samuel Richardson are renowned novelists of the 18th century.
- A famous novel of Charles Dickens is Oliver Twist, 1838.
- Emile Zola's 'Germinal' (1885) is based on the grim conditions of miners' lives.
- Love stories written for adolescent girls such as 'Ramona' by Helen Hunt Jackson and a series entitled 'What Katy Did' by Sarah Chauncey Woolsey were very popular.
- Writers like Joseph Conrad wrote novels that showed the darker side of colonial occupation.
- Banabhatta's Kadambini written in Sanskrit in the 7th century is an early example of stories in prose.
- The modern novel form developed in India in the 19th century.
- Some of the earliest Indian novels were written in Bengali and Marathi. Examples—include Yamuna Paryatan (1857) and 'Muktamala' (1861).
- Translations of novel into different regional languages helped to spread the popularity of the novel.
- Novels appeared in South Indian languages during the period of colonial rule.
- 'Indulekha' was the first modern novel in Malayalam.
- Kandukuri Viresalingam's Telugu novel was written by Rajasekhara Caritamu.
- The first modern novel of Srinivas Das, published in 1882 was titled as 'Pariksha-Guru'.
- The famous novels of Devaki Nandan Khatri was 'Chandrakanta'.
- Premchand's novels, especially 'Rangbhoomi' and 'Godan' were his best known works.
- Another famous novel of Premchand was 'Sewa Sadan'.
- Bangla novelist Bankim Chandra Chattopadhyay's first novel was 'Durgesh-Nandini'.
- Sarat Chandra Chattopadhyay was the most popular novelist in Bengal and the whole of India.
- Vernacular novels were a valuable source of information on native life and customs of India.

- In Tamil, detective and mystery novels were reprinted as many as twenty two times.
- Women also began to write novels Stories of love were their main theme.
- Rokeyya Sakhawat Hossein wrote a satiric fantasy in English called *Sultana's Dream*.
- 'Padmarag' written by Rokeyya Hossein showed the need for women to reform their condition by their own actions.
- 'Karuna O Phulmonir Bibaran' written by Hannah Mullens was reportedly the first novel in Bengali.
- Sailabala Ghosh Jaya, could only write because her husband protected her.
- Potheri Kunjambu from North-Kerala wrote a novel called 'Saraswativijayam' mounting a strong attack on caste oppression.
- Advaita Malla Burman's 'Titash Ekti Nadir Naam' is an epic about the Mallas.
- Vaikkom Muhammad Basheer was a renowned early Muslim writer.
- Bhudeb Mukhopadhyay's 'Anguriya Binimoy' was the first historical novel written in Bengali.
- Bankim's Anandamath was a novel that inspired many freedom fighters.

● Important Novels of the young :

- | | |
|---|---|
| <ul style="list-style-type: none"> * Treasure Island * Ramona * Jungle Book * What Katy Did | <ul style="list-style-type: none"> — R.L. Stevenson — Helen Hunt — Rudyard Kipling — Sarah Chauncey Woolsey |
|---|---|

● Important Indian Novelist and their works :

- | | |
|--|--|
| <ul style="list-style-type: none"> * Titash Ekti Nadir Naam * Saraswativijayam * Anandmath * Pariksha Guru * Godan * Sultana's Dream * Durgeshnandini * Indulekha * Karuna O Phulmonir Bibaran * Nirmala, Rangbhoomi * Muktamala * Chandrakanta * Yamuna Paryatan | <ul style="list-style-type: none"> — Advaita Malla Burman — Potheri Kunjambu — Bankim Chandra Chattopadhyay — Shrinivas Das — Prem Chand — Rokeya Hossein — Bankim Chandra Chattpadhyaya — O. Chandu Menon — Hanah Mullens — Premchand — Moreshwar Halbe — Devaki Nandan Khatri — Baba Padmanji |
|--|--|

● Important Foreign Novelist, and their works :

- | | |
|---|---|
| <ul style="list-style-type: none"> * Germinal * Jungle Book * Ramona * Major of Casterbridge * Robinson Crusoe * Jane Eyre * A tale of Two Cities, David Copperfield | <ul style="list-style-type: none"> — Emile Zola — Rudyard Kipling — Helen Hunt — Thomas Hardy — Daniel Defoe — Charlotte Bronte — Charles Dickens. |
|---|---|



KNOW THE TERMS

- **Epistolary** : Written in the form of a series of letters.
- **Vernacular** : The language spoken by a particular area or group.
- **Serialised** : A format in which story is published in instalments, each part in a new issue of a journal.
- **Satire** : A way of criticising a person or an idea in a humorous way.
- **Bhadralok** : A Bengali word, meaning a gentleman.
- **Colonialism** : Policy of acquiring or maintaining colonies.
- **Meyeli** : A language spoken by Bengali women.
- **Kissa-goi** : Art of storytelling.
- **Fantasy** : Fanciful composition or writing involving imaginary characters etc.
- **Epic** : A long poem narrating adventures or achievements of a heroic figure or a nation.
- **Gentlemanly classes** : People who claimed noble birth and high social position. They were supposed to set the standard for proper behaviour.
- **Historical novel** : The novel which is based on historical events.
- **Dastan** : The long tradition of prose tales of adventure and heroism in Persian and Urdu.
- **Jatra** : Dramatic performance in open theatres. It is very popular in rural society of Bengal.
- **Protagonist** : The main character in a play, film or book.

- **Slave trader** : A trader who buys and sells slaves.
- **Pen-name** : Fictitious name used by an author only for the purpose of writing without exposing one's identity.
- **Kabirlarai** : A Bengali word meaning extempore poetry contests among poets.



KNOW THE DATES

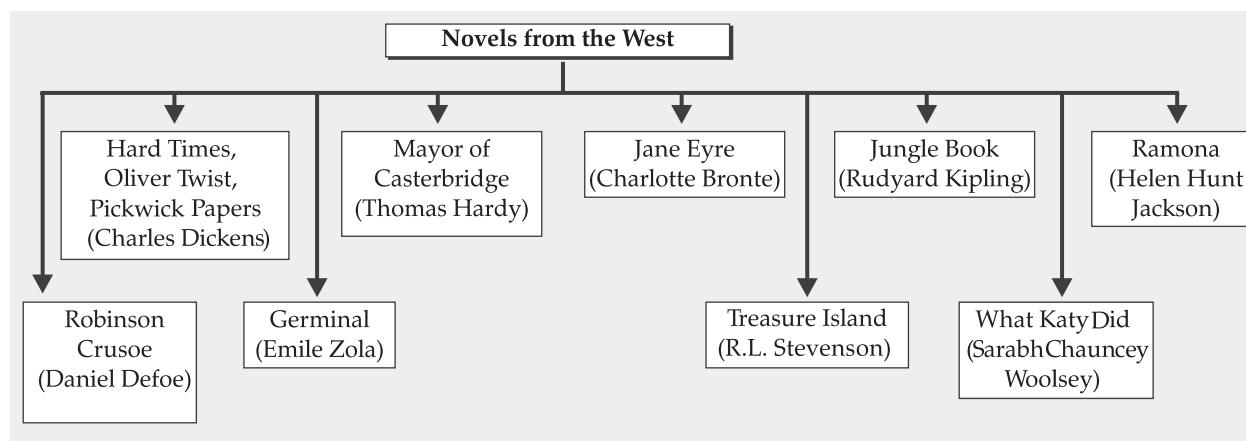
- 1719 : Daniel Defoe's Robinson Crusoe was published.
- 1740 : Circulating libraries were set up in Europe.
- 1749 : Henry Fielding's Tom Jones was published.
- 1828 : The famous Russian novelist Leo Tolstoy was born.
- 1836 : Charles Dickens' Pickwick Papers was serialised in a magazine.
- 1838 : Charles Dickens' Oliver Twist was published.
- 1854 : Charles Dickens wrote about the terrible effects of industrialization on people's lives and characters in the novel 'Hard Times'.
- 1857 : Baba Padmanji's Marathi novel 'Yamuna Paryatan' was published.
- 1857 : Bhudeb Mukhopadhyay's 'Anguriya Binimoy', the first historical novel written in Bengal was published.
- 1865 : Bankim Chandra Chattopadhyay's novel 'Durgeshnandini' was published.
- 1878 : Kandukuri Viresalingam's Telugu novel 'Rajasekhara Caritamu' was published.
- 1882 : First Hindi novel 'Pariksha Guru' written by Srinivas Das was published.
- 1882 : Bankim Chandra Chattopadhyay's novel 'Anandmath', which inspired freedom fighters was published.
- 1883 : R.L. Stevenson's 'Treasure Island' was published.
- 1885 : Emile Zola's 'Germinal' shows the grim conditions of miners' lives.
- 1886 : Thomas Hardy's 'The Mayor of Casterbridge' was published.
- 1889 : O Chandu Menon's 'Indulekha', the first modern novel in Malayalam was published.
- 1892 : Potheri Kunjambu, a lower caste writer from North Kerala, wrote a famous novel called 'Saraswati Vijayam'.
- 1894 : Rudyard Kipling's 'Jungle Book' was published. It became great hit among youngsters.
- 1905 : Rokeya Hossein wrote a satiric fantasy in English called 'Sultana's Dream'.
- 1916 : Premchand's novel 'Sewasadan' was published.
- 1936 : Premchand's novel 'Godan' was published and became his best known work.
- 1956 : Advaita Malla Burman's 'Titash Ekti Nadir Naam', an epic about the Mallas, a community of fishermen, was published.

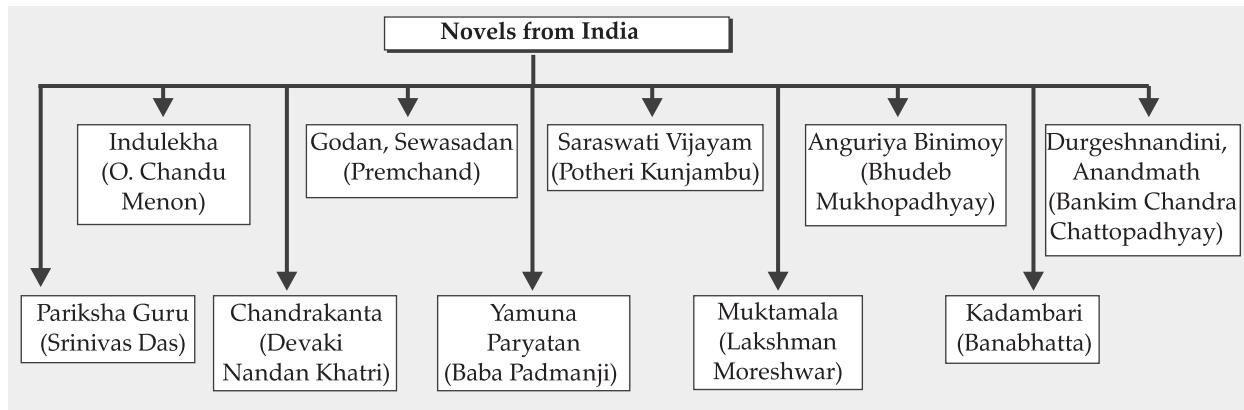


KNOW THE LINKS

1. Novels in England in the 19th century
http://www.nvcc.edu/home/ataormina/novels/history/19thcent.html
2. Indian Literature and Novels
http://www.indianetzone.com/41/history_indian_novels.html

FLOWCHART



**TOPIC-1****Emergence of the Novel in the West****Very Short Answer Type Questions****1 mark each**

- Q. 1.** Who is the author of the 'Jungle Book' ?
[Board Term I, 2015 DDE-2015, Set-E]
Ans. Rudyard Kipling. 1
- Q. 2.** Name the novel written by Daniel Defoe,
[Board Term I, DDE-2015, Set-M]
Ans. Robinson Crusoe. 1
- Q. 3.** Which problem of the society was focused in the novel 'Hard Times' written by Charles Dickens ?
Ans. Terrible effects of industrialisation. 1
- Q. 4.** Who wrote the novel 'Oliver Twist' ?
[Board Term I, 2014 (X30T4XE)]
Ans. Charles Dickens. 1
- Q. 5.** Who wrote 'Pickwick Papers', the first serialised novel ?
Ans. Charles Dickens. 1
- Q. 6.** Which book was written with adolescent girls in mind ?

- Ans.** Ramona. 1
- Q. 7.** Who published the 'Tom Jones' in six volumes ?
Ans. Henry Fielding. 1
- Q. 8.** Which country was the first where novel took firm root ?
Ans. England and France. 1
- Q. 9.** The hero of which novel finds himself shipwrecked on an island, rescues a native, makes him a slave and gives him the name Friday ?
Ans. Robinson Crusoe. 1
- Q. 10.** Who is the author of the novel 'Mayor of Casterbridge' ?
Ans. Thomas Hardy. 1
- Q. 11.** Which book by Charles Dickens has the tale of a poor orphan who lived in a world of petty criminals and beggars ?
Ans. Oliver Twist. 1

Short Answer Type Questions**3 marks each**

- Q. 1.** Highlight the social changes in Britain which led to an increase in women readers.
[Board Term I, 2015 Set-6AP67LB]

- Ans.** (i) As the middle classes became more affluent, women got more leisure time to read and write novels.
(ii) Novels began to explore the world of women, their emotions, identities, experiences and problems.
(iii) Domestic life became an essential subject of novels-a field women had an authority to speak about. (CBSE Marking Scheme, 2015) $1 \times 3 = 3$

- Q. 2.** Describe the theme of Charlotte Bronte's novels, giving an example.
[Board Term I, 2015 Set-C5JWEVD]

- Ans.** (i) Charlotte Bronte dealt with women who broke established norms of society before adjusting to them. Such stories allowed women readers to sympathise with rebellious actions.
(ii) In Charlotte Bronte's *Jane Eyre*, Published in 1874, young Jane is shown as independent and assertive. While girls of her time were expected to be quiet and well behaved, Jane at the age of ten protests against the hypocrisy of her elders with startling bluntness.
(iii) She tells her Aunt who is always unkind to her : 'People think you a good women, but you are bad... You are deceitful! I will never call you aunt as long as live.' (CBSE Marking Scheme, 2015) $1 \times 3 = 3$

Q. 3. Explain how novel reading became a popular source of pleasure in India.

[Board Term 1, 2015, Set-C5JWEVD]

- Ans.** (i) In India, novels became a popular medium of entertainment among middle class.
(ii) The circulation of printed books allowed people to amuse themselves in new ways.
(iii) Picture books were translated in other languages.
(iv) Popular songs composed on contemporary events.
(v) Stories in newspaper and magazine offered new forms of entertainment. (Any three) (CBSE Marking Scheme, 2015) 3

Q. 4. How did access to books create a new culture of reading ? Examine any 3 points.

[Board Term 1, DDE-2015, Set-M]

- Ans.** (i) The worlds created by novels were absorbing and believable, and seemingly real.
(ii) While reading novels, the reader was transported to another person's world, and began looking at life as it was experienced by the characters of the novel.
(iii) Besides, novels allowed individuals the pleasure of reading in private, as well as the joy of publicly reading or discussing stories with friends or relatives. $1 \times 3 = 3$

Q. 5. How does Daniel Defoe's 'Robinson Crusoe' justify colonialism ? Explain.

[Board Term 1, KVS-2014, 2012 (51), 2011 (5800 11, 16, 18, 37, 44)]

Or

Describe the role of early novels with the help of an example that they promoted colonialism in Europe. [Board Term 1, 2012 (64)]

Or

How did the novels written in the 18th century glorify colonization ? [Board Term 1, 2012 (47)]

- Ans.** (i) Writing of novels and colonizing the world started simultaneously in Europe.
(ii) These novels glorified colonialism. For example, the hero of Daniel Defoe's Robinson Crusoe is an adventurer and slave trader. Shipwrecked on an island, he treats the coloured people as inferior. He rescues a native and renames him as 'Friday' and tries to change him culturally. His behaviour was not seen as unacceptable.
(iii) Most of the writers and readers believed that the colonized people were primitive and barbaric and the colonial rule was essential to civilize them. $1 \times 3 = 3$ (CBSE Marking Scheme, 2012)

Q. 6. On which issue and what did Charles Dickens wrote in his novel 'Hard Times' ? Describe.

[Board Term 1, DDE-2014]

Or

Explain any three aspects highlighted by Charles Dickens in his novel 'Hard Times'.

[Board Term 1, 2012 (40)]

Ans. Dickens wrote about :

- (i) Europe in the industrial age.
- (ii) Terrible effects of industrialization on the lives of people.
- (iii) Terrible conditions under industrial capitalism. (CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 7. "The novels bring together many cultures." Justify the statement. (Board Term 1, NCT-2014)

Or

"The novels bring together many cultures." Support the statement with suitable points.

[Board Term 1, 2011 (5800 18, 30, 36)]

- Ans.** (i) By coming closer to different spoken languages of the people, the novel produces the sense of a shared world between diverse people in a nation.
(ii) Novels may combine classical languages and languages of the streets and make them all a part of Vernaculars. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 8. How did serialization of novels increased the popularity of novel and magazines ?

[Board Term 1, 2013 (553K), 2012 (35)]

- Ans.** (i) In 1836, Charles Dickens' Pickwick Papers were serialized in a magazine.
(ii) Magazines were attractive and cheaper since they were illustrated.
(iii) Serialization of novels allowed the readers to enjoy suspense and discuss the characters for weeks in the anticipation of next plot of the story.
(iv) Serialization of novels not only increased the circulation of magazines but also made novels more popular. (Any three) $1 \times 3 = 3$ (CBSE Marking Scheme, 2013)

Q. 9. What did G.A. Henry write about in his novels which attracted the young ?

[Board Term 1, 2012 (55), 2011 (5800 12, 18, 36)]

- Ans.** (i) G.A. Henry's historical adventure novels for boys were widely popular during the height of British empire.
(ii) They created excitement and adventure of conquering strange lands. His stories were set in Mexico, Alexandria and Siberia.
(iii) His novels were always about young boys who witnessed grand historical events. (CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 10. How did Jane Austen portray the women of the 19th century in her novels ?

[Board Term 1, 2012 (36), 2011 (5800 27, 40)]

- Ans.** (i) Jane Austen's novel gives us a glimpse of the world of women in rural society in the early nineteenth century.
(ii) Her novel makes us think about a society which encouraged women to look for good marriages and wealthy or propertied husbands.
(iii) In the novel 'Pride and Prejudice', Jane Austen portrays the female characters as pre-occupied with marriage and money and states 'a single man in possession of a good fortune, must be in want of a wife'. $1 \times 3 = 3$ (CBSE Marking Scheme, 2012)

Q. 11. Differentiate between the novels written by Charlotte Bronte and the novels written by Jane Austen ? [Board Term 1, 2012 (34)]

Ans. Jane Austen : Her novels give us a glimpse of the women's world in refined rural society in the early 19th century Britain. It portrays a society which encourages women to look for a wealthy husband. Characters of her novel 'Pride and Prejudice' are preoccupied with marriage and money.

Charlotte Bronte : Her novels portrayed women who broke established norms of the society before adjusting to them. This won the sympathy of women readers. Jane, a character in Jane Eyre, was shown as a quite assertive and independent character who protested against the hypocrisy of her elders.

$1\frac{1}{2} + 1\frac{1}{2} = 3$

(CBSE Marking Scheme, 2012)

Q. 12. Why were children prevented from reading novels ? Explain three valid reasons.

[Board Term 1, 2012 (67)]

Ans. Children were prevented from reading novels because :

- (i) Children would get carried away from their real surroundings into an imaginary world.
- (ii) It was feared that children would stray away from normal, disciplined life and would become rebels.
- (iii) The novel would have immoral influences on children and they would become corrupt.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 13. Describe three measures adopted to make the novels more accessible to the people in eighteenth century Europe. [Board Term 1, 2012 (68)]

Ans. Measures adopted to make novels accessible to the people :

- (i) Introduction of circulating libraries.
- (ii) Hiring out novels by the hour.
- (iii) Technological improvements in printing reduced the price of novels.

$1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Q. 14. Why did Henry Fielding, a novelist of the early 18th century, claim that he was founder of a new province of writing where he could make his own laws ? Explain. [Board Term 1, 2012 (62)]

Ans. (i) Readership for printed books grew and earnings of authors increased.

- (ii) This freed them from financial dependence on the patronage of aristocrats and gave them independence to experiment with different literacy styles.

(iii) The novels allowed flexibility in the form of writing. Hence, Henry Fielding remarked so.
(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 15. Name one famous women novelist in the 19th century England. Describe the different ways in which women novelists portrayed women.

[Board Term 1, 2012 (38)]

Ans. (i) Jane Austen : Pride and Prejudice

(ii) Charlotte Bronte's : Jane Eyre (Any one)

- (a) They encouraged women to look for good marriages and find wealthy or propertied husbands.
- (b) They also wrote about women who broke the established norms of society.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 16. Distinguish between Epistolary and Serialised types of novels with examples.

[Board Term 1, 2012 (37)]

Ans. (i) Epistolary novels were written in the forms of series of letters.

Examples : Samuel Richardson's-Pamela

(ii) Serialised novels were written in a format of a story which was published in installments, i.e., each part in a new issue of journal.

Example : Charles Dickens, Pickwick Papers.

(CBSE Marking Scheme, 2012) $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 17. Elaborate upon the contribution of Charles Dickens in the field of novel writing.

[Board Term 1, 2012 (50)]

Or

Novels of Charles Dickens deal with which changes of the 19th century Britain ? Mention any three such changes. [Board Term 1, 2012 (56)]

Or

Which type of problems were highlighted by the novelist that the Charles Dickens in his novels ? Explain any two such problems.

[Broad Term 1, 2012 (50)]

Ans. (i) He wrote about the terrible effects of industrialization.

(ii) He wrote about the pollution that the industrialization caused.

(iii) Dickens criticized the greed for profits.

(iv) He criticized the idea that human beings were treated as simple instruments of production.

(v) He talked about the terrible conditions of urban life.

(iv) He discussed about the exploitation of children/ orphans in 'Oliver Twist'. (Any three) $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Long Answer Type Questions

5 marks each

Q. 1. Highlight the various themes of novels written by Charles Dickens and Thomas Hardy, in the 19th century. [Board Term 1, DDE-2015, Set-M]

Ans. (i) Dickens wrote about the terrible effects of industrialisation.

(ii) Dickens criticised the idea that human beings were treated as simple instruments of production.

(iii) Dickens spoke about the exploitation of children/ orphans in 'Oliver Twist'.

- (iv) Thomas Hardy highlighted the advantages and disadvantages of the new order.
 (v) Thomas Hardy used Vernacular language spoken by different groups of people in his writing. $1 \times 5 = 5$

Q. 2. Describe in brief the story of the novel 'Mayor of Casterbridge' written by Thomas Hardy.

[Board Term 1, 2014 (WQ7FXWC)]

Or

Who is the author of 'Mayor of Casterbridge'? Give a brief picture of the story.

[Board Term 1, 2012 (69)]

Ans. Author of 'Mayor of Casterbridge' was Thomas Hardy:

Story :

- (i) It is a story about Michael Henchard, a rich grain merchant who becomes the Mayor of Casterbridge.
- (ii) He is independent-minded with his own business style.
- (iii) He was both unpredictably generous as well as cruel with his employees.
- (iv) He was no match for his manager and rival Donald Farfare who runs business with efficiency and is well-behaved and has good temperament.

$1 + 4 = 5$

(CBSE Marking Scheme, 2012)

Q. 3. Summarize the main theme of the novel Oliver Twist by Charles Dickens ?

[Board Term 1, 2013 (BHTK)]

Ans. Main theme of Oliver Twist by Charles Dickens encompasses a tale of a poor orphan who lived in a world of petty criminals and beggars. He was finally adopted by a wealthy man and lived happily.

This novel includes many genres. It is a novel that talk about serious issues. It is a mystery story and some chapters can even seem to belong to horror fiction.

The novel emphasizes on the social injustices and the political oppressions that the poor people were subjected to in the England of 19th century. Oliver Twist was the vehement protest against the poor law of 1834. The main function of this law was the punishment to the poor for being poor and ensure that they never could rise out of their poverty.

This novel is a ruthless satire. It effectively pierces the middle class veil of complacency and snoberry and reveals the hypocrites that plague society. 5
 (CBSE Marking Scheme, 2013)

Q. 4. Describe the dark face of industrialization as highlighted by Charles Dickens in his novels 'Hard Times' and 'Oliver Twist'.

[Board Term 1, 2012 (47)]

Or

How did Charles Dickens highlight the dark aspects of industrialization in his novels ?

[Board Term 1, 2012 (62), 2010 (B2)]

Ans. (i) Charles Dickens wrote about the industrial labourers in big cities in his novel 'Hard Times'.

- (ii) His novels discussed the terrible effects of industrialization on people's lives and character in the fictitious town of Coketown.
- (iii) The town was full of machinery, smoking chimneys, polluted rivers and people known as 'hands'.
- (iv) He criticized the greed of profit which had reduced humans into instruments who were used for production.
- (v) His novel 'Oliver Twist' focussed on the terrible conditions of life under capitalism. Oliver lived in the world of petty criminals and beggars and was brought up in a cruel work house.

$1 \times 5 = 5$

Q. 4. What were the issues addressed by Thomas Hardy in his novel 'Mayor of Casterbridge' ? How did the novel bring together many cultures ?

[Board Term 1, 2012 (35)]

Ans. (i) Issues :

- (a) The time in which Thomas Hardy wrote this novel was a time when large farmers fenced off land, bought machines and employed labourers.
- (b) The old rural culture with independent farmers was dying.
- (c) In his novel, Hardy mourns the loss of the personalised world.
- (d) He also highlights the advantages and disadvantages of the new order. (Any three)
- (ii) The novel uses Vernacular language spoken by different groups of people. This created the sense of a shared world between diverse people in a nation. (CBSE Marking Scheme, 2012) $3 + 2 = 5$



TOPIC-2

Emergence of the Novel in India

Very Short Answer Type Questions

1 mark each

Q. 1. Which novel written in Bengali in 1956 describe the community life of the fisher-folks in detail ?

[Board Term 1, 2015, Set-6AP67LB]

Ans. Titash Ekti Nadir Naam.

1

(CBSE Marking Scheme, 2015)

Q. 2. Which major themes were taken up by the women in their novels ?	Ans. Yamuna Paryatan.	1
[Board Term 1, 2016, Set-XOKG25B]	Q. 9. Name any one novel written by Premchand.	
Ans. Love and romance.	Ans. Godan.	1
Q. 3. Which Hindi novel by Premchand does tell the story of Indian peasantry through the characters of Hori and his wife Dhania ?	Q. 10. Who is considered the pioneer of modern Hindi literature ?	
[Board Term 1, 2014 (WQ7FXWC), (R9UJGYG)]	Ans. Bhartendu Harishchandra.	1
Ans. Godan.	Q. 11. Who was the author of the novel 'Anandmatha' ?	
Q. 4. In which language did Vaikam Mohammad Basheer gained popularity as novelists ?	Ans. Bankim Chandra Chattopadhyaya.	1
[Board Term 1, DDE-2014]	Q. 12. Who wrote the novel Sultana's Dream ?	
Ans. Malayalam.	Ans. Rokeya Hossein.	1
Q. 5. Whose poor condition has been dealt with in the novel Sewasadan ? [Board Term 1, KVS-2014]	Q. 13. What was the title of the first modern novel published in Malayalam ?	
Ans. The poor condition of women in society.	Ans. Indulekha.	1
Q. 6. Name the first novel written by Bankim Chandra Chattopadhyay. [Board Term 1, NCT-2014]	Q. 14. Who published earliest Marathi Novel 'Yamuna Paryatan' ?	
Ans. Durgeshnandini.	Ans. Baba Padamanji.	1
Q. 7. The novel 'Indulekha' was published in which year ?	Q. 15. Which novels has contributed immensely in popularising the Hindi Language ?	
Ans. 1889.	Ans. Chandrakanta.	1
Q. 8. Identify the novel which was written by Baba Padmanji, which used a simple style of story telling to speak about the plight of widows.	Q. 16. Who wrote Indulekha ?	
	Ans. Chandu Menon.	1

Short Answer Type Questions

3 marks each

Q. 1. In what ways were the novels in colonial India useful for both the colonizers as well as the nationalists ? [Board Term 1, 2015, Set-6AP67LB]	Ans. (i) In Bengal many historical novels were about Marathas and Rajputs which produced a sense of a Pan-Indian belonging. (ii) They imagined the nation to be a full of adventure, heroism, romance and sacrifice. (iii) The imagined nation of the novel was so powerful that it could inspire actual political movements.	1×3=3
Ans. (i) Colonial administrators found vernacular novels a valuable source of information about native life and customs. (ii) New novels had descriptions about domestic life, people's dress, their religious worship, their beliefs and practices. (iii) Indians used novels as a medium to criticise the defects in their society and suggest remedies. (v) Through glorified account of the past, these novels helped in creating a sense of national pride among their readers. (Any three points)		
	(CBSE Marking Scheme, 2015) 1 × 3 = 3	
Q. 2. Who wrote the novel 'Saraswativijayam' ? Highlight any two messages given to the people through the novel ?	Q. 4. Describe the growth of Hindi novels from their origin to the period of excellence.	
Ans. Potheri : Kunjambu wrote Saraswativijayam in 1892. The messages which the world got after reading this novel was : (i) Caste should be done away in the society. (ii) The book stresses the importance of education, maths, etc.	[Board Term 1, School of Yavatmal, 2015, 2015, 2014 (X30T4XE)]	
	Or	
	Explain briefly the history of Hindi Novel from starting to excellence.	
	[Board Term 1, 2011 (5800 15, 35)]	
Q. 3. How did the historical novels in India try to create a sense of Pan-Indian belonging ?	Ans. (i) Bhartendu Harishchandra was the pioneer of modern Hindi literature but the first proper modern novel was written by Srinivas Das of Delhi. (ii) The writings of Devkinandan Khatri created a novel with reading public in Hindi. (iii) It was the writing of Premchand that the Hindi novel achieved excellence.	1×3=3
[Board Term 1, 2014 (X30T4XE)]		
Or		
Analyse any three reasons for making the novels popular in India.	Q. 5. How were the concerns of Oriyan Society depicted in the Oriyan novels of 19th century ?	
	[Board Term 1, 2015, Set-XOKG25B]	
	Ans. (i) The Oriya novel 'Chaa Mana Atha Guntha' written by noted novelist Fakir Mohan Senapati dealt with the question of land and its possession.	

- (ii) This path breaking work showed that the novel could make the rural issues an important part of urban preoccupations. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 6. Describe any three special features of novels written by the Malayalam writers Vaikkom Muhammad Bashir. [DDE-2015, Set-M] [Board Term 1, 2012 (48)]

- Ans.** (i) Vaikkom Muhammad Bashir, a noted Malayalam novelist represented the underprivileged class.
(ii) He had little education and most of his writing was based on rich personal experience.
(iii) His novels and short stories were written in ordinary language with humour.
(iv) He wrote about Muslim households in great details and touched upon unconventional topics like poverty, insanity and life in prison. (Any three) (CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 7. Highlight any three contributions of novel to modern society.

[Board Term 1, 2014 (R9UJGYG), (WQ7FXWC)]

- Ans.** (i) Over the course of its history in both the west and in India, the novel became part of the lives of different sections of people.
(ii) Developments in print technologies helped to make it popular all over the world.
(iii) Novels successfully produced a sense of sharing and promote an understanding of different people, different values and different communities. $1 \times 3 = 3$

Q. 8. Explain the issues raised by the Malayalam novel 'Indulekha'.

[Board Term 1, 2014 (R9UJGYG), (WQ7FXWC)]

- Ans.** (i) Indulekha concerned the marriage practices of upper-caste Hindus in Kerala, especially the Nambuthiri Brahmins and the Nayars.
(ii) It raised the issue of education and human values.
(iii) The novel also described that the new young generation wanted new laws regarding marriage and property. $1 \times 3 = 3$

Q. 9. Name the first Hindi Modern novel which became a best seller. State reasons for its popularity.

[Board Term 1, 2014 (DDE) (KVS)]

Or

Name the first Hindi Modern novel which became the best seller. Mention its main features.

[Board Term 1, 2012 (72)]

Ans. Chandrakanta, written by Devaki Nandan Khatri became the best seller.

It became popular because :

Refer to Q. 19., Short Answer Type Questions.

$1 \times 3 = 3$

Q. 10. Explain the contribution of Premchand in the field of novel writing.

[Board Term 1, 2012 (53), 2011 (5800 12, 17, 18, 30, 37, 42, 44)]

Ans. Premchand's novels are filled with all kinds of powerful characters drawn from all levels of society.

- (i) His novels include characters such as aristocrats and landlords, middle level peasants and landless labourers, etc. The women characters are strong individuals.
(ii) Drawn from various strata of society, his characters create a community based on democratic values. The central character of his novel 'Rangbhoomi', Surdas is a visually impaired beggar from a so-called 'untouchable' caste.
(iii) Godan, Premchand's best known work is an epic of Indian peasantry. $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Q. 11. What are the main features of novel 'Sevasadan' written by Munshi Premchand ? Mention any three. [Board Term 1, 2012 (45)]

- Ans.** (i) Sevasadan deals with poor conditions of women in the society, child marriage and dowry.
(ii) It tells us about Indian upper class and the opportunities they got from British government.
(iii) The novel was a shift from fantasy to a serious reflection of life. $1 \times 3 = 3$

Q. 12. How do novels connect people of common interests ? Who formed the readerships for novels in Europe from 17th century onwards.

[Board Term 1, 2012 (46)]

Ans. (i) Novels connect people of common interest in the following ways :

- (a) Novels created a common interest among scattered and varied readers.
(b) Readers were drawn into their stories and could identify with the life of fictitious characters.
(c) They could discuss issues such as relationship between love and marriage, proper conduct for men and women. (Any two)

- (ii) New group of people as shopkeeper, clerk along with the aristocrats in England and France formed the new readership.

(CBSE Marking Scheme, 2012) $2 + 1 = 3$

Q. 13. How does 'Saraswativijayam' lays stress upon the importance of education for the upliftment of the lower castes ? [Board Term 1, 2012 (63)]

Ans. (i) 'Saraswativijayam' shows a young man from an 'untouchable' caste who leaves his village to escape the cruelty of his Brahmin landlords.

- (ii) He converts to Christianity, attains higher education and returns as a judge in the local court.
(iii) After revealing his true identity, he successfully reforms his village.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 14. "The novel created space for minorities in the society". Establish the validity of the statement with the help of an example.

[Board Term 1, 2012 (65)]

Ans. The novels created space for the minorities in the society which may be seen from the facts given below :

- (i) Vaikkom Muhammad Basheer who was one of the early Muslim writers gained wide popularity as a Malayalam novelist.
- (ii) Vaikkom wrote about the lives of Muslim households.
- (iii) He brought themes like poverty, insanity and life in prison - the sufferings of the so called 'minorities' in the society into light.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 15. Who wrote the novel 'Pariksha Guru' ? Explain any two features of it. [Board Term 1, 2012 (49)]

Ans. Srinivas Das wrote the novel 'Pariksha Guru'.

Features :

- (i) It reflects the inner and outer world of the newly emerged middle classes.
- (ii) It reflects the difficulty faced by characters in adopting the colonised society.
- (iii) The novel tries to teach the right way to live and remain rooted in traditional values.
- (iv) The young are urged to cultivate the 'health habit' of reading newspapers. (Any two)

(CBSE Marking Scheme, 2012) $1 + 2 = 3$

Q. 16. How was the problem of being modern without losing one's identity was solved by the main character of Indulekha ?

[Board Term 1, 2013 (BHTK)]

Ans. (i) The author of Malayalam novel Indulekha portrayed his protagonists Indulekha and Madhavan as English educated, smart, intelligent young people who had good knowledge of Sanskrit too.

- (ii) The hero of the novel completed his education from the university of Madras in English. He used to dress in western clothing and also sported a lift of hair as per the customs of his Nayar community.

These characters portrayed many aspects of traditional upbringing and modern education to strike the right balance.

- (iii) The characters had the fear of losing their identity due to English education. So they used to hold onto their cultural tradition in various forms.

(CBSE Marking Scheme, 2013) $1 \times 3 = 3$

Q. 17. Name the first novel written by Bankim Chandra Chattopadhyaya. Explain his contribution to the Bengali novel. [Board Term 1, 2012 (71)]

Ans. 'Durgeshnandini'

- (i) He would host a Jatra in the courtyard where members of family would be gathered.
- (ii) In his room a group of literary friends would collect to read, discuss and judge.

$1 + 2 = 3$

Q. 18. Examine the history of the growth of novels of South India. [Board Term 1, 2012 (82)]

Ans. (i) Novels began appearing in South Indian languages during colonial rule.

- (ii) O. Chandu Menon wrote 'Indulekha', the first modern novel in Malayalam.

(iii) Kandukuri Virisalingam translated Oliver Goldsmith's Vicar of Wakefield into Telugu. He wrote a novel called 'Rajasekhara Caritamu'.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 19. How did the writings of Devaki Nandan Khatri create a novel reading public in Hindi ?

[Board Term 1, 2011 (5800 20, 21, 33)]

Ans. (i) His novel 'Chandrakanta' was a romantic novel with dazzling elements of fantasy.

- (ii) It got immensely popularized as it had Hindi language and the Nagari script.

(iii) Written for the 'pleasure of reading' it gave insight into the fears and desires of the readers. $1 \times 3 = 3$

Q. 20. How did novels inspire the freedom fighters ? Explain with two examples.

[Board Term 1, 2011 (5800 15, 29, 49)]

Ans. The novels developed the thinking process of the colonial government regarding Indian customs and culture and provided a solution and highlighted the reality regarding Indian customs and cultures that inspired the freedom fighter.

- (i) In Bengal, many historical novels were written about Marathas and Rajputs. These novels produced a sense of pan-Indian belonging.

(ii) Anguriya Binimoy also inspired the freedom fighters with the theme of Anandmath. $1 + 2 = 3$

Q. 21. 'Several early Hindi novels carried a clear message of social reform.' Give three examples in support of this statement. [Board Term 1, 2011 (5800 21)]

Ans. (i) Novels written by Dhanpat Rai or Prem Chand were the clear picture of the reforms.

- (ii) In the Kannad novel, Indirabai the heroine is given away in marriage very early but her husband dies soon leaving her to struggle on her own against poverty and face indignities. Indirabai continues her education, remarries and this time gets a progressive, English educated man.

(iii) Indulekha—shows the discrimination in caste hierarchy.

(iv) Potheri Kunjambu's novel 'Saraswativijayam' was an attack on caste oppression. (Any three) $1 \times 3 = 3$

Q. 22. Explain the contribution of women novelist in the field of novels in India.

[Board Term 1, 2011 (5800 23)]

Ans. (i) In the earlier stages women began to write stories, poems etc.

- (ii) Their writings allowed for a new conception of womenhood.

(iii) Stories of love showed women who could choose or refuse their partners and relationships.

(iv) Some women authors wrote about the women who changed the world of both men and women.

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

Long Answer Type Questions

5 marks each

Q. 1. "Indian novelists in the 19th century wrote for a national cause." Justify the statement with examples. [Board Term 1, NCT-2014]

Or

How did novels in India attempt to create a sense of Pan-Indian belonging ? Explain.

[Board Term 1, 2015, Set-6AP67LB]

Ans. (i) In Bengal many historical novels were about Marathas and Rajputs which produced a sense of a Pan-Indian belonging.

(ii) They imagined the nation to be full of adventure, heroism, romance and sacrifice.

(iii) Bhudeb Mukhopadhyay's Anguriya Binimoy (1857) was the first historical novel written in Bengal whose hero Shivaji engaged in many battles against a clever and treacherous Aurangzeb.

(iv) The imagined nation of the novel was so powerful that it could inspire actual political movements.

(v) Bankim's Anandmath is a novel about a secret Hindu armed force that fight Muslims to establish a Hindu Kingdom.

(vi) It was a novel that inspired freedom fighters.

(vii) The novel helped in popularising the sense of belonging to a common nation. (Any five) $1 \times 5 = 5$

Q. 2. "Premchand's novels are filled with all kinds of powerful characters from all levels of society." Support the statement by giving suitable examples. [Board Term 1, KVS-2014]

Or

Explain the aspects of Premchand's writings that make them special. [Board Term 1, 2012 (40)]

Or

Describe any five main features of novels written by Munshi Premchand. [Board Term 1, 2012 (46)]

Or

Premchand's novels were filled with powerful characters drawn from all levels of society. Support the statement with examples.

[Board Term 1, 2012 (38), 2010 (C1)]

Or

Explain the aspects of Premchand's writings that make them special.

[Board Term 1, 2015, Set-C5JNEVD]

Ans. (i) Munshi Premchand drew tradition of Kissagoi storytelling. His novels are filled with all kinds of powerful characters, drawn from all levels of society.

(ii) His novels include characters such as aristocrats and landlords, middle level peasants and landless labourers and women from margins of society. He focussed on social issues like child marriage, dowry, suppression of downtrodden classes by landlords.

(iii) The women characters are strong individuals coming from lower classes and are not modernized.

(iv) His novels look towards the future without forgetting the importance of the past.

(v) Drawn from various strata of society, his characters create a community based in democratic values.

Examples :

(i) His novel 'Rangbhoomi' about Surdas makes the lives of the most oppressed section of society worthy of literacy reflection.

(ii) 'Godan', his literary work is an epic on Indian peasantry through the story of Haria and Dhania. (CBES Marking Scheme, 2012) $1 \times 5 = 5$

Q. 3. What reasons led to the writing of 'Indulekha' by Chandu Menon. [Board Term 1, DDE-2014]

Ans. (i) 'Indulekha' was concerned the marriage practices of upper caste Hindus in Kerala, especially the Nambuthiri Brahmins and the Nayars.

(ii) Nambuthiris were also major landlords in Kerala at that time; and a large section of the Nayars were their tenants.

(iii) In late-19th century Kerala, a younger generation of English-educated Nayar men who had acquired property and wealth on their own, began arguing strongly against Nambuthiri alliances with Nayar women.

(iv) They wanted new laws regarding marriage and property.

(v) The story of Indulekha is interesting in the light of their debates.

(vi) Chandu Menon clearly wanted his readers to appreciate the new values and criticise the ignorance and immorality. (Any five) $1 \times 5 = 5$

Q. 4. Analyse the role and involvement of women in the readership and authorship of novels in India.

[Board Term 1, 2014 (R9UJGYG), (X30T4XE)]

Ans. (i) In the early decades of the 20th century, women in South India began writing novels and short stories.

(ii) A reason for the popularity of novels among women was that it allowed for a new conception of womanhood.

(iii) Some women authors also wrote about women who changed the world of both men and women.

(iv) Rokeya Hossein wrote a satiric fantasy in English called Sultana's Dream (1905) which shows a topsy-turvy world in which women take the place of men.

(v) Hunnah Mullens, a Christian missionary and the author of 'Karuna O Phulmonir Bibaran' (1852), wrote the first novel in Bengali, which tells her readers that she wrote in secret. $1 \times 5 = 5$

Q. 5. The early novelists in India played a significant role in spreading social awareness. Justify the statement with examples.

[Board Term 1, 2013 (553K)]

Ans. (i) The novelists played an important role in spreading social awareness by taking themes such as caste oppression life of the common people, marriage, practices, etc.

(ii) They tried to create social awareness on the prevalence of backward social customs which were exploitative in nature.

(iii) As early as 1857, Baba Padamanji's Yamuna Paryatan, used a simple style of storytelling to speak about the plight of widows.

In Sevasadan, Premchand deals mainly with the poor condition of women in societies. Issues like child marriage and dowry are woven into the story of the novel. Social evils like caste oppression was highlighted by Potheri Kunjambu a lower caste writer from North Kerala who wrote a novel called Saraswativijayam in 1892, mounting a strong attack on caste oppression. This man shows a young man from an untouchable caste leaving his village to escape cruelty of his Brahmin landlord. He converts to Christianity, obtains modern education and leads a respectable life with his family.

(iv) Hence issues like plight of widows, problems created by the early marriage of the girls and caste oppression were the important social issues which were highlighted through novels.

(CBSE Marking Scheme, 2013) 5

Q. 6. Summarise the main theme of the novel Godan written by Premchand.[Board Term 1, 2013 (553K)]

Ans. The novel Godan by Premchand was published in 1936. It has been revered as one of the greatest Hindi novels of the Indian literature. The main theme of Godan was based on Indian peasantry.

The theme includes :

- (i) socio-economic deprivation.
- (ii) exploitation of rural people.
- (iii) caste segregation.
- (iv) varied concept of dharma as held by different people.
- (v) impact of industrialization on the various sections of Indian community.
- (vi) condition of women in society, child marriage and dowry.

Godan is an epic of Indian peasant Hari and his wife Dhania who were cheated by the landlords, moneylenders, priests and colonial bureaucrats. They formed a network of oppression, robbed their land and converted them to landless labourers. At the end, the couple died with dignity.

(CBSE Marking Scheme, 2013) 5

Q. 7. Describe the appearing of novels in South India during the period of colonial rule.

[Board Term 1, 2013 (BHTK)]

Ans. Some early English novels were translated into the Indian language, but soon it was realized that the readers are unfamiliar with the English culture of characters in the novel, for instance, their clothes, style of speaking language, manners. So novels were written in Malayalam in the manner of English novel books.

A few early novels were translation of English novels into Indian languages. Later many writers like Chandu Menon and others started to write novels in their own language. Chandu Menon, a subjudge from Malabar tried to translate an English novel called Henrietta Temple written by Benjamin Disraeli into Malayalam, but he realized that his readers in Kerala were not familiar with the characters of English novels and so he gave up this idea and wrote a story in Malayalam in the manner of English novel books. This novel was called Indulekha. It was published in 1889 and was the first modern novel in Malayalam.

(CBSE Marking Scheme, 2013) 5

Q. 8. Describe the main features of the novel 'Pariksha Guru', written by Srinivas Das ?

[Board Term 1, 2012 (35)]

Or

How does the novel 'Pariksha Guru' reflect the inner and outer world of the newly emerging middle classes ? Explain.[Board Term 1, 2012 (59)]

Or

In what ways did novels help to give the people a vision of being ideal characters without losing one's identity ? Explain. [Board Term 1, 2012 (52)]

Or

Who is the author of 'Pariksha Guru' ? What message does he try to convey to the readers through 'Pariksha guru' ? Describe.

[Board Term 1, 2012 (65), 2011 (5800 23), 2010 (C2)]

Ans. The novels helped to give people a vision of being ideal characters without losing one's identity in the following ways :

- (i) Srinivas Das 'Pariksha Guru' reflects the inner and outer world of the newly emerging middle class.
- (ii) The characters in the novel are caught in the difficulty of adapting to colonial modernity and preserving their cultural identity.
- (iii) The characters in the novel attempt to bridge two different worlds through their actions. They take to new agricultural technology, modernise trading practices, change the use of Indian languages making them capable of transmitting both western sciences and Indian wisdom.
- (iv) The young are urged to cultivate the healthy habit of reading the newspaper.
- (v) The novel also emphasises that all aspects must be achieved without sacrificing the traditional values of the middle class household.

(CBSE Marking Scheme, 2012) 1+5=5

Q. 9. Who is the author of novel 'Titash Ekti Nadir Naam' ? Why is it considered a special novel ? Explain any four reasons.

[Board Term 1, 2012 (37), 2010 (B2)]

Ans. (i) Author of this novel is 'Advaita Malla Burman'.

(ii) It is considered a special novel because :

- (a) This book is an epic about the Mallas, a community of fish folk in the river Titash.
- (b) The novel is about three generations of the Mallas.
- (c) It describes the community life of Mallas, their religious tradition, festivals and relationship.
- (d) Slowly they break up. Their end comes together, as the river dries up.
- (e) This is special because the author is himself from a low caste fisher folk community.

(Any four)

(CBSE Marking Scheme, 2012) 1+4=5

Q. 10. Who was Vaikkom Muhammad Basheer ? Explain how most of his works were based on his own rich personal experience. [Board Term 1, 2012 (38)]

Or

Explain the contribution of Vaikkom Muhammad Basheer to Malayalam writing.

[Board Term 1, 2011 (5800 31)]

Ans. Vaikkom Muhammad Basheer was one of the early Muslim writers to gain wide renown as a novelist in malayalam. Basheer had little formal education.

- (i) Most of his works were based on his own rich personal experience rather than on books from the past.
- (ii) His novels were written in ordinary language of conservation.
- (iii) His books were full of wonderful humour.
- (iv) His novels spoke about details from the everyday life of Muslim households.

(CBSE Marking Scheme, 2012) 1+4=5

Q. 11. Who translated the novel 'Henrietta Temple' in Malayalam ? Why did he give up the idea of translating more English novels in Vernacular languages ? What did he decide to do instead ?

[Board Term 1, 2012 (34, 48, 62)]

Ans. (i) Chandu Menon from Malabar had translated the novel.

(ii) He realised that his readers in Kerala were not familiar with the way in which characters in English society lived. The direct translation of English novels was dreadfully boring and the Indian readers could not relate to the cultural or social context mentioned in the novels.

(iii) He wrote 'Indulekha', the first modern novel in Malayalam in the manner of an English novel.

(CBSE Marking Scheme, 2012) 1+3+1=5

Q. 12. In what way did the colonisers and nationalists use novels as an effective instrument for the attainment of their goals ?

[Board Term 1, 2012 (34)]

Or

"Novels were useful for both the colonial administrators and Indian nationalists". Support the statement with examples.

[Board Term 1, 2012 (39)]

Or

"Novels were useful to different sections of the society." Support your answer with suitable examples.

[Board Term 1, 2012 (53)]

Ans. (i) Colonial administrators found 'Vernacular novels' a valuable source of information on native life and customs, i.e., :

- (a) how people were dressed
- (b) their religious worship
- (c) beliefs and practices
- (d) about domestic life

Such information was valuable to them in order to govern the Indian society which had a wide cultural variety. The novels had the domestic life well-described which helped the British administrators to understand the beliefs and practices.

(ii) The nationalists used novels as a powerful medium to criticize the defects of the society and suggested remedies. Many novels established links with the past. Glorified account of the past created a sense of material pride. Novels created a feeling of collective belongingness among the people from different walks of life speaking the same language..

Example : Virasalingam.

(CBSE Marking Scheme, 2012) 2½+2½=5

Q. 13. How did the colonial administrators find Vernacular novels as a valuable source of information to native life and customs ? Explain with examples. [Board Term 1, 2012 (80)]

Ans. (i) Colonial administrators found Vernacular novels to be a valuable available source of information on native life and customs.

(ii) As outsiders, the British knew little about life inside Indian households.

(iii) Novels helped the colonists understand Indian way of dressing, forms of worship, their beliefs and practices.

(iv) Many novels reflected social customs, divisions based on caste and class.

(v) These novels helped the British understand the social divisions and used them to their advantage to create further divisions. Lord Bentinck helped the Indian reformers in their mission to get rid of the practices like 'Sati' and passed legislation favouring remarriage of widows.

(CBSE Marking Scheme, 2012) 1×5=5

Q. 14. How did authors from so called 'low castes' gain recognition in the world of literature ? Explain with examples of any two such authors.

[Board Term 1, 2012 (46)]

- Ans. (i)** Pother Kunjambu, a lower caste writer, wrote 'Saraswati Vijayam' a novel portraying an untouchable boy who converts to Christianity. This novel stressed on importance of education in upliftment of lower castes.
- (ii)** Advaita Mallah Burman belonging to community of fisher folks wrote 'Titash Ekti Nadir Naam'. This novel talks about lives of Mallah family.
- (iii)** Vaikkom Basheer a Malayalam novelist also wrote about underprivileged classes and Muslim households in general. **(Any two)**
(CBSE Marking Scheme, 2012) $2\frac{1}{2} + 2\frac{1}{2} = 5$

Q. 15. How the caste issue was included in novels in India ? Support your answer with suitable examples.

[Board Term 1, 2012 (51), 2011 (5800 17, 29, 38, 44)]

- Ans. (i) Indulekha :** It a hotly debated novel and the concern it addresses are of marriage practices of upper class Hindus in Kerala.
- (ii)** Potheri Kunjambu a 'lower caste' writer from North Kerala wrote 'Saraswativijayam' and attacked caste oppression.
- (iii) Titash Ekti Nadir Naam :** It was based on the fisher folk community.
- (iv)** Basheer was a Muslim writer with little formal education.
- (v) Premchand's 'Ranghoomi' :** The hero of this novel is a low caste whose land has forcibly been taken away.
- (vi) 'Godan' :** It is a story about Indian peasantry and how they are exploited. **(Any five)**
(CBSE Marking Scheme, 2012) $1 \times 5 = 5$



SYLLABUS

- *Resources : Types-natural and human; need for resource planning.*
- *Natural Resources : land as a resource; soil types and distribution; changing land-use pattern : land degradation and conservation measures.*



QUICK REVIEW

- Everything available in our environment which can be used to satisfy our needs, provided it's technologically accessible, economically feasible and culturally acceptable can be termed as 'Resource'.
- **Resources can be classified in the following ways :**
 - (a) **On the basis of origin :**
 - (i) Biotic
 - (ii) Abiotic
 - (b) **On the basis of exhaustibility :**
 - (i) Renewable
 - (ii) Non-renewable
 - (c) **On the basis of ownership :**
 - (i) Individual
 - (ii) National
 - (iii) Community
 - (iv) International
 - (d) **On the basis of status of development :**
 - (i) Potential
 - (ii) Stock
 - (iii) Developed
 - (iv) Reserves
- Resources are compulsory for human survival as well as for maintaining the quality of life.
- Human beings use resources indiscriminately and this has led to global ecological crises such as global warming, ozone layer depletion, environmental pollution and land degradation.
- **Development of Resources :** Resources are vital for human survival. It was believed that resources are free gifts of nature. As a result man used them indiscriminately which led to the following problems :
 - (i) Depletion of resources.
 - (ii) Accumulation of resources in a few hands.
 - (iii) Indiscriminate exploitation of resources.
 - * For a sustained quality of life and global peace it is essential that resources should be distributed equally.
 - * Sustainable economic development means development should take place without damaging the environment and development in the present should not compromise with the needs of the future generation.
- **Rio de Janeiro Earth Summit, 1992**
 In June 1992, for achieving sustainable development in the 21st century, more than 100 states participated in the First International Earth Summit in Rio de Janeiro in Brazil. The main focus of this summit was to protect environment and socio economic development at the global level. The leaders of the states signed the Declaration on Global Climate Change and Biological Diversity.
 Agenda 21 : It has been signed by world leaders at the United Nations Conference on Environment and Development (UNCED). The aim of this agenda is to achieve global sustainable development by combatting environmental damage, poverty and disease through global co-operation on common interests, mutual needs and shared responsibilities. The major objective of this agenda is that every local government has the power to draw its own local Agenda 21.

TOPIC - 1

Resources : Natural and Human P. 66

TOPIC - 2

Land as a Resource P. 68

- **Resource-Planning in India**

Resource planning involves the following steps :

- (i) Identification and inventory of resources, which involves surveying, mapping and quantitative as well as qualitative estimation and measurement of resources.
- (ii) For implementing resource development plans, evolve a planning structure with appropriate technology, skill and institutional set up.
- (iii) Match resource development plan with overall national development plans.

- India has 43% plain land, 30% mountain region, 27% plateau region.

- **Land resources are used for the following purpose :**

- (i) Forests
- (ii) Land not available for cultivation.
- (iii) Other uncultivated land (excluding fallowland)
- (iv) Fallow land
- (v) Net sown area

- The total geographical area of India is 3, 28 million sq km. Land use data, however is available only for 93% of the total geographical area.

- At present there are about 130 million hectares of degraded land in India of which 28% belong to the forest, 56% is water eroded and the rest is affected by saline and alkaline deposits.

- **Factors causing land degradation**

- (i) Deforestation,
- (ii) Overgrazing,
- (iii) Mining and quarrying,
- (iv) Over irrigation making land saline and alkaline,
- (v) Dust generated from cement ceramic industry,
- (vi) Industrial effluents.

- **Suggestions for conservation of land**

- (i) Afforestation,
- (ii) Proper management of grazing,
- (iii) Shelter belts of plants,
- (iv) Stabilization of sand dunes by planting thorny bushes,
- (v) Proper management of wasteland,
- (vi) Control on mining,
- (vii) Discharge of industrial effluents and wastes after treatment.

- **Classification of Soils**

- (i) **Alluvial soil :**
 - (a) Widely spread in north Indian plains.
 - (b) Classified as khadar (new alluvial) and bangar (old alluvial).
 - (c) Adequate proportion of potash, phosphoric acid and lime.
 - (d) Ideal for sugarcane, paddy, wheat and other cereal and pulse crops.
- (ii) **Black soil :**
 - (a) Also called regur soil.
 - (b) Ideal for cotton.
 - (c) Present in Maharashtra, Saurashtra, Malwa, Madhya Pradesh and Chhattisgarh.
 - (d) Rich in soil nutrients, such as calcium carbonate, magnesium, potash and lime, but poor in phosphorus content.
- (iii) **Red and yellow soil :**
 - (a) Developed in areas of low rainfall or crystalline igneous rocks.
 - (b) Found in Odisha, Chhattisgarh and the piedmont zone of Western Ghats.
 - (c) Due to diffusion of iron in crystalline and metamorphic rocks, its colour becomes reddish.
- (iv) **Laterite soil :**
 - (a) Develops in areas of high temperature and rainfall.
 - (b) Humus content is low.
 - (c) Mainly found in Karnataka, Kerala, Tamil Nadu, Madhya Pradesh and hilly areas of Assam and Odisha.
 - (d) Good for tea, coffee, cashew nuts, etc.
- (v) **Arid soil :**
 - (a) Sandy in texture and saline in nature.
 - (b) Lacks in humus and moisture.
 - (c) Found in western Rajasthan.

(vi) Forest soil :

- (a) Found in hilly and mountainous regions.
- (b) Loamy and silty in valley sides, while coarse grained in the upper slopes.

• Soil Erosion :

- (a) The denudation of top soil cover by agents of nature, e.g. wind, water and air is called soil erosion.
- (b) Human activities responsible for soil erosion are deforestation, overgrazing, construction and mining, etc.

• Measures for soil conservation :

- (i) Contour ploughing.
- (ii) Terrace farming.
- (iii) Strip cropping.
- (iv) Shelter belts of trees.



KNOW THE TERMS

- **Resources** : All the useful elements of environment that satisfy our basic needs are called resources.
- **Biotic Resources** : These are obtained from biosphere and have life such as human beings, flora and fauna, fisheries, livestock etc.
- **Abiotic Resources** : Resources that comprise non-living things, such as rocks, minerals etc.
- **Renewable Resources** : The resources which can be used again and again and can be reproduced by physical, chemical or mechanical processes are known as renewable or replenishable resources. For example : solar and wind energy.
- **Non-renewable Resources** : These are the resources that once used, can't be reproduced or replenished. For example : fossil fuels, minerals like copper and iron ore.
- **Natural Resources** : Natural endowments in the form of land, water, vegetation and minerals are called natural resources. These are free gifts of nature.
- **Man-made Resources** : These are the resources that are created by human beings with the help of machines.
- **Individual Resources** : The resources owned privately by individuals.
- **Community-owned Resources** : Resources which are accessible to all the members of the community.
- **National Resources** : All the resources which are present in the political boundary of a nation up to 12 nautical miles in the ocean from the coast.
- **International Resources** : The resources that do not belong to any individual country.
- **Potential Resources** : Resources which are available in a region, but have not been utilized.
- **Developed Resources** : Resources which are surveyed and their quantity and quality have been determined for utilization.
- **Stock** : Materials present in the environment which have the potential to satisfy human needs but human beings do not have the appropriate technology to access these materials.
- **Reserves** : They are the subsets of the stock which can be put into use with the help of existing technology but their use has not been started yet.
- **Sustainable Development** : It means development should take place without damaging the environment and development in the present should not compromise with needs of the future generations.
- **Resource Planning** : It is the widely accepted strategy for judicious use of resources.
- **Resource Conservation** : Conservation of resources means the judicious and planned use of resources. Thus, we get benefitted from them for long time.
- **Gross Cropped Area** : Area sown more than once in an agricultural year plus net sown area is known as gross cropped area.
- **Fallow Land** : A land which is left without cultivation for one or less than one agricultural year for increasing its fertility is known as the fallow land.
- **Waste Land** : Land which is not suitable for cultivation is known as waste land.
- **Net Sown Area** : Area sown once in a year is known as the net sown area.
- **Pasture** : Grassland which is used for providing food for animals.
- **Soil Erosion** : The removal of top fertile soil cover due to various reasons such as wind, glacier and water is called soil erosion.
- **Gullies** : The running water cuts through the clayey soil and makes deep channels known as gullies.
- **Sheet Erosion** : When the top soil is washed away due to heavy flow of water down the slopes, it is known as sheet erosion.
- **Wind Erosion** : When the top fertile soil blows off due to wind it is known as wind erosion.

- **Strip Cropping** : Large fields can be divided into strips. Strips of grass are left to grow between the crops. This breaks up the force of the wind. This method is known as strip cropping.
- **Contour Ploughing** : Ploughing along the contour lines can slow down the flow of water down the slopes. This is called contour ploughing.
- **Shelter Belts** : Planting lines of trees to create shelter breaks up the force of the wind. Rows of such trees are called shelter belts.



KNOW THE LINKS

1. Meanings of Terms

<http://agricoop.nic.in/statistics/stexple.html>

2. Types of soils

http://www.winentrance.com/general_knowledge/geography/soils-india.html

3. Rio de Janerio Earth Summit, 1992 and Agenda 21

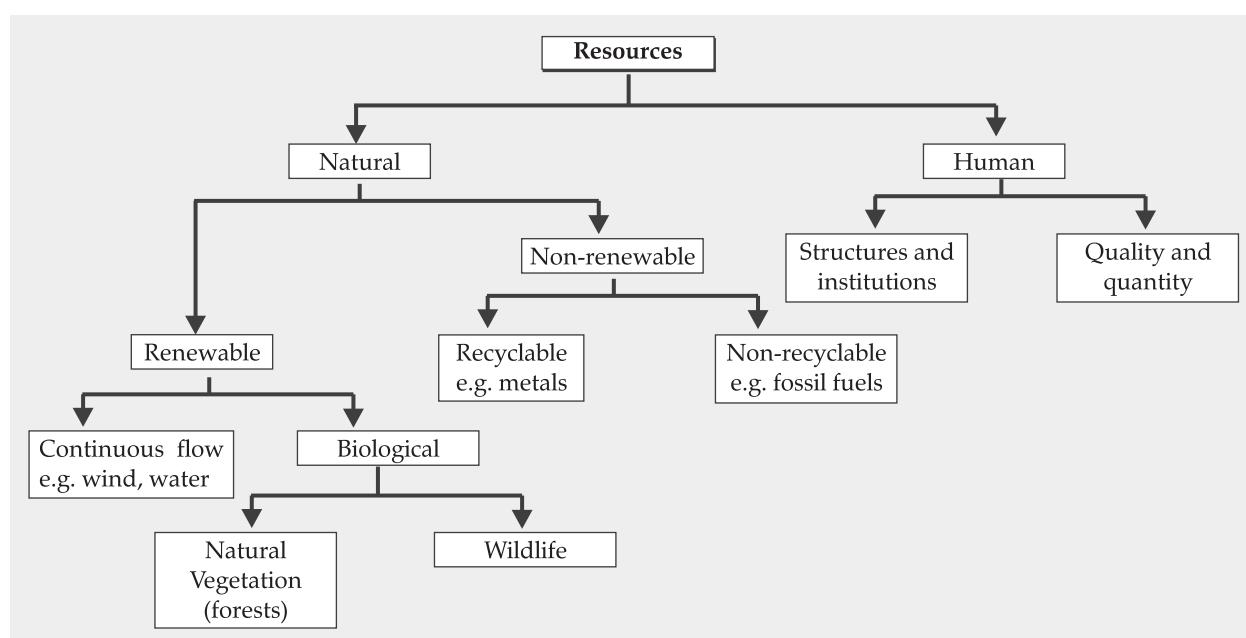
<http://www.worldsummit2002.org/index.htm?>

<http://www.worldsummit2002.org/guide/unced.html>

4. Actual photos of Soil Erosion

http://www.fotosearch.com/photos_images/soil_erosion.html

FLOWCHART



TOPIC-1 Resources : Natural and Human

Very Short Answer Type Questions

1 mark each

Q. 1. Give examples of abiotic resources ?

Ans. Rocks and Metals.

1

Q. 2. In which type of energy is the state of Rajasthan rich ?

Ans. Solar energy.

1

Q. 3. Which cold desert is relatively isolated from the rest of the country ?

Ans. Ladakh.

1

Q. 4. What are resources which are found in a region but have not been utilised called ?

Ans. Potential resources.	1	Q. 6. Which relief features of India has 30 percent of the total surface area of country ?	1
Q. 5. Which resources are surveyed and determined on the basis of their quantity and quality for utilisation ?		Ans. Mountain.	1
Ans. Developed resources.	1	Q. 7. Give examples of Biotic resources ?	

Short Answer Type Questions

3 marks each

Q. 1. Distinguish between stock and potential resource. Give one example of each.

[Board Term 1, 2012 (62)]

Ans. Stock :

- (a) They are found in the environment.
- (b) They are not accessed due to the lack of technology.
- (c) **Example :** Water is a compound of two inflammable gases – Hydrogen and Oxygen, which can be used as a rich source of energy. But we lack in the proper know-how of the technology.

Potential resources :

- (a) They are found in a region.
- (b) They are not yet utilized or developed.
- (c) **Example :** Rajasthan and Gujarat have enormous potential for the development of wind and solar energy but they are yet to be developed for various reasons.

(CBSE Marking Scheme, 2012) $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 2. What are the three stages of resource planning in India ? [Board Term 1, 2012, 2011, (5800 17, 23, 35, 36, 50)]

- Ans.** (a) Identification and inventory of resources across the regions of the country.
- (b) Evolving a planning structure endowed with appropriate technology, skill and institutional set up for implementing resource development plans.
- (c) Match the resource development plans with overall national development plans.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 3. What is meant by the term "resource"? List the types of resources classified on the basis of its ownership. [Board Term 1, 2012 (55)]

Ans. Resource : Everything available in our environment which can be used to satisfy our needs, provided, is technologically accessible, economically feasible and culturally acceptable is known as a Resource.

Types of resources on the basis of ownership are : Individual , Community, National and International. $2+1=3$

Q. 4. Distinguish between the renewable and non-

renewable resources. [Board Term 1, 2012 (72)]

Or

Explain the types of resources on the basis of exhaustibility with the help of examples.

[Board Term 1, 2011 (5800 18, 24, 40)]

Ans. (a) **Renewable Resources :** Resources which can be renewed or reproduced by mechanical, physical or chemical processes are known as renewable or replenishable resources, e.g., solar and wind energy, water, forests and wildlife etc.

(b) **Non-Renewable Resources :** These occur over very long geological times. Minerals and fossil fuels are examples of such resources. These resources take millions of years in their formation. Some of the resources like metals are recyclable and some of them such as fossil fuels cannot be recycled and get exhausted with their use.

(CBSE Marking Scheme, 2011) $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 5. Differentiate between Stock and Reserve stating two points of difference.

[Board Term 1, 2011 (5800 26)]

Ans. **Stock :** Materials which have the potential to satisfy human beings but human do not have the technology to access these, e.g., water which is a compound of two inflammable gases—Hydrogen and oxygen and can be a rich source of energy. We do not know how to use them.

Reserves : These are subset of the stock. They can be put into use with existing know-how but their use has not been started. e.g., River water is used as a source of hydroelectricity but to a limited extent.

$1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 6. "India's vast and diverse size is the most important resource." Support the statement.

[Board Term 1, 2011 (5800 27)]

Ans. In India, there are regions which are rich in certain types of resources but are deficient in some other resources :

(a) Jharkhand, Chhattisgarh and Madhya Pradesh are rich in minerals and coal deposits.

(b) Arunachal Pradesh has abundant water resources.

(c) Rajasthan is endowed with solar and wind energy.

$1 \times 3 = 3$

Value Based Questions

3-5 marks each

Q. 1. How can you contribute to minimize the pollution. Explain. [Board Term 1, KVS-2014]

Ans. We can contribute to minimize the pollution by :

- (i) Planting more plants and trees.

- (ii) Using non-conventional sources of energy such as solar and wind energy.
- (iii) Using public transport instead of personal car/motor bike etc.
- (iv) Saving water and electricity. (Any three) $1 \times 3 = 3$

HOTS Questions

3-5 marks each

Q. 1. Classify resources on the basis of exhaustibility.
Mention four features of each.

[Board Term 1, NCT-2014]

[Board Term 1, 2015 Set-C5JWEVD]

Ans. On the basis of exhaustibility, there are two types of resources :

- (a) Renewable resources
- (b) Non-renewable resources

(a) Renewable resources :

- (i) They can be renewed or obtained even after they are used.
- (ii) They are not exhaustible due to constant use.
- (iii) They are affected by external environment.
- (iv) For example : solar and wind energy.

(b) Non-renewable resources :

- (i) They can't be reproduced once they are used.
- (ii) They are exhaustible due to continuous use.
- (iii) They are free from environmental effects.
- (iv) For example : minerals and fossil fuels.

$1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 2. Explain resource planning. What are the steps involved in resource planning ?

[Board Term 1, NCT-2014]

Or

Why is resource planning essential in India ?

[KVS]

Or

What is resource planning ? Why is resource planning essential ? Explain it with three reasons.

Ans. Resource planning is a technique or skill for proper utilization of resources.

- (a) As resources are limited, their planning is necessary so that we can use them properly and also save them for our future generations.
- (b) Resources are not only limited but they are distributed over different parts of the country.
- (c) Resource planning is also essential for production of resources and to protect them from over exploitation.

$1+4=5$

Q. 3. Provide a suitable classification for resources on the basis of ownership. Mention main features of any three types of such resources.

[Board Term 1, 2014 (X30T4XE)]

Ans. Classification for resources on the basis of ownership :

- (i) Individual resources
- (ii) Community owned resources
- (iii) National resources
- (iv) International resources

(i) Individual Resources : Resources which are privately owned against the payment of revenue by individuals. e.g., ponds, pasture lands etc.

(ii) Community Owned Resources : Resources which are accessible to all the members of a community, e.g., picnic spots.

(iii) National Resources : All the resources which are present in the political boundaries of a nation up to 12 nautical miles in the ocean from the coast, termed as terrestrial water and resources therein belong to the nation.

(iv) International Resources : There are international institutions which regulate some resource. The oceanic resources beyond 200 nautical miles of the Exclusive Economic Zone belong to open ocean ocean and no individual country can utilise theses without the concurrence of international institutions. 3

Q. 4. 'Indiscriminate use of resources had led to numerous problems.' Justify this statement.

[Board Term 1, KVS-2014, (WQ7FXWC) 2012, 2011 (5800 13, 19, 31, 33)]

Ans. Resources are vital for human survival and it was believed that resources are free gift of nature. The indiscriminate use of resources led to the following problems :

- (a) To satisfy the greed of few individuals, depletion of resources were continued.
- (b) Due to the accumulation of resources in few hands, the society gets divided into two segments, i.e., rich and poor.
- (c) Indiscriminate use of resources led to ecological crises, e.g., ozone layer depletion, land degradation, global warming and environmental pollution.

$1 \times 3 = 3$

(CBSE Marking Scheme, 2012)



TOPIC-2 Land as a Resource

Very Short Answer Type Questions

1 mark each

Q. 1. Which regions of India have well developed terrace farming ?

[Board Term 1, 2015 Set-6AP67LB]

Ans. Western and central Himalayas

(CBSE Marking Scheme 2015) 1

Q. 2. Which soil types is made up of lava flows ?

[Board Term 1, 2014 (R9UJGYG)]

Ans. Black soil.

1

Q. 3. In which states has mining caused severe land degradation ?

Ans. Jharkhand, Chhattisgarh, Madhya Pradesh and Odisha.

1

- Q. 4. What is the percentage share of plains in the total land area ?** 1
Ans. 43%. 1
- Q. 5. What is the main cause of land degradation in Punjab ?** 1
Ans. Over irrigation. 1
- Q. 6. In which states is black soil found ?** 1
Ans. Maharashtra, Saurashtra, Malwa, Madhya Pradesh and Chhattisgarh. 1
- Q. 7. Which soil is ideal for growing cotton ?** 1
Ans. Regur soil. 1
- Q. 8. In which states overgrazing is responsible for land degradation ?** 1
Ans. Madhya Pradesh, Rajasthan, Gujarat and Maharashtra. 1
- Q. 9. Which soil is known as regur soil ?** 1
Ans. Black soil. 1
- Q. 10. In which states laterite soil is found ?**
- Ans.** Karnataka, Kerala, Tamil Nadu, Madhya Pradesh, and hilly areas of Odisha and Assam. 1
- Q. 11. Which soil type is the result of intense leaching due to heavy rainfall ?** 1
Ans. Laterite soil. 1
- Q. 12. Name the land with deep channels that is unfit for cultivation.** 1
Ans. Bad land. 1
- Q. 13 'Laterite' has been derived from which word and what is its meaning ?** 1
Ans. It has been derived from 'Later' a latin word which means brick. 1
- Q. 14. Which state has the largest area under black soil ?** 1
Ans. Maharashtra. 1
- Q. 15. What are the methods of checking soil erosion ?** 1
Ans. Strip cropping, terrace farming and contour ploughing. 1
- Q. 16. Gully erosion is common in which basin ?** 1
Ans. Chambal Basin. 1

Short Answer Type Questions

3 marks each

- Q. 1. State any three physical factors as well as 3 human factors which determine the use of land in India.** [School of Scholars, Yavatmal, 2015]
- Ans.** (i) The use of land is determined by physical factor's such as to topography, climate, soil types.
(ii) It is also determined by human factors such as population density, technological capability, cultural and traditions etc. 1½ + 1½
- Q. 2. Distinguish between red soil and laterite soil stating any three points of distinction.** [Board Term 1, 2015 Set- XOKG2SB]
- Ans.**
- | Red soil | Laterite soil |
|---|---|
| Red soils develop on crystalline igneous rocks in areas of low rainfall. | Laterite soils develop in areas with high temperature and heavy rainfall. |
| Red soils are found in parts of Odisha and Chattisgarh. Southern parts of the middle of Ganga plain and along the piedmont zone of the (Western ghats). | Laterite soil is mainly found in Karnataka, Kerala and the hilly areas of Odisha and Assam. |
| Red and yellow soils develop a reddish colour due to diffusion of iron in crystalline and metamorphic rocks. | In laterite soil, humus content is very low. |
- Q. 3. Which is the main cause of land degradation in Gujarat, Rajasthan and Madhya Pradesh ? How can it be checked ? Explain.** [Board Term 1, 2015 Set-C5JWEVD]
- Ans.** Karnataka, Kerala, Tamil Nadu, Madhya Pradesh, and hilly areas of Odisha and Assam. 1
- Q. 11. Which soil type is the result of intense leaching due to heavy rainfall ?** 1
Ans. Laterite soil. 1
- Q. 12. Name the land with deep channels that is unfit for cultivation.** 1
Ans. Bad land. 1
- Q. 13 'Laterite' has been derived from which word and what is its meaning ?** 1
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- Q. 15. What are the methods of checking soil erosion ?** 1
Ans. Strip cropping, terrace farming and contour ploughing. 1
- Q. 16. Gully erosion is common in which basin ?** 1
Ans. Chambal Basin. 1
- Ans.** **Main Cause :** Large scale overgrazing has caused severe land degradation.
Measures to check include :
- (a) Afforestation and proper management of grazing.
 - (b) Planting of shelter belts of plants.
 - (c) Stabilization of sand dunes by growing thorny bushes.
 - (d) Control on overgrazing. 1×3=3
- (CBSE Marking Scheme, 2015)**
- Q. 4. Describe any three measures of controlling land degradation.** [DDE-E, 2015 Set-E][Board Term 1, 2012 (39)]
- Or**
- Explain any three steps taken to solve the problem of land degradation in India.** [Board Term 1, 2011 (5800 25)]
- Ans.** (a) Afforestation and proper management of grazing can help to some extent.
(b) Planting of shelter belts, control on overgrazing, stabilisation of sand dune by growing thorny bushes are some of the methods to check land degradation.
(c) Proper management of wastelands, control of mixing activities, proper discharge and disposal of industrial effluents and wastes after treatment can reduce land and water degradation in industrial and sub-urban areas.
- (CBSE Marking Scheme, 2011) 1×3=3**
- Q. 5. Mention any three features of arid soils.** [Board Term 1, 2014 (X30T4XE)]
- Ans.** (i) Arid soils range from red to brown in colour.
(ii) They are generally sandy in texture and saline in nature.
(iii) Due to dry climate, high temperature, evaporation is faster and the soil lacks humus and moisture.

- (iv) The lower horizons of the soil are occupied by Kankar because of the increasing calcium content downwards. (Any three) $1 \times 3 = 3$

Q. 6. 'Land is a natural resource of utmost importance'. Justify the statement with appropriate arguments. [Board Term 1, DDE-2014]

Ans. (i) We live on land, we perform our economic activities on land and we use it in different ways.

(ii) It supports natural vegetation, wildlife, human life, economic activities, transport and communication systems.

(iii) It is an asset of a finite magnitude. $1 \times 3 = 3$

Q. 8. Enumerate any three features of "regur" soil. [Board Term 1, 2012 (38), 2011 (5800 14, 20, 32, 38)]

- Ans.** (a) Regur soil is also known as black soil.
 (b) It is ideal for growing cotton, so it is also known as "black cotton soil".
 (c) It is made up of extremely fine clayey material.
 (d) It is rich in soil nutrients, calcium carbonate, magnesium, potash and lime.
 (e) It develops cracks in hot weather.
 (f) It can hold moisture and is sticky when wet.

(Any three)

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 9. Which geographical factors are responsible for the evolution of black soil? Why is it considered the most suitable for growing cotton?

[Board Term 1, 2012 (56)]

Ans. (i) Climatic conditions along with present rock material are important factors for making of black soil. The parent rock is volcanic rock.

(ii) **It is ideal for growing cotton because of the following reasons :**

- (a) It has capacity to hold moisture.
 (b) It is rich in soil nutrients such as calcium carbonate and potash.
 (c) Deep cracks in the soil help in aeration.

(Any two)

(CBSE Marking Scheme, 2012) $1+2=3$

Q. 10. Distinguish between Khadar and Bangar soils ? [Board Term 1, 2012 (63), 2011, (5800 16, 22, 34)]

Or

How are alluvial soils formed ? How is Bangar different from Khadar ?

Ans. Alluvial soil : It is soil formed by the sediments deposited by river water.

	Khadar soil	Bangar soil
(a)	It is a new alluvial soil.	It is an old alluvial soil.

(b)	Lower concentration of kankar nodules.	Higher concentration of kankar nodules.
(c)	It has more fine particles.	It has less fine particles.
(d)	It is more fertile.	It is less fertile.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 11. Explain any three factors for soil formation. [Board Term 1, 2012 (40), 2011 (5800 29, 43)]

Ans. (a) The parent rock is the first factor which provides the basic material for the formation of soil.

(b) Climate breaks the parent rock into small pieces.

(c) Vegetation : Plant and animal organisms help in the weathering of the rocks slowly but continuously.

(d) Various forces of nature such as change in temperature, actions of running water, wind and glaciers, activities of decomposers, etc. contribute to the formation of soil.

(e) Chemical and organic changes take place in the soil.

(Any three)

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 12. Mention any two human activities which are responsible for the process of soil erosion. Explain the two types of soil erosion mostly observed in India ? [Board Term 1, 2012 (45)]

Ans. Two human activities which are responsible for the process of soil erosion are deforestation and overgrazing, mining, construction, etc. (Any two) Types of Soil Erosion :

(a) **Gullies** : The running water cuts through the clayey soils and makes deep channels/gullies. The unfit land caused by gullies is called bad land or ravines.

(b) **Sheet erosion** : Water flows as a sheet over large areas down a slope. The top soil is washed away. This process is known as sheet erosion.

(CBSE Marking Scheme, 2012) $1+2=3$

Q. 13. Define the following terms :

- (a) Current fallow land
 (b) Other than current fallow
 (c) Culturable waste land [Board Term 1, 2013 (H3)]

Ans. (a) **Current fallow land** : Left uncultivation for one or less than one agricultural year.

(b) **Other than current fallow** : Left uncultivated for past 1 to 5 agricultural years.

(c) **Cultural waste land** : Left uncultivated for more than 5 agricultural years.

(CBSE Marking Scheme, 2013) $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. Describe any five distinct characteristics of 'Arid soils'. [Board Term 1, 2015 Set-6AP67LB]

- Ans.** (i) Red to brown in colour.
 (ii) Sandy in texture.

(iii) Evaporation is faster, soil lacks humus and moisture.

(iv) Soil occupied by Kankar.

(v) Kankar restricts the infiltration of water.

(CBSE Marking Scheme 2015) $1 \times 5 = 5$

Q. 2. Why is soil considered as a resource ? Explain with five arguments.

[Board Term 1, 2015 Set-C5JWEVD]

- (i) Soil is considered as a resource because it is used to satisfy our needs.
- (ii) It is the most important renewable natural resource.
- (iii) It is the medium of plant growth.
- (iv) It supports different types of living organisms on the earth.
- (v) It is the base of our life.

(CBSE Marking Scheme 2012) 5

Q. 3. Explain the two types of soil erosion mostly observed in India. Explain three human activities responsible for soil erosion.

[Board Term 1, 2015 DDE Set-M]

Ans. Types of Soil Erosion :

- (a) **Gullies** : The running water cuts through the clayey soils and makes deep channels/gullies. The unfit land caused by gullies is called bad land or ravines.
- (b) **Sheet erosion** : Water flows as a sheet over large areas down a slope. The top soil is washed away. This process is known as sheet erosion.

Two human activities which are responsible for the process of soil erosion are deforestation and overgrazing, mining, construction, etc.

(Any three)
(CBSE Marking Scheme, 2015) 1+2=3

Q. 4. What type of soil is found in the river deltas of the eastern coast ? Give four main features of this type of soil.

[NCERT]

Or

Describe alluvial soil under the following heads :

- (a) Formation
- (b) Distribution
- (c) Nurients.

[Board Term 1, 2013 (3K)]

Ans. Alluvial soil is found in the entire northern plain It is the most widely spread soil of India.

Main features of alluvial soil :

- (a) It is formed by the deposition of materials brought down by the Himalayan rivers.
- (b) It is highly fertile.
- (c) It consists of various proportions of sand, silt and clay.
- (d) It is rich in potash, phosphoric acid and lime but deficient in organic matter.
- (e) It supports a large variety of crops like paddy and sugarcane.

1+4=5 (Any four)

Value Based Questions

3-5 mark each

Q. 1. Explain any three human activities responsible for land degradation in India.

[Board Term 1, 2013 (05), 2012 (51)]

Or

How are human activities responsible for the degradation of land ?

[Board Term 1, 2011, (5800 42)]

Ans. (a) Mining : Mining sites are abandoned after excavation work is complete leaving deep scars in states such as Jharkhand, Chhattisgarh, Madhya Pradesh and Odisha. Deforestation due to mining has caused severe land degradation.

(b) Over irrigation : Over irrigation in the states of Punjab, Haryana, Western Uttar Pradesh, has caused water logging and increase in salinity of soil.

(c) Overgrazing : Overgrazing in states such as Gujarat, Rajasthan, Madhya Pradesh and Maharashtra is a huge cause due to cattle population.

(d) Industries : Mineral processing industry like grinding of limestone for cement industry and calcite and soapstone for ceramic industry generate huge quantity of dust, this retards the process of infiltration of water into the soil.

(e) Industrial Waste : Industrial effluents also have become a major source of land degradation.

(Any three) 1×3=3

(CBSE Marking Scheme, 2013)

HOTS Questions

3-5 marks each

Q. 1. Suggest any five measures to control land degradation in India.

[Board Term 1, 2014 (X30T4XE)]

Ans. Measures to control land degradation in India :

- (i) Afforestation
- (ii) Proper management of grazing
- (iii) Planting shelter belts of plants
- (iv) Stabilization of sand dunes by planting thorny bushes

(v) Proper management of waste land

(vi) Control of mining

(vii) Proper discharge of industrial effluents and wastes after treatment. (Any three) 1×3=3

Q. 2. Suggest any three methods of soil conservation suitable to Indian conditions.

[Board Term 1, 2012 (46)]

Or

What steps can be taken to control soil erosion in hilly areas?

[Board Term 1, 2011 (5800 15, 21, 30, 33, 44)]

Ans. Methods of soil conservation :

- (a) Ploughing along the contour lines can decrease the speed of water flow down the slopes.
- (b) Step or terrace cultivation on slopes restricts erosion. Western and Central Himalayas have well-developed terrace farming.
- (c) **Strip cropping** : Here large fields can be divided into strips. Strips of grass are left to grow between the crops. This breaks up the force of the wind.
- (d) **Shelter Belt Plantation** : Trees are planted in rows. These shelter belts have led to the stabilisation of sand dunes and in stabilising the desert in western India. **(Any three)**

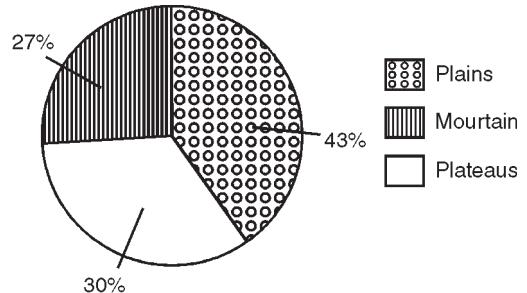
(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 3. What are the main advantages of India's land under a variety of relief features ?

[Board Term 1, 2011 (5800 37, 45)]

Ans. India has land under a variety of relief features namely; mountains, plateau, plains and islands.

- (a) **43% Land is plain** : provides facilities for agriculture and industry.
- (b) **30% Land is mountainous** : provides facilities for tourism and ecological aspects.
- (c) **Plateau (27%)** : possesses rich reserves of minerals, fossil fuels and forests.

 $1 \times 3 = 3$ 

CHAPTER

2

FOREST AND WILDLIFE RESOURCES

SYLLABUS

- *Types and distribution, depletion of flora and fauna ; conservation and protection of forests and wildlife.*



QUICK REVIEW

- We share this planet (earth) with millions of other living beings. This entire habitat that we live in has immense biodiversity.
- Humans along with all living organisms form a complex web of ecological system.
- Forests play a key role in the ecological system as these are also the primary producers on which all the other living beings depend.
- India is one of the world's richest countries in terms of its vast array of biological diversity, and has about 8% of the total number of species present in the world.
- Over 81,000 species of fauna and 47,000 species of flora are found in India.
- **Factors for the depletion of flora and fauna :**
 - (i) Expansion of the railways, agriculture, commercial and scientific forestry and mining activities.
 - (ii) Deforestation due to shifting cultivation, a type of slash and burn agriculture.
 - (iii) Large scale development projects : Clearing of forests for Narmada Sagar Project in Madhya Pradesh.
 - (iv) Mining is another factor for deforestation.
 - (v) Grazing and fuel wood collection.
 - (vi) Habitat destruction, hunting, poaching, over exploitation, environmental pollution, poisoning and forest fires are some of the factors which affect India's biodiversity.
 - (vii) Environmental destruction is also caused due to unequal access, inequitable consumption of resources and differential sharing of responsibility for environmental well-being.
 - (viii) Over population.
- **Conservation of forests and wildlife in India :**
 - (a) Conservation is the preservation of ecological diversity and our life support system—soil, water and air. It preserves the genetic diversity of animals and plants for better growth of species and breeding.
 - (b) For protecting habitat, the Indian Wildlife (Protection) Act was implemented in 1972.
 - (c) Outcomes of the Indian Wildlife (Protection) Act are :
 - (i) An all India list of protected species was published.
 - (ii) Hunting of endangered species was banned and legal protection was given to their habitats.
 - (iii) Trade in wildlife was restricted.
 - (iv) Government established national parks and wildlife sanctuaries.
 - (d) Under the Wildlife Acts of 1980 and 1986, several butterflies, moths, beetles and a dragonfly have been added to protect the species. For the first time, plants were also added in 1991 to the list.
- **Project Tiger**
 - (a) In the faunal web, tiger is one of the key wildlife species. The major threats to tiger population are many, e.g., shrinking habitat, growing human population, poaching for trade, depletion of prey, base species, growing human population etc.
 - (b) Project Tiger was launched in 1973. Initially, it showed success, but unfortunately in 1993, the tiger population had dropped to 3,600. Tiger reserves cover an area of 32137.14 sq km.

Tiger conservation not only meant to save the endangered species, but gave equal importance as a means of preserving bio types of sizeable magnitude. There are 39 tiger reserves in India. Some of them are Bandhavgarh National Park in Madhya Pradesh, Manas Tiger Reserve in Assam, Periyar Tiger Reserve in Kerala, Sariska Wildlife Sanctuary in Rajasthan, Sunderbans National Park in West Bengal and Corbett National Park in Uttarakhand.

- (c) **Types and distribution of forest and wildlife resources :** In India, most of the forest and wildlife resources are owned or managed by the Forest department. They have classified forests under the following categories :
 - (i) Reserved forests
 - (ii) Protected forests
 - (iii) Unclassed forests
- (d) Reserved and protected forests or permanent forest estate is maintained for producing timber and other forest produce and for protective reasons.
- (e) Under permanent forests the largest area is constituted by Madhya Pradesh accounting for 75% of its total forest area.

- **Community and conservation :**

- (a) Conservation strategies are not new in our country. In some areas, local communities along with government officials are struggling to conserve these habitats and secure their own long-term livelihood.
- (b) Villagers have fought against mining by citing Wildlife Protection Act in Sariska Tiger Reserve, Rajasthan.
- (c) In the Alwar district of Rajasthan, inhabitants of five villages have declared 1,200 hectares of forest as the **Bhairodev Dakav 'Sonchuri'**. They set their own rules and regulations which prohibited hunting and are protecting the wildlife against any outside encroachment.
- (d) The Mundas and Santhals of Chota Nagpur region worship mahua and kadamba tree. The tribals of Odisha and Bihar worship the tamarind and mango during weddings.
- (e) The famous Chipko movement in the Himalayas resisted deforestation paving way for community afforestation.
- (f) The Beej Bachao Andolan in Tehri and Navdanya promotes diversified crop production using minimum synthetic chemicals.
- (g) In India Joint Forest Management (JFM) programme was launched in 1988 and the state of Odisha was the first one to take its resolution.
- (h) JFM furnishes a good example for involving local communities in the management and restoration of degraded forests.



KNOW THE TERMS

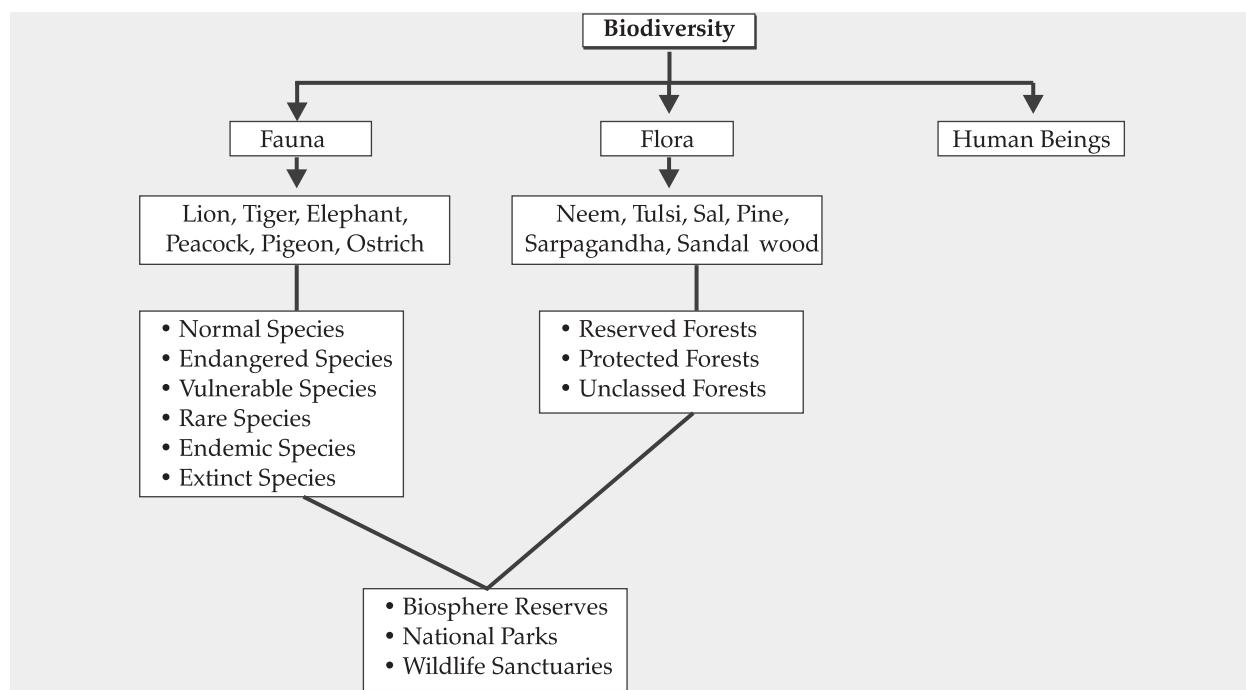
- **Fauna :** Animal species found on the earth in natural environment.
- **Flora :** Plant species found on the earth.
- **Biodiversity :** It is the sum total of all varieties of plants, animals and micro-organisms found within a specified geographic region.
- **Afforestation :** The process of planting areas of land with trees in order to form a forest.
- **Normal Species :** Species whose population is normal for their survival, such as cattle, sal, pine, rodents etc.
- **Endangered Species :** These are species which are in danger of extinction, such as - blackbuck, crocodile, Indian rhino, etc.
- **Vulnerable Species :** These are species whose population has decreased over a period of time and are in danger of extinction, such as Gangetic dolphin, Asiatic elephant, etc.
- **Rare Species :** Species which are small in number and in danger of extinction if not been taken care of such as Himalayan brown bear, hornbill, etc.
- **Endemic Species :** These are species which are only found in some particular areas usually isolated by natural or geographical barriers. **Example :** Andaman teal, Nicobar pigeon, etc.
- **Extinct Species :** These are the species which have vanished from a local area, region, country, continent or the entire earth. **Example :** Asiatic cheetah.
- **Ecosystem or Ecological System :** This is a system formed by the interaction of a community of organisms with their physical environment.
- **Reserved Forests :** These forests are regarded as the most valuable as far as the conservation of forest and wildlife resources are concerned.
- **Protected Forests :** The forest land that is protected from any further depletion.
- **Unclassed Forests :** These are other forests and wastelands that belong to both government and private individuals and communities.
- **Biosphere Reserves :** These are multipurpose protected areas created to deal with the issue of conservation of biodiversity and its sustainable use.
- **Deforestation :** The process of destroying forests at a large scale.



KNOW THE LINKS

1. Asiatic Cheetah
<http://www.bbc.co.uk/nature/life/cheetah#p00715gc>
2. Project Tiger
<http://projecttiger.nic.in/FAQ.asp>
3. Project Elephant
<http://moef.nic.in/pe/pe.html>
4. Joint Forest Management in Rajasthan
<http://www.youtube.com/watch?v=wJFTUbqd8Ww>

FLOWCHART



TOPIC-1

Bio Diversity or Biological Diversity The Himalayan Yew in Trouble

Very Short Answer Type Questions

1 mark each

Q. 1. How much forest area was converted into agricultural land all over India according to the Forest Survey of India between 1951 and 1980 ?

[Board Term 1, 2015 Set-C5JVWED]

Ans. 26,200 sq. km. 1

Q. 2. What is the main reason for the depletion of flora and fauna ? [Board Term 1, 2015 DDE Set-E]

Ans. Insensitivity to our environment. 1

Q. 3. Which organization of International level has classified existing plants and animal species of the world. [Board Term 1, 2015 Set-XOKG2SB]

Ans. International Union for Conservation of National and Nature Resources (IUCN). 1

Q. 4. Name an endangered species.

[Board Term 1, NCT-2014]

Ans. Blackbuck, Indian rhino, crocodile, Indian wild ass. (Any one) 1

Q. 8. Write the examples of endemic species.

Ans. Mithun, Nicobar Pigeon and Andaman wild pig. 1

Q. 9. Which two factors are majorly responsible for depletion of forest resources ?

Ans. Grazing and fuel-wood collection. 1

Q. 11. Write the examples of rare species ?

Ans. Hornbill, Himalayan brown bear, wild Asiatic buffalo and desert fox. 1

Q. 12. Write the examples of extinct species ?

Ans. Asiatic cheetah, Pink head buck. 1

Q. 16. What do you mean by madhuca insignis and hubbardia heptaneuron ?

Ans. Madhuca insignis means a wild variety of Mahua. Hubbardia heptaneuron refers to a species of grass. 1

Q. 17. How many species of fauna and flora are found in our country ?

Ans. 81,000 species of fauna and 47,000 species of flora are found in our country. 1

Short Answer Type Questions

3 marks each

Q. 1. "Large-scale development projects have also contributed significantly to the loss of forests."

Justify this statement with relevant examples.

[Board Term 1, DDE 2015 Set-M]

Ans. (i) Since 1951, over 5000 sq km forest was cleared for river valley projects.

(ii) Clearing of forests is still continuing with projects like the Narmada Sagar Project in Madhya Pradesh which would inundate 40,000 hectares of forest.

(iii) Mining is another important factor behind deforestation. $1 \times 3 = 3$

Q. 2. Distinguish between endangered species and vulnerable species of wild animals. Give one example of each.

[Board Term 1, DDE-2014]

Ans.

	Endangered Species		Vulnerable Species
(i)	These are the species which are in danger of extinction.	(i)	These are the species whose population has decreased over a period of time and in danger of extinction.
(ii)	The survival of these species is difficult if the negative factors that have led to a decline in their population are not checked in time.	(ii)	A vulnerable species is a step short of an endangered species, which in turn is a step short of an extinct species.
(iii)	Example : Black buck.	(iii)	Example : Gangetic dolphin.

$1 \times 3 = 3$

Q. 3. What is Biodiversity ? Why is biodiversity important for human lives ? Explain. [NCERT]

[Board Term 1, 2012 (39), 2011 (580018, 40, 44), 2010 (B2)]

Ans. Biodiversity is immensely rich in wildlife and cultivated species, diverse in form and function but closely integrated in a system through multiple network of interdependence.

Biodiversity is important for human life because :

- (a) It forms an ecological system keeping the air, water and soil in balance.
- (b) It provides us medicines and different types of things which are useful for our survival.
- (c) It makes the planet Earth safe. **(Any two) $1 \times 3 = 3$**

Q. 4. Classify Indian forests into three categories. Write the main feature of each.

[Board Term 1, 2012 (52)]

Ans. Classification of forests :

- (a) **Reserved Forest** : They are regarded as most valuable as far as the conservation of forest and wildlife resources are concerned . Jammu and Kashmir, Andhra Pradesh, Uttaranchal, Kerala, Tamil Nadu, West Bengal and Maharashtra have large areas of reserved forests.
- (b) **Protected Forest** : Almost one-third of total forest area is protected forest. This forest land is protected from any further depletion. Bihar, Haryana, Punjab, Himachal Pradesh, Odisha and Rajasthan have a bulk of it under protected forests.
- (c) **Unclassed Forests** : There are other forests and wastelands belonging both government and private individuals and communities. All North Eastern states and parts of Gujarat have high % of their forests as unclassed forests. $1 \times 3 = 3$

Q. 5. How have human activities affected the depletion of flora and fauna ? Explain. [NCERT]

[Board Term 1, 2012, 2011, 2010]

- Ans.** (a) Habitat destructions agricultural expansion has resulted in destruction of habitat.
- (b) Hunting is carried out illegally, thereby, decreasing the number of animals.
 - (c) Poaching is done and parts of animals are sold for profit.
 - (d) Overexploitation of resources, cutting of trees for profit motive without replanting and conserving.
 - (e) Environmental pollution caused by industries destroys soil and water.

(f) Poisoning the forest. **(Any three) $1 \times 3 = 3$ (CBSE Marking Scheme, 2012)**

Q. 6. What is Himalayan Yew ? Why is it under great threat at present ? [Board Term 1, 2012 (35)]

Ans. It is a medicinal plant.

- (a) Overexploitation of the tree has led to drying up of many yew trees in Himachal and Arunachal Pradesh.
- (b) The biggest selling anti-cancerous drug in the world, taxol, is extracted from it to treat cancers. **(CBSE Marking Scheme, 2012) $1\frac{1}{2} + 1\frac{1}{2} = 3$**

Q. 7. Write any three factors which are responsible for large scale deforestation in India.

[Board Term 1, 2011 (580023, 28, 33)]

Ans. Three factors which are responsible for large scale deforestation in India are :

- (a) The greatest damage inflicted on Indian forests was during the colonial period due to the expansion of the railways, agriculture, commercial and scientific forestry and mining.
- (b) Agricultural expansion continues to be one of the major causes of depletion of forest resources. Between 1951 and 1980, according to the Forest

Survey of India, over 26,200 sq. km. of forest area was converted into agricultural land all over India.

(c) Substantial parts of the tribal belts, especially in the north eastern and central India, have been deforested or degraded by shifting cultivation (Jhum), a type of 'slash and burn' agriculture. $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. Classify forests of India on the basis of their characteristics. [Board Term 1, DDE-2015, Set-M]

Ans. Classification of forests :

- (a) **Reserved Forest** : They are regarded as most valuable as far as the conservation of forest and wildlife resources are concerned. Jammu and Kashmir, Andhra Pradesh, Uttaranchal, Kerala, Tamil Nadu, West Bengal and Maharashtra have large areas of reserved forest.

- (b) **Protected Forest** : Almost one-third of total forest area is protected forest. This forest land is protected from any further depletion. Bihar, Haryana, Punjab, Himachal Pradesh, Odisha and Rajasthan have a bulk of it under protected forest.
- (c) **Unclassed Forests** : There are other forests and wastelands belonging both government and private individuals and communities. All North Eastern states and parts of Gujarat have high % of their forests as unclassed forests. $1 \times 3 = 3$



TOPIC-2

Conservation of Forest and Wildlife in India

Very Short Answer Type Questions

1 mark each

Q. 1. Name a few trees that are considered sacred in India ?

Ans. Peepal, Banyan and Mango. 1

Q. 2. What was the aim of Chipko Movement ?

Ans. Forest conservation. 1

Q. 3. Name the state in which Corbett National Park is located.

Ans. Uttarakhand. 1

Q. 4. Sundarbans National Park is located in which state ?

Ans. West Bengal. 1

Q. 5. When was Project Tiger launched ?

Ans. In 1973. 1

Q. 6. Which community in India is famous for protecting the black buck ?

Ans. Bishnois. 1

Q. 7. Which conservation strategy do not directly involve community participation ?

Ans. Demarcation of wildlife sanctuaries. 1

Q. 8. Expand JFM.

Ans. Joint Forest Management. 1

Short Answer Type Questions

3 marks each

Q. 1. What is Joint Forest Management Programme ? Which was the first state to adopt this programme ? [Board Term 1, 2015 Set-6AP67LB]

- Ans. (i)** A programme which involves local communities in the management and restoration of degraded forests. It involves local communities and land managed by forest department.
- (ii)** This programme was first passed in 1988 by the state of Orissa.

(CBSE Marking Scheme 2015) $1\frac{1}{2} + 1\frac{1}{2}$

Q. 2. What efforts or steps were taken by the government to protect forests and wildlife of the country ?

[Board Term 1, NCT-2014]

Or

Write a note on good practices towards conserving forest and wildlife.

[NCERT]

Or

Explain any three measures taken by the Indian government to protect wildlife.

[Board Term 1, 2011 (580014, 43) 2010 (B1)]

Ans. Measures taken by the Indian government to protect wildlife are :

- (a)** The Indian Wildlife Protection Act was implemented in 1972 with various provisions for protecting habitats.
- (b)** An All-India list of protected species was also published.
- (c)** To protect the remaining population of certain endangered species government has banned hunting, given legal protection of the habitats of those species and restricted trade in wild life.

- (d) Central and many state governments have established national parks and wildlife sanctuaries. (Any three) $1 \times 3 = 3$

Q. 3. Analyse the involvement of different traditional communities to conserve their own natural habitats in India. [Board Term 1, 2012 (34, 36)]

Or

Describe how communities have conserved and protected forests and wildlife in India ? [NCERT]

- Ans.** (a) People of Sariska Tiger Reserve are fighting against mining.
 (b) The villages of five districts of Alwar declared 1200 hectares of forest Bhairodev Dakar "Sonchuri".
 (c) People involved in "Chipko Movement" resisted deforestation.
 (d) The Mundas and Santhals of Chhotanagpur forest region worship trees-mahua and kadamba.
 (e) People working some trades involved in joint forest management. (Any three)

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. Write a note on Joint Forest Management. [Board Term 1, 2011 (A2)]

- Ans.** (a) In India, the Joint Forest Management programme furnishes a good example for involving local communities in the management and restoration of degraded forests.
 (b) The programme has been in formal existence since 1988 when the state of Odisha passed the first resolution for Joint Forest Management.

- (c) Joint Forest Management depends on the formation of local (village) institutions that undertake protection activities mostly on degraded forest land managed by the forest department.
 (d) In return, the members of these communities are entitled to intermediary benefits like non-timber forest produces and share in the timber harvested by 'successful protection'. $4 \times 1\frac{1}{2} = 5$

Value Based Questions

3-5 marks each

Q. 1. With the help of three examples show how communities have carried out conservation of flora and fauna in India ? [Board Term 1, 2013 (10S), 2011 (5800, 30, 35), 2010 (B1)]

- Ans.** In some areas of India, local communities are struggling to conserve these habitats alongwith government officials reognizing that only this will secure their own long-term livelihood. It is proved by the following examples :
 (a) In Sariska Tiger Reserve, Rajasthan, villagers have fought against mining by citing the Wildlife Protection Act. In many areas, villagers themselves are protecting habitats and explicitly rejecting government involvement.
 (b) The inhabitants of five villages in the Alwar district of Rajasthan have declared 1,200 hectares of forest as the Bhairodev Dakar 'Sonchuri', declaring their own set of rules and regulations which do not allow hunting, and are protecting the wildlife against any outside encroachments.
 (c) The famous Chipko Movement in the Himalayas has not only successfully resisted deforestation in several areas but has also shown that community afforestation with indigeneous species can be enormously successful.
 (d) Farmers and citizens' groups such as the Beej Bachao Andolan in Tehri and Navdanya have shown that adequate levels of diversified crop production without the use of synthetic chemicals are possible and economically viable. (Any three)

(CBSE Marking Scheme, 2013) $1 \times 3 = 3$

Q. 2. Why is it necessary to increase the area of forest in India? [Board Term 1, 2011 (580015)]

Ans. It is necessary to increase the area of forest in India because :

- (a) So far forest area is below the recommended ratio of 33% to total geographical area.

- (b) To combat global warming, ozone depletion and tsunami like disaster.
 (c) A number of animals and plant species are endangered or extinct due to depletion of forests.

$1 \times 3 = 3$

Q. 3. Assess the need for the conservation of forests and wildlife in India.

[Board Term 1, 2014 (X30T4XE)]

- Ans.** The is a need for the conservation of forests and wildlife in India because :
 (i) Conservation preserves the ecological diversity and our life support systems such as water, air and soil.
 (ii) It also preserves the genetic diversity of plants and animals for better growth of species and breeding.
 (iii) For example, the plants, animals and micro-organisms re-create the quality of air that we breathe, the water we drink and the soil that produces our food without which we can not survive.

$1 \times 3 = 3$

Q. 4. "The tree is a peculiar organism of unlimited kindness and benevolence and makes no demand for its sustenance, and extends generously the products of its life activity. It affords protection to all beings, offering shade even to the axemen who destroy it". Study the paragraph and answer the following questions :

- (a) What is the nature of a tree ?
 (b) What are the moral values that we learn from the life of a tree ?

[Board Term 1, 2013 (H35)]

- Ans.** (a) It extends generously the products of its life and provides protection to all beings.

- (b) The moral values that we learn from the life of a tree are that we should also be kind and benevolent like a tree and always extend our help to the needy people.

(CBSE Marking Scheme, 2013) $1\frac{1}{2} + 1\frac{1}{2} = 3$

HOTS Questions

3-5 marks each

Q. 1. Why do we need to conserve our forests and wildlife ? Explain any two steps taken by the government to protect forests and wildlife resources. [Board Term 1, DDE-2014]

Ans. (a) We need to conserve our forests and wildlife because :

- (i) Conservation preserves the ecological diversity and our life support system : air, water and soil.
- (ii) Conservation also preserves the genetic diversity of plants and animals for better growth of species and breeding.
- (iii) It makes the planet Earth safe.

(b) Steps taken by the government to protect forests and wild life resources :

- (i) The Indian Wildlife Protection Act was implemented in 1972 with various provisions for protecting habitats.
 - (ii) Central and many state governments have established national parks and wildlife sanctuaries.
- 1+2=3**

Q. 2. Describe any five different types of species of flora and fauna as per the classification given by IUCN. [Board Term 1, 2014 (WQ7FXWC)]

Ans. They can be classified in the following ways :

- (i) **Normal Species** : Species whose population is normal for their survival. For example : Cattle, sal, pine, rodents, etc.
 - (ii) **Endangered Species** : These are species which are in danger of extinction. For example : Black buck, crocodile, sangai etc.
 - (iii) **Vulnerable Species** : These are species whose population has decreased over a period of time and danger of extinction. For example : blue sheep, Asiatic elephant, etc.
 - (iv) **Rare Species** : Species which are small in number and in danger of extinction if not been taken care of. For example : brown bear, desert fox, hornbill, etc.
 - (v) **Endemic Species** : These are species which are only found in some particular areas usually isolated by natural or geographical barriers. For example : Andaman teal, mithun, etc.
 - (vi) **Extinct Species** : These species have vanished from a local area, region, country, continent or the entire earth. For example : Asiatic Cheetah, pink head duck, etc.
- (Any five) 1×5=5**

Q. 3. 'Nature - worship is an old age belief'. Explain how has it helped in the conservation of forests and wild life. [Board Term 1, KVS-2014]

Ans. It has helped in the conservation of forests and wildlife in the following ways :

- (i) Such beliefs have preserved several virgin forests in pristine form called Sacred Groves. These parts of large forests have been left untouched by local people.
- (ii) Certain societies like the Mundas and the Santhals revere a particular tree which they have preserved since time immemorial.

- (iii) To many of us, Peepal and Banyan trees are considered sacred.

- (iv) Sacred qualities are often ascribed to springs, mountain peaks, plants and animals which are closely protected.

- (v) One can find troops of macaques and langurs around many temples. They are fed daily and are treated as a part of temple devotees.
- 1×5=5**

Q. 4. "Forests play a key role in the ecological system." Highlight the values of forest in our life. [Board Term 1, 2013 (3K)]

Or

Explain three reasons why we need to save the biodiversity of our planet ?

[Board Term 1, 2011 (580024, 29, 34)]

Ans. We need to save the biodiversity of our planet because :

- (a) Human beings alongwith all living organisms form a complex web of ecological system in which they are only a part and are very much dependent on this system for their existence.
 - (b) The plants, animals and micro-organisms re-create the quality of the air we breathe, the water we drink and the soil that produces our food without which we cannot survive.
 - (c) Forests play a key role in the ecological system as these are also the primary producers on which all other living beings depend.
- (CBSE Marking Scheme, 2013) 1×3=3**

Q. 5. Mention any four major threats to the population of tiger ? Explain the efforts made by the government to protect them.

[Board Term 1, 2013 (H3)]

Or

Write a brief note on 'Project Tiger'.

[Board Term 1, 2011 (5800, 13, 19, 38, 42), 2010 Set (A1)]

Ans. Tiger is one of the key wildlife species in the faunal web. In 1973, the authorities felt that the tiger population had dwindled to 1,827 from an estimated 55,000 at the turn of the century. Major threats to tigers are poaching for trade, shrinking habitat, depletion of prey based species, growing human population, etc.

'Project Tiger' is one of the well-publicised wildlife campaigns in the world that was launched in 1973. In 1993, the population of tiger had dropped to 3,600. There are 39 tiger reserves in India.

Corbett National Park in Uttarakhand, Sunderbans National Park in West Bengal, Bandhavgarh National Park in Madhya Pradesh, Sariska Wildlife Sanctuary in Rajasthan, Manas Tiger Reserve in Assam and Periyar Tiger Reserve in Kerala are some of the tiger reserves of India.

(CBSE Marking Scheme, 2013) 3



CHAPTER

3

WATER RESOURCES

SYLLABUS

- *Sources ; distribution; utilization ; multipurpose projects ; water scarcity ; need for conservation and management; rainwater harvesting (one case study to be introduced).*



QUICK REVIEW

- 3/4th of the earth's surface is covered with water, but fresh water accounts for a small proportion. Fresh water is mainly obtained from surface run off and ground water which is continually renewed and recharged through the hydrological cycle.
 - **Water scarcity :** Due to variations in seasonal and annual precipitation, the availability of water varies over place and time. Water scarcity is mainly caused due to the excessive use and unequal access to water for different social groups.
 - **An area having ample water resources can have to face water scarcity due to the following reasons :**
 - (i) Greater demand for water by large and growing population and unequal access to it.
 - (ii) Water resources are being over-exploited to expand agriculture and consequently ground water levels are falling.
 - (iii) Post independent India has witnessed intense industrialisation and urbanisation, exerting increasing pressure on fresh water resources.
 - (iv) Multiplying urban centers with large and dense populations have further aggravated the problem of water scarcity.
 - In housing societies or colonies, most of the houses have their own ground water pumping devices to meet the water needs. Thus, water resources are being overexploited.
- Multi-purpose River Projects and Integrated Water Resource Management :**
- The history reveals use of many sophisticated hydraulic structures from ancient times, such as dams of stone, reservoirs or lakes, embankments and canals for irrigation.
 - Some ancient hydraulic structures are listed below :
 - (i) Sringeripura near Allahabad had a sophisticated water harvesting system, which channelised the flood water of Ganga river. It dates back to 1st century B.C.
 - (ii) There are many extensively built dams, lakes and irrigation systems. The most important lake is Sudarshan lake.
 - (iii) Bhopal lake is one of the largest artificial lakes built in the 11th century A.D.
 - (iv) In the 14th century, the tank in Hauz Khas, Delhi was constructed by Iltutmish for supplying water to the Siri Fort area.
 - **Uses of dams :**
 - (i) Irrigation.
 - (ii) Electricity generation.
 - (iii) Water supply for domestic and industrial uses.
 - (iv) Flood control.
 - (v) Recreation.
 - (vi) Inland navigation.
 - (vii) Fish breeding.
 - Thus, dams are now referred to as multipurpose projects.
 - J.L. Nehru proudly proclaimed dams as the temples of modern India because of their potential to integrate development of agriculture and the village economy with rapid industrialisation and growth of the urban economy.
 - **Reasons for opposing multi-purpose projects :**
 - (i) Poor sediment flow.
 - (ii) Excessive sedimentation at the bottom of the reservoir.

- (iii) Poorer habitats for the rivers' aquatic life.
- (iv) Difficult for aquatic fauna to migrate.
- (v) Submerge the existing vegetation and soil leading to its decomposition over a period of time.
- **Rain water harvesting :** Rain water harvesting system was a viable alternative of multipurpose projects both socio-economically and environmentally. Roof-top rain water harvesting was commonly practised in Rajasthan to store drinking water.
- In arid and semi-arid regions of Rajasthan, almost all houses traditionally had underground tanks for storing drinking water.
- Rain water is also referred to as palar pani and it is considered as the purest form of natural water.
- Roof-top rain water harvesting is the most common practice in Shillong in Meghalaya.
- Tamil Nadu is the first and the only state in India which has made roof-top rain water harvesting structures compulsory. There are legal provisions to punish the defaulters.



KNOW THE TERMS

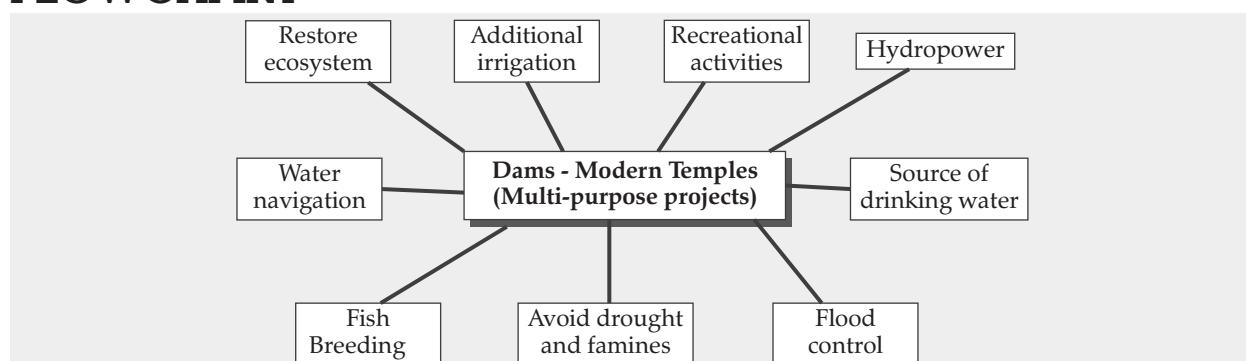
- **Hydrological Cycle :** This is the journey that water takes as it circulates from the land to the sky and back again. It is also known as the 'water cycle'.
- **Fresh Water :** Water not from the sea and is not salty or brackish.
- **Ground Water :** The water which exists below the ground surface is the zone of saturation and can be extracted through well or any other means or emerges as springs and base flows in streams and rivers.
- **Hydraulic Structure :** All dams, lakes, canals, wells and ponds etc. in which rainwater is collected.
- **Hydroelectricity :** It is the power which is generated with the help of running water.
- **Dam :** A dam is a barrier across flowing water that obstructs, directs or retards the flow, often creating a reservoir, lake or impoundment.
- **Multipurpose Project :** A multi-purpose project or river valley project serves a number of purposes simultaneously such as irrigation, flood control, generating hydroelectricity and tourism, e.g., the Bhakra Nangal Dam.
- **Rain Water Harvesting :** Rainwater harvesting is gathering, accumulating and storing rainwater for different uses.
- **Aquifer :** A layer of rock or soil which can absorb and hold water.
- **Water Scarcity :** Shortage of water as compared to its demand is known as water scarcity.
- **Guls or Kuls :** In hilly and mountainous regions, people build diversion channels like the 'Guls' or 'Kuls' of Western Himalayas for agriculture.
- **Inundation Canal :** It is meant to direct flood waters during the rainy season.
- **Drip Irrigation :** It is a type of irrigation in which water gets dropped in the form of drips close to roots of the plants in order to conserve the moisture.
- **Surface Runoff :** This is the water flow that occurs when the soil is infiltrated to full capacity and excess water from rain, melted snow or other sources flows over the land.



KNOW THE LINKS

1. **Traditional Rural Water Harvesting Structures**
<http://www.rainwaterharvesting.org/Rural/Traditional3.html>
2. **Water distribution on the Earth**
<http://ga.water.usgs.gov/edu/earthwherewater.html>

FLOWCHART



**TOPIC-1**

Water Scarcity and the need for water Conservation; Multipurpose river projects & Integrated Water Resource Management

Very Short Answer Type Questions

1 mark each

Q. 1. Name any one river valley project which has significantly contributed to the loss of forests.

[Board Term 1, 2014 (WQ7FXWC)]

Ans. Sardar Sarovar Dam. 1

Q. 2. How much of the earth surface is covered with water?

Ans. About 3/4th. 1

Q. 3. Write the major source of fresh water in India?

Ans. Ground water. 1

Q. 4. How much percent of the total volume of world's water is estimated to exist as fresh water?

Ans. 2.5 percent. 1

Q. 5. What percentage of the total volume of world's water is estimated to exist as oceans?

Ans. 96.5%. 1

Q. 6. What is the interpretation of Falken mark, a Swedes expert about water stress and water availability?

Ans. He interpreted that water stress occurs when water availability is between 1,000-1,600 cubic metre per person per year. 1

Q. 7. What are the causes of water scarcity?

Ans. Rapid growth of population, uneven distribution of water resources and increase in demand of water. 1

Q. 8. Which largest artificial lake was built in 11th century?

Ans. Bhopal lake. 1

Q. 9. On which river has Hirakud Dam been constructed?

Ans. River Mahanadi. 1

Q. 10. On which river 'Bhakhra Nangal Dam' has been constructed?

Ans. River Satluj. 1

Q. 11. Who proclaimed dams as the temple of modern India?

Ans. Jawaharlal Nehru. 1

Q. 12. Which river is known as the river of sorrow?

Ans. Damodar river. 1

Q. 13. Name two social movements which were against the multi purpose projects.

Ans. Narmada Bachao Andolan and Tehri Dam Andolan. 1

Q. 14. Nagarjuna Sagar Dam is built on which river?

Ans. Krishna. 1

Q. 15. On which river Salal Dam is built?

Ans. Chenab. 1

Q. 16. In which regions the release of water from dams during heavy rains aggravated the flood situation in 2006?

Ans. Maharashtra and Gujarat. 1

Short Answer Type Questions

3 marks each

Q. 1. Mention any four main objectives of multipurpose River Valley Projects. Name any two Multipurpose Projects of India.

[Board Term 1, 2015, Set-6AP67LB]

Ans. Objectives of Multi-purpose Projects :

- (i) Control floods and supply water during drought.
- (ii) Provide irrigation facilities.
- (iii) Generate electricity.
- (iv) Supply water for domestic and industrial uses.
- (v) Recreation.
- (vi) Inland navigation. (Any three)

(CBSE Marking Scheme 2015) 3

Q. 2. Water scarcity in most cases is caused by over exploitation, excessive use and unequal access to water among different social groups. Explain the meaning of the statement with the help of examples. [Board Term 1, 2015, Set-XOKG2SB]

Ans. We can understand the meaning of the above statement through these example :

(i) After a heavy downpour, a boy collects drinking water in Kolkata.

(ii) A Kashmiri earthquake survivor carries water in the snow in a devastated village.

(iii) A Rajasthani woman balances her matka and travel large distances to collect water. 1×3=3

Q. 3. Why did Jawaharlal Nehru proclaim the dams as the "temples of modern India"? Explain any three reasons. [Board Term 1, 2014 (R9UJGYG)]

[School of Yavatmal, 2015]

Ans. Jawaharlal Nehru proclaimed the dams as the "temples of modern India" because :

- (i) They eliminate or reduce flooding.
- (ii) Provide water for agriculture.
- (iii) Provide water for human and industrial consumption.
- (iv) Provide hydroelectricity for houses and industries. (Any three) 1×3=3

Q. 4. How have intensive industrialization and urbanization posed a great pressure on existing fresh water resources in India. Explain.

[Board Term 1, KVS-2014]

Or

How does urbanization and urban lifestyle lead to over exploitation of water resources ? Explain.

[Board Term 1, 2013 (3K)]

Or

How have intensive industrialization and urbanization posed a great pressure on existing fresh water resources in India ? Explain.

[Board Term 1, 2012 (36)]

Ans. Post independent India witnessed intensive industrialisation and urbanisation.

- (a) Arrival of MNC's : Apart from fresh water they require electricity which comes from hydroelectric power.
- (b) Multiplying urban centers with large and dense populations and urban life styles have not only added to water and energy requirements but have further aggravated the problem.
- (c) Large-scale migration from rural to urban areas is causing over exploitation of water resources.

(CBSE Marking Scheme, 2013) $1 \times 3 = 3$

Q. 5. List any three advantages and three disadvantages of Multipurpose River Project.

[Board Term 1, 2013 (H3), 2012 (35)]

Or

What are the advantages and disadvantages of multipurpose river project. [NCERT]

[Board Term 1, NCT-2014]

Ans. Advantages :

- (a) These are the main source of power generation.
- (b) They provide us neat, pollution free and cheapest energy which is the backbone of industry and agriculture.
- (c) These projects control the floods because water can be stored in them. These projects have converted many, 'rivers of sorrows' into 'rivers of boon'.
- (d) These projects are the main source of irrigation and also help in conserving soil.

Disadvantages :

- (a) Due to the construction of dams, there are no adequate floods in the river. Because of this,

the soil of the downstream region does not get nutrient rich silt.

- (b) Dams also fragment rivers making it difficult for aquatic fauna to migrate for spawning, i.e., to produce eggs.
- (c) It resulted in displacement of local communities. The local people often have to give up their land and livelihood and their meagre access and control over resources for the greater need of the nation.

$1\frac{1}{2} + 1\frac{1}{2} = 3$

(CBSE Marking Scheme, 2013)

Q. 6. Highlight any three hydraulic structures as part of water management programmes initiated in ancient India along with the period when they were built. [Board Term 1, 2012 (34, 36, 55), 2011 (580018, 27, 33)]

Ans. Sophisticated hydraulic structures like dams build of stone rubble, reservoirs or lakes, embankments and canals for irrigation were built in various regions of the country.

- (a) A sophisticated water harvesting system channelling the flood water of river Ganga was built at Sringeri near Allahabad in the 1st century B.C.
- (b) Nagarjunakonda in Andhra Pradesh, Bennur in Karnataka, Kolhapur in Maharashtra and Kalinga in Odisha have evidences of irrigation structures.
- (c) In the 11th century, Bhopal Lake, one of the largest artificial lakes of its time was built.
- (d) The tank in Hauz khas, Delhi was constructed by Iltutmish in the 14th century to supply water to Siri Fort Area.

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

(CBSE Marking Scheme, 2012)

Q. 7. Why is groundwater a highly overused resource ? [Board Term 1, 2011 (580034)]

Ans. Groundwater is a highly overused resource because of the following reasons :

- (a) Due to large and growing population and consequent greater demands for water and unequal access to it.
- (b) To facilitate higher food grain production for large population, water resources are being over exploited to expand irrigated areas and dry season agriculture.
- (c) In the housing societies or colonies in the cities, there is an arrangement of own ground water pumping devices to meet water needs.

$1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. Explain any three reasons responsible for water scarcity in India ?

[Board Term 1, 2013, 2011 (580013, 23, 45)]

Or

Water is available in abundance in India even then scarcity of water is experienced in major parts of the country. Explain it with four examples.

Ans. (a) The availability of water resources varies over space and time, mainly due to the variations in seasonal and annual precipitation.

- (b) Over-exploitation, excessive use and unequal access to water among different social groups.

(c) Water scarcity may be an outcome of large and growing population and consequent greater demands for water. A large population means more water to produce more food. Hence, to facilitate higher food-grain production, water resources are being over exploited to expand irrigated areas for dry-season agriculture.

(d) Most farmers have their own wells and tubewells in their farms for irrigation to increase their production. But it may lead to falling groundwater levels, adversely affecting water availability and food security of the people. Thus, inspite of abundant water there is water scarcity.

(CBSE Marking Scheme, 2013) $1\frac{1}{4} \times 4 = 5$



TOPIC-2 Rainwater Harvesting

Very Short Answer Type Questions

1 mark each

Q. 1. Which water is recharged by roof-top rainwater harvesting technique ?

Ans. Ground water. 1

Q. 2. In which region, people built 'Guls' or 'Kuls' for irrigation ?

Ans. Western Himalayas. 1

Q. 3. Mention one state where canal irrigation has developed.

Ans. Nagaland.

1

Q. 4. Which state has made roof-top rainwater harvesting structure compulsory to all the houses across the state ?

Ans. Tamil Nadu. 1

Q. 18. In which state Bamboo drip irrigation, is prevalent ?

Ans. Meghalaya. 1

Short Answer Type Questions

3 marks each

Q. 1. Describe any three traditional methods of rainwater harvesting adopted in different parts of India. [Board Term 1, 2014 (X30T4XE)]

[Board Term 1, 2015 Set-C5JWEVD]

Or

"Rain water harvesting system is viable alternative both socially, economically and environmentally". Support the statement with three examples.

[Board Term 1, 2012 (33)]

Or

Describe any three different rain water harvesting systems practised in India.

[Board Term 1, 2012 (45)]

Ans. (a) In hilly and mountainous regions, people built diversion channels like 'gul' or 'kul' in Western Himalaya for agriculture.

(b) Roof-top rain water harvesting was commonly practised to store drinking water particularly in Rajasthan.

(c) In West Bengal, people develop inundation channels to irrigate their fields.

(d) In semi-arid regions agricultural fields were converted into rain fed storage structures called Khadins and Johads that allowed the water to stand and moist the soil. (Any three)

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 2. Explain the working of underground tanks as a part of roof top rainwater harvesting system practised in Rajasthan. [DDE-2015, Set-M]

[Board Term 1, 2014 (WQ7FXWC), (R9UJGYG), 2012 (34, 39), 2011 (580040), 2010 (C1)]

Or

How were the underground tanks beneficial to the people of Rajasthan ? Explain.

[Board Term 1, 2012 (37)]

Or

Discuss how rainwater harvesting in semiarid regions of Rajasthan is carried out. [NCERT]

Ans. (i) In semi-arid and arid regions of Rajasthan almost all the houses traditionally had underground tanks for storing drinking water. They are extremely reliable source of drinking water when other sources are dried up. This is considered the purest form of natural water.

(ii) The tanks can be as large as big rooms.

(iii) The tanks were part of the well-developed roof-top rainwater harvesting system.

(iv) The tanks were built inside the main house or the courtyard giving cooling effect to the rooms in the summer.

(v) Those tanks were connected to the sloping roofs of the houses through a pipe.

(vi) Rain falling on these rooftops would travel down the pipe and stored in these underground tank's.

(vii) Usually first rain water is not collected to clean the rooftop and the pipe. (Any three) (CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 3. What is Bamboo Drip Irrigation? Mention any two features of it. [Board Term 1, 2012 (33)]

Ans. Bamboo Drip Irrigation system is a 200 year old system of tapping stream and spring water by using bamboo pipe and transporting water from higher to lower regions through gravity.

Features :

- (a) 18-20 liters of water enters the bamboo pipe system, get transported over hundreds of meters

and finally reduces to 20-80 drops per minute at the site of the plant.

- (b) The flow of water into the pipes is controlled by manipulating the pipe positions.

(CBSE Marking Scheme, 2012) 1+2=3

Long Answer Type Questions

5 marks each

Q. 1. Why is roof top water harvesting important in Rajasthan ? Explain. [Board Term 1, KVS-2014]

Ans. Roof top water harvesting is important in Rajasthan because :

- (i) It was commonly practised to store drinking water.
- (ii) The rainwater can be stored in the tankas till the next rainfall making it an extremely reliable source of drinking water when all other sources are dried up, particularly in the summers.
- (iii) Rain water, or palar pani, as commonly referred to in these parts, is considered the purest form of natural water.
- (iv) Many houses construct underground rooms adjoining the 'tanka' to beat the summer heat as it would keep the room cool.
- (v) Some houses still maintain the tanks since they do not like the taste of top water. $1 \times 5 = 5$

Q. 2. Why are different water harvesting systems considered a viable alternative both socio-economically and environmentally in a country like India ?[Board Term 1, 2011 (580011), 2010 (B1)]

Ans. Keeping into view the disadvantages and rising resistance against the multi-purpose projects, water harvesting system is considered a viable alternative both socio-economically and environmentally.

- (a) In ancient India also alongwith the sophisticated hydraulic structures there existed an extraordinary tradition of various water harvesting systems.
- (b) People adopted different techniques in different areas. In hilly regions people built diversion channels like the 'guls' or 'kuls' for agriculture.

(c) Roof-top rain water harvesting was commonly practised to store drinking water, particularly in Rajasthan.

(d) In the flood plains of Bengal, people developed inundation channels to irrigate their fields. Khadins, Johads and Tanks are the forms of rain water harvesting practised in Rajasthan.

(CBSE Marking Scheme 2011) $1\frac{1}{4} \times 4 = 5$

Q. 3. Describe any four traditional methods of rain water harvesting adopted in different parts of India.

[Board Term 1, 2011 (580014, 16, 21, 28, 37, 41)]

Ans. Methods of rain water harvesting used in India are :

- (a) **Guls and Kuls** : People built guls and kuls in hilly and mountainous regions to divert water. These are simple channels. They are mainly used in Western Himalayas.
- (b) **Roof top rain water harvesting** : Commonly practised to store drinking water in Rajasthan.
- (c) **Inundation Channels** : These channels developed in the flood plains of Bengal to irrigate fields.
- (d) **Khadins and Johads** : In arid and semi-arid regions, some agricultural fields were converted into rain fed storage structures. These structures are found in Rajasthan.
- (e) **Tanks** : In Bikaner, Phalodi and Barmer, almost all houses have tanks for storing drinking water. Tanks are part of the well-developed roof top rain water harvesting system.

(CBSE Marking Scheme 2011) 5



CHAPTER

4

AGRICULTURE

SYLLABUS

- *Types of farming ; major crops ; cropping pattern ; technological and institutional reforms ; their impact ; contribution of agriculture to national economy—employment and output.*



QUICK REVIEW

- Since agriculture is an age-old economic activity in India, farming varies from subsistence to commercial type. At present, in different parts of India, the following farming systems are practised :
 - (i) **Primitive subsistence farming** : It depends upon monsoon, natural fertility of the soil and suitability of other environmental conditions to the crops grown.
 - (ii) **Intensive subsistence farming** : It is done where high doses of biochemical inputs and irrigation are used for obtaining higher production.
 - (iii) **Commercial farming** : In this type of farming, the main thing is the use of higher doses of modern inputs e.g., high yielding variety (HYV) seeds, chemical fertilisers, insecticides and pesticides in order to obtain higher productivity.
- The three cropping seasons of India are : Rabi, Kharif and Zaid.
- Rabi crops are sown in winter from October to December and harvested in summer from April to June.
- Kharif crops are grown with the onset of monsoon in different parts of the country and these are harvested in September to October.
- Between the Rabi and the Kharif seasons, there is a short season during the summer, known as the Zaid season.
- Major crops grown in India are rice, wheat, millets, pulses, tea, coffee, sugarcane, oilseeds, cotton, and jute.
- **Horticulture crops** : India is the largest producer of fruits and vegetables in the world. India is a producer of tropical as well as temperate fruits.
- India produces about 13 percent of the world's vegetables. It is an important producer of pea, cauliflower, onion, cabbage, tomato, brinjal and potato.
- The non-food crops grown in India are rubber, fibre crops, cotton, jute, etc.
- Rearing of silk worms for the production of silk fibre is known as sericulture.
- Agriculture, which provides livelihood for more than 60 percent of its population, needs some serious technical and institutional reforms. Thus, collectivisation, consolidation of holdings and abolition of Zamindari etc. were given priority to bring about institutional reforms.
- India's food security policy has a primary objective to ensure availability of food grains to the common people at an affordable price. It has enabled the poor to have access to the food.
- The green revolution promised improvement in the condition of marginal and small farmers.
- Genetic engineering is recognised as a powerful supplement in inventing new hybrid varieties of seeds.



KNOW THE TERMS

- **Agriculture** : The science and art of cultivating soil, raising crops and rearing animals.
- **Primitive Subsistence Farming** : Farming on small patch of land with the help of primitive tools such as hoe, dao and digging sticks and family or community labour.
- **Intensive Subsistence Farming** : Increase in the agricultural production by using scientific methods and better agricultural inputs.
- **Plantation Farming** : In this type of farming, a single crop is grown on a large area.

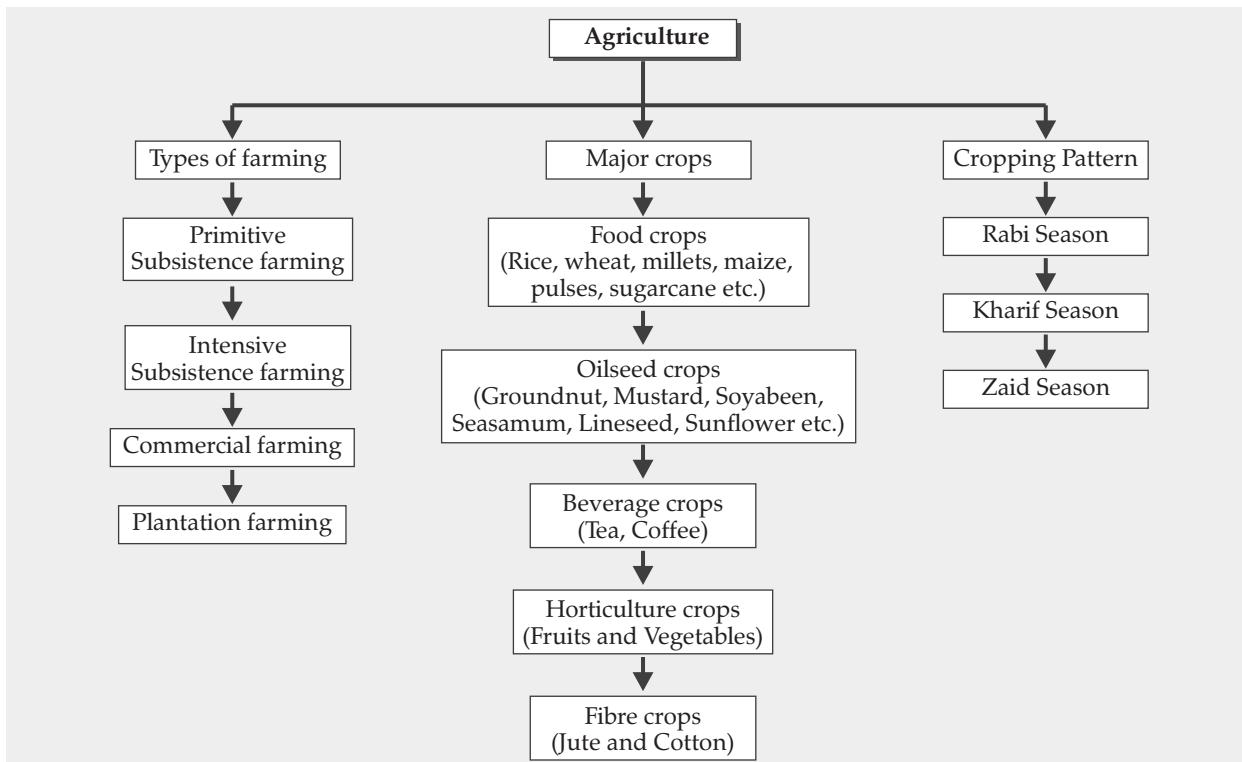
- **Commercial Farming** : Farming in which the farmer grows the crops with the sole aim of selling the produce for commercial purpose.
- **Sericulture** : Rearing of silk worms for the production of silk.
- **Horticulture** : Intensive cultivation of vegetables, fruits and flower crops.
- **Jhumming** : Burning a piece of land for cultivation by a forest tribes.
- **The Green Revolution** : Technologies that were introduced to increase the agricultural production such as use of HYV of seeds, fertilizers, modern machinery and inputs.
- **White Revolution** : Also called 'Operation Flood' technology that was introduced to increase milk production.
- **Bloodless Revolution** : Bhoojan and Gramdan Movement initiated by Vinoba Bhave in 1951 is known as the Bloodless Revolution.
- **Rabi** : Crops are grown at the beginning of winters and harvested at the beginning of summers.
- **Kharif** : Crops are grown with the onset of monsoon and harvested at the beginning of winters.
- **Zaid** : A short cropping season in between the Rabi and the Kharif seasons used for growing vegetables and fodder crops.
- **Millets** : Jowar, Bajra and Ragi are called millets. These are known as coarse grains.
- **Crop Rotation** : Growing of different crops in succession on the same field from season to season to maintain soil fertility.
- **Irrigation** : An artificial means of watering the standing crops is called irrigation.
- **ICAR** : Indian Council of Agriculture Research.
- **FCI** : Food Corporation of India.
- **Organic Farming** : Farming which is practised without factory made chemicals such as fertilizers and pesticides.
- **Minimum Support Price (MSP)** : A minimum guaranteed price of a crop, fixed and announced by the government before the start of a cropping season.
- **Kisan Credit Card (KCC)** : This is a credit card to provide affordable credit for farmers in India.



KNOW THE LINKS

1. Photos of Indian Crops with Detail
<http://www.mahindrakisanmitra.com>
2. Cotton Cultivation
<http://www.mrcseeds.com>
3. Jute Fibre Extraction from Plant
<http://www.woldjute.com>

FLOWCHART



**TOPIC-1**

Types of Farming, Cropping Pattern and Major Crops

Very Short Answer Type Questions

1 mark each

Q. 1. Which two areas of India produce oranges mainly ?
[School of Yavatmal, 2015]

Ans. Nagpur and Cherapunjee. 1

Q. 2. Which crop is the major crop of rabi ?
[Board Term 1, NCT-2014]

Ans. Wheat. 1

Q. 3. By which other name is 'slash and burn' agriculture known ? [Board Term 1, KVS-2014]

Ans. Primitive subsistence farming/Jhumming.
(Any one) 1

Q. 4. India is the largest producer as well as consumer of which agricultural product in the world ?
[Board Term 1, DDE-2014]

Ans. Pulses. 1

Q. 5. In which type of soil does maize grow well ?

Ans. Old alluvial. 1

Q. 6. Which crop is grown with the onset of monsoons and are harvested in the month of September and October ?

Ans. Kharif. 1

Q. 7. Name some rabi crops.

Ans. Wheat, barley, peas, gram and mustard. 1

Q. 8. In which system of agriculture, a single crop is grown on a large area ?

Ans. Plantation agriculture. 1

Q. 9. Name some plantation crops.

Ans. Tea, coffee, rubber, sugarcane and banana. 1

Q. 10. In which country the 'slash and burn' agriculture is known as 'Roca' ?

Ans. Brazil. 1

Q. 11. Hoe, dao, digging sticks are associated with which type of farming ?

Ans. Primitive subsistence farming. 1

Q. 12. Name the crop for which India is the largest producer in the world.

Ans. Fruits and vegetables. 1

Q. 13. Which type of farming is intensive subsistence farming ?

Ans. Labour intensive farming. 1

Q. 14. Which country is the first largest producer of rice ?

Ans. China. 1

Q. 15. Name the two important wheat growing zones in India.

Ans. The Ganga-Satluj plains in the north-west and black soil region of the Deccan. 1

Q. 16. Which crop is used both as food and fodder ?

Ans. Maize. 1

Q. 17. Which crop is known as golden fibre ?

Ans. Jute. 1

Q. 18. Which state is the largest producer of ragi ?

Ans. Karnataka. 1

Short Answer Type Questions

3 marks each

Q. 1. Which are two main cropping seasons in India ?
Mention their growing and harvesting periods.
[Board Term 1, 2015, Set-XOKG2SB]

Ans. The two main cropping seasons are rabi and kharif.

(i) Rabi crops are sown in winter from October to December and harvested in summer from April to June.

(ii) Kharif crops are sown with the onset of monsoon in different parts of the country and harvested in September-October. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 2. What are the growing conditions required for the main staple food crop of India ? Mention the main growing regions.
[Board Term 1, 2014 (WQ7FXWC)]

Ans. (a) Growing conditions required for rice :

(i) High temperature (above 25°C). It is a Kharif crop.

(ii) High humidity with annual rainfall above 100 cm.

(b) Main growing regions : Northern plains, deltaic plains, river valleys. 3

Q. 3. Explain any two geographical conditions required for the cultivation of pulses. Name any two important pulses producing states.

[Board Term 1, 2013 (3K)]

Or

Why the pulses crop are mostly grown in rotation with other crops ? Name any two major pulse producing states ? [Board Term 1, 2011 (5800 13)]

Ans. Pulse crops are mostly grown in rotation with other crops because :

(a) Pulses need less moisture and survive even in dry conditions.

(b) Being leguminous crops, all these crops help in restoring soil fertility by fixing nitrogen from the air.

(c) Major pulse producing states are : Madhya Pradesh and Uttar Pradesh.

(CBSE Marking Scheme, 2013) $1 \times 3 = 3$

Q. 4. Give an account of oilseeds in India. State the importance of groundnut and name the states where it is grown. [Board Term 1, 2013 (H3)]

Or

Describe the uses of oilseeds ? Which state is the largest producer of groundnut ?

[Board Term 1, 2011 (5800 32)]

Ans. Importance :

- (a) Are edible and used as cooking medium.

- (b) Used as raw material in production of soap, cosmetics and ointment.
- (c) India-largest producer.
Groundnut :
(a) Kharif crop
(b) Accounts half of the total oilseed production.
(c) State : Andhra Pradesh, Tamil Nadu, Karnataka, Gujarat, Maharashtra.

(CBSE Marking Scheme, 2013) 3

Long Answer Type Questions

5 marks each

Q. 1. Explain any three geographical conditions required for the growth of rice in India. How is it possible to grow rice in areas of less rainfall ? Explain with examples.

[Board Term 1, 2015 Set-6AP67LB]

Ans. Three geographical conditions for the growth of rice :

- (i) It requires high temperature, (above 25°C).
- (ii) Annual rainfall above 100 cm.
- (iii) High humidity
 - It is possible to grow rice in areas of less rainfall with the help of irrigation in Punjab and Haryana.

(CBSE Marking Scheme 2015) 5

Q. 2. Mention any two geographical conditions required for the growth of maize crop in India. Describe any three factors which have contributed to increase in maize production.

[Board Term 1, DDE-2015 Set-M]

Ans. Geographical conditions required for the growth of maize crop in India :

- (i) It is a kharif crop which requires temperature between 21°C to 27°C.
- (ii) It grows well in alluvial soil.

Use of modern inputs such as HYV Seeds, fertilisers and irrigation have contributed to the increasing production of maize.

2 × 3 = 5

Q. 3. What are the climatic conditions required for the growth of rice ? [NCERT]

[Board Term 1, NCT-2014]

Ans. Climatic conditions required for the growth of rice :

- (i) It is a Kharif crop which requires high temperature (above 25°C).
- (ii) High humidity with annual rainfall above 100 cm.
- (iii) In the areas of less rainfall, it grows with the help of irrigation.
- (iv) It is grown in the plains of north and north-eastern India, coastal areas and the deltaic regions.
- (v) Development of dense network of canal irrigation and tubewells have made it possible to grow rice in areas of less rainfall such as Punjab and Harayana.

1 × 5 = 5

Q. 4. Define plantation agriculture. Explain any four characteristics of plantation agriculture.

[Board Term 1, 2013 (3K), 2012 (45)]

Ans. Plantation Agriculture : It is a type of commercial farming practised in tropical and sub-tropical regions. It was introduced by the British in India.

Characteristics :

- (a) A single crop is grown over large area.
- (b) It is capital intensive and done with migrant labour.
- (c) All produce is used as raw material in industries such as tea, coffee, rubber, sugarcane, banana.
- (d) Plantation has interface of agriculture and industry both.

(CBSE Marking Scheme, 2013) 1+4=5

Q. 5. Explain Rubber cultivation in India under the following heads :

- (a) Importance
- (b) Geographical conditions
- (c) Producing states.

[Board Term 1, 2012 (39), 2011 (580011, 33)]

Ans. (a) Importance : Many industries depend upon Rubber as their raw material especially transport industry.

(b) Geographical conditions :

- (i) It is an equatorial crop, but also grown in tropical and sub-tropical areas.
- (ii) It requires moist and humid climate with rainfall of more than 200 cm and temperature above 25°C.

(c) Producing states : Rubber producing states are Kerala, Tamil Nadu, Karnataka, Andaman and Nicobar Islands and Garo hills of Meghalaya.

(CBSE Marking Scheme, 2012) 1+2+2=5

Q. 6. Explain any four features of primitive subsistence agriculture in India ?

[Board Term 1, 2011 (580017, 24, 30, 40, 15, 22, 23)]

Ans. Features of primitive subsistence agriculture in India are :

- (a) It is practised on small patches of land with the help of primitive tools.
- (b) Tools which are used are basically traditional tools such as hoe, dao and digging stick.
- (c) This type of agriculture totally depends upon monsoon.
- (d) When the soil fertility decreases, the farmers shift to another plot of land.

1 ¼ × 4 = 5

Q. 7. What is Intensive subsistence farming? Write three features of intensive farming.

[Board Term 1, 2011 (580021, 27, 38)]

Ans. Intensive subsistence farming is practised in areas of high population pressure on land. In this type of farming, the agricultural production is increased by using high doses of biochemical inputs and better agricultural inputs.

Features of intensive farming :

- (a) High yielding variety (HYV) seeds and modern chemical inputs and irrigation are used to increase the production.
- (b) The per hectare yield is very high.
- (c) More than one crop is cultivated during a year.

2+3=5

Q. 8. Which are the two major cotton producing states of North India ? Describe four geographical conditions required for the growth of cotton.

[Board Term 1, 2012 (40)]

Or

Describe the geographical conditions required for the cultivation of cotton ?

[Board Term 1, 2011 (580028, 39)]

Ans. Haryana and Uttar Pradesh are the two major cotton producing states of North India.

Geographical conditions required for the cultivation of cotton :

- (a) It grows well in drier parts of the black cotton soil of the Deccan plateau.
- (b) It requires high temperature.
- (c) It requires light rainfall or irrigation.
- (d) It requires 210 frost free days and bright sunshine for its growth.

(CBSE Marking Scheme, 2012) 1+4=5

Q. 9. Describe any four geographical conditions required for the growth of tea. Mention the two major tea producing states of South India.

[Board Term 1, 2012 (37)]

Or

Name the important beverage crop introduced by the British in India. Explain the geographical conditions needed for its cultivation. Write any two important states where it is grown.

Or

In which agricultural production, India is the leading producer as well as exporter in world? Describe the geographical requirements for its growth and development.

[Board Term 1, 2012 (77)]

Or

What are the soil type, climatic conditions and rainfall conditions required for the cultivation of tea ? Write two states of India where tea grows.

[Board Term 1, 2011 (580011)]

Ans. Tea : Grows well in tropical and sub-tropical climates.

Soil type : Deep and fertile, well-drained soil, rich in humus and organic matters.

Climate : Warm and moist, frost-free climate throughout the year.

Rainfall : Frequent showers throughout the year.

Two states : Assam, West Bengal, Kerala, Tamil Nadu, Himachal Pradesh, Uttaranchal, Andhra Pradesh, Meghalaya and Tripura. (Any two)

(CBSE Marking Scheme, 2012) 4+1=5

Q. 10. Describe four geographical conditions required for the growth of sugarcane. Name two major sugarcane producing states of North India.

[Board Term 1, 2012 (53)]

Or

What geographical conditions are required for the cultivation of sugarcane? Name two largest producing states of sugarcane.

[Board Term 1, 2011 (580013, 35), 2010 (A1)]

Ans. Geographical conditions required for the growth of sugarcane in India :

- (a) It is a tropical as well as sub-tropical crop so it requires a hot and humid climate with a temperature of 24°C to 27°C.
- (b) It requires an annual rainfall between 75 to 100 cms.
- (c) It can be grown on a variety of soils.
- (d) Major sugarcane producing states of North India are : Uttar Pradesh, Bihar, Punjab, Haryana.

(Any two)

(CBSE Marking Scheme, 2012) 4+1=5

Q. 11. "Wheat and Rice farming in India are fairly different from each other". Support the statement with five suitable examples.

[Board Term 1, 2012 (33)]

Or

Wheat and Rice farming in India are fairly different from each other. Explain.

[Board Term 1, 2011 (580041), Delhi 2011]

Ans. Basic of difference :

	Basis of difference	Wheat	Rice
(a)	Rainfall	50-75 cm	Above 100 cm
(b)	Temperature	15°C	Above 25°C
(c)	Area wise distribution	North and north-west	Plains of north and north-west parts of the country
(d)	Type of crop	Rabi	Kharif
(e)	Major Producer	Punjab	West Bengal

(CBSE Marking Scheme, 2012) 1×5=5

Q. 12. Distinguish between Primitive subsistence farming and Commercial farming by stating five points of distinction. [Board Term 1, 2012 (38)]

Ans.

	Subsistence farming	Commercial farming
(a)	It is practised on small patches.	It is practised on a large scale.
(b)	Farming depends on irrigation.	Irrigation facilities are available.
(c)	Primitive tools are used.	Modern technology is used.
(d)	Production is low.	Production is higher.
(e)	No costly fertilisers are used.	Chemical fertilisers are used.
(f)	Family members provide labour.	Labourers are hired.
(g)	Only cereals and other food crops are grown	Commercial crops are grown.

(Any five)
(CBSE Marking Scheme, 2012) $1 \times 5 = 5$

Q. 13. Compare the geographical conditions required for the production of cotton and jute.

Ans.

	Cotton	Jute
(a)	Cotton requires more than 21°C of temperature.	Jute requires 30°C temperature.
(b)	Rainfall : 50 – 100 cm.	Rainfall : Near about 150 cm.
(c)	Frost free days are must during picking days	Hot and humid climate is required.
(d)	Loamy and black soil is required.	Well-drained fertile loamy soil is required.
(e)	Mainly grown in Maharashtra and Gujarat.	Grown in eastern states of the country.

 $1 \times 5 = 5$ **TOPIC-2****Technological and Institutional Reforms****Very Short Answer Type Questions****1 mark each**

Q. 1. By whom the Bhoodan-Gramdaan movement was initiated ?

Ans. Vinoba Bhave.

Q. 2. What is the full form of ICAR ?

Ans. Indian Council of Agricultural Research.

1**Short Answer Type Questions****3 marks each**

Q. 1. Describe the institutional and technical changes introduced in the field of agriculture in India in the recent years. [Board Term 1, 2014 (R9UJGYG)]

Or

Describe any three technological and institutional reforms made in the field of agriculture in India.

[Board Term 1, 2015, Set-6AP67LB, C5JWEVD]

Or

What were the attributes of the comprehensive land development programme initiated in India in the 1980s and 1990s.

[Board Term 1, DDE-2015, Set-E, M]

Ans. (a) **Land reforms :** collectivisation, consolidation of holdings, cooperation and abolition of zamindari.

(b) **Agricultural reforms :** Green revolution and White revolution.

(c) **Land development programmes :** Provision for crop insurance against drought, flood, cyclone etc., establishment of Grameen banks, Cooperative societies and banks for providing loans.

(d) Issuing of Kisan Credit Card and Personal Accident Insurance Scheme, etc.

(e) Special weather bulletins and agricultural programmes for farmers on radio and TV.

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

Long Answer Type Questions**5 marks each**

Q. 1. Why has the agriculture sector in India got a major set back in spite of increase in the GDP growth rate ? [Board Term 1, DDE- 2015, Set-M]

Ans. (i) More and more land is used for construction of factories, warehouses and shelters which have reduced the land under cultivation.

(ii) Soil gets degraded by the use of pesticides fertilizers over irrigation etc which leads to water logging and salinity.

(iii) Today Indian farmers are facing a big challenge from international competition.

(iv) Our government is reducing the public investment in agriculture, subsidy on fertilizers have decreased.

(v) Reduction in import duties on agricultural products have proved detrimental to agriculture in the country.

$1 \times 5 = 5$

Q. 2. Suggest any five measures to enhance the agricultural production in India. [NCERT]
[Board Term 1, DDE-2014]

Or

Explain any five Institutional and Technical Reforms brought by the government to improve the condition of Indian Agriculture.

[Board Term 1, 2012 (35), 2011 (580018, 20),
2010 (C1)]

Or

Describe any five steps taken by the government of India to increase the productivity of agriculture in India ?

[Board Term 1, 2012 (55)]

Ans. (a) **Land reforms :** Collectivisation, consolidation of holdings, cooperation and abolition of zamindari.

(b) **Agricultural reforms :** Green revolution and White revolution.

(c) **Land development programmes :** Provision for crop insurance against drought, flood, cyclone etc., establishment of Grameen banks, Cooperative societies and banks for providing loans.

(d) Issuing of Kisan Credit Card and Personal Accident Insurance Scheme, etc.

(e) Special weather bulletins and agricultural programmes for farmers on radio and TV.

(f) Government announces Minimum Support Price (MSP) and remunerative and procurement prices to check exploitation.

(g) The government provides HYV seeds and fertilisers.

(h) Government provides technical assistance and training for farmers.

(i) Soil testing facilities, cold storage and transportation facilities are provided by government for farmers.

(Any five) (CBSE Marking Scheme, 2012) $1 \times 5 = 5$

Q. 3. Why has Indian agriculture started a decline in the trend of food production? How can we overcome this problem? [Board Term 1, 2011 (580032, 43)]

Ans. Indian agriculture started a decline in the trend of food production because :

(a) More and more land is used for construction of factories, warehouses and shelters have reduced the land under cultivation.

(b) Soil gets degraded by the use of pesticides, fertilizers over-irrigation etc. which leads to water logging and salinity.

Remedial Measures :

(a) Use of agricultural techniques which are environmentally sustainable.

(b) Use of biotechnology in modifying different crops and increase the yield per hectare. It reduces dependence on insecticides and also require less water.

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

Q. 4. Why is agriculture called the mainstay of Indian economy ?

Or

What is the importance of agriculture in Indian economy ?

Ans. (a) Agriculture is the mainstay of Indian economy because about 67% of our population depends directly or indirectly on agriculture.

(b) It provides raw materials to the industries.

(c) India earns foreign exchange by exporting agricultural products.

(d) It contributes about 29% to the gross domestic product.

(e) It provides food to over 1027 million population.

$$1 \times 5 = 5$$

Value Based Questions

3 marks each

Q. 1. After 1990 globalization has caused difficulties to Indian farmers, how do you think the lot of farmers can be improved in India ?

Ans. Farmers are unable to compete with foreign agricultural products. To improve their condition and prevent farmer suicides, various suggestions are as follows :

(a) Genetic engineering can help to invent hybrid seeds.

(b) Organic farming will preserve the soil, water and environment.

(c) Diversification of crops from only cereals to high-value crops which can grow easily in Indian climatic conditions.

$$1 \times 3 = 3$$

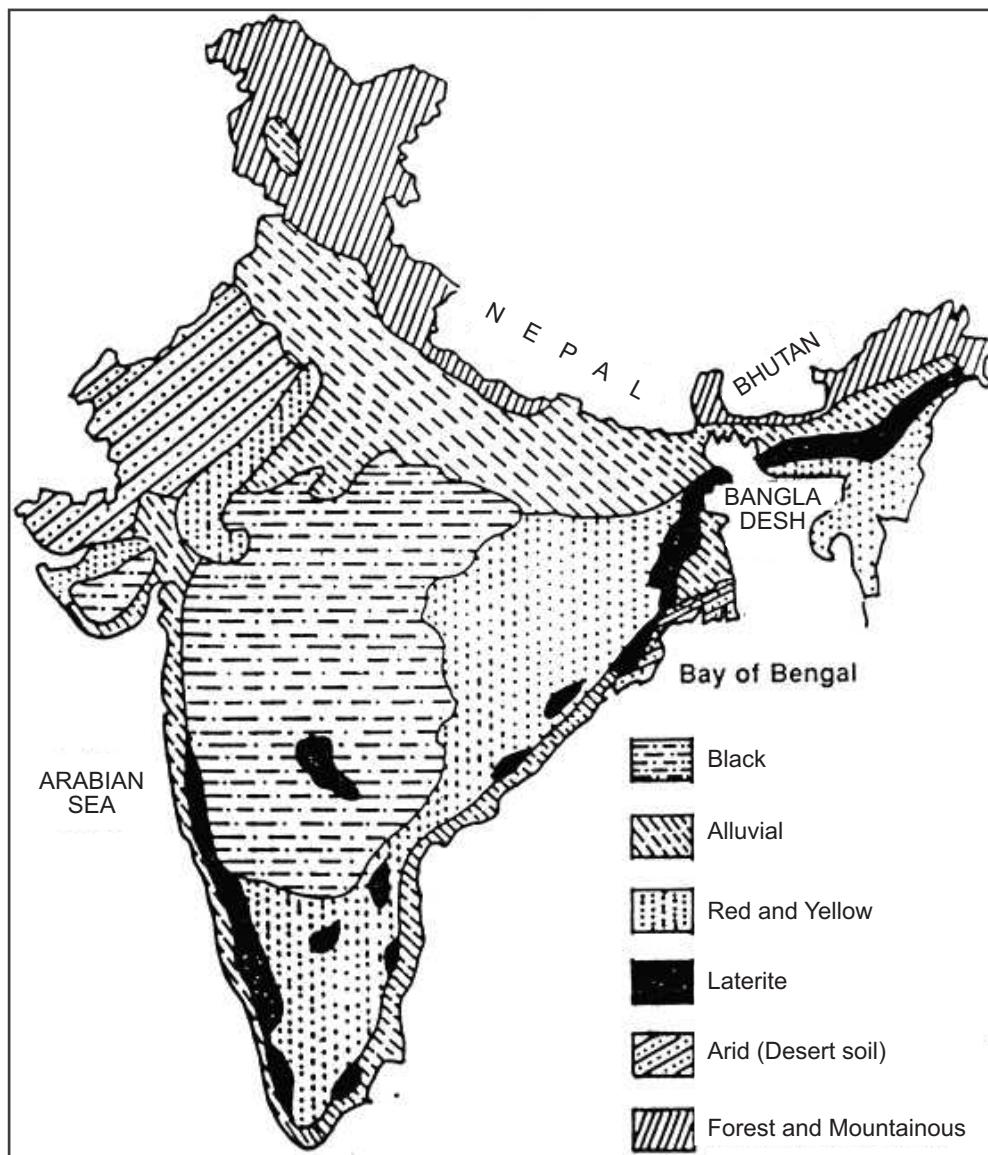


MAP WORK

(1 mark each for Labelling/Identifying)

1. Identify Major Soil Types :

- (a) Forest and Mountainous Soil [DDE-2015, Set-M][Board Term 1, 2014 (X30T4XE), (WQ7FXWC)]
- (b) Alluvial [Board Term 1, 2013, (3K)]
- (c) Red and Yellow [Board Term 1, 2015, Set-C5JWEVD][Board Term 1, KVS-2014]
- (d) Black
- (e) Laterite [Board Term 1, DDE-2014]
- (f) Arid [Board Term 1, NCT-2014, 2013 (H3)]



2. Locate and Label.

(a) Salal Project

[Board Term 1, DDE-2014, (X30T4XE)]

(b) Bhakra Nangal Project

[Board Term 1, 2013 (H3)]

(c) Tehri

(d) Maithon

(e) Panchet

(f) Rana Pratap Sagar

[DDE-2015, Set-M]

[Board Term 1, 2014 (WQ7FXWC)]

(g) Gandhi Sagar

(h) Sardar Sarovar

[Board Term 1, 2014 (R9UJGYG)]

(i) Rihand

(j) Hirakud [Board Term 1, KVS-2014, 2013 (3K)]

[Board Term 1, 2015, 6AP67LB, C5JWEVD, DDE-2015, Set-M]

(k) Nagarjunasagar

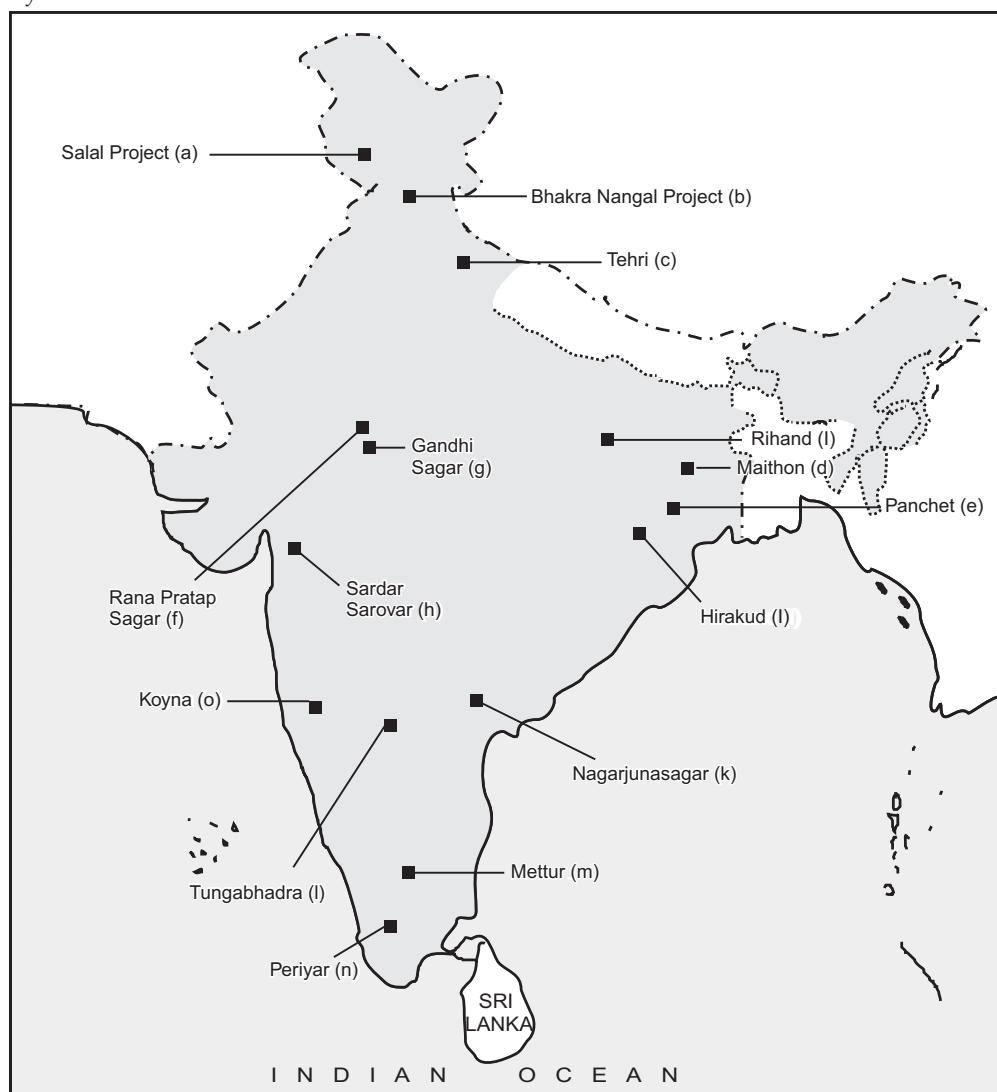
(l) Tungabhadra

(m) Mettur

[Board Term 1, NCT-2014]

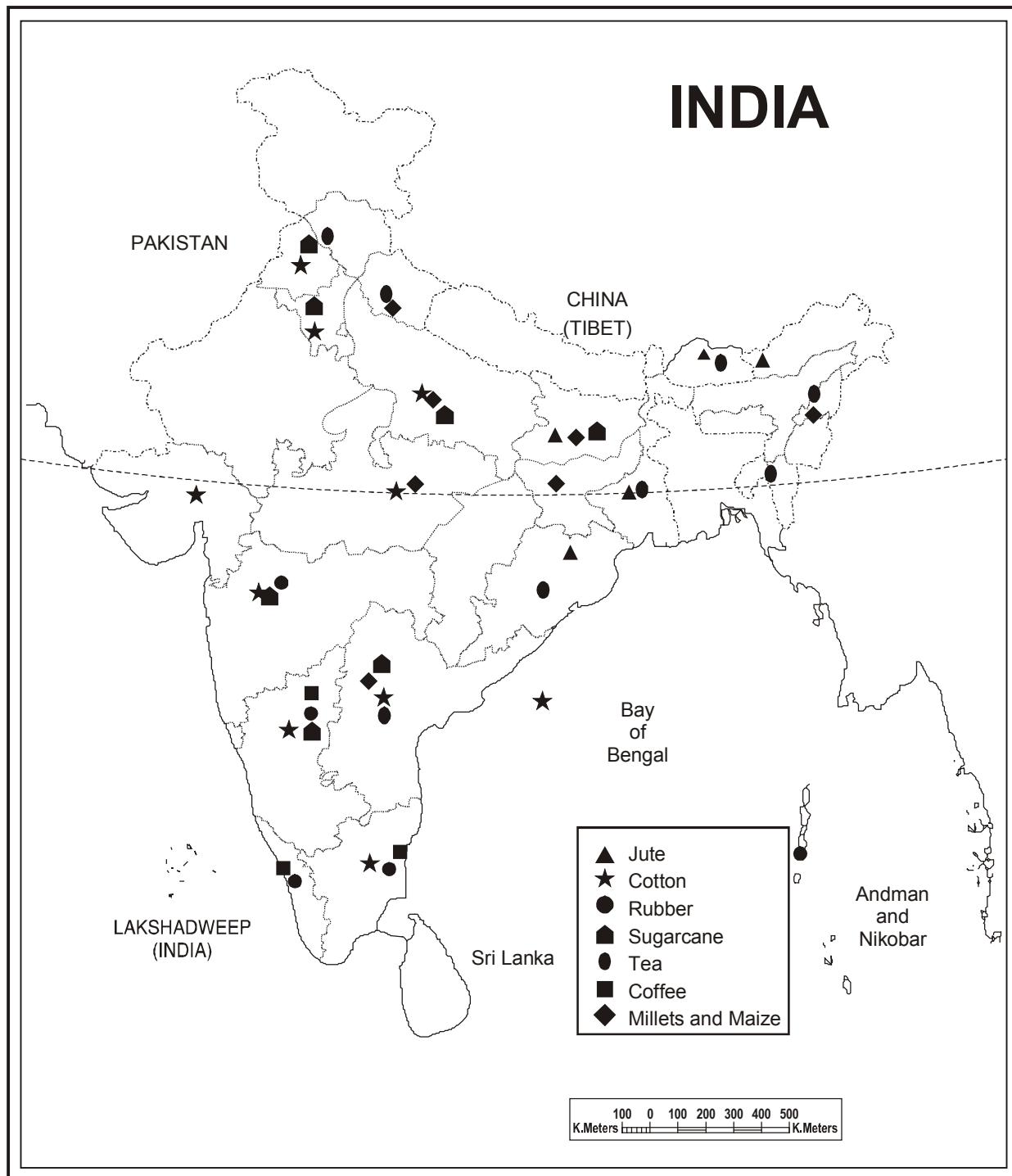
(n) Periyar [Board Term 1, 2013 (H3)]

(o) Koyna



3. Identify, locate and label.**Major producer states of :**

- | | | |
|-----------------------|--------------------------|---------------|
| (1) Jute | [Board Term 1, NCT-2014] | (2) Cotton |
| (3) Rubber | | (4) Sugarcane |
| (5) Tea | | (6) Coffee |
| (7) Millets and Maize | | |



4. Identify, locate and label.

Major rice growing areas :



5. Identify, locate and label.

Major wheat growing areas :



6. Locate and label :

- (a) Jim Corbett National Park (Uttarakhand)
- (b) Sunderban National Park (West Bengal)
- (c) Sariska Wildlife Sanctuary (Rajasthan)
- (d) Bandhavgarh National Park (Madhya Pradesh)
- (e) Manas Tiger Reserve (Assam)
- (f) Periyar Tiger Reserve (Kerala)

[Board Term 1, 2014 (R9UJGYG), NCT-2014]

[Board Term 1, DDE-2014]

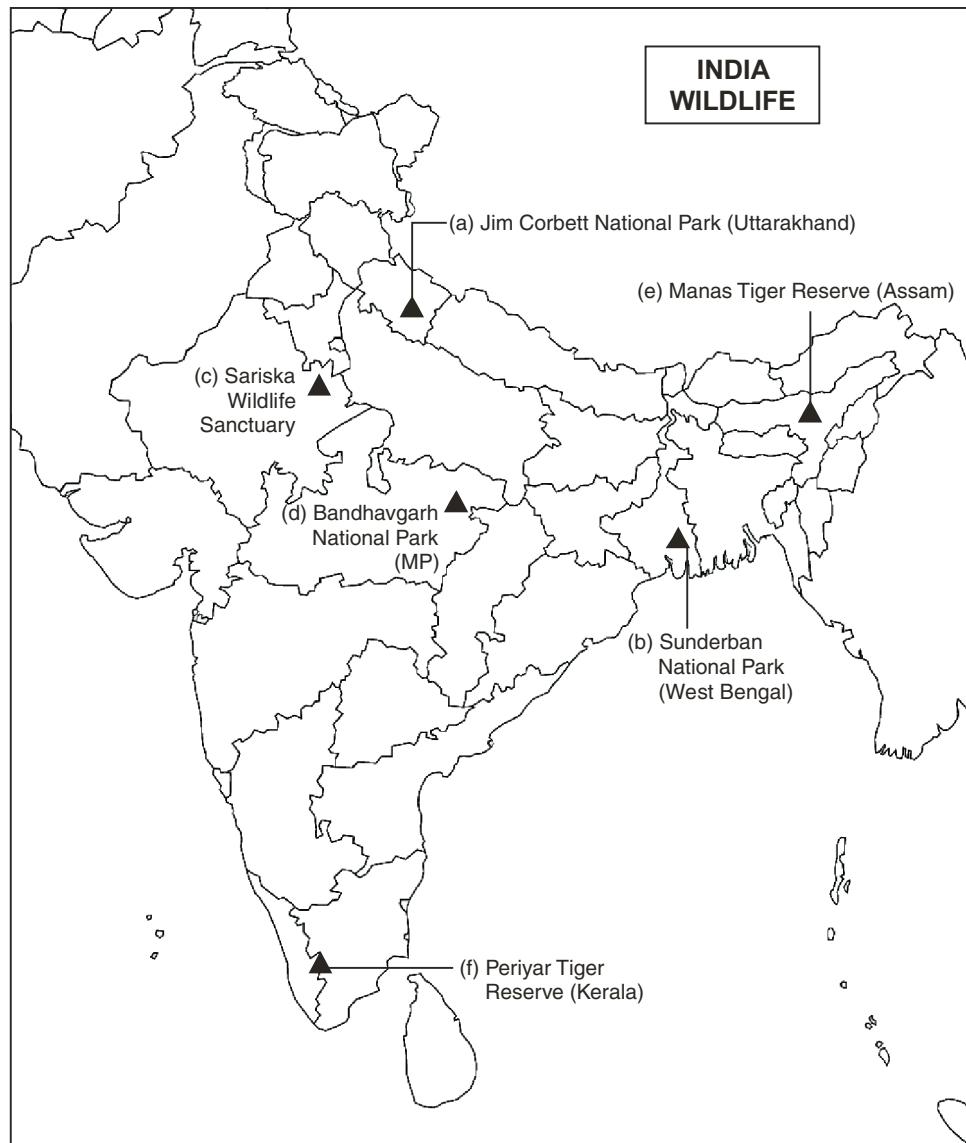
[DDE-2015, Set-M, E][Board Term 1, 2014 (X30T4XE)]

[Board Term 1, 2014 (WQ7FXWC)]

[Board Term 1, 2015, Set- 6AP67LB, C5JWEVD]

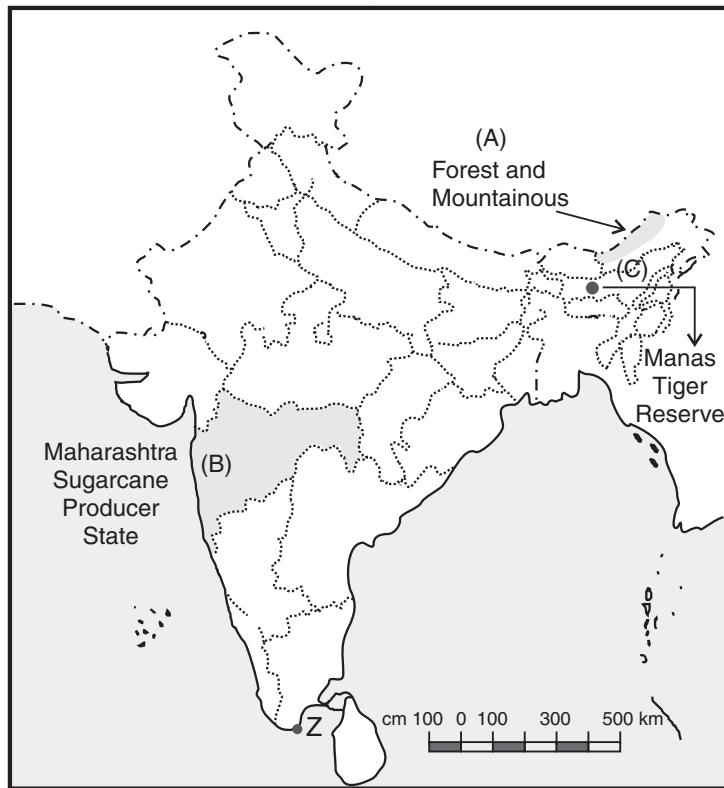
[Board Term 1, KVS-2014, 2013 (3K)]

[Board Term 1, 2013 (H3)]



- 7. (a)** One feature A is shown in the given political outline map of India. Identify this feature with the help of following information and write its correct name on the line marked on the map :

- (A) A soil type
- (b)** On the same political outline map of India, locate and label the following features with appropriate symbols :
 - (B) A State which is the major producer of sugarcane
 - (C) Manas Tiger Reserve



□ □

UNIT – III

**Democratic
Politics II**

CHAPTER

1

**POWER
SHARING**

SYLLABUS

➤ *Why and how is power shared in democracies ?*



QUICK REVIEW

- Belgium is a small European country. Brussels is the capital of this country.
- In Belgium people speak mainly three languages—Dutch (59 percent), French (40 percent) and German (1 percent).
- Sri Lanka is an island country. It has a diverse population.
- In Sri Lanka, 74 percent people speak Sinhala and 18 percent people speak Tamil.
- In Sri Lanka, there are four religions :
 - (i) Buddhism
 - (ii) Islam
 - (iii) Hinduism
 - (iv) Christianity
- In 1956, an act was passed to recognise Sinhala as the only official language of Sri Lanka.
- A strategy wherein all the major segments of the society are provided with a permanent share of power in the governance of the country is known as power sharing.
- Political equality implies that all citizens should have the same political rights and should have equal access to all offices of authority.
- Government is the institution through which the will of the state is created, expressed and implemented.
- The three main organs of the Government are : (i) Legislature, (ii) Executive and (iii) Judiciary.
- The broad divisions of reasons for power sharing are prudential reason and moral reason.
- Ethnicity is a population of human beings whose members identify with each other on the basis of common cultural, behavioural, linguistic and religious traits.
- A violent conflict between various groups in a country due to undermining of a particular group's interests or sentiments by the other group is called civil war.
- A government in which different social groups are given the power to handle the affairs related to their communities is known as community government.
- A political philosophy or belief which asserts that a majority of the population has the right to take decisions disregarding the wishes and needs of the minority is known as majoritarianism.

TOPIC - 1

Belgium and Sri Lanka & Majoritarianism in Sri Lanka p. 101

TOPIC - 3

Accommodation in Belgium forms of power sharing p. 103



KNOW THE TERMS

- **Power Sharing :** The division of power between different stages of government, different organs or different communities in a country in order to ensure smooth run of the government and to check that all powers are not concentrated within one hand.

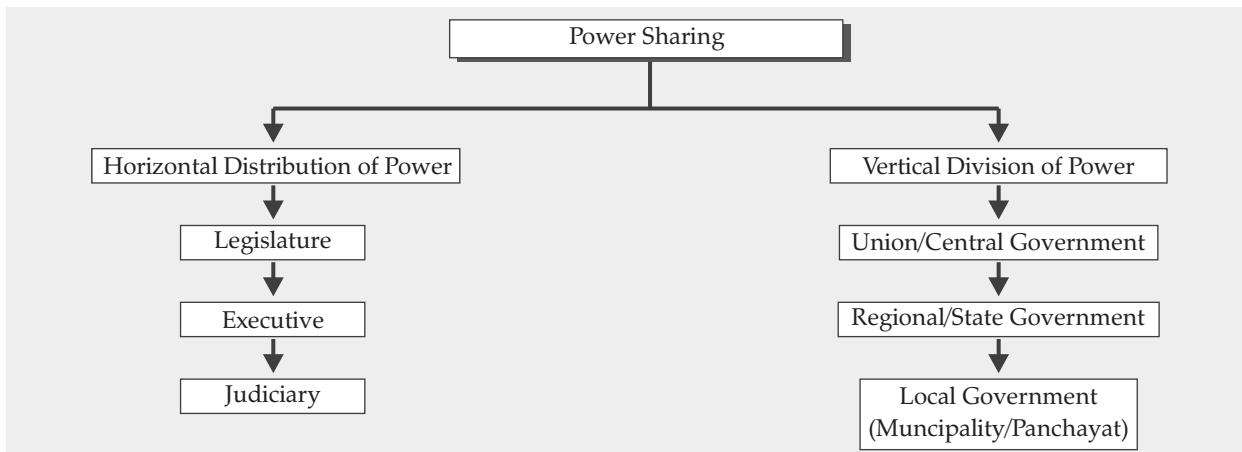
- **Democracy** : A form of government which literally means “rule by the people”.
- **Majoritarianism** : Under majoritarianism, majority community rules the country in its own way by disregarding the wishes and needs of the minority.
- **Legislature** : A kind of deliberative assembly with the power to pass, amend and repeal laws.
- **Federal Government** : A general government for the entire country is usually called federal government.
- **Community Government** : In which different social groups are given the power to handle the affairs related to their communities.
- **Civil War** : A war like conflict between different groups of people residing in the same country.
- **Ethnic** : A social division based on shared culture.
- **Prudential** : Based on prudence or on careful calculation of gains and losses. Prudential decisions are usually contrasted with decisions based purely on moral considerations.
- **Check and Balances** : A system, in which each organ of the government checks the others, which results in a balance of power among various institutions.
- **Coalition Government** : A government formed by the union of two or more political parties.
- **Pressure Groups** : Pressure groups are those organisations that attempt to influence the policies of the government to safeguard their own interests.
- **Indian Tamils** : The Tamilians whose forefathers came from India as plantation workers during colonial rule and settled in Sri Lanka are called ‘Indian Tamils’.
- **Sri Lankan Tamils** : Tamil natives of Sri Lanka are called ‘Sri Lankan Tamils’.
- **Regional Autonomy** : Decentralization of governance to the outlying regions.
- **Refugee** : One who flees for shelter is called refugee.
- **Legitimate Government** : A legitimate government is one where citizens, through participation, acquire a stake in the system.
- **Horizontal Distribution of Power** : Power is shared among different organs of government such as legislative, executive and judiciary.
- **Vertical Division of Power** : Distribution of power between higher and lower levels of government such as between central and state governments.

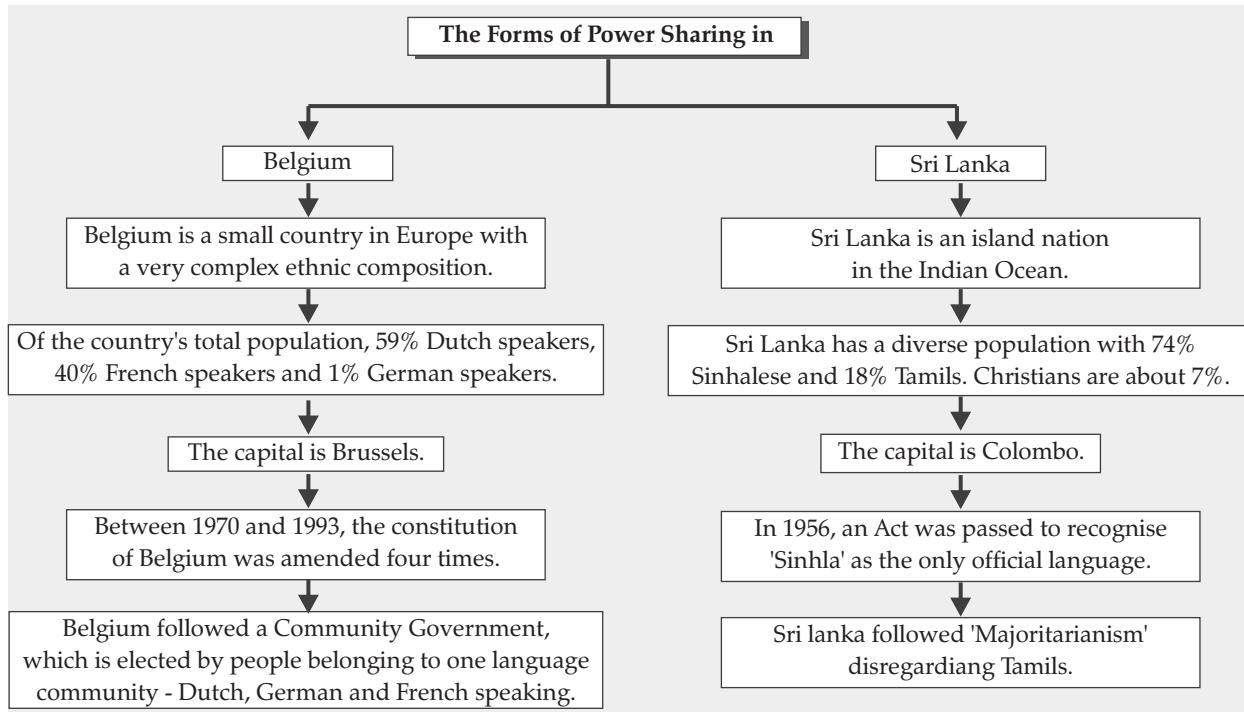


KNOW THE LINKS

1. **Power Sharing in Belgium**
http://en.wikipedia.org/wiki/Politics_of_Belgium
2. **Sri Lanka Tamil Crisis**
http://www.ndtv.com/topic/tamil_eelam

FLOWCHART



**TOPIC-1**

Belgium and Sri Lanka Majoritarianism in Sri Lanka

Very Short Answer Type Questions

1 mark each

Q. 1. Which language was recognised as the only official language of Sri Lanka in 1956 ?

OR

Which language is spoken by majority of Sri Lankans ?

[Board Term 1, 2015, Set-6AP67LO, C5JVWED]

Ans. Sinhala.

1

Q. 2. Which factor is responsible for increasing the feeling of alienation among the Sri Lankan Tamils ?

[Board Term 1, 2015 Set DDE]

Ans. Majoritarianism.

1

Q. 3. What measure was adopted by the democratically elected government of Sri Lanka to establish Sinhala Supremacy ?

[Board Term 1, 2014 (X30T4XE)]

Ans. Majoritarian measure.

1

Q. 4. What is the state religion of Sri Lanka ?

[Board Term 1, KVS-2014]

Ans. Buddhism.

1

Q. 5. Who formed the majority in terms of population in Sri Lanka ?

[Board Term 1, NCT-2014]

Ans. Sinhala community.

1

Q. 6. What is vertical division of powers?

Ans. Division of powers between higher and lower levels of government is called vertical division.

1

Q. 7. In which country the principle of majoritarianism led to a civil war ?

Ans. Sri Lanka.

1

Q. 8. Majority of the people in Belgium speak which language ?

Ans. Dutch.

1

Q. 9. Which language is not spoken by most of the people in Belgium ?

Ans. German.

1

Q. 10. Which ethnic group is related to Belgium ?

Ans. Dutch, French and Germans.

1

Q. 11. Which city is the capital of Belgium ?

Ans. Brussels.

1

Q. 12. 'Sri Lankan Tamil' refers to which social group ?

Ans. Tamil native of the country.

1

Q. 13. Who elects the community government in Belgium ?

Ans. People belonging to one language community only.

1

Q. 14. Name one country with which Belgium does not have borders ?

Ans. Sweden.

1

Q. 15. Which composition best explains the complex ethnic composition of Belgium ?

Ans. It has 59% Dutch speaking, 40% French speaking and 1% German speaking people. 1

Q. 16. In which countries the participation of women in public life is very high ?

Ans. Scandinavian Countries. 1

Q. 17. How many times was the Belgium constitution amended between 1970 and 1993 ?

Ans. Four. 1

Q. 18. Which group of countries surrounds Belgium ?

Ans. Germany, France, the Netherlands and Luxembourg. 1

Short Answer Type Questions

3 marks each

Q. 1. Describe the power sharing arrangement made by Belgium ?

[Board Term 1, NCT-2014]

Or

Explain any three elements of the Belgium model of power sharing. [Board Term 1, KVS-2014]

Ans. The main elements of the Belgium model of power-sharing includes :

- (a) Constitution prescribes that the number of Dutch and French speaking ministers shall be equal in the central government. Some special laws require the support of majority of members from each linguistic group. Thus, no single community can make decisions unilaterally.
- (b) Many powers of the central government have been given to state governments of the two regions of the country. The state governments are not subordinate to the central government.
- (c) Brussels had a separate government in which both the communities have equal representation. The French speaking people accepted equal representation in Brussels because the Dutch-speaking community has accepted equal representation in the central government. $1 \times 3 = 3$

Q. 2. Describe any three majoritarian measures adopted by the Sri Lankan Government to establish Sinhala supremacy. [Board Term 1, 2013 (H3), 2012 (37)]

Or

Describe any three provisions of the Act which was passed in Sri Lanka in 1956 to establish Sinhala supremacy. [Board Term 1, 2012 (40)]

Or

Why did the Sri Lankan Tamils feel alienated in spite of their long stay in Sri Lanka ?

[Board Term 1, 2012 (55)]

Or

Explain three measures taken by Sri Lanka, according to an Act passed in 1956.

[Board Term 1, 2012 (33)]

Or

Which three provisions of the Act passed in Sri Lanka in 1956 established Sinhala Supremacy ?

[Board Term 1, 2012 (56)]

Or

What were the reasons for the alienation of Sri Lankan Tamils ? What was the effect of this on the country ?

[Board Term 1, 2011 (14, 37, 45), 2010 (A2)]

Or

Why Sri Lankan Tamils felt alienated ?

[Board Term 1, 2011 (34, 40)]

Ans. Sri Lankan Tamils felt alienated because :

- (a) Government adopted majoritarian measure to establish Sinhala Supremacy. In 1956, an Act was passed to recognise Sinhala as the only official language thus disregarding Tamil.
- (b) The governments followed preferential politics that favoured Sinhala applicants for university positions and government jobs.
- (c) A new constitution stipulated that the state shall protect and foster Buddhism.
- (d) Sri Lankan Tamils felt that none of the major political parties by the Buddhist Sinhala leaders were sensitive to their language and culture.
- (e) As a result, the relations between the Sinhala and Tamil communities strained overtime and it soon turned into a civil war. (Any three) $1 \times 3 = 3$

(CBSE Marking Scheme, 2013)

Q. 3. Compare the different ways in which the Belgians and the Sri Lankans have dealt with the problem of cultural diversity.

[Board Term 1, 2012 (52), 2011 (12, 13, 23, 32, 33)]

Ans. The Belgian leaders recognised the existence of regional and cultural diversities.

- (a) They amended their constitution four times so as to work out an innovative arrangement that would enable everyone to live together in peace and harmony, i.e., there was sharing of power between the Dutch and the French both in the central government; state government and community government. They followed a policy of accommodation.
- (b) This helped to avoid civic strife and division of the country on linguistic lines.
- (c) On the other hand, the Sinhalese who were in majority in Sri Lanka as compared to the Tamils followed a policy of majoritarianism and adopted a series of measures to establish Sinhala supremacy by passing an Act of 1956.

These measures alienated the Tamils leading to civic strife between the two communities.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 4. Explain any three consequences of the majoritarian policies adopted by the Sri Lankan government.

[Board Term 1, 2012 (48)]

Ans. Consequences of majoritarian policies adopted by Sri Lankan Government were :

- (a) Tamils felt the government was not sensitive about Tamil language and culture because Sinhala was declared the official language.

(b) Tamils felt discriminated against securing jobs and education which were given preferentially to the Sinhala speakers.

(c) Tamils felt the government was practising religious discrimination because the State fostered Buddhism. Relations between Tamils and Sinhalese became strained.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 5. Mention any three demands of Srilankan Tamils ? [Board Term 1, 2012 (63)]

Or

Which three demands of the Srilankan Tamils accepted and met with, can settle the ethnic conflict in Sri Lanka for good ? Explain.

[Board Term 1, 2012 (35)]

Ans. Demands of the Tamils :

- (a) Recognition of Tamil as an official language.
- (b) Equal opportunities for Tamils in government jobs and educational institutions.
- (c) Provincial autonomy for Tamil dominated provinces. (CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. How majoritarianism has increased the feeling of alienation among the Sri Lanka Tamils ? Explain. [Board Term 1, 2014 (WQ7FXWC), (R9UJGYG)]



TOPIC-2

Accommodation in Belgium Forms of Power Sharing

Very Short Answer Type Questions

1 mark each

Q. 1. Which type of powers does the community government of Belgium enjoy ?

[Board Term 1, DDE-2015, Set-E]

Ans. This government has the power regarding culture, education and language related issues. 1

Q. 2. What is the Prudential reason behind power sharing ?

[Board Term 1, 2014 (R9UJGYG), (WQ7FXWC)]

Or

Why power sharing is good for democracies ?

Ans. It reduces the possibility of conflict between social groups. 1

Q. 3. Which system of power sharing is called, 'Checks and Balances' ?

Ans. Horizontal distribution of powers. 1

Short Answer Type Questions

3 marks each

Q. 1. Give reasons why power sharing is desirable.

[Board Term 1, 2015 Set 6AP67LB]

[Board Term 1, 2011 (A2)]

Or

Why power sharing is necessary in democracy ?

Explain. [Board Term 1, 2011 (22, 25, 31, 11)]

Or

Write one Prudential and one moral reason for power sharing. [Board Term 1, 2011 (16, 11)]

Or

Why is power sharing desirable ? Explain moral reasons in this regard. [Board Term 1, 2012 (64)]

Or

Why power sharing is desirable ? Explain giving any three prudential reasons.

[Board Term 1, 2012 (34)]

Ans. Power sharing is desirable in democracy because :

(i) Prudential reasons :

(a) It helps to reduce the possibility of conflict between social groups. Since social conflict often leads to violence and political instability.

(b) It is a good way to ensure the stability of political order.

(c) Imposing the will of majority, community over others may look like an attractive option in the short run, but in the long run it undermines the unity of the nation.

(ii) Moral reasons :

(a) Power sharing is the very spirit of democracy. A democratic rule involves sharing power with those affected by its exercise and who have to live with its effect.

(b) People have a right to be consulted on how they are to be governed.

(c) A legitimate government is one where citizens through participation, acquire a stake in the system.

$1\frac{1}{2} + 1\frac{1}{2} = 3$
(CBSE Marking Scheme, 2015, 2012)

Q. 2. How can power be shared among governments at different levels ? Explain.

[Board Term 1, DDE-2014]

Or

Explain the vertical division of power giving example from India. [Board Term 1, 2012 (36)]

Ans. **Vertical division of power :** Vertical division of power means sharing of power among governments at different levels. In India, there are three levels of the government :

- (a) **For entire country :** Central Government/Union Government.
- (b) **At the provincial level :** State Governments.
- (c) At the local level (*i.e.*, rural and urban) : Local self governments like panchayats and municipal councils.

1×3=3

(CBSE Marking Scheme, 2012)

Q. 3. What is power sharing ? Why power sharing is important in a democracy ?

[Board Term 1, NCT-2014]

- Ans.** (a) When the power does not rest with any one organ of the state rather it is shared among legislature, executive and judiciary it is called power sharing.
- (b) Power sharing is important in a democracy because :
- (i) It helps to reduce the possibility of conflict between social groups.
 - (ii) It is the very spirit of democracy.
 - (iii) It is a good way to ensure the stability of the political order.
- (Any two) 1+2=3

Q. 4. "Sharing of powers makes a country more powerful and united." Do you agree with this statement and why ? [Board Term 1, 2013 (H3)]

Or

"Power-sharing is the very spirit of democracy". Justify this statement with three suitable points.

[Board Term 1, 2012 (39)]

Or

How far do you agree with the statement that power sharing is keeping with the "Spirit" of democracy ?

[Board Term 1, 2012 (45)]

Ans. Power sharing keeps up with the 'Spirit' of Democracy as :

- (a) Power sharing ensures that all people have stake in government.
- (b) Power sharing ensures maximum participation. It upholds the concept of people's rule. It always brings better outcomes in democracy. It ensures the political stability in democracy.
- (c) Power sharing accommodates diverse groups. It helps to reduce the possibility of conflict between social groups.

1×3=3

(CBSE Marking Scheme, 2012)

Q. 5. "Both Belgium and Sri Lanka are democracies but they follow different systems of power sharing". Support the statement by giving three points of difference.

[Board Term 1, 2012 (69)]

Ans. Difference in power sharing of Belgium and Sri Lanka :

- (a) In Belgium, the government does not follow preferential policies in matters of jobs and education. In Sri Lanka, the government follows preferential policies in matters of government, jobs and education.
- (b) In Belgium, there is a special government called 'community government' to look after the cultural, educational and language related issues. In Sri Lanka, the major political parties are not sensitive to the language and culture of the Tamils.
- (c) In Belgium, there is no discrimination between different religions. In Sri Lanka, Buddhism is the official religion.

(CBSE Marking Scheme, 2012) 1×3=3

Q. 6. Describe horizontal and vertical power sharing in modern democracies.

Or

Differentiate between horizontal and vertical division of powers. [Board Term 1, 2011 (18, 36)]

Or

What is horizontal distribution of power ? Mention its any two advantages.

[Board Term 1, 2012 (82)]

Or

Why is horizontal distribution of power often referred to as a system of 'checks and balances' ? Explain.

[Board Term 1, 2012 (67, 70)]

Ans.

	Horizontal division of power	Vertical division of power
(a)	Horizontal division of power is such a power sharing arrangement in which power is shared among different organs of government, such as legislature, executive and judiciary.	In vertical division of powers, power can be shared among governments at different levels, like union, state and local levels of government, <i>i.e.</i> , it involves higher and lower levels of the government.
(b)	In horizontal division of power, different organs of government exercise different powers. This is a concept of separation of powers.	In vertical division of powers, constitution clearly lays down the power of different levels of the government.
(c)	Horizontal distribution specifies the concept of checks and balances in order to check the exercise of unlimited powers of the organs.	There is no concept of checks and balances, because powers are clearly given by the constitution from the higher level to the lower level.

1×3=3

Advantages of horizontal distribution of power :

- (i) It allows different organs of government placed at the same level to exercise different powers.
- (ii) It ensures that none of the organs can exercise unlimited power. Each organ checks the other.

Q. 7. In modern democracies, power is often shared among different organs of the government. Explain. [Board Term 1, 2011 (29, 35, 42)]

Or

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

Ans. Power is shared between different organs of the government such as Legislature, Executive and Judiciary. This system of power sharing is referred to as a system of 'checks and balances' because :

- (a) All three organs are placed at the same level of power.
- (b) The power distribution ensures that no organ enjoys unlimited powers.
- (c) Each organ exercises a check on the others. Thus there is a balance of power. (Any two)

(CBSE Marking Scheme, 2012) 1+2=3

Detailed Answer :

Power is shared among different organs of government as Legislature, Executive and Judiciary.

Long Answer Type Questions

5 marks each

Q. 2. Explain how Belgium was able to solve its ethnic problem ? [NCERT; OD 2010 (I, II, III)]

Or

Explain the power sharing arrangement in Belgium. [Board Term 1, 2011 (17)]

Or

State the main elements of the power sharing model evolved in Belgium.

[Board Term 1, 2011 (20, 27, 40)]

Ans. The main elements of the power-sharing model evolved in Belgium were :

- (a) Constitution prescribes that the number of Dutch and French speaking ministers shall be equal in the Central Government. Some special laws require the support of majority of members from each linguistic group. Thus, no single community can make decisions unilaterally.

(a) **Legislature :** The legislature is concerned with passing the laws, controlling the finances of the state and delivering on matter of public importance.

(b) **Executive :** The executive machinery implements the policies of the government and executes the rules made by the legislature bodies.

(c) **Judiciary :** The judiciary is concerned with the interpretation of the laws and has the power to punish those who commit crimes or break the laws. The judiciary can also check the functioning of executives.

1×3=3

Q. 8. "The outcome of politics of social divisions depends on how the political leaders raise the demands of any community". Explain the statement.

Ans. (a) It is easy to accommodate demands that are within the constitutional framework and are not at the cost of another community.

(b) The demand for only the Sinhala community in Sri Lanka was at the cost of interest and identity of Tamil community.

(c) In Yugoslavia, the leaders of the different ethnic communities presented their demands in such a way that these could not be accommodated within a single country.

1×3=3

(b) Many powers of the central government have been given to state governments of the two regions of the country. The state governments are not subordinated to the central government.

(c) Brussels had a separate government in which both the communities have equal representation. The French-speaking people accepted equal representation in Brussels because the Dutch-speaking community has accepted equal representation in the central government.

(d) Apart from the central and the state government, there is a third kind of government called the Community government.

(e) This community government is elected by people belonging to one language community—Dutch, French and German speaking. This government has the power regarding cultural, educational and language related issues.

1×5=5



CHAPTER

2

FEDERALISM

SYLLABUS

- How has federal division of power in India help national unity ?
- To what extent has decentralization achieved this objective ?



QUICK REVIEW

- The sharing of power among the central government, state, regional and local governments is known as federalism.
- In the federal form of government there is a clear cut division of powers between the centre and the states.
- In this form, there is an independent judiciary to decide disputes between governments of the two levels.
- Argentina, Austria, Australia, Belgium, Brazil, Canada, Germany, India, Mexico, Switzerland and the United States have federal governments.
- Some units of the Indian Union are smaller in size in comparison to other states and cannot be merged with other states. Such units are known as Union Territories.
- In India there are seven Union Territories.
- The process of dispersing or distributing decision-making power to the smaller units is known as decentralization.
- When there is only one level of government, it is known as Unitary Government and the system is called Unitary System.
- A set of rules which determines the form of the government, the powers of the government, the rights of the citizens, and the relation between the government and its citizen is known as constitution.
- Division of power between the centre and the states is an essential feature of the federal type of government.
- An association of independent states formed for some particular purpose is known as a confederation.
- The matters of national importance upon which the central government takes decisions are included in the Union List.
- The matters of state and local level importance on which the decisions are taken by the state governments are included in the State List.
- The matters which have common importance to both the central and the state governments are included in the Concurrent List.
- The powers which are not included in the Union, State and Concurrent lists are known as residual powers. These powers lie with the centre.
- In India federalism is practiced through the creation of linguistic states, adoption of a secular language policy and restructuring the centre- state relations.
- When no single party gets a clear majority in the Lok Sabha, the major national parties enter into an alliance with many parties including several regional parties to form a government at the center. This is known as COALITION government.

TOPIC - 1

What is Federalism & What Makes India a Federal Country ? **P. 108**

TOPIC - 2

How is federalism practiced
Decentralisation in India **P. 110**



KNOW THE TERMS

- **Federalism** : It is a system of government in which the power is divided between a central authority and various constituent units of the country.
- **Decentralisation** : When the power is taken away from central and state governments and given to the local government, it is called decentralisation.
- **Jurisdiction** : The area over which someone has legal authority.
- **Union List** : It includes subjects of national importance. The central government alone can make decisions on these matters such as defence of the nation, foreign affairs, finance and communication.
- **State List** : It includes matters of state level importance. The state government alone can make decisions on these areas. They include matters such as police, trade, agriculture, commerce and irrigation.
- **Concurrent List** : It includes those subjects which are of common interest of both the central and state governments. It includes matters such as education, forest, marriage, adoption and succession and trade unions. Both the state and central governments can make decisions on these matters.
- **'Coming together' Federation** : It is a federation in which several independent states come together on their own to form a bigger unit, so that by pooling sovereignty and retaining identity, they can increase their security.
- **'Holding together' Federation** : It is a federation in which a large country decides to divide its power between the constituent states and the national government.
- **Residuary Subjects** : Subjects which do not fall in any of these three lists. New subjects such as computer software that came up after the constitution was made comes under residuary subjects.
- **Unitary System** : It is a system of government in which either there is only one level of government or the sub-units are subordinate to the central government.
- **Language Policy** : It is the safeguard to other languages. Under this policy, besides Hindi, 21 other languages are recognised as Scheduled Languages by the constitution.
- **Scheduled Languages** : 22 Languages which are listed in the Eighth Schedule of the constitution are known as the Scheduled languages.
- **Union Territories** : These territories do not have the powers of state and come under direct rule of central or Union government. For example— Chandigarh, Lakshadweep etc.
- **Regionalism** : A strong feeling of pride or loyalty in a particular region with a desire of more power to govern themselves.
- **Mayor** : The Chairperson of a Municipal Corporation is known as the mayor.
- **Autonomy** : A region or territory to govern itself independently.
- **Linguistic States** : India is a multilingual country where people speak different languages. After independence, some states were created on the basis of the languages people used to speak. These are known as linguistic states.
- **Panchayati Raj** : A system of government in which Gram Panchayats are the basic units of administration. It has three levels — Gram (village), Tehsil (block) and Zila (District).
- **Panchayat Samiti** : It is a local government body at the tehsil or taluka level in India, which is a link between Gram Panchayat and Zila Parishad.
- **Gram Sabha** : The bodies for the supervision of Gram Panchayats.
- **Tier System** : It is the system which signifies levels of government. It may be two levels (two tiers) and three levels (three tiers).
- **Indian Federation** : It has 29 states and 7 union territories. Its capital is New Delhi.



KNOW THE LINKS

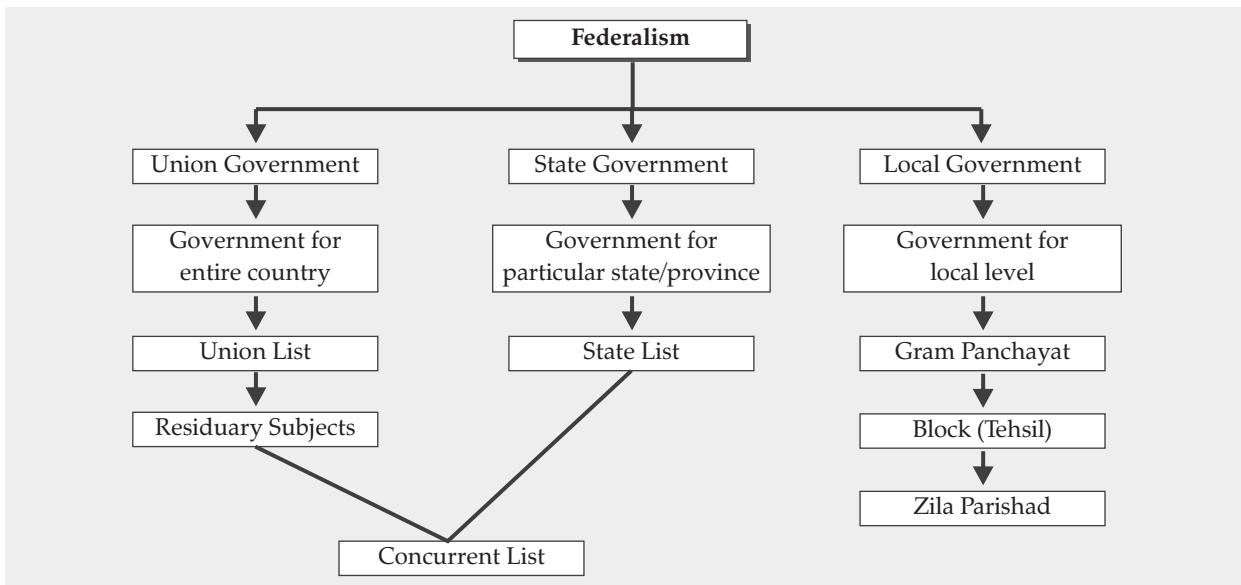
1. Type of Government in USA

http://www.thesocialleader.com/2010/07/american_form_government/

2. Federal and Unitary Government Comparison

<http://www.dsusd.k12.c.us/users/scottsh/Govt/Advantagesdisadvantages%20federal.html>

FLOWCHART



TOPIC-1

What is Federalism & What Makes India a Federal Country ?

Very Short Answer Type Questions

1 mark each

Q. 1. Name the country which follows 'coming together' style of federalism.

[Board Term 1, KVS-2014, DDE-2014]

Ans. USA and Australia. (Any one) 1

Q. 2. Which subjects are included in the Union List ?

[Board Term 1, NCT-2014]

Ans. Defence of the nation, foreign affairs, banking, currency, communication. 1

Q. 3. Which type of government has two or more levels ?

Ans. Federal Government. 1

Q. 4. Which subjects falls under the concurrent list ?

Ans. Marriage, education, forest, trade unions, adoption and succession. 1

Q. 5. The subject of Computer Software comes under which list ?

Ans. Residuary List. 1

Q. 6. In case of any dispute about the division of powers who can make a decision ?

Ans. The High Court and the Supreme Court can make a decision. 1

Q. 7. Which subjects are included in the state list ?

Ans. Agriculture, police, public health, land. 1

Q. 8. Which groups of countries are an example of holding together federation ?

Ans. India, Spain and Belgium. 1

Q. 9. The federal system serves which two dual objectives ?

Ans. First, to safeguard and promote unity of the country and secondly, to accomodate regional diversity. 1

Short Answer Type Questions

3 marks each

Q. 1. Highlight any three steps taken by India towards making it a federation.

[Board Term 1, 2015, Set-6AP67LB]

Ans. (i) Reorganisation of states on linguistic basis.

(ii) Centre state relations.

(iii) Decentralisation or any other relevant point.

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

Q. 2. Highlight three major distinctions between the federations of 'coming together' type and 'holding together' type.

[Board Term 1, 2015, Set-C5JWEVD]

Ans. Holding Together Federation :

- (i) Large country decides to divide its power between states and the centre.
- (ii) Central government tends to be more powerful.
- (iii) Federating units have unequal power.
- (iv) India, Spain, Belgium.

Coming Together Federation :

- (v) Independent states coming together on their own to form a bigger unit.
- (vi) All the states have equal power and are strong.

- (vii) By pooling sovereignty and retaining identify, they increase their security.
- (viii) U.S.A, Switzerland, Australia.

[CBSE Marking Scheme, 2015] 3

Q. 3. What are the three lists given in the constitution ? [Board Term 1, NCT-2014]

Or

Describe the three-fold distribution of legislative power between the Union Government and State Governments of India.

[Board Term 1, 2014 (WQ7FXWC)]

Ans. The three-fold distribution of legislative powers :

- (i) **Union list :** Union lists consist of 97 subjects. It includes subjects of national importance such as defence of the country, foreign affairs, banking, communication and currency.
- (ii) **State list :** State list consists of 66 subjects. It contains subjects of state and local importance

such as police, trade, commerce, agriculture and irrigation.

(iii) **Concurrent list :** Concurrent list consist of 47 subjects. It includes subjects of common interest to both such as education, forest, trade unions, marriage, adoption and succession. $1 \times 3 = 3$

Q. 4. Describe the three-tier system of Indian federation ? [Board Term 1, 2011 (A2)]

Ans. Three-tier system means three levels of government. The Indian constitution was originally provided for a two-tier system of government :

- (a) The Union government or the Central government, and
- (b) The State governments.
- (c) But, later a third-tier of federalism was added in the form of Panchayats at rural level and municipalities at urban level. Every level enjoys separate jurisdiction. $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. Why did the makers of our Constitution declare India to be a 'Union of states' ? Why were some sub-political units of India given a special status?

[School of Scholars, Yavatmal, 2015] [Board Term 1, 2012 (46)]

Ans. India became a Union of states because it consisted of both British-ruled territories as well as many princely states. Some sub-political units of India have a special status.

- (i) French and Portuguese-ruled territories were given the status of Union territory.
- (ii) Jammu & Kashmir joined India on a special condition.
- (iii) Some units were too small to become independent states. They were made Union Territories.
- (iv) States in the north-east have been given a special status as they have a large tribal population with a distinct history and culture.

[CBSE Marking Scheme, 2015] 1+4=5

Q. 2. Explain any five key features of federalism.

[Board Term 1, KVS-2014]

Or

Describe the main features of federalism.

[Board Term 1, NCT-2014]

Or

Enlist any five features of federalism.

[Board Term 1, 2013 (H3, 105), 2012 (37, 40)]

Or

Mention any five main features which makes India a federal country.

[Board Term 1, 2012 (34), 2011 (580011, 24, 35)]

Ans. Main Features of Federalism :

- (i) There are two or more levels of government. India has three levels.
- (ii) Each level of government has its own jurisdiction in matters of legislation, taxation and administration even though they govern the same citizens.

(iii) Power and functions of each tier of government is specified and guaranteed by Constitution.

(iv) The Supreme Court has been given power to settle disputes between federal governments.

(v) Fundamental provisions of Constitution cannot be altered by any one level of government. It applies to India also.

(vi) Sources of revenue between different levels is specified by Constitution.

(vii) There is mutual trust and agreement between the government at different levels. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2013]

Q. 3. Differentiate between 'Coming Together Federation' and 'Holding Together Federation', with examples. [Board Term 1, 2014 (R9UJGYG)]

Ans. Difference between 'Coming Together Federation' and 'Holding Together Federation' :

(a) Coming together federations are formed when independent states come together to form a bigger state and 'holding together federations' are formed when a large country decides to divide itself into sub-units.

(b) In 'coming together federations' the state governments are strong, whereas in 'holding together federations', the central government is strong.

(c) In 'coming together federations', all states governments have equal powers but in 'holding together federations', this may not be the case.

(d) Examples of coming together federations — U.S.A., Switzerland and Australia.

Examples of holding together federations — India, Spain and Belgium. 5

Q. 4. "Holding together federations" do not give equal power to its constituent units. Explain the statement with help of examples in context to India. [Board Term 1, 2012 (69)]

- Ans.** (a) All states in the Indian Union do not have identical powers. For example, Jammu and Kashmir enjoys a special status and has its own constitution.
 (b) Many provisions of the Indian Constitution do not apply here.
 (c) Indians who are not the permanent residents of Jammu and Kashmir cannot buy land or house there.
 (d) Smaller units called Union Territories do not have the powers of a state. The Central Government has special powers in running these areas.

(CBSE Marking Scheme, 2012) $1 \times 5 = 5$

- Q. 5.** What challenges did centre-state relations in India face before the 1990's? Why is power sharing between centre and state more effective today ?

[Board Term 1, 2012 (62)]

Or

Describe the centre-state relations in Indian Federalism ? [Board Term 1, 2011 (580020, 33)]

Or

How have the centre-state relations been restructured to strengthen federalism ?

[Board Term 1, 2011 (580027, 39)]

Ans. Challenges before 1990 :

- (a) Political scene was dominated by one party both at the centre and in the states.
 (b) States which had government of political parties other than that at the centre were undermined and harassed by the centre even by using constitutional provisions.

After 1990 :

- (a) Now the centre and majority of state governments belong to different political parties in coalition.
 (b) A number of regional parties have become powerful and play a crucial role at the centre and states.
 (c) The era of "coalition" government at the centre has inculcated respect for federal autonomy.

(CBSE Marking Scheme, 2012) $2+3=5$

- Q. 6.** How is a federal government different from the unitary form of government? Why are federations preferred these days ? [Board Term 1, 2012 (63)]

Ans. Difference :

- (a) Unitary government has only one level of government whereas a federal government has two or more levels of government.

- (b) In Unitary government the, sub-units are subordinate to the centre, whereas in a federation, central government cannot encroach on the rights of state governments.
 (c) In unitary system, centre can order the sub-units which cannot happen in federation.
A Federation is preferred because :
 (a) It helps in making administration effective and efficient.
 (b) It helps to accommodate all diverse groups.

(CBSE Marking Scheme, 2012) $3+2=5$

- Q. 7.** How are the powers divided between the states and centre? Explain with examples.

[Board Term 1, 2012 (74)]

Or

Describe the three-fold distribution of legislative powers between the Union Government and State governments of India. [Board Term 1, 2012 (80)]

Or

Describe the three-fold distribution of legislative powers between the Union government and the State governments. Who can make laws on the subjects which are not covered under these lists and what name has been given to such subjects ?

[Board Term 1, 2011 (580014)]

Or

Describe the division of powers between the Central and the State Governments in India.

[Board Term 1, 2011 (580029, 36, 45)]

Ans. The three-fold distribution of legislative powers :

- (a) **Union list :** Union lists consist of 97 subjects. It includes subjects of National importance such as defence of the country, foreign affairs, banking, communication and currency.
 (b) **State list :** State list consists of 66 subjects. It contains subjects of state and local importance such as police, trade, commerce, agriculture and irrigation.
 (c) **Concurrent list :** Concurrent list consists of 47 subjects. It includes subjects of common interest to both such as education, forest, trade unions, marriage, adoption and succession.
 Union Government can make laws on the subjects which are not covered under these lists. The name has been given to such subjects is residuary subjects. (CBSE Markind Scheme 2012) $3+2=5$



TOPIC-2

How is Federalism practiced Decentralisation in India

Very Short Answer Type Questions

1 mark each

- Q. 1.** What status has been given to Hindi by the Constitution of India ?

[Board Term 1, 2015, Set-6AP67LB]

Ans. Official language of the country.

[CBSE Marking Scheme, 2015] 1

Q. 2. Much of the official work in Indian states is done in which language ?

[Board Term 1, DDE-2015 Set-E]

Ans. Hindi. 1

Q. 3. What is the official post for the chairperson of a Municipal Corporation ?

[School of Yavatmal, 2015]

Ans. Mayor. 1

Q. 4. Which local body has a 'Mayor' as its head ?

[Board Term 1, 2014 (R9UJGYG), (WQ7FXWC)]

Ans. Municipal Corporation. 1

Q. 5. Much of the official work in Indian States is done in which language ?

[Board Term 1, 2014 (X30T4XE)]

Ans. Official language of the concerned state. 1

Q. 6. By which name the rural local government is popularly known ?

Ans. Panchayati Raj. 1

Q. 7. Which state in India has a special status ?

Ans. Jammu and Kashmir. 1

Q. 8. How many other languages are recognised as Scheduled Languages by the constitution, besides Hindi ?

Ans. 21. 1

Q. 9. The system of Panchayati Raj works at which levels ?

Ans. The village, block and district levels. 1

Q. 10. Name the process where power is taken away from Central and State governments and given to local government.

Ans. Decentralization. 1

Q. 11. Which Indian state has its own constitution ?

Ans. Jammu and Kashmir. 1

Short Answer Type Questions

3 marks each

Q. 1. Do you take decentralisation as means to minimise the conflicts ? Give your view point ?

[Board Term 1, 2015, Set C5JWEVD]

Ans. Yes, it helps in the settlement of a large number of problems and issues at the local level.

- It provides a platform for the direct participation of people in decision making.
- In another way, decentralisation in the form of 'Local Self government' is the best way to realise principles of Democracy.

[CBSE Marking Scheme, 2015] 3

Q. 2. Differentiate between Gram Sabha and Gram Panchayat. [Board Term 1, DDE-2015, Set-E]

Ans. Gram Panchayat is a council consisting of several ward members often called panch, and a president or Sarpanch. It is the decision making body for the whole village.

The Panchayat works under the overall supervision of the gram sabha. All the voters in the village are its members. $1\frac{1}{2} + 1\frac{1}{2} = 3$

[CBSE Marking Scheme, 2015]

Q. 3. Describe the significance of decentralisation.

[Board Term 1, 2011 (A2)]

OR

Do you take decentralisation as means to minimise the conflicts ? [Board Term 1, 2015, Set-XOKG258]

Ans. Significance of Decentralisation :

- It helps in the settlement of a large number of problems and issues at the local level.
- It provides a platform for the direct participation of people in decision-making.
- In another way, decentralisation in the form of 'Local self government' is the best way to realise principles of Democracy. $1 \times 3 = 3$

Q. 4. State any three differences between the local government before and after the constitutional Amendment in 1992.

Ans. Local Government before 1992 :

- It was directly under the control of the state government.
- Elections were not held regularly.
- Elections were controlled by the state governments.

Local Government after 1992 :

- Local governments have got some powers of their own.
- Elections are held regularly.
- An independent state election commission is responsible to conduct the elections. $\frac{1}{2} \times 6 = 3$

Long Answer Type Questions

5 marks each

Q. 1. Why has federalism succeeded in India ? Which were the policies adopted by India that ensured this success ? Explain. [Board Term 1, DDE-2014]

Ans. Federalism has succeeded in India due to the nature of democratic policies in our country.

The policies adopted by India to ensure this success :

- Linguistic States :** After independence, the boundaries of several old states were changed in order to create new states. The creation of linguistic states was the first and a major test for democratic politics in our country.

(ii) Language Policy : The second test for the Indian federation is the language policy. The Indian constitution did not give the status of national language to any one of the language.

(iii) Centre-State Relations : Restructuring the centre-state relations is one more way in which federalism has been strengthened in practice.

(iv) Decentralisation of Power : Power in India has been decentralised to the local government. The local government includes Panchayats in villages and municipalities in urban areas.

1+4=5

Q. 2. "Local government's have made a significant impact on Indian democracy. At the same time there are many difficulties". Explain.

[Board Term 1, 2013 (H3), 2012 (60, 71)]

Ans. Impact of local self government on Indian democracy :

- (a) Constitutional status for local government has helped to deepen democracy.
- (b) It has increased women's representation and voice in our democracy.

Difficulties :

- (a) Gram sabhas are not held regularly.
- (b) Most state governments have not transferred significant powers to local government.
- (c) State governments do not provide adequate resources. (CBSE Marking Scheme, 2013) 2+3=5

Q. 3. Explain five changes towards decentralisation brought in the Constitution after the Amendments made in 1992. [Board Term 1, 2012 (33)]

Or

What is the meaning of decentralisation ? Explain any four provisions that have been made towards decentralisation in India after the Constitutional Amendment in 1992. [Board Term 1, 2012 (38)]

Or

Which five provisions of the Constitutional Amendment of 1992 strengthen the third tier of democracy in India? Explain.

[Board Term 1, 2012 (36, 52)]

Or

Explain any four provisions that have been made towards decentralisation in India after the Constitutional Amendment in 1992 ?

[Board Term 1, 2011 (580016, 32)]

Or

What is meant by "decentralisation of powers" ? Explain the importance of local self government by the light of decentralization.

[Board Term 1, 2012 (53)]

Or

How has the third tier of government in our country been made more effective and powerful by the constitutional amendment of 1992 ?

[Board Term 1, 2011 (580019)]

Or

Describe any four Constitutional steps taken in 1992 towards decentralisation in India.

[Board Term 1, 2011 (580016), 2010 (A2)]

Ans. Decentralization : When power is taken from central and state governments and is given to local government, it is called decentralization.

The Constitution was amended in 1992 to make the third tier of democracy more powerful and effective.

Provisions of the Constitutional Amendment of 1992 are :

- (a) Now it is mandatory to hold regular elections to local government bodies.

- (b) Seats are reserved in the elected bodies and the executive heads of these institutions for SC's, ST's and OBC's.
- (c) At least one-third of all positions are reserved for women.
- (d) An independent institution called State Election Commission has been created in each state to conduct panchayat and municipal elections.
- (e) The state governments are required to share some powers and revenue with local government bodies.

(Any four) (CBSE Marking Scheme, 2012) 1+4=5

Q. 4. Analyse the advantages of decentralization.

[Board Term 1, 2011 (580012)]

Or

Explain any five advantages of decentralization of power. [Board Term 1, 2012 (59)]

Ans. Advantages of Decentralization :

- (a) Sharing of power between centre and states and local government reduces conflict.
- (b) Large number of problems and issues can be best settled at local level. People have better knowledge of problems in their localities.
- (c) People have better knowledge of their own problems.
- (d) They know better on where to spend money and how to manage things efficiently.
- (e) People at the local level will participate directly in decision making.

(CBSE Marking Scheme, 2012) 1×5=5

Q. 5. What is the rationale for decentralization of power? Explain the structure of Rural Local Government in India. [Board Term 1, 2012 (82)]

Ans. The basic idea behind decentralisation :

- (a) Large number of problems and issues are best settled at the local level because people have better knowledge of their local problems.
- (b) It helps in promoting direct participation.

Structure of Rural Local Government :

- (a) **Zila Parishad :** All the mandals in a district together constitute the Zila Parishad. Most of the members are elected and headed by a chairperson.
- (b) **Panchayat Samiti or Mandal or Block :** The members of this body are elected by the entire panchayat members in that area. A few Gram Panchayats are grouped together to form this government body.
- (c) **Gram Panchayat :** A council consisting of several ward members often called Panch. The president is called sarpanch. It is the decision-making body for the entire village.

(CBSE Marking Scheme, 2012) 2+3=5

Q. 6. Assess the need for local government.

[Board Term 1, 2012 (68)]

Ans. Need for local government :

- (a) There are a number of problems and issues that are best settled at the local level, because people have a better knowledge of the problems in their localities.

- (b) The local people are aware of their needs and can prioritize.
- (c) It helps to initiate the process of direct decision-making.
- (d) It helps to inculcate the habit of democratic participation.
- (e) Local government is the best way to realize one important principle of democracy, namely local self government.

(CBSE Marking Scheme, 2012) $1 \times 5 = 5$

Q. 7. What is a Gram Sabha ? Describe any four functions of a Gram Sabha.

[Board Term 1, 2012 (64)]

Ans. Gram Sabha : A body comprising of all adult members of a village or a group of villages.

Functions of Gram Sabha :

- (a) It elects the members of the Gram Panchayat.
- (b) The Gram Sabha supervises the work of the village panchayat.
- (c) It approves the annual budget of the panchayat.
- (d) It reviews the performance of the Gram Panchayat.

(CBSE Marking Scheme, 2012) $1+4=5$

Value Based Questions

3-5 marks each

Q. 1. What qualities or values are inculcated in the people through local government ?

Ans. Values inculcated through Local government :

- (a) People become responsible when they are entrusted with responsibilities, so it helps them to initiate the process of direct decision-making.
- (b) They learn the importance of the power of one—which teaches that each one can make a difference to the way in which they are governed, in the current political scenario.
- (c) They will realize the importance of their vote and will ensure that they vote at the time of elections, thus ensuring the habit of democratic participation.

$1 \times 3 = 3$

Q. 2. What values will be gained through reservation of seats for women, SC's, ST's and OBC's in the third tier of democracy ?

Ans. Women :

- (a) Women will be forced to take more active part in local government and come out of their houses.
- (b) They can speak about problems of women and which improve their social status.
- (c) They will become more confident and learn about their rights.

SC's, ST's and OBC's :

- (a) They will be able to participate in local government, a right which was always denied to them in history.
- (b) Their voice cannot be suppressed. It will be heard.
- (c) They can solve issues of untouchability and other practices of caste discrimination at the village level.

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



CHAPTER

3

DEMOCRACY AND DIVERSITY

SYLLABUS

➤ *Are divisions inherent to the working of democracy ?*



QUICK REVIEW

- The Civil Rights Movement in the USA was aimed at abolishing racial discriminations against African-Americans. It was led by Martin Luther King Junior.
- Two African-Americans, Smith and Carlos, who won the gold and bronze medals in Olympics tried to draw the world's attention to the racial discrimination practised against Africans in America by protesting at the time of the medal ceremony.
- A social difference means the difference in a group of people due to their race, religion, language or culture.
- When two or more social differences join together, it turns into a social division.
- The differences between the Blacks and Whites became a social division in the U.S.
- Democracy is a government of the people, by the people and for the people.
- Democracy involves competition among various political parties. Their competition tends to divide any society.
- Three factors are crucial in deciding the outcome of politics of social decisions :
 - (i) **First**, the outcome depends on how people perceive their identities.
 - (ii) **Second**, it depends on how political leaders raise the demands of any community.
 - (iii) **Third**, it depends on how the government reacts to the demands of different groups.
- In a democracy, political expression of social division is very normal and can be healthy if a positive attitude towards diversity is kept.
- A homogenous society is one whose residents are similar in respect of religion, culture and language.
- The Indian society is a diverse society.
- The Black Power Movement in the USA was started in 1966 and lasted till 1975 to end racism.
- Afro-American is a term used to refer to those Africans whose ancestors were brought to America as slaves between the 17th and the early 19th centuries.
- India is the largest democratic country in the world.
- Indian democracy is a parliamentary form of democracy.
- The constitution of India divides power between the union and the state governments.
- Black Power was a political movement in the late 1960s and early 1970s that aimed to express a new racial consciousness among Blacks in the United States.
- Shifting of people from one country to another or from one place to another in search of jobs or for other reasons is known as migration.
- Migration converts a homogeneous country into a heterogeneous country.

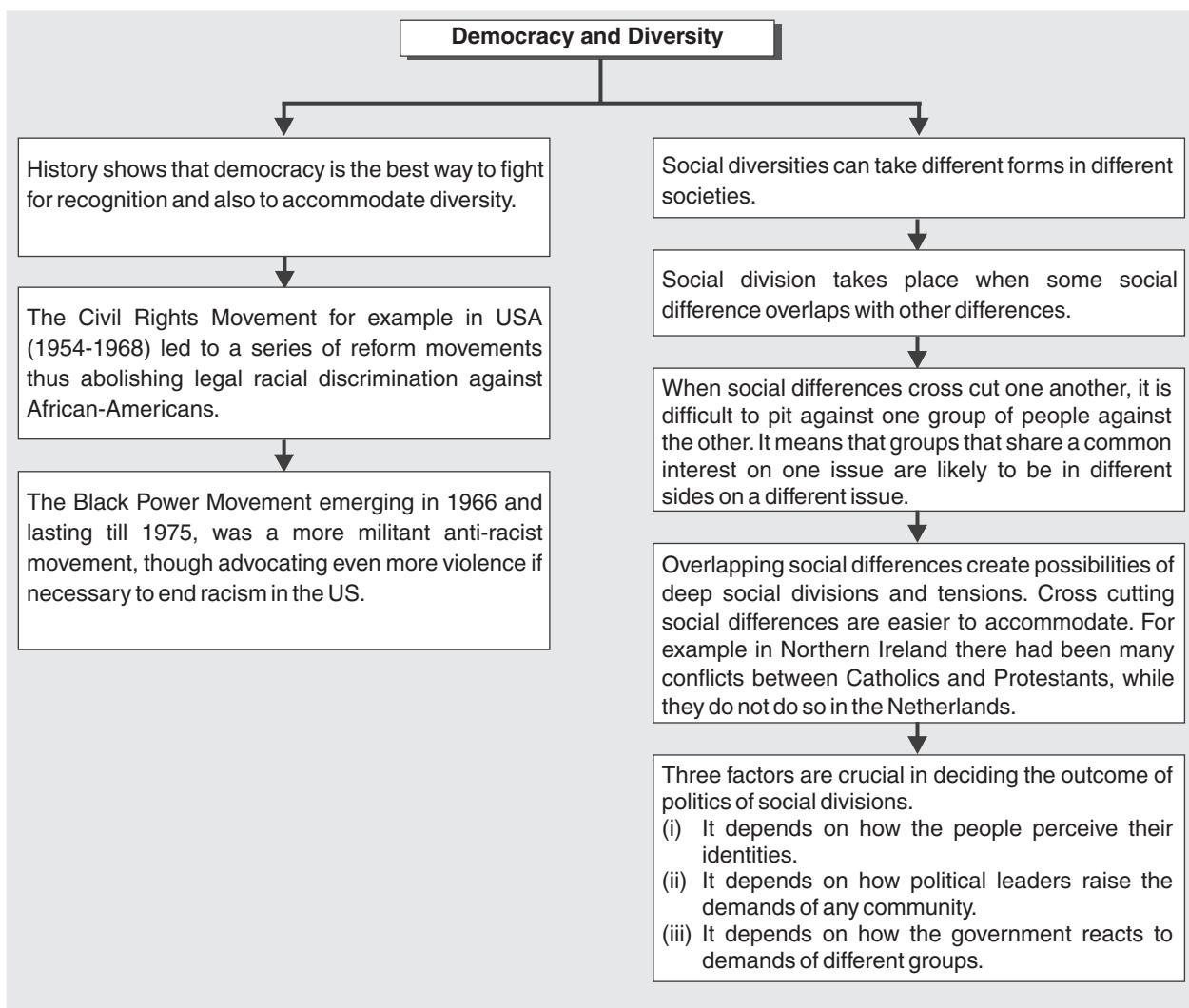


KNOW THE TERMS

- **Democracy** : A government is framed by the representatives elected by the people. In other words, Democracy is the government of the people, by the people and for the people.
- **Homogenous Society** : A society that has similar kinds of people, especially where there are no significant ethnic differences.
- **Migrant** : Anybody who shifts from one region or a country to another region within a country or to another country, usually for work or other economic opportunities.

- **Civil Rights Movement :** It was a non-violent movement initiated by Martin Luther King Junior to fight against racial discrimination practised in the US against African-Americans who were Blacks.
- **African-American :** The descendants of Africans who were brought into America as slaves between the 17th century and the early 19th century.
- **Black Power :** The Black Power movement came into existence in 1966 and lasted till 1975. It was a militant and racist movement advocating even violence to end racism in the US.
- **Racism :** The unfair treatment of people who belong to a different race.
- **Atheist :** A person who does not believe in God or religion.
- **Overlapping Differences :** When some social differences overlaps with other differences, we call them overlapping differences.
- **Cross-cutting Differences :** When some social differences cross cut one another they are called cross-cutting differences.
- **Minority :** Communities which are less than half of the total population of the country.
- **Forum :** The low courts are referred to as forums.
- **Social Differences :** Social diversity which is different from society to society.
- **Discrimination :** The practice of treating somebody or a particular group in society less-fairly than others.
- **Multicultural Community :** Social community formed on the basis of different cultures is termed as multi-cultural community. Generally, this is the result of migration.
- **Social Division :** Division of society on the basis of caste, race, religion, language, region, sex etc.
- **Disintegration :** The process of breaking into small parts.

FLOWCHART





KNOW THE LINKS

1. Black Power Salute at Mexico Olympics
<http://www.youtube.com>
2. Martin Luther King
<http://www.martinlutherking.org>
3. Apartheid
<http://www-cs-students.stanford.edu>

Very Short Answer Type Questions

1 mark each

Q. 1. Give one example to show Overlapping social differences create possibilities of deep social divisions and tensions.

[Board Term 1, 2015, Set-6AP67LB]

Ans. Catholics and Protestants have had conflicts in Northern Ireland.

[CBSE Marking Scheme, 2015] 1

Q. 2. Highlight the case of Netherlands in reference to cross cutting of social differences.

[Board Term 1, 2015, Set-C5JWEVD]

Ans. In the Netherlands, class and religion tend to cut across each other. Catholics and Protestants are about equally likely to be poor or rich. The result is that Catholics and Protestants have no conflicts in Netherlands. [CBSE Marking Scheme, 2015] 1

Q. 3. Which event in the USA is referred as the Black Power Movement (1966-73) ?

Ans. Movement to end racism.

Q. 4. Which group of countries did face the problem of social division ?

[Board Term 1, 2014, (R9UJGYG), (WQ7FXWC)]

Ans. Belgium, Sri Lanka and United Kingdom. 1

Q. 5. Who are represented by the term 'African American' ? [Board Term 1, 2014 (X30T4XE)]

Ans. The descendants of Africans who were brought into America as slaves between the 17th century and early 19th century. 1

Q. 6. Which country suffered disintegration due to political fights on the basis of religious and ethnic identities ?

Ans. Yugoslavia. 1

Q. 7. Name any two elements that show the basic unity in India ?

Ans. (i) Cultural unity; (ii) Religious equality. 1

Q. 8. List out the reasons for the growth of civil right movement in America.

Ans. (i) Prevalence of poverty; (ii) Racial discrimination, (iii) Civil Rights Movement; (iv) Religious diversity.

1

Q. 9. What does overlapping difference signify ?

Ans. Social division takes place when some social difference overlaps with other differences. 1

Q. 10. How were Tommie Smith and John Carlos dressed to receive their medals ?

Ans. Tommie Smith and John Carlos received their medals wearing black socks and no shoes to represent Black Poverty. 1

Q. 11. During which ceremony, Peter Norman, the Australian athlete wore a human rights badge on his shirt and why ?

Ans. During the medal ceremony of Mexico Olympics Peter Norman, the Australian athlete wore a human rights badge on his shirt. He did so to show his support to the American Athletes. 1

Q. 12. Which Association took back the medals of Carlos, Smith and Norman ?

Ans. The International Olympic Association. 1

Q. 13. Name the movement led by Martin Luther.

Ans. Civil Rights Movement. 1

Q. 14. Which movement emerged in 1966 and lasted till 1975 to end racism in the US ?

Ans. The Black Power Movement. 1

Short Answer Type Questions

3 marks each

Q. 1. Explain with example the role of political leaders to determine the outcome of politics of social divisions. [Board Term 1, DDE-2015, Set-M]

[Board Term 1, 2014 (R9UJGYG)]

Ans. It depends on how political leaders raise the demands of any community. For example :

(i) It is easier to accommodate demands that are within the constitutional framework and are not at the cost of another community.

(ii) The demand for 'only Sinhala' was at the cost of the interest and identity of the Tamil community in Sri Lanka.

(iii) In Yugoslavia, the leaders of different ethnic communities presented their demands in such a way that these could not be accommodated within a single country. 1×3=3

Q. 2. What steps should be taken according to you to promote the unity among the people of India ?

[Board Term 1, DDE-2015, Set-E]

Ans. Following steps can be undertaken to promote the unity among the people of India :

- (i) There should be equal opportunities of representation and no sort of discrimination existing in the society.
- (ii) More and more people participation in political affairs should be encouraged.
- (iii) Full religious tolerance and the leverage to minority group should be given to voice their opinion.

(Any other viable point) $1 \times 3 = 3$

Q. 3. "In a democracy, every expression of social division in politics is not disastrous." Establish the truth of the statement with the help of an example.

- Ans.** (i) Every expression of social division in politics does not lead to disasters because wherever social divisions exist, they are reflected in politics.
- (ii) In many countries, there are parties that focus only on one community e.g., A.M.K, A1ADMK and BSP in India. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 4. "Attempts at forced integration often sow the seeds of disintegration." Support the statement with suitable arguments.

[Board Term 1, DDE-2015, Set-E]

- Ans.** (i) The above statement is true from the examples of Belgium and Sri Lanka. If the rulers are willing to share power and accommodate the reasonable demands of minority community, social divisions become less threatening for the country.
- (ii) But if they suppress such a demand in the name of national unity, the end result is often quite the opposite.

Thus with such attempts at forced integration often saw the seeds of integration. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 5. How is political expression of social division in democracy beneficial ? [Board Term 1, 2011]

(580012, 13, 17, 20, 21, 24, 32, 38, 41)]

OR

In a democracy, political expression of social division is very normal and can be healthy. Justify this statement with suitable arguments

(School of Yavatmal, 2015)

Ans. Every expression of social division in politics does not lead to disasters but it is beneficial too.

- (a) The various disadvantaged groups express their grievances and get the government to attend the same.
- (b) Expression of various kinds of social divisions in politics often result in their cancelling one another out and thus reducing their intensity.
- (c) Fight against injustice often takes a democratic path voicing their demands in a peaceful and constitutional manner and seeking a fair position through elections. $1 \times 3 = 3$

Q. 6. Why do some people think that it's not correct to politicize social divisions ? Give three reasons.

[Board Term 1, 2014 (X30T4XE)]

Ans. They think that it is not correct to politicize social divisions because :

(i) It can make social divisions into political division and lead to conflict, violence or even disintegration of a country.

- (ii) In Northern Ireland, there has been a violent and bitter ethno-political conflict for many years.
- (iii) It caused disintegration of Yugoslavia into six independent countries. $1 \times 3 = 3$

Q. 7. How is overlapping differences different from cross-cutting differences ?

[Board Term 1, NCT-2014]

- Ans.** (i) Social differences which overlap other differences are known as overlapping differences, while when social differences cross-cut one another, it is known as cross-cutting differences.
- (ii) Cross-cutting social differences are easier to accommodate, while overlapping differences are not.
- (iii) Overlapping social differences create possibilities of deep social divisions and tensions, while cross-cutting differences do not usually lead to conflicts. $1 \times 3 = 3$

Q. 8. What penalty was imposed on 'Carlos Smith and Norman' for their action at the 1968 Mexico Olympics ? [Board Term 1, KVS-2014]

Or

How were Carlos, Smith and Norman penalized for their action at the 1968 Mexico Olympics ?

[Board Term 1, 2012 (47)]

- Ans.** (a) The International Olympics Committee took back the medals of Carlos and Smith.
- (b) There was a severe criticism of Carlos and Smith in the USA.
- (c) Norman was not included in the Australian team for the next Olympics. $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Q. 9. Explain the two basis of social differences with examples. [Board Term 1, DDE-2014]

Or

Explain with example different forms of social differences. [Board Term 1, 2011 (580014, 35)]

Or

Describe any three origins of social differences.

[Board Term 1, 2011 (580016, 20, 22, 39)]

Ans. Different forms of social differences :

- (a) Social differences are based on accident of birth. e.g., People around us are male and female, they are tall and short, have different kind of complexions, or have different physical abilities or disabilities.
- (b) Some differences are based on choices, e.g., some people are atheists. They don't believe in God or any religion. Some people choose to follow a religion other than the one in which they were born. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 10. Explain overlapping of social differences with an example. [Board Term 1, DDE-2014]

Or

"Overlapping social differences create possibilities of deep social divisions and tensions". Explain.

- Ans.** (a) When one social difference overlaps another difference, it is known as overlapping of social differences.

- (b) Overlapping of social differences between Blacks and Whites became a social division in the United States. These differences became the main factor for the Black Power Militant Movement.
 - (c) Even in India, Dalits face discrimination and injustice. These kinds of situations produce social divisions which are harmful for democracy and weaken the basic foundation of democracy.
- $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 11. What are the three factors that determine the outcome of social divisions on politics ? Explain.

[Board Term 1, 2013 (105), 2012 (34)]

Or

Describe the factors which decide the outcomes of the politics of social division ?

[Board Term 1, 2012 (46, 48, 51, 52, 60, 62, 69), 2011 (580018, 23, 29, 33, 34, 36, 37, 40, 43, 44)]

Ans. Factors that determine the outcome of politics of social divisions :

- (a) As social groups view their identities to be exclusive and superior, it becomes difficult to accommodate them.
- (b) It depends upon the type of demands raised by the political leaders on behalf of a community. It is easier to accommodate demands that are within the constitutional framework and are not at the cost of another community.
- (c) Reaction of the government to the demands of different communities determine the outcome. If the rulers are willing to share power and accommodate the reasonable demands of minority community, social divisions become less threatening for the country.

(CBSE Marking Scheme, 2013) $1 \times 3 = 3$

Q. 12. Distinguish between Civil Rights Movements (1954-1968) and The Black Power (1966-1975) Movement in the USA. [Board Term 1, 2013, (3K)]

Ans. Civil Rights Movement : (1954-1968)

Refers to a set of events and reform movements aimed at legally abolishing racial discrimination against African-Americans. Led by Martin Luther King Junior, this movement practised non-violent methods.

The Black Power :

This Movement emerged in 1966 and lasted till 1975, which was more militant anti-racist movement advocating even violence if necessary to end racism in the U.S.

(CBSE Marking Scheme, 2013) $1\frac{1}{2} \times 2 = 3$

Q. 13. Taking the example of Carlos, Smith and Norman, explain how social differences divide similar people from one another but also unite very different people. [Board Term 1, 2012 (36), 2011(58001, 15, 41), 2010 (B1)]

Ans. Social differences divide similar people from one another, but they also unite different people.

People belonging to different social groups share differences and similarities cutting across the boundaries of their groups. People belonging to the same religion may feel different. Yet people from different religions may have similar views, e.g.,

- (a) Carlos and Smith were similar in one way because both were African-Americans and thus different from Norman who was white.
- (b) But they were all similar in other way that they were all athletes who stood against racial discrimination.

(CBSE Marking Scheme, 2012) $1+2=3$

Q. 14. What did the African-American athletes do in order to draw international attention to "black poverty" in the Mexico Olmpic ?

[Board Term 1, 2012 (52)]

Or

What were the black gloved and raised clenched fists meant to ? Why did athletes do so ?

[Board Term 1, 2012 (74)]

Or

What problem was raised by Smith and Carlos of U.S.A. ? With what gesture did they draw international attention towards the social problems in U.S.A. ? [Board Term 1, 2012 (81)]

Or

How did the African-American athletes in Mexico Olympics 1968 try to draw international attention to racial discrimination in the United States ?

[Board Term 1, 2012 (37)]

Or

What did the African-American athletes in Mexico Olympic do in order to draw international attention to racial discrimination in the United States ? [Board Term 1, 2011 (580014, 33)]

Ans. To draw international attention to racial discrimination in the United States, the African-American athletes performed following activities :

- (a) They received their models wearing black socks and no shoes to represent Black poverty.
- (b) When American national anthem was played, these two African-American athletes stood with clenched fists upraised and heads bowed.
- (c) The black gloved and raised clenched fists were meant to symbolise black power.
- (d) Peter wore a human rights badge on his shirt to show his support.

(Any three) (CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 15. Who was the leader of the Civil Rights Movement ? Describe the importance of this movement. [Board Term 1, 2012 (53, 56)]

Or

Explain briefly the Civil Rights Movement which took place in the U.S.A. between 1954 and 1968.

[Board Term 1, 2011 (580018, 23, 34, 40, 44)]

Ans. Martin Luther King Junior was the leader of the Civil Rights Movement. This movement was started in 1954 and lasted till 1968.

Importance of Civil Rights Movement :

- (a) It was a reform movement with the aim to abolish legal racial discrimination against African-Americans.
- (b) It practised non-violent methods of civil disobedience.

(CBSE Marking Scheme, 2012) 1+2=3

Q. 16. How do social division affect politics ? Give two examples. [Board Term 1, 2011 (580011)]

Or

Explain with examples how social division affect politics ? [Board Term 1, 2011 (580038, 42)]

Or

How do social divisions affect politics ? Explain. [Board Term 1, 2012 (33)]

Ans. Social divisions affect politics in both negative and positive ways :

Negative ways :

- (a) In Northern Ireland, there has been a violent and bitter ethno-political conflict for many years. Northern Ireland population was divided into Protestant (53%) and Roman Catholics (44%). The Catholics were represented by Nationalist parties who wanted to be unified with the Republic of Ireland. In contrast Protestants were represented by Unionists who wanted to remain with the U.K. Hundreds of civilians, militants and security forces were killed in the fight between unionists and nationalists.
- (b) Disintegration of Yugoslavia into six independent countries due to ethnic and religious differences is another example.

Positive ways :

- (a) Every expression of social division in politics does not lead to disasters because wherever social divisions exist, they are reflected in politics. In many countries, there are parties that focus only on one community, e.g., D.M.K., AIADMK and BSP in India.

(CBSE Marking Scheme, 2012) 1½+1½=3

Q. 17. "We have different identities in different contexts." Support the statement with three facts. [Board Term 1, 2011 (580012, 15)]

Ans. We have different identities in different contexts. It can be proved by the following points :

- (a) It is fairly common for people belonging to the same religions to feel that they do not belong to the same community because their caste is different.
- (b) It is also possible for people from different religions to have the same caste and feel close to each other.
- (c) Rich and poor persons from same family often do not keep close relations with each other for they feel they are different.

1×3=3

Q. 18. What are the features of a homogeneous society ? Mention the name of any one country having such society ? [Board Term 1, 2011 (280013, 21, 42)]

Ans. Features of a homogeneous society :

- (a) A society has similar kinds of people.
- (b) There are no significant ethnic differences.

Germany and Sweden have homogenous societies. (Any one state) 2+1=3

Q. 19. What was the Black Power Movement ? Explain. [Board Term 1, 2011 (580016, 22, 32, 43)]

Ans. (a) The black power movement was emerged in USA between 1966 and lasted till 1975.

- (b) It was more militant and anti-racist movement.
- (c) Main aim of this movement was to end racism in the U.S.

1×3=3

Q. 20. "Social divisions exist in most of the countries." Explain. [Board Term 1, 2011 (580017, 35, 37)]

Ans. Social division of one kind or the other exists in most of the countries.

- (a) Social divisions exist whether the country is big or small. India is a vast country with many communities. Belgium is a small country with many communities.
- (b) Countries such as Germany and Sweden, that were once highly homogeneous are undergoing rapid change with influx of people from other parts of the world.
- (c) Migrants bring with them their own culture and tend to form a different social community. In this sense, most countries of the world are multicultural and as much have social division. 1×3=3

Long Answer Type Questions

5 marks each

Q. 1. Politics and social divisions must not be allowed to mix. Substantiate this statement, with five arguments. [Board Term 1, 2015, Set-C5JWEVD]

Ans. (i) Democracy involves competition among various political parties. Their competition tends to divide any society. If they start competing in terms of some existing social divisions, it can make social division into political division and lead to conflict, violence or even disintegration of a country.

- (ii) Hundreds of civilians, militants and security forces were killed in the fight between Unionists and Nationalists and between the security forces of the UK and the Nationalists. It was only in 1998, that the UK government and the Nationalists reached a peace treaty after which the nationalists suspended their armed struggle.
- (iii) Political competition along religious and ethnic lines led to the disintegration of Yugoslavia into six independent countries.

- (iv) In a democracy it is only natural that political parties would talk about the social divisions, make different promises to different communities, look after due representation of various communities and make policies to redress the grievances of the disadvantaged communities.
- (v) Social divisions affect voting in most countries. People from one community tends to prefer some party to others. In many countries, there are parties that focus only on one community.

[CBSE Marking Scheme, 2015] 5

Q. 2. 'Social diversity in a country need not be seen as a source of danger'. Prove.

Ans. Social diversity in a country need not be seen as a source of danger because :

- (a) In a democracy, political expression of social divisions is very normal and can be healthy.
- (b) It allows various disadvantaged and marginal social groups to express their grievances and get the government to attend to these aspects.
- (c) Expression of various kinds of social divisions in politics often results in their cancelling one another out.

- (d) This cancelling reduces the intensity of the different social divisions.
- (e) This leads to strengthening of a democracy.

$1 \times 5 = 5$

Q. 3. Describe the problems faced by a democracy to accomodate social diversities.

Ans. Problems faced by a democracy to accomodate social diversities are as follows :

- (a) A positive attitude towards diversity and a willingness to accommodate it do not come about easily.
- (b) People who feel marginalized, deprived and discriminated have to fight against the injustice.
- (c) Such a fight often takes the democratic path, voicing their demands in a peaceful and constitutional manner and seeking a fair position through elections.
- (d) Sometimes social differences can take the form of unacceptable level of social inequality and injustice.
- (e) The struggle against such inequalities sometimes takes the path of violence and difference of state power.

$1 \times 5 = 5$

Value Based Questions

3-5 marks each

Q. 1. Do you think that social divisions are always dangerous ? Explain.

[Board Term 1, 2014 (R9UJGYG)]

Ans. No, we do not think that social divisions are always dangerous because :

- (i) In a democracy, political expression of social divisions is normal and can be healthy.
- (ii) It allows various disadvantaged and marginal social groups to express their grievances and get the government to attend to these.
- (iii) Expression of various kinds of social division in politics often results in their cancelling one another out.

$1 \times 3 = 3$

Q. 2. What lessons have been learnt from the Civil Rights Movement of Martin Luther King in the USA ?

Ans. (a) People learnt that issues such as discrimination on the basis of colour existed in many regions of the world and especially in the USA.

- (b) The issue of equality was much discussed and it was realized that equality is a dream for many sections of society in different countries with parallel problems.
- (c) People learnt that through a non-violent protest it was possible to highlight a social problem and find solutions for the same.
- (d) It is only in a democracy that disadvantaged sections of society are able to highlight their problems and find solutions.

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

HOTS Questions

3-5 marks each

Q. 1. Identify the determinants of the outcomes of the politics of social division and explain them.

[Board Term 1, 2014 (X30T4XE)]

Ans. The three determinants of the outcomes of the politics of social division :

- (i) People's perception : If people view their identities to be exclusive and superior, it becomes difficult to accommodate them.
- (ii) Role of community and culture : It depends upon how political leaders raise demands on behalf of a

community. It is easier to accommodate demands that are within the constitutional framework and are not at the cost of another community.

- (iii) The role of political party and government : Reaction of the government to the demands of different communities also determines the outcome. If the rulers are willing to share power and accommodate the reasonable demands of a minority community, social divisions become less threatening for the country.

5



CHAPTER

4

GENDER, RELIGION AND CASTE

SYLLABUS

- *What has been the effect of caste on politics and of politics on caste ?*
- *How has the gender division shaped policies ?*
- *How do communal divisions affect democracy ?*



QUICK REVIEW

- Gender division is a form of social division which can be seen everywhere.
- Sexual division of labour means the work is divided amongst people according to their sex.
- Social division of the Indian society is clearly indicated by casteism, gender inequality and communal divisions.
- A feeling under which a person considers the people of his own community to be his friends but those of other religions to be his enemies is known as communalism.
- A behaviour which inspires the high caste people to hate the lower caste people is known as casteism.
- A man or a woman who believes in equal rights and opportunities for men and women is called a feminist.
- Secularism implies religious freedom, right to speak and right to accept any religion.
- Most of the women's movements aim at equality in personal and family life of women. These movements are called feminist movements.
- Indian democracy faces the problem of casteism, communalism, illiteracy, unemployment and poverty.
- Communities having a relatively small population in a society are called minorities.
- A system of separate electorate and representation for people belonging to different communities is known as communal representation.
- The laws that deal with family-related matters, such as marriage, divorce etc. are known as family laws.
- Buddhism is the major religion of Sri Lanka and Hinduism is the major religion of Nepal.
- The use of religion in politics is known as communal politics.
- Sweden, Norway and Finland have high women participation in public life.
- Gandhiji was against untouchability.
- Jyotiba Phule, Dr. B.R. Ambedkar, Mahatma Gandhi and Periyar Ramaswami Naicker worked to end the caste system in India.

TOPIC - 1

Gender and Politics p. 123

TOPIC - 2

Religion, Communalism and Politics p. 125

TOPIC - 3

Caste and Politics p. 127



KNOW THE TERMS

- **Gender Division :** It is a form of hierarchical social division based on social expectations and stereotypes.
- **Sex Ratio :** It is defined as number of females per 1000 male in a country in a given period of time.
- **Communal Politics :** The use of religion for political purpose where one religion is shown as superior to the other religions is called communal politics.
- **Sexual Division of Labour :** A system in which all work inside the home is either done by the women of the family, or organised by them through the domestic helpers.
- **Feminist :** A person who believes in equal rights and opportunities for all human beings.
- **Patriarchy :** A system where father is the head of the family.
- **Stereotype :** An image or idea of a particular type of person or thing that has become fixed through being widely held.

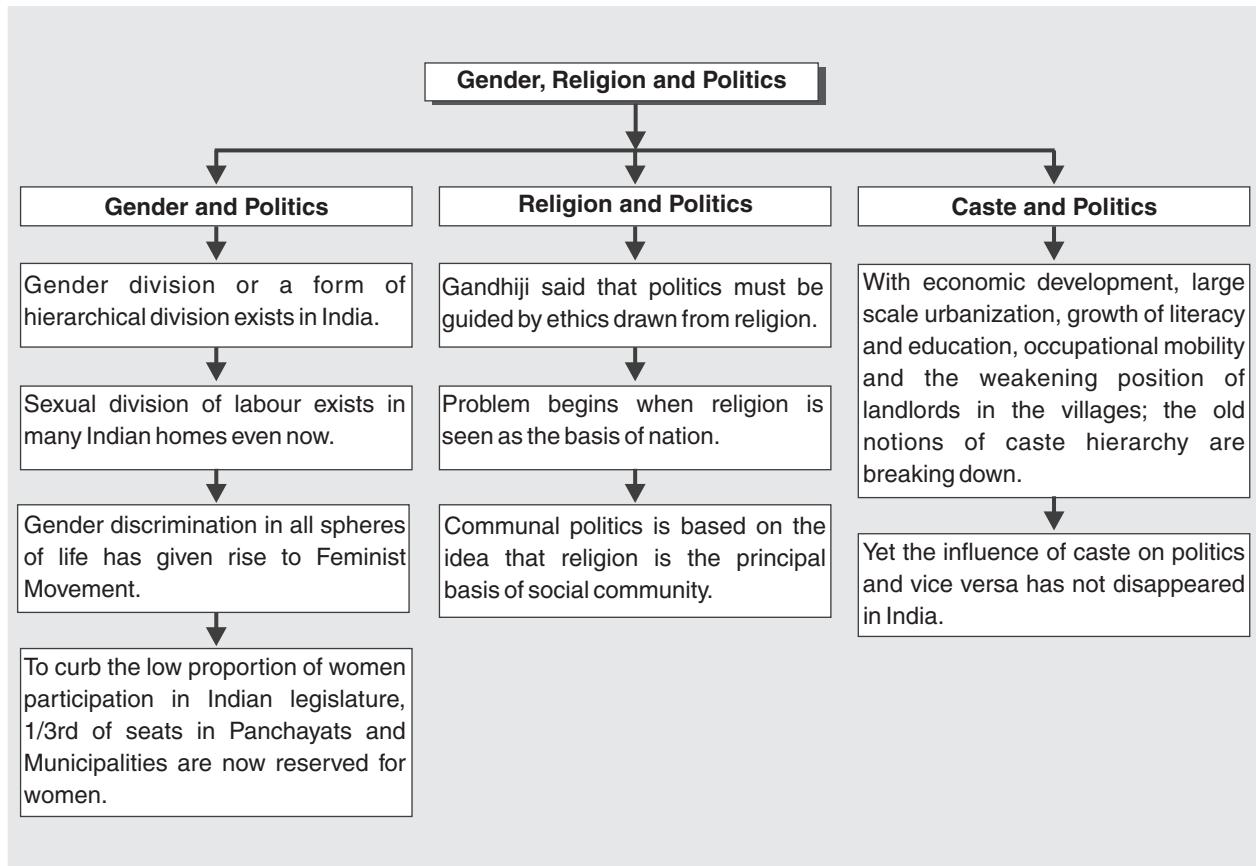
- **Communalism** : It means attempts to promote religious ideas between groups of people as identified as different communities.
- **Family Laws** : The laws that deal with family related matters such as marriage, divorce, adoption, inheritance etc. In our country, different family laws apply to followers of different religions.
- **Literacy Rate** : Literacy rate is the ratio of educated people among the whole population of a country.
- **Prejudice** : An unreasonable dislike or preference for a person, group, custom etc. especially when it is based on their race, religion, sex etc.
- **Secular State** : A state which does not have any official religion. It provides equal status to all religions.
- **Urbanisation** : Shift of population from rural areas to urban areas.
- **Feminism** : It is concerned with the empowerment of women and giving women equal status in the society as men.
- **Casteism** : Casteism is the hereditary system of occupation, political power, endogamy, social culture and social class.
- **Secularism** : A belief that religion should not be involved in the organisation of society.
- **Dalits** : The Scheduled Castes (SCs) are commonly known as Dalits.
- **Adivasis** : The Scheduled Tribes (STs) are known as Adivasis.
- **Caste Hierarchy** : A ladder like formation in which all the caste groups are placed from the highest to the lowest castes.
- **Electorate** : All the people in a country or area who are entitled to vote in an election.
- **Universal Adult Franchise** : It means that all citizens whose age is above 18 years have the right to vote.



KNOW THE LINKS

- 1. Political Participation of Women in India**
<http://www.icrw.org/files/publications/India%20governance%20report%20synthesis%202013.pdf>
- 2. Communalism and Politics**
<http://communalism.blogspot.in/2004/01/.india-communalism-and-political-issues.html>
- 3. Caste and Politics**
<http://www.halfmantr.com/display-national-issues/1080-caste-and-politics>.

FLOWCHART





TOPIC-1 Gender and Politics

Very Short Answer Type Questions

1 mark each

Q. 1. At which level of government in India 1/3 of seats are reserved for women ?

[Board Term 1, DDE-2015, Set-E]

Ans. Local self Government bodies. 1

Q. 2. By what term is now the person known who believes in equal rights and opportunities for women. [Board Term 1, 2015, Set-XOKQ2SB]

OR

Define a feminist ?

[Board Term 1, DDE-2015, Set-E]

Ans. Feminism : The movement concerned with the empowerment of women and giving women equal status in the society as men. 1

Q. 3. In which constitutional institution have seats been reserved for women ?

[Board Term 1, KVS-2014, DDE-2014]

Ans. Panchayats and Municipalities. 1

Q. 4. The concept of patriarchy refers to which system ?

Ans. A system that values men more than women. 1

Q. 5. What is the aim of 'feminist movements' ?

Ans. Equality with men. 1

Q. 6. According to the 2001 census, what was the sex ratio in India ?

Ans. 1000 males over 933 females. 1

Q. 7. In which country is the participation of women in public life very high ?

Ans. Sweden. 1

Q. 8. What is the literacy rate among the Indian women ?

Ans. 54%. 1

Q. 9. What do you mean by a patriarchal society ?

Ans. A male dominated society. 1

Q. 10. Name the group of countries in which participation of women in public life is very high.

Ans. Sweden, Norway and Finland. 1

Q. 11. How much representation do local governments provide for women in India ?

Ans. Women have one-third seats reserved in local self-government bodies. 1

Short Answer Type Questions

3 marks each

Q. 1. Suppose a politician seeks your vote on the religious ground. Why is his act considered against the norms of democracy ? Explain.

[Board Term 1, 2015, Set-6AP67LB]

Ans. His act is against the spirit of democracy as the said politician is not working as per the Constitution.

- (i) It also exploits the social difference.
- (ii) It may create social discord and may lead to social division.
- (iii) It is also biased attitude and neglects the principle of equality. [CBSE Marking Scheme, 2015] 3

Q. 2. Suggest any three measures to enhance the participation of woman in politics ?

[Board Term 1, DDE-2015, Set-E]

Ans. (i) Women should be given proper education, so that she is aware of her rights and duties and participate actively in all political occasions.

(ii) Every woman should be self reliant, so that she enjoys a respectable position in the society and is confident about her meaningful contribution in politics as well.

(iii) It should be legally binding to have a fair proportion of woman in the elected bodies. That is why 1/3 rd of seats in local government bodies

in panchayats and in municipalities are now reserved for women. 1 × 3 = 3

Q. 3. Explain the status of women's representation in India's legislative bodies.

[Board Term 1, 2014 (X30T4XE)]

Ans. The status of women's representation in India's legislative bodies are as follows :

- (i) **Central Legislature** : Less than 10% of its total strength are women.
- (ii) **State legislatures** : Less than 5% of their total strength are women.
- (iii) **Panchayati Raj** : One-third of the seats are reserved for women. 1×3=3

Q. 4. Define feminist movements. Write their objectives. [Board Term 1, 2011 (580014, 20, 26)]

Ans. **Definition** : Agitations or movements demanding enhancement in the political and legal status of women and improving their education and career opportunities are called feminist movement.

Main Objective : The main objective of feminist movement is to attain equality among men and women. 1½+1½=3

Long Answer Type Questions

5 marks each

Q. 1. What was the Feminist Movement ? Explain the political demands of the Feminist Movement in India. [Board Term 1, 2012 (35)]

[Board Term 1, DDE-2015, Set-E]

Ans. Feminist movement was a radical movement which demanded equality for women in personal and family life also apart from politics, society and educational field.

The political demands of Feminist movements in India were :

- (a) More women representatives in local government.
- (b) More political representatives for women by having elected women representatives.
- (c) Reserving at least one-third of the seats in Lok Sabha and Legislative Assemblies for women.

(CBSE Marking Scheme, 2015) $2+3=5$

Q. 2. Examine the standard of women's representation in India's legislative bodies.

[Board Term 1, 2014 (WQ7FXWC)]

Or

Assess the status of women's representation in India's legislative bodies. [Board Term 1, 2012 (82)]

Ans. The status of women's representation in India's legislative bodies is as follows :

- (a) Central Legislature : Less than 10% of its total strength are women.
- (b) State Legislature : Less than 5% of its total strength are women.
- (c) Panchayati Raj : One-third of the seats are reserved for women.
- (d) India is among the bottom group of nations in the world, in this aspect.
- (e) Women's organizations and activists have been demanding a similar reservation of atleast one-third of seats in Lok Sabha and State Assemblies. But the bill to this effect has not been passed.

(CBSE Marking Scheme, 2012) $1\times 5=5$

Q. 3. Describe any five ways in which women in India are still discriminated and oppressed.

[Board Term 1, 2013 (10S), 2012 (33)]

Or

"In our country, women still lag much behind than men despite some improvements since independence." Support the statement by giving five reasons. [Board Term 1, 2011 (580017, 31, 40)]

Or

Explain with five examples that women are still discriminated in India.

[Board Term 1, 2011 (580021, 27)]

Or

How "Women in India still face discrimination and oppression in various ways". Support the statement with five examples.

[Board Term 1, 2012 (38)]

Or

What are the problems faced by Indian women which affect their social status? Explain any five.

[Board Term 1, 2012 (47)]

Ans. In our country, women still lag much behind men despite some improvements since Independence. Women face disadvantage, discrimination and oppression in various ways :

- (a) The literacy rate among women is only 54 percent as compared with 76 percent among men.
- (b) Similarly, a smaller proportion of girl students go for higher studies. Girls are performing as well as boys in school. But they drop out because parents prefer to spend their resources for their boys education rather than spending equally on their sons and daughters.
- (c) The proportion of women among the highly paid and valued jobs is still very small. On an average an Indian women works one hour more than an average man everyday.
- (d) The Equal Wages Act provides that equal wages should be paid to equal work. However in almost all areas of work, from sports and cinema, to factories and fields, women are paid less than men, even when both do exactly the same work.
- (e) In many parts of India, parents prefer to have sons and find ways to have the girl child aborted before she is born. Such sex selective abortion led to a decline in child sex ratio.
- (f) Women face harassment, exploitation and violence on the domestic front. (Any five)

(CBSE Marking Scheme, 2013) $1\times 5=5$

Q. 4. What is sexual division of labour ? Mention the main demands of the worldwide women's agitations ? [Board Term 1, 2012 (34)]

Ans. Sexual division of labour means division of work on the basis of the gender difference and according to this concept, all house work and responsibility of bringing up children is women's work.

Women all over the world have been demanding :

- (a) Equal voting rights.
- (b) Enhancement of political and legal status of women.
- (c) Improvement of educational and career opportunities for women.

(CBSE Marking Scheme, 2012) $2+3=5$

Value Based Questions

3-5 marks each

Q. 1. "Gender division is not based on Biology but on social expectations and stereotypes." Support the statement. [Board Term 1, DDE-2015, Set-E] [Board Term 1, DDE-2014, 2013 (3K), 2012 (52)]

- Ans.** (i) Gender division is a form of hierarchical social division based on social expectation and stereotypes.
(ii) Boys and girls are brought up to believe that the main responsibility of women is house work and bringing up children.
(iii) There is a sexual division of labour in most families where women do all work outside the home.
(iv) Majority of women do some paid work in addition to domestic labour both in rural and urban areas but their work is not valued and does not get recognition.
(v) Women constitute half of the humanity, their role in public life, especially politics is minimal in most societies.
(vi) In our country, women still lag behind men as ours is still a male dominated patriarchal society. Women face disadvantage, discrimination and oppression in various ways. (Any five)

(CBSE Marking Scheme, 2013) $1 \times 5 = 5$

Q. 2. Literacy and urbanisation combined with economic growth have changed the value system of Indian society. Explain with reference to India's social problems.

Ans. (i) The caste system is very old in India and was also very rigid at one time but due to literacy and economic development these caste barriers are breaking down. People in urban areas who are literate mostly do not believe in inequality based on caste. It is accepted that all are equal. Rising economic status of backward castes has helped to erode caste lines.

- (ii) The problem of communalism has decreased and there is less violence in the name of religion. People who are literate mostly do not get swayed by appeal to religious emotions. Economic progress and urbanisation has greatly helped to cultivate the secular mindset.
(iii) The position of women too has improved with the spread of literacy among women. Now they can earn and be economically independent. This helps to increase self-esteem and decreases dependence on male members of society.
(iv) The system of dowry at the time of marriage is getting diluted due to literacy and economic development of women.
(v) The practice of child marriage is decreasing due to spread of literacy.
(vi) There is occupational mobility due to spread of urbanisation and literacy and people are free to follow the profession of their choice rather than follow hereditary professions. (Any five)

$1 \times 5 = 5$



TOPIC-2 Religion, Communalism and Politics

Very Short Answer Type Questions

1 mark each

Q. 1. Which type of state is India ?

Ans. Secular. 1

Q. 2. Communalism refers to a division based on which idea ?

Ans. Religion. 1

Q. 3. On which idea is communal politics based ?

Ans. Religion. 1

Q. 4. What do we call a person who does not discriminate against other on the basis of religious beliefs ?

Ans. Secular. 1

Q. 5. Buddhism is the major religion of which country ?

Ans. Sri Lanka. 1

Q. 6. Which feature is against the spirit of Indian secularism ?

Ans. The religious community in majority is given a prominent place in the government. 1

Q. 7. Who said that religion can never be separated from politics ?

Ans. Mahatma Gandhi. 1

Q. 8. Which country has no official religion of its own ?

Ans. India. 1

Short Answer Type Questions

3 marks each

Q. 1. How can communalism pose a great threat to Indian Democracy ? [Board Term 1, NCT-2014]

OR

How can religion be a source of danger to democratic politics ? Explain your view points.

[School of Scholars, 2015]

Ans. Communalism can pose a great threat to Indian democracy as :

- (i) It leads to the belief that people belonging to different religions can not live as equal citizens within one nation. Either one of them has to dominate the rest or they have to form different nations.
- (ii) Any attempt to bring followers of one religion together in a context other than religion is bound to suppress many voices within that community.

$1\frac{1}{2}+1\frac{1}{2}=3$

Q. 2. Explain any three forms of communalism in the Indian politics ?

[Board Term 1, 2014 (R9UJGYG), (WQYFXWC)]

Ans. Communalism can take various forms in the Indian politics :

Refer to Q. 1., Long Answer Type Questions, Page 125. 3

Q. 3. Suggest any two measures to check communalism in India. [Board Term 1, 2014 (WQ7FXWC)]

- (i) Communal prejudices and propaganda need to be countered in everyday life.
- (ii) Religion based mobilisation needs to be countered in the arena of politics.

$1\frac{1}{2}+1\frac{1}{2}=3$

Q. 4. "The Government of India gives holidays for the festivals of most of the religions." Why is it so ? Give your view point.

[Board Term 1, 2014 (X30T4XE)]

Ans. It is so because :

- (i) India is a secular state, there is no official religion in our country.
- (ii) The constitution provides freedom to all to profess, practice and propagate any religion or not to follow any.
- (iii) The constitution prohibits discrimination on the ground of religion.

$1\times 3=3$

Q. 5. What is Communalism? How is communalism a hindrance in the functioning of our democracy? Explain. [Board Term 1, 2011 (580042)]

Ans. Communalism : When beliefs of one religion are presented as superior to those of other religions, when the demands of one religious group are formed in opposition to another and when state power is used to establish domination of one religious group over the rest, we call it as communalism.

Communalism is a hindrance in the functioning of our democracy as :

- (i) Communalism leads to the belief that people belonging to different religions cannot live as equal citizens within one nation. Either, one of them has to dominate the rest or they have to form different nation.
- (ii) Any attempt to bring all followers of one religion together in context other than religion is bound to suppress many voices within that community.

$1+2=3$

Q. 6. How are religious differences expressed in politics ? [Board Term 1, 2011 (580011)]

Ans. The religious differences are often expressed in the field of politics, i.e. :

- (i) Gandhiji used to say that religion can never be separated from politics, what he meant by religion was not any particular religion like Hinduism or Islam but moral values that infirm all religions. He believed that politics must be guided by ethics drawn from religion.
- (ii) Human right groups in our country have argued that most of the victims of communal riots in our country are people from religious minorities. They have demanded that the government take special steps to protect religious minorities.
- (iii) Womens' movement has agreed that family laws of all religions discriminate against women. So they have demanded that government should change these laws to make them more equitable.

$1\times 3=3$

Long Answer Type Questions

5 marks each

Q. 1. What form does Communalism take in politics ?

[Board Term 1, DDE-2015, Set-M]

[Board Term 1, 2011 (580012)]

Or

Explain any three forms of communal politics, with examples.

[Board Term 1, 2011 (580015, 25, 34, 38)]

Or

Explain how Communalism is being expressed in politics ? [Board Term 1, 2012 (37)]

Or

What does the term Communalism mean ? Explain any four forms which communalism takes in politics. [Board Term 1, 2013 (10S), 2012 (49)]

Ans. Communalism : It means attempts to promote religious ideas between groups of people which are identified as different communities.

Communalism can take various forms in politics :

- (i) The most common expression of communalism is in everyday beliefs. These routinely involve religious prejudices, stereotype of religious communities and belief in the superiority of one's religion over other religions. This is so common that we often fail to notice it, even when we believe in it.
- (ii) A communal mind often leads to a quest for political dominance of one's own religious community. For those belonging to majority community, this takes the form of majoritarian dominance. For those belonging to the minority community, it can take the form of a desire to form a separate political unit.

- (iii) Political mobilisation on religious lines is another frequent form of communalism. This involves the use of sacred symbols, religious leaders, emotional appeal and plain fear in order to bring the followers of one religion together in the political arena.
- (iv) Sometimes communalism takes its most ugly form of communal violence, riots and massacre.

(CBSE Marking Scheme, 2013) $1+4=5$

Q. 2. How can the relationship between politics and religion be beneficial and problematic at the same time ? Explain. [Board Term 1, 2012 (61)]

OR

It is inevitable to ignore the relationship between politics and religion.

It what away does this relationship impacts modern day politics ? Explain.

[Board Term 1, 2015, Set-C5JNEVD]

Ans. Beneficial :

- (i) Influence of religion can make politics value based.
- (ii) Religious communities can politically express their needs and interests.
- (iii) Political authorities can monitor and control religious discrimination and oppression.

Problematic :

- (i) Religion can become the base for the development of nationalist sentiments which can lead to conflicts.
- (ii) Political parties will try to make political gains by pitting one group against the other.
- (iii) State power may be used to establish the domination of one religious group over another.

(CBSE Marking Scheme, 2012) $2\frac{1}{2}+2\frac{1}{2}=5$

Q. 3. Describe any five constitutional provisions that make India a secular.

[Board Term 1, 2014 (R9UJGYG)]

Or

What is the meaning of "Secularism"? How does the constitution make India a secular state? Explain. [Board Term 1, 2012 (39)]

Or

"The makers of the Indian Constitution chose the model of a secular state for India." Which constitutional provisions make India a secular state in the light of the above statement.

[Board Term 1, 2012 (55)]

Or

What is a secular state? How does the Constitution of India ensure that India remains a secular state? Explain. [Board Term 1, 2012 (65)]

Or

How does the constitution of India ensure secularism ?

[Board Term 1, 2011 (580013, 33, 37, 43)]

Ans. Secularism means no special status is given to any religion. It is just not an ideology of some parties or persons.

- (i) There is no official religion for the Indian states, unlike the status of Buddhism in Sri Lanka, or that of Islam in Pakistan.
- (ii) The constitution provides freedom to all to protest, practice and propagate any religion, or not to follow any.
- (iii) The constitution prohibits discrimination on grounds of religion.
- (iv) The constitution allows state to intervene in the matters of religion in order to ensure equality within religious communities. For example, it bans untouchability.

(CBSE Marking Scheme, 2012) $1+4=5$



TOPIC-3 Caste and Politics

Very Short Answer Type Questions

1 mark each

Q. 1. According to the census of India, 2001, what is the population percentage of scheduled castes ?

Ans. 16.2%. 1

Q. 2. Which division is unique to India ?

Ans. Caste division.

1

Q. 3. What does caste hierarchy mean ?

Ans. A ladder like formation in which all caste groups are placed from the highest to the lowest. 1

Short Answer Type Questions

3 marks each

Q. 1. Describe three advantages of the political expression of caste differences.

[Board Term 1, 2015 Set-XOKG2SB]

Ans. Advantages of the political expression of caste differences are :

- (i) It gives disadvantaged groups the opportunity to demand a share in power and decision-making.
- (ii) Many political parties take up the issue of ending caste discrimination.
- (iii) Measures for uplifting the status of the backward castes will be undertaken.

$1 \times 3 = 3$

Q. 2. Describe the adverse effects of caste in politics in India. [Board Term 1, 2011 (580023, 29, 35, 45)]

Ans. Adverse effects of caste in politics in India :

- (i) Political parties try to use caste to gain votes.
- (ii) Promise to take care of interests and demands of different castes.
- (iii) Lead to conflicts and tensions among various caste groups. $1 \times 3 = 3$

Q. 3. How does caste get politicised ? Give three points. [Board Term 1, 2011 (A2), 2010 (A2)]

- Ans.**
- (i) Each caste group tries to become bigger by incorporating within its neighbouring castes or sub-castes which were earlier excluded from it.
 - (ii) Various caste groups are required to enter into a coalition with other castes or communities and thus enter into a dialogue and negotiation.
 - (iii) New kinds of caste groups have come up in the political area like 'backward' and 'forward' caste groups. $1 \times 3 = 3$

Q. 4. Why are caste barriers breaking down in India ? Explain with three reasons.

[Board Term 1, 2011 (580024, 32, 36)]

Ans. Caste barriers are breaking down in India due to the following reasons :

- (i) With the economic development, large scale urbanisation, growth of literacy and education, occupational mobility and the weakening of the position of landlords in the villages, the old notions of caste hierarchy are breaking down.
- (ii) Due to socio-economic changes, i.e., now, most of the times, in urban areas it does not matter much who is walking along next to us on street or eating at the next table in a restaurant.

(iii) The Constitution of India prohibited any caste-based discrimination and laid the foundations of policies to reserve the injustices of the caste system. $1 \times 3 = 3$

Q. 5. Explain the impact of caste system on Indian democracy. [Board Term 1, 2011 (580024)]

Ans. Impact of caste system on Indian democracy :

- (i) Expression of caste differences in politics gives many disadvantaged communities the space to demand this share of power. In this sense caste politics has helped people from Dalits and OBC caste to gain better access to decision-making.
- (ii) Several political and non-political organizations have been demanding and agitating for an end to discrimination against particular castes, for more dignity and more access to land, resources and opportunities.
- (iii) Exclusive attention can produce negative results as well. It can divert attention from other pressing issues such as poverty, development and corruption. In some cases it leads to violence. $1 \times 3 = 3$

Q. 6. "Caste has not still disappeared from contemporary India." Write any three examples to justify the statement. [Board Term 1, 2011 (580041)]

Ans. Caste has not disappeared from contemporary India. Some of the older aspects of caste which are persisting are as follows :

- (i) Even now most people marry within their own caste or tribe.
- (ii) Untouchability has not ended completely, despite constitutional prohibition.
- (iii) Effects of centuries of advantages and disadvantages continued to be felt today. $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. The focus on caste in politics can sometimes give an impression that elections are all about caste and nothing else. Do you agree ? Explain.

[Board Term 1, 2015 Set-6AP67LB]

Ans. No, I do not agree.

The focus on caste in politics can sometimes give an impression that elections are all about caste and nothing else. This is far from true because.

- (i) No parliamentary constituency in the country has a clear majority of one single caste. So, every candidate and party needs to win the confidence of more than one caste and community to win elections.
- (ii) No party wins the votes of all the voters of a caste or community. When people say that a caste is a 'vote bank' of one party, it usually means that a large proportion of the voters form the caste vote for the party.
- (iii) Many political parties may put up candidates from the same caste (if that caste is believed to dominate the electorate in a particular constituency). Some voters have more than one candidate from their caste while many voters have no candidates from their caste.

(iv) The ruling party of the sitting M.P. or M.L.A. frequently lose elections in our country. That could not have happened if all castes or communities were frozen in their political preferences. $1 + 4 = 5$

Q. 2. How can caste take different forms in politics ? Explain with examples. [Board Term 1, 2012 (67)]

OR

Analyse the role of caste in Indian politics.

[Board Term 1, DDE-2015, Set-E]

Ans. Influence of caste on politics :

- (i) While choosing candidates for election, political parties consider the caste composition of the voters to win support.
- (ii) When the government are formed, political parties take care that representative from different castes find place in the government.
- (iii) Political parties make appeal to the caste sentiments to win votes.
- (iv) Some political parties are known to favour some caste.

- (v) Universal adult franchise and the principle of one-person one-vote have compelled the political leaders to bring caste sentiments into politics to muster support.

(CBSE Marking Scheme, 2012) 1×5=5

Q. 3. Explain the factors that have led to the weakening of the caste system in India.

[Board Term 1, 2014 (X30T4XE)]

Or

Explain any five reasons for the declining caste system in India. [Board Term 1, 2012 (40)]

Or

What factors have brought about a change in the Indian caste system in modern times ? Explain.

[Board Term 1, 2012 (45)]

Or

Explain any five socio-economic changes responsible for breaking down the old notion of caste hierarchy in India. [Board Term 1, 2012 (60)]

Ans. Decline of the Caste System in India :

- (i) Efforts of social reformers like Phule, Gandhiji, Ambedkar against caste system have helped to promote a casteless society.
- (ii) Economic development has reduced the emphasis on caste.
- (iii) Large scale urbanisation has diminished the awareness of caste, as people rub shoulders in buses, trains and offices.
- (iv) Growth of literacy and education has helped to decrease the belief in caste.
- (v) Occupational mobility is possible now and children are not compelled to continue the profession of the family or father.
- (vi) Weakening of the position of landlords in the villages has led to decline of the rigid caste barriers in villages.
- (vii) Constitutional provisions such as Right to Equality of all before law have helped to prevent discrimination legally.
- (viii) Policy of reservation of seats in local self-government bodies and legislatures as well in educational institutes have helped to uplift the political, social and economic position of lower castes.

(Any five)

(CBSE Marking Scheme, 2012) 1×5=5

Q. 4. "Caste has not still disappeared from contemporary India." Support the statement with suitable examples.

[Board Term 1, 2014 (WQ7FXWC)]

Or

"Caste has not still disappeared from contemporary India". Do you agree with the statement ? Justify your answer with suitable argument.

[Board Term 1, 2012 (36)]

Ans. Yes, I agree with the statement.

Arguments :

- (i) Most people marry within their own caste or tribe.
- (ii) Untouchability has not ended despite provisions in the constitution.
- (iii) Effects of centuries of advantages and disadvantages continue to be felt today.
- (iv) A large mass of low caste people still do not have access to education.
- (v) Caste is continued to be linked to economic status. (Or any other relevant argument)

Note : Marks will also be awarded, if somebody disagrees and gives suitable arguments.

(CBSE Marking Scheme, 2012) 1×5=5

Q. 5. Describe the positive and negative aspects of relationship between caste and politics.

[Board Term 1, KVS-2014]

Or

Describe three advantages and two disadvantages of the political expression of caste differences.

[Board Term 1, 2012 (48)]

Or

Analyse any five advantages and disadvantages of the political expression of caste differences ?

[Board Term 1, 2012 (62)]

Ans. Advantages :

- (i) It gives disadvantaged groups the opportunity to demand a share in power and decision-making.
- (ii) Many political parties take up the issue of ending caste discrimination.
- (iii) Measures for uplifting the status of the backward castes will be undertaken.

Disadvantages :

- (i) Caste-based politics diverts attention from main issues such as poverty, corruption etc.
- (ii) Caste-based politics leads to tensions, conflicts and violence.

(CBSE Marking Scheme, 2012) 3+2=5

Q. 6. Assess the influences of politics on caste system.

[Board Term 1, 2012 (69)]

Ans. Influence of politics on Caste :

- (i) Each caste group tries to become bigger by incorporating within its sub-castes.
- (ii) Various caste groups are required to enter into a coalition with other caste or communities.
- (iii) New kinds of caste groups have entered politics like 'backward' and 'forward' castes.
- (iv) Politics in caste has allowed many disadvantaged caste groups to demand their share of power.
- (v) Caste politics has helped the Dalits and OBCs to gain better access to decision-making.

(CBSE Marking Scheme, 2012) 1×5=5



SYLLABUS

- *The traditional notion of development, national income and per capita income.*
- *Growth of NI — Critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators).*
- *The need for health and educational development, human development indicators are a holistic measure of development in simple and brief as a holistic measure of development.*
- *The approach to this theme : Use case study of three states (Kerala, Punjab and Bihar) or take a few countries. (India, China, Sri Lanka and one developed country).*



QUICK REVIEW

- Development is also known as progress. Its idea has always been with us.
- Each person has its own aspirations and desires about what he would like to do and how he would like to spend his life.
- People want regular work, better wages, decent price for their crops or other products. In other words, they want more income.
- Besides seeking more income, people also want equal treatment, freedom, security, respect of other, they resent discrimination.
- Different kinds of people can have different developmental goals. For example, an urban unemployed youth would aspire for a good salaried job, promotions etc. and on the other hand, a rural unemployed would want better job opportunities in the village, job security and dignity of labour.
- Income is the most important component of development.
- To make a comparison among various countries, their national income and per capita income is considered as a base point.
- Individuals seek different goals and thus their notion of national development is also likely to be different.
- The World Bank considers only the per capita income as the indicator of the development.
- The UNDP considers health, educational levels and the per capita income of the citizens as the indicator of development.
- According to the World Bank criterion, countries with the per capita income of US \$ 12616 per annum and above in 2012 are called rich countries and those with the per capita income of US \$ 1035 or less are called low-income countries.
- India comes in the category of low-income countries because its per capita income in 2004 was just US \$ 1530 per annum.
- The other criteria of comparing two states or countries are their Infant Mortality Rate (IMR), Literacy Rate, Net Attendance Ratio, Human Development Index, available facilities, etc.
- Income by itself is not an adequate indicator of material goods and services that the people able to use. For example, income cannot buy a pollution-free environment.
- Kerala has a low Infant Mortality Rate (IMR) and high literacy rate because it has adequate provision of health care and educational facilities.

TOPIC - 1

National Development P. 132

TOPIC - 2

Public Facilities P. 135

TOPIC - 3

Sustainability of Development P. 139

- Some states such as Tamil Nadu has a well functioning (PDS) for supply of food grains to poor people in rural areas, whereas Jharkhand does not have an efficient system.
- Nutrition is another aspect of development which is also an important factor. An internationally used standard is Body Mass Index (BMI) which determines whether an adult person is undernourished or not.
- We should use the natural resources efficiently so that development can be sustained over a long period of time.



KNOW THE TERMS

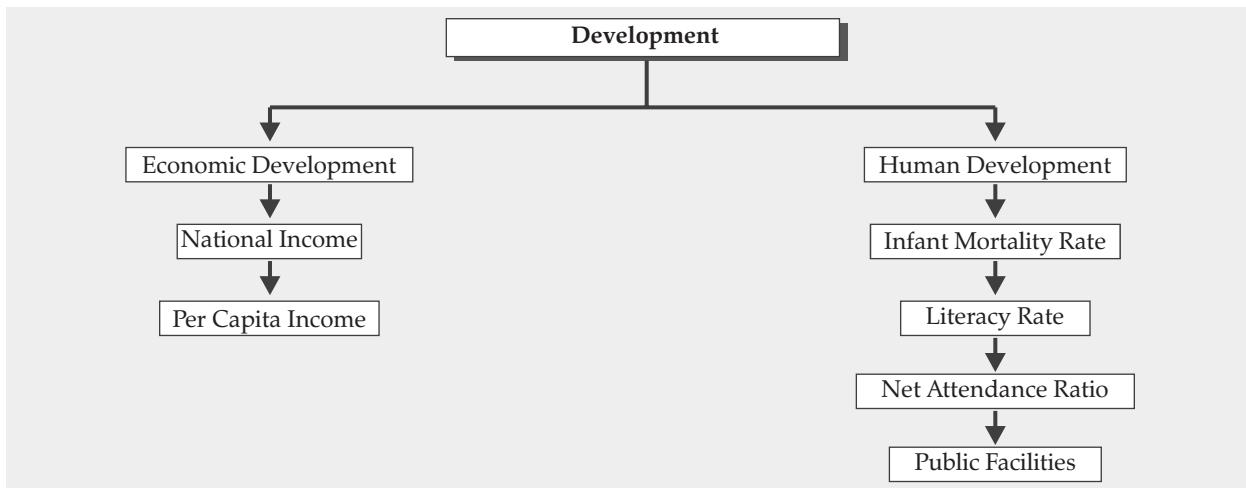
- **Development :** Development means more income and for higher income they need regular work, better wages and reasonable and fair prices for their products.
- **National Development :** National development means increase in per capita income and also self-sufficiency of an economy.
- **Sustainable Economic Development :** Sustainable development is that process of economic development which aims maintaining the quality of life of both present and future generation without harming natural resources and environment.
- **Economic Activities :** Activities that give an income in return or in simple words activity which deals with money.
- **Non-economic Activities :** Activities which do not deal with money or which do not give any income in return.
- **Economic Development :** A process whereby the national income and the per capita income of a country rises and along with this, the number of people living in poverty falls, more employment opportunities are created and standard of living among the poor section of society improves is known as "Economic Development".
- **National Income :** It is the sum total of all final goods and services produced in a country during a given period of time plus net factor income from abroad.
- **Per Capita Income :** Average income of a person of a country.
- Per Capita Income =
$$\frac{\text{Total income of country}}{\text{Total population}}$$
- **Developing Countries :** Countries in which income rises along with the standard of living are called "Developing Countries".
- **Underdeveloped Country :** A country which does not have high income and the standard of living is also low is considered as "Underdeveloped Country".
- **Economy :** The economic framework which helps us to describe the economic life of the country and its people.
- **Infant Mortality Rate :** The number of children that die before the age of one year per 1000 live births in one year.
- **Literacy Rate :** Proportion of literate population in the 7 and above age group.
- **Net Attendance Ratio :** Total number of children of age group 6-10 attending school as a percentage of total number of children in the same age group.
- **B.M.I. :**
$$\frac{\text{Weight in Kg.}}{(\text{Height in meters})^2}$$



KNOW THE LINKS

1. **Body Mass Index Calculator**
<http://www.halls.md/body-mass-index/bmi.html>
2. **Statistics of Human Development Report 2011**
<http://hdr.undp.org/en/media/HDR-2011-EN-Tables.pdf>
3. **Literacy Rate of Indian States**
<http://en.wikipedia.org/wiki/Indian-states-ranking-by-literacy-rate>

FLOWCHART



TOPIC-1 National Development

Very Short Answer Type Questions

1 mark each

Q. 1. Mention any one development as goal of land less rural labourers. [Board Term 1, 2015 Set-6AP67LB]

OR

What is the development goal of rural people of India as per your viewpoint ? [DDE-2015, Set-M]

Ans. Any one development goals of landless rural labourers can be :

- (i) Regular income.
- (ii) Regular job.
- (iii) Small piece of land.
- (vi) Equal status in society.

[CBSE Marking Scheme, 2015] 1

Q. 2. In what respect is the criterion used by the UNDP for measuring development of the countries, different from the one used by the World Bank ?

[Board Term 1, 2015 Set-C5JWEVD]

Ans. UNDP compares countries on educational level, health status and per capita income whereas.

World Bank uses only per capita per capita income for measuring development.

[CBSE Marking Scheme, 2015] 1

Q. 3. If there are 4 families in a country with per capita income of \$ 15000. The income of 3 families is \$ 10000, \$ 20000, and \$ 12000. What is the income of the 4th family ? [Board Term 1, 2014 (WQ7FXWC)]

Ans. \$ 18000. 1

Q. 4. What is the advantage of per capita income ? Mention any one. [Board Term 1, 2014 (X30T4XE)]

Ans. It is the most appropriate criterion of measuring the development of any country. 1

Q. 5. How is the average income of a country calculated ? [Board Term 1, KVS-2014]

Ans. Dividing the total income of the country by its total population. 1

Q. 6. According to the World Bank (2004), which country would be classified as a low income country ?

[Board Term 1, DDE-2014]

Ans. Any country with per capita income of US \$ 1035 or less. 1

Q. 7. What is the most common indicator for measuring economic development of a country ?

[Board Term 1, 2014 (X30T4XE)]

Or

Which is a useful measure for comparison between countries ?

Or

Which factor determines the development of a country ?

Or

Which income is also called average income ?

Ans. Per Capita Income. 1

Q. 8. Into how many categories the World Bank has classified the countries ?

Ans. Three. 1

Q. 9. Which area of the world has the largest crude oil reserves ?

Ans. Middle East. 1

Q. 10. Which countries are called rich countries ?

Ans. Countries with per capita income of US \$ 12616 and above. 1

Short Answer Type Questions

3 marks each

Q. 1. What is the meaning of development? Explain the two aspects of development?
(Board Term 1, 2015-16, C5JWEVD, School of Scholars, Yavatmal).

- Ans.** Development refers to progress or improvement in life style. Important aspects of development are :
- Different persons can have different developmental goals.
 - What may be development for one may not be development for the other. It may even be destructive for others.

[CBSE Marking Scheme, 2015] 3

Q. 2. Which three development goals will you like to prescribe for rural labourers?

[Board term, 1 DDE-2015, Set-M]

- Ans.** Three development goals for rural labourers :
- More days of work and better wages.
 - Local schools to provide quality education for their children.
 - There will be no social discrimination. $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 3. Explain the sectors on which the quality of life depends. [Board term 1, 2015, Set-XOKG2SB]

- Ans.** The quality of life depends upon the following sectors :
- money and material things.
 - presence of family members, friends and relatives.
 - good working atmosphere at the office.
 - an opportunity to learn.
 - a position of self respect in the family.
 - a safe and secure environment. (Any 3 points)

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

Q. 4. What is meant by economic development ? What are the two bases of measuring economic development of a country ?

[DDE 2015-16 Board Term 1, 2011, (580015, 39)]

Ans. Economic development means the rate of production is greater than the rate of increase in population and the rate of growth of GDP is high enough to fulfil the basic needs of the population.

Two bases of measuring development of a country are :

- Average or per capita income.
- National income and public facilities. $1+2=3$

Q. 5. State the criterion used by the World Bank as per World Development Report 2012, in classifying the countries. How did the World Bank define low and high income countries (based on this report) ? [Board Term 1, KVS-2014]

- Ans.** (i) The World Bank defined low and high income countries according to per capita income (PCI).
- Countries with per capita income of US \$ 12616 per annum and above are called rich countries.
 - Countries with per capita income of US \$ 1035 or less are called low-income or poor countries.

$1 \times 3 = 3$

Q. 6. Why do different individuals have different as well as conflicting notions of development goals ? (NCERT)

[Board Term 1, 2014 (WQ7FXWC) 2012, (55)]

Or

Explain common, different, and conflicting goals by giving appropriate examples.

[Board Term 1, 2012 (64)]

Or

"Different persons can have different developmental goals." Support the statement with an example.

[Board Term 1, 2011 (580023, 26, 36, 45)]

Ans. Development goals may be common, different or conflicting :

- Common Goals :** There are some needs which are common to all like income, freedom, equality, security, respect, friendship etc.
- Different Goals :** Development or progress does not mean the same thing for every individual. Each individual has his own idea of development. For example, development for a farmer might be irrigation facilities; for an unemployed youth it may mean employment opportunities, etc.
- Conflicting Goals :** What may be development for some may become destruction for some others. **Example :** Industrialists may want dams for electricity but such dams would displace the natives of a region by submerging their land.

[CBSE Marking Scheme 2012] $1 \times 3 = 3$

Q. 7. Explain the role of education and health in the overall development of a country.

[Board Term 1, 2013 (3K)]

Ans. (i) **Role of education :** It plays a vital role in the overall development of a human being and society, therefore stress on imparting education has been given up in our constitution.

(ii) **Role of Health :** The general health standard in India is quite low. This is quite inevitable as nearly one fourth of the population lives below the poverty line.

(iii) A community - based programme on health care and medical services in rural areas are launched. As a result of these efforts, there has been a fall in the incidence of certain diseases like tuberculosis, leprosy and polio.

[CBSE Marking Scheme 2013] $1 \times 3 = 3$

Q. 8. Describe any three features of a developed country. [Board Term 1, 2013 (H3)]

- Ans.** (i) High per capita income.
- High HDI.
 - Greater focus on economic growth rather than development.
 - High standard of living.
 - Most of the population has access to basic healthcare and education.

- (vi) High quality of life parameter — including freedom, equal opportunities etc.

(CBSE Marking Scheme 2013) $\frac{1}{2} \times 6 = 3$

Q. 9. "For development, people look at a mix of goals". Support the statement with three suitable examples. [Board Term 1, 2011 (580011, 13)]

Ans. It is true that for development, people look at a mix of goals, e.g. :

- If women are engaged in paid work, their dignity in the household and society increases. So dignity is an important goal.
- However, it is also the case that if there is respect for women there would be more sharing of housework and greater acceptance of women working outside.

- A safe and secure environment may allow more women to take up a variety of jobs or run a business. These are goals other than income. Hence development goal is not only for better income but for other important things in life. $1 \times 3 = 3$

Q. 10. Mention any three characteristics of development. [Board Term 1, 2011 (580012, 35)]

Ans. Characteristics of Development :

- What may be development for one may not be development for the others.
- For development, people look at mix goals.
- Income is the most important component of development, but along with income, people also seek equal treatment, good health, peace and security, etc. $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. What is development? Why do different people have different developmental goals? Explain with four examples. [Board Term 1, 2015-16, 6AP67LB]

Ans. Development means continuous progress or increase in real per-capita income. In other words, there is improvement in economic welfare of the people and their standard of living. The four characteristics of development are :

- Developmental goals are different for different people.
- What may be development for one may not be development for the other.
- For development people look at a mix of goals.
- Different persons could have different as well as conflicting notions of country's development.

[CBSE Marking Scheme, 2015] $1 + 4 = 5$

Q. 2. Explain with reasons why state of Punjab with a very high per capita income has a very low literacy rate. [Board Term 1, 2015, set-C5JWEVD] [Board Term 1, 2012 (52)]

- Ans.** (i) Per capita income of Punjab is ₹ 26 ,000 and Kerala is ₹ 22,800.
- (ii) Literacy rate of Punjab according to 2001 census is 70% and Kerala is 91%, i.e., Punjab lags behind Kerala.
- (iii) Therefore, income by itself is not a completely adequate indicator of material goods and services that citizens are able to use.
- (iv) Over the past decade, health and education indicators have come to be widely used along with income as a measure of development.
- (v) Kerala has a low infant mortality rate as it has adequate provision of basic health and educational facilities.

(CBSE Marking Scheme 2012) $1 \times 5 = 5$

Q. 3. Is per capita income a true measure of development ? Elaborate.

[Board Term 1, 2013 (3K)]

Or

What is Per Capita Income ? How is it calculated ? Why is "Per Capita Income" not an adequate indicator of economic development of a country ? Explain. [Board Term 1, 2012 (67)]

Ans. Per capita income is the average income. It is income per head of the population per year.

$$\text{Per Capita Income} = \frac{\text{Total income of country}}{\text{Total population}}$$

It is not an adequate indicator because :

- It does not tell us how this income is distributed. Per capita Income might not be the income of every individual in the state.
- Life expectancy and Infant Mortality Rate are other important criteria for measuring development.
- Education and literacy level are other indicators of development.
- Pollution free environment, less corruption, gender equality etc. are also important.

(CBSE Marking Scheme 2012) $1+1+3=5$

Q. 4. How has the World Development Report classified countries ? What are the limitations of this report ? [Board Term 1, 2013, (501), 2012 (62)]

- Ans.** (i) World Bank classifies countries according to the Per Capita Income.
- (ii) Countries with PCI of more than US \$ 12616 per annum and above are called rich countries.
- (iii) Countries with PCI less than US \$ 1035 are called poor countries.
- (iv) Countries with income between US \$ 1530 per annum are called low middle income countries.

The limitations of this report are :

- It considers only income and not other aspects such as literacy, health, life expectancy, etc.
- World Development Report (WDR) only tells about income and not how it is distributed among the citizens. (CBSE Marking Scheme 2013) $3+2=5$

Q. 5. Study the data given in the table carefully and answer the questions that follow : [Board Term 1, 2012 (74)]

State	Infant Mortality Rate per 1000	Literacy Rate 2000-2003	Net attendance Ratio	Per capita income (in ₹)
Punjab	49	70	81	26,000
Kerala	11	91	91	22,800
Bihar	60	47	41	5,700

- (a) Which state has highest literacy rate ?
- (b) Which state has the highest per capita income and why ?
- (c) Which state has highest infant mortality and why ?

Ans. (a) Kerala : 91%

(b) Punjab : ₹ 26,000.

Reason : Developed infrastructural facilities.

(c) Bihar.

Reason : The state lacks health facilities.

(CBSE Marking Scheme 2012) $1+2+2 = 5$

Q. 6. Why do we use averages to compare the development of countries ? What are the limitations in using it ? Explain.

[Board Term 1, 2012 (70)]

Ans. Use of averages to compare development :

- (i) Averages are used for better understanding.
- (ii) For comparison between countries, total income is not very useful.
- (iii) Different countries have different populations, so total income will not tell us what an average person is likely to earn.
- (iv) According to the World Bank, countries with per capita income of US \$ 12616 per annum and above in 2012 are called rich countries, and those below US \$ 1035 per annum or less are poor.

Limitation : Average income does not depict how the income is distributed among the people. Some may be very rich but the masses may be poor. (CBSE Marking Scheme 2012) $4+1=5$

Q. 7. What is development ? What are the indicators used by UNDP for measuring development ? Compare it with the World Bank report.

[Board Term 1, 2012 (82)]

Ans. (i) Development refers to the process as a result of which along with increase in real per-capita income, there is improvement in the economic welfare and well-being of people.

(ii) **The UNDP has taken :**

- (a) education,
- (b) health and
- (c) per capita income as the indicators.

(iii) **Compared to the World Bank Report :**

- (a) It is a broader concept of development.
- (b) Countries have been ranked and goals other than level of income are being taken into account.

(CBSE Marking Scheme 2012) $3+2=5$

HOTS Questions

3-5 marks each

Q. 1. Study the table and answer the questions below :

State	Per Capita income for 2002-03 (in ₹)
Punjab	26,000
Kerala	22,800
Bihar	5,700

- (i) Which state has the highest per capita income in a year ?
- (ii) Which state has the lowest per capita income in a year ?

(iii) Which state is better one and why ?

[Board Term 1, 2011 (580016, 20, 27)]

Ans. (i) Punjab has the highest per capita income in a year i.e., ₹ 26,000

(ii) Bihar has the lowest per capita income in one year i.e., ₹ 5,700

(iii) Punjab is better one because its per capita income is more than Bihar. The purchasing power of Punjab is more than Bihar. $1 \times 3 = 3$



TOPIC-2 Public Facilities

Very Short Answer Type Questions

1 mark each

Q. 1. What is the full form of HDI?

[Board Term 1, 2015-16, 6AP67LB]

Ans. Human Development Index.

(CBSE Marking Scheme, 2015) 1

- Q. 2. Why do some people oppose dams ? Give one reason.** [Board Term 1, 2014 (R9UJGYG)]
Ans. Because this disrupt the lives of people who are displaced. 1
- Q. 3. What other goal is included in the developmental goals besides having better income ?** [Board Term 1, KVS-2014]
Ans. Equal treatment, freedom, education, security and peace. 1
- Q. 4. What is denoted by the life expectancy at birth ?**
Ans. Average expected length of life. 1
- Q. 5. Why Kerala has low infant mortality rate ?**
Ans. It has adequate provision of basic health and educational facilities. 1
- Q. 6. How can we achieve the development goals of different sections of our society ?**
Ans. By democratic political process. 1
- Q. 7. Which state of India has a high infant mortality rate according to data 2003 ?**
Ans. Bihar. 1
- Q. 8. What is India's HDI rank in the world?**
Ans. 134. 1
- Q. 9. Which is a development goal for the landless rural labourers ?**
Ans. More days of work and better wages. 1
- Q. 10. What do you mean by 'Literacy Rate' ?**
Ans. It measures the proportion of literate population in the 7 years and above age group. 1
- Q. 11. In which state, literacy rate is the highest ?**
Ans. Kerala. 1
- Q. 12. How we will calculate Body Mass Index ?**
Ans. Dividing the weight by the square of the height in meters. 1
- Q. 13. Which country has the largest size of illiterate population in the age group of 15 + in the world ?**
Ans. Bangladesh. 1
- Q. 14. Write the components of Human Development Index ?**
Ans. Life expectancy, gross enrolment ratio and per capita income. 1

Short Answer Type Questions

3 marks each

- Q. 1. State any three factors other than income that are important in life.** [Board Term 1, DDE-2014]
[Board Term 1, DDE-2015, Set-E]
Ans. (i) **Infant Mortality Rate :** It is an indicator of the availability of doctors and medical facilities in the region as well the awareness of the people living there in regard to diseases and their prevention.
(ii) **Literacy Rate :** This is an indicator of the number of schools and teachers available in a region and also indicates whether the facilities are being used or not due to societal pressures.
(iii) **Life Expectancy :** This is also an indicator of available health facilities. Low life expectancy is a hindrance to economic development. $1 \times 3 = 3$
- Q. 2. Which three efforts should be made by any country to improve its HDI? [DDE-2015, Set-M]**
Ans. The three efforts which could be made by any country to improve its HDI are :
(i) providing 100% literacy to the people.
(ii) improving health facilities.
(iii) creating a pollution free environment.
[CBSE Marking Scheme, 2015] $1 \times 3 = 3$
- Q. 3. Apart from income, which other six things people look for growth and development ?** (NCERT)
[Board Term 1, 2014 (X30T4XE)]
OR
Give same example where factors other than income are important aspects of own lives.
- Ans.** (i) Apart from income, people also seek things like equal treatment, freedom, security and respect of others.
(ii) They resent discrimination. All these are important goals.
- (iii) In fact, in some cases, these may be more important than more income or more consumption because material goods are not all that you need to live.
(iv) Money or material things that one can buy with it is one factor on which our life depends.
(Any three) $1 \times 3 = 3$
- Q. 4. Explain the three components of Human Development Index.**
[Board Term 1, 2014 (R9UJGYG)]
Or
Write the importance of human development index in three points. [Board Term 1, 2012 (77)]
Or
Write a note on Human Development Index.
[Board Term 1, 2011 2013 (501), (580022, 24, 29, 33, 37)]
- Ans.** Human Development Index is published by the UNDP.
(i) It indicates the level of development of a country.
(ii) It indicates to a country how far it has travelled and how far it has yet to travel to achieve high ranks in matters such as per capita income of the people.
(iii) One comes to know the important welfare elements such as life expectancy, literacy, educational level of people and health status.
(CBSE Marking Scheme 2012) $1 \times 3 = 3$
- Q. 5. Explain the terms : Net attendance Ratio and Literacy Rate.** [Board Term 1, NCT-2014]
Ans. (i) **Net Attendance Ratio :** Total number of children of age group 6-10 attending school as a percentage of total number of children in the same age group.
(ii) **Literacy Rate :** Proportion of literate population in the age group of 7 years and above. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 6. Explain the concept of 'Human Development' with an example. [Board Term 1, 2011 (580012)]

- Ans. (i) Human development means that education and health are an important part to achieve well-being of the human resource.
 (ii) Human development indicates that the human mind becomes efficient to perform task of highly-

skilled nature when proper education is provided to them and a healthy life style is available.

- (iii) **For example :** Every human being has a basic right to get a good education and better health facilities. Those countries which provide the basic necessities of life progress faster than those countries which do not have these facilities.

$1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. Describe any five conditions or aspects that you would consider before accepting a job.

[Board Term 1, 2014 (X30T4XE), 2012 (36)]

Or

If you get a job in a far off place before accepting it, you would try to consider many factors. Explain any five such factors. [Board Term 1, 2012 (38)]

Or

Give examples to prove that there are other important developmental goals than income.

[Board Term 1, 2012 (80)]

Ans. If one gets a job in a far off place, before accepting it one would try to consider many factors, apart from income such as :

- (i) **Facilities for the family :** I would have to check if there is good educational facility for children, a good house and locality to stay in, good medical facilities should also be available.
- (ii) **Job security :** I should have clear terms of employment in my appointment letter. A job which gives high pay but no job security will reduce one's sense of security and freedom.
- (iii) **Opportunity to learn :** There should be opportunity for personal career growth, so that no boredom or stagnation sets in.
- (iv) **Working atmosphere needs to be cooperative and healthy :** There should be good team spirit and the seniors should look after the newcomers and guide them. If women are engaged in paid work, their dignity in the household and society increases. A safe and secured environment may allow more women to take up jobs or run a business.
- (v) **Time for your family :** Working hours should be fixed and adhered to so that there is time for spending with family. Leave facility must be there as well.

(CBSE Marking Scheme 2012) $1 \times 5 = 5$

Q. 2. Explain with examples that there are other important development goals also besides income. [Board Term 1, 2014 (X30T4XE)]

Or

"Developmental goals are different for different people". Explain the statement with appropriate examples. [Board Term 1, 2012 (65, 69)]

Ans. (i) Development or progress does not mean one and same thing for every individual. Each individual has his/her own notion of development.

- (ii) People seek things that are most important for them, i.e. things that can fulfil their aspiration or desires.

Examples :

- (a) Development for a farmer might be proper irrigation facilities.
- (b) For an urban youth, it may be employment.
- (c) For a landless labourer, it may be land.
- (d) For a girl, it might mean gender equality or more freedom.

(Any three)

(CBSE Marking Scheme 2012) $2 + 3 = 5$

Q. 3. Besides income, what can be the other attributes to compare economic development ?

[Board Term 1, 2012 (55)]

Ans. Income is not only the criterion but it is one of the important indicators of economic development. Some of the others attributes are :

- (a) **Infant Mortality Rate :** It is an indicator of the availability of doctors and medical facilities in the region as well the awareness of the people living there in regard to diseases and their prevention. Low infant mortality rate indicates good medical facilities and all round development in the society. A high rate will be an economic loss for the region as much effort is wasted, which could have been harnessed.
- (b) **Literacy Rate :** This is an indicator of the number of schools and teachers available in a region and also indicates whether the facilities are being used or not due to societal pressures. Low literacy rate shows backwardness and there will not be fast economic development.
- (c) **Life Expectancy :** This is also an indicator of available health facilities. Low life expectancy will be a hindrance to economic development.

(CBSE Marking Scheme 2012) 5

Q. 4. How far is it correct to say that money in your pocket cannot buy the basic needs to live well ? Explain. [Board Term 1, 2012 (58)]

Ans. (i) Income by itself is not a completely adequate indicator.

- (ii) Money cannot buy you a pollution free environment.

(iii) Money may also not be able to protect you from infectious diseases.

Therefore, the whole community needs to take preventive steps, i.e. :

- (i) Collective security for the whole society.

- (ii) Public facilities such as schools.
 (iii) Public Distribution System in some states.

- (iv) All can only be done collectively and not individually.

(CBSE Marking Scheme 2012) 3+2=5

Value Based Questions

3-5 marks each

Q. 1. Why Kerala has a better human development ranking than Punjab in spite of lower per capita income ? [Board Term 1, 2011 (580012)]

Ans. Kerala has a better human development ranking than Punjab inspite of lower per capita income because it has adequate provision of basic health and educational facility. This results in :

- (i) Lower mortality rate.
 (ii) Higher literacy rate.
 (iii) Gross Enrolment ratio is higher. $1 \times 3 = 3$

Q. 2. Explain the main achievements of the Government of India in the improvement of health status of the people after 1947.

Ans. Efforts made by the Government in the field of health can be summarised as follows :

(i) The life expectancy of birth in India has more than doubled in the last fifty years. It has reached nearly 62 years.

(ii) In the plan-period, the mortality rate has declined to nearly 9 per thousand and infant mortality has come down to 70 per thousand live births. Similarly, maternal mortality rate has also declined.

(iii) Efforts have been made to overcome the nutritional problems in the country and considerable progress has been achieved.

(iv) Smallpox has been completely eradicated and malaria, tuberculosis, leprosy, filaria, etc. have also been controlled to a large extent. 5

HOTS Questions

3-5 marks each

Q. 1. Study the table given below and answer the following questions

State	Infant Mortality Rate per 1000 (2003)	Literacy Rate (%) (2001)
Punjab	49	70
Kerala	11	91
Bihar	60	47

- (i) Calculate the difference in the infant mortality rate of Punjab and Kerala.
 (ii) Calculate the difference in literacy rate of Kerala and Bihar.
 (iii) Which state has the lowest HDI and why?

[Board Term 1, 2011 (580015)]

Ans. (i) Difference in the infant mortality rate of Punjab and Kerala :

Mortality rate in Punjab : 49

Mortality rate in Kerala : 11

Difference = Mortality rate in Punjab – Mortality rate in Kerala

$$49 - 11 = 38$$

Difference = 38

(ii) Difference in literacy rate of Kerala and Bihar :

Literacy rate of Kerala = 91

Literacy rate of Bihar = 47

Difference = Literacy rate of Kerala – Literacy rate of Bihar

$$91 - 47 = 44$$

Difference = 44

(iii) Bihar has the lowest HDI because :

- (a) Infant Mortality rate of Bihar is highest i.e., 60
 (b) Literacy rate is low in Bihar i.e., 47 $1 \times 3 = 3$

Q. 2. Think of other examples where collective provision of goods and services is cheaper than individual provision. [NCERT]

Ans. Provision of electricity, education and health facilities etc are cheaper as it caters to the collective need of the society.

Q. 3. Does availability of good health and educational facilities depend only on amount of money spent by the government on these facilities ? What other factors could be relevant ? [NCERT]

Ans. No, just framing policies and spending money in the health and education facilities does not guarantee the success of the programme, there are other factors that impacts its success.

- (i) Effective implementation and monitoring of the policy mechanism by government officials.
 (ii) Remove corruption from the society.
 (iii) Curbing socioeconomic inequalities.
 (iv) Creating a level of awareness about government policies and programmes through local bodies and village communities. $1 + 4 = 5$

Q. 4. In Tamil Nadu, 75% of the people living in rural areas use a ration shop, whereas in Jharkhand only 8% of rural people do so. Where would people be better off and why ?

Ans. Health and nutritional status of people depends on availability of cheap and reasonable quality on food grains, sugar and other item from the PDS system. So in Kerala, the people will be better off, since more people there unites the facilities provided by the PDS system. 3



TOPIC-3 Sustainability of Development

Very Short Answer Type Questions

1 mark each

Q. 1. "There is enough for everybody's need but not for everybody's greed." Who said these words ?

[Board Term 1, DDE-2015, Set-M]

Ans. Mahatma Gandhi. 1

Q. 2. . State any one reason for overuse of resources?

[Board Term 1, 2015-16 Set-XOKG2SB]

OR

Why ground water is overused? (NCERT)

Ans. Any one reason for the overuse of resources can be :

- over population.
- lack of awareness.
- excessive use of tubewells, canals etc for irrigation.
- industrial need. (Any other relevant point)

[CBSE Marking Scheme, 2015] 1

Short Answer Type Questions

3 marks each

Q. 1. What is sustainable development? Why is the issue of sustainability important for development? Explain.

[Board Term 1, 2015-16, 6AP67LB, NCERT]

Ans. Sustainable economic development means development should take place without damaging the environment and development in the present should not compromise with the needs of the future generation.

Issue of sustainability is important and desirable for development :

- (i) Economic development is a continuous process. Resources are to be used in such a way that they are not exploited. At the same time development should not harm the environment.
- (ii) It is desirable because everyone would certainly like the present level of development to go further or at least be maintained for the future generations. [CBSE Marking Scheme, 2015] 3

Q. 2. Suggest any three measures for sustainable development. [DDE-2015, Set-M]

Ans. (i) Controlling overuses and creating an awareness to provide sustainable development.

(ii) Increased use of renewable resources.

(iii) Less use of fossil fuels.

(iv) Introduction of organic farming.

(v) Adopting measures to reduce global warming.

(Any three)

[CBSE Marking Scheme, 2015] 3

Q. 3. How does sustainability of resources determine development? Explain with one example.

[DDE-2015, School of Scholars, Yavatmal].

Ans. Refer to Ans 2. of LA of Topic 3.

[CBSE Marking Scheme, 2015]

Q. 4. "The issue of sustainability is important for development". Explain.[Board Term 1, NCT-2014]

Or

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

[Board Term 1, 2011 (580018, 21, 26, 32, 38, 40, 43)]

Ans. The issue of sustainability is important for development because of the following reasons :

- (i) Resources remain continuously available for human use so that cycle of development goes on.
- (ii) Reserves of mineral oil and ground water are depleting with a rapid pace.
- (iii) Conservation and preservation have become the need of the hour for the coming generations.

1×3=3

Q. 5. Explain the term 'sustainable development'. Suggest two measures to ensure sustainable development.

[Board Term 1, 2011 (580013, 16, 31, 35)]

Ans. Refer Q. 1 'Short Answer Type'

Measures to ensure sustainable development :

- (i) We should avoid indiscriminate use of resources.
- (ii) We should find the alternative of non-renewable resources.

1+2=3

Long Answer Type Questions

5 marks each

Q. 1. Why is sustainable development essential ? How does it help to prevent environmental degradation ? [Board Term 1, 2014 (R9UJGYG)]

[Board Term 1, 2015 Set-C5JEEVD]

Or
Why is sustainable development essential for economic growth ? Give three reasons. Suggest also two measures to ensure sustainable development. [Board Term 1, 2012 (39)]

Ans. Sustainable development is important for economic growth because :

- (i) Environment must be conserved while development is taking place.
- (ii) Resources must be used in such a way that something is conserved for future generations.
- (iii) The standard of living of all people must be raised.

Measures to ensure sustainable development :

- (i) We should focus on using renewable resources and keep inventing new techniques to decrease the use of conventional resources.
- (ii) The present resources must be used judiciously, with planning, and overexploitation should be avoided. (CBSE Marking Scheme 2015) $3+2=5$

Q. 2. Explain the importance of sustainable development by giving the example of ground water. [Board Term 1, 2014 (WQ7FXWC), 2013 (3K), 2012 (34)]

Or

What is sustainable development ? Explain it with an example of water. [Board Term 1, 2012 (71)]

Ans. (i) Sustainable development is all about judicious use of resources at present keeping in mind the future requirements of the coming generation.

- (ii) Ground water is over used for agriculture.
- (iii) Water is drawn from wells and this leaves the underground water-table depleted.
- (iv) Since water is a renewable resource, we must help in replenishing water.
- (v) We would be overusing the resources if use more than what is being replenished.

(CBSE Marking Scheme 2013) $1\times 5=5$

Q. 3. What is Sustainable Development ? Explain any four measures to promote sustainable development. [Board Term 1, 2012 (64)]

Ans. Sustainable development : Development without environmental degradation and with conservation of resources for the future generation.

Measures to promote sustainable development :

- (i) Increased use of renewable resource.
- (ii) Less use of fossil fuels.
- (iii) Introduction of organic farming.
- (iv) Adopting measures to reduce global warming.

(CBSE Marking Scheme 2012) $1+4=5$

Value Based Questions

3-5 marks each

Q. 1. "Sustainability of development is a new area of knowledge". Do you agree ? Justify your answer. [Board Term 1, 2014 (WQ7FXWC)]

Ans. Yes, we agree with this statement. The reasons are :

- (i) Sustainability of development is comparatively a new area of knowledge in which scientists, economists, philosophers and other social scientists are working together.
- (ii) In general, the question of development or progress is perennial.

Q. 4. Define Sustainable Development. Write any four features of Sustainable Development.

[Board Term 1, 2012 (51)]

Ans. Sustainable development maybe defined as development that meets the needs of the present generation without compromising the ability of the future generations to meet their own needs.

Features :

- (i) It is linked to sustainability since it has to be maintained for future generations.
- (ii) Resources are need to be used wisely so that they can be replenished. For example, if trees are cut they should also be re-planted and allowed to grow.
- (iii) Overuse of resources which exhaust them. For example, petroleum. If it is used indiscriminately, it will soon get finished and future generations will have nothing left in their hands.
- (iv) If development is not sustainable, it will give rise to environmental degradation and become a global problem.
- (v) People must be protected against pollution, thereby ensuring their quality of life and health.

(Any four) (CBSE Marking Scheme 2012) $1+4=5$

Q. 5. 'The earth has enough resources to meet the needs of all but not enough to satisfy the greed of even one person'. How is this statement relevant to the discussion of development ? Explain. [NCERT]

[Board Term 1, DDE-2014, KVS-2014, 2012 (53)]

Ans. This statement is given by Mahatma Gandhi :

- (i) It means that the earth has abundant resources to satisfy everyone's needs but in our greed and hurry to develop, we have been recklessly exploiting these resources.
- (ii) In the name of development, we have indulged in activities such as deforestation, overgrazing, encroachment into forest lands, overuse of ground water, use of plastics, etc.
- (iii) The exploitation of natural resources not only harms the environment but may cripple the future generations of the development process itself.
- (iv) If fossil fuels are exhausted, the development of all countries would be at risk.
- (v) Thus, there is a need for conservation and judicious use of resources for development.

(CBSE Marking Scheme 2012) $1\times 5=5$

Q. 2. "The future generation may not have sufficient resources as compared to the present generation". Explain the statement by giving suitable examples. [Board Term 1, 2012 (52)]

Ans. It is quite true that the future generation may not have sufficient resources as compared to the present generation.

- (i) The statement explains that the overuse of resources by the present generation would lead to insufficiency of resources for the future generation.

(ii) Development without adequate resources is impossible.

(iii) **Example :**

(a) Nearly one-third of the country is overusing their ground water resources.

(b) Overusing of fossil fuels like petroleum, coal.

(CBSE Marking Scheme 2012) $1 \times 3 = 3$



CHAPTER 2

SECTORS OF THE INDIAN ECONOMY

SYLLABUS

- *Sectors of Economic Activities.*
- *Historical change in sectors, Rising Importance of Tertiary sector in Production.*
- *Employment Generation.*
- *Division of Sectors, Organized and Unorganized.*
- *Protective measures for unorganized sector workers.*



QUICK REVIEW

- People are engaged in various economic activities producing goods and services.
- Economic activities can be classified in three sectors :
 - (i) Primary Sector,
 - (ii) Secondary Sector,
 - (iii) Tertiary Sector
- Economic activities, though, are grouped into three different categories, are very much interdependent.
- The various production activities in primary, secondary and tertiary sectors produce a large number of goods and services and employ a large number of people.
- The value of final goods and services produced in each sector during a particular year provides the total production of the sector for that year.
- There are not enough job opportunities in the secondary and tertiary sectors.
- More than half of the workers in the country are working in the primary sector, especially in agriculture.
- The contribution of agriculture in the GDP is only $\frac{1}{4}$ th whereas the secondary and tertiary sector contribute $\frac{3}{4}$ th of the produce.
- A study conducted by the Planning Commission of India estimates that nearly 20 lakh jobs can be created in the education sector alone.
- In our country, the Central Government made a law implementing the Right to Work in 200 districts and then extended to an additional 130 districts. It is called National Rural Employment Guarantee Act, 2005 (NREGA, 2005).
- On the basis of nature of economic activities, there are two types of sector :
 - (i) Organized,
 - (ii) Unorganized
- In our country, majority of workers from scheduled castes, tribes and backward communities are working in the unorganized sector.
- On the basis of ownership, economic activities can be classified into two sectors :
 - (i) Public Sector,
 - (ii) Private Sector
- There are large number of activities which are the primary responsibility of the government. The government must spend on these activities.
- In India nearly half of the children are malnourished and quarter of them are critically ill.
- Government needs to pay attention on availability of safe drinking water, housing facilities for poor, food and nutrition etc.



KNOW THE TERMS

- **Classification of sectors of the Indian economy :**
 - (i) **On the basis of nature of activities :**
 - (a) Primary Sector
 - (b) Secondary Sector
 - (c) Tertiary Sector
 - (ii) **On the basis of ownership :**
 - (a) Private sector
 - (b) Public Sector
- **Primary Sector :** It includes all those economic activities which are connected with extraction and production of natural resources, e.g., agriculture, fishing, mining etc.
- **Secondary Sector :** It includes all those economic activities which are related to manufacturing process, e.g., mining of iron ore is primary activity but manufacturing of steel is secondary activity.
- **Tertiary Sector :** It is the sector which is related to activities like transportation, banking insurance etc.
- **Final Product :** It is the goods which are ready for consumption and are called final product, for example, bread which is ready for consumption.
- **Intermediate :** All goods which are used as raw material for further production of goods, or for resale in the same year are known as intermediate goods. For example, flour which will be used for production of bread, so flour is an intermediate product.
- **G.D.P. (Gross Domestic Product) :** It is the value of only final goods and services produced within the domestic territory of a country.
- **Unemployment :** When the person is willing to work at the prevailing wage rate but he/she is not getting a job it is called unemployment.
- **Types of unemployment :**
 - (i) Seasonal unemployment
 - (ii) Disguised unemployment
- **Seasonal unemployment :** The unemployment which generates due to the variation in season is called seasonal unemployment. It is mostly seen in agricultural sector.
- **Disguised unemployment :** When more people are working than its requirement then it is called disguised unemployment. So, even if we remove few people from the job, the process of production will not be affected, it is also called underemployment.
- **Organised sector :** People have assured work and terms of employment are regular. Rules and regulations given in various laws are registered by the government.
- **Unorganised sector :** It consists of small and scattered units which are not in the control of the government. It has low pay and unsecured jobs.
- **MNREGA :** Mahatma Gandhi National Rural Employment Guarantee Act, 2005. It will provide 100 days assured employment to all needy and unemployed workers. If they are unable to provide employment then they would provide unemployment allowances.



KNOW THE LINKS

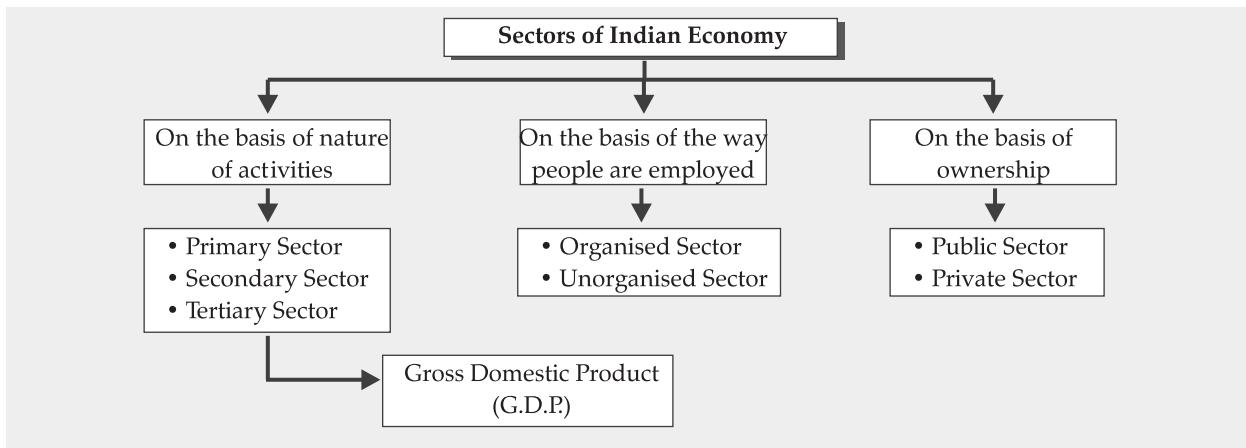
1. Innovation through ICT in MG NREGA 2005

<http://www.nrega.net>

2. India's GDP over the years

<http://www.indexmundi.com>

FLOWCHART



TOPIC-1 Sectors of Economic Activities

Very Short Answer Type Questions

1 mark each

Q. 1. Under which economic sector does the production of a commodity through the natural process come ?
 [Board Term 1, 2015, 2014,

Set-C5JWEVD (WQ7FXWC), (R9UJGYG)]

Ans. Primary sector. 1

Q. 2. Where is the disguised unemployment formed mostly ? [Board Term 1, 2015 Set-6AP67LB]

Ans. Agriculture sector. Casual workers in the service sector. 1

Q. 3. A.T.M. is an example of which sector ?
 [Board Term 1, 2015 Set-DDE]

Ans. Service sector. 1

Q. 4. In which sector are natural products changed into form through ways of manufacturing ?
 [Board Term 1, DDE-2015, Set-M]

Ans. Secondary. 1

Q. 5. In which sector is seasonal and disguised unemployment most prevalent in India ?
 [Board Term 1, DDE-2015, Set-M]

Ans. Agriculture Sector 1

Q. 6. Mention the share of tertiary sector in terms of GDP in 2003 ?
 [School of Scholars Yavatmal, 2015][NCERT]

Ans. Between 50-60% 1

Q. 7. Which sector helps in the development of the primary and secondary sector ?
 [Board Term 1, 2015, Set-XOKG2SB]

Ans. Service /Tertiary sector. 1

Q. 8. Which sector includes activities that help in the development of the primary and secondary sector ? [Board Term 1, 2014 (WQ7FXWC)]

Ans. Tertiary sector. 1

Q. 9. Name the sector which continued to be the largest employer even in the year 2000.
 [Board Term 1, 2014 (X30T4XE)]

Ans. Primary sector. 1

Q. 10. What do final goods and services mean ?
 [Board Term 1, 2014 (X30T4XE)]

Ans. Total production of the sectors. 1

Q. 11. Which sector had the highest share in GDP in 2003 ? [Board Term 1, DDE-2014]

Ans. Tertiary sector. 1

Q. 12. In which sector is manufacturing included ?
 [Board Term 1, DDE-2014]

Ans. Secondary sector. 1

Q. 13. Which sector had the highest share in GDP in 2003 ? [Board Term 1, DDE-2014]

Ans. Tertiary sector. 1

Q. 14. In which sector is manufacturing included ?
 [Board Term 1, DDE-2014]

Ans. Secondary sector. 1

Q. 15. Write three activities which belong to the primary sector.

Ans. Agriculture, dairy and mining. 1

Q. 16. Sahara Airlines and B.S.E.S. are examples of which sector ?

Ans. Private sector. 1

Q. 17. Write three activities which belong to the primary sector.

Ans. Agriculture, dairy and mining. 1

Q. 18. Which sector generates services rather than goods ?

Ans. Tertiary.	1
Q. 19. Which communities generally find them in the unorganized sector ?	
Ans. Schedule tribes and backward communities.	1
Q. 20. Services such as transport, banking and insurance come under which sector ?	1

Ans. Tertiary sector.	1
Q. 21. Railway is an example of which sector ?	
Ans. Public sector.	1

Short Answer Type Questions

3 marks each

Q. 1. Explain any three reasons for the Primary Sector to be the largest employer in India.

[Board Term 1, 2015 Set-C5JWEVD]

Ans. Primary sector continues to be the largest employer because :

- (i) Enough jobs have not been created by the secondary and Tertiary sector.
- (ii) In the Tertiary sector through the production has risen almost 11 times but employment has grown only 3 times.
- (iii) Not employed anywhere else flocks to the primary sector.

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

Q. 2. Classify the economic sectors on the basis of nature of activities. Mention the main feature of each. [Board Term 1, 2014 (X30T4XE), 2012 (33)]

Or

Explain the three sectors of economic activities with the help of examples.

[Board Term 1, 2011 (580012, 13, 27, 28, 31, 32, 43)]

Or

Explain the primary, secondary and tertiary sectors by giving examples of each.

[Board Term 1, 2010 (B1)]

How are the three sectors of the economy different from each other ? Explain.

[Board Term 1, 2015 Set-6AP67LB]

Ans. Classification of economic sectors on the basis of nature of activities are as follows :

- (i) **Primary sector :** When we produce goods by exploiting natural resources, it is an activity of the primary sector, such as agriculture, dairy farming, fishing, forestry.
- (ii) **Secondary sector :** In this, natural products are changed into other forms through manufacturing that we associate with industrial activity. The product is not produced by nature but has to be made and therefore, some process of manufacturing is essential. For example, using cotton fibre from the plant we spin, yarn and weave cloth.
- (iii) **Tertiary sector :** It helps in the development of the primary and secondary sectors. They provide aid or a support for the production process. Transport, storage, communication, banking, trade are some examples of tertiary activities

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

Q. 3. What constitutes the unorganised sector in urban areas ? Why do workers in this sector need protection ? [Board Term 1, DDE-2015, Set-E]

Ans. In the urban areas, unorganised sector comprises workers in small scale industry, casual workers in construction, trade and transport etc. It also

includes street vendors, head load workers, garment markers, rag pickers etc.

Workers in this sector need protection from over exploitation, differential treatment because of belonging to SC and ST.

3

Q. 4. Explain the meaning of tertiary sector. Mention any four economic activities of this sector.

[Board Term 1, 2014 (R9UJGYG)]

Ans. **Tertiary Sector :** These are activities that help in the development of the primary and secondary sectors. These activities, by themselves, do not produce a good but they are an aid or a support for the production process.

Four economic activities of this sector are — banking, transport, storage, communication etc. 3

Q. 5. How does service sector in India provide different kinds of services? Explain.

[Board Term 1, 2014 (NCERT)(WQ7FXWC)]

Or

Explain how does the public sector contribute to the economic development of a nation ?

[NCERT][Board Term 1, 2011 (580020, 36)]

Ans. Public sector contributes to the economic development of a nation by the following ways :

- (i) Public sector provides many essential things at a reasonable cost, which private sector cannot provide.
- (ii) The public sector can set up heavy industry which require a lot of money.
- (iii) The purpose of the Public sector is not to earn money, but to benefit the people.
- (iv) Public sectors are controlled by the government, provides health and educational facilities.

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

Q. 6. Describe the contribution of three sectors in Indian economy. [Board Term 1, NCT-2014]

Ans. (i) All the three sectors—primary, secondary and tertiary of economy are interdependent.

(ii) The various production activities in the three sectors produce a very large number of goods and services.

(iii) The three sectors have a large number of people working in them to produce the goods and services.

Q. 7. Classify the sectors of economy on the basis of ownership. [Board Term 1, KVS-2014]

Or

How are the economic activities classified on the basis of ownership ? Explain with suitable examples.

[Board Term 1, 2012 (59)]

Or

Differentiate between public and private sectors.
[Board Term 1, 2012 (74)]

Or

Differentiate between the public and private sectors in an economy with examples.
[Board Term 1, 2012 (49)]

Ans. Public Sector :

- (i) The government owns most of the assets and provides all the services.
- (ii) The purpose of the public sector is not first to earn profits. Government raises money through taxes to meet expenses on the services rendered by it.
- (iii) Railways or post office is an example of the public sector.

Private Sector :

- (i) Ownership of assets and delivery of services is in the hands of private individuals or companies.
- (ii) Activities in the private sector are guided by the motive to earn profit. To get such services we have to pay money to these individuals and companies.
- (iii) Tata Iron and Steel Company (TISCO) or Reliance Industries Ltd.(RIL) are examples of private sector.
(CBSE Marking Scheme, 2012) 3

Q. 8. "All of the service sector is not growing equally well in India." Justify the statement with three arguments.
[Board Term 1, 2013 (H3)]

Or

Service sector in India employs two types of people. Explain by giving suitable examples.
[Board Term 1, 2011 (580021)]

- Ans. (i)** Service sector in India employs many different kinds of people. At one end there are a limited number of services that employ highly skilled and educated workers, such as managers, lawyers, accountants, etc.
- (ii)** At the other end, there are a very large number of workers engaged in services, such as small shopkeepers, repair persons, transport persons. These people barely manage to earn a living and yet perform these services.
- (iii)** There is no alternative opportunity for them. Only a part of this sector is growing in importance.
(CBSE Marking Scheme, 2012) 1 × 3 = 3

Q. 9. How would income and employment increase if farmers are provided with loan, irrigation and transportation facilities ?

[Board Term 1, 2012 (36, 37)]

- Ans. (i)** Loan provided can be used to construct a well, or to buy better quality of seeds and pesticides.
- (ii)** Irrigation will help to have a second crop after the first one, even in the absence of monsoon.
- (iii)** Transportation facility will facilitate taking their produce to the market to sell. 1 × 3 = 3

Q.10. Explain the interdependence of all the three economic sectors giving examples from transportation system. [Board Term 1, 2012 (34)]

Or

How are all the three sectors of the economy interdependent ? Explain this interdependence with the help of an example.

[Board Term 1, 2012 (48)]

Ans. All the three sectors are highly interdependent on each other :

- (i)** All that is produced in the primary sector is of no use until it undergoes a change into finished product which is not possible without transportation.
- (ii)** Secondary sector is the manufacturing sector. To make these products and to sell them in the market, we need transportation.
- (iii)** For moving from primary to secondary sector and further to the market, requires services of trades at different places and require many other services. For all this we cannot think of working without transportation. 1 × 3 = 3

Q. 11. How is tertiary sector different from other sectors? Give examples.

[Board Term 1, 2011 (580022, 29, 37, 45)]

Ans. Tertiary sector is different from other sectors in the following ways :

- (i)** Primary sector includes all those activities which result in output of natural products.
- (ii)** Secondary sector includes activities which produce a new product by transforming the shape of a natural product.
- (iii)** Tertiary activities neither produce any natural product nor transform shape of natural products, it only supports the activities in both sectors. Steel produced in a Factory has to move long distance. It can be done by a strong network of tertiary activities. 1 × 3 = 3

Long Answer Type Questions

5 marks each

Q. 1. "When a country develops, the contribution of primary sector declines and that of secondary and tertiary sector increases." Analyse the statement.

[Board Term 1, DDE-2014, 2012 (58)]

Or

Describe the historical changes that have taken place in the sectors of the economy in the developed countries. [Board Term 1, 2012 (74)]

[School of Scholars, Yavatmal, 2015]

- Ans.** (a) In the initial stages of development, the primary sector was the most important sector of economic activity. As the methods of farming changed and agriculture sector began to prosper, people began to take up other activities.
 (b) New methods of manufacturing were introduced, factories came up and started expanding.
 (c) The Secondary sector gradually became the most important in total production and employment.
 (d) With the development of areas like transport and administration the service sector kept on growing. In the past 100 years, there has been a shift from the secondary to the tertiary sector in developed countries.
 (e) The service sector has become the most important in terms of total production and employment. This is the general pattern observed in developed countries.

(CBSE Marking Scheme 2012) $1 \times 5 = 5$

- Q. 2.** There has been a big change in the three sectors of economic activities, but a similar shift has not taken place in the share of employment. Explain the above statement on the basis of facts.

[Board Term 1, 2012 (48)]

[Board Term 1, 2015 Set-DDE]

- Ans.** (i) Industrial output has increased by 8 times but employment in the sector has increased only by 2-5 times.
 (ii) In the tertiary sector, the production of services rose by 11 times but employment in the services rose only by 3 times.
 (iii) More than half of the workers in the country are working in the primary sector producing only one quarter of the goods.
 (iv) Secondary and tertiary sectors produce three fourths of the produce whereas they only employ half of the country's workers.
 (v) Primary sector has disguised employment whereas workers in secondary and tertiary sectors work overtime.

$1 \times 5 = 5$

(CBSE Marking Scheme 2012)

- Q. 3.** Define tertiary sector. Describe about the different kinds of people employed in this sector in India.

[Board Term 1, 2014 (WQ7FXWC)]

Ans. **Tertiary Sector :** It helps in the development of the primary and secondary sectors. They provide aid or support for the production process.

Different kinds of people employed in this sector because it provides a lots of opportunity for job.

- (i) At one end there are a limited number of services that employ highly skilled and educated workers.
 (ii) At the other end, there are a very large number of workers engaged in services such as small shopkeepers, repair persons, transporters etc.

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

- Q. 4.** Explain the importance of the service sector.

[Board Term 1, KVS-2014]

Or

Explain any five features of tertiary sector ?

[Board Term 1, 2011 (580014, 33)]

Ans. The main features of the tertiary sectors are :

- (i) This sector helps in the development of the primary and secondary sectors.
- (ii) The activities related to this sector do not produce key good but they are an aid or a support for the production process.
- (iii) It also provides essential services that may not directly help in the production of goods such as services of teachers, doctors, barbers, lawyers etc.
- (iv) In recent times, certain new services based on information technology etc have become more important.
- (v) The services which are included in the tertiary sectors are transport, storage, communication, banking, trade etc.

$1 \times 5 = 5$

- Q. 5.** Explain any five reasons for the growth of service sector in India. [Board Term 1, 2013 (H3)]

Or

Why is tertiary sector becoming the most important sector in India ? Given four reasons.

[Board Term 1, 2013 (105), 2011 (580026, 45)]

Or

Evaluate the rising importance of tertiary sector over the years. [Board Term 1, 2012 (34)]

Or

Explain reasons for the rising importance of the Tertiary sector in India. [Board Term 1, 2012 (52)]

Or

How far is it correct to say that in recent past, India has experienced some significant changes in the contribution to GDP by the service sector ? Explain.

[Board Term 1, 2012 (55)]

Or

Explain why service sector is gaining more importance in the global economy.

[Board Term 1, 2012 (74)]

Or

Why is the Tertiary sector growing so rapidly in India ? Explain it with four reasons.

[Board Term 1, 2011 (580012, 19, 24, 28, 40, 42)]

2010 B1]

Ans. Tertiary sector in India has been growing rapidly for a number of reasons :

- (i) In a developing country, the government has to take the responsibility for the provision of basic services for example, hospitals, educational institutions, post and telegraph services, police stations, courts, village administrative offices, municipal corporations, defence, transport, banks, insurance companies etc.
- (ii) The development of agriculture and industry leads to the development of services such as trade, transport, storage etc. Greater the development of the primary and secondary sectors, more would be the demand for such services.
- (iii) As income levels rise, certain sections of people start demanding many more services, such as eating out, tourism, shopping, private hospitals; private schools, professional training etc. This change was quite sharp in cities, especially in big cities.

- (iv) Over the past decade or so, certain new services, such as those based on information and communication technology have become important and essential.
- (v) Government policy of privatisation has also led to growth of this sector.
- (vi) A large number of workers are engaged in services, such as small shopkeepers, repair persons, transport persons etc.
- (vii) However, the entire sector has not grown. Large numbers of people engaged as construction workers, maid, peons, small shopkeepers etc. do not find any change in their life. **(Any five)**

$1 \times 5 = 5$

- Q. 6. What is the significance of secondary sector in Indian economy ? How does it help in the economic development of the country ?**

[Board Term 1, 2011 (580011, 23)]

Ans. The significance of secondary sector is that it transforms raw material into commodities. It is the second largest sector of our country.

Role in Economic development :

- (i) Secondary sector uses mechanical power and modern use of labour.
- (ii) It provides employment to a large number of people.
- (iii) It also helps in creating self-sufficiency in the country. It produces goods for local and international consumers.

$2 + 3 = 5$

HOTS Questions

3-5 marks each

- Q.1. How far is it correct to say that several services which cannot be provided by private sector can be provided by the public sector ? Explain.**

[Board Term 1, 2013 (H3), 2012 (60)]

Or

"There are several things needed by the society as a whole." In the light of this statement, explain as to who can provide them at a reasonable cost the private or the public sector and why ?

[Board Term 1, 2012 (35)]

Or

Identify any five activities where the government must spend for the welfare of the people and why ?

[Board Term 1, 2012 (56)]

Ans. Society needs many things as a whole which the private sector is not be able to provide at a reasonable cost. The reasons are as follows :

- (i) Some of them need spending large sums of money which is beyond the capacity of the private sector.

- (ii) The private sector charges are very high whereas the government will charge reasonably.

(iii) Without government's encouragement and help, the private sector can't enter into such services.

Areas where the government must spend for the welfare of the people are :

- (i) Providing health and education facilities by building proper schools.
- (ii) Providing proper food to tackle the problem of malnourishment.
- (iii) Government also needs to pay attention to the aspects of human development such as safe drinking water, housing, and taking care of the poorest.
- (iv) Safe drinking water must be made available to all.
- (v) Housing facilities must be provided to the homeless.
- (vi) It is the duty of the Government to take care of ignored and backward regions of the country to bring balanced growth development in the entire country.

(CBSE Marking Scheme, 2013) 5



TOPIC-2 How to create more Employment

Very Short Answer Type Questions

1 mark each

- Q. 1. What is GDP (Gross Domestic Product) ?**

[Board Term 1, NCT-2014 (R9UJGYG)]

Ans. It is the value of final goods and services produced within the domestic territory of a country. 1

- Q. 2. What does GDP stand for ?**

[Board Term 1, NCT-2014]

Ans. Gross Domestic Product. 1

- Q. 3. Give full form of NREGA.**

Ans. National Rural Employment Guarantee Act. 1

- Q. 4. What do you mean by disguised unemployment ?**

Ans. More people engaged in a job than needed. 1

- Q. 5. For how many days employment is guaranteed under NREGA 2005 ?**

Ans. 100 days. 1

- Q. 6. When was Mahatma Gandhi National Rural Employment Guarantee Act implemented?**

Ans. 2005. 1

Q. 7. In terms of G.D.P., what was the share of tertiary sector in 2003 ?

Ans. Between 50 to 60%.

1

Q. 8. The Government of India has implemented the 'Right to Work', in how many districts ?

Ans. 330 districts.

1

Short Answer Type Questions

3 marks each

Q. 1. Why is NREGA also called the right to work ?

Explain. [Board Term 1, 2014 (X30T4XE)]

Or

Explain the role of NREGA in creating employment for the people in India.

[Board Term 1, 2014 (R9UJGYG)]

Or

Why is NREGA also called the "Right to Work"? Mention any three reasons for it.

[Board Term 1, 2012 (34)]

Or

In your opinion, how far is it correct to say that NREGA 2005 as "Right to Work"?

[Board Term 1, 2012 (55)]

Ans. NREGA is also called Right to Work :

- (i) It has been implemented in 200 poorest of the poor districts of India.
- (ii) NREGA guarantees 100 days of assured work to the people who are able and in need of work.
- (iii) If the government fails to provide work, it will provide unemployment allowances to the people.
- (iv) One-third of the jobs are reserved for women.

(Any three) (CBSE Marking Scheme, 2012) 3

Q. 2. State the objectives of NREGA 2005.

[Board Term 1, NCT 2014]

Or

Explain the objectives of implementing the MGNREGA 2005. [Board Term 1, 2012 (37, 39)]

Or

Explain the objectives of Mahatma Gandhi National Rural Employment Guarantee Act 2005.

[Board Term 1, 2012 (52)]

Or

What has been the role of MGNREGA in creating employment for the people in India ?

[Board Term 1, 2012 (45)]

Ans. Objectives of implementing MGNREGA 2005 :

- (i) To give employment opportunities to the people who live in rural areas.
- (ii) To raise the standard of living of the people.
- (iii) To implement the right to work.

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 3. Explain the term 'unemployment'. What is disguised unemployment.

[Board Term 1, NCT-2014]

Ans. (i) Unemployment : When a person is willing to work at the prevailing wage rate but fails to get a job, it is called unemployment.

(ii) Disguised unemployment : When more people are working than required, it is called disguised unemployment. Even if we remove a few people from the job, the process of production will not be affected.

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

Q. 4. Explain the concept of under employment taking example from some non-agricultural field.

[Board Term 1, KVS-2014]

Ans. The under employment can happen in other sectors, for example :

- (i) There are thousand of casual workers in the service sector in urban areas who search for daily employment.
- (ii) They are employed as pointers, plumbers, repair persons and other doing odd jobs. Many of them don't find work everyday.
- (iii) Similarly, we see other people of the service sector on the street pushing a cart or selling something where they may spend the whole day but earn very little.

$1 \times 3 = 3$

Q. 5. What is GDP ? Explain with example the method of calculating Gross Domestic Product.

[Board TerM 1, 2013 (3K), 2012 (58)]

Or

Explain the term G.D.P. Why are only 'final goods and services' counted in G.D.P. ?

[Board Term 1, 2011 (580018, 22, 24, 36)]

Ans. G.D.P. is the sum of the money value of final goods and services produced in each sector during a particular year within domestic territory of a country.

Only final goods and services are counted in G.D.P. because :

- (i) The value of final goods already includes the value of all intermediate goods.
- (ii) To count the value of the flour and wheat separately is therefore not correct because then we would be counting the value of the same things a number of times.

$1+2=3$

Q. 6. Explain the ways by which more employment can be created in a country like India.

[Board Term 1, 2011 (580020, 23, 31)]

Ans. The ways by which more employment can be created in a country like India are :

- (i) If more dams are built and canal water is provided to all the small farmers, a lot of employment can be generated in agriculture sector.
- (ii) Providing cheap credit facilities and crop insurance can result in more employment.

- (iii) More money should be spent in transport and storage, because then more people can be employed.
- (iv) The government/banks can provide loan at cheap rates to improve irrigational facilities.
- (v) Technical training, vocational guidance to unemployed youth for self employment.

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

Long Answer Type Questions

5 marks each

Q. 1. Why is agriculture the most labour absorbing sector in India ? How does disguised unemployment make it worse ? Explain with an example.

[Board Term 1, 2014 (R9UJGYG)]

- Ans.** (i) Agriculture is the most labour absorbing sector in India because the secondary and tertiary sectors are still failed to provide more employment opportunities as to a majority of the Indian people, so the people are forced to engage themselves in agriculture.
- (ii) Disguised unemployment is generally found in agriculture sector. People engaged in farming are generally more than required. Though it seems that they are working in the cultivation of land but actually they are partly employed.
- (iii) **For example :** A farmer who has a land of 3 hectare which require only 2 persons for farming related to work but all the 7 family members are engaged in it. If 5 persons out of them are withdrawn from the job, the total production will not fall. Therefore, 5 persons will come under the category of disguised unemployment. 5

Q. 2. Describe the estimates of Planning Commission to create jobs in tourism and education ?

[Board Term 1, 2012 (63)]

Ans. Regarding jobs in Schools :

- (i) Planning commission estimates that nearly 20 lakh jobs can be created in education sector alone.
- (ii) For more children to attend school, more teachers and more infrastructure will be required.

Regarding jobs in Tourism :

- (i) Planning commission estimates that nearly 35 lakh jobs can be created in tourism sector.
- (ii) Regional crafts and Cottage industry can also create jobs.
- (iii) New services such as IT also are job generators.

$2 + 3 = 5$

Q.3. What is GDP? Explain the process to calculate GDP.

[Board Term 1, 2012 (82)]

- Ans.** (i) Gross Domestic Product or GDP is the value of all final goods and services produced within a country, during a particular year.
- (ii) The sum of production in the three sectors give us the GDP (primary + secondary + tertiary). The money values of goods and services should be added rather than adding up the actual numbers. The value of final goods alone should be added as the value of intermediate goods is already included in the value of final goods. This mammoth task of measuring GDP is undertaken by the Central Government Ministry.

This organization collects information relating to the total volume of goods and services and their prices and then estimates the GDP. $2 + 3 = 5$

Q. 4. How can we create more employment in secondary and tertiary sectors in rural India ?

[Board Term 1, 2012 (45, 47)]

- Ans.** (i) We can create more jobs in the secondary sector by promoting industries such as dal mills.
- (ii) By promoting cottage and handicraft industries to employ the villagers. By tying up industries to promote processing of vegetables and fruits.
- (iii) Government can invest in cold storages.
- (iv) Services like transportation and communication must be promoted to generate employment.
- (v) Building Multi-purpose Projects can create employment.

Q. 5. How can we create more employment opportunities in urban areas ? Explain with examples.

[Board Term 1, 2012 (72)]

Ans. Ways to increase employment opportunities in urban areas :

- (i) If credit is provided cheaply and easily, it will encourage the setting up of small-scale business, or self-employment.
- (ii) If educational facilities are improved and schools are set up more jobs in education line will be created and those educated will also find jobs.
- (iii) By improving health facilities, setting up hospitals in rural and urban areas employment will be generated in the health sector.
- (iv) Tourism must be promoted so that ancillary business generated will bring employment.
- (v) Small scale industries must be encouraged and developed.

(CBSE Marking Scheme 2012) $1 \times 5 = 5$

Q.6. Explain measures that can be adopted to remove disguised unemployment in the agriculture sector.

[Board Term 1, 2011 (580021, 27)]

Ans. When more people are compelled to do a job which only few can do, then such a situation is termed as disguised unemployment.

- (i) One or two members of farmer's family can work in the farms of big landlord and earn wages.
- (ii) Two or three members of such a family may move to work in a nearby factory and earn more money.
- (iii) More irrigation facilities can be provided to grow two or three crops in a year.

- (iv) By opening processing units of agriculture production, more employment opportunities can be created.
- (v) Technical, vocational training can reduce the unemployment of farmers.

Q. 7. Explain measures that can be adopted to remove disguised unemployment in the agriculture sector. [Board Term 1, 2011 (580021, 27)]

Ans. When more people are compelled to do a job which only few can do, then such a situation is termed as disguised unemployment.

- (i) One or two members of farmer's family can work in the farms of big landlord and earn wages.
- (ii) Two or three members of such a family may move to work in a nearby factory and earn more money.
- (iii) More irrigational facilities can be provided to grow two or three crops in a year.
- (iv) By opening processing units of agriculture production, more employment opportunities can be created.

- (v) Technical, vocational training can reduce the unemployment of farmers. $1 \times 5 = 5$

Q. 8. Explain the meaning of disguised unemployment with the help of any two suitable examples.

[Board Term 1, 2010 (B1)]

Ans. Disguised unemployment : When the people are working in any field for more than their labour necessity. For example, where the need is for 4 labourers and 7 labourers are working, it means 3 labourers are suffering from disguised unemployment or under-employment. In such a case, the production will not be affected even if the three extra labour do not work.

Examples :

- (i) In rural India, agricultural field is suffering from this type of unemployment. More than half of the workers in the country are working in primary sector mainly in agricultural activities producing only a quarter of G.D.P.
- (ii) In urban areas, workers like painters, plumbers, repair persons, cart drivers do not find work every day or for the whole day. $3 + 2 = 5$

Value Based Questions

3-5 marks each

Q. 1. Describe the provisions of "National Rural Employment Guarantee Act", 2005.

[Board Term 1, 2012 (68)]

Ans. Provisions of NREGA 2005 are:

- (i) It provides 100 days assured employment every year to each rural household.
- (ii) One-third of the proposed jobs are reserved for women.
- (iii) If an applicant is not employed within 15 days he/she is entitled to a daily unemployment allowance.
- (iv) The governments have to establish Central Employment Guarantee Funds and State Employment Guarantee Funds for the implementation of the scheme.
- (v) The scheme is to be extended to 600 districts

(CBSE Marking Scheme 2012) 5

Q. 2. How to create more employment in rural areas ? Explain with the help of five suitable examples.

[Board Term 1, 2012 (33)]

Or

How can more employment opportunities be created in the rural areas ?

[Board Term 1, 2011 (580016, 32, 35, 44), 2010 (C1)]

Ans. (i) Government can spend money or banks can provide loan for irrigation.

(ii) Suppose one hectare of wheat can provide employment to the people for 50 days. So, the number of members can be increased.

Examples :

- (i) Construction of new dams and canals. Constructing dams, canals or digging wells in villages. On one hand, this would serve the needs of farmers for irrigation and on the other, people engaged in such construction activity would gain employment.
- (ii) Development in transport facility by government and creating storage facilities in rural areas.
- (iii) Credit from local banks, so that crops can be grown every year.
- (iv) Agro-based industries can be set up in rural areas or semi-rural belts.
- (v) Making provisions for education and health services in rural belts can also result in employments.

(Any three) (CBSE Marking Scheme 2012) 5

HOTS Questions

3-5 marks each

Q. 1. "Agriculture had been the backbone of the Indian economy. But the declining share of agriculture in the GDP is now a matter of serious concern." Explain the meaning of this statement.

[Board Term 1, 2010 (C2)]

Ans. Agriculture is the backbone of the Indian economy because :

- (i) In India, about 63% people were engaged in agriculture sector in 2001.
- (ii) Share in GDP was more than 40% in 1973.
- (iii) Raw materials for secondary sectors are mostly supplied by agriculture.

But now, the share of agriculture is declining in the GDP year by year. So, it is a matter of serious concern for all.

(iv) Share of agriculture in the G.D.P. has declined from 44% to 24% during 1973 to 2003.

(v) The primary sector continues to be the largest employer even in 2000 but the production has not increased by this rate.



TOPIC-3

Division of sectors as organized and unorganized

Very Short Answer Type Questions

1 mark each

Q. 1. How does public sector help in the development of a country ?

Ans. Public sector invests in key and basic industries as health education defence where private sector cannot invest. [CBSE Marking Scheme, 2015] 1

Q. 2. "What is the intention of the government in raising money through taxes ?"

[Board Term 1, DDE-2015, Set-E]

Ans. Government raise money through taxes and other ways to meet expenses on the services rendered by it. 1

Q. 3. Who has the ownership of the assets in the public sector ? 1

Ans. Government.

Q. 4. What does comprise the unorganised sector in rural areas ? [Board Term 1, 2015, Set-XOKG2SB]

Ans. Agriculture. 1

Short Answer Type Questions

3 marks each

Q. 1. Why do people prefer to work in an organized sector ? Explain.

[Board Term 1, 2015, Set-6AP67LB]

Ans. Advantages of organized sector :

- (i) People enjoy security of employment.
- (ii) Work for fixed hours.
- (iii) If they work more they get overtime allowances.
- (iv) Paid leaves, payment during holidays, medical benefits safe working environment and pension after retirement.

Or (any other relevant point) (Any three)
[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

Q. 2. What are the differences in the employment conditions between organized and unorganized sectors of the economy ?

OR

In what three ways is organised sector better than unorganized sector ? Explain.

[School of Scholars 2015]

Ans. Organized sector :

- (i) Workers in the organized sector enjoy security of employment.
- (ii) Workers get several benefits from the employers like paid leave, provident fund, gratuity, etc.
- (iii) Workers work for a fixed number of hours. If they work more, they have to be paid overtime by the employer.

Unorganized sector :

- (i) Employment is subject to high degree of unsecurity.

- (ii) There is no provision for paid leave, holidays, etc.
- (iii) Workers get less wages and there is no provision for overtime payment. $1\frac{1}{2} + 1\frac{1}{2}$

Q. 3. Why is agriculture an activity of unorganised sector in India ? Explain.

[Board Term 1, 2012 (38)]

Or

Agriculture is an unorganized sector in India. Do you agree with this statement ? Justify your answer with suitable examples.

[Board Term 1, 2012 (40)]

Ans. In agriculture activities, people are exploited like landless labourers.

- (i) Their income level is low.
- (ii) There is no job security.
- (iii) Agriculture is seasonal in nature and there is no fixed pay.
- (iv) No other benefits such as pension, medical facility, paid leave, Provident Fund, safe environment etc. are available. (Any three)

[CBSE Marking Scheme, 2012] $1 \times 3 = 3$

Q. 4. How can the workers in the unorganised sector be protected ? Explain.

[Board Term 1, 2011 (580012, 28, 33, 38)]

Ans. In the unorganised sector, mostly landless agricultural labourers, small and marginal farmers, share croppers and artisans are included. These workers can be protected by the following ways :

- | | |
|---|--|
| <p>(i) Farmers need to be supported through adequate facility for timely delivery of seeds, agriculture inputs, credit, storage and marketing outlets.</p> <p>(ii) In urban areas, casual workers need government's support for procuring raw material.</p> | <p>(iii) Small scale industries also need support for procuring raw material and marketing of the goods.</p> <p style="text-align: right;">$1 \times 3 = 3$</p> |
|---|--|

Long Answer Type Questions

5 marks each

Q. 1. Differentiate between organised and unorganised sector. [Board Term 1, NCT-2014]

OR

Compare the employment conditions prevailing in the organised and the unorganised sector ?

[Board Term 1, DDE-2015, Set-E]

[Board Term 1, 2015, Set-C5JWEVD]

Ans. Organised Sector :

- (i) It is the one where the terms of employment are regular and people have assured work.
- (ii) They are registered by the government and have to follow its rules and regulations which are given in various laws such as the factories Act, Minimum Wages Act etc.
- (iii) It is called organised because it has some processed and procedures.
- (iv) Workers in the organised sector enjoy security of employment. They are expected to work only a fix number of hours. If they work more, they have to be paid overtime by the employer.
- (v) They also get several other benefits from the employers like paid leave, payment during holidays, provident fund, pensions, gratuity, medical benefits etc.

Unorganised Sector :

- (i) These are small and scattered units which are largely outside the control of the government.
- (ii) There are rules and regulations but these are not followed.
- (iii) Jobs here are low-paid and often not regular.
- (iv) Employment is not secure as people can be asked to leave without any reason.
- (v) There is no provision for overtime, paid leave, holidays, leave due to sickness etc.

Examples :

- (i) In a developing country, the government has to take the responsibility for the provision of basic services for example, hospitals, educational institutions, post and telegraph services, police stations, courts, village administrative offices, municipal corporations, defence, transport, banks, insurance companies etc.
- (ii) The development of agriculture and industry leads to the development of services such as trade, transport, storage etc. Greater the development of the primary and secondary sectors, more would be the demand for such services.
- (iii) As income levels rise, certain sections of people start demanding many more services, such as

eating out, tourism, shopping, private hospitals; private schools, professional training, etc. This change was quite sharp in cities, especially in big cities.

- (iv) Over the past decade or so, certain new services, such as those based on information and communication technology have become important and essential.
- (v) Government policy of Privatisation has also led to growth of this sector.
- (vi) A large number of workers are engaged in services, such as small shopkeepers, repair persons, transport persons, etc.
- (vii) However, the entire sector has not grown. Large numbers of people engaged as construction workers, maid, peons, small shopkeepers etc. do not find any change in their life.

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

Q. 2. "Workers are not exploited in organised sector". Do you agree with the statement ? Explain reasons in support of your answer.

[Board Term 1, 2012 (38)]

Or

What is unorganised sector ? Describe the working procedure of this sector. [Outside Delhi 2008 I]

Or

Workers are exploited in an unorganised sector. Do you agree with this statement ? Justify your answer with five relevant points.

[Board Term 1, 2012 (39, 40)]

Or

Define the term 'Unorganised Sector'. Mention any six disadvantages of working in this sector.

[Board Term 1, 2012 (70)]

Ans. Unorganised Sector : Unorganized sector is a sector which has small and scattered units largely outside the control of the government.

Yes, workers are exploited in the unorganised sector. Reasons are as follows :

- (i) There are no rules and regulations followed.
- (ii) Jobs are low paid and often not regular
- (iii) No provision of overtime is there and no paid holidays or leave is given.
- (iv) Employment is not secure. People can be asked to leave without reason.
- (v) Some kind of work is seasonal in nature and temporary workers are employed. They become unemployed after the season is over.
- (vi) No other facilities like Provident Fund, Gratuity or sick leave are given.

- (vii) Working conditions are often poor. No allowances are given.
(viii) No medical benefit is given. **(Any four) $1 + 4 = 5$**
(CBSE Marking Scheme 2012)

Q. 3. Under employment and disguised unemployment are not the same thing.

Or

Explain the meaning of disguised unemployment with the help of any two suitable examples.

[Board Term 1, 2010 (B1)]

Ans. Disguised unemployment : When the people are working in any field for more than their labour necessity. For example, where the need

is for 4 labourers and 7 labourers are working, it means 3 labourers are suffering from disguised unemployment or under-employment. In such a case, the production will not be affected even if the three extra labour do not work.

Examples :

- (i) In rural India, agricultural a sector is suffering from this type of unemployment. More than half of the workers in the country are working in primary sector mainly in agricultural activities producing only a quarter of G.D.P.
(ii) In urban areas, workers like painters, plumbers, repair persons, cart drivers do not find work every day or for the whole day. **5**



In this chapter, the teacher will focus on the meaning and nature of globalization. She will trace the pattern of globalization in ancient as well as in the modern world and explain (a) the nature of expansion and integration of world market in 19th and 20th century, (b) trade and economy between the two world wars and shifts after 1950s. The teacher will also sensitize the students to implications of globalization for livelihood patterns through a case study of post war international economic order (1945 to 1960s).

Learning Outcomes :

- After the lesson is taught the students should be able to
- Comprehend that globalization has a long history.
 - Understand the meaning and pattern of globalization;
 - Analyze the implication of globalization for local economies;
 - Trace how globalization had been experienced differently by different social groups.

Tools of Formative Assessment :

- The teachers are free to use any well planned and innovative tool to reinforce teaching or to assess the student's performance. Given below are the various examples of formative assessments which would help the teacher in making teaching effective and interesting.

Recapitulation Questions :

1. Use the clues and give one word answers.
 - i. A disease which was more powerful than weapons
 - ii. A fabled city of gold
 - iii. Fusion music popular in Trinidad
 - iv. South American food which became a staple food in Europe
 - v. Devastating cattle disease

Answers

(i) Small pox, (ii) El Dorado, (iii) Chutney, (iv) Potatoes, (v) Rinderpest.

2. Match the words in column 'A' with suitable options in column 'B'

	A		B
a.	Silk routes	i.	Institution set up to finance post-war reconstruction
b.	G-77	ii.	Carnival in Trinidad
c.	Canal colonies	iii.	Pre-modern trade links
d.	World Bank	iv.	Countries demanding a new international economic order
e.	Hosay	v.	Semi-desert wastes in the Punjab transformed by irrigation

Answers

(a-iii) (b-iv) (c-v) (d-i) (e-ii)

3. Write True (T) or False (F) in the space provided along side.

- (a) Cowries were a form of currency in the ancient world.
- (b) With the introduction of Corn Laws, food could be imported cheaply into Britain.
- (c) The system of hire purchase led to a growth in the purchase of consumer durables.
- (d) During the nineteenth century British manufactured goods flooded the Indian markets.

Answers

(a) True, (b) True, (c) True, (d) True.

4. Short Answer Questions :

- (a) Examine the impact of the discovery of the sea route to America by Christopher Columbus on the rest of the world.
- (b) Discuss the impact of globalization on the following : economy, culture and sports.

ACTIVITY – 1 : FIELD TRIP

Learning Outcomes :

- The teacher will organize a visit to a factory which manufactures goods on assembly. The selected students who visit the factory will be able to do the following :
- get a first-hand experience of assembly line method;
 - comprehend the procedure of assembly line method;
 - develop the skill of collating data and reporting.

ACTIVITY – 2 :

PICTURE COMPREHENSION



- On the basis of this picture imagine yourself to be an indentured labourer—number 7367. You have now grown old in Trinidad.
- Write a letter to your grandson telling him about your emotions when you lost your name and your identity was just a ‘number’.

ACTIVITY – 3 : COLLEGE MAKING

Learning Outcomes :

- By doing this activity, the creative talent of the students may be displayed. The students will be able to :
- Identify the multinational companies.
 - Understand the impact of globalization on the psyche of the people.

ACTIVITY – 4 :

PROJECT (GROUP ACTIVITY)

- Topic : Globalization in the 19th century

Teacher support :

- Identifying the areas of work under each head (for example, role of technology, say a refrigerated ship).
- Working with each group in helping them decide the content and helping them procure material through library.

ACTIVITY – 5 :

LEARNING THROUGH MAPS

Learning Outcomes :

- After doing this exercise, the students will be able to do the following :
- (a) Observe the boundaries;
 - (b) Watch coverage of ‘weather’ in a few channels (assuming that children have access to television). If this is not possible in case of some schools, this can be skipped.
 - (c) What is the pattern of boundaries of any continent/ country/district ?
 - (d) Do you see the same pattern within the fig. 10 ?
 - (e) Guess the reasons for using different colours for different countries.
 - (f) Guess the reasons for using different colours and various shades ? (Go back to Atlas)

ASSESSMENT CRITERIA :

- Student’s responses may be assessed on following criteria :

- Ability to study maps
- Ability to identify relevant matters and compare with similar maps;
- Understanding of national resources, boundaries, settlement pattern, etc.

FOLLOW UP

If the teacher finds any shortcoming in the group, he/she should take a little time out to explain necessary points.



**CHAPTER
2**

**THE AGE OF
INDUSTRIALIZATION**

In this chapter, the teachers will explain the factors and forces that helped in the emergence of industrial age. They would comment upon the distinction between the forms of industrialization in Britain and in India. The students would be sensitized to relationship between handicrafts and industrial production and formal and informal sectors. The teachers would also help the students to understand the nature of livelihood of workers through case studies.

Learning Outcomes :

□ After the lesson is taught the students should be able to :

- Discuss two patterns of industrialization, one in the imperial country and another in India, a colony
- Trace relationship among different sectors of production.
- Distinguish between impact of industrialization on England and on India.
- Some questions are given below as examples to help the teacher. Make many more innovative questions and activities. These make the teaching flexible and interesting.

1. Strike the 'odd one' out from the following :

- a. Spinning Jenny
- b. Flying shuttle
- c. Dyer bucket
- d. Water frame

Note : Give the reason for your choice of 'odd one'.

2. Match the term in column 'A' with suitable remarks given in column 'B'

A	B
a. Sepoy	i. A person employed by the company to recruit workers
b. Orient	ii. Association of craftsmen or merchants for supervision and control of quality of crafts.
c. Gomastha	iii. The countries to the east of Mediterranean
d. Guild	iv. Indian soldier of the British army
e. Jobber	v. An official appointed by the company to work as its agent to supervise weavers and collect supplies.

Answers

(a-iv) (b-iii) (c-v) (d-ii) (e-i).

3. Write true (T) or (F) false in the space provided along side.

- (a) Manchester merchants began selling cloth to India.
- (b) Dwarka Nath Tagore was an early entrepreneur of Bombay.
- (c) In North India, the Elgin Mill was set up at Kanpur.
- (d) The first cotton mill was set up in Ahmedabad in 1874.

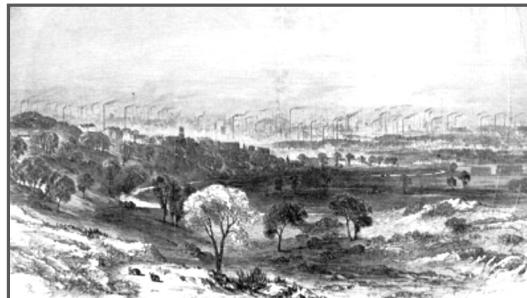
Answers

(a) True, (b) False, (c) True, (d) False.

Short Answer Questions :

4. Identify the two most dynamic industries in Britain in the early phase of industrialization. What would be the most possible reason for the growth of these industries ?
5. How did East India Company try to eliminate existing traders and brokers from cloth trade ? Do you think these practices are still prevalent in some areas in Indian trade ? Give examples.

6. Analyze the reasons for improved production of Indian handicrafts and increased productivity in the early decade of 19th century.
7. Trace the relationship between the American Civil War (1860) and increase in export of Indian raw cotton to England.
8. After the First World War, why did Manchester fail to recapture its old position in Indian market ? Identify the major reasons.
9. On the outline map of India shade the areas which come under the Carnatic and Bengal.
10. Show the thriving Indian cotton trade before the age of machine industries on a map of Asia.
11. With the help of a flowchart, explain the role of Indian bankers and merchants.
12. With the help of the pictures given below, summarize the major ideas of the age of industrialization. Give your own headings for the pictures which convey the essence.



- (a) Give a title to both the pictures if you were a reporter in 19th century England.
- (b) What would be your titles if you were reporting about the same pictures in 2010 ? In both the cases write a brief report on the pictures.

□ □ □

CHAPTER 3

WORK, LIFE AND LEISURE

- In this chapter the teacher will focus on
 - (a) Patterns of urbanization
 - (b) Migration and growth of towns
 - (c) Social change and urban life
 - (d) Merchants, middle classes, workers and urban poor.

The teacher will teach the pattern of urbanization of 20th century London and Bombay through case study. He/She will explain the role of leisure and entertainment in urban life.

1. Write true or false. Replace the wrong answer with the right answer.

- a. Ancient cities could develop only when there was surplus food supply to support non-food producers.
- b. In the late 18th century, a large number of women of lower social classes were employed in factories.
- c. There was a widespread fear of social disorder after the Russian Revolution of 1900.
- d. The principle of Garden City was developed by Haussmann.
- e. The first section of underground railways was opened on 10th January, 1863, between Paddington to Farrington Station in London.

Answers

- (a) True, (b) True, (c) True, (d) False [Architect and planner Ebenezer Howard developed the principle of Garden city.], (e) True.

2. Match the following terms / names of column 'A' with suitable option from column 'B'

A	B
a. Haussmann	(i) Made the first Hindi movie.
b. Bombay	(ii) A large densely populated area of a state or country.
c. Metropolis	(iii) Beautified the city of Paris.
d. Akhara	(iv) Was known as the city of dreams.
e. Dadasaheb Phalke	(v) Traditional wrestling ground.

Answers

- (a-iii) (b-iv) (c-ii) (d-v) (e-i).

3. Quiz Questions :

- a. By whom was Debganer Martye Aagaman written ?
- b. What is the name of the reform movement against alcoholism ?
- c. By whom was the Garden City of New Earswick designed ?
- d. By what name was the multistoried structure divided into smaller one room tenement known ?
- e. Who is the author of 'Dombey and Son' written in 1848 ?

4. Short answer questions :

- a. Establish relation between industrialization and rise of modern cities in England.
- b. Who were listed as criminals by Henry Mayhew and why were they called criminals ?
What steps did the authorities take to discipline them ?
- c. Explain the steps taken to decongest the city of London in 19th century ?
- d. What were the reasons for the increasing concern of the city dwellers for providing houses for the poor ?
To what extent were these philanthropic in nature ?
- e. How did the working population of London prove to be both a threat and an opportunity ?

5. Write your impression of any city you visited.

Suggestions : It should include the following

- Transport
- Cleanliness
- Entertainment
- Economic activity
- Occupations
- Clothes
- Landscape

6. Look at the figure given below :

- a. Explain the change visible in the given figure ?
- b. What could have been the reasons for this change ?
- c. What could have been the consequences of this change ?
- d. What could have been the pressures faced by the local government ?



Suggested Activities

ACTIVITY – 1 :

NARRATIVE WRITING

Topic : Women in London

Task—Imagine yourself to be a woman in the 19th century London.

In a narrative describe the changes you have seen in your lifetime.

ACTIVITY – 2 : SURVEY

Community as the source

Learning Outcomes :

By doing this activity a student will be able to :

- Create awareness about surroundings
- Develop the skill of conducting survey and collection of data
- Develop the analytical skill and reporting procedure (refer to guidelines)

ACTIVITY – 3 : FLOW CHART

Learning Outcomes :

This activity will enable the students to

- Collate relevant facts
- Develop organizing and presentation skills
- Understand the complex procedure of urban development.

ACTIVITY – 4 : POEM READING AND COMPREHENSION

'The Many Sides of Bombay'

My father came down the Sahyadris

A quilt over his shoulder

He stood at your doorstep

With nothing but his labour

...

I carried a tiffin box
to the mill since childhood

I was cast the way
A smith forges a hammer

I learned my ropes
Working on a loom
Learnt on occasion
To go on strike

My father withered away toiling
So will I, and will my little ones
Perhaps they too face such sad nights
Wrapped in coils of darkness

The students may be asked to answer the following questions :

- What overall impression does this poem give ?
- According to the poet what kind of life does a migrant lead in Bombay ?
- What future does the city hold for the next generation ?
- Do you think that the condition depicted in the poem is expected for all migrants ?
- Does the city of Bombay today reflect social mobility in all walks of life ?

ACTIVITY – 5 : GROUP

DISCUSSION

Topic : Feasibility of state intervention in personal matters of citizen.



CHAPTER

4

PRINT CULTURE AND THE MODERN WORLD

In this chapter, the teacher will focus on the history and development of print culture in Europe and explain and trace the growth of press in India. The teacher will also establish relationship between print culture, public debate and politics.

Learning Outcomes :

After reading this chapter, the student will be able to :

- learn about the history of development of print in Europe;
- comprehend the role and impact of print revolution;
- establish link between print culture and circulation of ideas;
- get familiarized with pictures, cartoons, extracts from propaganda literature and newspaper debate on important events and issues of the past.

Note : Some objective type and short answer questions are given below to use as a base for making further questions and activities to make lesson interactive and interesting.

1. Match the names / terms given in column 'A' with suitable statement in column 'B'

A	B
a. Martin Luther	i. Formed by Roman Catholic Church for trying heretics
b. Inquisition	ii. Brought out Bengal Gazetteer
c. Gangadhar Bhattacharya	iii. Author of Ramcharitmanas
d. Ram Mohan Roy	iv. Protestant Reformation
e. Tulsidas	v. Published Sambad Kaumudi

Answers

(a-iv) (b-i) (c-ii) (d-v) (e-iii).

2. Mark the incorrect response and then replace these with correct only :

- Battala in Central Calcutta was well-known for publishing less expensive books.
- Rashsundari Debi wrote an autobiography known as 'Amar Jiban'.
- Pandita Ramabai, a Marathi author wrote about the miserable life of the lower class women.
- Kashibaba, a Kanpur Mill worker wrote 'Chhote Aur Bade ke Sawal' in 1938.
- The Vernacular Press Act was passed in 1878.

Answers

(a) True, (b) True, (c) False, (d) True, (e) True.

3. Quiz (can be an oral or written exercise) :

- Who wrote; Gulamgiri; which criticized the injustice of caste system ?
- By whom was the first Printing press set up in Goa ?
- On what material were the manuscripts written in ancient India ?
- By what name were the cheap penny books known in England ?
- Who was the first Governor General who encouraged publication of newspapers in India ?

4. Short answer questions :

- How did the print culture help in increasing condition for the French Revolution ?
- Analyze the reasons for the increasing involvement of women in reading and writing books.
- Invention of printing press by Johann Gutenberg led to revolution in the realm of ideas. Justify.
- Why was there a strong criticism from some scholars against indiscriminate publication of all types of books ?

5. Source based questions :

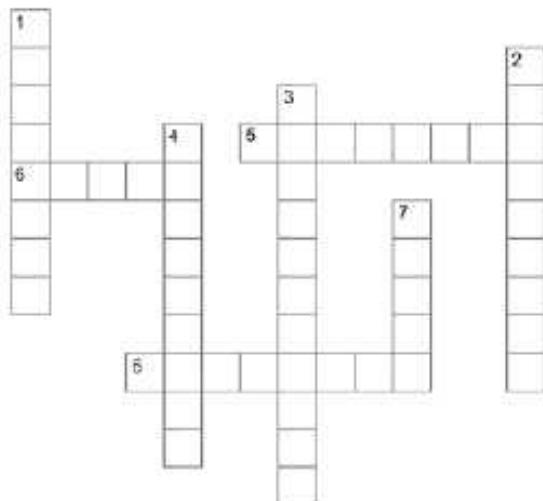
Read source and answer the questions that follow :
This is how Mercier describes the impact of the printed word, and the power of reading in one of his books.

'Anyone who had seen me reading would have compared me to a man dying of thirst who was gulping down some fresh, pure water ... Lighting my lamp with extraordinary caution, I threw myself hungrily into the reading. An easy eloquence, effortless and animated, carried me from one page to the next without my noticing it. A clock struck off the hours in the silence of the shadows, and I heard nothing. My lamp began to run out of oil and produced only a pale light, but still I read on. I could not even take out time to raise the wick for fear of interrupting my pleasure. How those new ideas rushed into my brain! How my intelligence adopted them!'

- From whose writing is this source taken ?
- With whom does the author compare the reader of books ?
- How does the author describe the state of a voracious reader engrossed in reading ?
- From this passage what attributes of a reader are highlighted ?

ACTIVITY – 1 :

CROSS WORD PUZZLE



Complete the empty grid with clues provided below to solve the puzzle.

Clues

Down

5. The oldest Indian language
6. Legal scholar of Islamic law.
8. Name of a French Philosopher.

Across

1. The name of a colonial official who introduced English education in India.

2. The name of the inventor of printing press
3. Stylized decorative writing
4. Italian explorer who visited China and India in 13th century.
7. The first printed book in Europe

Answers

- | | | |
|----------------|--------------|--------------|
| 5. Sanskrit | 6. Ulama | 7. Bible |
| 8. Voltaire | 1. Macaulay | 2. Gutenberg |
| 3. Calligraphy | 4. Marcopolo | |

ACTIVITY – 2 :

PICTURE COMPREHENSION

J.V. Schley, L'Imprimerie, 1739



The students will study the picture and answer questions based on the picture :

- a. What event is being celebrated in this painting ?
- b. From where and by whom was the printing machine brought according to the painter ?
- c. Which two goddesses blessed the event and why ?
- d. Why do you think, were these goddesses chosen by the painter for blessing the event.
- e. Identify and mark the picture of Gutenberg in the painting.
- f. Name the person who perfected printing machine in New York.
- g. Discuss the significance of the print media in intellectual development.

Work in pairs; Ask students to frame 5 questions which they want to ask their classmates.

ACTIVITY – 3 : DEBATE

Topic : 'The Future of Reading'

OR

'Print Media or Electronic Media'



CHAPTER**5****NOVELS,
SOCIETY AND
HISTORY**

In this chapter the teacher will focus upon the emergence of novel in the West. He/She should explain that novels are the most modern and popular form of literature. The teacher will also highlight the relationship between the novel and the changes in modern society. The teacher will also discuss early novels in 19th century India and also explain how novels reflect a picture of contemporary society. The chapter also deals with the contribution of women authors both in the west as well as in India.

Learning Outcomes :**□ After reading the chapter, the students will be able to :**

- trace the history of emergence of novels as a form of modern literature
- show that these novels reflect historical and social changes and shape the forces of change
- get familiarized with some of the ideas of writers who have had a powerful impact on society
- get acquainted with the names of well known authors and their works.

Here are some objective type and short answer type questions for quick recapitulation. The teacher may use the following questions as base to generate more innovative questions to recapitulate students learning :

1. **Identify famous characters from novels (mentioned in your textbook), after reading the following clues. Write the name of the character, the name of the novel and the name of the author etc.**
 - (a) He is a blind 'untouchable' beggar who struggled against the forcible take over to his land and for setting up a tobacco factory.
 - (b) He was shipwrecked on an Island, rescued a native, and named him 'Friday', without even bothering to ask his name.
 - (c) He was a successful and independent minded grain merchant who had his own style of conducting business.
 - (d) She was an independent and assertive young girl who challenged the hypocrisy of elders.

Answers

	Name of Character	Name of Author	Name of Novel
a.	Surdas	Premchand	Rang bhoomi
b.	Robinson Crusoe	Daniel Defoe's	The adventure Island
c.	Michale Henchard	Thomas Hardy	Mayer of Caster bridge
d.	Jane	Charlotte Bronte's	Jane Eyre

2. **Match the names of the books given in column 'A' with the names of author in column 'B'**

A	B
a. Kadambari	i. Bankim Chandra Chattopadhyay
b. Pariksha-Guru	ii. Rokeya Hossein
c. Sewasadan	iii. Banabhatta
d. Durgeshnandini	iv. Srinivas Das
e. Padmarag	v. Premchand

Answers

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

3. Strike the odd one out and explain your rationale :

- | | |
|------------------------|----------------------|
| (a) (i) Jane Austen | (ii) George Eliot |
| (iii) Charlotte Bronte | (iv) Thomas Hardy |
| (b) (i) Germinal | (ii) Oliver Twist |
| (iii) Hard Times | (iv) Treasure Island |

Answers

- (a) Thomas Hardy because remaining were female novelists.
 (b) Treasure Island because remaining spoke about the terrible conditions of urban life under industrial capitalism.

4. Short answer questions :

- (a) Examine the reasons for increasing popularity of novels in 18th century.
 (b) Do you like serialized novels better than regular novels ? If so give the reasons for it. If not, why ?
 (c) To what extent do the novels reflect the condition of contemporary society ? You can give example from the description given in your text.
 (d) Source based question

"Dear children, don't read these novels, don't even touch them. Your life will be ruined. You will suffer disease and ailments. Why did the good Lord make you to with away at tender age ? To suffer in disease ? To be despised by your brothers, relatives and those around you ? No. You must become mothers; you must lead happy lives; this is the divine purpose."

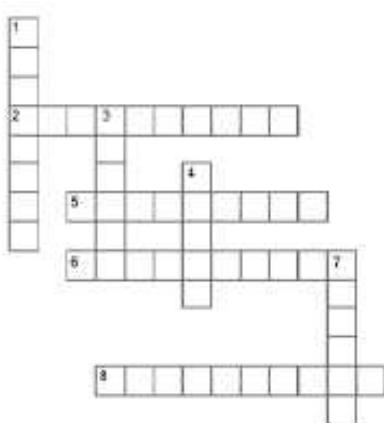
This extract is from a Tamil essay published in 1927.

Read the passage and answer the following questions :

- Which group of children is being addressed in the passage ?
- Examine the nature of happy lives mentioned by the author.
- In your opinion, what were the real reasons for dissuading these children from reading ?

ACTIVITY – 1 :

CROSS WORD PUZZLE



Across

2. A book written in the form of series of letters.
5. Traditional art of story telling.
6. A format in which the story is published in instalments, each part in a new issue.
8. Language spoken by common people.

Down

1. Writer of a novel.
3. A form of writing that criticizes society in a witty and clever way.
4. Indulekha married a groom belonging to this caste in Kerala.
7. Prose tales of adventure and heroism in Persian and Urdu.

Answers

Across

- | | |
|---------------|---------------|
| 2. Epistolary | 5. Kissa-Goi |
| 6. Serialized | 8. Vernacular |

Down

- | | |
|-------------|-----------|
| 1. Novelist | 3. Satire |
| 4. Nayar | 7. Dastan |

ACTIVITY – 2 : DEBATE

Topic : Relevance of novels in Digital Age

ACTIVITY – 3 : BOOK REVIEW

Given below is a suggested list of books mentioned in the chapter.

- a. Oliver Twist
- b. Robinson Crusoe
- c. Treasure Islands

The students may select any novel of their choice.

ACTIVITY – 4 : CASE STUDY

Four groups of students could work on various languages discussed in the text and focus on the following aspects and compare :

(Students speaking various regional languages may be given the project to make it more authentic).

- The indigenous forms of story telling
- Their integration into the new form, i.e., novel
- Story line
- Issues (e.g., national movement, women, reform, depressed communities)
- Characters and the 'contemporary feel'
- What have you learnt about Indian languages and literature ?

ACTIVITY – 5 :

DE-CENTERING APPROACH

[Looking at Others Point of View]



The home of a woman author, by George Cruikshank.

When women began writing novels many people feared that they would now neglect their role traditional role as wives and mothers and homes would be in disorder.

Study the figure carefully and answer the following questions :

1. What are the traditional roles of women and men in our society ?
2. Why did people feel threatened with the emergence of women writers ?
3. Do you think the artist's view is showing a bias ?
4. Could he have portrayed a different picture ?
5. Do such pictures influence people ?

ACTIVITY – 6 : REFLECTIVE WRITING : WHO'S MODERN ?

Although they were about imaginary stories, novels often spoke to their readers about the real world. But novels did not always show things exactly as they were in reality. Sometimes, they presented a vision of how things ought to be. Social novelists often

created heroes and heroines with ideal qualities, who their readers could admire and imitate. How were these ideal qualities defined ? In many novels written during the colonial period, the ideal person successfully deals with one of the central dilemmas faced by colonial subjects : how to be modern without rejecting tradition, how to accept ideas coming from the West without losing one's identity.

Chandu Menon portrayed Indulekha as a woman of breathtaking beauty, high intellectual abilities, artistic talent, and with an education in English and Sanskrit. Madhavan, the hero of the novel, was also presented in ideal colours. He was a member of the newly English-educated class of Nayars from the University of Madras.

He was also a first-rate Sanskrit scholar'. He dressed in Western clothes. But, at the same time, he kept a long tuft of hair, according to the Nayar custom.

The heroes and heroines in most of the novels were people who lived in the modern world. Thus, they were different from the ideal or mythological characters of the earlier poetic literature of India. Under colonial rule, many of the English-educated class found new Western ways of living and thinking attractive. But they also feared that a wholesale adoption of Western values would destroy their traditional ways of living. Characters like Indulekha and Madhavan showed readers how Indian and foreign lifestyles could be brought together in an ideal combination.

Do you think there is an effort to equate a 'modern person' with a well-educated person and also one who is fond of western ways of living and things ?

Who is 'modern' according to you in India now ? Is he/she different from what you read in the text ? (Word limit : 150)'



Students need to identify the different resources available in the country. They need to understand the significance of these resources and be able to classify them according to their exhaustibility, thereby appreciating the importance of resource conservation. Students should be enabled to understand the interdependence of human beings and resources, and the consequences of resource depletion.

While teaching this chapter, the teacher may include some activities given below to realize the objectives of learning the chapter.

ACTIVITY – 1 : ROLE PLAY

Role play on a resource, exhibiting its importance and need for conservation.

Learning Outcomes :

By doing this activity, the students will be able to do the following :

- Understand the usability of the resource.
- Classify the resource into different groups.
- Suggest measures to check its wastage and to conserve it.
- Identify areas where the resource is depleted.

ACTIVITY – 2 : PROJECT

Identify the kind of soil and its erosion from the picture of a region (named). Talk about how erosion has taken place and suggest how the region can be saved.

Learning Objectives :

By means of this activity, the students will be able to do the following :

- Identify the soil region and the kind of erosion taking place.
- Identify what measures should be adopted to check the erosion.
- Use their knowledge of soil distribution in the country and how different kinds of erosion are degrading the soil.

I. Multiple Choice Questions :

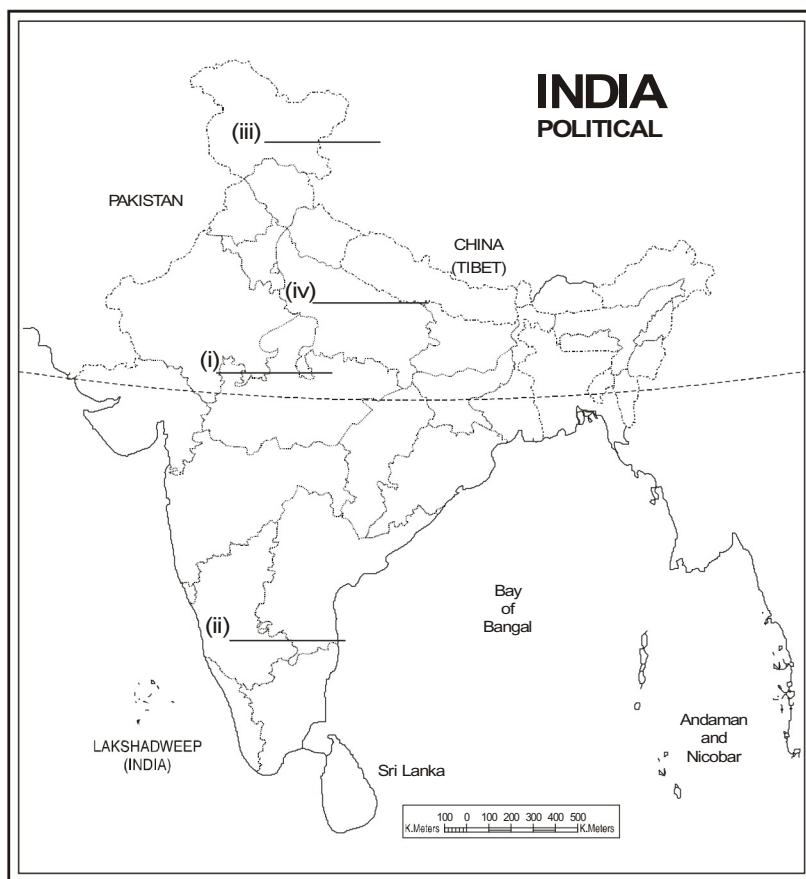
1. **Geothermal energy in Puga valley and Parvati valley are :**
(i) Stock resources
(ii) Developed resources

- (iii) Reserve resources
(iv) Potential resources
2. **The concept of sustainable development was discussed for the first time in :**
(i) Earth Summit 1992
(ii) Brundtland Commission
(iii) Club of Rome
(iv) Agenda 21
3. **Which one of the following is not true about resources ?**
(i) Resources are renewable and non-renewable both.
(ii) Resources need to be planned before utilization.
(iii) Wasteful consumption of resources need not be stopped as it is essential for high standard of living.
(iv) Resources are unequally distributed on earth.
4. **Which one of the following is a characteristic of red soil in India ?**
(i) It is formed due to diffusion of iron in crystalline metamorphic rocks.
(ii) It is formed due to leaching.
(iii) It is rich in lime and potash.
(iv) The lower horizons are occupied by kankar formations.

Answers

1. (i), 2. (iv), 3. (iii), 4. (i).

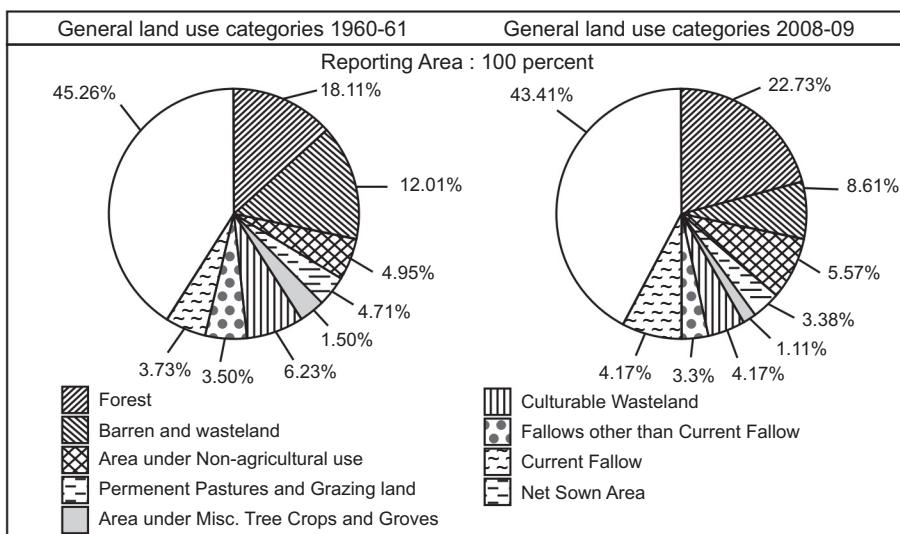
II. On the political map of India, identify the soil types in (I), (II), (III), and (IV).



Answers

- (i) Black soil, (ii) Red soil, (iii) Mountainous soil, (iv) Alluvial soil.

III. Answer the following questions from the given diagram.



Compare the two diagrams given above and find out two land use categories—one having the highest increase between 1960-61 and 2002-03, and the other having the highest decrease in the same period. Give one main reason for each.

1. Short Answer Type Questions :

- (i) Distinguish between khadar and bangar soils.
- (ii) Mention the factors responsible for soil formation.
- (iii) How are potential resources different from stock resources ?
- (iv) What are the different causes of soil erosion pertaining to the following regions ? Suggest remedial measures for the same.
 - (a) Mountains
 - (b) Steep slopes and plateaus
 - (c) Coastal areas
 - (d) Desert areas
 - (e) River plains

Why is it important to have a planned strategy for the development of resources in India ?

2. Long Answer Type Questions :

- (i) Mention four characteristics of black soil.
- (ii) What are transported soils ? Why is alluvial soil known as transported soil ?
- (iii) How does land get degraded due to human activities ?
- (iv) Suggest measures to check soil erosion by rivers.
- (v) Why is resource planning necessary ?
- (vi) Explain the relationship between resources, institutions and technology.
- (vii) Imagine yourself as one of the heads of state attending the International Earth Summit at Rio de Janerio, Brazil. Discuss some measures taken by your country to combat environmental damage, poverty, disease, etc. Also suggest what can be done to achieve global sustainable development.
- (viii) Fill the crosswords given below :

Across

- 1. The other name of black soil. (5)
- 3. Develops on crystalline igneous rocks. (3)
- 5. Erosion of top soil as water flows over large areas. (5)

- 7. The Club advocated resource Conservation for the First time at international Level. (4)

- 9. Deccan Plateau is made up of : (4)

Down :

- 2. Soil that develops in areas with high temperature and heavy rainfall. (8)

- 4. Subset of the stock. (8)

- 6. Obtained from biosphere and have life. (6)

- 8. An example of ravine. (7)

- 10. Denudation of soil cover. (7)

1	10			4	6
2	3				
		8			
		5			
7					
		9			

Answers**Across**

- | | |
|----------|-------------|
| 1. Regur | 2. Laterite |
| 3. Red | 4. Reserves |
| 5. Sheet | 6. Biotic |
| 7. Rome | 8. Chambal |
| 9. Lava | 10. Erosion |

Down

CHAPTER

2

FOREST AND WILDLIFE RESOURCES

This lesson intends to convey to the students the significance of flora and fauna in India—their role in the maintenance of the ecosystem, and the kinds of human activities responsible for their degeneration. This lesson also conveys the impact of forest degradation and the need for forest conservation. Here comes the mention of community conservation measures as indigenous communities are often affected by forest degeneration. Government measures like Project Tiger, Forest Conservation Act, 1980 and Environment Protection Act, 1986 and establishing national parks and wildlife sanctuaries are other initiatives to protect the wildlife and the forests. The lesson helps the students to build an awareness to protect the flora and fauna of the country and understand their importance.

ACTIVITY – 1 : POSTER MAKING/POWERPOINT PRESENTATION

Poster Making/Power Point Presentation on plants and animals used as home remedies for diseases by traditional village communities.

ACTIVITY – 2 : ROLE PLAY

A role play on the wildlife extinction or endangering, e.g., Tigers, Rhinos, Olive Ridley Turtles, Black Bucks, Lions, Turtles.

ACTIVITY – 3 : CARTOON MAKING COMPETITION

Learning Outcomes :

By doing this activity, the importance of biodiversity and the need to save plants and animals is understood.

Multiple Choice Questions :

1. Which one of the following is NOT an endemic species ?
(i) Andaman teal (ii) Pinkheaded duck
(iii) Nicobar pigeon (iv) Mithun
2. Which one of the following is NOT a tiger reserve in India ?
(i) Sariska Wildlife Sanctuary
(ii) Sunderban National Park
(iii) Manas Reserve
(iv) Kaziranga National Park
3. Factors which have NOT led to the destruction of India's biodiversity are :
(i) Hunting
(ii) Overexploitation of forest resources
(iii) Poaching
(iv) Droughts and floods
4. Joint Forest Management includes :
(i) Local communities in the management and protection of forest.
(ii) National parks.

(iii) State governments and Central government in forest management.
(iv) Managing forest and environment jointly.

Answers

1. (ii), 2. (iv), 3. (iv), 4. (ii).

Short Answer Type Questions :

1. What are the steps taken by the government to conserve biodiversity in India ? Explain.
2. Identify the types of flora and fauna found in your region. Make a comparison of it with the other types of vegetation found in India.
3. What are the different types of animals and birds found in your locality ? Are they decreasing or increasing in number and why ? What are the consequences of it ?

Long Answer Type Questions :

1. Explain the main characteristics of the Chipko movement.
2. State the differences between unclassed forests and protected forests.
3. Prove with examples how sacred groves help in conservation of forests.
4. Explain how communities have taken measures for conservation of forests in India.

Picture-based Question :



Tribal woman selling minor forest produce

From the above picture, what message do you get regarding dependence on forests by village communities ? Do you think these people should be involved in making decisions on conservation of the forests ? Why ?



CHAPTER

3

WATER RESOURCES

This lesson conveys the importance of water resource, as they are very limited and hence stresses upon the need for conservation. The traditional methods of water harvesting that have been introduced in the lesson strike a comparison with modern multipurpose projects. The different rain water harvesting methods adopted in various states encourage the students to appreciate water conservation strategies adopted by local people to solve water crisis in their areas.

ACTIVITY – 1 : SURVEY

- Student would collect information from his / her locality based on the following questions :**
- (i) What is the source of water supply ?
 - (ii) How much water is supplied in a day ?
 - (iii) How many litres of water is used per family ?
(Ask about 5 families)
 - (iv) Where is water wasted in the locality ?
 - (v) Which area has maximum demand for water ?
 - (vi) What does each family do to save water ?
 - (vii) What are the ways in which water can be saved ?
 - (viii) Give your suggestions to reduce the consumption of water.

ACTIVITY – 2 : DEBATE

A debate on “Dams are the Best Ways for Utilization of River Water.”

Or

“Dams have failed to become the temples of modern India.”

ACTIVITY – 3 :

POSTER MAKING

Creating a poster or a Power Point Presentation on ‘Climate Change and water crisis’.

ACTIVITY – 4 :

CREATE A MANUAL

Make a signboard or a manual on how to keep nearby water bodies clean and unpolluted.

ACTIVITY – 5 :

MAP WORK ACTIVITY

Multiple Choice Questions :

1. The earth is occupied mostly with water yet fresh water resources are only :
 - (i) 3.5%
 - (ii) 5.5%
 - (iii) 2.5%
 - (iv) 0.5%
2. Which of the following statements is true for India ?
 - (i) Industries use maximum water.
 - (ii) Inter-state water disputes have emerged based on the sharing of multipurpose project water.
 - (iii) The people who are displaced due to dam construction are given proper rehabilitation.
 - (iv) Compulsory water harvesting methods are used in all cities.
3. Which option is true for dams ?
 - (i) They check the sediment flow in rivers.
 - (ii) Dams have helped provide ample water for agriculture.
 - (iii) Dams have solved problems of drought in central India.
 - (iv) Dams have helped in power generation.
4. The traditional methods of water storage are :
 - (i) Presence of Hauz Khas tank in Siri Fort area in Delhi.
 - (ii) Inundation canals.
 - (iii) Bamboo pipes.
 - (iv) Rooftop water harvesting.

Answers

1. (iii), 2. (iii), 3. (iv), 4. (iii).

□ Short Answer Type Questions :

1. Read the following passage and answer the questions given below :

"The long term average annual rainfall for the country is 1160 mm, which is the highest anywhere in the world for a country of comparable size. The annual rainfall however fluctuates widely."

Tick the possible consequences of such a water supply situation.

- (a) Farming is restricted to a few areas.
- (b) Underground water is not recharged.
- (c) There is inadequate water for urban areas.
- (d) Dry land areas are uncultivable.
- (e) There are frequent droughts in some areas and floods in others.
- (f) Animals are lost due to this water situation.
- (g) Interstate water disputes are created.
- (h) Poor monsoons lead to a high cost of living.

Each student can explain the reason for choosing the statement.

2. Match the following information given in the columns :

S. No.	Name of the dam	River on which it is built	State in which it is located
1.	Bhakra-Nangal	Krishna	Tamil Nadu
2.	Gandhi Sagar	Mahanadi	Himachal Pradesh
3.	Hirakud	Satluj	Madhya Pradesh
4.	Mettur	Tungabhadra	Odisha
5.	Nagarjuna Sagar	Kaveri	Karnataka
6.	Tungabhadra	Chambal	Andhra Pradesh

- 3. What are the various reasons for diminishing levels of ground water in the states of India ? Could you suggest some measures to improve the situation ? Also explain the various problems arising out of this situation.
- 4. Narrate how a particular dam in a flood prone area has recently failed to prevent a flood. Find out why it happened. Could this be avoided ? How ?
- 5. Mention typical examples of people from different regions of India who are suffering from water scarcity. Choose different kinds of water scarcity problems.
- 6. Discuss river projects whose waters are being shared beyond political boundaries. Show the advantages of the same. If there are disputes, discuss why.
- 7. Find out and write in detail the various water conservation measures adopted in your area. Do you think any new changes are required ?
- 8. Draw diagrams of rooftop water harvesting system in urban and rural areas.
- 9. Collect pictures of five ancient hydraulic structures in India and write about their functioning.

□ Long Answer Type Questions :

- 1. How are modern adaptations of traditional water harvesting methods being carried out to conserve water ?
- 2. What is water scarcity ? What are the chief causes of water scarcity in cities ?
- 3. Discuss the various ways of coping with water shortage problems in Rajasthan.
- 4. Justify the statement - "Industries are exerting pressure on existing fresh water resources".
- 5. Why do you think areas with high annual rainfall and high population density will face water scarcity ?



CHAPTER

4

AGRICULTURE

This chapter deals with man's major economic activity - agriculture, the oldest industry of food production with the help of climate, soil and topography. The preceding chapters have already been elaborated on the land and water utilization and their role in agriculture. Therefore this lesson aims to develop an appreciation for human effort to make land a productive resource by growing crops to feed an ever growing population.

It teaches how varied conditions of climate and man's stage of development have prompted him to adopt different methods of farming. It requires students to understand that agricultural production, unlike industry, cannot be regulated as it is dependent on physical conditions. Productivity of soil diminishes with increasing cultivation. The need to develop a certain cropping pattern to suit the climatic conditions is also conveyed in this lesson. Finally, the lesson concludes with agricultural problems, and technological and institutional measures implemented by the government to solve them.

By means of different activities and assignments, the teacher can involve the students for greater participation in the teaching-learning process. By actively engaging in these activities, the students will be able to understand the concepts in a better way.

ACTIVITY – 1 : GROUP

DISCUSSION

A group discussion on any of the following topics :

- Primitive subsistence farming is soil friendly.
- Wheat is the main food crop of North and North-West India.
- Agricultural growth rate is decelerating in India.
- Agricultural output is low in India despite 63% of the population engaging in agriculture and a large area of land being under cultivation.

ACTIVITY – 2 : SURVEY

Conduct a survey in a nearby area and write a report.

ACTIVITY – 3 : DEBATE

A debate on the following topics :

- Genetically modified crops are the need of the hour.
- Diversifying cropping pattern will increase yield and satisfy farmer's need.

ACTIVITY – 4 : PROJECT

Find out the different regions of India practising the following types of farming and discuss the nature of farming :

- (a) Intensive subsistence farming
- (b) Plantation

(c) Primitive subsistence farming

(d) Commercial farming

(e) Mixed farming

I. Multiple Choice Questions :

1. The crops grown in Rabi season include :

(i) Wheat, peas, barley and mustard.

(ii) Rice, jute, maize and soyabean.

(iii) Pulses, melons and vegetables.

(iv) Sugarcane and tobacco.

2. Tick the characteristics of commercial farming :

(i) Plots of land are fragmented.

(ii) Transport and communication play an important role.

(iii) The yield is usually low.

(iv) The pressure of population on land is high.

3. Wheat is mainly grown in :

(i) Punjab, Bihar, Odisha, Bengal.

(ii) Punjab, Rajasthan, Bihar, Uttar Pradesh.

(iii) Maharashtra, Punjab, Bihar.

(iv) Kerala, Andhra Pradesh, Rajasthan.

Answers

1. (i), 2. (ii), 3. (ii).

II. Fill in the blanks by selecting words given in the box below :

(Tea, Rabi, Plantation, Jhumming, Zaid)

1. _____ is the name given to 'slash and burn' agriculture practised in north-eastern states of India.

2. Coffee cultivation is an example of _____ farming.
3. _____ crops are sown in winter from October to December.
4. The short growing season during the summer months is known as _____ season.
5. _____ is a beverage crop.

Answers

1. Jhumming, 2. Plantation, 3. Rabi, 4. Zaid, 5. Tea.

III. Long Answer Type Questions :

1. "Growth rate in agriculture is decelerating....."
What are the priorities of the government to improve agriculture in India ?
2. Differentiate between rabi and kharif crops.
3. Mention the major fibre crop of India. What favourable geographical conditions does it need ?
4. Enlist the institutional reforms introduced by the government in the interest of the farmers.
5. Prove how tea cultivation satisfies the characteristics of plantation farming.
6. What technological innovations have been adopted to improve farming in India ?
7. Why is jute losing its market ?
8. What makes intensive subsistence farming flourish in India ?

IV. Study the map shown. Identify and explain :



1. The states in western India where rice is cultivated and why.
2. The landform which supports rice cultivation.
3. The soil, rainfall and temperature in such a landform.
4. The conditions which have made rice cultivation possible in northern India.



All powers do not rest with any one organ of the state. There must be a sharing of power among the legislature, the executive and the judiciary. In this lesson, the forms of power sharing in modern democracies have been discussed. Starting with Belgium and Sri Lanka, it can be seen how power is shared in these countries. The students will also learn about the vertical division of power among the different levels of governments and that it is the major form of power sharing in modern democracies.

ACTIVITY – 1 : PREPARATION OF SCRAPBOOK/CLASSROOM BULLETIN BOARD

Learning Outcomes :

- To understand the advantages of power sharing.
- To understand that the absence of power sharing leads to conflict.

ACTIVITY – 2 : GROUP PRESENTATION

Learning Outcomes :

- To understand how power sharing takes place in different situations of life. For example—at home, in a community, at school, within a political party, etc.

ACTIVITY – 3 : PROJECT WORK

To prepare a chart or a Power Point presentation on power sharing arrangements in Belgium and Sri Lanka.

Questions such as these for testing different levels of learning may be used by the teachers as assignments, oral questions, quiz, class work, etc.

1. Fill in the blanks :

- (a) An Act was passed in 1956 to recognize _____ as the only official language of Sri Lanka.
- (b) The belief that the majority community should be able to rule a country in whichever way it wants, by disregarding the wishes and needs of minority is known as _____.

Answers

- (a) Sinhala, (b) Majoritarianism.

2. Correct the following statements and rewrite them :

- (a) Power sharing increases the possibility of conflict between social groups.

- (b) The constitution of Sri Lanka laid down the powers of only the central government.

Answers

- (a) Power sharing reduces the possibility of conflict between social group.

- (b) The constitution of Sri Lanka had clearly laid down the powers of the different levels of government.

3. State whether the following statements are true or false :

- (a) Power sharing accommodates diversities.
- (b) Community government is a good example of power sharing arrangement.
- (c) LTTE was formed by the Sinhalese in Sri Lanka.

Answers

- (a) True, (b) True, (c) False.

4. Answer the following questions briefly :

- (a) Mention any three provisions of the Act passed in 1956 in Sri Lanka as part of the majoritarian measures.
- (b) Explain the Belgium model of power sharing.
- (c) What were the demands of Sri Lankan Tamils ? How many demands were fulfilled ?
- (d) Illustrate with the help of examples the four ways of power sharing in modern democracies.
- (e) Mention the factors based on which a power sharing arrangement works.
- (f) Based on the power sharing arrangement in Sri Lanka and Belgium, find out more about power sharing in any one of the following countries :

(i) Switzerland	(ii) Canada.
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CHAPTER 2

FEDERALISM

Vertical division of power among different levels of government is referred to as federalism. How power is divided in India, the role of language in restructuring the states, and the changing relationship between the centre and the states are some major topics dealt with in this chapter.

ACTIVITY – 1 : PREPARATION OF A WORKSHEET

Worksheet on classification of the federal and non-federal forms of government.

ACTIVITY – 2 : PICTURE/CARTOON INTERPRETATION

The teacher should provide any picture or cartoon and tell the students to interpret the same.

Hence, the assessment should be based on logical thinking, understanding of the concept, and recognition of significant features in the picture or cartoon.

ACTIVITY – 3 : DEBATE

Topic : “Recognition of states based on language has integrated India”.



CHAPTER

3

DEMOCRACY AND DIVERSITY

In democracy, the ultimate authority of government is vested in the common people so that the policies are made to conform to the will of the people. But, people can also identify themselves and relate with others on the basis of caste, creed, language , gender, religion, etc. In this chapter, the students will learn that how democracy responds to differences, divisions and inequalities among people in the society.

ACTIVITY – 1 : ROLE PLAY

Procedure

- Class to be divided into two groups.
- Each group will represent themselves as Catholic and Protestant respectively.
- Each group will highlight the problems of Northern Ireland through role play.
- Overlapping and cross-cutting social differences to be shown through the role play.

ACTIVITY – 2 : GROUP DISCUSSION

Suggested Topics

"Minorities should be given reservations in educational institutions and in jobs also."

Or

"The outcome of politics of social division depends on how people perceive their identities."

ACTIVITY – 3 : CONDUCTING INTERVIEW

1. Why do you think Tommie Smith and John Carlos chose this form of protest in the Mexico Olympics ? What was its effect on the Civil Rights Movement in the US ?

2.



- In the context of the cartoon given above, what, in your opinion, is the problem of people in South Africa ?
- Does this problem still exist in the world ? If yes, quote the country.

3. Fill in the blanks :

- Catholics and Protestants have/had conflicts in _____. While they do not have any such problem in the neighbouring country called the _____.
- Political competition along religious and ethnic lines led to the disintegration of Yugoslavia into ____ independent countries.

Answers

(a) Northern Ireland, Netherlands, (b) 6.

4. Social divisions take place when social difference overlaps some other differences."

Elaborate in the context of Northern Ireland and the Netherlands.

5. Match the following :

	A	B
a.	A society that has similar kinds of people especially where there are no significant ethnic differences.	i. Migrant
b.	Anybody who shifts voluntarily or out of some adverse circumstances from one region or country to another region or another country.	ii. Homogenous city
c.	The percentage of Protestants in the United Kingdom.	iii. 53%
d.	The percentage of Catholics in the United Kingdom.	iv. 44%
e.	The sect of Christianity represented by Nationalist parties who demanded that Northern Ireland be unified with the Republic of Ireland.	v. Protestants

f.	The sect of Christianity that was represented by the Unionists who wanted to remain with the UK.	vi.	Catholics
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Answers

- (a-ii), (b-i), (c-iii), (d-iv), (e-v), (f-vi).
6. Can you find out any countries other than India that suffered disintegration due to political fights on the basis of religious and ethnic identities ? If yes, then write their names.
 7. Highlight any three factors that are crucial in deciding the outcome of politics of social divisions.
 8. In your opinion why did Peter Norman who was neither black nor American join in the gesture of protests ?
 9. Describe the events of reform movements aimed at abolishing racial discrimination against Afro-Americans.
 10. "Social divisions of one kind or another exist in most countries. It does not matter whether the country is big or small." How far does the statement hold true with regard to India ? Explain.
 11. What was the main feature of the peace treaty between the UK Government and the Nationalists after which the latter suspended their armed struggle ?
 12. In which European country did political competition along religious and ethnic lines lead to the disintegration into six independent countries in Europe ?



CHAPTER 4

GENDER, RELIGION AND CASTE IN POLITICS

In the previous chapter we noted that the existence of social diversity does not threaten democracy. Expressions of differences in social, political or any other field are possible and rather even desirable. In this chapter we shall look at social differences based on gender, religion and caste. We shall also find out whether different expressions based on these differences are healthy or otherwise in a democracy.

ACTIVITY – 1 :

EXCHANGE OF ROLE

Procedure

Imagine you have to take up the household duties of your mother/father or any elderly member in your family.

- (a) Identify the activities which you will happily perform.
- (b) Also indicate the activities which you think you can hardly perform.
- (c) Is there any activity which you can do but would not like to do at all. Why ?
 - Activity can be performed at the individual basis.
 - Girls would exchange their role with the male members of their family and boys would exchange their role with the female members of their family.
 - Share ideas and opinions about the household duties performed by the female/male members in the family.

ACTIVITY – 2 : SKIT

On any of the following social issues :

- (i) Gender discrimination.
- (ii) Communal politics in India.
- (iii) Caste-based discrimination.

ACTIVITY – 3 : GROUP DISCUSSION

Topic : Since women form 50% of the population of the country, then why should not 52% reservation be given to women in the Parliament ?

Procedure

- The class can be divided into groups of 8-10 students each.
- Each student in a group must give his/her inputs.
- The group leader must summarize at the end.

ACTIVITY – 2 : DEBATE

Topic : "Religion should be separated from politics".

ACTIVITY – 5 : RESEARCH WORK/SURVEY

Learning Outcomes :

Through this survey, students may try to find out the gender division in a village or a community.

Questions for Assignments and Tests

1. "Unless women control power, their problems will not get adequate attention". How far do you agree with the above statement ?
2. State the various forms that communalism takes in politics.
3. Highlight the features of a secular state. On the basis of these features, where do you place India ? Explain.
4. Explain the role of caste in the politics of India.
5. Correct the following statements and re-write them :
 - (a) The official religion of India is Hinduism.
 - (b) Family laws are the same for all the religions in India.
6. What is meant by communalism ?
7. Highlight the constitutional provisions under the right to freedom of religion in India.
8. "Caste is not the only factor in determining the success of candidates in elections". Justify your answer by giving arguments.
9. State the official religion of the following countries :
Sri Lanka, Pakistan, England and India.
10. "It is not politics that gets caste-ridden, it is caste that gets politicized". Comment.
11. Which among the following statements about India's constitution is incorrect ?
 - (a) There are reserved seats for women in the Parliament.
 - (b) During election campaigning, candidates are allowed to canvass on caste lines.
 - (c) Family, laws are the same for all the religions.

In this chapter students need to appreciate the multifaceted nature of development and therefore the need to use broad based indicators of development. The teacher could also compare the development indicators for India with its neighbouring and/or developed countries of the world to draw parallels and differences in economic development. Students also need to be sensitized to the issue of sustainable development through discussions and other activities.

□ Suggested questions for Assignments and Unit Tests

Given below are a number of sample questions that may be used in assignments or unit tests.

Teachers are expected to develop more such questions to assess the students.

Questions 1–3 help in assessing the understanding of development as a concept.

1. Does 'development' mean the same to different people ? Explain.
2. In a colony there is a barren land. Children use it regularly for playing games like football and badminton and for other recreational activities. The government decides to build shops in the given space.
 - (a) What would you say are the development goals of the government ?
 - (b) In what way are these goals contradictory to those of the children ?
3. In a society, which social group/institution would have the following goals ?
 - (a) Reduction in population living below the poverty line.
 - (b) Making the pulse polio programme successful.
 - (c) Ensuring that the class performs well.
 - (d) Flowers grow beautifully in the garden.
 - (e) Furniture is appreciated for beauty and strength.
 - (f) Citizens follow traffic rules.

Questions 4-6 are thought provoking and can be used to discuss broader and related topics of development in the class. A variety in answers can be expected.

4. Why are the rich Middle East countries of the world excluded from the category of developed countries ?
5. Why is there a need to have non-economic indicators of development ?
6. Given below are a few examples of everyday occurrences. What is common amongst these ? Explain the developmental objectives achieved through these examples.

- (a) Use of CFL bulbs at home.
- (b) Solar cooker used to boil rajma.
- (c) Windmill used to generate electricity.

Questions 7 and 8 involve a high order thinking skill. These can be discussed in the class before being given as assignment questions.

7. Compare and analyse the data given below and answer the questions that follow :
 - (a) In which state do the people enjoy a higher standard of living ?
 - (b) In which state are people more health conscious ?
 - (c) Which is the more developed state and why ?
 8. Why do you think the World Wildlife Fund (WWF) is promoting the 'Earth Hour' ?
- Questions 9 and 10 are understanding based questions and can be used to check the comprehensive under-standing of the chapter.**
9. How can non-economic indicators like health and education contribute towards the development of a country ?
 10. What are public facilities ? Name a few. Why does the government need to provide these facilities to the people ?

Suggested Activities

ACTIVITY – 1 : MODEL MAKING

Topic : Planning an ideal colony

ACTIVITY – 2 : ROLE PLAY

Topic : Conflicting goals

ACTIVITY – 3 : PICTURE READING AND PARAGRAPH WRITING

Topic : Social consciousness

CHAPTER

2

SECTORS OF THE INDIAN ECONOMY

In this chapter the teacher must endeavour to explain the different sectors of the Indian economy with special reference to the role of the service sector. Through the chapter, the teacher must help students understand the importance of the service sector for the overall development of the Indian economy. Using case studies and other teaching methodologies, students must also be made to appreciate how people can move from the unorganised sector to the organised sector with the help of improved health and education facilities.

Suggested questions for unit tests / assignments :

Given below are a number of sample questions that may be used in assignments or unit tests. Teachers are expected to develop more such questions to assess the students.

Questions 1–6 are questions in which students need to demonstrate an understanding of concepts.

1. Explain the rationale for calling the primary sector 'primary'.
2. Elaborate on the employment conditions of people working in the unorganized sector.
3. Discuss three ways in which unemployment in agriculture can be reduced.
4. Which sector employs the highest number of people ? Over the years why have employment rates continued to remain high in this sector ?
5. Explain the reasons as to why the tertiary sector gains importance in an economy.
6. Explain the rationale for the government providing electricity to the economy.

Questions 7–9 are higher order thinking questions in which students need to think critically.

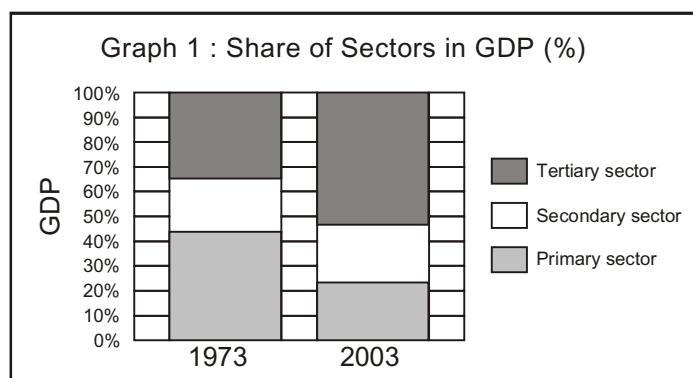
7. What is the value of the final goods in the case given below ?

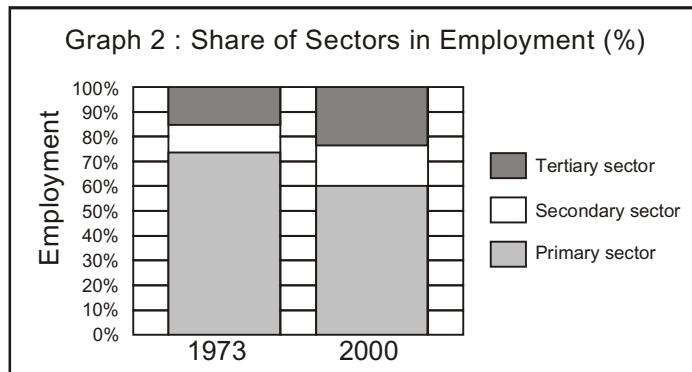
A farmer grows cotton worth ₹ 100, which he sells to the weaver. The weaver produces cloth worth ₹ 150 and sells ₹ 100 worth of the cloth to a tailor and the balance to Meera, a household. The tailor uses the cloth to stitch three shirts. Each shirt costing ₹ 40 is bought by Suhail, Sudhir and Siddharth.

8. You are seeking employment. In which of the sectors—organized or unorganized—would you like to work ? Justify your answer.
9. Explain how the primary, secondary and tertiary sectors of the Indian economy are interdependent.

ACTIVITY – 1 : GRAPH ANALYSIS

Topic : Sectoral Contribution to India's GDP and Employment





Suggested Worksheet :

Given below are a few sample questions that could be used to help students understand the graphs. It is suggested that questions move from simple to complex to allow students construct their knowledge.

- What are Graph 2 and Graph 3 depicting ?
- Are the values in absolute terms or percentages ?
- Complete the table given below based on the graphs displayed :

Share of Different Sectors in GDP and Employment (in %)

Sector	1973		2000/2003	
	Share in GDP	Share in employment	Share in GDP	Share in employment
Primary				
Secondary				
Tertiary				

- How has the primary sector's share in GDP changed over time ?
- How has the primary sector's share in employment changed over time ?
- How has the contribution of the service sector in GDP changed over time ?
- How have employment levels changed in the secondary and tertiary sectors over time ?
- Why does a sector not contribute to GDP and participate in employment in a similar way ?

ACTIVITY – 2 : GROUP DISCUSSION

Topic : Creating Employment Opportunities

ACTIVITY – 3 : CROSSWORD

Topic : Sectors of the Indian Economy

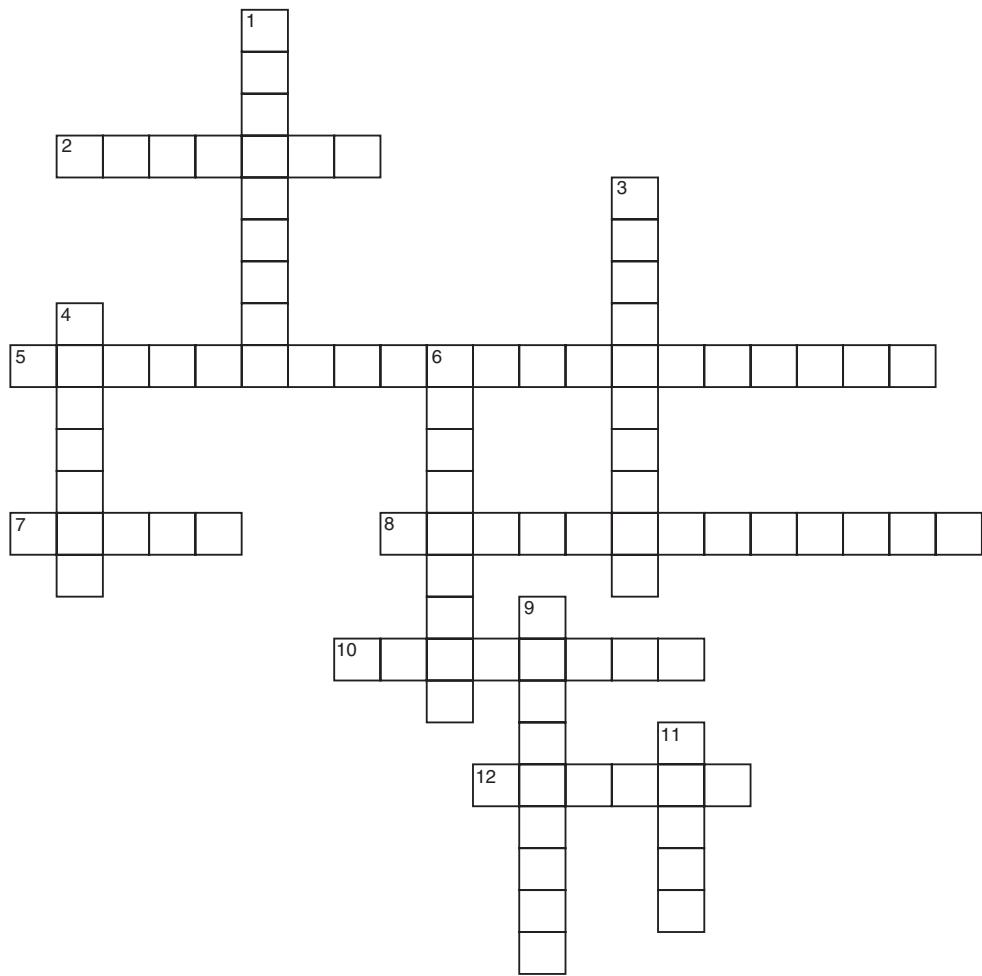
Crossword

Across

- The sector in which the ownership of assets is primarily in the hands of individuals. (7)
- The value of final goods and services produced in each sector during a particular year. (5, 8, 7)
- The Act which guarantees work for 100 days in a year by the government. (5) (acronym)
- People working for less than what they are capable of doing. (13)
- Another term for the service sector. (8)
- The sector in which the government owns most of the assets and provides services. (6)

Down

- The sector where terms of employment are regular. (9)
- A person who does not have a job. (10)
- The sector that deals with agriculture. (7)
- The sector that deals with manufacturing of goods. (9)
- A form of unemployment where the output does not fall even when a person leaves the production procedure. (9)
- Goods that reach the consumers. (5)



Answers

Across

- 2. Private
- 5. Gross domestic product
- 7. NREGA
- 8. Underemployed
- 10. Tertiary
- 12. Public

Down

- 1. Organized
- 3. Unemployed
- 4. Primary
- 6. Secondary
- 9. Disguised
- 11. Final

