

Strictly based on the latest CBSE circular : Acad.-05/2017 dated : 31st Jan 2017



For Board
Exam
2018

CBSE Chapterwise & Topicwise **QUESTION BANK**

With Complete Solutions

SOCIAL SCIENCE

CLASS 10

Previous Years' Solved Papers (All Sets) from 2012 to 2017

Strictly as per the Latest CBSE Circular's No.: Acad-14/2017 dt-31/01/2017



OSWAAL BOOKS

**For Board
Exam
2018**

**CBSE
Chapterwise & Topicwise
QUESTION BANK
With Complete Solutions**

SOCIAL SCIENCE

CLASS 10

**Includes the Latest CBSE Syllabus for Academic Year 2017-18
issued on 4th April, 2017**

Published by :



OSWAAL BOOKS

"Oswaal House" 1/11, Sahitya Kunj, M.G. Road, AGRA-282002
Ph.: 0562-2857671, 2527781, Fax : 0562-2854582, 2527784



OUR DISTRIBUTORS

| | | | |
|---|--|---|--|
| PORT BLAIR | ANDAMAN & NICOBAR Mitali Enterprises, (03192) 230749 Kumar General Store, 9932082455 | GWALIOR INDORE | MADHYA PRADESH Krishna Sons, (0751) 2320431 Arun Prakashan, (0731) 2454372, 2459448, 3244544 Akurti Publishing House, (0731) 2456024, 2456025 |
| GUNTOOR HYDERABAD | ANDHRA PRADESH Y. Renuka Devi, (0863) 2252308 Himalaya Book World, (040) 24732057, 66822350 Sri Balaji Book Depot, (040) 27613300 UBS Publisher & Dist., 9951078309 Unique Book World, (040) 40061423 Sri Kanka Durga Book Stall, 09849144007 Akshaya Book Corner, 09666155555 Vijaysai Book Centre, (0866) 6627554 JBD Educational, (0891) 6666062, 6636669 Sri Rajeshwari Book Link, (0891) 6661718 | BHOPAL JABALPUR | Student Book Depot , (0731) 2535892 UBS Publisher & Dist. , 97547535412 Akash Book Distributor , (0761) 4063099 Vinay Pustak Sadan , (0761) 2411194 Agrasen Stationers , (07622) 403377, 09229658467 Siddharth Enterprises , (07662) 404019 New Virat Pustak Bhandar , (07652) 244185 |
| VIJAYAWADA | ASSAM Raju Pustak Sadan, (03664) 222403 Book Emporium, 9864057226 Manika Books, 8876881519 UBS Publisher, 9401154448 | KATNI REWA Shahdol | MAHARASHTRA Heera Stationers, (0241) 2418774 Harney Book Depot, 09922669647 Rathi Paper Traders, (0724) 2452679, 2452979 |
| VISHAKHAPATNAM | BIHAR New Aman Book & Stationers, (06344) 220757 Pustak Bhandar, 9097046555 Gyan Ganga, (0612) 2578394, 2263011 Nova Publisher & Distributors, (0612) 2666404 UBS Publisher, (0612) 267397, 2672856 Shri Durga Pustak Mandir, (0612) 2301704 Vikas Book Depot, (0612) 2304753 Sharda Pustak Bhandar, (0612) 2300600 Bokaro Student Friends, (0612) 2300600 Chaurasia Book Centre, 09006717044 | AHMEDNAGAR AKOLA | Delta Pen House , (0721) 2663672 Aarti Book Centre , (0240) 2360150 Maya Book Centre , (0240) 2360150 Anil Book Depot , (02582) 225412 Novelty Book Depot , (07172) 277418 Sharma Book Depot , (0257) 6958794 Vidhyadhan Book House , (0257) 2225548 Jai Book Co. , (0231) 2651008 Shivam Book & Stationers , (022) 28381014, 28236000 Reshma Agency , (022) 23070853 Vidyarthi Sales Agencies , (022) 43029999 Krishna Book Store , (022) 27744962, 32980838 Ravechi Book Stationary , 022-27720445 Triupati Books Store , 0712-24560864 Laxmi Pustakalya , (0712) 2720379 Novelty Book Depot , (0712) 2534884 Renuka Book Distributor , 9765406133 Shree Balaji Agency , (0712) 2452361 UBS Publisher & Dist. , (0712) 6437909, 2736010 Vijay Book Depot , (0712) 2534217, 2520496 India Book Agencies , 9890489460 Maheshwari General & Gift Centre , 9422870354 Vijay Book Centre , 9872994436 New Venture Natraj Book Shop , (020) 24485054 Sai Shubham , (020) 69498635, 9975687687 UBS Publisher & Dist. , 9860288838 G. R. Tamhankar Books , (0233) 2373605 Mahavir General Store , (0217) 2723405 Unique Traders , (07152) 243617, 9960644752 Dilip Book Agencies , (07232) 245450 |
| PURNEA | CHATTISGARH Bhagwati Bhawani Book Depot, (0788) 2327620 Shri Ramdev Traders, (0771) 4099446, 9425213679 | NANDED | ODISHA Praganya Book Store, (0674) 2405757 Sagar Book Store, (0674) 2516040, 2506040 UBS Publishers & Dist., (0674) 2314446 |
| DURG RAIPUR | DELHI Mittal Books, (011) 23288887 Prozo (Global Educa Share Pvt. Ltd) 8587837835 R.D. Chawla & Sons, (011) 23282361, 9990093567 UBS Publisher, (011) 23273601 | PUNE | PUNJAB Bhaian Di Hatti, (01679) 2321717 Nav Chetan Book, 09779050692 Janta Book Depot, (0164) 2253993 Amit Book Depot, (0161) 2727038 Bhatia Book Centre, (0161) 2747713, 9815277131 Adarsh Pustak Bhandar, (0175) 2311430 |
| DELHI | GOA Golden Heart Emporium, (0832) 2725208, 3257383 | BHUBANESWAR | RAJASTHAN Sunil Book Centre, (05644) 233777, 220650 Raj Trader, 0744-24429090 Nakoda Book Depot, (01482) 239653 Goyal Book Distributors, (0141) 2571673 Saraswati Book House, (0141) 2610823 Student Book Company, (01572) 256094 |
| GOA | GUJARAT Abhyas Book, (079) 26766366 Bhagwati Centre, (079) 40065346, 9825007199 Hardik Book Agency, (079) 22148725 Patel Book Agency, (079) 25324741 Rohinee Sales, (079) 27503622 Tushar Book, (079) 26578741, 26587103 Uppal Brother, (079) 22860529 | SANGLI SOLAPUR WARDHA YAVATMAL | TAMIL NADU CBSE Book Shop, (0422) 2393093 Majestic Book House, (0422) 2382333 Sapna Book House, (0422) 4629999 UBS Publisher & Dist., (0422) 2499914 Arraba Book Traders, (044) 25387868 Indian Book House, (044) 24327784 Kalaimagal Store, (044) 45544072 Ravi Book House, (044) 24613174 Ruby Books, (044) 26425958 UBS Publisher & Dist., (044) 2374622 Sri Laxmi Book Stall, 9443085499 Rasi Publication, (0431) 2703692 |
| AHMEDABAD | HARYANA Adlakha Stationery, (0124) 2306991, 9136277733 | CHENNAI | TRIPURA Balaji Book House, 9862208819 Book Corner, (0381) 2301945, 9856358594 |
| BALLABH VIDYANAGAR | JHARKHAND Bokaro Student Friends, (06542) 234706 | PONDICHERRY TRICHY | UTTAR PRADESH Ajay Book, (0562) 2254621 Govind Book Shopee, (0562) 2526134 Manav Book Dist., (0562) 6545883, 9760021996 Om Pustak Mandir, (0562) 2464014, 3059218 |
| GANDHIDHAM | NAVASI College Store, (02637) 258642 | AGARTALA | Shaligram & Sons , (0571) 2421887 Mehrotra Book Depot , (0532) 2400129, 2266128 Sasta Sahitya Sadan , (05462) 224421 Saraswati Shishu , (05498) 221042, 8317006473 Vidya Kendra , 9415281234 |
| NAVSARI | VADODARA Maneesh Book Shop, (0265) 2363270 | ALIGARH ALLAHABAD AZAMGARH BALIA | UBS Publication , (0522) 4025144 Vishnu Book Depot , (0565) 2401096 UBS Publisher & Dist. , (0120) 4205516 Bokaro Student Friends , (0542) 2401250 |
| VADI SURAT | VAPI Vinay General Store, 9925817463, 875882123 | LUCKNOW MATHURA NOIDA VARANASI | WEST BENGAL Chukerverty Chatterjee, (033) 22416425 Eureka Book Emporium, (033) 25934001 Katha-O-Kahani Pvt. Ltd., 22419071, 22196313 Krishna Book House, 8420431085 Oriental Publishers, (033) 22191591, 22198367 Saha Book House, (033) 22193671 Agarwal Book House, (0353) 2535274 Novelty Books, (0353) 2525445 |
| GURGAON | SURAT Shopping Point, (0261) 2230097, 9824108663 | KOLKATA | |
| BOKARO DHANBAD HAZARIBAGH RANCHI | KARNATAKA Adlakha Stationery, (0124) 2306991, 9136277733 | SILIGURI | |
| BENGALURU | HARYANA Ajay Book Store, (02692) 238237 Arham Book Depot, (02836) 237833 | | |
| BELLARY DAVANGERE GULBARGA HUBLI | JHARKHAND Bokaro Student Friends, (0362) 2302493 | | |
| MANGALORE | KARNATAKA Sapna Book House, (080) 22216342 | | |
| mysore SHIMOGA | GUJARAT Maruti Book Centre, (080) 40124558 | | |
| CALICUT ERNAKULAM | GUJARAT Prakash Sahitya (080) 22871030 | | |
| JOMER NILAYAM | KARNATAKA Sri Sai Ram Book House, (080) 41472635 | | |
| KANNUR KOTTAYAM | KARNATAKA Sri Balaji Books & Stationers, (080) 22117659 | | |
| KOZHIKODE PALARIVATTOM THRISSUR TRIVANDRUM | KARNATAKA Sapna Book House – (Gandhinagar), (080) 40114455, (Sadashivnagar), (080) 41236271, (Jayanagar), (080) 49066700, (Koramangala), (080) 40839999, (Residency Road), (080) 49166999, (Indiranagar), (080) 40455999, (Bannerghatta Road), (080) 42566299, (Nagavara), (080) 67294151, UBS Publisher & Dist., 9341621469, 22266681 | | |
| BELLARY DAVANGERE GULBARGA HUBLI | KARNATAKA Chaitanya Agency and Books, 8277477778 | | |
| MANGALORE | KARNATAKA Laxmi Agencies, (08192) 231271 | | |
| mysore SHIMOGA | KARNATAKA L.E. Bhavikatti, (08472) 261400 | | |
| CALICUT ERNAKULAM | KARNATAKA Renuka Book Depot, (0836) 4257624 | | |
| JOMER NILAYAM | KARNATAKA School Book Co., (0824) 2496938, 4281777 | | |
| KANNUR KOTTAYAM | KARNATAKA Sapna Book House, (0824) 4232800 | | |
| KOZHIKODE PALARIVATTOM THRISSUR TRIVANDRUM | KARNATAKA Sapna Book House, (0821) 4004499 | | |
| BELLARY DAVANGERE GULBARGA HUBLI | KARNATAKA Diana Book Gallery, 09886185310 | | |
| MANGALORE | KARNATAKA Aman Book Stall, (0495) 3048187, 2721282 | | |
| mysore SHIMOGA | KARNATAKA Asad Book House, (0484) 2370431 | | |
| CALICUT ERNAKULAM | KARNATAKA Academic Book House, (0484) 2376613 | | |
| JOMER NILAYAM | KARNATAKA Surya Book House, (0484) 2363721 | | |
| KANNUR KOTTAYAM | KARNATAKA H & C Store, (0484) 2350128 | | |
| KOZHIKODE PALARIVATTOM THRISSUR TRIVANDRUM | KARNATAKA UBS Publisher & Dist., (0484) 2353901 | | |
| BELLARY DAVANGERE GULBARGA HUBLI | KARNATAKA Mustafa, (0497) 2769809 | | |
| MANGALORE | KARNATAKA H & C Store, (0481) 2304351 | | |
| mysore SHIMOGA | KARNATAKA BOOK Centre, (0481) 2566992 | | |
| CALICUT ERNAKULAM | KARNATAKA T.B.S. Publishers, (0495) 2721025, 2720085 | | |
| JOMER NILAYAM | KARNATAKA H & C Store, (0484) 2344337 | | |
| KANNUR KOTTAYAM | KARNATAKA Minerva Books, (0457) 2338301 | | |
| KOZHIKODE PALARIVATTOM THRISSUR TRIVANDRUM | KARNATAKA Acedemic Book House, (0471) 2333349 | | |
| BELLARY DAVANGERE GULBARGA HUBLI | KARNATAKA H & C Store, (0471) 2572010, 9446411996 | | |

For more Book-shops visit www.OswaalBooks.com



CONTENTS

| | |
|--|---------|
| ● Latest Syllabus issued by CBSE on 4 th April 2017 for Academic Year 2017-18 | 9 - 16 |
| ● Solved Paper Term-II – 2017 (Delhi & Outside Delhi Sets) | 17 - 32 |
| ● Topper Answers – 2016 (Issued by CBSE) | 33 - 45 |
| ● Periodic Test* – Pre-Mid Term (2 Tests), Mid Term(2 Tests) & Post Mid-Term (2 Tests) | 46 - 48 |

* Note : For solutions of all the Periodic Tests, refer to the respective Topic/Chapter in the Question Bank itself.

In each chapter, for better understanding, questions have been classified the typology issued by CBSE as :

R - Remembering, **U** - Understanding,
K - Knowledge **A** - Application.

UNIT I : HISTORY

India and the Contemporary World-II

1. The Rise of Nationalism in Europe 1- 20

- Topic 1 :** Rise of Nationalism in Europe
- Topic 2 :** The Age of Revolutions (1830-1848) and the Unification of Germany and Italy
- Topic 3 :** Nation States - Unification of Italy, Germany and Britain
- Topic 4 :** Visualising the Nation : Nationalism and Imperialism

2. The Nationalist Movement in Indo-China 21 - 38

- Topic 1 :** French Colonialism in Indo-China
- Topic 2 :** Phases of Struggle against the French
- Topic 3 :** Ideas of Phan Chu Trinh, Phan Boi Chau, Ho Chi Minh
- Topic 4 :** America and The Vietnam war

3. Nationalism in India 39 - 58

- Topic 1 :** Impact of the First World War, Khilafat Non-Cooperation Movement and Differing Strands within the Movement
- Topic 2 :** Civil Disobedience Movement (1930 to 1934)
- Topic 3 :** People's Participation in the Movement

4. The Making of a Global World 59 - 74

- Topic 1 :** The Pre-modern World and The Nineteenth Century (Global Economy and Colonialism)
- Topic 2 :** The Inter-war Economy and Rebuilding the World Economy

5. The Age of Industrialization 75 - 89

- Topic 1 :** Industrialization in India
- Topic 2 :** Industrialization in Britain

6. Work, Life and Leisure 90 - 102

- Topic 1 :** London in the 19th and 20th Century
- Topic 2 :** Bombay in the 19th and 20th Century

7. Print Culture and The Modern World 103 - 118

- Topic 1 :** Print Culture and the Modern World
- Topic 2 :** The Growth of Press in 19th Century India

8. Novels, Society and History 119 - 134

- Topic 1 :** Emergence of the Novel in the West
- Topic 2 :** Emergence of the Novel in India

• Map Work 135 - 138

UNIT II : GEOGRAPHY

Contemporary India-II

1. Resources and Development 139 - 149

- Topic 1 :** Resources : Natural and Human
- Topic 2 :** Land as a Resource

2. Water Resources 150 - 156

- Topic 1 :** Water Scarcity and the need for Water Conservation; Multipurpose River Projects & Integrated Water Resource Management
- Topic 2 :** Rainwater Harvesting

3. Agriculture 157 - 165

- Topic 1 :** Types of Farming, Cropping Pattern and Major Crops
- Topic 2 :** Technological and Institutional Reforms



... Contd .Contents

| | | | |
|---|-----------|--|-----------|
| 4. Minerals and Energy Resources | 166 - 177 | 5. Political Parties | 258 - 269 |
| Topic 1 : Use and Economic Importance of Minerals | | Topic 1 : Political parties - An Introduction | |
| Topic 2 : Conservation of Minerals in India | | Topic 2 : Types of Party Systems | |
| Topic 3 : Power Resources - Types and Conventional Sources | | Topic 3 : National and Regional Parties | |
| Topic 4 : Non-Conventional Resources and the Conservation of Power Resources | | Topic 4 : Challenges Faced by Political Parties and its Reforms | |
| 5. Manufacturing Industries | 178 - 190 | 6. Outcomes of Democracy | 270 - 281 |
| Topic 1 : Manufacturing Industries – Introduction, Location and Classification | | Topic 1 : How Do We Assess Democracy's Outcomes ? | |
| Topic 2 : Agro-based Industries | | Topic 2 : Political Outcomes | |
| Topic 3 : Major Mineral Industries | | Topic 3 : Economic Outcomes | |
| Topic 4 : Industrial Pollution and Environmental Degradation | | Topic 4 : Social Outcomes | |
| 6. Life Lines of National Economy | 191 - 204 | 7. Challenges to Democracy | 282 - 288 |
| Topic 1 : Means of Transport | | Topic 1 : Define challenge and its Types | |
| Topic 2 : Means of Communication | | Topic 2 : Reforms and Redefining Democracy | |
| Topic 3 : International Trade and Tourism | | | |
| • Map Work | 205 - 219 | | |
| UNIT III : POLITICAL SCIENCE | | | |
| Democratic Politics II | | | |
| 1. Power Sharing | 220 - 227 | 1. Development | 289 - 302 |
| Topic 1 : Belgium and Sri Lanka & Majoritarianism in Sri Lanka | | Topic 1 : National Development | |
| Topic 2 : Accommodation in Belgium Forms of Power Sharing | | Topic 2 : Public Facilities | |
| 2. Federalism | 228 - 237 | Topic 3 : Sustainability of Development | |
| Topic 1 : What is Federalism & What Makes India a Federal Country ? | | 2. Sectors of The Indian Economy | 303 - 318 |
| Topic 2 : How is Federalism Practiced Decentralisation in India ? | | Topic 1 : Sectors of Economic Activities | |
| 3. Democracy and Diversity | 238 - 245 | Topic 2 : How to Create more Employment ? | |
| 4. Gender, Religion and Caste | 246 - 257 | Topic 3 : Division of Sectors as Organized and Unorganized | |
| Topic 1 : Gender and Politics | | 3. Money and Credit | 319 - 328 |
| Topic 2 : Religion, Communalism and Politics | | Topic 1 : Money and Credit | |
| Topic 3 : Caste and Politics | | Topic 2 : Credit Terms and Types | |
| | | 4. Globalisation and The Indian Economy | 329 - 340 |
| | | Topic 1 : Globalisation | |
| | | Topic 2 : Globalisation and its Impact | |
| | | Topic 3 : Challenges and Factors that Enabled Globalisation | |
| | | 5. Consumer Rights | 341 - 351 |
| | | Topic 1 : Why Consumer Movements ? | |
| | | Topic 2 : Consumer Rights | |
| | | Topic 3 : Strengthen Consumer Movements to Protect Consumer Rights. | |



OSWAAL BOOKS

A Student's Best Friend

Oswaal books are a must for any student who wishes to score good marks in their exams. I would like to thank the writers for making such awesome books from the depth of my heart. These books really help students to remain stress-free before board examination and attain the best score they can! THANK YOU OSWAAL BOOKS ! :)

Famisha Hameed, Student, Najath Public School, Kalamassery, Kerala

You guys totally rock...
Oswaal Sample Question Papers have helped me a lot in scoring good marks. I would always recommend it to everyone...

Aman Upadhyay, Jusco School South Park, Jamshedpur, Jharkhand

Oswaal Books are very good. They have helped me solve questions day by day and improved my skills. They have a bunch of good questions which I really appreciate. I enjoyed studying from Oswaal Books. They make the subjects easy to learn and fun to read.

Mahak Singhal, Delhi Public School, Katni, Madhya Pradesh

Oswaal Books are very good books to study from. Earlier I failed in Social Science but after buying and studying your book, I scored highest marks in Social Science in my class.

Nakul Gupta, Jain Bharati Mrigavati Vidyaiaya, Narela, New Delhi

With the help of Oswaal Question Banks I have scored 90 out of 90 in 4 subjects. I recommend my every friend and relative to study from Oswaal Books.

Vinay Krishna, A.V. Public School Walmi, Patna, Bihar

I would like to thank Oswaal Books for publishing such great question banks. The question banks are beautifully designed as per the latest CBSE curriculum and has helped me and my classmates a lot !! The 'Topper's Answers' which have been provided help me a lot to know about the pattern of writing in board exams, especially in Social Science. We are referring Oswaal Books since 9th standard and whenever we talk about its greatness, I really go speechless. Keep on publishing such books as it would help our juniors too....

Riya Tandon, Student, Class 10, St. Mary's English Medium School, Dhamtari, Chhattisgarh

I want to inform you that your books are inestimable intellectual wealth for the students knowledge and academic progress. The school teachers have directed the students to buy your books only.

A K Sinha, Gandhi Adarsh High School, Jamuria, Burdwan, West Bengal

This book has proven to be highly beneficial to me. The questions are often repeatedly asked in examinations. A perfect study material for exams !!!

Reema Jain, Vasavi Public School, Hyderabad, Telengana

Oswaal Books are my best friend during examinations! Due to Oswaal Books I achieved 88 out of 90 in Social Studies & 78 out of 90 in Science & 62 out of 70 in English. My advice to all my friends who want to score high marks in examinations, Oswaal Books are the best and are helpful for all the students!!

Anup Chandel, Student, Chhapra Central School, Sandha, Chhapra, Bihar

HOW TO LEARN ANYTHING FASTER



WARM UP YOUR BRAIN

Just like your muscles before a workout, your brain needs warming up before a learning session.

Quick mental activities such as counting backwards will loosen up your mind.



STOP MULTITASKING

Multitasking can make information go to the wrong part of the brain and actually hinder the learning process.

Moving back and forth between multiple tasks actually wastes time. Focus on only one task at a time.

USE MULTIPLE LEARNING METHODS



For the same subject, watch a video, look at a diagram, or discuss the topic with a friend.

Using more than one learning method helps us retain more information.



Going for a walk or having a long bath are some good examples of mind wandering.

Schedule some quality time to let your mind wander, as healthy breaks allow your brain to rest and clear blocks.

LET YOUR MIND WANDER

PAY ATTENTION TO SURROUNDINGS

Studies show that unsuitable surroundings can negatively impact how well you learn and retain information.

Make sure your learning environment is clean, tidy and at a pleasant temperature.



Make yourself laugh or smile, or ask others to join in, to create a more positive experience.

Faking a smile can positively affect our emotions, making learning a positive experience.

TRICK YOURSELF INTO ENJOYING THE TASK

EAT MORE CHOCOLATE

Yes, really! Eating dark chocolate makes your brain produce dopamine, a chemical that aids faster learning and memory.

If you've got a tough task ahead, eat a few squares of dark chocolate with at least 70% cocoa, but don't overdo it!





PREFACE

CBSE always believes in Global Trends of Educational Transformation and Continual Improvement Process which means that the Board continually examines its processes and curriculum to evolve and find resonance amongst the educational fraternity. In this context, CBSE has yet proposed a remodeled assessment structure on 31st January 2017 notifying the restoration of Class X Board examination, thereby eliminating the semester system of evaluation (popularly called CCE) applicable from the academic year 2017-18 onwards.

We at Oswaal Books are always proactive to follow the changes proposed by the Board and implement the same as soon as possible to put the students, parents and teachers at ease. The Oswaal Question Banks have been modified and rewritten as per the latest Board guidelines in order to supplement the need of the students during the entire academic year.

As the CBSE remodeled assessment structure is divided in two major parts namely **Internal Assessment** and **Board Examinations**, Oswaal Question Banks have been designed to assist students to prepare for their periodic tests, internal assignments as well as the Board examinations with equal ease. Oswaal Question Banks will not only help students with regular studies but will also equip the teachers with the most updated study material for the class.

The Question Banks have been designed with a lot of care and attention to details. All chapters are arranged 'TOPICWISE' where each topic is explained in detail and covers all typologies of Questions specified by CBSE, with well labelled diagrams and high quality figures/diagrams for fast learning. Answers from CBSE Marking scheme are highlighted in order to specify the correct method of answering questions for attaining maximum marks. We hope to make Oswaal Question Banks a student's best companion to sail through the entire academic year smoothly.

Last but not the least, we would like to offer heartfelt gratitude to our authors, editors, reviewers and specially students who regularly send us suggestions which helps in continuous improvement of this book and makes it stand out as "One of the Best" in its category.

We, at Oswaal Books, wish you all a very Happy Learning and a successful 2017-18!!

-Team Oswaal

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

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



Kailash Satyarthi

Born: 11 January, 1954

Child Right Activist / Education Advocate

Indian child rights activist and the winner of Nobel Peace Prize in 2014. He is the founder of the Bachpan Bachao Andolan (BBA), an organization dedicated towards the eradication of child labor and rehabilitation of the rescued former child workers. Satyarthi has been working as a children's rights activist for many years and has liberated over 80,000 child labourers since 1980. He studied to become an electrical engineer but this profession gave him no satisfaction. While in his mid-twenties, he ditched a lucrative engineering career to work for the welfare of child labourers.

He led a global march against child labour in 1998, where 7.2 million people participated from 103 countries. It was the largest campaign ever organised on child labour.

He was instrumental in UN adding child slavery to its development agenda.

For him, Nobel prize "is an honour for my fellow Indians and for all those children whose voice has never been heard before in the country".



SYLLABUS

Latest Syllabus issued by CBSE for Academic Year 2017-18

SOCIAL SCIENCE

Class - X (Code No. 087)

| 3 Hours | SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE | Marks 80 | |
|--------------|---|-----------|------------|
| Units | | Marks | PD |
| I | India and the Contemporary World -II | 20 | 60 |
| II | Contemporary India -II | 20 | 55 |
| III | Democratic Politics -II | 20 | 50 |
| IV | Understanding Economic Development | 20 | 50 |
| Total | | 80 | 215 |

UNIT 1 : INDIA AND THE CONTEMPORARY WORLD –II

60 Periods

| Themes | Objectives |
|--|--|
| <p>In Sub-unit 1.1 students are required to choose any two themes. In that sub-unit, theme 3 is compulsory and for second theme students are required to choose any one from the first two themes.</p> <p>In Sub-units 1.2 and 1.3 students are required to choose any one theme from each. Thus all students are required to study four themes in all.</p> <p>Sub-unit 1.1 : Events and processes: Any two of the following themes:</p> <p>1. The Rise of Nationalism in Europe:</p> <p>(a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini, etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. (Chapter 1)</p> <p>2. The Nationalist Movement in Indo - China:</p> <p>Factors Leading to Growth of Nationalism in Indo-China (a)French colonialism in Indo-China. (b) Phases of struggle against the French. (c) The ideas of Phan Chu Trinh, Phan Boi Chau, HO Chi Minh (d) The Second World War and the liberation struggle. (e) America and the Vietnam war. (Chapter 2)</p> <p>3. Nationalism in India:</p> <p>(a) Impact of First World War, Khilafat, Non-Cooperation and Differing Strands within the Movement. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Limits of Civil Disobedience. (e) The Sense of Collective Belonging (Chapter 3)</p> | <ul style="list-style-type: none"> The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. Discuss the relationship/difference between European nationalism and anti-colonial nationalisms. Point to the way the idea of the Formath required nation states became generalized in Europe and elsewhere. Discuss the difference between French colonialism in Indo-China and British colonialism in India. Outline the different stages of the anti imperialist struggle in Indo-China. Familiarize the students with the differences between nationalist movements in Indo China and India. Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement. Analyze the nature of the diverse social movements of the time. Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi. |



... contd. Syllabus

Sub-unit 1.2: Livelihoods, Economies and Societies:
Any one of the following themes:

4. The making of a Global World:

(a) The Pre-modern world (b) The Nineteenth Century global economy, colonialism (c) The Inter war Economy (Great Depression) (d) Rebuilding the World Economy

5. The Age of Industrialization:

(a) Proto-industrialization and pace of industrial change (b) Life of workers (c) Industrialization in the colonies (d) Early Entrepreneurs & workers (e) The Peculiarities of Industrial Growth (f) Market for Goods

6. Work, Life & Leisure:

(a) Development of modern cities due to Industrialization in London & Bombay (b) Housing and Land Reclamation (c) Social Changes in the cities (d) Cities and the challenge of the Environment.

Sub-unit 1.3 : Everyday Life, Culture and Politics
Any one of the following themes:

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)

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)

- Show that globalization 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.
- Familiarize students with the Proto- Industrial phase and Early – factory system.
- To make them understand, about the process of industrialization and its impact on labour class.
- To explain them about industrialization in the colonies in reference to Textile industries.
- 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.
- 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.

UNIT 2 : CONTEMPORARY INDIA –II

55 Periods

| Themes | Objectives |
|---|---|
| 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) | <ul style="list-style-type: none"> • Understand the value of resources and the need for their judicious utilisation and conservation. |
| 3. Water Resources: Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapters 2) | <ul style="list-style-type: none"> • Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation. |

... contd. Syllabus



| | |
|--|---|
| <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.</p> <p>Note: Content of pg no. 44-47 of NCERT Textbook is to be deleted. (Chapter 4)</p> | <ul style="list-style-type: none">Understand the importance of agriculture in national economy.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.Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation.Discuss various types of conventional and non-conventional resources and their utilization.Discuss the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas.Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. <ul style="list-style-type: none">To explain the importance of transport and communication in the ever shrinking world.To understand the role of trade in the economic development of a country. |
| <p>5. Minerals and Energy Resources : Types of minerals, distribution (Note : on map only) use and economic importance of minerals, conservation, types of power resources: conventional and nonconventional, distribution and utilization, and conservation. (Chapter 5)</p> <p>6. Manufacturing Industries : Types, spatial distribution (Note : on map only) contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. Note : Content mentioned on page no. 74-75 of NCERT, Geography Text book i.e. Aluminium Smelting, Chemical Industries, Fertilizer Industry, Cement Industry is not required to be delivered in class room during instruction.</p> <p>7. Life Lines of National Economy: Importance of means of Communication and transportation, Trade & Tourism (Chapter 7)</p> | |

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 activity may be taken up.



... contd. Syllabus

UNIT 3 : DEMOCRATIC POLITICS –II

50 Periods

| Themes | Objectives |
|--|--|
| 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) | <ul style="list-style-type: none"> 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. |
| 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) | <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. |
| 5. Popular Struggles and Movements (Note : Ch-5 is to be done as project work only and will not be evaluated in theory) | <ul style="list-style-type: none"> Understand the vital role of struggle in the expansion of democracy. |
| 6. Political Parties : What role do political parties play in competition and contestation? Which are the major national and regional parties in India? (Chapter 6) | <ul style="list-style-type: none"> Analyse party systems in democracies. Introduction to major political parties in the country. |
| 7. Outcomes of Democracy : Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India? (Chapter 7) | <ul style="list-style-type: none"> Analyse the role of social movements and non-party political formations. Introduction to the difficult question of evaluating the functioning of democracies. Develop the skills of evaluating Indian democracy on some key dimensions : development, security and dignity for the people. |
| 8. Challenges to Democracy : Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy? (Chapter 8) | <ul style="list-style-type: none"> Understand the causes for continuation of democracy in India. Distinguish between sources of strength and weaknesses of Indian democracy. Reflect on the different kinds of measures possible to deepen democracy. Promote an active and participatory citizenship. |

UNIT 4 : UNDERSTANDING ECONOMIC DEVELOPMENT

50 Periods

| Themes | Objectives |
|--|---|
| 1. Development: The traditional notion of development; National Income and Per capita Income. Growth of National Income - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) | <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 |

... contd. Syllabus



| | |
|---|---|
| Human Development Indicators (in simple and brief as a holistic measure of development). | <ul style="list-style-type: none">• 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.• To make aware of a major employment generating sector.• Sensitise the learner of how and why governments invest in such an important sector. <ul style="list-style-type: none">• 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. <ul style="list-style-type: none">• Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life. <ul style="list-style-type: none">• Making the child aware of her rights and duties as a consumer;• Familiarizing the legal measures available to protect from being exploited in markets. |
| 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) | |
| 3. Money and Credit : Role of money in an economy : Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, chit funds and private finance companies. (Chapter 3) (Note : Ch-3 will also be evaluated in theory) 4. Globalisation and the Indian Economy : Production across countries, Foreign trade and Interaction of Markets, what is Globalization? Factors, WTO, Impact, Fair Globalization (Chapter 4) 5. Consumer Rights : ***How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection. (Chapter 5) | |

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.



... contd. Syllabus

Question Paper Design For Social Science

TIME : 3 Hours

CLASS X

Max. Marks : 80

| S. No. | Topology 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 | 16 | 20% |
| 2 | Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information) | 3 | 1 | 2 | 16 | 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 | 3 | 2 | 21 | 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 | 3 | 1 | 16 | 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) | -- | 2 | -- | 6 | 08% |
| 6 | Map | 2 | 1 | -- | 5 | 06% |
| Total | | 1x9=9 | 3x12=36 | 5x7=35 | 80 | 100% |



Circular No.: Acad – 14/2017 (Date : 31/01/2017)

CBSE/CM/2017

Subject: Restoring of class X Board examination with effect from the Academic Year 2017-18.

Consequent upon the decision taken by the Governing Body of the Board, the dual scheme of examination for Class-X known hitherto as Scheme-I and Scheme-II shall stand discontinued for the students appearing in Class-X from the Academic Year 2017-18 and onwards. The examination from Academic Year 2017-18 and onwards would be conducted as per the remodeled assessment structure explained below. However, for Class-X students appearing in Academic Year 2016-17 examination, the existing scheme of assessment would apply.

A. Remodeled assessment structure effective from the Academic Year 2017-18 for Class-X

1. Scholastic Area

| | | Total 100 marks (Syllabus for assessment will be only Class-X) | | |
|------------------------|--|---|---|--|
| Subject | 80 Marks (Board Examination) Student has to secure 33% marks out of 80 marks in each subject | 20 Marks (Internal Assessment) | | |
| | | Periodic Test (10 marks) | Notebook Submission (5 Marks) | Subject Enrichment Activity (5 Marks) |
| | | (i) | (ii) | (iii) |
| Language 1 | Board will conduct Class-X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class-X only. | Periodic written Test, restricted to three in each subject in an Academic Year. | This will cover: <ul style="list-style-type: none">● Regularity● Assignment completion● Neatness & upkeep of notebook | Speaking and listening skills |
| Language 2 | | | | Speaking and listening skills |
| Science | | | | Practical Lab Work |
| Mathematics | Marks and Grades both will be awarded for Individual subjects. | Average of the best two tests to be taken for final marks submission | | Maths Lab Practical |
| Social Science | 9-point grading will be same as followed by the Board in Class XII | | | Map work and project work |
| 6th Additional Subject | Scheme of studies for 6 th additional subject is detailed in Annexure – I Note: In case student opts a language as 6 th additional subject the modalities defined for Languages I and II shall be followed. | | | |

(i) Periodic Test (10 marks):

The school should conduct three periodic written tests in the entire academic year and the average of the best two will be taken. The schools have the autonomy to make its own schedule. However, for the purpose of gradient learning, three tests may be held as one being the mid-term test and other the two being pre-mid and post mid-term with portion of syllabus cumulatively covered. The gradually increasing portion of contents would prepare students acquire confidence for appearing in the Board examination with 100% syllabus. The school will take the average of the best two tests for final marks submission.

(ii) Notebook Submission (5 marks):

Notebook submission as a part of internal assessment is aimed at enhancing seriousness of students towards preparing notes for the topics being taught in the classroom as well as assignments. This also addresses the critical aspect of regularity, punctuality, neatness and notebook upkeep.

(iii) Subject Enrichment Activities (5 marks):

These are subject specific application activities aimed at enrichment of the understanding and skill development. These activities are to be recorded internally by respective subject teachers.



For Languages : Activities conducted for subject enrichment in languages should aim at equipping the learner to develop effective speaking and listening skills.

For Mathematics : The listed laboratory activities and projects as given in the prescribed publication of CBSE/NCERT may be followed.

For Science : The listed practical works/activities may be carried out as prescribed by the CBSE in the Curriculum.

For Social Science: Map and project work may be undertaken as prescribed by the CBSE in the Curriculum.

2. Co-Scholastic Activities:

Schools should promote co-curricular activities for the holistic development of the student. These activities will be graded on a 5-point grading scale (A to E) and will have no descriptive indicators. No upscaling of grades will be done.

| Activities | To be graded on a 5- point scale (A-E) in school | Areas and Objectives (as prescribed in the Scheme of Studies for Subjects of Internal Assessment) |
|---|---|--|
| Work Education or Pre-Vocational Education | By the Concerned Teacher | Work Education is a distinct curricular area for student for participation in social, economic and welfare activities. Student gets a sense of community service and develops self-reliance. (for Pre-Vocational Education as per Scheme of Studies) |
| Art Education | By the VA/PA or the Concerned Teacher | Art Education constitutes an important area of curricular activity for development of wholesome personality of the students. Students will select one or more forms of creative arts. |
| Health & Physical Education (Sports/ Martial Arts/Yoga/ NCC etc.) | By the PE Teacher | Health & Physical Activity preferably sports must be given a regular period. Students should be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools creating a sense of physical fitness, discipline, sportsmanship, patriotism, self-sacrifice and health care. |

3. Discipline (Attendance, Sincerity, Behaviour, Values):

Discipline significantly impacts career shaping and it helps build character. Sincerity, good behavior and values develop strength and foster unity and co-operation. Therefore, the element of discipline has been introduced. Class teacher will be responsible for grading the students on a Five-point scale (A to E).

The Internal assessment comprising 20 marks (10+5+5) entails objectivity and a structured approach. For a holistic assessment, the teachers are expected to make it an effective tool.

B. Documentation:

Records pertaining to the internal assessment of the students done by the schools will be maintained for a period of three months from the date of declaration of result for verification at the discretion of the Board. Subjudiced cases, if any or those involving RTI/Grievances may however be retained beyond three months.

C. Assessment Scheme for Class-VI to IX in the CBSE affiliated schools:

The CBSE affiliated schools, for the purpose of uniformity in classes VI to IX may, replicate the same assessment model as described above for Class-X for Academic Year 2017-18.

The above scheme must be implemented in letter and spirit.

Additional Subject

Excerpt only

An n ex ure-I

| | | |
|--------------------------|---|---------------------------------------|
| Subject : FIT/ICT | Board Class-X Examination for 40 marks | Practical Examination 60 marks |
|--------------------------|---|---------------------------------------|

**SOLVED
PAPER**

**C.B.S.E.
2017
Class-X
Delhi & Outside Delhi**

**Social
Science**

Time Allowed : 3 Hrs.

M.M. : 90

Instructions :

1. *The question paper has 30 question in all. All questions are compulsory.*
2. *Marks are indicated against each question.*
3. *Questions from serial number 1 to 8 are Very Short Answer Questions. Each question carries 1 mark. Answers to these questions should not exceed 30 words each.*
4. *Questions from serial number 9 to 20 are 3 marks questions. Answers to these questions should not exceed 80 words each.*
5. *Questions from serial number 21 to 28 are 5 marks questions. Answers to these questions should not exceed 120 words each.*
6. *Questions numbers 29 and 30 are map questions of 3 marks each from History and Geography both. After completion, attach the maps inside your answer-book.*

Delhi Set-I

Code No. 32/1/1

- | | | |
|----|--|------------------|
| 1. | Name the writer of the novel 'Anandamath.' | 1 |
| 2. | Name the river which is related to 'National Waterways' No. 1. | 1 |
| 3. | How do 'pressure groups' form ? | 1 |
| 4. | Explain the meaning of 'challenge.' | 1 |
| 5. | Give an example of any 'pressure group' of India which functions as a branch of 'political party.' | 1 |
| 6. | Highlight the inherent problem in double coincidence of wants. | 1 |
| 7. | Give any one example of consumer's 'right to choose.' | 1 |
| 8. | If you want to extract information about the functions of any government department, which right would you exercise ? | 1 |
| 9. | Describe any three steps taken by the French revolutionaries to create a sense of collective identity amongst the French people. | $1 \times 3 = 3$ |

OR

Describe any three changes that came in the life of Vietnamese after the colonisation of Vietnam by the French.

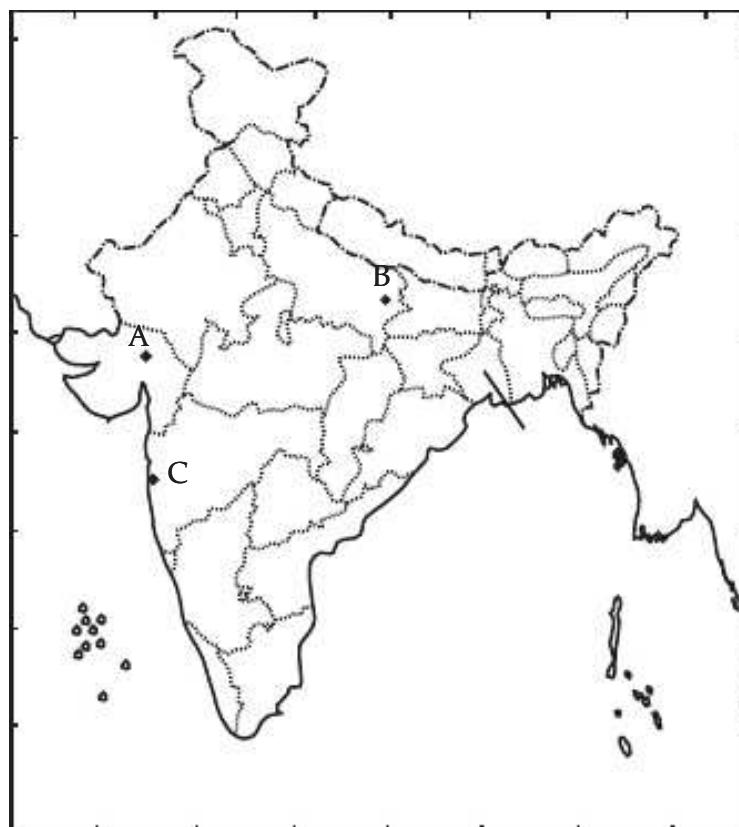
- | | | |
|-----|---|------------------|
| 10. | Why did Gandhiji decide to launch a nationwide Satyagraha against the proposed Rowlatt Act 1919 ? Explain any three reasons. | $1 \times 3 = 3$ |
| 11. | Evaluate the contribution of folklore, songs, popular symbols etc., in shaping the nationalism during freedom struggle. | 3 |
| 12. | Describe any three characteristics of 'Odisha-Jharkhand belt' of iron ore in India. | 3 |
| 13. | Explain with examples the interdependence of agriculture and industries. | 3 |
| 14. | Why do the movement of goods and services from one place to another require fast and efficient means of transport. Explain with examples. | 3 |
| 15. | Differentiate between Nepal's movement and Bolivia's popular struggle. | 3 |
| 16. | How do the pressure groups and movements influence politics ? Explain with examples. | $3 \times 1 = 3$ |
| 17. | Analyse any three values that make democracy better. | $3 \times 1 = 3$ |
| 18. | "Banks are efficient medium of exchange." Support the statement with arguments. | $3 \times 1 = 3$ |
| 19. | Examine any three conditions which should be taken care of by multinational companies to set up their production units. | $3 \times 1 = 3$ |

20. Analyse any three reasons for the beginning of the consumer movement in India. $3 \times 1 = 3$
 21. Who hosted 'Vienna Congress' in 1815 ? Analyse the main changes brought by the Vienna Treaty ? $1 + 4 = 5$

OR

Analyse the role of 'Hoa-Hao' movement to arouse anti-imperialist sentiments in Vietnam.

22. "Plantation workers had their own understanding of Mahatma Gandhi's ideas and the notion of 'Swaraj' Support the statement. 5
 23. 'Energy saved is energy produced'. Assess the statement. 5
 24. Explain any two main challenges faced by the jute industry in India. Explain any three objectives of National Jute Policy. 5
 25. "Democracy is very important for promoting dignity and freedom of the citizens." Support the statement with arguments. $5 \times 1 = 5$
 26. Describe any five efforts made to reform political parties in India. $5 \times 1 = 5$
 27. "Self Help Groups' help borrowers to overcome the problem of lack of collateral." Examine the statement. 5
 28. Describe the contribution of technology in promoting the process of globalisation. $5 \times 1 = 5$
 29. Three features A, B and C are marked on the given political outline map of India. Identify these features with the help of the following information and write their correct names on the lines marked on the map : $3 \times 1 = 3$
 (a) The place related to the calling of the 'Non-Cooperation Movement.'
 (b) The place where the 'Peasant's Satyagraha' was started.
 (c) Name the place where 'Indian National Congress' session was held. $1 \times 3 = 3$



30. On the given political outline map of India locate and label the following features with appropriate symbols.
 (a) Iron and steel centre
 (b) Major sea port
 (c) Software technology park

Delhi Set-II

Code No. 32/1/2

1. Who organised Dalits into the 'Depressed Classes Association' in 1930 ? 1
 2. Name the southern terminal station of the 'North-South Corridor.' 1
 3. If you want to extract information about the functions of any government department, which right would you exercise ? 1
 4. Explain the meaning of 'political party.' 1
 5. Analyse any three reasons for the beginning of the consumer movement in India. $3 \times 1 = 3$
 6. Analyse any three reasons for slowed down of Non-Cooperation Movement in cities. 3

7. How do the pressure groups and movements influence policies ? Explain with examples. $3 \times 1 = 3$
8. How are 'movements' different from interest groups ? Explain with examples. 3
10. How are 'local companies' benefited by collaborating with 'multinational companies' ? Evaluate any three benefits. 3
11. 'Roadways still have an edge over railways in India.' Support the statement. 5
12. Analyse the main functions of 'political parties.' 5
13. Why are rules and regulations needed in the market ? Explain with examples. 5

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

1. Under which agreement the Indian 'Depressed Classes' got reserved seats in the Provincial and Central Legislative Councils in 1932 ? 1
2. Name the western terminal station of 'East-West Corridor.' ? 1
3. Explain the main reason for 'Bolivia Water War.' ? 1
4. Explain any three effects of 'Non-Cooperation Movement' on the economic front. 3
5. Analyse any three reasons of the beginning of the consumer movement in India. $3 \times 1 = 3$
6. How is 'democratic government' a 'legitimate government ? Explain with examples. 3
8. Why do lenders ask for 'collateral' while lending ? Analyse the reasons. 3
9. 'Indian Railways accelerates the economic life of the country as well as the development of industry and agriculture'. Support the statement with examples. 5
10. Examine the main 'challenges' before 'political parties.' 5
11. 'Consumer movement can be effective only with the consumer's active involvement.' Support the statement. 5

**Outside Delhi Set-I****Code No. 32/1**

1. Name the writer of the book 'Hind Swaraj'. 1
2. Name the river related to National Waterways No. 2. 1
3. Explain any one difference between a pressure group and a political party. 1
4. Explain the meaning of democracy ? 1
5. Name any one political party of India which grew out of a movement. 1
6. How does the use of money make it easier to exchange things ? Give an example. 1
7. Give an example of violation of consumer's right to choose. 1
8. How is the maximum retail price printed on packets beneficial for you. 1
9. Describe any three economic hardships faced by Europe in 1830s. 1

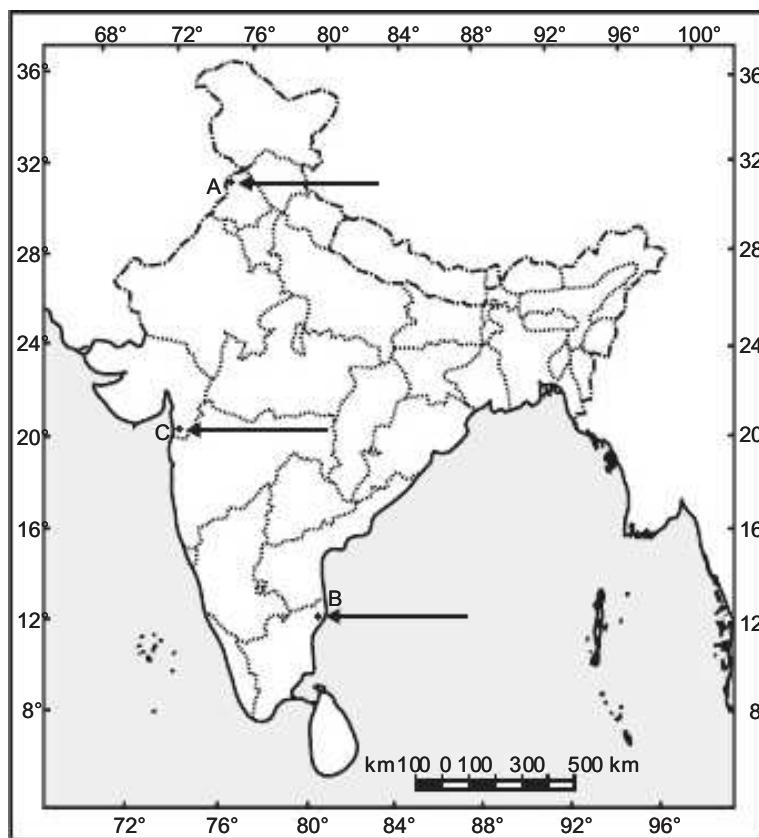
OR

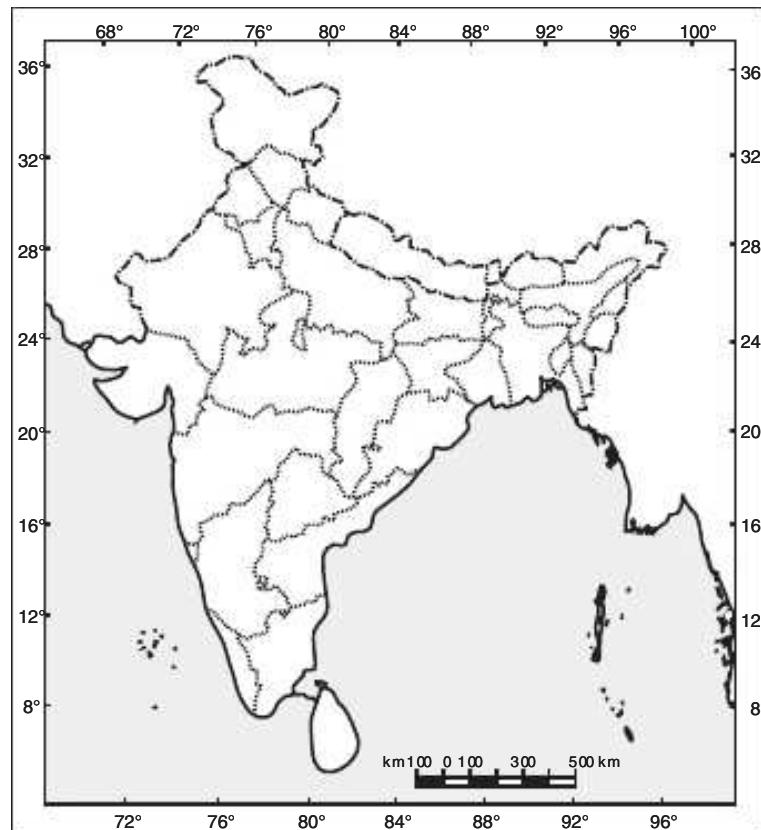
- Describe any three problems faced by the French in the sphere of education in Vietnam. $3 \times 1 = 3$
10. Why did Gandhiji decide to withdraw the 'Non-Cooperation Movement' in February, 1922 ? Explain any three reasons. $3 \times 1 = 3$
11. Evaluate the role of business classes in the 'Civil Disobedience Movement'. 3
12. Describe any three characteristics of the Durg-Bastar-Chandrapur Iron-ore belt in India. $3 \times 1 = 3$
13. Analyse the role of the manufacturing sector in the economic development of India. 3
14. Examine with example of the role of means of transport and communication in making our life prosperous and comfortable. 3
15. Analyse the role of popular struggles in the development of democracy. 3
16. How do pressure groups and movements strengthen democracy ? Explain. $3 \times 1 = 3$
17. On the basis of which values will it be a fair expectation that democracy should produce a harmonious social life? Explain. $3 \times 1 = 3$

18. Explain any three loan activities of banks in India. $3 \times 1 = 3$
19. How do Multi-National Corporations (MNCs) interlink production across countries. Explain with examples. $3 \times 1 = 3$
20. Analyse the importance of the three-tier judicial machinery under Consumer Protection Act (COPRA), 1986 for redressal of consumer disputes. 3
21. "The first clear expression of nationalism came with the 'French Revolution' in 1789." Examine the statement.

OR

- Examine the reasons that forced America to withdraw from the Vietnam war. $5 \times 1 = 5$
22. How did Colonial Government repress the 'Civil Disobedience Movement' ? Explain. $5 \times 1 = 5$
23. Why is it necessary to conserve mineral resources ? Explain any four ways to conserve mineral resources. $1 + 4 = 5$
24. Analyse the role of chemical industries in the Indian economy. $5 \times 1 = 5$
25. Describe any five characteristics of democracy. $5 \times 1 = 5$
26. "It is very difficult to reform politics through legal ways." Evaluate the statement. $5 \times 1 = 5$
27. Analyse any five positive effects of globalisation on the Indian economy. $5 \times 1 = 5$
28. What is liberalisation ? Describe any four effects of liberalisation on the Indian economy. $1 + 4 = 5$
29. Three features A, B and C are marked on the given political outline map of India. Identify these features with the help of the following information and write their correct names on the lines marked on the map : $3 \times 1 = 3$
- (a) The city associated with the Jallianwala Bagh incident.
 (b) The place where the Indian National Congress session was held.
 (c) The place where Gandhiji violated the Salt Law.
30. On the given political outline map of India (on page 11) locate and label the following features with appropriate symbols : $3 \times 1 = 3$
- (a) Naraura – Nuclear Power Plant
 (b) Tuticorin – Major Sea Port
 (c) Bhilai – Iron and Steel Plant



**Outside Delhi Set-III****Code No. 32/3**

- | | |
|---|------------------|
| 1. What is meant by Satyagraha ? | 1 |
| 2. Where do minerals occur in igneous and metamorphic rocks ? | 1 |
| 3. Explain the meaning of transparency in democracy. | 1 |
| 4. "Minerals are unevenly distributed in India." Support the statement with examples. | $3 \times 1 = 3$ |
| 5. Evaluate any three features of 'Golden Quadrilateral' Super Highways. | $3 \times 1 = 3$ |
| 6. Analyse the role of opposition political parties in democracy. | $3 \times 1 = 3$ |
| 7. Explain the measures taken by Gandhiji to eliminate the problem of untouchability. | $5 \times 1 = 5$ |
| 8. Examine any five factors affecting the location of industries in India. | $5 \times 1 = 5$ |
| 9. "No party system is ideal for all countries and in all situations." Analyse the statement. | 5 |



SOLUTIONS

| Delhi Set-I | Code No. 32/1/1 |
|---|---|
| 1. Bankim Chandra Chattopadhyay is the author of the novel 'Anandamath'. 1 | The French established control over the education system of Vietnam to consolidate its control. |
| 2. The Ganga river, between Allahabad and Haldia (1620 km) - National Waterways No. 1. 1 | (i) Economic : For French, colonies were necessary to provide natural resources and other goods. The Vietnamese economy was based on rice cultivation and rubber plantation to meet the French needs. Labours were hired on contracts, gradually landlordism became well entrenched and standard of living declined. To suit the French requirements, for easy transportation of goods, massive infrastructure projects, rail networks were established. |
| 3. Pressure groups are formed when people with common occupation, interest, aspirations, or opinions come together in order to achieve a common objective, at times forcing government to fulfil their wishes. 1 | (ii) Religion : The French, in order to consolidate its control and authority, wanted to exercise cultural and social domination and influence. One such way was to introduce Christianity in Vietnam, establish Christian Missionaries and encourage conversions. |
| 4. 'Challenge' is a call or summon to engage in any contest, as of skill, strength, etc. 1 | (iii) Education : The French, in order to civilize the natives, introduced modern education and dismantled the traditional education system in Vietnam. They followed the policy of discrimination against the Vietnamese students, of deliberately failing students. The education system glorified French rule. |
| 5. Akhil Bharatiya Vidyarthi Parishad (ABVP) functions as a branch of the political party 'Bharatiya Janata Party' (BJP) in India. 1 | (iv) Health and Hygiene : French tried to create modern Vietnam with modern architecture and engineering skills to build a modern city in Hanoi but the native quarter was not provided with modern facilities. |
| 6. The inherent problem in 'Double Coincidence of Want' is that one has to spend a lot of time searching for a person ready to exchange goods. 1 | (v) Political : France had taken control over Tonkin and Annam for the purpose of controlling the colony and to halt British desire to expand southwards from China. France prevented Vietnamese from qualifying for white collar jobs which resulted in resistance. $1 \times 3 = 3$ (Any three) |
| 7. An example of consumer's right to choose is - if a person purchases an electronic products, which turns out to be faulty, a person by producing a receipt can claim to replace or get a refund of it. 1 | 10. Gandhiji decided to launch nation wide satyagraha against Rowlatt Act in 1919 because of the following reasons : |
| 8. Right to Information Act is used to extract information about the functions of any government department. 1 | (i) The terms and conditions of Rowlatt act were very obnoxious, they are violating the civil rights of Indians. |
| 9. The French revolutionaries introduced various measures and practices that created a sense of collective identity amongst the French people— | (ii) This act had been hurriedly passed through the imperial legislative council despite the united opposition of the Indian members. |
| (i) The ideas of <i>la patrie</i> (the fatherland) and <i>le citoyen</i> (the citizen) emphasised the motion of a united community enjoying equal rights under a constitution. | (iii) Moreover, Gandhiji had already seen the success in satyagraha movements in regions like Champaran, Kheda. These had prepared the ground for a nation-wide satyagraha. |
| (ii) A new French flag, the tricolour, was chosen to replace the former royal standard. | $1 \times 3 = 3$ |
| (iii) The Estates General was elected by the body of active citizens and renamed the National Assembly. | 11. In India the feeling of nationalism is associated with anti-colonial movement. In the process of their struggle against the colonial yoke people began to discover their own identity of belonging to one nation. Various folk tales, songs, symbols like national flag, tricolour flag gave a sense of identity to the people. It gave a true picture of India's culture |
| (iv) New hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation. | |
| (v) A centralised administrative system was put in place and it formulated uniform laws for all citizens within its territory. | |
| (vi) Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted. | |
| (vii) Regional dialects were discouraged and French, as it was spoken and written in Paris, became the common language of the nation. $1 \times 3 = 3$ (Any three) | |
| OR | |
| French's control over Vietnam affected all aspects of the life of the Vietnamese. The most visible impact was witnessed on the field of economy and defence. However, culture too was deeply impacted. | |

which was so rich and uncorrupted. They served to produce a sense of achievement and to glorify India's past. They boosted Indians self confidence who then strongly waged a war against the colonial rule.

- (i) National song like *Vande Matram* instilled a sense of belongingness uniting people from different languages. Identity of India came to be associated with Bharat Mata which was depicted as composed, divine and spiritual.
- (ii) Folk tales, songs, hymns were used by our national leaders to give a sense of pride in our culture.
- (iii) Likewise Khadi, charka used by Mahatma Gandhi became symbols of agitation and resistance.
- (iv) Folk tales, songs, literature used by nationalists gave a true picture of India's culture which was so rich and uncorrupted.
- (v) In Bengal, Rabindranath Tagore himself began collecting ballads, nursery rhymes and myths.
- (vi) In Madras, Natesa Sastri published a massive four-volume collection of Tamil folk tales, The Folklore of Southern India which he believed was a national literature. $1 \times 3 = 3$ (Any three)

12. Odisha - Jharkhand Belt:

- (i) In Odisha, high grade haematite ore is found in Badampahar mines in the Mayurbhanj and Kendujhar districts. In the adjoining Singhbhum district of Jharkhand; haematite iron ore is mined in Goa and Noamundi.
- (ii) This belt contains high grade hematite ore found in Kendujhar and Mayurbhanj mines; exported via Paradweep Port.
- (iii) Badampahar mines in the Mayurbhanj and Kendujhar districts of Orissa have high grade hematite ore. Additionally, hematite iron ore is mined in Gua and Noamundi in Singhbhum district of Jharkhand. $1 \times 3 = 3$

13. Agriculture and industries are interrelated to each other and move hand in hand which are explained in the following points :

- (i) Agriculture serves as a major source of raw materials to many industries.
- (ii) Industries obtain raw materials from agriculture and produce finished products. For example, jute, sugar, cotton textiles etc.
- (iii) Manufacturing industries which are involved in the production of tools, equipment's have helped in modernizing agriculture.
- (iv) Industries are also involved in producing fertilizers, pesticides, plastics and other tools for the farmers.
- (v) Agro based industries have also provided employment in the rural areas. $1 \times 3 = 3$

14. Reasons for fast and efficient means of transport :

- (i) It is necessary to carry raw materials to production centers and from manufacturing hubs to markets in as little time as possible to achieve efficiency. This is particularly true for perishable goods.

- (ii) It enables goods to reach newer markets and allows people greater accessibility to goods and services. Efficient transport network enables markets to expand to hinterland.
- (iii) Communication opens new avenues of commerce. Modern communication tools like internet allow commercial transactions to take place over large distances, facilitating electronic commerce and banking across countries and contribution to integration of markets. They also keep buyers and sellers informed about their present and prospective markets.
- (iv) Goods and services cannot move on their own from supply houses to demand locales. This necessitates the need for transportation. Thus, a country's economy depends not only on the production and sale of goods and services, but on their transport as well.
- (v) The means of transportation communication are called the lifelines of nation and its economy because they are the pre-conditions for progress.

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

15. The difference between popular struggles in Nepal and Bolivia are as follows :

- (i) The movement in Nepal was to establish democracy, while the struggle in Bolivia involved claims on an elected democratic govt.
- (ii) The popular struggle in Bolivia was about one specific policy i.e., privatisation of water while the struggle in Nepal was about the foundation of the country's politics.
- (iii) The protest in Nepal was led by a political party, (SPA) while in Bolivia it was led by a pressure group (FEDECOR).
- (iv) The impact of these struggles was at different levels. The impact of the struggle in Nepal was for the entire world, while in Bolivia it was only for the citizens of the country.

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

16. Pressure groups and movements exert pressure on government policies in the following ways :

- (i) They conduct meetings and rallies to draw the attention of the media and government.
- (ii) They organise strikes and dharnas to stop the normal functioning of the government.
- (iii) Sometimes some noted persons of the pressure groups like the business groups or professionals participate in the official meetings and offer advices to the government.
- (iv) Sometimes it is also noted that pressure groups are either formed or led by political parties.

Political parties, pressure groups and movements influence those in power. These are agents, machines and processes in politics which are designed to wield power over those in power in order to control the outcome of distribution of resources.

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

17. The Values are :

- (i) The rulers elected by the people must take all the major decisions.
- (ii) Elections must offer a choice and fair opportunity to the people to change the current rulers.

- (iii) This choice and opportunity should be available to all the people on an equal basis.
- (iv) The exercise of this choice must lead to a government limited by basic rules of the constitution and citizen's rights.

1×3=3 (Any three)

18. Money is called a medium of exchange because it serves as a common mode through which people can buy what they want and sell what they have. The use of money removes the barter system and thus ended the concept of double coincidence of wants. Money makes it easier to carry out trading activities. It acts as an intermediate in the exchange process and facilitates the buying and selling of things. A person having money can buy anything that he/she wants, unlike in the barter system. He/she can sell his/ her goods in the market in exchange for money and can buy other things with that money. In simpler terms, money has made the exchange process simpler. **1×3=3**

19. MNC's decision to set up production units of certain commodities in other countries is determined by the following conditions.

- (i) Proximity to markets and availability of buyers.
- (ii) Availability of cheap labor both skilled and unskilled.
- (iii) Availability of raw materials at lowest possible rates.
- (iv) Support from the government like providing SEZ's that is special economic zones.
- (v) Assured profits.
- (vi) Support from local companies and manufacturers. **3**

20. At world level the origin of consumer movement was in the form of consumer cooperatives. The first cooperative came in 1904 in Madras but there was not much development till 1962. The objectives of consumer movement were different in India from those of western countries.

Objectives of Indian consumer movement in 1970 were as follows :

- (i) Shortage of consumer products.
- (ii) Adulteration and black marketing.
- (iii) Range of product is less due to lack of technology advancement.

Main focus was on availability, price and purity. But in recent year there has been change in the objectives and factors, such as :

- (i) Increasing consumer awareness.
- (ii) Increasing quality of goods.
- (iii) Enhancing consumer expectation by educating them about their rights.

Organised efforts through consumer societies.

Now consumer grievances cell has been opened for the protection of consumer interest. Consumers are representatives on a number of consumer welfare

committees. These cells are active in urban area but most of the rural areas are still untouched. So there is need to open up more cells so that everyone can come under one umbrella. **3**

21. The congress of Vienna was held in 1815. It was chaired by Austrian statesman Klemens von Metternich. It was held to draw up a new settlement for Europe amongst the European powers which were driven by the ideology of Conservatives whose main aim was to establish monarchial regimes in Europe.

The following changes were made :

- (i) The Bourbon Dynasty was restored to power
- (ii) France had to part with most of its territories which were annexed by Napoleon.
- (iii) A large number of States were set up on the boundaries of France to prevent its further expansion.
- (iv) The kingdom of Netherland was set up in North.
- (v) Russia was given important territories on its Western Frontiers.
- (vi) Austria was given control of Northern Italy.
- (vii) German confederation of 39 States remained intact.
- (viii) Russia was given part of Saxony.
- (ix) Russia was given part of Poland. **5**

OR

The Hoa Hao movement was found by a man called Huynh Phu So in 1939. It gained great popularity in the fertile Mekong Delta area. It drew on religious ideas popular in anti - French uprisings of the nineteenth century. Huynh Phu So's criticism against useless expenditure has a wide appeal. He also opposed the sale of child brides, gambling and the use of alcohol. French put him in mental asylum. Interestingly, the doctor who had to prove him insane became his follower in 1941. Even the French doctors declared that he was insane. The French authorities exiled him to Laos and sent many of his followers to concentration camps.

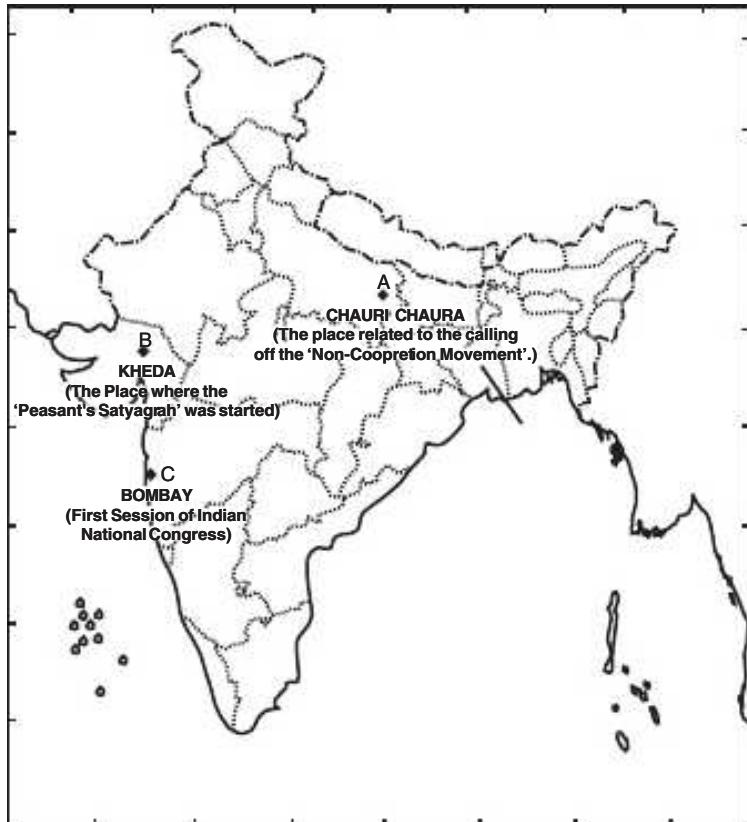
Workers had their own understanding of Mahatma Gandhi and the notion of Swaraj. For plantation workers in Assam, freedom meant the right to move freely in and out of the confined space in which they were enclosed, and it meant retaining a link with the village from which they had come. Under the Inland Emigration Act of 1859, plantation workers were not permitted to leave the tea gardens without permission, and in fact they were rarely given such permission. When they heard of the Non-Cooperation Movement, thousands of workers defied the authorities, left the plantations and headed home. They believed that Gandhi Raj was coming and everyone would be given land in their own villages. They, however, never reached their destination. Stranded on the way by a railway and steamer strike, they were caught by the police and brutally beaten up. **5**

23. Conservation of energy is essential because it protects our environment from greenhouse gas emission and also saves valuable resources from getting depleted. If we save energy then only more energy can be produced. It is essential to use non-conventional sources of energy.
- Following are some measures to conserve energy resources :**
- (i) We should try use more and more public transport system instead of private vehicles.
 - (ii) Electronic devices must be switched-off when not in use.
 - (iii) It is necessary to use more power saving devices.
 - (iv) Reduce consumption of non-renewable sources of energy.
 - (v) If possible solar power should be used to generate electricity.
 - (vi) Recycling of goods and commodities can also help to conserve energy. 5
24. Following are the challenges faced by jute industries in India :
- (i) Prices of jute textiles are so low that industrialists hesitate to set up these industries.
 - (ii) International demand of jute goods is falling sharply which is not an encouragement for these industries.
 - (iii) Many countries now prefer substitutes for jute like plastic or synthetic fibres which reduces its demand.
 - (iv) Our jute industries face hard competition from Brazil, Thailand, Bangladesh and Egypt whose production cost of jute textile is much lower than of India.
 - (v) As jute exhausts soil fertility very fast and also because of its low profits, farmers now prefer to cultivate alternative crops like Rice.
- The government has taken the following steps to boost Jute production :
- (i) Government has made it compulsory in the country to use jute packaging.
 - (ii) In 2005, our government formulated the National Jute policy with the following aims :
 - (a) To expand production
 - (b) To enhance quality
 - (c) To provide good prices to the farmers
 - (d) To enhance yield per hectare.
 - (iii) With the increased awareness about environmental degradation many state governments have also banned the use of plastic bags and recommended jute or paper bags. 5
25. Democracy is very important for promoting dignity and freedom of the citizens :
- (i) Laws and policies such as right to equality provides everybody the same respect and opportunity.
 - (ii) Democratic govt. usually curbs such activities which discriminates the person or any group. for e.g., abolition of untouchability.
 - (iii) Judiciary provides everybody an equal right to put forward their complaints when they are discriminated. 5
26. Some measures taken by government of reform political parties have been :
- (i) Anti defection law, which states that if any sitting MLA or MP changes his party, he will lose his seat in the legislature.
 - (ii) It is mandatory now for every candidate to furnish all details related to the assets, criminal cases pending.
 - (iii) Election Commission has made it mandatory for parties to hold regular elections a file income tax.
 - (iv) Recent judgement by Supreme Court that disqualifies convicted MP's and MLA's who have sentenced to more than two years of imprisonment by the lower court and whose appeal against their conviction is pending and is debarred from contesting elections is considered to be the landmark decision by the apex court to clean the system.
- Other suggestions for reforms :**
- (i) The financial accounts of the parties must be audited, this will decrease the role of private big business house donors.
 - (ii) State funding of political parties must be done to meet their election expenditure.
 - (iii) The accounts must be made available to public.
 - (iv) Parties must come under the ambit of Right to information to increase transparency in the system.
 - (v) Common people must be encouraged to give donations to parties and such citizens must be exempted from income tax.
 - (vi) Parties must encourage inner party democracy, have regular elections.
 - (vii) They must encourage participation of women. 5
27. Self help groups (SHG) have helped borrowers to borrow money without collateral in the following ways :
- (i) Self help groups have organised rural poor more so women in collecting their money and in extending loans to its members.
 - (ii) SHG charge less rate of interest as compared with any other form of rural banking or even those charged by moneylenders.
 - (iii) These groups gradually can seek loans for the bank so as to create employment opportunities for its members.
 - (iv) Banks have been extending loans to these groups to meet their needs like buying fertilizers, seeds, raw materials etc.
 - (v) These SHG have emerged as building blocks of the rural poor as it is the group as a whole which is responsible of the repayment of the loan. In case, of non repayment it is taken up in a serious manner by the group members.
- Thus, because of this, banks offer money to women organised in these groups without any collateral. Similarly, members of these groups can get loans when required which is repayable in small installments. 5
28. Without Information and Technology spread of globalisation would not have been possible. People get information of every new invention and ideas through Internet. Moreover, many MNCs are

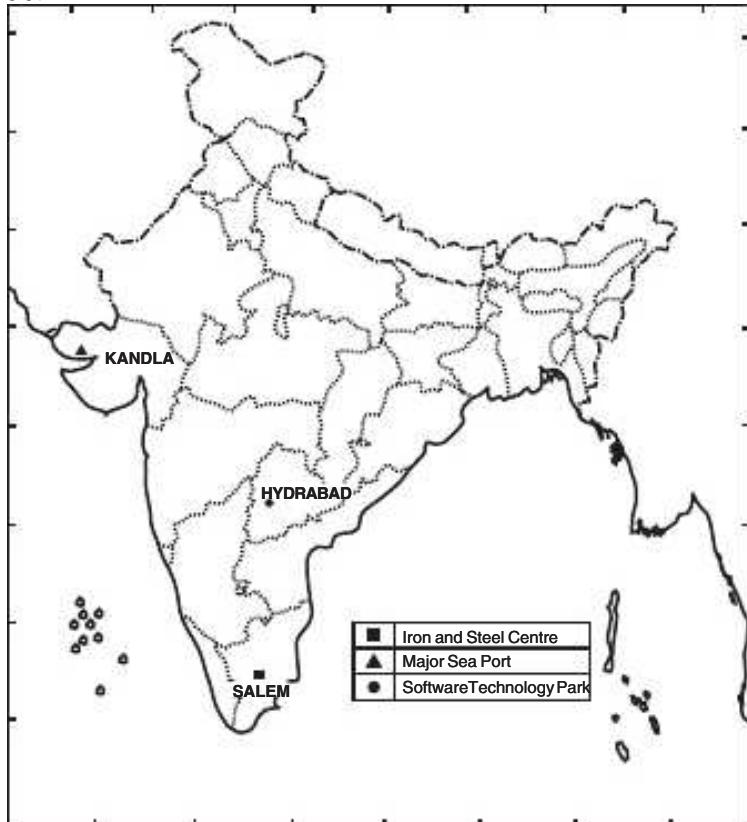
service based industries which are dependent on IT for circulating information. The development of technology has flourished in recent years and has played a major role in globalization. Information technology has made significant advances in recent years, owing to the internet. Communication technology, from mobile phones to GPS satellites, have also revolutionised communications. Transport technology has had a growing focus on affordability, comfort, speed and being environmentally friendly.

5

29.

 $1 \times 3 = 3$

30.

 $1 \times 3 = 3$ **Delhi Set-II****Code No. 32/1/2**

1. Dr. B.R. Ambedkar organised the Depressed Classes Association in 1930. 1
2. Kanyakumari is the southern terminal station of North-South Corridor. 1
3. Right to Information Act is used to extract information about the function of any government department. 1
4. A political party is a group of people who come together to contest elections and hold power in the government. They agree on some policies and programmes for the society with a view to promote the collective good. Since there can be different views on what is good for all, they try to persuade people why their policies are better than others'. They seek to implement these policies by winning popular support through elections. 1
5.
 - (a) In India, the consumer movement as a social force originated with the necessity of protecting and promoting the interest of consumers against unethical and unfair trade practices.
 - (b) Rampant food shortages, hoarding, black marketing, adulteration; the malpractices of food and edible oil gave birth to the consumer movement in an organized form in the 1960s.
 - (c) Till the 1970s, consumer organizations were largely engaged in writing articles and holding exhibitions.
They formed consumer groups to look into malpractices in ration shops. $1 \times 3 = 3$
6. **The Non-Cooperation Movement gradually slow down in the cities because :**
 - (a) Khadi clothes were more expensive than mill clothes.
 - (b) Poor people could not afford to buy it.
 - (c) The boycott of British institutions posed a problem.
 - (d) Students and teachers began trickling back to government schools.
 - (e) Lawyers joined back work in government courts. $(Any\ three)\ 1 \times 3 = 3$
7. **Influence of pressure groups and movements on politics :**
 - (a) Pressure groups and movements try to gain public support and sympathy for their goal.
 - (b) They carry out information campaigns, organize meetings and file petitions.
 - (c) They also try to influence media to give more attention to their issues.
 - (d) They often organize protest activity like strike etc.
 - (e) Worker's organization employees, association and most of the movement groups force the government to consider their demands.
 - (f) Business groups often employ professional lobbyists.
 - (g) Some pressure groups formed and led by the leaders of political parties.

- (h) Some political parties grow out of movements.
(Any three) $1 \times 3 = 3$
8. (a) Most of the movement are issue-specific movements that seek to achieve a single objective within a limited time frame. Others are more general or generic movements that seek to achieve a broad goal. In India, Narmada Bachao Andolan is a good example of this kind of movement.
(b) Interest groups or pressure groups are organizations that attempt to influence government policies. They do not aim to directly share political power. These are formed when people with common occupation, interest, aspirations or opinions come together for common objective. $1\frac{1}{2} + 1\frac{1}{2} = 3$
10. The following are the benefits for local companies by entering into joint production with the MNCs.
1. MNCs help finance additional investment such as new machines, etc.
2. MNCs help in the upgradation of technology for the local companies.
3. MNCs Create new opportunities for local companies provide services like IT sector. 3
11. Roadways still have an edge over railways in India because :
(a) construction cost of roads is much lower than that of railway lines.
(b) roads can traverse comparatively more dissected and undulating topography.
(c) roads can negotiate higher gradients of slopes and as such can traverse mountains such as the Himalayas,
(d) road transport is economical in transportation of few persons and relatively smaller amount of goods over short distances.
(e) it also provides door-to-door service, thus the cost of loading and unloading is much lower.
(f) road transport is also used as a feeder to other modes of transport such as they provide a link between railway stations, air and sea ports.
(Any five) 5
12. Functions of political parties :
(a) Parties contest elections.
(b) They put forward policies and programmes
(c) Parties play a decisive role in making laws.
(d) Parties form and run government.
(e) Defeated parties in the election play its role of opposition to the parties in power.
(f) Parties shape public opinion.
(g) Parties provide people access to government machinery and welfare schemes. **(Any five)** 5
13. Rules and regulations are required to protect the consumers in the market place because of the following factors :
(a) **Adulteration** : People tend to add adulterants (or chemicals) in food to make it look better.
(b) **False claims** : Producers make false claims about the durability and quality of their products through advertisements.
(c) **Underweighing** : Sellers generally under weigh products and charge their original prices.
(d) **Hoarding and black-marketing** : Sellers generally hold up stocks in the market to create artificial scarcity so as to sell them later at higher rates.
(e) **Selling at high price** : Sellers, who sell necessities, generally sell them at higher prices.
- $1 \times 5 = 5$
- | | |
|----------------------|------------------------|
| Delhi Set-III | Code No. 32/1/3 |
|----------------------|------------------------|
1. By the Poona Pact, the Indian 'Depressed Classes' got reserved seats in the Provincial and Central Legislative Councils in 1932. 1
2. The western terminal station of East-West corridor is Porbandar. 1
3. Bolivia is a small and poor country in Latin America. The World Bank pressurised the government to give up its control of municipal water supply. The government sold off these rights to an MNC. The company immediately increased the price four times. This led to spontaneous popular protests as the water cost began to make a dent in the household budget of people. 1
4. Effects of Non-Cooperation Movement on the economic front were :
(a) Foreign goods were boycotted.
(b) Liquor shops were picketed.
(c) Foreign clothes were burnt in huge bonfires.
(d) The import of foreign cloth halved between 1921-1922. In value the drop was from ₹ 102 crore to ₹ 57 crore.
(e) In many places merchants and traders refused to trade in foreign goods or finance foreign trade.
(f) The people began discarding imported clothes and wore only Indian ones.
(g) Production of Indian textile mills and handlooms went up tremendously.
(Any three) $1 \times 3 = 3$
5. (a) In India, the consumer movement as a social force originated with the necessity of protecting and promoting the interest of consumers against unethical and unfair trade practices.
(b) Rampant food shortages, hoarding, black marketing, adulteration; the malpractices of food and edible oil gave birth to the consumer movement in an organized form in the 1960s.

- (c) Till the 1970s, consumer organizations were largely engaged in writing articles and holding exhibitions.
They formed consumer groups to look in to malpractices in ration shops. $1 \times 3 = 3$
6. Legitimate means rightful. Democracies are called legitimate governments as :
 (i) The government represents the will of the people.
 (ii) Everyone can participate in the decision making process.
 (iii) Anyone can stand for the elections.
 (iv) It promotes equality among individuals.
 (v) It allows room to correct mistakes.
 (vi) The decision making quality is improved.
 (vii) No part of the society is left isolated in the decisions making process.
 (viii) Conflicts are resolved in a better way. 3
8. Lenders ask for collateral because :
 (i) It acts as a proof that a loan has been taken from the lender.
 (ii) It secures the lender in case the borrower do not return the money with interest.
 (iii) The collateral helps the lender in getting back his money with interest. 3
9. Railways accelerate the development of the agriculture and industries, and also bind the economic life of the country together. This is because of the various advantages possessed by railways, such as :
 (i) Railways carry out businesses and various multifarious activities such as pilgrimage tourism, travel, commuting etc.
 (ii) They help in the transportation of raw materials from the source to the industries, and the manufactured goods to the market. Thus, they efficiently help in the linking of the industries with the market and develop them.
 (iii) Furthermore, they also help in the transportation of crops, dairy and its products, vegetables, fruits, flowers, and various allied agricultural products to the markets and thus help the farmers to earn a good profit.
Hence, the given statement is clearly justified, as railways are the principle means of transport in India. 5
10. Main 'challenges' before political parties are :
 (a) **Lack of internal democracy** : The first challenge is lack of internal democracy within parties. Concentration of power in one or few leaders at the top.
 (b) **Dynastic succession** : Favour people close to them or even their family members. In many parties, the top positions are always controlled by members of one family.
 (c) **Money and muscle power** : The third challenge is about growing role of money and muscle power in parties, especially during elections.
 (d) **Meaningful choice** : The fourth challenge is that very often parties do not seem to offer a meaningful choice to the voters. $1\frac{1}{4} \times 4 = 5$
11. Consumer movement can be effective only with the active involvement of consumers.
Following are the reasons :
 (i) It would be difficult for a single customer to press charges against a company for miss-selling.
 (ii) A group of customers will also find it easier to bargain and also search for other harassed customers.
 (iii) If consumers are actively involved, companies will also be on their guard and offer better services and products, offering greater value.
 (iv) Active participation of customers also leads to transparency, especially by the government in giving information about its functioning.
 (v) An active participation by consumers gives protection to all involved in manufacturing chain from workers to consumers. 5
- | Outside Delhi Set-I | Code No. 32/1 |
|---|---------------|
| 1. Mahatma Gandhi. | 1 |
| 2. River Brahmaputra. | 1 |
| 3. A pressure group does not aim to directly control or share political power but a political party directly controls and shares political power. | 1 |
| 4. A system of government in which power is vested in the people, who rule either directly or through freely elected representatives. | 1 |
| 5. Asom Gana Parishad. | 1 |
| 6. If a person holding money can easily exchange it for any commodity or services that he or she might want. | 1 |
| 7. If a person is interested to buy a brush with toothpaste but shopkeeper denied to sell toothpaste only. | 1 |
| 8. If someone sells a good at more than the printed MRP, we can protest and complain. We can also bargain with the seller to sell at less than the MRP. | 1 |
| Economic hardships faced by Europe in 1830s are : | |
| (a) The first half of the 19 th century saw an enormous increase in population all over Europe. | 1 |
| (b) Job-seekers were more and employment opportunities were less. | 1 |
| (c) People from rural areas migrated to cities and made cities over-crowded slums. | 1 |
| (d) Small producers often faced stiff competition from imports of cheap machine-made goods. | 1 |
| (e) Peasants struggled under the burden of feudal dues and obligations. (Any three) | 3 |

OR

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

The elites in Vietnam were powerfully influenced by Chinese culture. To consolidate their power, the French had to counter this Chinese influence. They systematically dismantled the traditional system of education. They wanted to replace the use of Chinese language. There was another problem of replacing it by French or Vietnamese. 3

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

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

(Any three) 3

11. The role of business classes in the 'Civil Disobedience' Movement :

- (a) Indian industrialists had made huge profits during the First World War.
- (b) They became powerful. They wanted to expand their business, they wanted protection against imports of foreign goods.
- (c) They formed the Indian Industries and Commercial Congress in 1920.
- (d) They formed Federation of the Indian Chamber of Commerce and Industries in 1927.
- (e) Purshotamdas, Thakurdas and G.D. Birla attacked colonial control over the Indian economy and supported the Civil Disobedience Movement.
- (f) They gave financial assistance and refused to buy or sell imported goods.

(Any three) 1 × 3 = 3

12. (i) Durg-Bastar-Chandrapur belt lies in Chhattisgarh and Maharashtra.
(ii) Very high grade hematite iron ore are found in the famous Bailadila range of hills in the Bastar district of Chhattisgarh.
(iii) It has the best physical properties needed for steel making.
(iv) Iron-ore from these mines is exported to Japan and South Korea via Vishakhapatnam port.

(Any three) 1 × 3 = 3

13. The role of the manufacturing sector in the economic development of India :

- (a) Manufacturing industries help in modernising agriculture which forms the backbone of our economy.

- (b) It reduces the heavy dependence of people on agriculture sector and creates jobs in secondary and tertiary sectors.

- (c) It is necessary for the removal of unemployment and poverty.
- (d) It brings down regional disparities.
- (e) Export of manufactured goods expands trade and commerce and enhances prosperity.
- (f) It brings much needed foreign exchange.

(Any three) 1 × 3 = 3

14. The role of means of transport and communication in making our life prosperous and comfortable are :

- (a) Economic development of a region or a country very largely depends upon the dense network of transport and communication.
- (b) They link areas of production with consumption, agriculture with industry and village with towns and cities.
- (c) They help the industry by providing raw materials and distribution of finished goods.
- (d) They help in the development of all the three sectors : Primary, Secondary and Tertiary.
- (e) They help in the balanced regional development. (Any three) 1 × 3 = 3

15. The role of popular struggles in the development of democracy :

- (a) Popular struggles are a part of working democracy.
- (b) Struggles are essential to save democracy. *For example*, Nepal's struggle for restoration of democracy and Bolivia's Water War.
- (c) It is only in democracy that different individual groups can express their feelings.
- (d) If the citizens do not agree with policies of the government, they can oppose it with all their might and constant popular struggle to achieve their goal.
- (e) Democracy evolves through popular struggle.

1 × 3 = 3

16. (a) It reminds the government of the needs and concerns of ordinary citizens.
(b) Put pressure on the rulers for the unhealthy activities.
(c) It performs a useful role of countering undue influence of the rich and powerful people.
(d) One single group cannot achieve dominance over society.
(e) The government gets to hear about what different sections of the population want.
(f) This leads to a rough balance of power and accommodation of conflicting interests.

(Any five) 1 × 3 = 3

17. Refer Answer 17 Delhi Set-I.

18. (a) Banks keep small proportion of their deposit as cash with themselves.

- (b) Major portion of deposit is used for extending loans.
 (c) The banks mediate between depositors and borrowers in this way.
 (d) They charge high rate of interest on loans than what they offer on deposits.
- (Any three) $1 \times 3 = 3$
- 19. Multinational Corporations are spreading their productions in different ways :**
- (a) By setting up partnership with local companies.
 (b) By placing orders with local companies. eg: Garments, Footwear, Sports items etc.
 (c) By closely competing with the local companies.
 (d) By buying local companies. eg: Cargill buying Parakh foods in India. (Any three) $1 \times 3 = 3$
- 20. Under COPRA, a three-tier quasi-judicial machinery at the district, state and national levels was setup for redressal of consumer disputes :**
- (a) The district level court deals with the cases involving claims up to ₹ 20 lakhs.
 (b) The state level court deals with the cases involving claims between ₹ 20 lakhs and ₹ 1 crore.
 (c) The national level court deals with the cases involving claims exceeding ₹ 1 crore. $1 \times 3 = 3$
- 21. The first clear expression of nationalism came with the French Revolution in 1789. France was a full-fledged territorial state in 1789 under the rule of an absolute monarch, Louis XVI. The political and constitutional changes that came in the wake of the French Revolution led to the transfer of ruling power from the monarchy to a body of French citizens. The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny.** 5
- OR**
- The reasons that forced America to withdraw from the Vietnam war were :**
- (i) Various countries of the world strongly criticised the US intervention in the internal affairs of the Vietnam.
 (ii) When the youth were drafted for the war, the anger spread.
 (iii) The US had a huge loss of men and money, though it caused great destruction in north Vietnam through bombardment.
 (iv) Hollywood made films in support and against of the war.
 (v) About 47,244 died and 303, 704 were injured in the war.
 (vi) As a result, the US was compelled to start the withdrawal of its troops in April 1975.
- 22.** (i) Worried by the developments of the Civil Disobedience Movement, the colonial government began arresting the congress leaders one by one. This led to violent clashes in many places.
 (ii) When Abdul Gaffar Khan a devout disciple of Mahatma Gandhi, was arrested in April 1930, angry crowds demonstrated in the streets of Peshawar (now in Pakistan), facing armoured cars and police firing. Many were killed.
 (iii) A month later, when Mahatma Gandhi himself was arrested, industrial workers in Sholapur attacked police posts, municipal buildings, law courts and railway stations-all structured that symbolised British rule.
 (iv) A frightened government responded with a policy of brutal repression.
 (v) Peaceful satyagrahis were attacked, women and children were beaten and about 100,000 people were arrested. $1 \times 5 = 5$
- 23. Reasons for conservation :**
- (a) The strong dependence of industry and agriculture upon minerals.
 (b) The process of mineral formation is slow.
 (c) They are non-renewable. (Any one)
- Methods to conserve :**
- (a) Minerals should be used in a planned and sustainable manner.
 (b) Improved technology needs to be constantly evolved to allow use of low grade ore at low cost.
 (c) Recycling of metals using scrap metals.
 (d) Wastage in the mining and processing should be minimised. $1 + 4 = 5$
- 24. Role of chemical industries in the Indian economy :**
- (i) It is a fast growing and diversifying industry in India.
 (ii) It contributes approximately 3% of the GDP.
 (iii) It is the third largest in Asia and the twelfth largest in the world in term of its size.
 (iv) It comprises both large and small scale manufacturing units.
 (v) Rapid growth has been recorded in both inorganic and organic sectors. $1 \times 5 = 5$
- 25. Characteristics of democracy :**
- (a) Democratic governments have formal Constitution, while it is not the case in other form of governments.
 (b) They hold regular elections, while it is not the case in other form of governments.
 (c) They have political parties, whereas there is no such thing in other form of governments.

- (d) They guarantee rights to citizens, while it is not the case in the other form of governments.
- (e) Such governments allow room to correct mistakes, while it is not there in the other form of government.
- (f) Such government accommodates social diversities, while no such thing in other form of government. **(Any five) $1 \times 5 = 5$**

26. It is very difficult to reform politics through legal ways because :

- (i) Devising new laws can help to discourage the practice to wrong political practices and encourage new ones.
- (ii) But these changes can't only help to reform politics that is a challenge to democracy.
- (iii) For example, just by changing the rules in cricket can't improve the quality of the game.
- (iv) In cricket, players, coaches and administrators can improve and bring good changes to the game.
- (v) Similarly, in politics, the reforms have to be carried out by political parties, activists, pressure group, movements and politically conscious citizens. **$1 \times 5 = 5$**

27. Positive effects of globalization on the Indian economy :

- (a) Higher standard of living in urban areas.
- (b) The impact has not been uniform among producers and workers.
- (c) There is greater choice before the consumers who now enjoy improved quality and lower prices for several products.
- (d) MNCs have increased their investments in India leading to more job opportunities.
- (e) Globalization has enabled some large Indian companies to emerge as MNCs themselves like Tata Motors, Infosys, Ranbaxy, Asian Paints etc.
- (f) Globalisation has also created new opportunities for companies providing services particularly those involving IT(Information Technology).

For example : The Indian company producing a magazine for the London based company and call centers.

- (g) Local companies supply raw materials to foreign industries and have prospered.

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

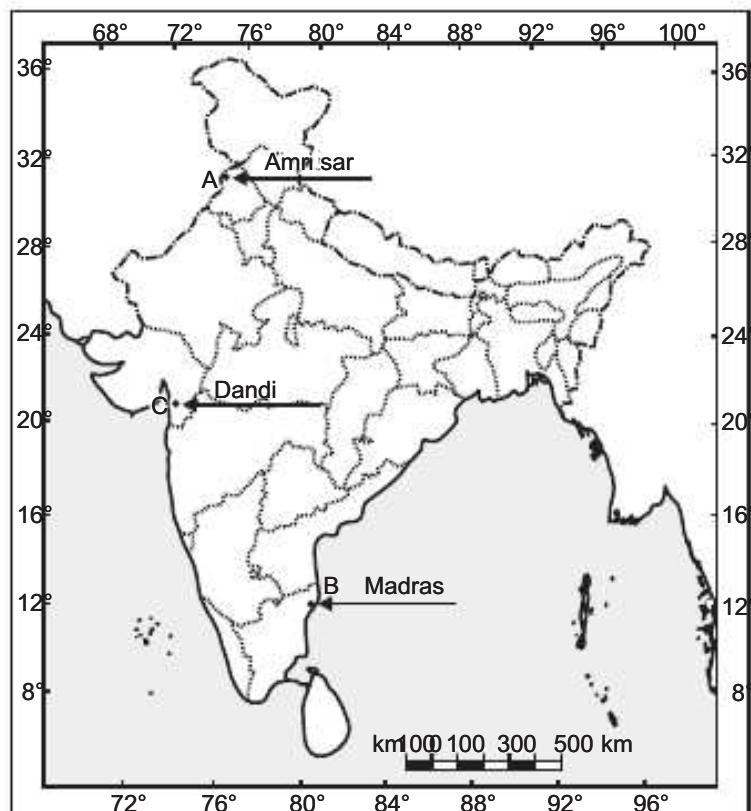
28. Removing barriers or restrictions set by the government is known as liberalisation.

Effects of liberalisation on the Indian economy :

- (a) Barriers on foreign trade and foreign investment were partially removed.
- (b) Goods could be imported and exported easily.

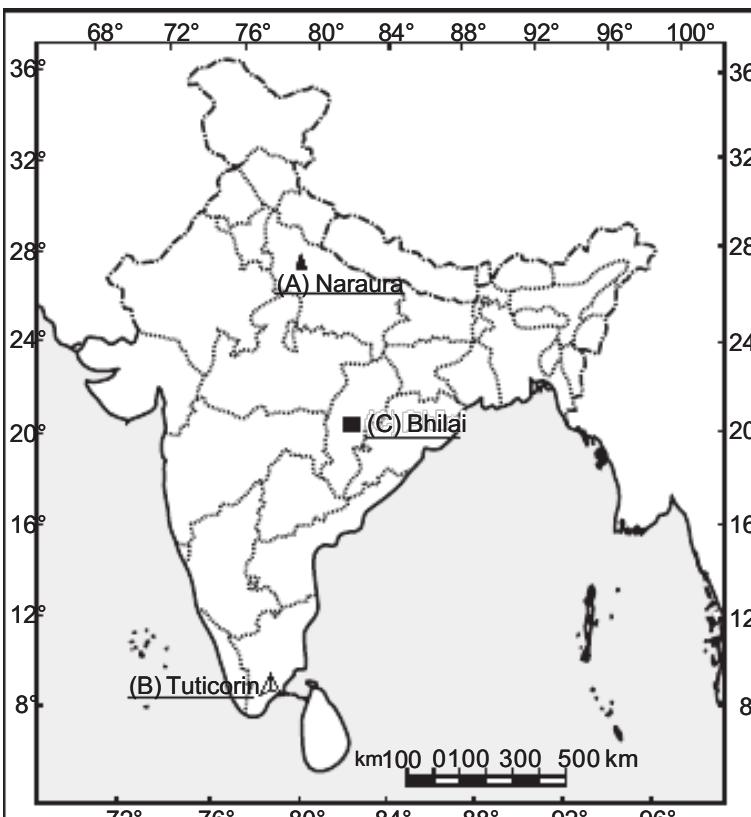
- (c) Foreign companies could Set-up factories and offices here.
- (d) Indian producers got opportunities to compete with producers around the globe. **$1 + 4 = 5$**

29.



5

30.



5

Outside Delhi Set-III

Code No. 32/3

1. It is a method of agitation and protest based on truth and non-violence. **1**

2. In igneous and metamorphic rocks, minerals may occur in cracks, crevices, faults and joints. 1
3. To examine the process of decision - making in a democracy is known as transparency. 1
4. **Uneven distribution of mineral resources :**
- (a) Peninsular rocks contain coal, metallic minerals, mica and many other non-metallic minerals.
 - (b) Sedimentary rocks on the Western and Eastern Ghats of the Peninsula, in Gujarat and Assam have most of the petroleum deposits.
 - (c) Rajasthan has reserves of many non-ferrous minerals.
 - (d) Alluvial plains of North India are devoid of economic minerals. (Any three) $1 \times 3 = 3$
5. (a) The Golden Quadrilateral Super Highways is a major road development project linking Delhi – Kolkata – Chennai – Mumbai and Delhi by six lane super highways.
- (b) The two major objectives of these Super Highway projects are to (i) reduce the time and (ii) distance between the mega cities of India.
- (c) The North-South Corridors linking Srinagar (Jammu and Kashmir) and Kanyakumari (Tamil Nadu) and East-West Corridor connecting Silchar (Assam) and Porbander (Gujarat). $1 \times 3 = 3$
6. **The role of opposition political parties in democracy :**
- (a) Opposition parties play an important role in democracy.
 - (b) They oppose the government by voicing different views.
 - (c) They criticise government for its failure and wrong policies.
 - (d) They mobilise opposition to the government. 3
7. **The measures taken by Gandhiji to eliminate the problem of untouchability :**
- (a) Mahatma Gandhi declared that swaraj would not come for a hundred years if untouchability was not eliminated.
 - (b) He called the 'untouchables' *harijan*, or the children of God.
 - (c) He organised satyagraha to secure them entry into temples, and access to public wells, tanks, roads and schools.
 - (d) He himself cleaned toilets to dignify the work of the bhangi (the sweepers), and persuaded upper castes to change their heart and give up 'the sin of untouchability'. 3
8. **The factors affecting the location of an industry :**
- (a) Availability of raw material.
 - (b) Availability of cheap labour.
 - (c) Availability of capital and bank facilities.
 - (d) Availability of power and other infrastructure.
 - (e) Proximity to markets.
 - (f) Availability of adequate and swift means of transport. (Any five) $1 \times 5 = 5$
9. **No party system is ideal for all countries and all situations :**
- (a) Party system is not something, any country can choose.
 - (b) It evolves over a long time depending on the nature of the society.
 - (c) Its social and regional division, its history of policies and its system of elections.
 - (d) Each country develops a party system that is conditioned by its special circumstances.
 - (e) For example, if India has evolved a multi-party system, it is because the social and geographical diversity in such a large country is not easily absorbed by two or even three parties. $1 \times 5 = 5$



**SOLVED
PAPER**
**(Issued by
CBSE)**

**Summative Assessment-II
Topper Answers**
March 2016 Class-X
Outside Delhi Set-I

**Social
Science**

Time allowed : 3 hours

Maximum Marks : 90

General Instructions :

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

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

1

OR

Who were called colons in Vietnam ?

Ans.

Duke Metternich, the Chancellor of Austria.

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

1

Ans.

Use of cattle cake as fuel should be discouraged as it reduces supply of adequate manure which is used in agriculture.

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

1

Ans.

Political parties is a group of people who come together to contest elections and hold power in the government but unlike political parties, pressure groups do not aim to directly control or share political power.

4. Why did India adopt multi-party system ?

1

Ans.

India adopted a multi-party system because the social and geographical diversity in such a large country cannot be balanced easily by two or even three parties.

5. Name any two sectional interest groups.

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

Ans.

Trade unions, business associations, professional (teachers, doctors) bodies

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

1

Ans.

MNCs do this in order to reduce their cost of production and hence, maximise their profits

7. If any damage is done to a consumer by a trader, under which consumer right one can move to consumer court to get compensation. 1

Ans. Right to seek Redressal

8. Why is the supervision of the functioning of formal sources of loans necessary ? 1

Ans. The supervision of the functioning of formal sources of loans is necessary so as to ensure that banks and cooperatives lend loans at low interest rate, which benefits one and all. It is necessary also to check that banks extend loans not just to profit-making businessmen and traders but also to small borrowers and small cultivators and small-scale industries.

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

OR

"The Ho Chi Minh Trail became advantageous to Vietnamese in the war against U.S." Support the statement with arguments. $3 \times 1 = 3$

Ans. (i) During the first half of the nineteenth century, there was an enormous increase in the population of Europe.
(ii) In many countries, there were more seekers of jobs than employment.
(iii) Small producers faced stiff competition from the import of cheap machine-made goods from England.
(iv) In regions of Europe where the autocracy still enjoyed power, peasants suffered under the obligation of feudal dues & obligations.
(v) Rise of food prices in a year of bad harvest led to widespread pauperism in town and country.

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

1 + 2 = 3

Ans. 10. A tricolour flag was designed during the Swadeshi Movement in Bengal.

- (i) It had red, green and yellow colours.
(ii) It had eight lotuses representing eight provinces of British India.
(iii) It had a crescent moon, representing Hindus and Muslims.

11. "The plantation workers in Assam had their own understanding of Mahatma Gandhi and the notion of Swaraj". Support the statement with arguments. 3

Ans. 11. (i) For plantation workers in Assam, freedom meant the idea of freely moving in and out of the confined space in which they were enclosed. This meant retaining a link with the village from which they had come.
(ii) When they heard of swaraj and the non-cooperation movement, thousands of workers defied the authorities, left the tea gardens and headed home.

(iii) They believed that Gandhi-Raj was coming and everyone would be given land in their own villages. However, they were stopped midway by the police and brutally beaten up.

12. Classify industries on the basis of source of raw material. How are they different from each other? $1 + 2 = 3$

Ans. 12. On the basis of source of raw material, industries can be

as agrobased industries and mineral based industries.

(i) Agrobased industries use agricultural products as raw materials whereas mineral based industries use minerals ^{as} raw materials for production.

(ii) Examples of agro based industries are cotton, jute, silk, textile, edible oil etc.

Examples of mineral based industries are - iron and steel industry, aluminium smelting, cement industry etc.

(iii) Usually agrobased industries require unskilled labour whereas mineral based industries required both unskilled and skilled ^{labour}.

13. 'Consumption of energy in all forms has been rising all over the country. There is an urgent need to develop a sustainable path of energy development and energy saving'. Suggest and explain any three measures to solve this during problem. $3 \times 1 = 3$

Ans. 13. (i) We need to adopt a cautious approach for the judicious use of our energy sources.

(ii) We can do our bit by using public transport systems instead of using private vehicles. We can walk or go on a bicycle to cover short distances. This will lead to conservation of fuels which are used in vehicles.

(iii) We can switch off the lights and fans when not in use. This involves the principle of reducing use, which will lead to consumption of energy sources.

(iv) We can use non-conventional sources of energy like solar energy, wind, tide, geothermal and energy from waste material. We can install solar cell panels in our homes and school for generation of electricity. We can also use solar cookers to cook food and solar water heaters for various purposes.

14. Suggest any three steps to minimise the environmental degradation caused by the industrial development in India. $3 \times 1 = 3$

Ans. 14. Environment degradation can be minimised by :-

(i) Minimising use of water for processing by recycling or reusing it in two or more successive stages, practicing rainwater harvesting techniques and treating hot water and effluents before releasing them in rivers and streams.

- Particulate matter in the air can be fixed by fitting smoke stacks to factories with electrostatic precipitators, scrubbers, and inertial separators. Smoke in the air can be reduced by using oil or gas instead of coal in factories.
- (ii) Generators should be fitted with silencers to reduce noise pollution. Almost all machines can be redesigned to increase energy efficiency and reduce waste.

15. What is meant by regional political party? State the conditions required to be recognised as a 'regional political party'. 1 + 2 = 3

Ans. (i) Regional political party are those parties which are present in one or a few units of the federation in a country which follows the federal system.

(ii) A regional party should secure 6% of the votes in an election of the legislative assembly of a state.

(iii) A regional party should ^{also} win at least 2 seats in the same election.

16. What are public interest pressure groups? Describe their functioning. 1 + 2 = 3

Ans. (i) Public interest groups or promotional groups work for the welfare of the entire society, with the view to promote the collective rather than selective good.

(ii) These groups organisations fights for groups other than their members. For example - a group fighting against bonded labour fights not for itself but for those who are suffering under such bondage.

(iii) The members of these organisations usually undertake activities that benefits ^{them} members as well as other citizens. For example - BAMCEF (Backward and Minority Communities Employee Federation) fights against caste discrimination for its own members as well as society in general.

17. Which three challenges do you feel are being faced by political parties in India? Give your opinion. 1 + 2 = 3

Ans. (i) Lack of Internal Democracy.

There is concentration of power in one or few leaders ~~at~~ the top in a party. Parties do not keep membership registers, do not hold organisational meetings and do not conduct internal elections regularly. Ordinary members do not get sufficient information and hence fail to influence the decision of a party.

(ii) Dynastic Succession.

There are no open elections to the highest posts. As a result, the top leaders favour people close to them or even their family members to continue the position of power. In some parties, members of the same ^{family} party hold the top positions. This is unfair to other members of the party.

(iii) Growing role of money and muscle power.

Parties support people who have and can raise lots of money.

Rich people and companies who give funds to the party tend to have influence on the decisions and policies of the party.

Parties also support criminals, who can win elections.

These challenges pose problems which are harmful for the functioning of democracies. Even though, the Supreme Court and Election Commission have made several efforts to face these challenges, there is a lot that needs to be done still. Political parties are crucial in the working of democracy and it needs to gain trust from ordinary people. Therefore, it is necessary for political parties to overcome these challenges.

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

$3 \times 1 = 3$

Ans. 18. (i) People do not keep all the money they have earned with themselves all the time. Banks provide and serve as a safeguard where people can deposit money in their accounts and remain certain about the safety of the money.

(ii) Banks also extend loans to borrowers for a variety of economic activities and other purposes. Credit or loan is crucial for the economic and overall development of the country.

(iii) Banks charge a lower interest rate on loans than informal sources such as moneylenders. This leads to higher income of people and they can then borrow cheaply for a variety of needs such as for doing business; setting up small-scale

industries, growing crops or trade in goods. All of these activities lead to economic development of the nation.

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

3

Ans. 19. (i) During after Independence, the Indian government had put barriers to foreign trade and foreign investments.

(ii) This was done to protect producers within the country from competition with imports of several products.

(iii) Industries were just coming up in 1950's and 1960's and competition from imports at that stage would not have allowed these industries to come up.

(iv) Only essential items like machinery, fertiliser and petroleum were imported.

20. "Rules and regulations are required for the protection of the consumers in the market place." Justify the statement with arguments. $3 \times 1 = 3$

Ans. 20. (i) Rules and regulations are required for the protection of the consumers in the market place to protect them from unethical unfair trade practices and exploitation.
 (ii) For example, many unfair practices were being indulged in by traders such as adulteration of food and other products, traders weighing less than what they should and adding prices to products which were not mentioned before.
 (iii) Proper implementation of rules and regulations for consumers by government is thus necessary for protecting and promoting the interests of consumers.

21. "Napoleon had destroyed democracy in France but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient." Analyse the statement with arguments.

OR

"The Peace negotiations Geneva followed the division of Vietnam that set in motion a series of events that turned Vietnam into a battle field." Analyse the statement with arguments. $5 \times 1 = 5$

Ans. 21. (i) The Civil Code of 1804, usually known as the Napoleonic Code, did away with all privileges based on birth, established equality before the law and secured the right to property.
 (ii) Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from manorial or seigniorial dues.
 (iii) In the towns too, guild restrictions were removed, transport and communication systems were improved.
 (iv) Peasants, artisans, workers and small producers enjoyed a new found freedom. The producers began to realize that a common national currency, standardization of goods and a uniform system of weights and measures would facilitate the movement of goods and capital from one region to another.
 (v) But over time, it became clear that the new administrative arrangements did not go hand in hand with political freedom in the countries in which they were imposed.

22. Why did Mahatma Gandhi decided to call off the Civil Disobedience Movement? Explain.

5

Ans. 22. (i) By drawing inspiration from Gandhiji's salt march, thousands of people broke the salt law; manufactured salt and demonstrated in front of government salt factories.
 (ii) People boycotted foreign cloth and picketed liquor shops. In many regions, peasants refused to pay revenue and chauthidari taxes, village officials resigned and forest people boycotted British forest laws - going into reserved forests to graze cattle or collect fuelwood and jutti.

- (iii) British officials, seeing the incidents, decided to clamp down on nationalists. When Abdul Ghaffar Khan, a devout disciple of Mahatma Gandhi was arrested, people demonstrated in the streets of Peshawar, facing armoured cars and police firing. Many were killed.
- (iv) When Gandhiji himself was arrested, industrial workers in Sarsai-Sholapur attacked police posts, municipal buildings, law courts and railway stations.
- (v) Frightened, the government responded with brutal repression.

Peaceful satyagrahis were attacked, women and children beaten and around 1,00,000 satyagrahis were put in jail.

Seeing so much of violence spread, Mahatma Gandhi called off the movement and entered into a pact with Jauhar on 5 March 1931.

23. Explain the importance of conservation of minerals. Highlight any three measures to conserve them. 2 + 3 = 5

Ans. 23. (i) We are rapidly consuming mineral resources at a very fast rate. The geological processes involved in mineral formation are so slow that the present rates of replenishment are infinitely small in comparison to the present rates of consumption.

(ii) Mineral resources are therefore, finite and non-renewable. Rich mineral deposits are our country's extremely valuable but short-lived possessions.

As a result, a concerted effort has to be made in order to use our mineral resources in a planned and sustainable manner. This can be done by:-

(i) evolving improved technologies to allow use of low grade ore at low costs. Technology plays a vital and essential role right from extraction of minerals to making essential

use of them.

(ii) Recycling of metals is an important step towards conservation of materials. This leads to less ^{fresh} extraction of minerals and hence also saves a lot of money.

(iii) Use of scrap metals and other substitutes can also be taken into account as a step towards conserving mineral resources.

24. "Roadways still have an edge over railways in India." Support the statement with arguments.

$5 \times 1 = 5$

Ans.

- Q4 This is due to the following reasons :-
- Construction costs of roads is much lower in comparison to that of railway lines.
 - Roads can traverse comparatively more dissected and undulating topography. They can also negotiate higher gradient of slopes and as such, can traverse mountains such as the Himalayas.
 - Road transport proves to be economical in transportation of few passengers and relatively lesser amounts of goods over short distances.
 - Roads also provide door-to-door services. Hence, the cost of loading and unloading is much lower and can be considered negligible.
 - Road transport serves as a feeder to other modes of transport as they provide a link between railway stations, air and sea ports.

25. Describe the popular struggle of Bolivia.

5

Ans.

- Q5
- Bolivia is a poor country in Latin America. The World Bank pressured the government to give up the control of municipal water supply.
 - The government sold these rights for the city of Cochabamba to a multi-national company.
 - The multi-national company immediately increased the price of water by four times. This proved to be unaffordable for many people and hence, it led to a four-day successful general strike in the city.
 - In January 2000, a new alliance of labour, human rights and community leaders formed an organisation to protest against this.
 - An organisation called FEDECOR led the protest against water privatisation in Bolivia. This organisation was comprised of local professionals, including environmentalists and engineers.

It was supported by Federation of farmers, confederation of workers, students and many other people, including the Socialist Party, which came

- The power of the people forced the officials of the MNC to flee the city and made the government concede to all the demands of the protesters.

This is an example of how popular struggles are undertaken in a democracy. It was an instance of political conflict that turned into a popular struggle.

26. "Political parties are a necessary condition for a democracy". Analyse the statement with examples. $5 \times 1 = 5$

Ans. 26. (i) In a situation where there are no political parties, every candidate will be independent. So, no one will be able to make any promises to the people about major policy changes. Every candidate will be responsible for their constituency but no one will be responsible for how the country is run.

(ii) Moreover, political parties perform various useful functions like contesting elections, putting forward different policies and programmes, forming and running government, making laws, playing the role of opposition, shaping public opinion etc.

(iii) Further, the rise of political parties is linked to the emergence of representative democracies. As societies became large and complex, they needed some agencies to gather different views and to present these to the government. They needed some ways to bring individual representatives together so that a responsible government may be formed. They needed some ways to oppose or sustain the government, make laws, judge & oppose them.

(iv) Political parties fulfill all these expectations that representative governments have.

(v) Analysing the various reasons mentioned above, we can say that political parties are a necessary condition for democracy. For example, political parties choose candidates for elections. In USA, the members and supporters ^{of the party} choose its candidates while in India, top party leaders choose candidates. Parties also reduce a number of multitude opinions into a few positions which it supports. These activities are essential in a democracy.

27. How can the formal sector loans be made beneficial for poor farmers and workers? Suggest any five measures.

$$1 + 2 + 2 = 5$$

Ans. 27. (i) The formal sector loans need to increase their lending i.e. lend more, particularly in rural areas, to reduce the dependence on informal sources of credit.

(ii) This needs to be done because informal sources like moneylenders charge a very high interest rate. Banks offer less interest rate on loans taken, so it increases the income of the borrower and they can then borrow cheaply for a variety of needs.

(iii) While formal sector loans need to expand, it is also necessary that these loans are distributed equally so that poor people (like farmers) can also benefit from cheap loans.

(iv) Banks need to be in several places in rural areas so that poor farmers and workers can borrow at cheap interest rates. Government should ensure that banks lend loans to small-scale industries,

- small cultivators and small borrowers also.
- (iv) The total formal credit tends to increase and it is also necessary that a larger share of these loans are given to poor farmers and workers for various purposes and economic activities like growing ~~grasses~~ crops, setting up new businesses and small scale industries.

28. Describe the impact of globalisation on Indian economy with examples.

$5 \times 1 = 5$

Ans. 28: The impact of globalisation has not been uniform.

- It has led to greater choice of goods and services in the market. Many people today enjoy improved quality and lower prices for several products and as such enjoy much higher standard of living. For example, we see wide range of automobiles ~~such as~~ ^{such as} sedans.
- MNCs have been investing in India, particularly in soft drinks, electronics, fast food and services such as banking. In these industries and services, new jobs have been created. Local companies providing raw materials to these industries have also benefitted and hence increased the economy of the country.
- Several of the top Indian companies have been able to benefit from competition as new technology is adopted by them and they raise their production standards.
- Globalisation has enabled some companies to emerge as multinationals themselves. For example:- Ranbaxy (medicines), Asian paints, Infosys (IT) etc.
- Globalisation expands trade and commerce and brings in much needed foreign exchange in the country. MNCs also bring newer technology with them. Globalisation has also created new opportunities for companies providing services such as information technology.

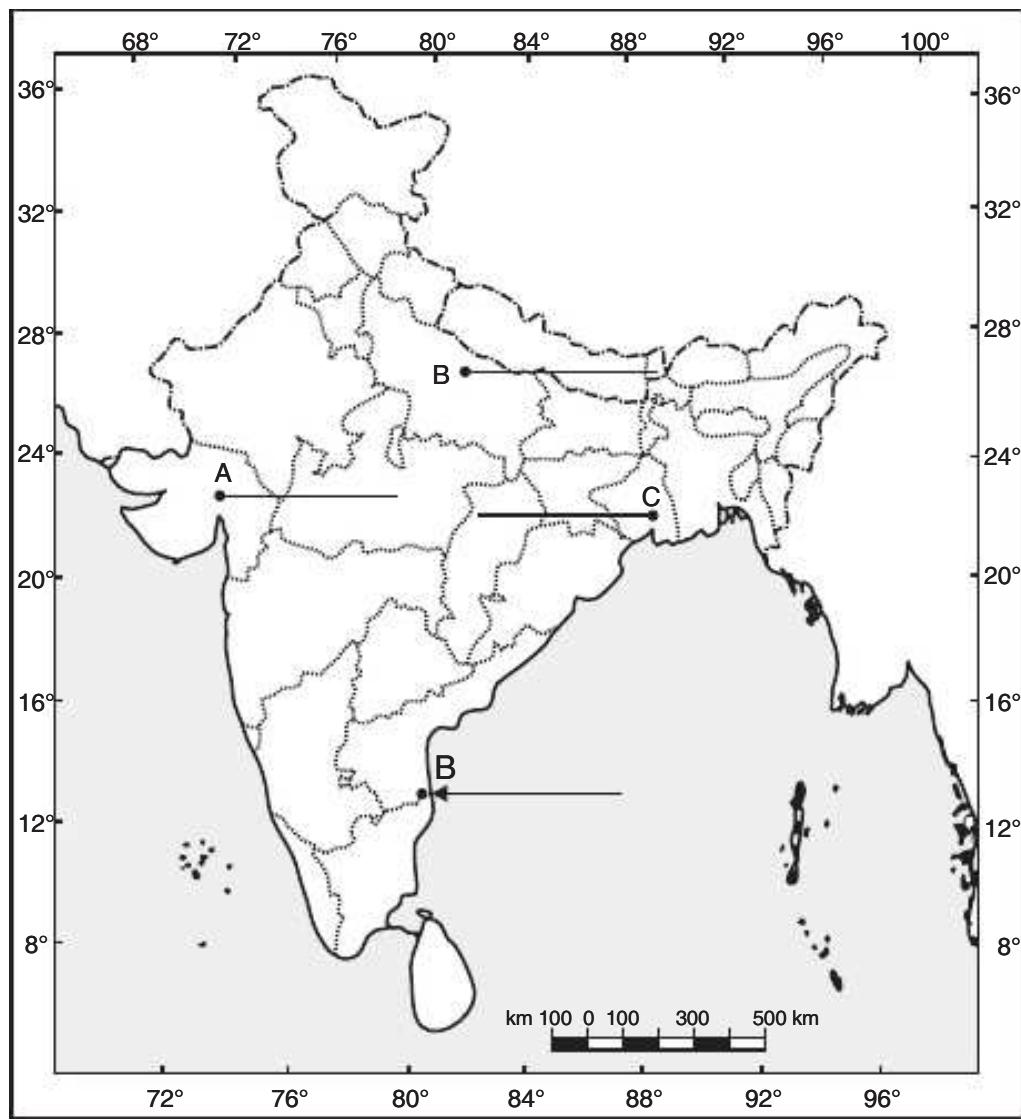
All these reasons prove that globalisation have given a boost to the Indian economy.

However however, it also led to small producers' loss as a result of stiff competition. Workers also suffered an adverse impact as they got low wages and had to work for long hours.

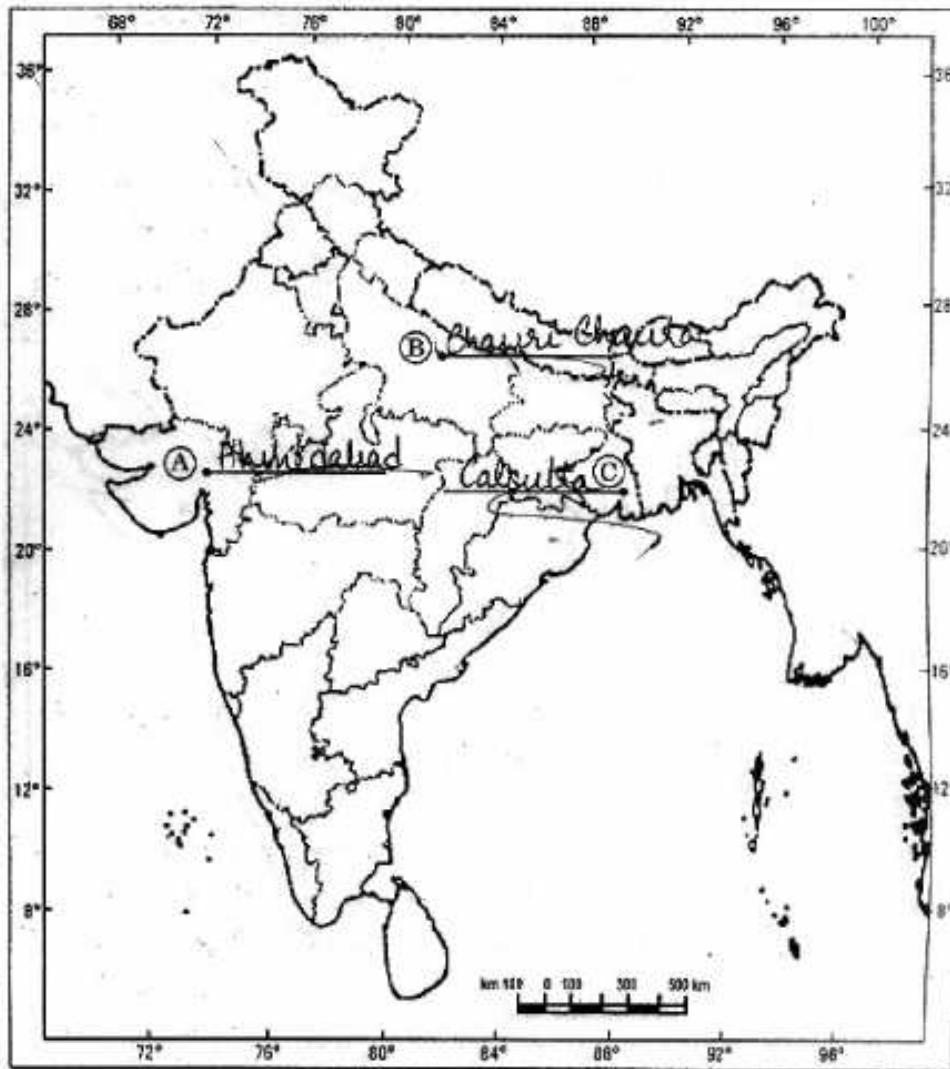
29. Three features A, B and C are marked on the given political outline map of India (on page 9). Identify these features with the help of the following information and write their correct names on the lines marked in the map :

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

$3 \times 1 = 3$

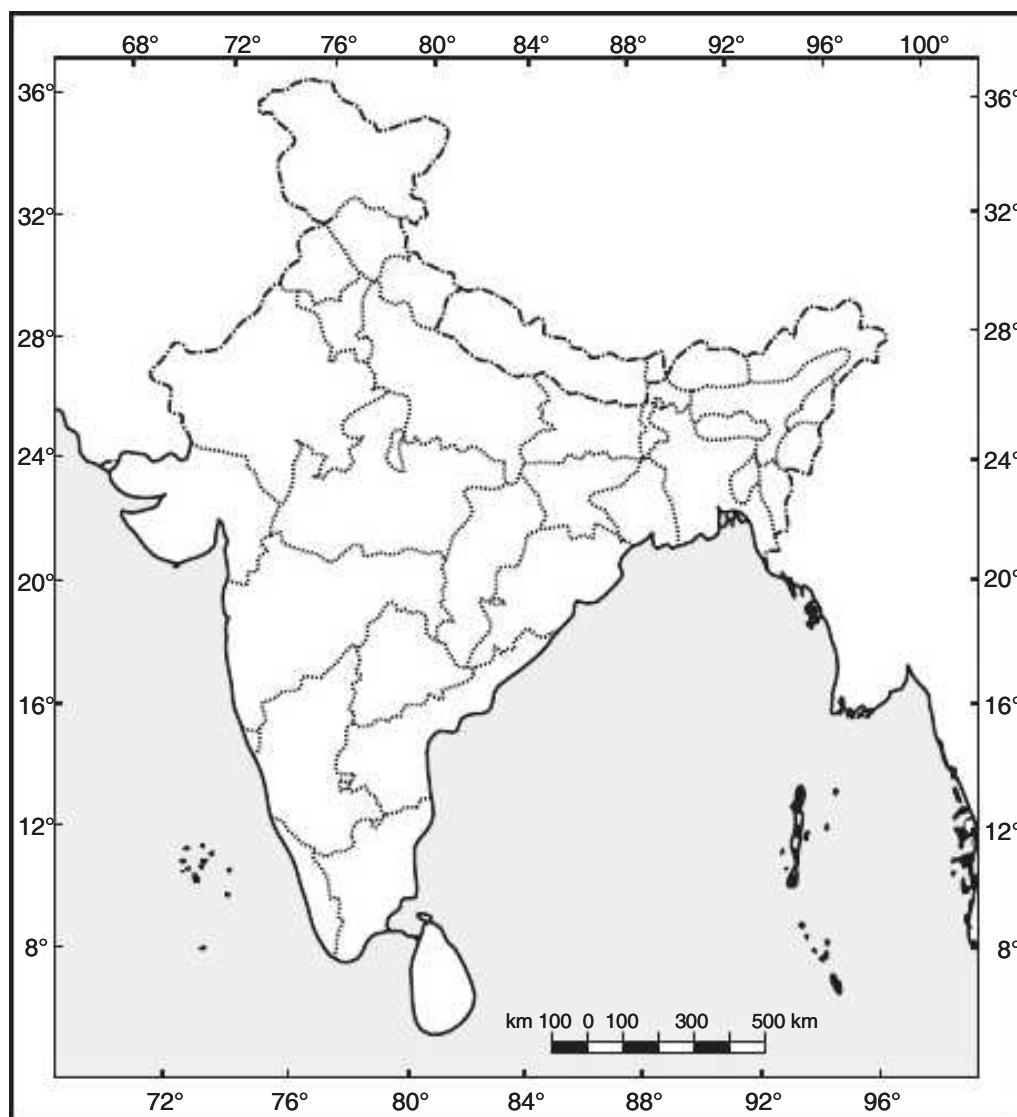


Ans.

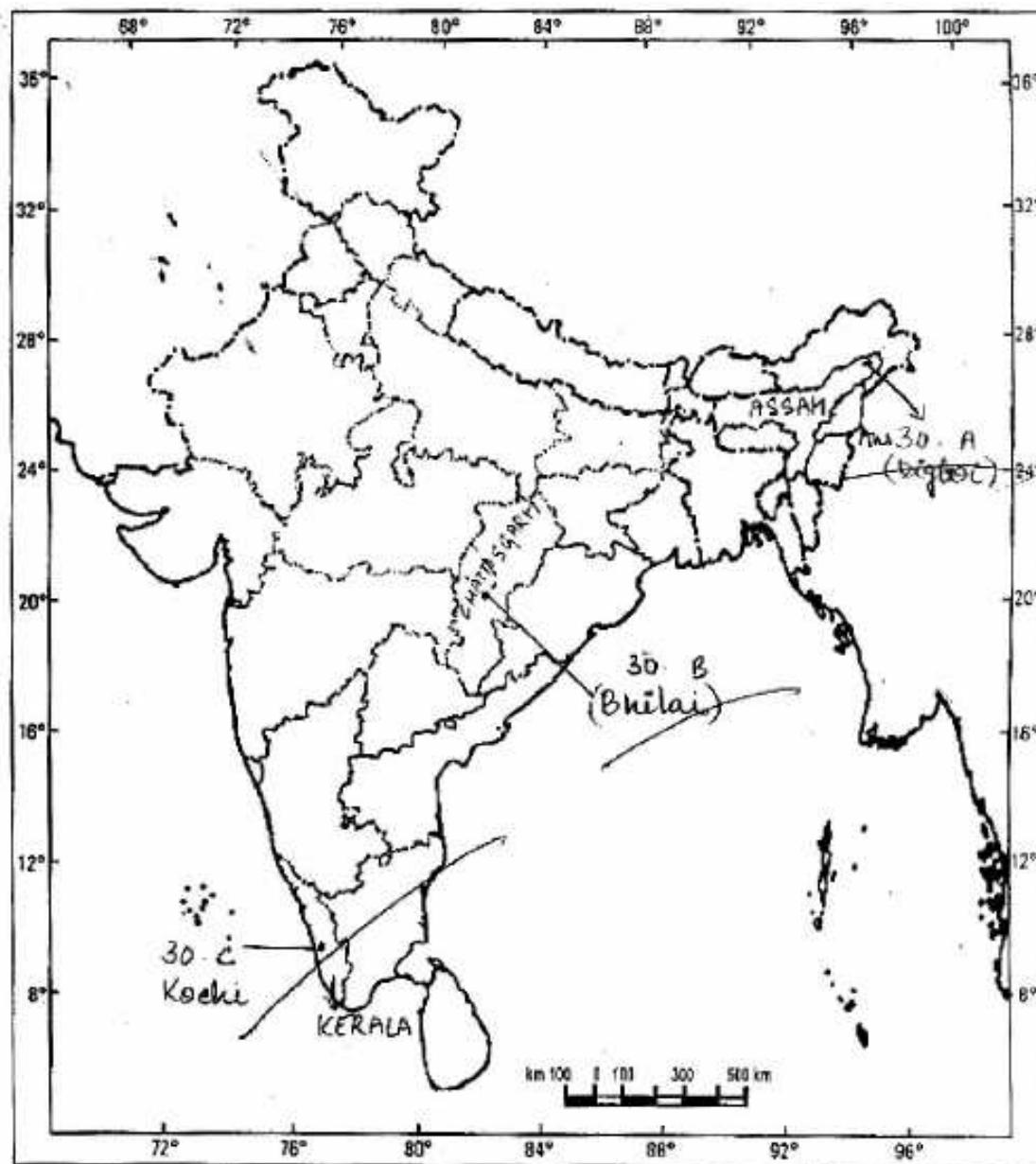


30. On the given political outline map of India (on page 11), locate and label the following with appropriate symbols :

- A. Oil Field - Digboi
- B. Iron and Steel Plant - Bhilai
- C. Major Sea Port - Kochi



Ans.



(Periodic Tests)

Pre-Mid Term Tests

CHAPTERS COVERED :

Unit I : Chapter 1, 2, 3; Unit II : Chapter 1, 2, 3;

Unit III : Chapter 1, 2, 3, 4, 5; Unit IV : Chapter 1, 2

Test 1

Maximum Marks 10

- 1.** Name the Treaty of 1832 that recognized Greece as an independent nation.
- 2.** What is the meaning of concentration camps ?
- 3.** What attracts the Foreign Investment ?
- 4.** Who were called Colons in Vietnam ?
- 5.** Name the writer who wrote the book "The History of the Loss of Vietnam".
- 6.** The resolution of Poorna Swaraj was adopted at which session of the Congress?
- 7.** What was the main role of 'FEDECOR' organization in Bolivia?
- 8.** What is the guiding philosophy of Bharatiya Janata Party?
- 9.** What were the two bases of colonial economy in Vietnam?
- 10.** What is Joint Forest Management Programme ? Which was the first state to adopt this programme?

Test 2

Maximum Marks 10

- 1.** What was the major issue taken up by the liberal nationalists ?
- 2.** Who was proclaimed the King of United Italy in 1861 ?
- 3.** Trace the reason because of which Gandhiji started Satyagraha in 1919.
- 4.** Name an endangered species.
- 5.** What did British do to repress the Rowlatt Satyagrahis ?
- 6.** What was the main aim of the French revolutionaries ?
- 7.** Name the country which follows 'coming together' style of federalism.
- 8.** 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 ?
- 9.** Name any two sectional interest groups.
- 10.** What was the major change that occurred in the political and constitutional scenario due to French Revolution in Europe?



Mid Term Tests

CHAPTERS COVERED :

**Unit I : Chapter 4, 5, 6; Unit II : Chapter 4, 5, 6;
Unit III : Chapter 5, 6, 7, 8; Unit IV : Chapter 1, 2**

Test 1

Maximum Marks 10

1. Who issues currency notes in India?
2. By which name is specialized cultivation of fruits and vegetables known ?
3. Which language is spoken by majority of Sri Lankans ?
4. Which rock consists of single mineral only ?
5. Name the minerals formed in beds and layers.
6. What is Hematite ?
7. What is a homogenous society ?
8. Why is the 'least cost' known as decision making factor for ideal location of an industry?
9. (i) Give one difference between renewable and non-renewable resources.
(ii) Give an example of non-renewable resources.
10. What is meant by Double Coincidence of Wants ?

Test 2

Maximum Marks 10

1. Who supervises the functioning of formal sources of loan ?
2. By which other name is 'slash and burn' agriculture known ?
3. Which regions of India have well developed terrace farming ?
4. Name any one river valley project which has significantly contributed to the loss of forests.
5. What is the main reason for the depletion of flora and fauna ?
6. Who led the 'Scholar Revolt' in Vietnam in 1868 ?
7. Name any two regional parties of West Bengal.
8. How do minerals occur in igneous and metamorphic rocks ?
9. Why is democratic government better than other alternatives ?
10. Which industries are defined as Small Scale Industries ?



Post-Mid Term Tests

CHAPTERS COVERED :

Unit I : Chapter 1-8; Unit II : Chapter 1-7;

Unit III : Chapter 1-8; Unit IV : Chapter 1-5

Test 1

Maximum Marks 10

- 1.** What was the strong demand of the emerging middle classes in Europe during nineteenth century ?
- 2.** Which organization led the protest against water privatisation in Bolivia ?
- 3.** Which form of government is better-democratic or non-democratic ?
- 4.** Which logo would you like to see while purchasing a tin of edible oil ?
- 5.** What is the major objective to develop Super Highways?
- 6.** Why are there a wide range of colours,hardness, crystal forms, lustre and density found in minerals ?
- 7.** How does democracy produces an accountable government ?
- 8.** Which system can reduce the possibility of tension and conflict groups of society ?
- 9.** Why did India adopt Multi-Party system ?
- 10.** Which two prime factors are important for the location of Aluminium smelting industry ?

Test 2

Maximum Marks 10

- 1.** According to the World Bank (2004), which country would be classified as a low income country ?
- 2.** What is the full form of HDI ?
- 3.** Which occupation belongs to the primary sector? Mention any one.
- 4.** Trace the reason because of which Gandhiji started Satyagraha in 1919.
- 5.** What is Calligraphy ?
- 6.** What does the challenge of expansion faced by established democracies involve ?
- 7.** Which system can reduce the possibility of tension and conflict groups of society ?
- 8.** What is the requirement laid down by the Election Commission for a political party to be recognized as a 'State Party' ?
- 9.** (i) Who developed the first printing press?
(ii) Which method of hand-printing was developed in China?
- 10.** What is the major objective to develop Super Highways ?



UNIT – I**India and the Contemporary World-II****CHAPTER****1****THE RISE OF NATIONALISM IN EUROPE****Sub-Unit 1.1 : Events and Processes****Syllabus**➤ **Nationalism in Europe :**

- (i) *The growth of nationalism in Europe after the 1830s.*
- (ii) *The ideas of Giuseppe Mazzini etc.*
- (iii) *General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece.*

**TOPIC-1
Rise of Nationalism in Europe****Quick Review**

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

French Revolution :

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

Advent of Liberalism in Europe :

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

Rise of Conservatism and Revolutionaries :

- The middle class believed in freedom and equality of all individuals before law. Liberalism was used to end aristocracy and clerical privileges. After the defeat of Napoleon Bonaparte in 1815, the European government adopted the idea of conservatism.
- Conservatism was a political philosophy that stressed the importance of tradition, established institutions and customs, and preferred gradual development to quick change.

TOPIC - 1

Rise of Nationalism in Europe P. 01

TOPIC - 2

The Age of Revolutions (1830-1848) and the Unification of Germany and Italy P. 07

TOPIC - 3

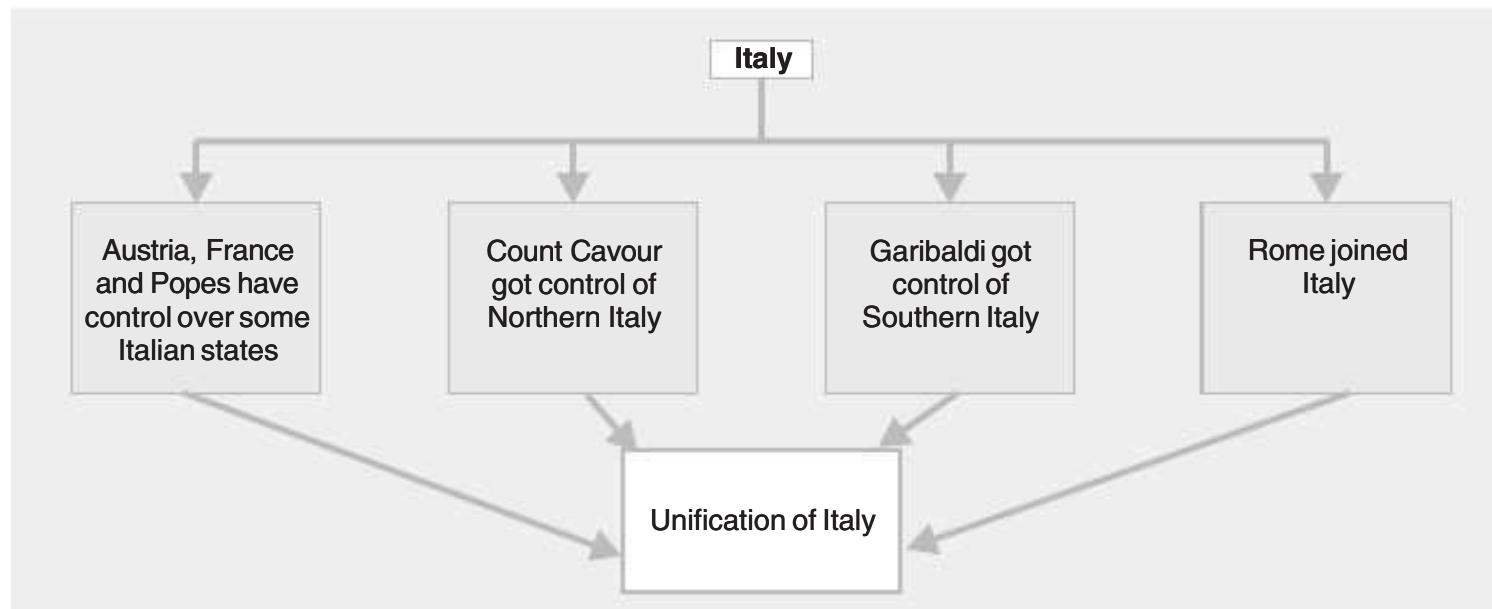
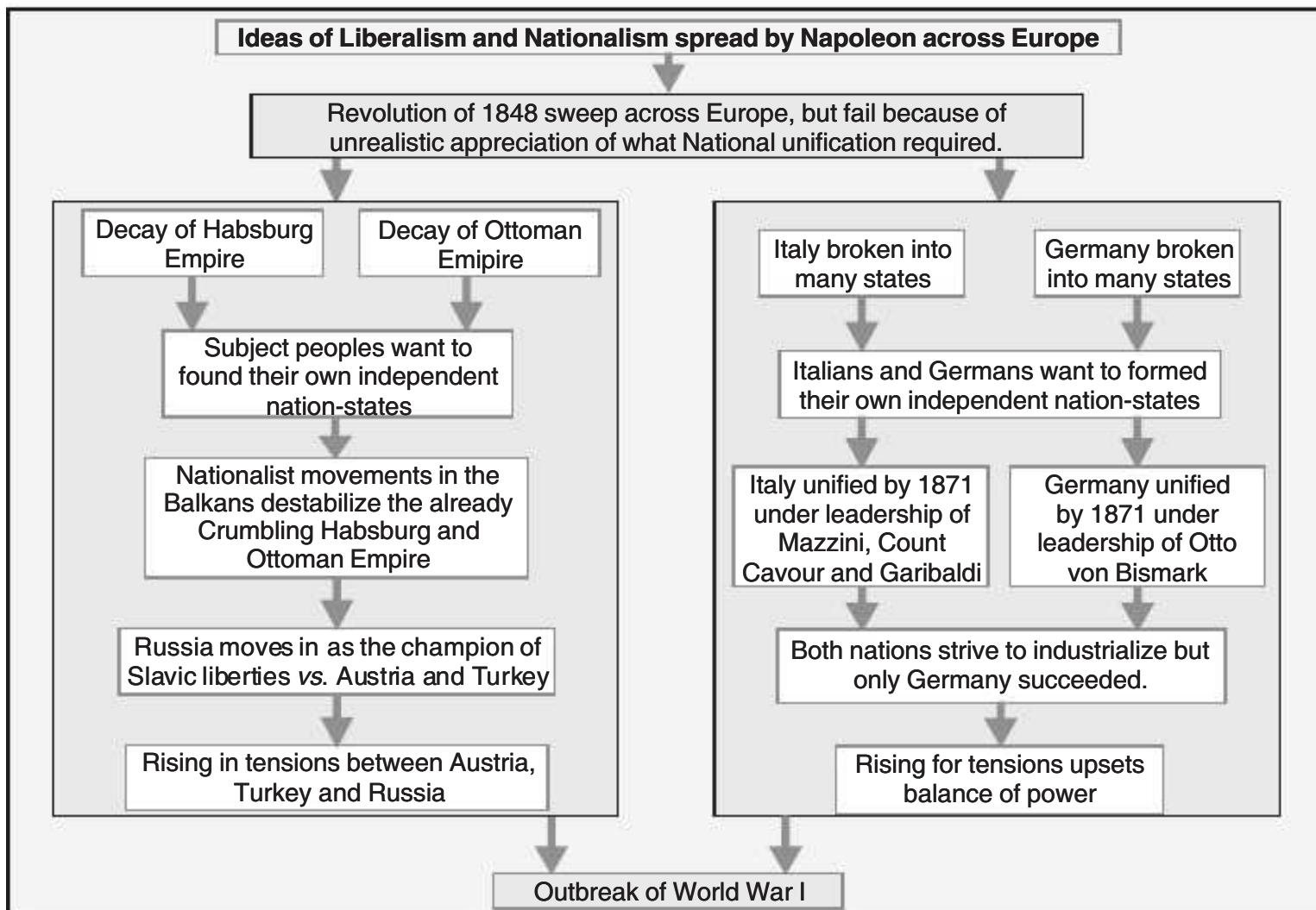
Nation States – Unification of Italy, Germany and Britain P. 12

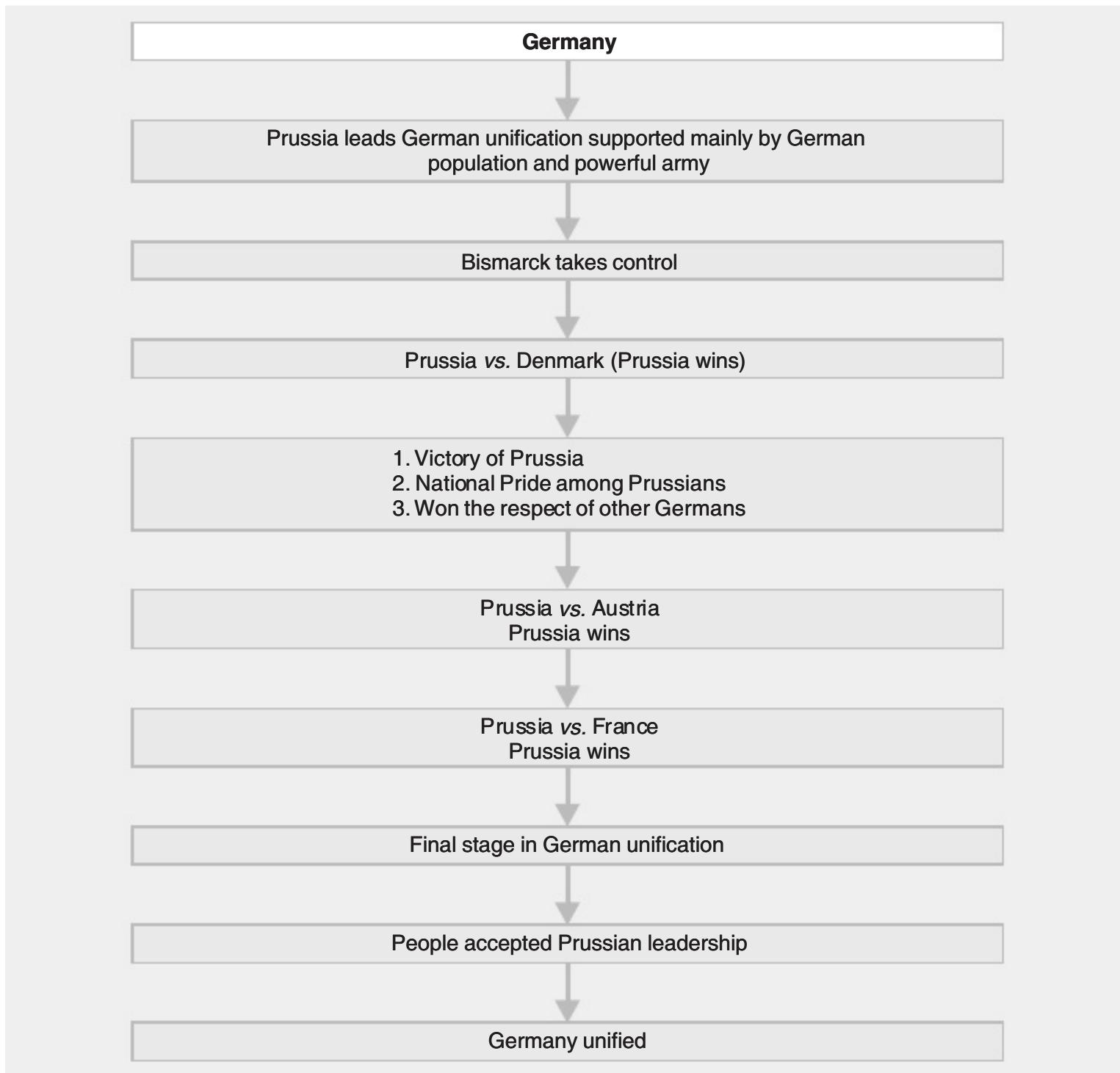
TOPIC - 4

Visualising the Nation : Nationalism and Imperialism P. 16

- After 1815, several liberals began working in secret societies all over Europe to propagate their views and train revolutionaries. Revolutionaries were seen as a threat to the restored monarchies, and hence, were repressed.
- Giuseppe Mazzini, a famous Italian revolutionary was born in 1807 in Genoa. He was part of a secret society called Carbonari and founded two underground societies called Young Italy in Marseilles, and Young Europe in Berne.
- In 1831, Mazzini was sent into exile for attempting a revolution in Liguria. Mazzini believed in the unification of the small kingdoms and principalities in Italy. These societies were joined by like-minded young men from Poland, France, Italy, and the German states.

Flowcharts





Know the Terms

- **Utopian vision** : Utopian vision refers to a vision of a society that is so ideal that it is unlikely to actually exist.
- **Absolutism** : Absolutism refers to a system of rule.
- **Plebiscite** : A plebiscite is a direct vote by which the people of a region are asked to accept or reject a proposal.
- **French Revolution** : The French Revolution in 1789 was an influential event that marked the age of revolutions in Europe. The major outcome of the revolution was the formation of a constitutional monarchy and a sizeable reduction in the royal and feudal privileges.
- **Nationalism** : A feeling of oneness with the society or the state, love and devotion for the motherland and belief in the political identity of one's country are the basic attributes of nationalism.
- **Nation-state** : A state that establishes itself as a separate political and geographical entity and functions as a complete and sovereign territorial unit. This concept emerged in 19th century Europe as a result of the growth of nationalism.
- **Modern State** : A state in which sovereignty is exercised by a centralized power over a specific territory and population.
- **Liberal Nationalism : Means** : (i) Individual freedom (ii) Equality before law (iii) Government by consent (iv) Freedom of markets (v) Abolition of state-imposed restrictions on the movement of goods and capital.
- **Napoleonic Code** : The Civil Code of 1804 introduced by Napolean, was known as the Napoleonic Code. This code did away with all privileges based on birth, established equality before the law and secured the right to property.

- **Zollverein** : A customs union formed in 1834 at the initiative of Prussia. It abolished tariff barriers and reduced the number of currencies from over thirty to two.
- **Habsburg Empire** : The empire that ruled Austria, Hungary including the Alpine regions of Tyrol, Austria, the Sudetenland and Bohemia.
- **Ottoman Empire** : A former Turkish empire ruled by the Caliph—the spiritual and temporal head of the Muslims.
- **Ideology** : System of ideas reflecting a particular social and political vision.
- **Conservatism** : A political philosophy that stressed the importance of tradition, established institutions, customs and preferred gradual development to quick change.
- **Suffrage** : The right to vote.

Know the Personalities

- **Frederic Sorrieu** : He was a French artist famous for a series of four prints prepared in 1848 that visualized the dream of a world consisting of 'Democratic and Social Republics'.
- **Napoleon (1769-1821)** : A french military and political leaders who gained prominence during the French Revolution. Ruled France from 1799 to 1815.
Assumed absolute powers in 1799 by becoming the First Consul.
- **Giuseppe Mazzini** : Giuseppe Mazzini, a famous Italian revolutionary was born in 1807 in Genoa. He was part of a secret society called Carbonari and founded two underground societies called Young Italy in Marseilles and Young Europe in Berne.
- **Duke Metternich** : The chief architect and host of the Treaty of Vienna was the Austrian Chancellor, Duke Metternich.

Know the Dates

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

Know the Links

- www.authorstream.com/.../mynameisbhanu-1586877-rise-nationalism-europe
- www.excellup.com/classen/ssten/nationalsimeur

Very Short Answer Type Questions

1 mark each

- U** Q. 1. What was the major change that occurred in the political and constitutional scenario due to French Revolution in Europe ?
[Board Term-II, Delhi Set-I, II, III, 2015]
Ans. The French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizen. 1
- A** Q. 2. What was the main aim of the French Revolutionaries ?
[Board Term-II, Outside Delhi Set-I, II, III, 2015]
Ans. The main aim of French Revolutionaries was to create a sense of collective identity amongst the French people. 1
- A** Q. 3. What was the main aim of revolutionaries of Europe during the years following 1815 ?
[Board Term-II, Delhi, Set-III, 2016]
- Ans.** To oppose monarchial forms of government. It emphasized the notion of a united community enjoying equal rights under a constitution. 1
- U** Q. 4. What was the meaning of liberalism in early nineteenth century in Europe ?
[Board Term-II, Foreign, Set-I, 2016]
Ans. Liberalism stood for freedom for individual and equality for all before the law. 1
- U** Q. 5. What was the main aim of Treaty of Vienna 1815 ? **[Board Term-II, Foreign, Set-II, 2016]**
Ans. The main aim was to undo most of the changes that had come about in Europe during the Napoleonic wars. 1

Short Answer Type Questions

3 marks each

- A** Q. 1. Describe any three steps taken by French revolutionaries to create a sense of collective identity among the French people ?

[Board Term-II, (Set-II022) 2012, 2010]

Ans. Refer to Ans. of Q. 1, HOTS Ques.

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

- A** Q. 2. Describe the event of French Revolution which had influenced the people belonging to other parts of Europe.

[Board Term-II, Delhi Set-I, II, III, 2015]

Ans. The events of French Revolution which had influenced the people belonging to other parts of Europe :

Students and other members of educated middle class began to Set-up Jacobin clubs. Their activities and campaigns prepared the way for the French armies. The French armies began to carry the idea of nationalism abroad. Thus, created a sense of collective identity. 3

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

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

Ans. (i) It did away with all privileges based on birth.

(ii) It established equality before law and secured the right to property.

(iii) It simplified administrative divisions and abolished feudal system. $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

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

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

Ans. (i) Peasants, artisans, workers and businessmen enjoyed this newly found freedom.

(ii) They realised that Uniform laws and standardised weights and measures and a common national currency would be more helpful in trade as it would facilitate the movement and exchange of goods and capital from one region to another.

(iii) Increase in taxes, censorship and forced conscription in French armies were seen as outweighing the advantage of administrative changes which Napoleon brought. $1 \times 3 = 3$

- R** Q. 5. Why was the Napoleonic rule over other regions unpopular with some sections of Europe ? [Board Term-II, (Set-II027), 2012]

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

(i) Administrative reforms did not go hand-in-hand with political freedom. The newly annexed regions found themselves under the French rule.

(ii) The newly acquired territories had to face increased taxation and censorship.

(iii) The forced conscription into French army to conquer other parts of Europe was not popular with the newly conquered people. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

- U** Q. 6. How was the ideology of liberalism allied with National Unity in early 19th century in Europe? Explain in three points.

[Board Term-II, (Set-68006) 2012]

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

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

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

[CBSE Marking Scheme, 2012]

- A** Q. 7. "A wave of economic nationalism strengthened the wider nationalist sentiments growing in Europe." Which class brought about this change ? How did they bring about this change? Explain with two reasons.

[Board Term-II, 2012, Set-68004]

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

(i) They brought about the change in two ways :

- (a) Formation of Zollverein.
- (b) Tariff barriers were abolished.
- (ii) Reduced the number of currencies from over thirty to two.

(iii) Creation of railways helped them in mobility and harnessing economic interests. (Any two) $1 + 2 = 3$

- R** Q. 8. How did the Treaty of Vienna change the map of Europe? [Board Term II, (Set-68019) 2012]

OR

How did conservatives establish their power after 1815?

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

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

(iii) The conference was hosted by Austrian Chancellor-Duke Metternich.

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

(v) The deposed Bourbon Dynasty was restored to power.

(vi) France lost its territories, annexed under Napoleon.

(vii) To prevent further expansion of French territories, series of states were Set-upon boundaries.

(viii) Kingdom of Netherlands including Belgium was set-up in north.

(ix) Genoa was added to Piedmont in south.

- (x) Prussia was given new territories in western frontiers.
- (xi) Austria was given the control of northern Italy.
- (xii) The Eastern Russia was given a part of Saxony.
- (xiii) 39 states of German Confederation were left untouched. [CBSE Marking Scheme, 2012] 3

Q. 9. Explain any three provisions of the Treaty of Vienna of 1815. [Board Term-II, 2012, 2016]

OR

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

[Board Term-II, (Set-68019) 2012]

Ans. Provisions of Treaty of Vienna :

- (i) Bourbon dynasty was restored to power in France.
- (ii) France lost the territories it had annexed under Napoleon.
- (iii) The kingdom of Netherlands was Set-up in North and Genoa was added to Piedmont in the South.
- (iv) Prussia was given new territories on its Western frontier.
- (v) Austria was given control of Northern Italy.
- (vi) Russia was given part of Poland and Prussia was given a part of Saxony. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 10. Why in the years after 1848, the autocrats of central and Eastern Europe began to introduce the changes that had already taken place in Western Europe before 1815 ? Explain.

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

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

[CBSE Marking Scheme, 2016]

Q. 11. Explain any three changes which Napoleon introduced to make the administrative system more efficient in Europe. [Board Term-II, 2011]

OR

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

OR

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

Ans. Napoleon introduced following changes to make the administrative system more efficient in Europe :

- (i) The Civil Code of 1804, known as Napoleonic Code, did away with all the privileges based on birth.
- (ii) Administration became more efficient. Napoleon introduced revolutionary principles in administration making it more efficient and rational.
- (iii) Secured the Right to property.
- (iv) Simplified administrative divisions.
- (v) Abolished feudal system.
- (vi) Freed peasants from serfdom and dues.
- (vii) In the towns too, guild restrictions were removed.
- (viii) Transport and communication improved.
- (ix) Peasants, artisans, workers and new businessmen enjoyed new-found freedom uniform laws, standardized weights and the measures facilitated the movement of goods and capital from one region to another. 3

Reactions to these changes : Businessmen and small scale producers of goods in particular began to realise.

[CBSE Marking Scheme, 2011]

Q. 12. Explain any three reasons for the nationalist upsurge in the 19th century Europe.

[Board Term II, (Set-12/B1) 2011]

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

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

[CBSE Marking Scheme, 2011]

Q. 13. What was the status of France as a state before 1789? Which two political and constitutional changes came in the wake of the French Revolution?

[Board Term-II, (Set-WVIVSA5) 2015]

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

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

Long Answer Type Questions

5 marks each

- A** Q. 1. Describe the impact of Napoleonic reforms on the rest of Europe.

[Board Term-II, (Set-KZQI05) 2015]

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

(ii) Through a return to monarchy Napoleon had destroyed democracy in France, but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient.

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

(iv) This Code was exported to the regions under French control. In the Dutch Republic, in Switzerland, in Italy and Germany, Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.

(v) In the towns too, guild restrictions were removed.

(vi) Transport and communication systems were improved. **(Any five)** $1 \times 5 = 5$

- U** Q. 2. Explain the conditions that were viewed as obstacles to the economic exchange and growth by the new commercial classes during the nineteenth century in Europe ?

[Board Term-II, 2014]

Ans. (i) The absence of freedom of markets.

(ii) State imposed restrictions on movement of goods and capital.

(iii) Time consuming calculations resulting from difference in currency, weight and measurement.

(iv) The first half of the 19th century had low explosive population growth.

(v) Job-seekers were more and employment opportunities were less.

(vi) Small producers faced stiff competition from import of cheap machine-made goods.

(vii) Peasants struggled under the burden of feudal dues. **$1 \times 5 = 5$**

[CBSE Marking Scheme, 2014]

- B** Q. 3. What does the term 'Liberalism' mean ? What did it mean to different classes and people ?

[Board Term-II, (Set-68009) 2012]

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

Middle class : For the new middle classes it stood for freedom of individual and equality of all before law.

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

[CBSE Marking Scheme, 2012]

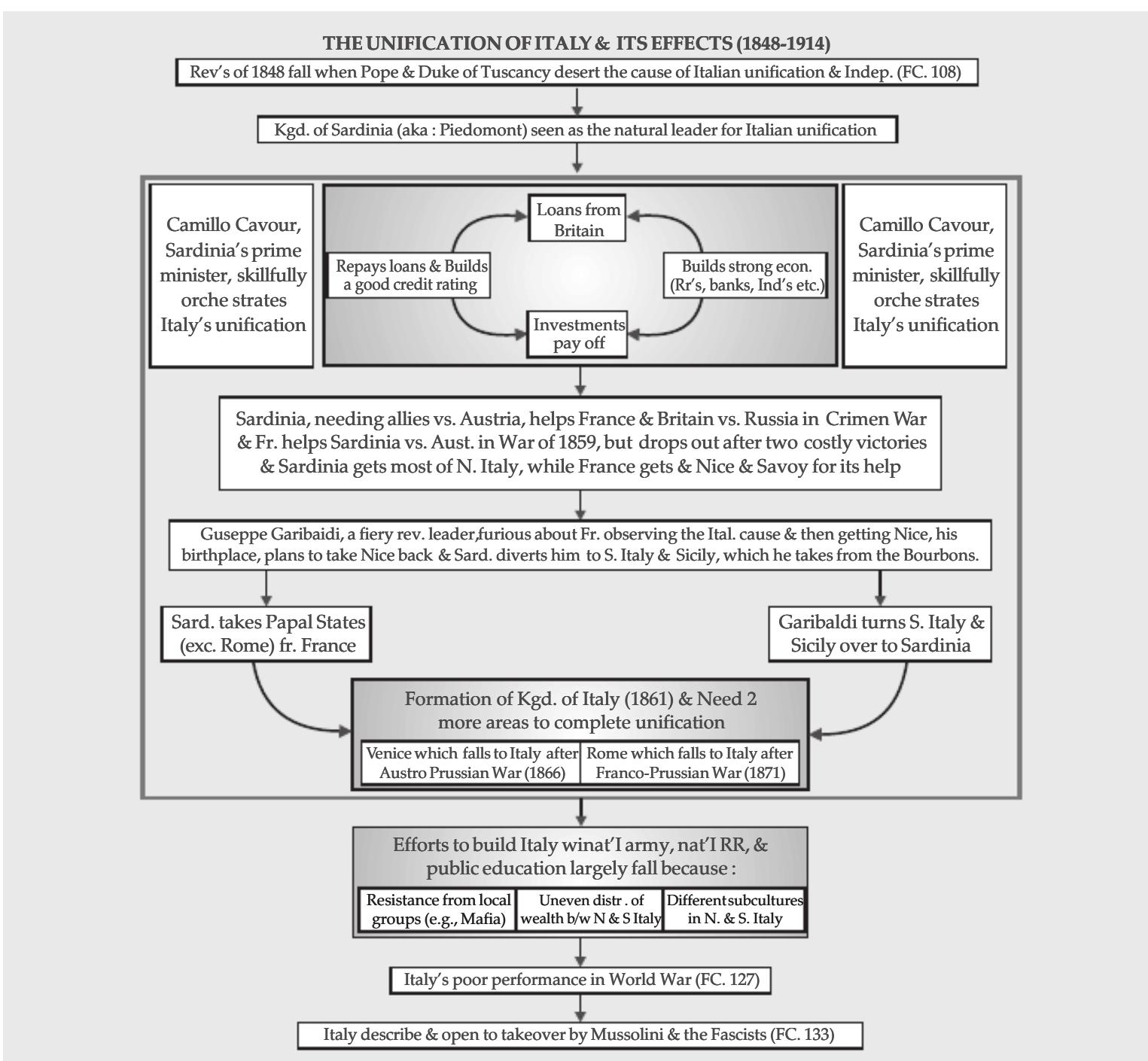
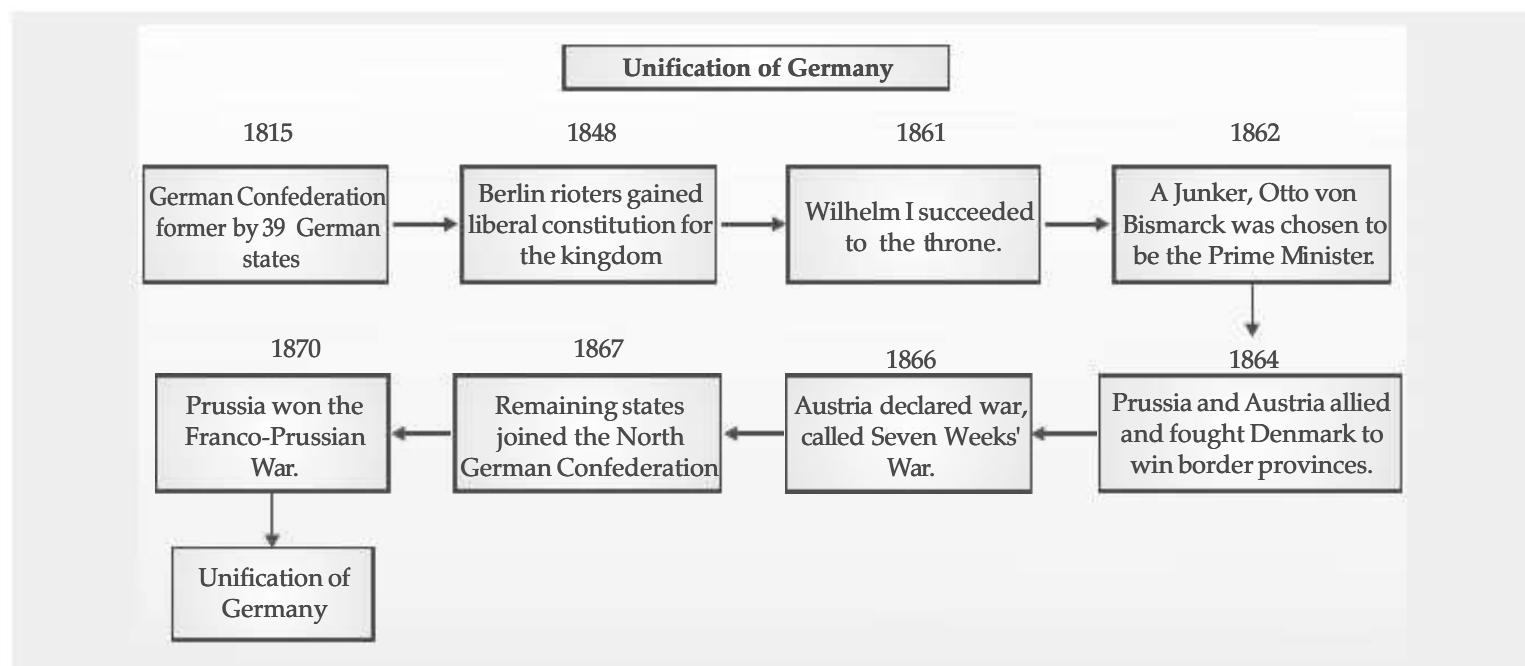


TOPIC-2 The Age of Revolutions (1830-1848) and the Unification of Germany and Italy

Quick Review

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

Flowcharts



Know the Terms

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

Know the Personalities

- **Louise Otto-Peters** : A political activist who founded a women's journal and subsequently a feminist political association.
- **Carl Welcker** : Carl Welcker, a member of the Frankfurt Parliament, had tremendous reservation against equal rights for women, and he ridiculed their demands as being against nature.

Know the Dates

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

Know the Links

- <https://www.britannica.com/.../history-of-Europe/The-age-of-revolution>
- <study.com/.../the-unification-of-germany-summary-timeline-events.html>
- www.powershow.com/view/3d6d9f-OGY5N/Unification_of_Italy...

Very Short Answer Type Questions

1 mark each

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

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

Ans. Metternich.

1

A Q. 2. Name the event that mobilised nationalist feelings among the educated elite across Europe in 1830–1848.

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

Ans. The Greek war of Independence.

1

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

(Board, Term-II, Delhi Set-I, 2016)

OR

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

Ans. The Constantinople Treaty. It is also known as the Treaty of Constantinople.

1

U Q. 4. What was the major issue taken up by the liberal nationalists ?

[Board Term-II, Foreign Set-I, II, III, 2015]

Ans. Freedom of the Press.

1

U Q. 5. What was the strong demand of the emerging middle classes in Europe during nineteenth century? [Board Term-II, Foreign, Set-III, 2016]

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

1

Short Answer Type Questions

3 marks each

U Q. 1. How had revolutionaries spread their ideas in many European States after 1815 ? Explain with example.

[Board Term-II, Outside Delhi-I, II, III, 2014]

Ans. (i) After 1815, many liberal nationalists went underground for the fear of repression like Giuseppe Mazzini, an Italian revolutionary who founded two underground societies; first Young

Italy in Marseilles and then Young Europe in Berne. Following the footsteps of Mazzini, many secret societies were Set-up in Germany, France, Switzerland and Poland.

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

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

$1 \times 3 = 3$

A Q. 2. Describe the role of Giuseppe Mazzini as an Italian revolutionary.

[Board Term-II, (Set-68018) 2012]

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

- (i) He founded two secret societies—Young Italy in Marseilles and Young Europe in Berne.
- (ii) Members of these societies were like-minded young men from Poland, France, Italy and German states.
- (iii) Mazzini's relentless opposition to monarchy and his vision of democratic republic frightened the conservatives.

$1 \times 3 = 3$

R Q. 3. What were the effects of revolutionary upheaval in France in 1830 ?

[Board Term-II, Set-II081 2012, 11]

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

- (i) The Bourbon dynasty which was restored in 1815 was overthrown by liberal revolutionaries.
- (ii) A constitutional monarchy was installed with Louis Philippe as its head.
- (iii) An uprising was seen in Brussels which led to Belgium breaking away from the United Kingdom of Netherlands.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

R Q. 4. Define the term Romanticism. How did it facilitate the promotion of nationalist sentiment?

[Board Term-II, (Set-TCJQ6VD) 2016]

OR

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

[Board Term-II, (Set-68007) 2012]

Ans. Romanticism was a cultural movement which sought to develop a particular form of nationalists sentiments in the following ways :

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

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

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

$1 \times 3 = 3$

U Q. 5. Explain the role of languages in developing the national sentiments in Europe.

[Board Term-II, (Set-06/C1) 2011]

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

(i) When Russia occupied Poland, the Polish language was banned, and it was replaced by the Russian language.

(ii) Many members of the clergy in Poland began to use language as a weapon of national resistance.

(iii) The use of Polish came to be seen as a symbol of the struggle against the Russian dominance. $1 \times 3 = 3$

A Q. 6. "The decade of 1830 had brought great economic hardship in Europe." Support the statement with arguments. [Board Term-II, Outside Delhi, Set-I, II, III, 2016]

OR

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

[Board Term-II, OD-Set-III, 2013, 12 Set-II080, 2011]

Ans. Refer to Ans. of Q. 4 Long Answer Type Questions.

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

U Q. 7. "The development of nationalism did not come about only through wars and territorial expansion. Culture played an important role in creating the idea of the nation." Elaborate upon the statement. [Board SQP-2016]

OR

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

[Board Term-II, Foreign Set-I, II, III, 2016]

OR

How did culture play an important role in creating the idea of the 'nation' in Europe ? Explain. [Board Term-II, Delhi Set-II, 2013]

OR

Give three examples to show the influence of culture on the growth of nationalism in Europe. [Board Term-II, (Set-68002) 2012]

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

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

U Q. 8. How did a wave of economic nationalism strengthen the wider nationalist sentiment growing in Europe ? Explain.

[Board Term-II, Foreign Set-I, II, III, 2015]

Ans. Economic nationalism strengthened the wider nationalist sentiment.

- (i) In the economic sphere liberalisation stood for the freedom of markets and the abolition of state imposed restrictions on the movement of goods and capital.
- (ii) There was a strong demand of the emerging middle classes. *For example*, the German speaking regions in the first half of the 19th century.
- (iii) Napoleon's administrative measures had created out of small principalities a confederation of 39 states. Each of these possessed its own currency, weights and measures.
- (iv) Such conditions were viewed as obstacles to economic exchange and growth by the new commercial classes who argued for the creation of a unified economic territory allowing the unhindered movement of goods, people and capital.
- (v) The union abolished tariff barriers and reduced the number of currencies from over thirty to two.
- (vi) The creation of network of railways further stimulated mobility, harnessing economic interest to national unification. **(Any three)** $1 \times 3 = 3$

A Q. 9. Examine the role of women in the nationalist struggles of Europe. **[NCERT]**
[Board Term-II, (Set-02/B1) 2011]

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

- (i) Art and poetry, stories, music helped in shaping nationalist feelings in Europe.
- (ii) Romanticism was a cultural movement which played a role in this context. Romantic poets and artist were critical of reason and science.

- (iii) A sense of shared collective heritage was developed.
- (iv) Folk dance, Folk poetry, Folk songs were considered the true expression of the spirit of the nation.
- (v) Speaking in the vernacular language was another expression of nationalism. **(Any three)**

[CBSE Marking Scheme, 2011]

B Q. 10. What is the significance of 1848 for France and the rest of Europe ? What did the liberals demand ? **[Board Term-II, 2011]**

Ans. With many revolts like revolts of the poor, unemployed workers and starving peasants during 1848 in Europe, educated middle class of France also started a revolution for the abdication of the monarch and a republic based on universal male suffrage had been proclaimed. In other parts of Europe, men and women of the liberal middle classes combined their demands for constitutionalism with national unification. They took advantage of the growing popular unrest to push their demands for the creation of a nation-state on parliamentary principles — a constitution, freedom of press and freedom of association. The issue of extending political rights to women was most controversial subject matter within the liberal movement in which large number of women had participated actively. **3**

Q. 11. What are the political, social and economic ideas supported by the liberals in Europe ? **[NCERT]**

[Board Term II, (Set-11/B1) 2011]

Ans. Refer to Ans. of Q. 5. Long Ans. Type Question.

$1 \times 3 = 3$

Long Answer Type Questions

5 marks each

U Q. 1. What happened during the year following 1815 when the fear of repression drove many liberal-nationalists underground ? Explain.
[Board Term-II, (Set-KCG34U9) 2016]

- Ans.(i)** Secret societies sprang up in many European states to train revolutionaries and spread their ideas.
- (ii) To be revolutionary at this time meant a commitment to oppose monarchical forms that had been established after the Vienna Congress, and to fight for liberty and freedom.
- (iii) Most of these revolutionaries also saw the creation of nation-states as a necessary part of this struggle for freedom. One such individual was the Italian revolutionary Giuseppe Mazzini.
- (iv) He subsequently founded two more underground societies, first, Young Italy in Marseilles, and then, Young Europe in Berne, whose members were like-minded young men from Poland, France, Italy and the German states.
- (v) Mazzini believed that God had intended nations to be the natural units of mankind. So, Italy could not continue to be a patchwork of small states and

kingdoms. It had to be forged into a single unified republic within a wider alliance of nations.

- (vi) This unification alone could be the basis of Italian liberty. Following his model, secret societies were Set-up in Germany, France, Switzerland and Poland.
- (vii) Mazzini's relentless opposition to monarchy and his vision of democratic republics frightened the conservatives. Metternich described him as 'the most dangerous enemy of our social order'.

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

[CBSE Marking Scheme, 2016]

A Q. 2. How did the Greek War of Independence mobilized nationalist feeling among the educated elite across Europe ? Give five points. **[Board Term-II, (Set-05/A1) 2011]**

- Ans. (i)** Greece had been a part of the Ottoman Empire since the 15th Century.
- (ii) Struggle for independence began in 1821.
- (iii) Greece got support from Greeks living in exile and West-Europeans who had sympathies for ancient Greek culture.
- (iv) Poets and artists lauded Greece as the cradle of European civilisation and mobilized public opinion to support its fight against Muslim Empire.

- (v) The English Poet-Lord Byron, organised funds, fought in war and died of fever in 1824.
 (vi) The treaty of Constantinople of 1832 recognized Greece as an independent nation. 5

Q. 3. How did culture play an important role in Europe in creating the idea of the nation ?

[Board Term-II, 2014, Foreign-2013,
 Delhi Set-II, (Set-68004) 2012]

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

- (i) Art and poetry, stories, music helped in shaping nationalist feelings in Europe.
- (ii) Romanticism was a cultural movement which played a role in this context. Romantic poets and artists were critical of reason and science.
- (iii) A sense of shared collective heritage was developed.
- (iv) Folk dance, Folk poetry, Folk songs were considered the true expression of the spirit of the nation.
- (v) Speaking in the vernacular language was another expression of nationalism. 1 × 5 = 5

Q. 4. Why were the years of 1830's of great hardship in Europe ? Explain any five reasons.

[Board Term-II, (Set-II076) 2012]

Ans. Reasons :

- (i) The first half of the 19th century saw an enormous increase in population all over Europe.
- (ii) Job-seekers were more and employment opportunities were less.
- (iii) People from rural areas migrated to cities and made cities over-crowded slums.

- (iv) Small producers often faced stiff competition from imports of cheap machine-made goods.
 (v) Peasants struggled under the burden of feudal dues and obligations. 1 × 5 = 5

[CBSE Marking Scheme, 2012]

Q. 5. Explain the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals ?

[Board Term-II, (Set-68018) 2012]

Ans. The 1848 revolution of the liberals :

- (i) The 1848 revolution was led by the educated middle class along with the poor, unemployed starving peasants and workers in many European countries for fulfilling their demands of constitutionalism with national unification.
- (ii) **Political ideas :** In German regions, large number of political associations whose members were middle-class professionals, businessman and prosperous artisans came together in the city of Frankfurt and decided to vote for all German National Assembly.
- (iii) **Social ideas :** A large number of women had participated actively and formed their own political associations founded newspaper, took part in political meetings and struggled for right to vote.
- (iv) **Economic ideas :** Liberals struggled for abolition of serfdom and bonded labour and wanted freedom of market.
- (v) Though conservative forces were able to suppress liberal movements in 1848, they could not restore the old order. Thus, serfdom and bonded labour were abolished. 1 × 5 = 5



TOPIC-3

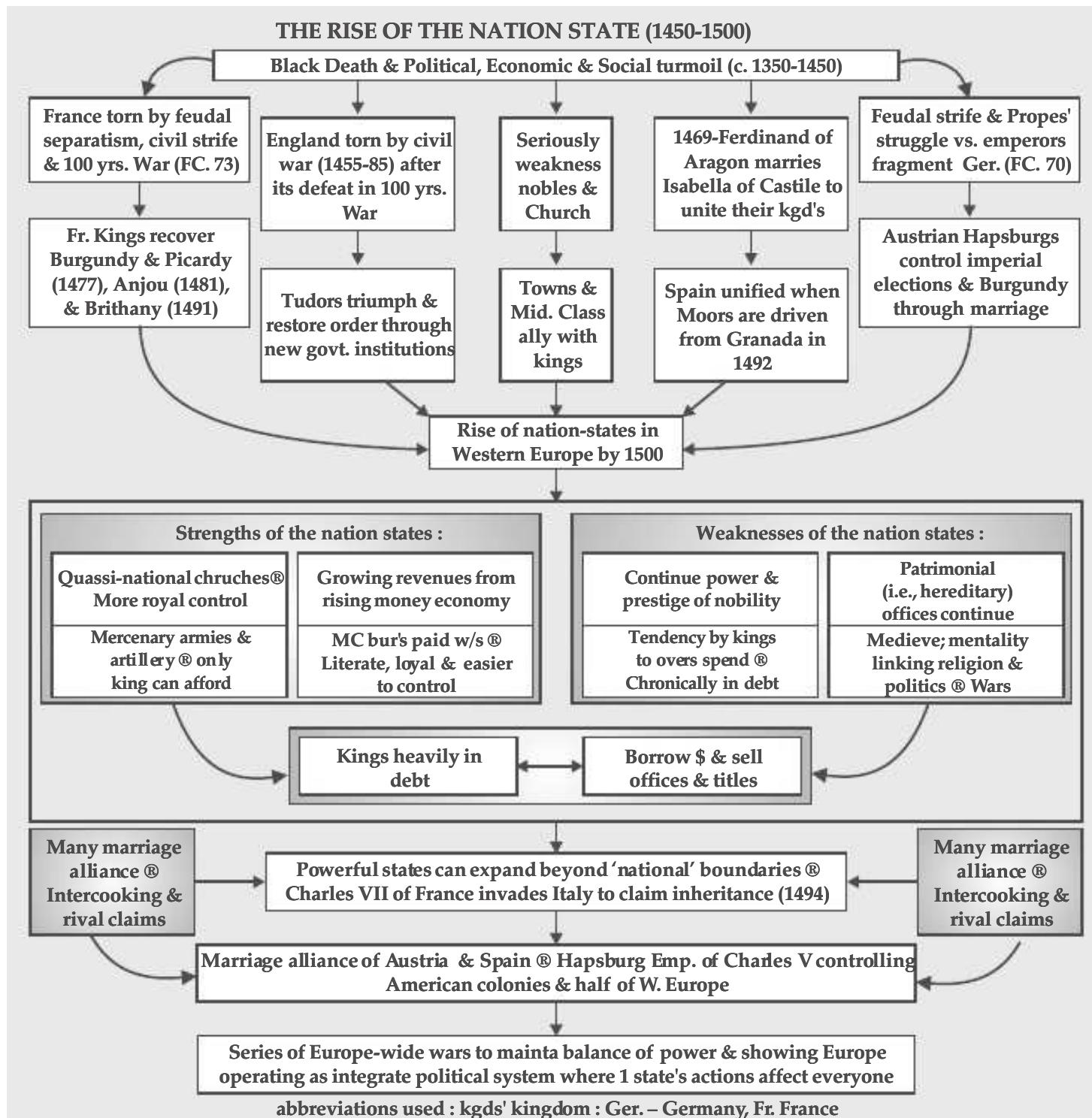
Nation States—Unification of Italy, Germany and Britain

Quick Review

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

- Giuseppe Garibaldi played an important role in the unification of Italy. He joined the war along with his armed volunteers called the 'Red Shirts'. In 1860, Garibaldi and his troops marched into Southern Italy and the Kingdom of Two Sicilies. In 1861, Victor Emmanuel II was announced King of United Italy. In 1867, Garibaldi and his volunteers attacked the French troops stationed in the Papal states.
- Britain has a different history of how it consolidated as a nation—state without uprisings and revolutions. The British Isles was inhabited by ethnic English, Welsh, Scot or Irish. The English nation grew more in power and wealth, and it began to exert influence over the other nations of the islands.
- The concept of nation states, with England as the centre, came in 1688 after the Parliament snatched power from the monarchy. In 1707, the Act of Union between England and Scotland resulted in the formation of the 'United Kingdom of Great Britain'.
- To ensure the growth of British identity, Scotland's cultural and political institutions were suppressed. The British imposed control over Ireland as well. Ireland was deeply divided into two groups, Catholics and Protestants. The English favoured the protestants, and helped them establish their dominance over a largely Catholic Ireland.
- In 1801, Ireland was forcibly incorporated into the United Kingdom after a failed Irish revolt. The symbols of new Britain were the English language, the British Flag (Union Jack), and the British national anthem (God save our Novel King).

Flowchart



Know the Personalities

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

Know the Dates

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

Know the Links

- <https://en.wikipedia.org/wiki/Nationstates>
- www.sparknotes.com/.../nations-and-states/section2.rhtml

Very Short Answer Type Questions

1 mark each

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

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

Ans. Kaiser William-I of Prussia.

U Q. 2. Who was proclaimed the King of United Italy in 1861 ? [Board Term-II, Outside Delhi, 2016

Set-III; 2011]

1 Ans. Victor Emmanuel-II.

1

Short Answer Type Questions

3 marks each

A Q. 1. Briefly describe the process of German unification.

[Board Term-II, (Set-RKZQI05) 2015]

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

A Q. 2. Examine the conditions of Italy before unification. [Board Term-II, (Set-68010) 2012]

Ans. Conditions of Italy before unification :

(i) Political fragmentation.

(ii) Italians were scattered over several dynastic states as well as the multi-national Habsburg Empire.

(iii) During the middle of the 19th century, Italy was divided into seven states.

(iv) Out of seven, only one Sardinia-Piedmont was ruled by an Italian Princely House.

(v) The North was under Austrian Habsburgs.

(vi) The centre was ruled by the Pope.

(vii) Southern regions were under Bourbon kings of Spain.

(viii) The Italian language had not acquired one common form. It still had many regional and local variations.

(Any six) $\frac{1}{2} \times 6 = 3$

A Q. 3. Describe the process by which Italy was unified. [Board Term-II (Set-AB71FIR) 2014]

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

3

B Q. 4. Who was Cavour ? Explain his contributions to the unification of Italy.

[Board Term-II (Set-II076) 2012, 11]

Ans. Cavour was the Chief Minister of Sardinia-Piedmont. His contribution to the unification of Italy was :

(i) He was a good administrator.

(ii) He worked for the unification of Italy. Through a tactful diplomatic alliance with France engineered by Cavour Sardinia-piedmont.

(iii) He led the movement to unify the regions of Italy.

(iv) He was a tactful diplomat. He succeeded in defeating the Austrian forces in 1859.

(Any two) $1 + 2 = 3$

[CBSE Marking Scheme, 2012]

Q. 5. What changes came in Nationalism in Europe after 1848 ? Who was the architect of this process? How was it practised ?

[Board Term-II, (Set-68009) 2012]

Ans. (i) Europe moved away from its association with democracy and revolution. Conservatives promoted state power and political domination.

(ii) Otto von Bismarck was the architect of this process.

(iii) It was backed by the army and bureaucracy.

[CBSE Marking Scheme, 2012] $1 \times 3 = 3$

Q. 6. How did Nationalism develop through culture in Europe ? Explain.

[Board Term-II, Outside Delhi Set-I, II, III, 2015]

Ans. Nationalism developed through culture in Europe:

(i) Culture played an important role in creating the idea of the nation, art and poetry, stories and music helped to express and shape nationalist feelings.

(ii) Romanticism, a cultural movement which sought to develop a particular form of nationalist sentiment.

Romantic artists and poets generally criticized the glorification of reason and science and focussed instead on emotions, intuition and mystical feelings.

(iii) German philosopher Johann Gottfried Herder claimed that true German culture was to be discovered among the common people- das volk. It was through folk songs, folk poetry and folk dances that the true spirit of a nation was popularised.

(iv) The emphasis on vernacular language and the collection of local folklore was used to carry the modern nationalist message to large audiences who were mostly illiterates. (Any three) $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

A Q. 1. Describe the process of unification of Germany. [Board Term II, 2015, 11, 10]

Ans. Unification of Germany :

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

From then on Prussia took on the leadership of unification of Germany. Its Chief Minister, Otto von Bismarck was the architect of this process. He took the help of military and bureaucracy.

Three wars over seven years ended in Prussian victory and completed the process of unification. The Prussian King William-I was proclaimed German Emperor in January 1871.

[CBSE Marking Scheme, 2015] 5

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

[Board Term II, (Set-68001) 2015, 12]

Ans. The Unification of Italy :

During the middle of the 19th century, Italy was divided into seven states. During 1830, Mazzini decided to unite Italy. He had formed a secret society 'Young Italy' to achieve his goal. After earlier failures in 1831 and 1848 King Victor Emmanuel-II took to unify the Italian states through wars.

Through a tactful diplomatic alliance with France by Cavour Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859. Under the leadership of Garibaldi armed volunteers marched into South Italy in 1860 and the kingdom of the Two Sicilies and succeeded in winning the support of the local peasants in order to drive out the Spanish rulers. In 1861, Victor Emmanuel-II was proclaimed king of united Italy. [CBSE Marking Scheme, 2015] 5

U Q. 3. Explain the role of Giuseppe Mazzini in the unification of Italy.

[Board Term-II, (Set-II079) 2012]

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

(i) He became member of various secret societies such as 'Young Italy' or 'Young Europe'.

(ii) He attempted revolution in Liguria.

(iii) He wanted unification with wider alliance of nations.

(iv) He frightened conservatives through opposition of monarchy and vision of democratic republics.

(v) He favoured war for unification of Italy.

(vi) He wanted Economic development and Political dominance. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

A Q. 4. Describe the process of Unification of Britain.

[Board Term-II, 2015]

Ans. Unification of Britain :

In Britain, the formation of the nation states was the result of long drawn out process. Primary identities of the people were ethnic ones. All ethnic groups such as English, Welsh Scot or Irish had their own cultural and political traditions.

The English nation steadily grew in wealth and power. It was able to extend its influence over the other nations. The Act of Union 1707 between England and Scotland resulted in the formation of the United Kingdom of Great Britain.

[CBSE Marking Scheme, 2015] 5

U Q. 5. With reference to Scotland and Ireland, explain how British nationalism grew at the cost of other cultures.

[Board Term-II, (Set-68031) 2012]

Ans. (i) Through the Act of Union (1707), England was able to impose its influence on Scotland.

- (ii) The growth of British identity in Parliament suppressed the distinctive culture of Scotland.
 (iii) The Catholic clans that inhabited the Scottish Highland suffered repression.
 (iv) They were forcibly driven out of their homeland.
- (v) Ireland was also divided between Catholics and Protestants.
 (vi) Ireland was forcibly incorporated in the UK.
- (Any five) $1 \times 5 = 5$



TOPIC-4

Visualising the Nation : Nationalism and Imperialism

Quick Review

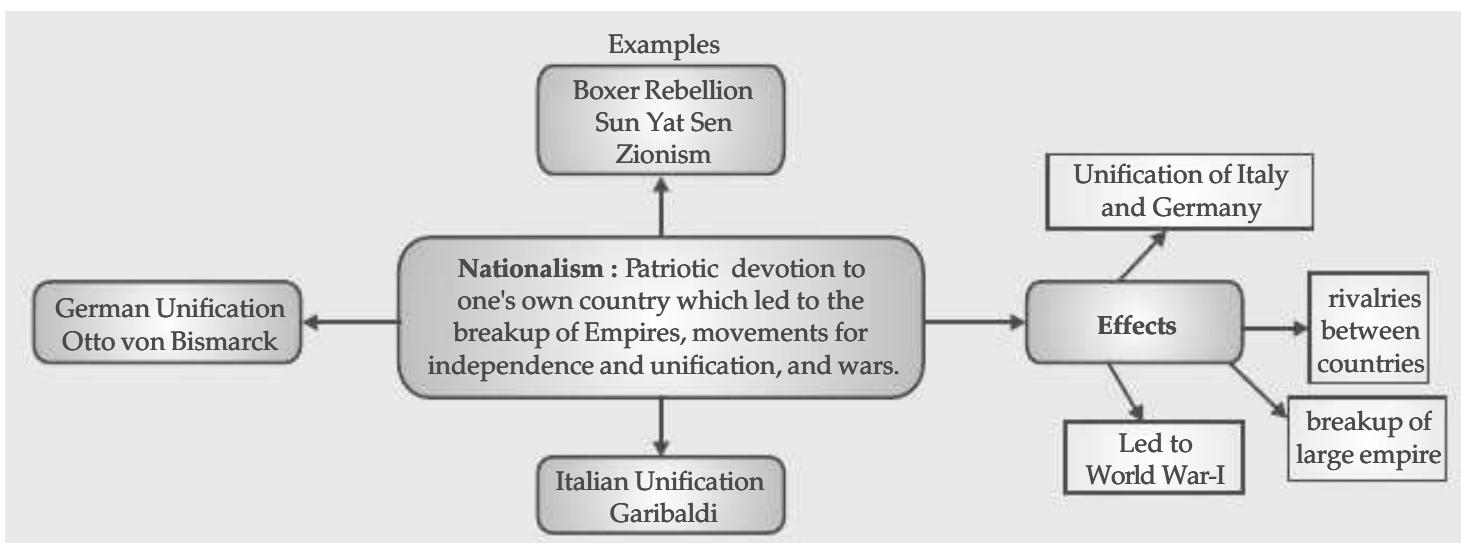
➤ Visualising the Nation :

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

➤ Nationalism and Imperialism :

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

Flowcharts



What is Imperialism ?



A policy in which a strong nation seeks to dominate other especially politically, economically or socially.

Know the Terms

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

Know the Personalities

- **Marianne and Germania** : These were allegory of nation the same way as Bharat Mata, a female figure is imagined in India. Marianne was an allegory of France while Germania was an allegory of Germany. It was a mode of visualizing the nation so as to generate extreme sense of respect and reverence in the hearts of the people living in those countries. The characteristics of Marianne were drawn from those of Liberty and the Republic the red cap, the tricolour and the cockade. The Statues of Marianne were made and erected at public places and picture of Marianne printed on postage stamps. Germania wears a crown of oak leaves because that tree stands for heroism. She holds a sword in her hand.

Important Symbols

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

Know the Links

- nationalism-imperialism.wikispaces.com
- https://en.wikibooks.org/...European_Imperialism_and_Nationalism

Very Short Answer Type Question

1 mark

- A** Q. 1. What is an allegory ? State any one example to clarify the same. [Board Term-II, SQP 2016]

a person or a thing. Examples : Statue of Liberty, Marianne, Germania etc. (Any one) 1

Ans. **Allegory** : When an abstract idea for instance, greed, envy, freedom, liberty is expressed through

Short Answer Type Questions

3 marks each

- A** Q. 1. Name the female allegory who represents France. Describe her main characteristics.

[Board Term-II, (Set-68014) 2012]

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

- (i) Those of liberty and republic.
- (ii) These were the red cap, the tricolour, the cockade.
- (iii) Statues of Marianne were erected in public squares.
- (iv) Her images were marked on coins and stamps of 1850.

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

[CBSE Marking Scheme, 2012]

- B** Q. 2. How did the Balkan region become a source of Nationalist tension in Europe after 1871 ?

[Board Term-II, (Set-II030) 2012]

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

- B** Q. 3. How did the Balkan issue become one of the major factors responsible for the First World War ? [Board Term-II, (Set-68021) 2012]

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

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

(iii) It became the source of big power rivalry among the European powers over trade, colonies and military might.

$1 \times 3 = 3$

Long Answer Type Questions

5 marks each

- A** Q. 1. ‘While it is easy enough to represent a ruler through a portrait or a statue, how does one go about giving a face to a nation.’ Examine this statement in context of European nationalism in five points.[Board Term-II, (Set-68006) 2012]

Ans. Visualizing the Nation :

- (i) Artists personified the nation—portrayed nation as a female figure.
- (ii) Artist used the female allegory to portray ideas such as liberty, justice and the republic.
- (iii) Statues of Marianne were erected in public squares to remind the national symbol of unity and to persuade them to identify with it.
- (iv) Marianne images were marked on coins and stamps.
- (v) Germania became the allegory of the German nation. She wears a crown of oak leaves, as in Germany oak stands for heroism.

$1 \times 5 = 5$

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

[Board Term-II, (Set-AB7AF1R) 2014]

OR

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

[Board Term-II, (Set-II022) 2012]

OR

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

[Board Term-II, (Set-CSPXOUWE) 2014]

OR

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

[Board Term-II, (Set-68014) 2012]

Ans. (i) The Balkan was a region of geographical and ethnic variation comprising of many states and territories whose inhabitants were commonly known as Slaves.

(ii) A large part of Balkans was under the control of the Ottoman Empire while some other parts were under the control of Russia and Austria causing a complex problem.

(iii) The spread of the ideas of Romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made the region very explosive.

(iv) The Balkan people based their claim for independence or political rights on nationality and desired to win back their long lost freedom.

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

$1 \times 5 = 5$

- A** Q. 3. How did nationalism and the idea of nation-state emerge ? Describe.

[Board Term-II, (Set-68013) 2012]

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

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

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

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

- (v) Nations began to be perceived as having a definite territory, anthem and flag, together with a

Parliament which was elected by property owning men of the middle class. $1 \times 5 = 5$

High Order Thinking Skills (HOTS) Questions

Q. 1. Analyse the measures and practices introduced by the French revolutionaries to create a sense of collective identity amongst the French people.

[Board Term-II, Delhi, Set-I, II, III, 2016]
OR

What were the various measures and practices introduced by the French revolutionaries to create a sense of collective identity among the French people ? [Board Term-II, (Set-II) 2012]

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

(ii) A new French flag, tricolour was chosen to replace the Royal Standard.

(iii) Estates General was elected by the body of active citizens and renamed the National Assembly.

(iv) New hymns were composed and martyrs commemorated all in the name of the nation.

(v) A centralised system of administration was introduced, uniform laws were made for all citizens.

(vi) French language was spoken and written and became a common language in Paris.

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

[CBSE Marking Scheme, 2012]

Q. 2. "Napoleon had destroyed democracy in France but in the administrative field, he had incorporated revolutionary principles in order to make the whole system more rational and efficient." Analyse the statement with arguments.

[Board Term-II, Outside Delhi, Set-I, II, III, 2016]

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

(i) All privileges based on birth were removed.

(ii) Established equality before law.

(iii) Right to property was given.

(iv) Simplified administrative divisions.

(v) Feudal system was abolished and freed peasants from serfdom and manorial dues.

(vi) Guild restrictions were removed.

(vii) Transport and communication systems were improved. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

Q. 3. In Britain, the formation of the nation-state was not the result of a sudden upheaval or revolution. Validate the statement with relevant arguments.

[Board SQP-2016]

Ans. In Britain, the formation of the nation-state was not the result of a sudden upheaval or revolution. It was the result of a long-drawn-out process.

(i) The primary identities of the people who inhabited the British Isles were ethnic ones—such as English, Welsh, Scot or Irish.

(ii) All of these ethnic groups had their own cultural and political traditions.

(iii) Steady growth of the English nation steadily in case of wealth, importance and power, it was able to extend its influence over the other nations of the islands.

(iv) The Act of Union 1707—between England and Scotland resulted in the formation of the 'United Kingdom of Great Britain'. It meant that England was able to impose its influence on Scotland.

(v) The growth of the British identity meant that Scotland's distinctive culture and political institutions were systematically suppressed.

(vi) The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress, and large numbers were forcibly driven out of their homeland. (Any five) $1 \times 5 = 5$

Q. 4. "Nationalism no longer retained its idealistic liberal democratic sentiment by the last quarter of the nineteenth century in Europe." Analyse the statement with examples.

[Board Term-II, Foreign Set-I, II, III, 2016]

OR

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

[Board Term-II, Foreign Set-I, II, III, 2015]

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

(i) Nationalist groups became increasingly intolerant, which leads to war.

(ii) Major European powers manipulated the nationalist aspirations to further their own imperialist aims.

(iii) Source of nationalist tension in Europe was the area called Balkans.

(iv) Idea of romantic nationalism in the Balkan together with disintegration of the Ottoman Empire made this region very explosive.

(v) One by one, European nationalities broke away from its control and declared independence.

(vi) The Balkan people based their claims for independence or political rights on nationality to prove that they were once independent but were subjugated by foreign power.

(vii) As the different, slavic nationalities struggled to define their identity and independence, the Balkan area became an area of intense conflict.

[CBSE Marking Scheme, 2015] 5

Q. 5. How had the female figures become an allegory of the nation during nineteenth century in Europe ? Analyse. [Board Term-II, Delhi Set-I, II, III, 2016]

Ans. The female figures as an allegory of the nation :

Artists found a way out to represent a country in the form of a person. Then nations were portrayed as female figures.

The female figure was chosen to personify the nation did not stand for any particular woman in real life. It gave the abstract idea of the nation a concrete form. Thus, the female figure became an allegory of the nation.

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

[CBSE Marking Scheme, 2016]

Q. 6. Explain the objectives of the 'Treaty of Vienna' of 1815. [Board Term-II, (Set-68011) 2012, 11]

Ans. Objectives of the Treaty of Vienna :

- (i) Undoing most of the changes that had come about in Europe during Napoleonic wars.
- (ii) Bourbon dynasty's rule was restored.
- (iii) France lost the annexed territories.
- (iv) Series of states were Set-up on the boundaries of France to prevent French expansion. Thus, the kingdom of the Netherlands, which included Belgium, was Set-up in the north and Genoa was added to piedmont in the South.

(v) Prussia was given important new territories on its Western frontiers while Austria was given control of Northern Italy. 1 × 5 = 5

[CBSE Marking Scheme, 2012]

Q. 7. Otto von Bismarck was the architect of 'German Unification'. Explain.

[Board Term-II, 2012, Set-2030]

OR

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

Ans. Otto von Bismarck and the German unification :

- (i) The middle class Germans in 1848 tried to unite the different regions of the German confederation into a nation—state.
- (ii) Prussian Chief Minister, Otto von Bismarck, with the help of the army and bureaucracy carried out the task of unification.
- (iii) Three wars over seven years with Austria, Denmark and France ended in Prussian victory and completed the process of unification.
- (iv) On 18th January 1871, the Prussian King, Kaiser William-I was proclaimed German emperor in a ceremony held at Versailles in the presence of important officials, army representatives and Otto von Bismarck. 1¼ × 4 = 5

[CBSE Marking Scheme, 2012]



CHAPTER

2

THE NATIONALIST MOVEMENT IN INDO-CHINA

Syllabus

- *Factors Leading to Growth of Nationalism in Indo-China :*
- (i) *French Colonialism in Indo-China.*
 - (ii) *Phases of Struggle against the French.*
 - (iii) *The ideas of Phan Chu Trinh, Phan Boi Chau, Ho Chi Minh.*
 - (iv) *The Second World War and the liberation struggle.*
 - (v) *America and the Vietnam war.*



TOPIC-1 French Colonialism in Indo-China

Quick Review

Beginning of Colonialism in Vietnam

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

TOPIC - 1

French Colonialism in Indo-China P. 21

TOPIC - 2

Phases of Struggle against the French P. 26

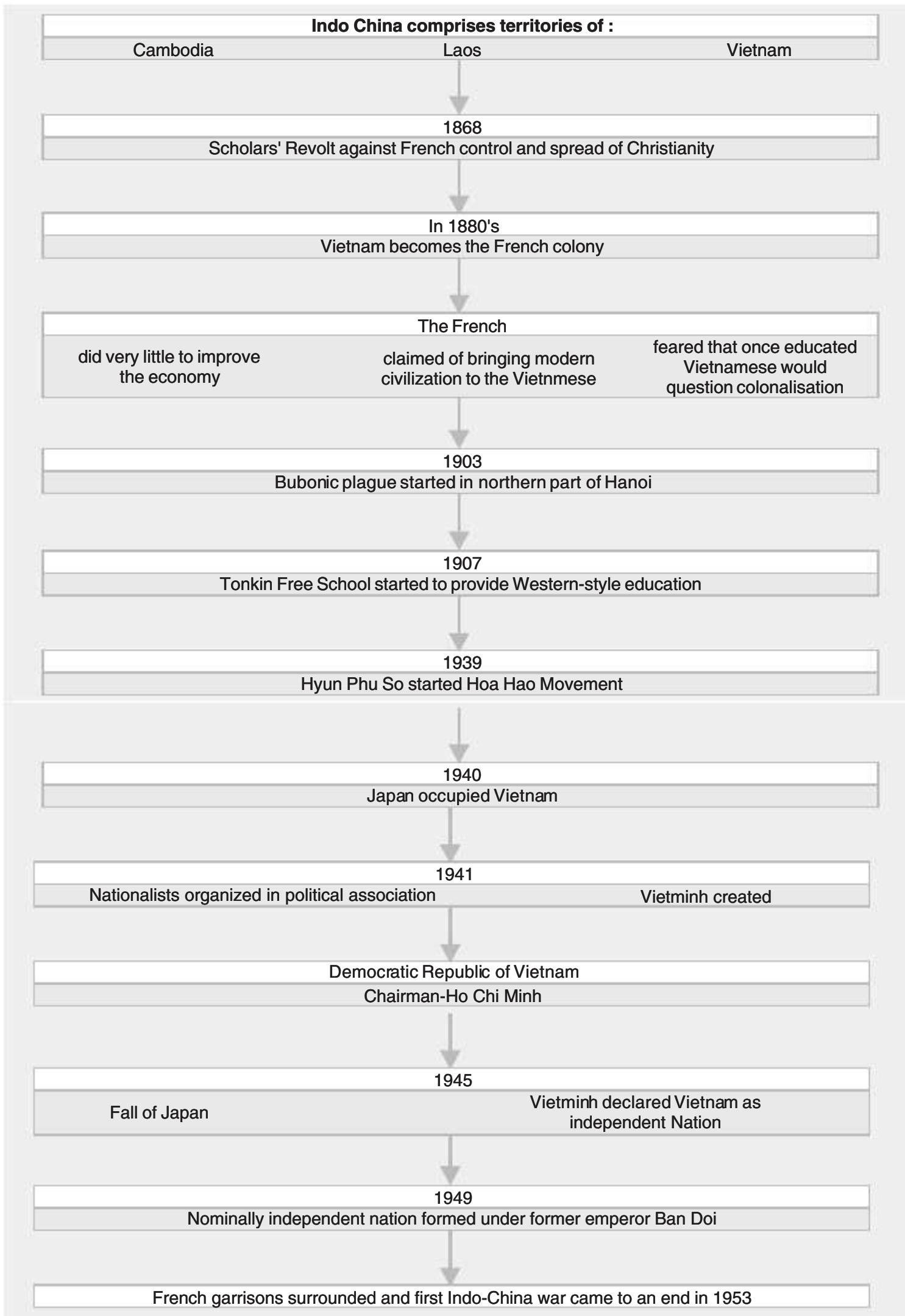
TOPIC - 3

Ideas of Phan Chu Trinh, Phan Boi Chau, Ho Chi Minh P. 30

TOPIC - 4

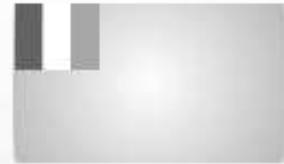
America and the Vietnam war P. 34

Flowcharts



SOUTHEAST ASIA AND PACIFIC

- Western nations fight over this area.
- French seize Vietnam, Laos and Cambodia.
 - Rename it French Indo-china.
 - Dutch take Indonesia.
 - British take Burma (modern day Myanmar), the city of Singapore and Malaya.
 - Siam (Thailand) survived European Imperialism—provided a buffer zone between French and British Territories.



Know the Terms

- **Rationalism** : It means that people have full faith on Science and its reason. Customs and old traditions have no value. People only believed those things which could be tested.
- **Individualism** : In this case, an individual is supreme and the society looks about his welfare. A free atmosphere is provided to him so that he can show his best. Very minimum restriction is imposed on him.
- **Partial Modernisation** : It is a policy of introducing modernisation in some respects and preventing it in the other respects. If the modernisation proved dangerous for the rulers' economic exploitation, then they blocked or prevented this.
- **Equality Before Law** : It means all men are equal before law. There is no discrimination between rich and poor, the same law is applicable to all irrespective of their caste, religion and economic status.
- **Liberalism** : It means freedom in outlook and thinking. The society has to solve all the problems to make the life for everyone happy and prosperous.
- **Napalm** : An organic compound used in fire bombs. The mixture burns slowly when it comes into contact with human body, it sticks and continues to burn.
- **Humanism** : It means faith in human beings. It also tells us that we must have confidence on ourselves. Man has capacity to change society and make the nature better according to his requirements.
- **Indo-China** : The term Indo-China is used to denote the region that consists of modern day Laos, Cambodia, Vietnam, Southern part of Malaysia, Myanmar and Thailand.

Know the Dates

- 1858 : The French arrived in Vietnam
- 1868 : Scholar's revolt against French control
- 1880 : Vietnam becomes French Colony
- 1887 : Franco Indo-China was formed
- 1903 : Bubonic plague started in Northern part of Hanoi
- 1939 : Hyun Phu So started HaoHoa Movement
- 1940 : Japan occupied Vietnam
- 1941 : Vietminh was created
- 1945 : Fall of Japan and Vietminh declared Vietnam as independent nation
- 1946 : The First Indo-China war began
- 1953 : The First Indo-China war came to an end

Know the Links

- www.vanderbilt.edu/olli/flies/French_Indochina_1885_1954.pdf
- www.excellup.com/Notes/10_SocSC_The_Nationalist_Movement_in_Indo
- https://en.wikipedia.org/wiki/French_Indochina

Very Short Answer Type Questions

1 mark each

- U** Q. 1. How was the maritime silk route useful for Vietnam?

[Board Term-II, Delhi Set-I, II, III, 2015]

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

- H** Q. 2. What were the two bases of colonial economy in Vietnam?

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

Ans. Bases of colonial economy in Vietnam :

- (i) Rice cultivation,
- (ii) Rubber Plantation.

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

- A** Q. 3. When did the French arrive in Vietnam?

Ans. 1858. 1

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

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

Short Answer Type Questions

3 marks each

- U** Q. 1. Why did the French think that colonies were necessary ? Explain.

[Board Term-II, (Set-68003) 2012]

OR

Mention any three reasons for the French colonisation over Vietnam.

Ans. French colonisation over Vietnam :

- (i) To supply natural resources and other essential goods.
- (ii) To bring the benefits of civilisation to backward people.
- (iii) To increase cultivation for trade.
- (iv) Infrastructural development to control entire region.
- (v) To ensure higher levels of profit.

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

[CBSE Marking Scheme 2012]

- U** Q. 3. Explain the views of Paul Bernard regarding the development of colonies.

[Board Term-II, (Set 05/B1) 2011]

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

- (i) He believed that the economy of the colonies needed to be developed.
- (ii) If the economy was developed and the standard of living of the people improved, they would buy more goods. The market would consequently expand, leading to better profits for French business.
- (iii) Bernard suggested that there were several barriers to economic growth in Vietnam like high population levels, low agricultural productivity and extensive indebtedness amongst the peasants.
- (iv) To reduce rural poverty and increase agricultural productivity, it was necessary to carry out land reforms as the Japanese had done in the 1890's.
- (v) As the experience of Japan showed, industrialisation would be essential to create more jobs.

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

- A** Q. 4. Describe the various barriers to the economic growth in Vietnam.

[Board Term-II, (Set-68010) 2012]

Ans. (i) High population levels.

(ii) Low agricultural productivity.

(iii) Extensive indebtedness amongst the peasants.

(iv) There was a necessity of land reforms.

(v) Could not ensure sufficient employment.

(vi) Industrialisation needed to ensure the recovery of economy. $\frac{1}{2} \times 6 = 3$

[CBSE Marking Scheme 2012]

- U** Q. 5. What was the conditions of colonial economy in Vietnam ? Explain. [Board SQP-2016]

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

[CBSE Marking Scheme 2011]

- (ii) Rail and port facilities were set up to service this sector. Indentured Vietnamese labour was widely used in the rubber plantations.
- (iii) The French, contrary to what Bernard would have liked, did little to industrialise the economy. In the rural areas, landlordism spread and the standard of living declined. $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

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

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

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

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

- U** Q. 7. How did Paul Bernard argue in favour of economic development of Vietnam? Explain.

[Board Term-II, OD Set-I, II, III, 2015]

Ans. Paul Bernard's arguments in favour of economic development of Vietnam :

- (i) He argued that the purpose of acquiring colonies was to make profits.
- (ii) Economy was developed and the standard of living of the people improved, they would buy more goods.
- (iii) The market would consequently expand, leading to better profits for French business.

(iv) To reduce rural poverty and increase agricultural productivity it was necessary to carry out land reforms.

(v) To ensure sufficient employment, industrialisation would create more jobs.

(Any other relevant points)
[CBSE Marking Scheme, 2015] 3

- U** Q. 8. Explain any three conditions of the contract on the basis of which indentured labour worked.

[Board Term-II, (Set-2076) 2012]

Ans. Conditions :

- (i) No right of labourers was specified.
- (ii) Employer could bring criminal charges against the labourers.
- (iii) Employer could punish and jail for non-fulfilment of contracts. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

- U** Q. 9. Explain any three steps taken by the French to achieve their aim to exploit the natural resources of Vietnam.

[Board Term-II, (Set-2080) 2012]

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

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

Long Answer Type Questions

5 marks each

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

[Board Term-II, (OD Set-I, II, III) 2015]

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

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

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

[Board, Term-II, Set 2081, 2012]

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

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

They were successful as :

- (i) They began to build canals and draining lands in the Mekong Delta to increase cultivation.
- (ii) They ensured transportation network-rails/roads to transport goods for trade, move military garrisons and control the entire region. $2\frac{1}{2} + 2\frac{1}{2} = 5$



TOPIC-2

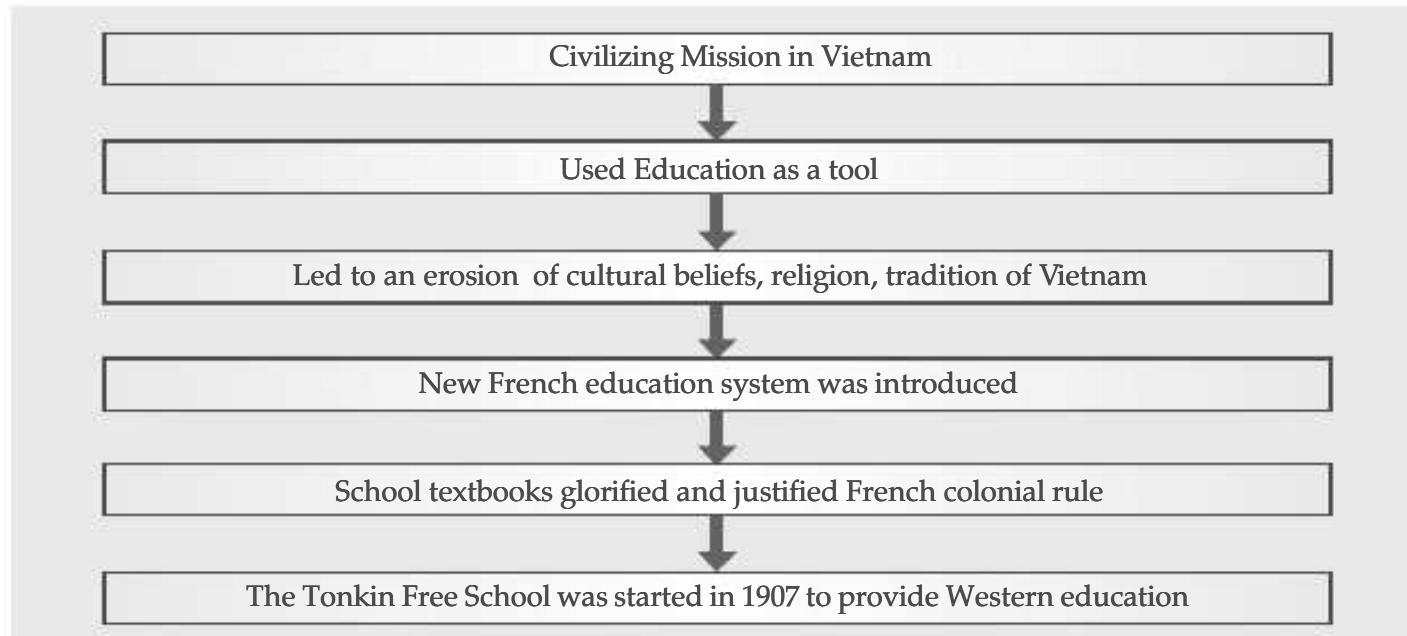
Phases of Struggle against the French

Quick Review

- Civilising Mission in Vietnam – Education (Phase 1)
 - The French Colonialists believed in carrying out a ‘civilising mission’ under the guise of modernising the colony and they used education as tool to do so. This led to an erosion of cultural beliefs, religion and tradition of Vietnam.
 - The French citizens living in Vietnam called Colons felt that educated Vietnamese could replace them as teachers, shopkeepers and policemen. The elite Vietnamese were very influenced by the Chinese culture. The traditional education system of Vietnam was dismantled and a new French education system was introduced.
 - The school textbooks glorified and justified the French colonial rule and portrayed Vietnamese people as primitive, and incapable of intellectual work. The Tonkin Free School, started in 1907 was to provide western education and ideas. The domination of French culture faced opposition and resistance in Vietnam.
 - As the number of Vietnamese teachers in lower classes increased, they began to question the text books. In 1926, a major protest took place in the Saigon Native Girls school.
 - Students came in conflict with the French as well as the elite. By the 1920’s students formed various political parties such as the Party of Young Annan and published nationalist journals like the Annanese Student opposing the French domination.
- Health and Hygiene - Colony Versus Empire (Phase 2)
 - The rat hunt and bubonic plague of 1903 was a clear indication of the failure in the French civilising mission. It also presented a unique way for the Vietnamese to counter colonialism in day-to-day life. Bubonic plague is a contagious disease, which often proves fatal and can also cause an epidemic.
 - In 1903, the bubonic plague broke out in Hanoi and people manipulated the situation in a different way to exploit French colonisers.

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

Flowchart



Know the Terms

- **Colonialism** : Colonialism is a process of building and maintaining of colonies in one territory by people from another territory and exploiting it economically.
- **Civilising mission** : Ways to modernise the colony of French.

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

Know the Dates

- 1887 : Formation of Indo-China Union, including Cochin China, Annam, Tonkin, Cambodia and later Laos.
- 1907 : Tonkin Free School was started to provide western education.
- 1910 : The Trans Indo-China railway network was built.
- 1920 : Young Annan Party was formed by the students of Vietnam.
- 1939 : Hoa Hao movement was started by Hyun Phu So.

Know the Links

- www.learnnext.com > ... > *The Nationalist Movement in Indo-China*
- https://en.wikipedia.org/wiki/Hoa_Hao

Very Short Answer Type Questions

1 mark each

- | | |
|--|--|
| <p>U Q. 1. French colonisation of Vietnam was based on which two ideas ? [Board SQP-2016]</p> <p>Ans. Economic Exploitation and the Civilising Mission. 1</p> <p>U Q. 2. Who were called colons in Vietnam ? [Board Term-II, Outside Delhi, Set-I, 2016]</p> <p>Ans. French citizens living in Vietnam were known as Colons. 1</p> <p>A Q. 3. Who led the 'Scholar Revolt' in Vietnam in 1868 ? [Board Term-II, Outside Delhi, Set-III, 2016]</p> <p>Ans. The 'Scholar Revolt' in Vietnam in 1868 was led by officials at the imperial court. 1</p> | <p>A Q. 4. What was the main aim of the Scholar Revolt of 1868 ? [Board, Term-II, Outside Delhi, Set-II, 2016]</p> <p>Ans. To oppose French control and expansion of Christianity. 1</p> <p>A Q. 5. What was the main aim to establish Tonkin Free School in Vietnam by French ? [Board Term-II, Foreign, Set-II, 2016]</p> <p>Ans. To provide a western style education. 1</p> <p>A Q. 6. Name the writer who wrote the book "The History of the Loss of Vietnam". [Board Term-II, Foreign, Set-III, 2016]</p> <p>Ans. The writer of the book "The History of the Loss of Vietnam" is 'Phan Boi Chau'. 1</p> |
|--|--|

Short Answer Type Questions

3 marks each

- A** Q. 1. French tried to solve educational problems in Vietnam in different ways." Support the statement with examples.

[Board Term-II, Foreign Set-I, II, III, 2016]

Ans. French and Education :

- (i) They countered and dismantled the traditional education system.
- (ii) They established French schools.
- (iii) Introduced French language for Vietnamese.
- (iv) Introduce deliberate policy of failing children.
- (v) Their text glorified French culture and justified colonial rule.
- (vi) Their education system introduced of French, science and hygiene. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

- R** Q. 2. What were the differences of opinion between the two groups in Vietnam regarding the introduction of French educational system ?

[Board Term-II (Set-2030) 2012]

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

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

- U** Q. 3. Did Vietnamese teachers blindly follow the curriculum set for them? Explain.

[Board Term-II, (Set-WVIVSA5) 2015]

Ans. Teachers and students did not blindly follow the curriculum. Sometimes there was open opposition, at other times there was silent resistance. As the number of Vietnamese teachers increased in the lower classes, it became difficult to control what was actually taught. While teaching, Vietnamese teachers quietly modified the text and criticised what was stated. 3

- A** Q. 4. Describe the major protest erupted in Saigon Native Girls School in 1926, in Vietnam.

[Board Term-II, Delhi Set-I, II, III, 2015]

- Ans.** The major protest erupted in Saigon Native Girls School in 1926, in Vietnam, when a Vietnamese girl sitting in the front seat was asked to move to the back for a local French student to occupy the front bench to which she refused and was expelled by the Principal.

When angry students protested, they too were expelled, leading to a further spread of open protests. Seeing the situation getting out of control, the Government forced the school to take the students back. The Principal reluctantly agreed after warning the students.

[CBSE Marking Scheme, 2015] 3

- B** Q. 5. Why did the people of Vietnam protest against the spread of Christianity ?

[Board Term-II, (Set-2027) 2012]

Ans. (i) Vietnamese religious beliefs were based on superstitions, whereas Christianity had a relatively more modern outlook.

- (ii) The Vietnamese had a strong belief in Buddhism and Confucianism.
- (iii) They began to look down on Christianity as a danger to their religion. $1 \times 3 = 3$

- A** Q. 6. Describe any three main features of the Tonkin Free School ? [Board Term-II, (Set-2081) 2012]

OR

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

Ans. Refer to Ans. of Q. 4. Long. Ans. Type Ques. (Any three) 3

- R** Q. 7. Mention three features of the Resistance Movement against the French domination in Vietnamese schools.

[Board Term-II, (Set-68016) 2012]

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

- (ii) A major protest erupted in the Saigon Native Girls School in 1926.
- (iii) Students formed political parties.
- (iv) They published nationalists journals.
- (v) Schools became an important place for political and cultural battles. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

- U** Q. 8. Explain any three steps taken by French to solve the problem of plague in Vietnam.

[Board Term-II, (Set 23/B1) 2013, 11]

Ans. Steps taken by the French to solve the problem of plague in Vietnam were as follows :

- (i) French hired Vietnam workers and paid for each rat they caught.
- (ii) Money was paid when tail of a rat was given as proof.
- (iii) Some raised rats to earn money as tails were clipped and rats released so that the process of earning continued. $1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

- U** Q. 9. How was the trans-Indo-China rail network built in Indo-China? Explain.

[Board Term-II, (Set-RKZQI05) 2015]

Ans. (i) Construction of trans-Indo-China rail network linked the Northern and Southern parts of Vietnam and China.

- (ii) The final link with Yunnan in China was completed by 1910.

- (iii) The second line was built, linking Vietnam to Siam (Thailand) via the Cambodia's capital of Phnom Penh.
 $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

- Q. 1.** "The colonisation of Vietnam by the French brought the people of the country into conflicts with the colonisers in all the areas of life." Explain this statement with any four suitable examples. [Board Term-II, (Set-68006) 2012]

Ans. The French colonised Vietnam in various domains :

(i) **Civilising Mission :** French claimed that they were bringing modern civilisation to the Vietnamese but they dismantled the traditional education system and established French and western pattern of education in Vietnam. They deliberately failed students, glorified French and colonial rule, adopted western styles against Vietnamese interest.

(ii) **City Modernisation :** French tried to create modern Vietnam with modern native quarter that was not provided with modern facilities. The refuse from the old city drained straight out into the river, overflowed the streets and breeding of rats. French started Rat Hunt. For the Vietnamese, the rat hunt seemed to provide an early lesson in the success of collective bargaining.

(iii) **Religion and anti-colonisation :** Vietnam's religious beliefs were a mixture of Buddhism, Confucianism and syncretic tradition. French introduced Christianity against their interest which resulted in Scholars Revolt in 1868 and Hoa-Hao Revolt in 1939.

(iv) **Vision of Modernisation :** French considered the 'West' as the symbol of development and civilisation. This led to debates in Vietnam between Phan Cheu Frinh and Phan Boi Chau who earlier opposed the idea of resisting the French and was hostile to French, whereas the later one resisted French and wanted to regain sovereignty and ties with China.
 $1\frac{1}{4} \times 4 = 5$

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

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

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

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

[CBSE Marking Scheme, 2015] 5

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

[Board Term-II, (Delhi Set-I) 2015]

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

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

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

[CBSE Marking Scheme, 2015] 5

- A. Q. 4.** Describe the features of the 'The Tonkin Free School' started in 1907 to provide a Western Style of Education.

[Board Term-II, (Set-AB7AF1R) 2013]

Ans. (i) The Tonkin Free School was started in 1907 to provide Western style of education.

(ii) The education included classes in Science, hygiene and French.

(iii) The school wanted to introduce modernism and western customs.

(iv) The school encouraged the adoption of Western styles such as having short haircut instead of traditionally kept long hair.

(v) In school textbooks, 'Vietnamese' were represented as primitive and backward and capable only of manual labour.
 $1 \times 5 = 5$

[CBSE Marking Scheme 2013]

- Q. 5.** "The Vietnamese made the battle against French colonial education a part of the larger battle against colonialism and for independence." Explain the statement.

[Board Term-II, 2013]

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

(i) Go East Movement.

(ii) Formation of Restoration Society.

(iii) Students organised the Association for the Restoration of Vietnam. (Viet-Nam-Quan-Phuc-Hai)

(iv) Phan-Boi-Chau gave an objective of formation of democratic republic.

(v) Students published nationalist journals.

(vi) Open protests by the students.

(vii) Students formed various political parties.

[CBSE Marking Scheme, 2013] 5

- Q. 6.** Explain as how the government made the Saigon Native Girls School to take back the student they had expelled.

[Board Term-II, (Set-68011) 2012]

- Ans.** (i) An incident which happened in Saigon Native Girls School in 1926 created much bad-blood in Vietnam.
(ii) It so happened that a Vietnamese girl sitting on one of the front seats was asked to vacate her seat for a local French student. When she refused to do so, she was expelled from the school by the Principal.
(iii) When the angry students protested, they too were expelled leading to a further spread of the agitation and the protests.
(iv) Seeing the situation getting out of control, the school authorities forced the school to take back the students.
(v) Such incidents went a long way in instilling the national feelings among the Vietnamese people.

$1 \times 5 = 5$

- Q. 7.** Explain the reasons for the failure of 'Rat Hunt' in Hanoi in 1902-03.

[Board Term-II, (Set-KCG34U9) 2016]

OR

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

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

Ans. 'Rat Hunt' Activity :

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

[CBSE Marking Scheme, 2015] 5

- Q. 8.** "The measures taken by French to control the spread of Bubonic plague in Hanoi created a serious problem." Explain the statement.

[Board Term-II, 2013]

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

$1 \times 5 = 5$

- A. Q. 9.** Explain, with examples, how religious groups played an important role in the development of anti-colonial feelings in Vietnam.

[Board Term-II, 2013]

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

$1 \times 5 = 5$

[CBSE Marking Scheme 2013]



TOPIC-3

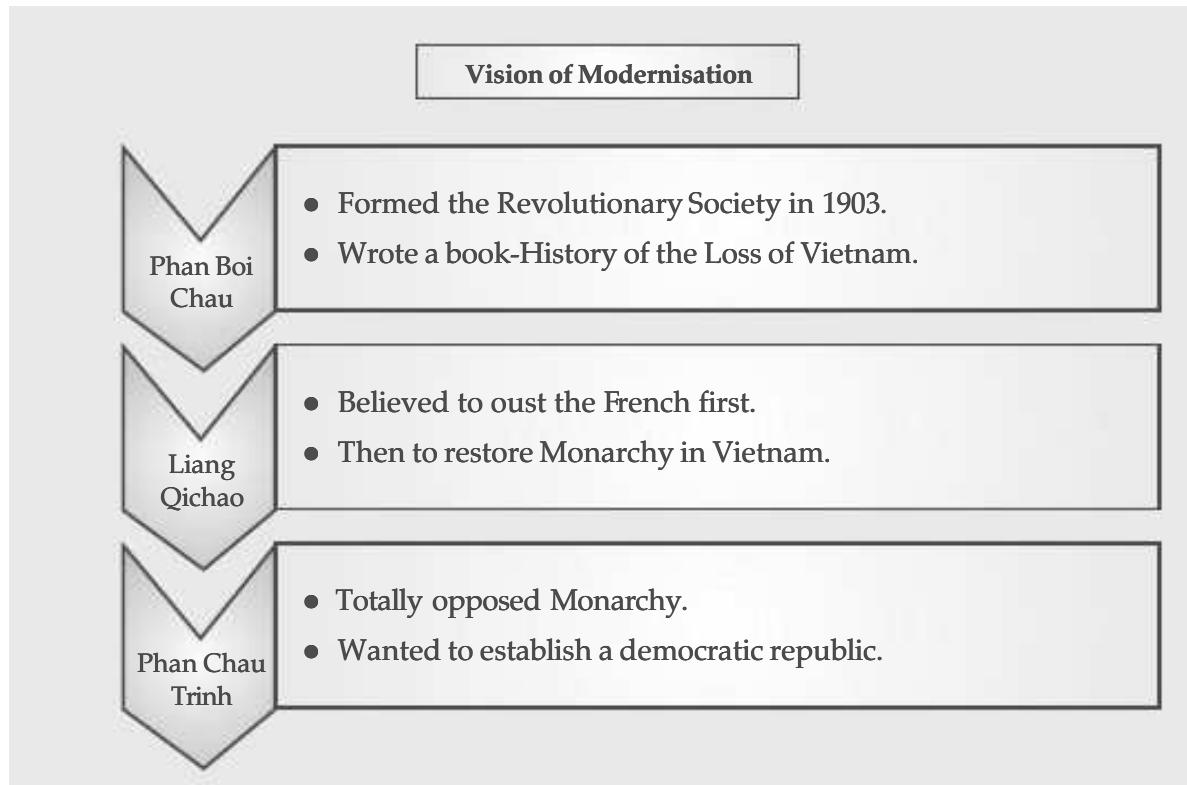
Ideas of Phan Chu Trinh, Phan Boi Chau, Ho Chi Minh

Quick Review

- **Vision of Modernisation :** Two opinions held (i) Some intellectuals felt that Vietnamese traditions had to be strengthened to resist western domination. (ii) While others felt that Vietnamese had to learn from the West, while resisting its domination.
- **Phan Boi Chau** (1867-1940) formed the 'Revolutionary Society' (Duy Tan Hoi) in 1903 with Prince Cuong De as the head. He wrote a book, '*History of the Loss of Vietnam*' under the influence of the Chinese reformer Liang Qichao (1873-1929). He believed that the French should be driven out first and then monarchy should be restored in Vietnam.
- **Phan Chu Trinh** (1871-1926) differed strongly. He was totally opposed to monarchy and wanted to establish a democratic republic.

- **Go East Movement :** Some 300 Vietnamese students went to Japan in 1907–08 to acquire modern education. Their aim was to drive out the French and re-establish the Nguyen dynasty. They wanted Japanese help and established a 'Restoration Society' in Tokyo. But after 1908, the Japanese closed the society, and sent many of them, including Phan Boi Chau to exile in China and Thailand.
- When Sun Yat Sen overthrew monarchy in China in 1911, a new association – Association for Restoration of Vietnam was formed. Their objective was to have a Democratic Republic and a Constitutional Monarchy in Vietnam.

Flowchart



Know the Terms

- **Phan Boi Chau :** He was a Vietnamese nationalist. He formed the revolutionary society in 1903. He wrote a book titled 'The History Of The Loss Of Vietnam'. He wanted to overthrow the French rule with the help of the Monarchy.
- **Phan Chu Trinh :** He was a Vietnamese nationalist. He was against monarchy. He wanted to establish a Modern Democratic Republic. He supported the French ideas of Liberty, Equality and Fraternity.
- **Concentration Camps :** They were the jails meant for those who opposed the French rule. The prisoners were made to do a lot of hard work.
- **Prince Cuong De :** He belonged to the Vietnamese royal family which had no power. He became the head of the Revolutionary Society founded by Phan Boi Chau.
- **Liang Qichao :** He was a Chinese reformer. His thoughts and ideas influenced Phan Boi Chau.
- **Go East Movement :** Nearly 300 students of Vietnam went to Japan to get modern education. Their real aim was to overthrow the French rule with the help of Japan. They set up Restoration Society in Tokyo.
- **Sun Yat Sen :** He was a Chinese nationalist. In 1911, he overthrew the Chinese monarchy and established a republic.
- **The Great Depression :** It started in 1930 in USA. It is a situation in which the production was more than the demand. Therefore goods remained unsold and factories closed down. People lost their jobs.
- **Electrical Fuses of Vietnam :** Vietnamese provinces of Nghe An and Ha Trinh were called Electrical Fuses. They were the first provinces to start revolts.

Know the Dates

- **1903 :** The Revolutionary Society was formed by Phan Boi Chau
- **1911 :** Association for Restoration of Vietnam was form.

Know the Links

- <https://www.britannica.com/biography/Phan-Dinh-Phung>
- military.wikia.com/wiki/Phan_Dinh_Phung
- www.preservearticles.com/2012030224380/what-ideas-did-phan-boi

Very Short Answer Type Questions

1 mark each

- U** Q. 1. What is the meaning of concentration camps ?
[Board Term-II, Outside Delhi Set-I, II, III, 2015]
Ans. A prison where people are detained without due process of law. 1
- H** Q. 2. Why were Nghe An and Ha Tinh provinces called the electrical fuses of Vietnam ?
[Board Term-II, Foreign Set-I, II, III, 2015]
Ans. Nghe An and Ha Tinh provinces of Vietnam were among the poorest and had an old radical tradition. 1
- A** Q. 3. Who formed the Communist Party of Vietnam ?
Ans. Ho Chi Minh. 1
- A** Q. 4. Who formed the Revolutionary Society in Vietnam in 1903 ?
Ans. Phan Boi Chau. 1
- A** Q. 5. By whom Bao-Dai regime in Vietnam was overthrown ?
Ans. Ngo Dinh Diem. 1
- A** Q. 6. Which book was written by Phan Boi Chau ?
Ans. History of the Loss of Vietnam. 1

Short Answer Type Questions

3 marks each

- U** Q. 1. How was the education policy unfavourable to the Vietnamese students during the colonial period ? Explain.
[Board Term-II, Foreign Set-I, II, III, 2015]
Ans. Education policy unfavourable to the Vietnamese students :
 (i) The Tonkin Free School was started in 1907 to provide a Western-style education. This education included classes in science, hygiene and French.
 (ii) The school encouraged the adoption of Western styles such as having a short haircut.
 (iii) For the Vietnamese this meant a major break with their own identity.
 (iv) Teachers and students did not blindly follow the curriculum. Sometimes there was open opposition and at other times there was silent resistance.
 (v) As the number of Vietnamese teachers increased in the lower classes, it became difficult to control what was actually taught.
 (vi) School textbooks glorified the French and justified the colonial rule.
 (vii) The Vietnamese were represented as primitive and backward capable of manual labour but not of intellectual reflection. (Any three) $1 \times 3 = 3$
 [CBSE Marking Scheme, 2015]
- Q. 2. Describe the influence of China on Vietnamese culture and life. [Board Term-II, 2014, 13, 12]
Ans. (i) Vietnam initially was under the shadow of China.
 (ii) Even after independence Vietnam followed Chinese culture and their form of government.
- (iii) Chinese was the language of the elite and Confucianism was followed by a majority of Vietnamese. The Vietnamese Scholar Phan Boi Chau was educated in Confucian tradition.
 [CBSE Marking Scheme 2014] $1 \times 3 = 3$
- A** Q. 3. Write any three primary objectives of the 'Go East Movement' in Vietnam.
[Board Term-II (Set-SPXOUWE) 2014]
Ans. Refer to Ans. of Q1 Long Ans. Type Ques.
- R** Q. 4. How did students in Vietnam fight against the colonial government's efforts to prevent Vietnamese from qualifying for 'White Collar Jobs' ?
[Board Term-II, Outside Delhi, Set-I, 2014]
Ans. (i) Students formed political parties. Such as the party of yong Annan.
 (ii) They even published nationalist journals.
 (iii) During the 'Go East Movement', many students went to Japan to acquire modern education.
 [CBSE Marking Scheme 2014] $1 \times 3 = 3$
- U** Q. 5. Explain the idea of Phan Chu Trinh to establish a Democratic Republic in Vietnam.
[Board Term-II, 2014]
Ans. (i) Phan Chu Trinh was a nationalist. He sought to end France's brutal occupation of Vietnam.
 (ii) He was intensely hostile to monarchy and opposed the idea of resisting the French with the help of the Court.
 (iii) He demanded that the French set up legal and educational institutions and should develop agriculture and industry.
 [CBSE Marking Scheme 2014] $1 \times 3 = 3$
- R** Q. 6. Who was Phan Chu Trinh? How did he help in the modernisation of Vietnam ?
[Board Term-II, (Set-11/A1) 2011]

OR

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

Ans. (i) He was a nationalist.

- (ii) (a) He sought to end France's brutal occupation of Vietnam.
- (b) He was intensely hostile to monarchy and opposed the idea of resisting the French with the help of the court.
- (iii) He wanted to establish a democratic republic.

(iv) He was influenced by western ideals like liberty.

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

U Q. 7. Who was Ho Chi Minh ? What was his contribution to Vietnam ?

[Board Term-II, 2011]

Ans. Refer to Ans. of Q.7 Long Answer Type Questions.

3

Long Answer Type Questions

5 marks each

A Q. 1. Describe any five features of the 'Go East Movement'. [Board Term-II, OD Set-III, 2013]

OR

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

Ans. (i) It was launched in the first decade of the twentieth century.

(ii) In 1907-08, some 300 Vietnamese nationalist students had to go to Japan to acquire modern education.

(iii) The primary objective was to drive out the French from Vietnam.

(iv) To re-establish the Nguyen dynasty.

(v) These nationalists looked for foreign arms and help. [CBSE Marking Scheme 2013] $1 \times 5 = 5$

Ans. Relationship of Communist Movement with Vietnamese Nationalism :

- (i) Role of Ho-Chi-Minh as communist leader.
- (ii) Role of Indo-Chinese communist pact.
- (iii) Role of the league for the independence of Vietnam (Vietminh).
- (iv) Formation of the Democratic Republic of Vietnam.
- (v) Ho Chi Minh trial.

$1 \times 5 = 5$

[CBSE Marking Scheme 2012]

U Q. 5. How were Vietnamese nationalists inspired by Japan and China to set up a democratic republic? Explain with examples.

[Board Term-II, Delhi Set-I (2013)]

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

(ii) Developments in China also inspired Vietnamese nationalists. In 1911, the long established monarchy in China was overthrown by a popular movement under Sun Yat Sen, and a Republic was set up. Inspired by these developments, Vietnamese students established the Association for the Restoration of Vietnam (Viet-Nam Quan Phuc Hoi). 5

B Q. 6. Who was Phan Boi Chau? What was his contribution to Vietnamese liberation?

[Board Term-II, (Set-RKZQI05) 2015]

Ans. Phan Boi Chau was a Confucian scholar and was a nationalist. His contribution to Vietnamese liberation are as follows :

- (i) He formed the "Revolutionary Society" in 1903 with Prince Coorg De as head.
- (ii) His most famous book, 'The History of the Loss of Vietnam' was written under the influence and advice of Liang Qichao, a Chinese reformer.
- (iii) It became a best seller in Vietnam and China, and was even made into a play.
- (iv) The book focuses on two connected themes: (i) the loss of sovereignty (ii) the severing of ties with China.

$1 \times 5 = 5$

R Q. 2. Who was the founder of Hoa Hao Movement ? Describe any two of its characteristics.

[Board Term-II, (Set-2027), 2012]

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

Characteristics :

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

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

A Q. 3. Describe the Hoa Hao Movement against the French. [Board Term-II (Set-2078) 2012]

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

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

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

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

(v) It was against colonial rule and its significance in arousing anti-imperialist sentiment should not be underestimated. $1 \times 5 = 5$

U Q. 4. How could you relate 'Communist Movement' with 'Vietnamese Nationalism' ? Explain in five points. [Board Term-II, (Set-2079), 2012]

Q. 7. Who was Ho Chi Minh ? State his contribution in the freedom movement of Vietnam.

[Board Term-II, (Set-2022) 2012]

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

Contribution of Ho Chi-Minh :

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

$$1 + 3 = 4$$

Q. 8. What was the Ho Chi Minh Trail ? Explain.

[Board Term-II, (Set-68003) 2012]

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

- (ii) They also used the trail as a supply route – for weapons, food and equipment.
- (iii) The Ho Chi Minh Trail ran along the Laos/Cambodia and Vietnam borders and was dominated by jungles.
- (iv) In total the 'trail' was about 1,000 kilometres in length and consisted of many parts. $1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme 2012]



TOPIC-4

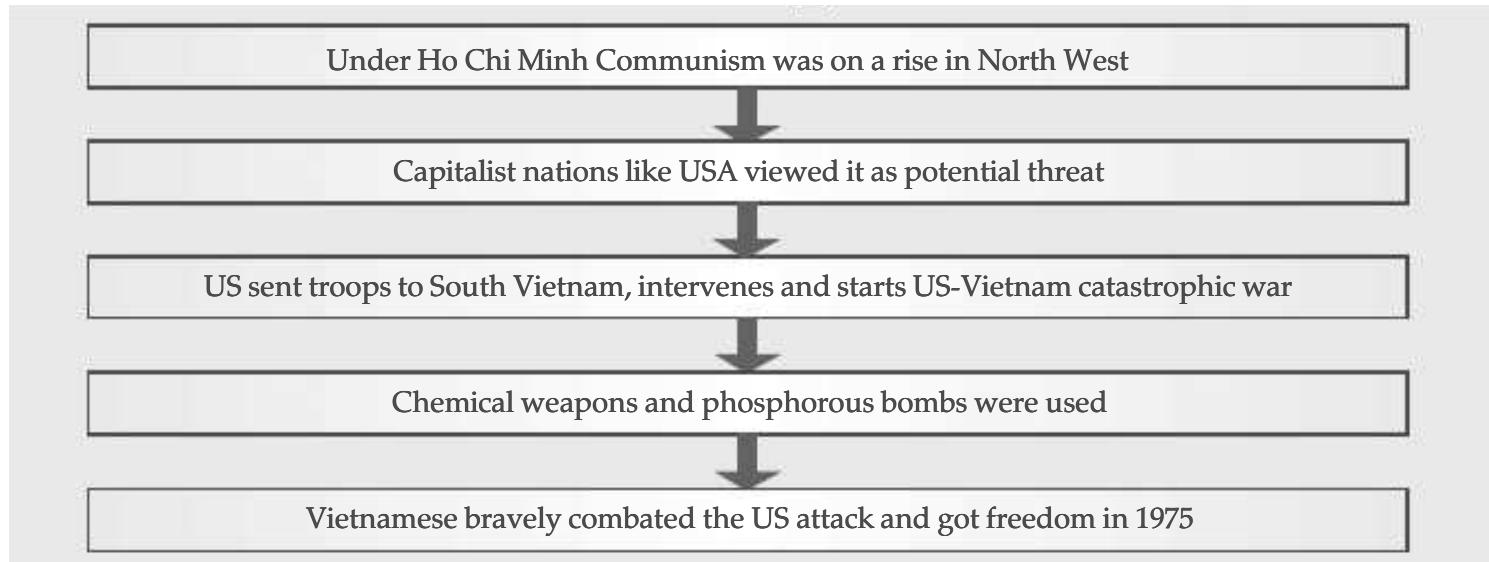
America and the Vietnam War

Quick Review

➤ The entry of the US into the Vietnam War

- Communism was on a rise in North Vietnam under the leadership of Ho Chi Minh. North Vietnam helped the NLF of South Vietnam to overthrow the dictatorial rule of Ngo Dinh Diem. They also decided to overlook the terms of the Geneva Conference and unify Vietnam.
- The spread of Communism was viewed as a potential threat by the capitalist nations especially the U.S. . U.S. sent their troops to South Vietnam to intervene and this was the start of the catastrophic U.S. Vietnam war.
- Chemical weapons like B52s Agent Orange, Napalm and Phosphorous Bombs were used which wiped out villages and razed down forests. The U.S. decision to intervene in Vietnam was criticised vehemently back home.
- Despite the advanced technology and excellent medical facilities, the U.S. suffered a lot of casualties in the war. The U.S. had completely underestimated the strength and determination of nationalist Vietnamese people.
- The Vietnamese used their limited resources to gain maximum advantage over the U.S. The Ho Chi Minh Trail is a perfect example of Vietnamese enterprise. This trail was a massive network of footpaths and roads, used to transport men and materials from North to South Vietnam.
- The U.S. regularly bombed the trail to disrupt supplies, but the trail was managed efficiently and it was rebuilt quickly. Vietnam bravely combated the U.S. attack and got freedom in 1975.

Flowchart



Know the Terms

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

Know the Personalities

- **Ho Chi Minh** : He founded the Communist Party of Vietnam in 1930.
- **Ngo Dinh Diem** : He was a South Vietnamese politician. In October 1955, after winning a heavily rigged referendum, he deposed Bao Dai and established the first Republic of Vietnam (RVN), with himself as president. He was a leader of the Catholic element and was opposed by Buddhists.
- **Nhat Linh** : He was a famous Vietnamese novelist. He wrote the most famous novel of the Self-Reliance Literary Movement (Tu Luc Van Doan), called Break (Doan Tuyet). A love story, it tells of a young woman ground between family obligations and her desire for life on her own terms. It took the reading public of colonial Viet Nam by storm, both reflecting and influencing the way young men and women in the cities actually fell in love and got married.
- **Trieu Au** : She is also known as the Joan of Arc of Vietnam. In 248 A.D. Trieu Au set up her own resistance government and organized thousands of Vietnamese people who flocked to her into a formal army to combat China. She dressed herself in golden armor and rode her war elephant into battle at the head of her ragged but defiant army. She lived in the forest and led the war. She was defeated in the war and thus ended her life by drowning in the river instead of surrendering to the Chinese army.
- **Nguyen ThiXuan** : Her heroism relates to her key role in the supplying of Vietnamese defence. She had shot down an attacking American jet with just 20 bullets.

Know the Links

- French Colonialism in Vietnam - Alpha History
alfahistory.com/vietnam-in-french-colonialism-in-vietnam
- America's Vietnam War in Indo-China - United States History
www.u-s-history.com/pages/h1888.html
- Dien Bien Phu and the fall of French Indo-China, 1954-53
<https://history.state.gov/onilestone/1953-1960/dien-bien-phu>
- Vietnam War-Second Indo-China War-Asian History
[asianhistory.about.com.....Asian History The History of War in Asia](http://asianhistory.about.com.....Asian-History-The-History-of-War-in-Asia)

Very Short Answer Type Questions

1 mark each

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

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

- A** Q. 2. Name the writer who wrote a play based on the lives of Trung sisters. [Board Term-II, Delhi Set-2, Foreign Set-III, 2016]

Ans. Phan Boi Chau. 1

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

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

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

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

Short Answer Type Questions

3 marks each

- B** Q. 1. What was the role of National Liberation Front in Vietnam ?

[Board Term-II, (Set-TCJQ6VD) 2016]

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

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

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

- U** Q. 2. The U.S. intervention in Vietnam proved costly to both U.S. and Vietnam'. Explain.

[Board Term-II, 2011]

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

- A** Q. 3. "The war grew out of a fear among U.S. policy planners that the victory of the Ho Chi Minh government would start a Domino effect." Support the statement explaining three reasons. [Board Term-II, (Set-68008) 2012]

Ans. Domino effect would be started if :

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

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

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

[CBSE Marking Scheme 2012]

- A** Q. 4. Elucidate the significance of Ho Chi Minh's trail in the Vietnamese war. [Board SQP-2016]

OR

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

[Board Term-II, Outside Delhi Set-I, II, III 2016]

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

(i) The Trail symbolizes how the Vietnamese used their limited resources to great advantage.

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

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

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

(v) The U.S. regularly bombed this trail to disrupt supplies but efforts to destroy this important supply line by intensive bombing failed because they were rebuilt very quickly.

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

[CBSE Marking Scheme, 2016]

- U** Q. 5. How did Vietnamese women participate as workers during war with the U.S. ? Explain.

[Board Term-II, (Set-KCG34U9) 2016]

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

[CBSE Marking Scheme, 2016]

- A** Q. 6. Describe the role of women in the Vietnamese struggle during the U.S. intervention.

[Board Term-II, 2011]

Ans. Refer to Ans. of Q. 3 HOTS Questions.

Long Answer Type Questions

5 marks each

- U** Q. 1. Why did U.S. decide to intervene decisively in the internal dispute of Vietnam ? Explain.

[Board Term-II, (Set-2076) 2012]

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

(i) France tried to regain the control.

(ii) After 8 years of fighting, the French were defeated.

- (iii) In the peace negotiations in Geneva, the Vietnamese were persuaded to accept the division of the country.
- (iv) This turned Vietnam into a battlefield bringing death and destruction to its people and environment.
- (v) With the help of Ho Chi Minh Government in North, the National Liberation Front fought for the unification of the country. U.S. watched these alliances with fear and decided to intervene.

$1 \times 5 = 5$

- Q. 2.** Explain the impact of U.S. war with Vietnam on American government and people.

[Board Term-II, (Set-68007) 2012]

- Ans.** (i) The prolongation of U.S. war with Vietnam created a strong reaction within the U.S. It was clear that U.S. had failed to achieve its objectives.
(ii) Vietnamese resistance had not been crushed. The government had lost the support of people.

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

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

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

- A Q. 3.** Examine the new challenges which the new Republic of Vietnam faced after 1954.

[Board Term-II, 2016, 12]

- Ans.** (i) French tried to regain control by using puppet emperor Bao Dai.
(ii) Vietnam was pushed out of Hanoi.
(iii) French defeated at Dien Bien Phu in 1954.
(iv) Vietnamese were persuaded to accept division of the country.

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

[CBSE Marking Scheme 2012]

High Order Thinking Skills (HOTS) Questions

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

[Board Term-II, Delhi Set-I, II, III, 2016]
OR

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

[Board Term-II, (Set-68009) 2012]

- Ans.** (a) (i) Even though the U.S. had advanced technology and good medical supplies, casualties were high.
(ii) About 47,244 died in battle and 3,03,704 were wounded who became 100% disabled.
(iii) The phase of struggle with the U.S. was brutal.
(iv) Widespread attacks and use of chemical weapons (Napalm), bombs destroyed many villages and decimated jungles. Civilians died in large numbers.

- (b) (i) The effect of the war was felt within the U.S. as well.
(ii) Many were critical of U.S. joining the war.
(iii) Anger spread when youth were recruited for the war.
(iv) Compulsory service in the armed forces was waived off for university graduates.
(v) Only minorities and children of working class families were sent to war.

$2\frac{1}{2} + 2\frac{1}{2} = 5$
[CBSE Marking Scheme 2012]

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

[Board Term-II, Foreign Set-I, II, III, 2016]

OR

"Women were represented not only as warriors but also as workers in Vietnam." Support the statement with examples.

[Board Term-II 2013]

Ans. The role of women as warriors :

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

The role of women as workers :

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

[CBSE Marking Scheme 2013] 5

- Q. 3.** Elaborate upon the role of women during war and peace in Vietnam.

[Board Term II, SQP-2016]

OR

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

[Board Term-II, Foreign Set-I, II, III, 2015]

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

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

- (i) In 1960's photographs in magazines and journals showed women as brave fighters.
- (ii) They had been portrayed as young, brave and dedicated.
- (iii) Women were represented not only as warriors but also as hard workers as shown with a rifle in one hand and hammer in the other.
- (iv) Whether young or old, women began to be depicted as selflessly working and fighting to save the country.

- (v) Many women responded and joined the resistance movement. They helped in nursing the wounded, constructing underground rooms, tunnels and fighting the enemy.
- (vi) Between 1965 to 1975, of the 17,000 youths who worked on the trail, 70 to 80% were women.

[CBSE Marking Scheme, 2015] (Any five) $1 \times 5 = 5$

Q. 4. The peace negotiations in Geneva followed the division of Vietnam that set in motion a series of events that turned Vietnam into a battle field." Analyse the statement with arguments.

[Board Term-II, Outside Delhi Set-I, II, III, 2016]

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

- (i) In the peace negotiations in Geneva that followed the French defeat, the Vietnamese were persuaded

to accept the division of the country i.e. North and South.

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

[CBSE Marking Scheme, 2016] $1 \times 5 = 5$

Value Based Question

3 marks

Q. 1. To counter the Chinese influence what steps did the French take in the sphere of education? What were the two broad opinions on this question ?

[Board Term-II, (Set-68008) 2012]

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

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

(b) The two broad opinions were :

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

[CBSE Marking Scheme 2012] $1\frac{1}{2} + 1\frac{1}{2} = 3$



CHAPTER

3

NATIONALISM IN INDIA

Syllabus

- *Nationalism in India :*
 - (i) *Impact of the First World War, Khilafat, Non-Cooperation Movement and Differing strands within the movement.*
 - (ii) *The Salt Satyagraha.*
 - (iii) *Movements of Peasants, Workers, Workers and Tribals.*
 - (iv) *Limits of Civil Disobedience*
 - (v) *The Sense of Collective Belonging.*



TOPIC-1

Impact of the First World War, Khilafat, Non-Cooperation Movement and Differing Strands within the Movement.

Quick Review

- **Effects of First World War :** The War led to a huge increase in defence expenditure. This was financed by war loans and by increasing taxes. Custom duties were raised and income tax was introduced to raise extra revenue. Prices of items increased during the war years. The prices doubled between 1913 and 1918. The common people were the worst sufferers because of price rise. Forced recruitment of rural people in the army was another cause of widespread anger among people.
- Crop failure in many parts of India resulted in acute shortage of foods. Influenza epidemic further aggravated the problem. According to 1921 census, about 12 to 13 million people died because of famines and epidemic.

The Idea of Satyagraha

- Mahatma Gandhi advocated a novel method of mass agitation; called Satyagraha. This method was based on the idea that if someone is fighting for a true cause, there is no need to take recourse to physical force to fight the oppressor. Gandhiji believed that a satyagrahi could win a battle through non-violence, i.e. without being aggressive or revengeful.
- Some early Satyagraha movements organized by Gandhiji:
 - (i) Peasants' Movement in Champaran (Bihar) in 1916.
 - (ii) Peasants' Movement in Kheda district (Gujarat) in 1917.
 - (iii) Mill workers' Movement in Ahmedabad in 1918.

TOPIC - 1

Impact of the First World War, Khilafat, Non-Cooperation Movement and Differing Strands within the Movement

...P. 39

TOPIC - 2

Civil Disobedience Movement (1930 to 1934)

...P. 47

TOPIC - 3

People's Participation in the Movement

...P. 54

The Rowlatt Act(1919):

- The Rowlatt Act was passed by the Imperial Legislative Council in 1919. The Indian members did not support the Act, but it was passed; nevertheless. The Act gave enormous powers to the government to repress political activities. It allowed detention of political prisoners without trial for two years.
- On 6th April, 1919; Gandhiji launched a nationwide Satyagraha against the proposed Rowlatt Act. The call of strike on 6th April got huge response. People came out in support in various cities, shops were shut down and workers in railway workshops went on strike. The British administration decided to clamp down on the nationalists. Several local leaders were arrested. Mahatma Gandhi was barred from entering Delhi.

Jallianwalla Bagh :

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

Khilafat Movement :

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

Non-Cooperation Movement :

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

Awadh

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

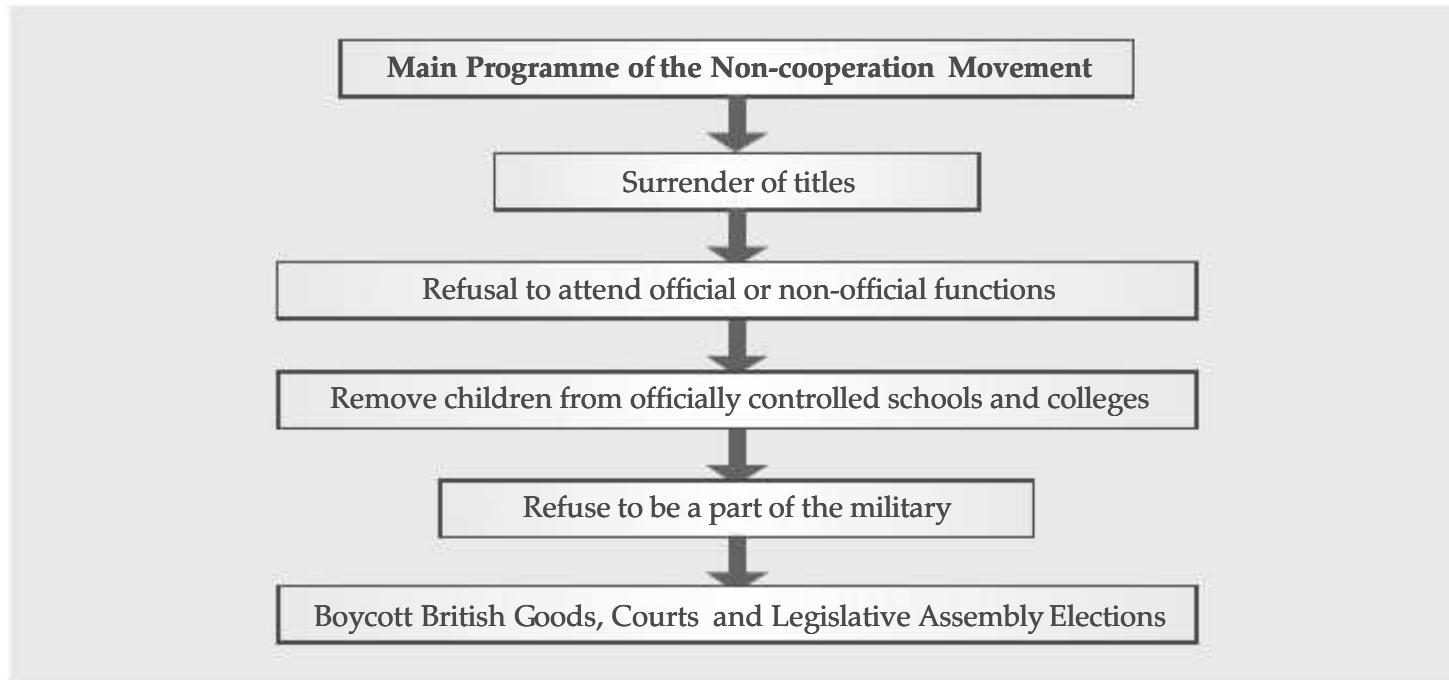
Tribal Peasants :

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

Swaraj in the Plantations

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

Flowchart



Know the Terms

- **Nationalism** : It involves a strong identification of a group of individuals with a political entity defined in national terms, *i.e.*, a nation.
- **Satyagraha** : Satyagraha means force born out of truth. Mahatma Gandhi introduced this concept during his stay in South Africa. It is based on the ideals of truth and non-violence.
- **Khalifa** : The spiritual head of the Islamic World.
- **Begar** : Labour that villagers were forced to contribute without any payment.
- **Forced Recruitment** : A process by which the colonial state forced people to join the army.
- **Rowlatt Act** : It was an Act which gave the government enormous power to repress political activities. It allowed that government could arrest anybody without a trial for two years.
- **Jallianwala Bagh Massacre : 13th April, 1919**
- A number of people had assembled at Jallianwala Bagh in Amritsar for attending the annual Baisakhi fair. General Dyer surrounded the park and opened fire on the crowd, killing hundreds of people.
- **Non-Cooperation Movement** : Began in January 1921. The main aim of this movement was not to cooperate with the British made goods. It included surrendering of government titles, boycott of civil services, army, police, courts and legislative councils, school, and foreign goods; and a full civil disobedience campaign would be launched.
- **Swadeshi** : The Swadeshi movement involved boycotting British products and the revival of domestic made products and production technique.
- **Boycott** : A boycott is a form of consumer activism involving the act of voluntarily abstaining from using, buying or dealing with a person, organization or country as an expression of protest usually for political reason.
- **Picket** : A form of demonstration or protest by which people block the entrance to a shop, factory or office.

Know the Dates

- **1885** : The first meeting of the Indian National Congress in Bombay.
- **1905** : The Partition of Bengal officially came into existence.
- **1906** : Formation of the Muslim League.
- **1913- 1918** : The war prices increased in double.
- **1914- 1918** : The First World War.
- **1917** : Mahatma Gandhi organized Satyagraha Movement in Kheda District (Gujarat).
- **1918** : Mahatma Gandhi organized Satyagraha Movement in Ahmedabad.
- **1919** : Rowlatt Act was Passed (It gave the government enormous power to repress political activities, and allowed detention of political prisoners without trial for two years).
- **10th April, 1919** : The police in Amritsar fired upon a peaceful procession. Martial law was imposed.

- **1918-1919 & 1920-1921 :** Crop failure.
- **March, 1919 :** Khilafat Committee founded in Bombay.
- **13th April, 1919 :** Jallianwala Bagh Massacre took place.
- **September, 1920 :** Congress Session in Calcutta- Decided to start a Non- Cooperation Movement in support of Khilafat as well as for Swaraj.
- **1920 :** Mahatma Gandhi leads the Congress; Non-Cooperation Movement launched.
- **December, 1920 :** Congress Session at Nagpur—A compromise was worked out and the Non- cooperation programme was adopted.
- **1921 :** Famines and the epidemic.

Know the Links

- www.mapsofindia.com › Personalities › Gandhi
- www.india9.com/i9show/Khilafat-Movement-65273.html

Very Short Answer Type Questions

1 mark each

- U** Q. 1. Trace the reason because of which Gandhiji started Satyagraha in 1919.
[Board Term-II, (Set-KCG34U9) 2016]
Ans. To protest against the Rowlatt Act. **1**
- U** Q. 2. What did British do to repress the Rowlatt Satyagrahis ?
[Board Term-II, (Set-TCJQ6VD) 2016]
Ans. To repress the Rowlatt Satyagrahis, British decided to clamp down on them. **1**
- A** Q. 3. During which movement was the Indian tricolour first designed ?
- Ans. Swadeshi Movement. 1**
- A** Q. 4. Why did Gandhiji take up the Khilafat issue ?
Ans. To launch a more broad-based movement and bring Hindus and Muslims together. **1**
- A** Q. 5. What did the idea of Satyagraha emphasize ?
Ans. Appeal to the conscience of the oppressor. **1**
- A** Q. 6. Which act gave the government power to suppress political activity and detain political prisoners without trial ?
Ans. The Rowlatt Act. **1**

Short Answer Type Questions

3 marks each

- B** Q. 1. What were the three proposals regarding Non-cooperation Movement, as suggested by Mahatma Gandhi ?
[Board Term-II, (Set-2081) 2012]
Ans. Refer to Ans. of Q. 13. short Ans. Type Ques.
(Any three) $1 \times 3 = 3$
- U** Q. 2. How had the First World War created a new economic situation in India? Explain with three examples.
[Board Term-II, 2013]
- Ans.** Three points on the First World War's impact on the economic situation in India are given below :
(i) It speeded up the process of industrialisation.
(ii) It led to a huge rise in the defence expenditure of the Government of India.
(iii) It created a demand for industrial goods (jute bags, cloth, rails, etc.) and caused a decline of imports from other countries into India.
- [CBSE Marking Scheme, 2013] $1 \times 3 = 3$**
- (ii)** It suggested that if the cause was true, if the struggle was against injustice, then physical force was not necessary to fight the oppressor.
(b) According to Gandhiji, without seeking vengeance or being aggressive, a satyagrahi could win the battle through non-violence. **$1 \times 3 = 3$**

[CBSE Marking Scheme, 2014]

- A** Q. 4. How did Mahatma Gandhi successfully organize Satyagraha Movement in various places just after arriving India ? Explain by giving three examples.
[Board Term-II, (Set 02/B1) 2011]
- Ans.** After arriving India, Mahatma Gandhi successfully organized Satyagraha Movement in various places :
(i) In 1916, he travelled to Champaran in Bihar to inspire the peasants to struggle against the oppressive plantation of Indigo.
(ii) In 1917, he organized a Satyagraha to support the peasants of the Kheda district of Gujarat who were affected by crop failure and plague epidemic and could not pay the revenue.
- U** Q. 3. Explain the idea of Satyagraha according to Gandhiji. **[Board Term-II, 2014 NCERT]**
- Ans.** (i) The idea of 'Satyagraha' emphasized the power of truth and the need to search for truth.

(iii) In 1918, Mahatma Gandhi went to Ahmedabad to organize Satyagraha Movement amongst cotton mill workers. $1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Q. 5. Why did Mahatma Gandhiji decide to launch a nationwide Satyagraha against the proposed Rowlatt Act ? Explain any three reasons.

[Board Term-II, Delhi Set-I, 2015, 14]

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

- (i) The Rowlatt Act had been hurriedly passed through the Imperial Legislative Council despite the united opposition of the Indian members.
- (ii) It gave the government enormous power to repress political activities.
- (iii) Allowed detention of political prisoners without trial for two years.
- (iv) It was an unjustful law. (Any three)

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

R. Q. 6. Write about the Rowlatt Act, 1919.
[Board Term-II, (Set-2027) 2012]

- Ans.** (i) It gave enormous powers to repress political activities.
- (ii) Allowed detention of political prisoners without trial.
- (iii) It was passed by Imperial Legislative Assembly despite the strong opposition of the Indian members. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

A. Q. 7. How was the Rowlatt Act opposed by the people in India? Explain with examples.
[Board Term-II, 2013]

Ans. The Rowlatt Act of 1919 was opposed in the following manner :

- (i) Rallies were organized in various cities.
- (ii) Workers went on strike in railway workshops.
- (iii) Shops were closed down.

It was in opposition to the Rowlatt Act that the infamous Jallianwala Bagh Massacre took place. General Dyer ordered his troops to open fire on the innocent civilians who had gathered from the city of Amritsar and outside to attend a peaceful meeting. [CBSE Marking Scheme, 2013] 3

A. Q. 8. Describe any three suppressive measures taken by the British administration to clamp down on nationalists.
[Board Term-II, 2014]

- Ans.** (i) Barring local leaders from Amritsar alongwith Mahatma Gandhi from entering Delhi.
- (ii) Open firing upon a peaceful procession in Amritsar, which led to widespread attacks on banks, police stations, etc. Imposition of Martial Law.
- (iii) Forcing the Satyagrahis to rub their noses on the ground, flogging people and bombing villages.

$1 \times 3 = 3$

A. Q. 9. Describe the incident of Jallianwala Bagh which took place during the British rule.
[Board Term-II, (Set-68006) 2012]

Ans. Refer to Ans. of Q. 7. L.A.T.Q. $1 \times 3 = 3$

Q. 10. Explain the issue behind the Khilafat Movement. [Board Term-II, 2014]

OR

What was the Khilafat Agitation ? Why did Gandhiji gave support to this agitation ?

[Board Term-II, (Set-68012) 2012]

Ans. Khilafat Agitation :

- (i) World War-I had ended with defeat of Ottoman Turks. There were rumours of harsh treaty on Khalifa.
- (ii) To defend Khalifa's temporal powers, Khilafat Committee was formed in 1919 as he was considered as the spiritual head of Muslims. Gandhiji supported it because he saw it as an opportunity to bring Muslims under the umbrella of a unified National Movement. $2 + 1 = 3$

[CBSE Marking Scheme, 2014]

A. Q. 11. "British rule in India would have collapsed if Indians had not cooperated". How did this statement help in starting a mass movement in India against the British rule?

[Board Term-II, (Set-WVIVSA5) 2015]

Ans. (i) Mahatma Gandhi declared that British rule was established in India with the cooperation of Indian and if Indians had refused to cooperate, British rule in India would have collapsed within a year.

- (ii) He proposed that the movement should unfold in stages.
 - (iii) It should begin with the surrendering of titles that the government had awarded to the Indians.
 - (iv) A boycott of civil services, army, police, courts and legislative assemblies, schools and foreign goods would show their non-cooperation to the British empire.
- Mahatma Gandhi felt that in case the government used repression, a full civil disobedience campaign would be launched. (Any three)

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

A. Q. 12. How could Non-Cooperation became a movement ? Give your opinion.
[Board Term-II, 2015, Foreign Set-I, (Set-2078) 2012]

Ans. Non-Cooperation became a movement :

- (i) It was the view of Gandhiji that the British rule was set in India with the cooperation of Indians.
- (ii) If Indians refused cooperation, British rule in India would collapse within a year and Swaraj would come.
- (iii) Gandhiji proposed that the movement should unfold in stages.
- (v) In case the government used repression, a full civil disobedience campaign would be launched.
- (vi) Mahatma Gandhi and Shaukat Ali toured extensively, mobilising popular support of the movement. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

A Q. 13. Discuss the various stages of the Non-Cooperation Movement launched by Mahatma Gandhi. [Board SQP-2016]

Ans. Gandhiji proposed that the movement should unfold in stages :

1st Stage—Surrender of titles that the government awarded.

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

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

[CBSE Marking Scheme, 2016]

U Q. 14. Why did the Non-Cooperation Movement gradually slow down in the cities? Explain.

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

Ans. The Non-Cooperation Movement gradually slow down in the cities because :

- (i) Khadi clothes were more expensive than mill clothes.
- (ii) Poor people could not afford to buy it.
- (iii) The boycott of British institutions posed a problem.
- (iv) Students and teachers began trickling back to government schools.
- (v) Lawyers joined back work in government courts.

(Any three)

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

A Q. 15. Describe the spread of Non-Cooperation Movement in the countryside.

[Board Term-II, (Outside Delhi Set-II) 2015]

Ans. Non-Cooperation Movement spread in the countryside :

(i) In Awadh, peasants were led by Baba Ramchandra. Here the movement was against talukdars and landlords who demanded from peasant's exorbitantly high rents and a variety of other cesses.

(ii) Peasants had to do begar and work at landlords farms without any payments.

As tenants they had no security of tenure and were regularly evicted so that they have no right over the leased land.

(iii) The peasant movement demanded reduction of revenue, abolition of begar and social boycott of oppressive landlords.

In the meantime, Jawaharlal Nehru began going around the villages in Awadh.

(iv) The Awadh Kisan Sabha was set up in the villages. The peasant movement, however, developed in forms that the Congress leadership was unhappy with.

(v) As the movement spread, the houses of talukdars and merchants were attacked: bazaars were looted and grain hoards were taken over. **(Any three)**

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

A Q. 16. Describe any three major problems faced by the peasants of Awadh in the days of Non-Cooperation Movement.

[Board Term-II, (Outside Delhi Set-III) 2015]

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

- (i) Talukdars and landlords posed high rent on land and variety of cesses.
- (ii) Various taxes were also implemented on them.
- (iii) Peasants had to do begar and work at landlord's farm without any payment.
- (iv) They had no security of tenure and were evicted regularly.
- (v) They had no right over leased land. **(Any three)**

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

A Q. 17. "The plantation workers in Assam had their own understanding of Mahatma Gandhi and the notion of Swaraj". Support the statement with arguments.

[Board Term-II, Outside Delhi Set-I, II, III, 2016]

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

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

[CBSE Marking Scheme, 2016]

U Q. 18. What were the causes of the withdrawal of the Non-Cooperation Movement? Explain.

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

OR

Why did Mahatma Gandhi decide to withdraw the Non-Cooperation Movement in February 1922? Explain the reasons.

[Board Term-II, Foreign Set-II, 2015] [NCERT]

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

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

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

- U** Q. 1. Explain the effects of First World War on India.
[Board Term-II, (Set-KCG34U9) 2016]

OR

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

[Board Term-II, Foreign Set-III, 2016]
OR

Explain any five major problems posed by the First World War in India.

[Board Term-II, Outside Delhi Set-II, 2015]
OR

Examine the effects of the First World War on the National Movement of India.

[Board Term-II, 2012, (Set-68035)]

Ans. (i) The war created a new economic and political situation.

(ii) It led to huge increase in defence expenditure which was financed by war loans and increasing taxes, custom duties were raised and income tax was introduced.

(iii) Prices increased, doubling between 1913-18. This hit the common people.

(iv) Villagers were asked to supply soldiers and through force recruitment in rural areas.

(v) During 1918-19, crops failed in many parts of India which created shortage of food.

(vi) Spread of influenza epidemic and death of 12 to 13 million people. **(Any five) $1 \times 5 = 5$**

[CBSE Marking Scheme, 2016]

- U** Q. 2. Explain Gandhiji's view on Satyagraha. Which quality of Mahatma Gandhi turned the freedom struggle into a mass movement ?

[Board Term-II, (Set-68007) 2013]

OR

Explain the ideas of Gandhiji regarding 'Satyagraha' in five points.

Ans. Five points about Gandhiji's idea of 'Satyagraha' :

(i) The idea of Satyagraha emphasized the power of truth and the need to search for truth.

(ii) It suggested that if the cause was true, if the struggle was against injustice, then physical force was not necessary to fight the oppressor.

(iv) This could be done by appealing to the conscience of the oppressor.

(iii) Without seeking vengeance or being aggressive, a satyagrahi could win the battle through non-violence.

(v) People including the oppressors had to be persuaded to see the truth, instead of being forced to accept truth through the use of violence.

(vi) Gandhiji believed that truth was bound to ultimately triumph.

(vii) He believed that the dharma of non-violence could unite all Indians. **(Any five) $1 \times 5 = 5$**

[CBSE Marking Scheme, 2013]

- U** Q. 3. What was the impact of the First World War on the economic conditions in India.

[Board Term-II, 2011]

Ans. (i) It created new economic and political problems.

The war had led to huge expenditure which was financed by heavy loans and increase in taxes. Customs duties were raised and income tax was introduced.

(ii) The prices had doubled between 1913-18 and the common people underwent great hardships.

(iii) Crops had failed between 1918-19 and 1920-21 leading to famine and disease. There were epidemics killing between 12-13 million people (Census, 1921).

(iv) People's hope that the end of war would bring an end to their goals were belied, and this led to their support to the national movement.

(v) The Muslims were antagonised by the British ill-treatment of the Khalifa, after the First World War.

(vi) Indian villagers were also incensed by the British Government's forced recruitment of men in the army.

(vii) The Congress and other parties were angry with the British for not consulting them before making India a party on their side against Germany.

(viii) Taking advantage of the First World War, many revolutionary parties cropped up and they incited the people to join the anti-colonial movement in India (*i.e.* the National Movement). **(Any five)**

[CBSE Marking Scheme, 2011] $1 \times 5 = 5$

- U** Q. 4. How did Gandhiji convert the National Movement into a Mass Movement ?

[Board Term-II, (Set 11/A1) 2011]

Ans. Gandhiji converted the National Movement into a Mass Movement by :

(i) His simple and saintly life and style of convincing the masses made him popular.

(ii) His undisputed leadership and magnetic personality.

(iii) His policy of non-violent Satyagraha.

(iv) His programmes of social reforms like fighting against untouchability.

(v) His commitment to Hindu-Muslim unity.

[CBSE Marking Scheme, 2011] $1 \times 5 = 5$

- B** Q. 5. Why did Gandhiji decide to launch a nationwide Satyagraha against the proposed Rowlatt Act of 1919? How was it organized ? Explain. **[Board Term-II, Delhi Set-I, 2016]**

Ans. Satyagraha against the proposed Rowlatt Act, 1919 :

- (i) The Rowlatt Act was hurriedly passed through the Imperial Legislative Council.
- (ii) Indian members unitedly opposed it.
- (iii) It gave government enormous powers to repress political activities.
- (iv) It allowed detention of political prisoners without trials for two years. (Any two)

Organization of Satyagraha :

- (i) Mahatma Gandhi wanted non-violent civil disobedience against such unjust laws.
- (ii) It was started with a 'Hartal' on 6th April.
- (iii) Rallies were organized in various cities.
- (iv) Workers went on strike in railway workshops.
- (v) Shops were closed down. (Any three) $2 + 3 = 5$

[CBSE Marking Scheme, 2016]

A Q. 6. What was the impact of the Rowlatt Act Satyagraha on the political situation in India? Describe. [Board Term-II, (Set-2027) 2012]

Ans. Impact of the Rowlatt Act on the political situation in India :

- (i) People organised hartals in cities and railways went on strike.
- (ii) Shops were closed down.
- (iii) Leaders were arrested.
- (iv) At Amritsar, police fired upon a peaceful procession.
- (v) Martial law was imposed. $1 \times 5 = 5$

A Q. 7. Describe the incident and impact of the Jallianwala Bagh.

[Board Term-II, Foreign Set-I, 2015]

OR

Explain the reason and effects of Jallianwala Bagh Massacre. [Board Term-II, 2014]

OR

Explain the impact of Jallianwala Bagh incident on the people.

[Board Term-II, Outside Delhi-2014]

OR

Describe the Jallianwala Bagh Massacre and the aftermath. Which basic human rights did the British violate ?

Ans. Incident and Impact of the Jallianwala Bagh :

On 13th April large crowd gathered in Jallianwala Bagh.

Some of them had come to protest against the government's new repressive measures and others had come to attend Baisakhi fair.

General Dyer entered the area, blocked the exit points and opened fire on the crowd, killing hundreds to create a feeling of terror.

Impact :

- (i) As the news spread, crowd took to the streets in North Indian towns.
- (ii) There were strikes, clashes with police.
- (iii) Attacks on Government buildings.
- (iv) The government responded with brutal repression to terrorize people.

(v) Satyagrahis were forced to rub their noses on the ground.

- (vi) People were flogged and villages were bombed.
- (vii) The British violated the freedom of speech and expression.

[CBSE Marking Scheme, 2015] $2 + 3 = 5$

A Q. 8. Describe the development which led to the launching of Non-Cooperation Movement.

[Board Term-II, Foreign Set-II, 2015]

Ans. Developments which led to the launching of Non-Cooperation Movement:

- (i) Mahatma Gandhi successfully organized Satyagraha movements in various places.
- (ii) In 1916, he travelled to Champaran in Bihar to inspire the peasants to struggle against the oppressive plantation system.
- (iii) Then in 1917, he organized a Satyagraha to support the peasants of the Kheda district of Gujarat.
- (iv) In 1918, he went to Ahmedabad to organize a Satyagraha movement amongst cotton mill workers.
- (v) In 1919, he decided to launch a nationwide Satyagraha against the proposed Rowlatt Act.
- (vi) Rallies were organized in various places.
- (vii) At the Calcutta session of the Congress in September 1920, he convinced other leaders of the need to start a non-cooperation movement in support of Khilafat as well as for Swaraj.

[CBSE Marking Scheme, 2015] $1 \times 5 = 5$

Q. 9. How did different social group conceive the idea of 'Non-Cooperation'? Explain with examples. [Board Term-II, 2014]

Ans. Some of the leaders within Congress were reluctant to start Non-Cooperation Movement because they wanted to oppose the British government through legal and constitutional means.

For example, they wanted to contest the elections for legislative councils that were scheduled to be held in 1920 and oppose the government from inside the council once elected. 5

Q. 10. How had Non-Cooperation Movement spread in cities. Explain.

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

OR

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

[Board Term-II, Outside Delhi Set-III, 2015]

Ans. Non-Cooperation Movement spread in cities across the country :

- (i) The movement started with middle class participation in the cities.
- (ii) Thousands of students left government controlled schools and colleges.

- (iii) Headmasters and teachers resigned and lawyers gave up their legal practices.
- (iv) The council elections were boycotted in most provinces except Madras where Justice Party took part in elections.
- Effects of Non-Cooperation Movement on the economic front were :**
- Foreign goods were boycotted.
 - Liquor shops were picketed.
 - Foreign clothes were burnt in huge bonfires.
 - The import of foreign cloth halved between 1921-1922. In value the drop was from ₹ 102 crore to ₹ 57 crore.
 - In many places merchants and traders refused to trade in foreign goods or finance foreign trade.
 - The people began discarding imported clothes and wore only Indian ones.
 - Production of Indian textile mills and handlooms went up tremendously. **(Any three)**

[CBSE Marking Scheme, 2015] 2 + 3 = 5

Q. 11. Explain the response of the plantation workers to the Non-Cooperation Movement started by Gandhiji. What did freedom mean for them ?

[Board Term-II, (Set-TCJQ6VD) 2016]

Ans. (a) The response of the plantation workers to the Non-Cooperation Movement are :

- Under the Inland Emigration Act of 1859, plantation workers were not permitted to leave the tea gardens without permission.
- When they heard of the Non-Cooperation Movement, thousands of workers defied the authorities, left the plantations and headed home.
- They believed that Gandhi Raj was coming and everyone would be given land in their own village.
- They, however, never reached their destination. Stranded on the way by a railway and steamer strike, they were caught by the police and brutally beaten up.

(b) For them, freedom meant the right to move freely in and out of the confined space in which they were enclosed.

4 + 1 = 5



TOPIC-2

Civil Disobedience Movement (1930 to 1934)

Quick Review

Simon Commission

- The British government constituted a Statutory Commission under Sir John Simon. The Commission was made to look into the functioning of the constitutional system in India and suggest changes. But since all the members in the Commission were British, the Indian leaders opposed the Commission.
- The Simon Commission arrived in India in 1928. It was greeted with the slogan 'Go back Simon'. All parties joined the protest. In October 1929, Lord Irwin announced a vague offer of 'dominion status' for India but its timing was not specified. He also offered to hold a Round Table Conference to discuss the future Constitution.

Salt March (Beginning of Civil Disobedience Movement)

- Mahatma Gandhi believed that salt could be a powerful symbol to unite the whole nation. Most of the people; including the British scoffed at the idea. Abolition of the salt tax was among many demands which were raised by Gandhiji through a letter to Viceroy Irwin.
- The Salt March or Dandi March was started by Gandhiji on 12th March 1930. He was accompanied by 78 volunteers. They walked for 24 days to cover a distance of 240 miles from Sabarmati to Dandi. Many more joined them in the way. On 6th April 1930, Gandhiji ceremonially violated the law by taking a fistful of salt.
- The Salt March marked the beginning of the Civil Disobedience Movement. Thousands of people broke the salt law in different parts of country. People demonstrated in front of government salt factories. Foreign cloth was boycotted. Peasants refused to pay revenue. Village officials resigned. Tribal people violated forest laws.

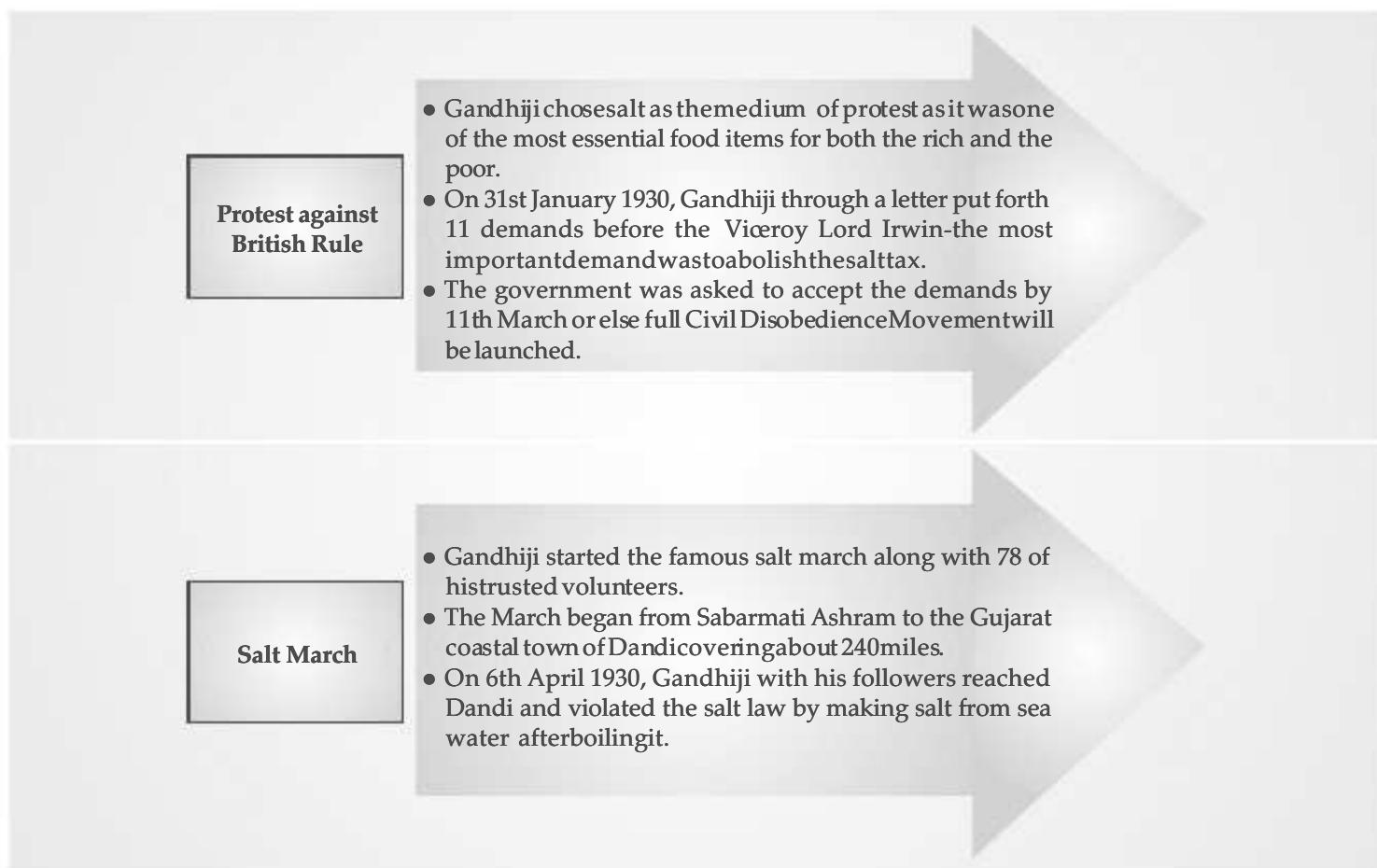
Response of British Rulers

- The colonial government began to arrest the Congress leaders. This led to violent clashes in many places. Mahatma Gandhi was arrested about a month later. People began to attack the symbols of British rule; such as police posts, municipal buildings, law courts and railway stations. The government's repression was quite brutal. Even women and children were beaten up. About 100,000 people were arrested.

Round Table Conference

- When things began to take a violent turn, Mahatma Gandhi called off the movement. He signed a pact with Irwin on 5th March 1931. This was called the Gandhi-Irwin Pact. As per the Pact, Gandhiji agreed to participate in the Round Table Conference in London. In lieu of that, the government agreed to release the political prisoners. Gandhiji went to London in December 1931. The negotiations broke down and Gandhiji had to return with disappointment. When Gandhiji came back to India, he found that most of the leaders were put in jail. Congress had been declared illegal. Many measures were taken to prevent meetings, demonstrations and boycotts. Mahatma Gandhi relaunched the Civil Disobedience Movement. By 1934, the movement had lost its momentum.

Flowcharts



Know the Terms

- **Civil Disobedience** : During Civil Disobedience Movement people were asked not only to refuse cooperation with the British but also to break the colonial laws.
- **Swaraj** : “Swaraj” means freedom or self-rule. In 1920, “Swaraj” meant “Self-Government” within the empire if possible and outside if necessary.
- **Simon Commission** : The New Tory government in Britain constituted a statutory Commission under Sir John Simon . The Commission was sent to India to look into the functioning of the constitutional system in India and suggest changes. It arrived in India in 1928.
- **Salt Law** : Salt is consumed by both the poor and the rich, and is one of the most essential items of foods everywhere in the world. The British government had the monopoly on the production of salt in India. By imposing a ‘salt tax’ the government hit both the rich and the poor, specially the poor. Gandhiji thought it was the most repressive Act of the British government and chose to defy it by breaking the “Salt Law”.
- **Gandhi Irwin Pact** : When British government responded with a policy of brutal repression against the Civil Disobedience Movement, Mahatma Gandhiji decided to call off the movement.. He entered into a pact with Lord Irwin on 5th March 1931. Under this pact, Gandhiji consented to participate in a Round Table Conference in London.

Know the Dates

- 1920 : The peasant movement in Awadh spread, but the Congress Leader were not happy with them.
- 1921 : A militant Guerrilla movement spread in the Gudem Hills of Andhra Pradesh. Movement started by Alluri Sitaram Raju.
- 1921-1922 : The Import of foreign cloth halved. June, 1920 Jawahar Lal Nehru going around the village in Awadh.
- February, 1922 : Mahatma Gandhi decided to Withdraw Non-Cooperation Movement. Establishment of Swaraj Party by Motilal Nehru and C.R.Dass.
- 1924 : Raju was captured and executed.
- 1927 : The Federation of the Indian Chamber of Commerce and Industries (FICCI).
- 1928 : Simon Commission arrived in India.
- 1928 : Foundation of the Hindustan Socialist Republican Army (HSRA).

- October, 1929 : A vague offer of 'Dominion Status' for India offered by Lord Irwin.
- October, 1929 : Oudh Kisan Sabha was set up headed by J.L. Nehru.
- December, 1929 : Lahore Session of the Congress- Demand for Purna Swaraj.
- January 26, 1930 : Celebrated as the Independence day.
- January 31, 1930 : Gandhiji sent a letter to Viceroy Irwin stating 11 demands.
- April, 1930 : Abdul Ghaffar Khan was arrested.
- April 6, 1930 : The salt march reached Dandi, Gandhiji violated the Salt Law.
- 1930 : Civil Disobedience Movement continues; Salt Satyagraha: Gandhi's Dandi March; First Round Table Conference.
- March 5, 1931 : Gandhi Irwin Pact was signed.
- December, 1931 : Gandhiji went for Second Round Table Conference.
- 1931 : Second Round Table Conference; Irwin-Gandhi Pact; Census of India.
- 1932 : Suppression of the Congress movement; Third Round Table Conference.
- September, 1932 : Poona Pact between Gandhiji and Ambedkar.
- 1934 : Civil Disobedience Movement called off.
- 1934 : Civil Disobedience Movement lost its momentum.
- 1935 : The Government of India Act receives Royal Assent.

Know the Links

- www.mapsofindia.com>Personalalities>Gandhi
- www.preservearticles.com/201012271752/civil-disobedience-movement.html

Very Short Answer Type Questions

1 mark each

- A** Q. 1. 'Hind Swaraj' was written by : [Board Term-II, 2011]
Ans. Mahatma Gandhi. 1
- U** Q. 2. The resolution of Poorna Swaraj was adopted at which session of the Congress ? [Board Term-II, 2011]
Ans. Lahore Session of 1929. 1
- U** Q. 3. The Simon Commission was boycotted in India because : [Board Term-II, 2011]
Ans. There was no Indian member in the Commission. 1
- A** Q. 4. Which was the main reason to withdraw Non-Cooperation Movement ?
Ans. Because the movement became violent. 1
- A** Q. 5. Who was the leader of the peasants in the Gudem Hills of Andhra ?
Ans. Alluri Sitaram Raju. 1

Short Answer Type Questions

3 marks each

- A** Q. 1. Simon Commission was greeted with slogan 'Go back Simon' at arrival in India. Support this reaction of Indians with arguments.
[Board Term-II, Foreign Set-I, II, III, 2016]
Ans. Simon Commission :
(i) The new Tory government in Britain constituted a Statutory Commission under Sir John Simon.
(ii) It was set up in response to the nationalist movement.
(iii) The commission was to look into the functioning of the constitutional system in India and suggest changes.
(iv) The problem was that the commission didn't have a single Indian member.
(v) When the Simon Commission arrived in India in 1928, it was greeted with the slogan 'Go back Simon'.
(vi) All parties, including the Congress and the Muslim League, participated in the demonstrations.
(Any three) 1 × 3 = 3
[CBSE Marking Scheme, 2016]
- B** Q. 2. What was the objective of Simon Commission? Why was it opposed in India ? [Board Term-II (Set-2076) 2012]
Ans. Simon Commission was set up to look into the functioning of the Constitutional System in India and suggest changes.
It was opposed because :
(i) It had no Indian member.
(ii) They were all whites. 1 + 2 = 3
[CBSE Marking Scheme, 2012]
- U** Q. 3. Explain in brief the 'Dandi March'.
[Board Term-II, (Set-JCJQ6VD) 2016]
OR
Describe the main features of the 'Salt March'.
[Board Term-II 2014]
Ans. (i) Mahatma Gandhi started his famous 'Salt March' or 'Dandi March' on 11th March, 1930 accompanied by 78 of his trusted volunteers.
(ii) The march was to cover 240 miles from Gandhi's ashram in Sabarmati to the Gujarati Coastal town of Dandi.

(iii) On 6th April, 1930, he reached Dandi and ceremonially violated the law by manufacturing salt by boiling sea water.

(iv) This marked the beginning of Civil Disobedience Movement. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

U Q. 4. How did the Salt March become an effective tool of resistance against colonialism ? Explain. [Board Term-II, Outside Delhi Set-I, II, III, 2015] [NCERT]

Ans. 'Salt March' became an effective tool of resistance against colonialism because :

- (i) Mahatma Gandhi found in salt a powerful symbol that could unite the nation.
- (ii) Gandhiji sent a letter to Viceroy Irwin stating eleven demands. The most stirring of all was the demand to abolish the salt tax.
- (iii) Salt was the most essential item of foods and was consumed by rich and poor alike.
- (iv) Irwin was unwilling to negotiate, so Gandhiji started Salt march with 78 volunteers. (On 6th April) he reached Dandi, violated law and made salt.

This March developed the feeling of nationalism, people in different parts of the country broke the salt law and manufactured salt and demonstrated in front of government salt factories.

[CBSE Marking Scheme, 2015] 3

A Q. 5. "The Civil Disobedience Movement was different from the Non-Cooperation Movement." Support the statement with examples.

[Board Term-II, Delhi Set-I, II, III, 2016]
OR

How was the Civil Disobedience Movement different from the Non-Cooperation Movement ? State any three points of difference.

[Board Term-II, (Set 02/C1) 2011]

Ans. The Civil Disobedience Movement was different from the Non-Cooperation Movement :

Non-Cooperation Movement :

- (i) The people were asked not to cooperate with the government.
- (ii) Foreign goods were boycotted.
- (iii) Liquor shops were picketed.
- (iv) Foreign clothes were burnt in heaps.
- (v) In many places merchants and traders refused to trade on foreign goods or finance foreign traders.
- (vi) Students left the government owned schools and college.
- (vii) Lawyers gave up legal practices.

Civil Disobedience Movement :

- (i) People were asked to break colonial laws.
- (ii) The countrymen broke the salt law.
- (iii) Peasants refused to pay revenue and chaukidari tax.
- (iv) Village officials resigned from their jobs.

(v) Forest people violated forest rules and laws.

(Any three points of difference to be mentioned)

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

[CBSE Marking Scheme, 2016]

U Q. 6. Why did the different social groups join the Civil Disobedience Movement ? Explain.

[Board Term-II, Foreign Set-I, II, III, 2016]

Ans. Different social groups in the Civil Disobedience Movement :

- (i) **Rich Peasantry Group :** The Patidar and Jats demanded reduction in revenue and participated in the boycott program.
- (ii) **Poor Peasantry Group :** They wanted unpaid rent to be remitted, joined radical movement led by the socialist and communist.
- (iii) **Business Class Group :** Prominent industrialist like Purshottamdas, G D Birla formed FICCI. They wanted protection against imports of foreign goods and rupee sterling exchange ratio and refused to sell imported goods.
- (iv) **Working Class Group :** Nagpur Workers adopted boycott of foreign goods, against low wages and poor working conditions.
- (v) **Women :** Participated in the protest marches, manufacturing of salt and boycotted foreign goods.

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

[CBSE Marking Scheme, 2016]

U Q. 7. How did women participate in the Civil Disobedience Movement ? Explain.

[Board Term-II, Foreign Set-III, 2015]

Ans. Participation of women in the Civil Disobedience Movement :

- (i) Women in large number participated in the Civil Disobedience Movement.
- (ii) During Salt March thousands of women came out of their homes to listen to Gandhiji.
- (iii) They participated in protest marches, manufactured salt.
- (iv) They picketed foreign cloth and liquor shops.
- (v) Many went to jail.
- (vi) They began to see service to the nation as a sacred duty of women.

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

[CBSE Marking Scheme, 2015]

U Q. 8. Why did political leaders differ sharply over the question of separate electorates for Muslims and the Dalits ? [Board Term-II, 2014]

Ans. (i) Dalit began organizing themselves, demanding reserved seats in educational institutions, and a separate electorate. Dr B.R. Ambedkar, who organized the Dalits into the Depressed Classes Association in 1930, clashed with Mahatma Gandhi at the Second Round Table Conference by demanding separate electorates for Dalits.

- (ii) Ambedkar ultimately accepted Gandhiji's proposal and the result was the Poona Pact of September 1932.

(iii) After the decline of the Non-Cooperation-Khilafat Movement, large section of Muslims felt alienated from the Congress. Many Muslim leaders and intellectuals expressed their concern about the status of Muslims as a minority within India. They feared that the culture and identity of minorities would be submerged under the domination of Hindu majority.

$1 \times 3 = 3$

A Q. 9. Describe the main features of 'Poona Pact'.

[Board Term-II, 2015 Outside Delhi Set-I]

Ans. The main features of 'Poona Pact' were :

- (i) The Poona Pact (September 1932) gave Depressed Classes (later to be known as Scheduled Caste) reserved seats in provincial and central legislative councils.
- (ii) They were to be voted in by the general electorate.
- (iii) The Act came into force due to Gandhiji's fast unto death.
- (iv) Ambedkar ultimately accepted Gandhiji's stand.

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

[CBSE Marking Scheme, 2015]

A Q. 10. Examine the events that led to the Civil Disobedience Movement. Why did the industrialists support this movement ?

[Board Term-II, (Set-2030) 2012]

Ans. The events that led to the Civil Disobedience Movement include :

(i) Arrival of Simon Commission consisting of all British members, in 1928 and their report.

(ii) Successful peasant movement in Bardoli, Meerut and Lahore conspiracy cases in 1929.

(iii) Lahore session of Congress in 1929.

(iv) Nehru report in respect of Indian Constitution.

(v) Demonstrators being brutally assaulted in anti-Simon Commission agitation.

Industrialists supported this movement because :

During the First World War, Indian merchants and industrialists had made huge profits and became powerful. Keen on expanding their business, they now reacted against colonial policies that restricted business activities.

$2 + 1 = 3$

U Q. 11. Explain the efforts made by Dr. B.R. Ambedkar for the political empowerment of the Dalits or Depressed Classes.

[Board Term-II, (Set-68011) 2012]

Ans. (i) Dr. B.R. Ambedkar organized the 'Dalits' into the Depressed Classes Association in 1930.

(ii) He clashed with Mahatma Gandhi at the Second Round Table Conference by demanding separate electorates for Dalits.

(iii) In 1932, he signed Poona Pact which gave the depressed classes reserved seats in the provincial and central legislative councils.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Long Answer Type Questions

5 marks each

A Q. 1. Critically examine the main aspects of Indian National Movement during the period Delhi between 1920 and 1935.

[Board Term-II (Set-68020) 2012]

Ans. Following are the main aspects of the Indian National Movement between 1920-1935 :

- (i) Beginning of Mass Movement after Jallianwala Bagh Massacre.
- (ii) Application of Satyagraha to Mass Movement, new methods to protest, boycott, picketing, renunciation of titles, and non-payment of taxes.
- (iii) People of different sections and parts shared a common bond of resistance—united in their hatred against the British rule.
- (iv) Industrialists led by Purshottamdas, Thakurdas and G. D. Birla criticized colonialism.

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

[CBSE Marking Scheme, 2012]

U Q. 2. Explain the grievances of the peasants against the government. What steps were taken to organise Peasant Movement to fulfil their demands during the colonial rule ?

[Board Term-II, (Set-68017) 2012]

Ans. Reasons of grievances of the peasants against the government were :

- (i) Due to forest laws of the colonial government.

(ii) Depriving them of the traditional rights of entering the forest to graze their cattle or to collect fuelwood and fruits.

(iii) High land revenues.

(iv) Forced to perform begar. (Any three)

Steps taken to organize Peasant Movement :

- (i) Many Kisan Sabhas were organised.
- (ii) Organized Guerrilla Militant Movement.
- (iii) Attacked police Stations and attempted to kill British police officials.
- (iv) Gandhiji declared that no tax to be paid.

(Any two) $3 + 2 = 5$

[CBSE Marking Scheme, 2012]

U Q. 3. Which incident marked the beginning of Civil Disobedience Movement ? Why did the peasants join the Civil Disobedience Movement? [Board Term-II, (Set-68015) 2012]

Ans. Civil Disobedience Movement : Violation of Salt Law by manufacturing salt from sea water by Gandhiji marked the beginning of Civil Disobedience Movement.

The peasants joined the Civil Disobedience Movement due to the following reasons :

- (i) Rich peasants (Patidars of Gujarat and Jats of Uttar Pradesh) were active in the movement. They were hard hit by the trade depressions and falling prices. The refusal of the government to reduce the revenue led to widespread resentment.
- (ii) For the rich peasants, fight for Swaraj was a struggle against high revenue.
- (iii) Poor peasants wanted the unpaid rent to the landlord be remitted so they joined the Civil Disobedience Movement. $2 + 3 = 5$

[CBSE Marking Scheme, 2012]

- A** Q. 4. Why did the poor peasants join the Civil Disobedience Movement (1930-34)? Why could not the Congress give full support to their demands? [Board Term-II, (Set-68004) 2012]

Ans. The peasants joined the Civil Disobedience Movement (1930-34) because poor peasantry were not just interested in the lowering of the revenue demand. Many had rented land. They could not pay rent because of the depression and dwindling cash incomes. They wanted the unpaid rent to landlord remitted.

Congress could not give full support because they thought rich peasants and landlords would be upset. It was unwilling to support 'no rent' campaign in most places. So, the relationship between the poor peasants and the Congress remained uncertain. $2\frac{1}{2} + 2\frac{1}{2} = 5$

- U** Q. 5. Explain any five factors which gave rise to the Civil Disobedience Movement of 1930.
[Board Term-II, (Set-68001) 2012]

Ans. Factors that gave rise to the Civil Disobedience Movement were :

- (i) The problem with the Simon Commission.
- (ii) Irwin's vague offer of Dominion Status for India in an unspecified future.
- (iii) Salt Law.
- (iv) Neglect of eleven demands of Gandhiji by the British.
- (v) Lahore Session of INC (1929). $1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

- A** Q. 6. Describe the significance of the Civil Disobedience Movement in the freedom struggle of India.
[Board Term-II, Foreign Set-III, 2015]

Ans. Significance of the Civil Disobedience Movement :

- (i) The Civil Disobedience Movement launched against the arrival of the Simon Commission. This continues between 1930-34.
- (ii) Complete Independence was the main aim of Civil Disobedience Movement which formulated this demand in the Lahore session.
- (iii) It was full fledged mass movement.
- (iv) Mahatma Gandhi started the famous Salt March.
- (v) On 6th April, he ceremonically violated the law, manufacturing salt by boiling sea water.

- (vi) This marked the beginning of the Civil Disobedience Movement. $(Any\ five)\ 1 \times 5 = 5$

[CBSE Marking Scheme, 2015]

- U** Q. 7. Why did Mahatma Gandhi find in 'Salt' a powerful symbol that could unite the nation? Explain. [Board Term-II, Delhi Set-II, 2016]

Ans. Mahatma Gandhi found 'Salt' a powerful symbol:

Gandhiji sent a letter to Viceroy Irwin stating eleven demands on 31st January, 1930. The most stirring of all was to abolish the salt tax. Salt was one of the most essential items of foods. It was consumed both by rich and poor alike. He urged them to peacefully defy the tax imposed on salt. On 6th April he reached Dandi and violated the law. [CBSE Marking Scheme, 2016] 5

- U** Q. 8. Why did Mahatma Gandhi relaunch the Civil Disobedience Movement with great apprehension? Explain.
[Board Term-II, Outside Delhi Set-II, 2016]

Ans. Mahatma Gandhi relaunched the Civil Disobedience Movement with great apprehension:

- (i) In December, 1931 Gandhiji went to London for the Round Table Conference, but the negotiations broke down and he returned disappointed.
- (ii) In India, he discovered that the government had begun a new cycle of repression.
- (iii) Abdul Ghaffar Khan and Jawahar Lal Nehru were both in jail.
- (iv) The Congress had been declared illegal.
- (v) A series of measures had been imposed to prevent meetings, demonstrations and boycotts. $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

- U** Q. 9. How did the Civil Disobedience Movement come into force in various parts of the country? Explain with examples.
[Board Term-II, (Outside Delhi Set-III) 2016]

Ans. Civil Disobedience Movement came into force in various parts of the country :

- (i) Gandhiji led the Salt March from Sabarmati Ashram to Dandi with his followers starting the Civil Disobedience Movement.
- (ii) Thousands in different parts of the country broke the Salt Law, manufactured salt and demonstrated in front of government salt factories.
- (iii) In the country side like the rich Patidars of Gujarat and Jats of Uttar Pradesh were active in the movement.
- (iv) As rich peasant communities were very hard hit by the trade depression and falling prices, they became enthusiastic supporters of the Civil Disobedience Movement.

- (v) As the depression continued and cash invoice dwindled, the small tenants found it difficult to pay the rent. They wanted the unpaid rent to the landlords to be remitted and thus they joined the movement.
- (vi) Merchants and industrialists supported the movement by giving the financial assistance and refused to buy and sell the imported goods.
- (vii) The industrial working class of Nagpur region participated in the Civil Disobedience Movement (CDM).
- (viii) Railway worker, dock workers, coal mine workers of Chota Nagpur, etc. participated in protest rallies and boycott campaigns.
- (ix) Women also participated in large numbers.

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

[CBSE Marking Scheme, 2016]

Q. 10. Explain the attitude of the Indian merchants and the industrialists towards the 'Civil Disobedience' Movement.

[Board Term-II, Outside Delhi Set-I, 2015]

Ans. The attitude of the Indian merchants and the industrialists towards the Civil Disobedience Movement was :

- (i) During the 1st World War, Indian merchants and industrialists had made huge profits and became powerful.
- (ii) They wanted protection against imports of foreign gods and a Rupee Sterling foreign exchange ratio that would discourage import.
- (iii) To organize business interest they formed the Indian Industrial and Commercial Congress (in 1920) and the Federation of Indian Chamber of Commerce and Industries—FICCI (in 1927).
- (iv) They gave financial assistance and refused to buy or sell imported gods.
- (v) Most businessmen came to see 'Swaraj' at a time when colonial restrictions on business would no longer exist and trade and industry would flourish without constraints.
- (vi) After the failure of the Round Table Conference business groups were no longer uniformly enthusiastic.
- (vii) They were apprehensive of the spread of militant activities and worried about prolonged disruption of business.

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

[CBSE Marking Scheme, 2015]

Q. 11. How did different Social groups participate in the Civil Disobedience Movement ? Explain with examples.

[Board Term-II, 2014]

Ans. (i) In the countryside for the rich peasant communities fight, 'Swaraj' was a struggle against high revenue.

(ii) The countrymen broke the Salt Law.

(iii) Foreign clothes were boycotted and liquor shops were picketed.

(iv) Peasants refused to pay the land revenue.

(v) Village officials resigned from their jobs.

(vi) People violated forest laws. (Any three) $1 \times 5 = 5$

[CBSE Marking Scheme, 2014]

A Q. 12. "Some of the Muslim political organizations in India, were lukewarm in their response to the 'Civil Disobedience Movement'." Examine the statement. [Board Term-II, 2013]

Ans. Large sections of Muslims were lukewarm in their response to the Civil Disobedience Movement due to the following factors :

- (i) The decline of Khilafat and Non-Cooperation Movements led to alienation of Muslims from the Congress.
- (ii) From the mid 1920's, the Congress was seen to be visibly associated with Hindu nationalist groups like the Hindu Mahasabha.
- (iii) Relations between Hindus and Muslims worsened and communal riots took place.
- (iv) The Muslim League gained prominence with its claim of representing Muslims and demanding separate electorates for them.

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

[CBSE Marking Scheme, 2013]

A Q. 13. Critically examine the reasons of conflict between the Congress and the Muslim League. Why did the Muslim League fail to respond to the call of United Struggle during the Civil Disobedience Movement ?

[Board Term-II, (Set-68009) 2012]

Ans. The important differences between the Congress and the Muslim League were over the question of representation of Muslims in the future assemblies, that were to be elected. Suspicion and distrust between the two communities was also a major reason.

- (i) The Civil Disobedience Movement started under this atmosphere of distrust.
- (ii) Negotiation over the question of representation continued but all hopes of resolving the issue in All Parties Conference in 1928, disappeared when Mr. R. Jayakar of Hindu Maha Sabha strongly opposed efforts of compromise.
- (iii) Alienated from Congress, large sections of the Muslim failed to respond to the call of a united struggle.
- (iv) The Muslim feared that the culture and identity of the minorities would be submerged under the domination of a Hindu majority.

$2 + 3 = 5$



TOPIC-3

People's Participation in the Movement

Quick Review

➤ **Farmers**

For the farmers, the fight for swaraj was a struggle against high revenues. When the movement was called off in 1931; without the revenue rates being revised; the farmers were highly disappointed. Many of them refused to participate when the movement was re-launched in 1932. The small tenants just wanted the unpaid rent to the landlord to be remitted. They often joined the radical movements which were led by Socialists and Communists. Congress did not want to alienate the rich landlords and hence, the relationship between the poor peasants and Congress was uncertain.

➤ **Businessmen**

The Indian merchants and industrialists could grow their business during the First World War. They were against those colonial policies which restricted their business activities. They wanted protection against imports and a rupee-sterling foreign exchange ratio which would discourage imports. The Indian Industrial and Commercial Congress was formed in 1920 and the Federation of the Indian Chamber of Commerce and Industries (FICCI) was formed in 1927. These were the results of attempts to bring the common business interests on a common platform. For the businessmen, Swaraj meant an end to oppressive colonial policies. They wanted an environment which could allow the business to flourish. They were apprehensive of militant activities and of growing influence of socialism among the younger members of the Congress.

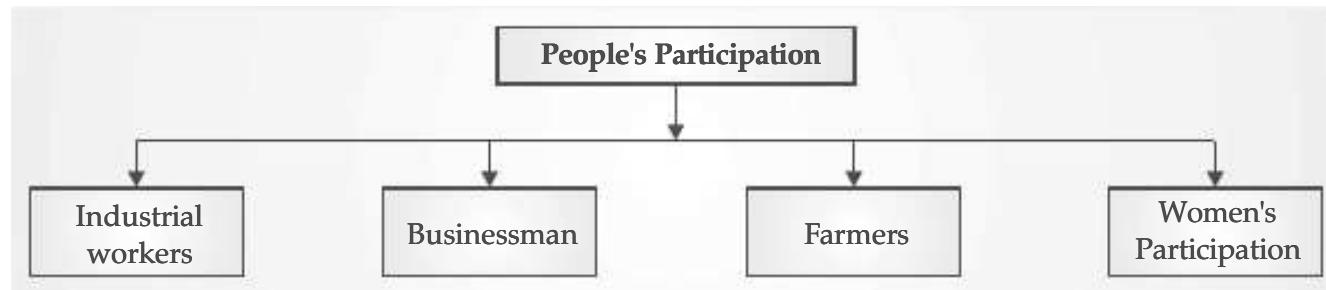
➤ **Industrial Workers**

The industrial workers showed lukewarm response to the Civil Disobedience Movement. Since industrialists were closer to the Congress, workers kept a distance from the movement. But some workers selectively participated in the Movement. Congress did not want to alienate the industrialists and hence preferred to keep the workers' demands at bay.

➤ **Women's Participation**

Women also participated in the Civil Disobedience Movement in large numbers. However, most of the women were from high-caste families in the urban areas and from rich peasant households in the rural areas. But for a long time, the Congress was reluctant to give any position of authority to women within the organization. The Congress was just keen on the symbolic presence of women.

Flowchart



Know the Terms

- **Folklores** : The traditional beliefs, customs and stories of a community that are passed through the generations by word of mouth. Many nationalist leaders took help of folk tales to spread the idea of nationalism. It was believed that the folk tales revealed the true picture of traditional culture.
- **Reinterpretation of History** : Many Indians felt that the British had given a different interpretation of the Indian history. They felt that it was important to interpret the history from an Indian perspective. They wanted to glorify the rich past of India so that the Indians could feel proud of their history.

Know the Dates

- 1930 : Dr. B. R. Ambedkar established Depressed Classes Association.
- 1937 : Election held for Provincial Assemblies.
- 1939 : Outbreak of the Second World War.

Know the Links

- www.excellup.com/classten/ssten/nationalminasia2.aspx
- shodhganga.inflibnet.ac.in/bitstream/10603/14211/11/11_chapter4.pdf

Very Short Answer Type Questions

1 mark each

- | | |
|---|--|
| <p>A Q. 1. Name a leader of the Dalits and the association formed by him. Ans. Dr B.R. Ambedkar, Depressed Classes Association in 1930. 1</p> <p>A Q. 2. By whom was the first image of Bharat Mata painted ? Ans. Abanindranath Tagore. 1</p> <p>U Q. 3. Why had Congress ignored the dalits for long? Ans. For fear of offending the Sanatanis. 1</p> | <p>A Q. 4. Which Muslim leader was willing to give up the demand for separate electorates ? Ans. Mohammad Ali Jinnah. 1</p> <p>U Q. 5. Why did Gandhiji begin fast unto death when Dr. B.R. Ambedkar demanded separate electorate for Dalits ? Ans. Separate electorate would create divisions in the society. 1</p> <p>A Q. 6. Who was the writer of 'Vande Matram'? Ans. Bankim Chandra Chattopadhyay. 1</p> |
|---|--|

Short Answer Type Questions

3 marks each

- | |
|---|
| <p>B Q. 1. What were Mahatma Gandhi's views on women's participation in the national movements ? [Board Term-II, (Set-KCG34U9) 2016]</p> <p>Ans. (i) According to Gandhiji, woman is companion of man and gifted with equal rights of freedom and liberty. (ii) Woman is more fit than man to take exploration and bolder action in non-violence. (iii) Woman is the better half of humanity, not the weaker sex. [CBSE Marking Scheme, 2016] $1 \times 3 = 3$</p> <p>U Q. 2. Explain any three features of the Peasant Movement organized in Awadh in the second decade of 20th century. [Board Term-II, (Set-68010) 2012]</p> <p>Ans. (i) In the second decade of 20th century, a Peasant Movement started against exploitation of talukdars and landlords. (ii) The movement was led by Baba Ramchandra who was earlier a Sanyasi. (iii) The peasants through this movement demanded reduction of revenue, abolition of 'begar' and social boycott of oppressive landlords. $1 \times 3 = 3$ [CBSE Marking Scheme, 2012]</p> <p>B Q. 3. What were the demands of the Peasant Movement? Explain any two. What contribution did Jawaharlal Nehru make to this movement ? [Board Term-II, (Set-68013) 2012]</p> <p>Ans. (i) Demands of the Peasant Movement were : (a) Reduction of revenue. (b) Abolition of begar. (c) Social boycott of oppressive landlords. (Any two) 3</p> <p>(ii) Jawaharlal Nehru's contribution to the movement was : He went around villages to understand the grievances of the villagers. Oudh Kisan Sabha was set up and within a month 300 branches were set up. $2 + 1 = 3$</p> <p>U Q. 4. What was the limitations of the Civil Disobedience Movement ? [Board Term-II, 2011]</p> <p>Ans. Refer to Ans. of Q. 2 of HOTS Questions. 3</p> <p>B Q. 5. Who had designed the 'Swaraj Flag' in 1921 ? Explain the main features of this 'Swaraj Flag'. [Board Term-II, Delhi Set-I, II, III, 2016]</p> <p>OR</p> <p>Which flag did Gandhiji design in 1921 ? Mention its special features. [Board Term-II, (Set-KCG34U9) 2016, 14]</p> <p>Ans. (i) In 1921, Gandhiji had designed the Swaraj flag. (ii) It was a tricolour (red, green and white) flag and had a spinning wheel in the centre representing the Gandhian ideal of self-help. (iii) Carrying the flag, holding it aloft, during marches became a symbol of defiance. $1 \times 3 = 3$ [CBSE Marking Scheme, 2016]</p> <p>U Q. 6. What type of flag was designed during the 'Swadeshi Movement' in Bengal ? Explain its main features. [Board Term-II, Outside Delhi Set-I, II, III, 2016]</p> <p>Ans. During the "Swadeshi Movement" in Bengal the flag designed was a Tricolour Flag. The two features of the flag were : (i) The colour of the flag was Red, Green and Yellow. (ii) It had eight lotuses representing eight provinces in British India. (iii) It had a crescent moon representing Hindus and Muslims. (Any two) 1 + 2 = 3 [CBSE Marking Scheme, 2016]</p> |
|---|

Long Answer Type Questions

5 marks each

- U** Q. 1. How did the peasants of Awadh use different methods to achieve their goal ? Explain with examples. [Board Term-II, 2014]

Ans. (i) Peasants of Awadh were led by Baba Ram Chandra, a Sanyasi. The movement was against Talukdars and Landlords.

(ii) The landlords and talukdars demanded exorbitantly high rents and other cess. Peasants had to do begar and work at landlord's farms without any payment.

(iii) As tenants, the farmers had no security of tenure. The peasant movement demanded reduction of revenue, abolition of begar and social boycott of oppressive landlords.

(iv) In many places, nai-dhobi bandhs were organized by panchayats to deprive landlords of the services of barbers and washermen.

(v) Oudh Kisan Sabha was set up headed by Jawaharlal Nehru; Baba Ram Chandra and few others.

Within a month, over 300 branches were set up in the villages. The peasants developed in forms. In 1921, the houses of Talukdars and Merchants were attacked. Bazaars were looted. Grain hoards were taken over. $1 \times 5 = 5$

[CBSE Marking Scheme, 2014]

- U** Q. 2. Explain with examples the role of Industrialists in the freedom struggle of India. [Board Term-II, 2014]

Ans. (i) They lent their support to the Congress in protest against the colonial policies that restricted indigenous business enterprises.

(ii) They also gave financial assistance and refused to buy or sell foreign goods. They formed associations like the Indian Industrial and Commercial Congress in 1920 and FICCI in 1927.

(iii) They viewed Swaraj as freedom from the domination of market by foreign goods but withdrew their support when the Second Round Table Congress failed.

(iv) They were also concerned about the rise of the socialist ideology in the Congress.

(v) Purshottamdas Thakurdas and G.D. Birla attacked the Colonial control over Indian economy.

[CBSE Marking Scheme, 2014] $1 \times 5 = 5$

- A** Q. 3. "Dalit participation was limited in the Civil Disobedience Movement". Examine the statement. [Board Term-II, 2013]

Ans. Dalit participation was limited in the Civil Disobedience Movement. The causes for this are listed below :

(i) Dr B.R. Ambedkar, who organized the Dalits into the Depressed Classes Association in 1930, clashed with Mahatma Gandhi at the Second Round Table Conference by demanding separate electorates for Dalits.

(ii) When the British government conceded Ambedkar's demand, Gandhiji began a fast unto death.

(iii) Gandhiji believed that separate electorates for Dalits would slow down the process of their integration into the society.

(iv) Dr. Ambedkar ultimately accepted Gandhiji's position and the result was the Poona Pact of September 1932.

(v) It gave the Depressed Classes (later to be known as the Schedule Castes) reserved seats in Provincial and Central Legislative Councils, but they were to be voted in by the general electorate $1 \times 5 = 5$

- A** Q. 4. "Nationalism spreads when people begin to believe that they are all part of the same nation." Support the statement.

[Board Term-II, Delhi Set-I, II, III, 2015]

Ans. Nationalism spreads when people begin to believe that they are all part of the same nation. The sense of collective belonging came partly through the experience of united struggles. Variety of cultural processes through which nationalism captured people's imagination. History and fiction, folklore and songs helped with promotion of nationalism. Literature also helped to arouse national feelings. The ideas of nationalism also developed through the celebration of regional festivals. As the national movement developed nationalist leaders became more and more of icons and symbols in unifying and inspiring in them a feeling of nationalism.

[CBSE Marking Scheme, 2015] 5

- U** Q. 5. How did a variety of cultural processes play an important role in the making of nationalism in India ? Explain with examples.

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

OR

How did people belonging to different communities, regions or language groups develop a sense of collective belonging ?

[Board SQP-2016]

Ans. (a) This sense of collective belonging came partly through the experience of united struggles and growing anger among people against the colonial government.

(b) But there were also a variety of cultural processes through which nationalism captured people's imagination :

(i) The identity of the nation symbolised in a figure or image of Bharat Mata created through literature, songs, paintings etc.

(ii) Movement to revive Indian folklore to enhance nationalist sentiments.

(iii) Role of icons and symbols in unifying people and inspiring in them a feeling of nationalism.

(iv) Creating a feeling of nationalism was through reinterpretation of history. $1 + 4 = 5$

[CBSE Marking Scheme, 2016]

A Q. 6. Critically examine any four features of the Civil Disobedience Movement.

[Board Term-II, Set-68003, 2012]

Ans. Four features of the Civil Disobedience Movement:

- (i) The most widespread non-violent mass movement led by Gandhiji.
- (ii) Large scale participation of women.
- (iii) Support given by commercial classes.
- (iv) Workers' participation in the movement, selectively adopting some of the ideas of Gandhian programme strikes of railways and dock workers. $1\frac{1}{4} \times 4 = 5$

A Q. 7. Describe the composition of tricolour flag designed during the Swadeshi Movement in Bengal. [Board Term-II, (Set-WVIVSA5) 2015]

Ans. (i) It was designed in Bengal.

(ii) It was tricolour flag.

(iii) Having red, yellow and green colours.

(iv) It had eight lotuses representing our eight provinces.

(v) A crescent moon representing Hindus and Muslims.

$1 \times 5 = 5$

[CBSE Marking Scheme, 2015]

High Order Thinking Skills (HOTS) Questions

Q. 1. Compare the images of Bharat Mata in this chapter with the image of Germania in Chapter 1.[NCERT]

Ans. (i) The image of Bharat Mata created by Abanindranath Tagore is portrayed as an ascetic figure. She is calm, composed, divine and spiritual. Another image of Bharat Mata is shown with a trishul, standing beside a lion and an elephant-both are the symbols of power and authority.

(ii) Germania was the symbol of the German nation. She is depicted as a female figure standing against a background where beams of sunlight shine through the tricolour fabric of the national flag. Germania is wearing a crown of oak leaves, as the German oak stands for heroism.

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

Q. 2. What were the limitations of the Civil Disobedience Movement ? Elaborate. [Board Term-II, 2012, 2016]

Ans. Limitations of Civil Disobedience Movement :

(i) Dalit participation was limited. They began organizing themselves, demanding reserved seats in educational institutions, and a separate electorate. Dr B.R. Ambedkar, who organized the Dalits into the Depressed Classes Association in 1930, clashed with Mahatma Gandhi at the Second Round Table Conference by demanding separate electorates for Dalits. Ambedkar ultimately accepted Gandhiji's proposal and the result was the Poona Pact of September 1932.

(ii) Muslim political groups were also lukewarm in their response to the Civil Disobedience Movement. After the decline of the Non-Cooperation-Khilafat Movement, large section of Muslims felt alienated from the Congress. When the Civil Disobedience Movement started, there was sudden atmosphere of suspicion and distrust between communities. Alienated from the Congress, large sections of Muslims could not respond to the call for a united struggle. Many Muslim leaders and intellectuals expressed their concern about the status of

Muslims as a minority within India. They feared that the culture and identity of minorities would be submerged under the domination of Hindu majority.

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

Q. 3. "The Congress was reluctant to include the demands of industrial workers in its programme of struggle." Analyse the reasons.

[Board Term-II, (Delhi Set-I) 2015]

Ans. The Congress was reluctant to include the demands of industrial workers in its programme of struggle :

- (i) The industrialists came closer to the Congress, but the workers stayed aloof.
- (ii) Congress felt this would alienate industrialists.
- (iii) It would divide its anti-imperial forces.
- (iv) Civil Disobedience Movement would be weakened.

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

[CBSE Marking Scheme, 2015]

Q. 4. How did the industrialists relate to the Civil Disobedience Movement ? Analyse their role.

Ans. Industrialists related to Civil-Disobedience Movement :

- (i) Indian industrialists had made huge profits during the First World War.
- (ii) They became powerful. They wanted to expand their business, they wanted protection against imports of foreign goods.
- (iii) They formed the Indian Industries and Commercial Congress in 1920.
- (iv) They formed Federation of the Indian Chamber of Commerce and Industries in 1927.
- (v) Purshotamdas, Thakurdas and G.D Birla attacked colonial control over the Indian economy and supported the Civil Disobedience Movement.
- (vi) They gave financial assistance and refused to buy or sell imported goods.

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

Value Based Questions

3 marks each

Q. 1. Which were the two types of demands mentioned by Gandhiji in his letter to Viceroy Irwin on 31

January 1930 ? Why was abolition of 'Salt tax' most stirring demand ? Explain.

Ans. The two types of demands mentioned by Gandhiji in his letter to Viceroy Irwin on 31 January 1930 were :

- (i) The reduction of land revenue.
- (ii) The abolition of salt tax.

But abolition of 'salt tax' was most stirring demand because Gandhiji knew that salt-tax affected all sections of society, especially the poor. $2 + 1 = 3$

Q. 2. How were the untouchables treated in India ? Was it a right attitude ? What was the attitude of Gandhiji towards untouchability or untouchables?

Ans. (i) Untouchables were not allowed to enter into temple, access to public wells, tanks, roads and schools.

- (ii) It was not a right attitude.

(iii) Gandhiji declared that swaraj would not come for a hundred years if untouchability was not eliminated. He called the untouchables as harijans or children of God. He organized Satyagraha to secure their entry into temples, access to public wells, tanks,

roads and schools. He himself cleaned toilets to dignify the work of the sweeper and persuaded upper castes to change their heart and give up the sin of untouchability. $1 \times 3 = 3$

Q. 3. Imaging you are a woman participating in the Civil Disobedience Movement. Explain what the experience meant to your life ?

Ans. (i) As a woman it was a proud moment for me to participate in Gandhiji's Civil Disobedience Movement. It was a time when women were kept inside walls.

(ii) Though I had got good education, I was not allowed to take part in social or political activities. At the call of Gandhiji, I couldn't resist myself. Revolting against my family traditions, I became an active member of the movement.

(iii) I organized the women of my locality and began the activities of the movement. I was full of nationalistic fervour. It was the most memorable and proud phase of my life. $1 \times 3 = 3$



Syllabus

- (i) *The Pre-modern World.*
- (ii) *The Nineteenth Century (global economy and colonialism).*
- (iii) *The Inter-war economy (Great Depression).*
- (iv) *Rebuilding the World Economy.*



TOPIC-1

The Pre-modern World and The Nineteenth Century (Global Economy and Colonialism)

Quick Review

- ‘Globalisation’ refers to an economic system that has emerged since the last 50 years.
- From ancient times, travelers, traders, priests and pilgrims travelled vast distances for knowledge, opportunity and spiritual fulfillment, or to escape persecution.
- The silk routes are a good example of pre-modern trade and cultural links between distant parts of the world.
- The name ‘silk routes’ points to the importance of West-bound Chinese silk cargoes along this route.
- Trade and cultural exchange always went hand in hand.
- Traders and travelers introduced new crops to the lands they travelled.
- Europe’s poor began to eat better and live longer with the introduction of the humble potato.
- Ireland’s poorest peasants became so dependent on potatoes that when disease destroyed the potato crop in the mid-1840s, hundreds of thousands died of starvation.
- European sailors found a sea route to Asia and also successfully crossed the western ocean to America.
- Precious metals, particularly silver, from mines located in present day Peru and Mexico also enhanced Europe’s wealth and financed its trade with Asia.
- The Portuguese and Spanish conquest and colonisation of America was decisively under way by the mid-sixteenth century.
- The most powerful weapon of the Spanish conquerors was the germs such as those of smallpox that they carried on their person.
- Due to their long isolation, America’s original inhabitants had no immunity against these diseases that came from Europe. Smallpox in particular proved to be a deadly killer.
- Until the 19th century, poverty and hunger were common in Europe. Cities were crowded and deadly diseases were widespread.
- Until into the 18th century, China and India were among the world’s richest countries. They were also pre-eminent in Asian trade.
- However, from the 15th century, China is said to have restricted overseas contacts and retreated into isolation.

TOPIC - 1

The Pre-modern World and The Nineteenth Century (Global Economy and Colonialism) P. 59

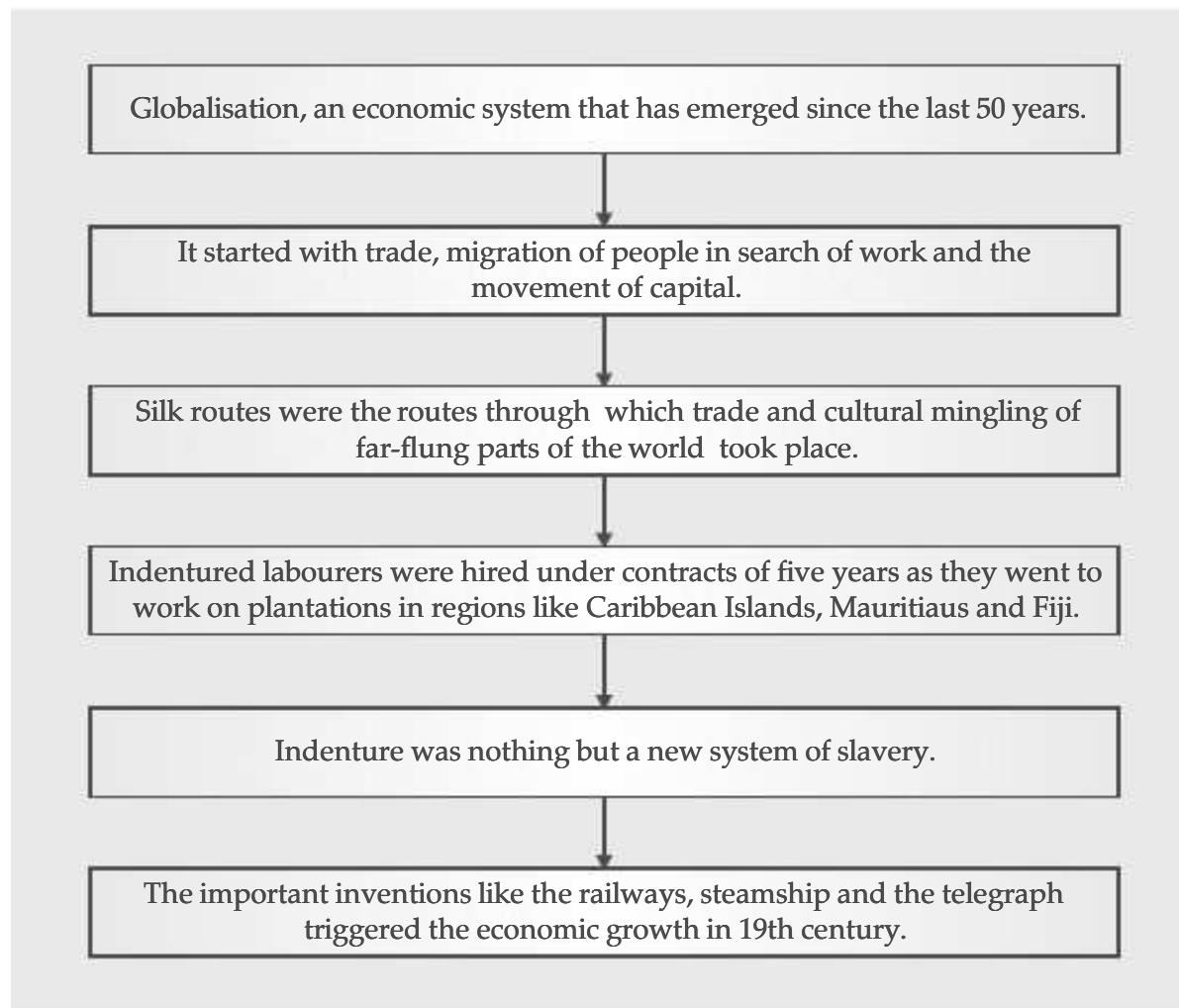
TOPIC - 2

The Inter-war Economy and Rebuilding the World Economy P. 69

- China's reduced role and the rising importance of the Americas gradually moved the centre of world trade westwards.
- Europe now emerged as the centre of world trade.
- Economic, political, social, cultural and technological factors interacted in complex ways to transform societies and reshape external relations.
- Economists identify three types of movement or 'flows' within international economic exchanges.
 - (i) The flow of trade
 - (ii) The flow of labour
 - (iii) The movement of capital
- Due to increase in population from the late 18th century, the demand for food grains in Britain had increased.
- Since there was pressure from landed groups, the government also restricted the import of corn.
- The laws allowing the government to do this were commonly known as the 'Corn Laws'.
- After the Corn Laws were scrapped, food could be imported into Britain more cheaply than it could be produced within the country.
- Railways were needed to link the agricultural regions to the ports.
- New harbours had to be built and people had to settle on the lands which meant building homes and settlements.
- All these activities in turn required capital and labour. Capital flowed from financial centres such as London.
- The demand for labour in places where labour was in short supply – as in America and Australia – led to more migration.
- Nearly 50 million people emigrated from Europe to America and Australia in the 19th century in search of a better future.
- By 1890, a global agricultural economy had taken shape.
- The British Indian Government built a network of irrigation canals to transform semi-desert wastes into fertile agricultural lands that could grow wheat and cotton for export.
- The railways, steamships, the telegraph were important inventions without which we cannot imagine the transformed nineteenth-century world.
- Colonisation stimulated new investments and improvements in transport.
- The trade in meat offers a good example of this connected process. Till the 1870s, animals were shipped live from America to Europe and then slaughtered when they arrived there.
- Meat was hence an expensive luxury beyond the reach of the European poor.
- Better living conditions promoted social peace within the country and support for imperialism abroad.
- Trade flourished and markets expanded in the late nineteenth century.
- Britain and France made vast additions to their overseas territories in the late nineteenth century. Belgium and Germany became new colonial powers.
- In the 1880s, a fast-spreading disease of cattle plague or rinderpest had a terrifying impact on the African local economy. It was carried by infected cattle imported from British Asia to feed the Italian soldiers invading Eritrea in East Africa. Entering Africa in the east, rinderpest moved west 'like forest fire'. The loss of cattle destroyed African livelihoods.
- In the late 19th century, Europeans were attracted to Africa due to its vast resources of land and minerals.
- But there was a shortage of labour willing to work for wages. Employers used many methods to recruit and retain labour.
- Heavy taxes were imposed which could be paid only by working for wages on plantations and mines.
- In the 19th century, hundreds of thousands of Indian and Chinese labourers went to work on plantations, in mines, and in road and railway construction projects around the world.
- In India, indentured labourers were hired under contracts.
- Most Indian indentured workers came from the present-day regions of eastern Uttar Pradesh, Bihar, central India and the dry districts of Tamil Nadu.
- The main destinations of Indian indentured migrants were the Caribbean islands (mainly Trinidad, Guyana and Surinam), Mauritius and Fiji.
- The 19th century indenture has been described as a 'new system of slavery'.
- From the 1900s India's nationalist leaders began opposing the system of indentured labour migration as abusive and cruel. It was abolished in 1921.

- Shikaripuri Shroffs and Nattukottai Chettiar were amongst the many groups of bankers and traders who financed export agriculture in Central and Southeast Asia.
- Indian traders and moneylenders also followed European colonizers into Africa.
- With the advent of industrialisation, British cotton manufacture began to expand, and industrialists pressurised the government to restrict cotton imports and protect local industries.
- Tariffs were imposed on cloth imports into Britain. Consequently, the inflow of fine Indian cotton began to decline.
- Indigo used for dyeing cloth was another important export for many decades. British manufactures flooded the Indian market.
- 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.
- Britain used this surplus to balance its trade deficits with other countries – that is, with countries from which Britain was importing more than it was selling to.

Flowchart



Know the Terms

- **Global (World Wide)** : Involving all countries of the globe.
- **Globalisation** : Integrating economy of a country with the economies 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.

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.

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>

Very Short Answer Type Questions

1 mark each

- | | |
|---|--|
| <p>U Q. 1. What does 'Silk Route' refer to ? Ans. Network of routes connecting Asia with Europe and Northern Africa. 1</p> <p>A Q. 2. Who discovered the continent of America ? Ans. Christopher Columbus. 1</p> <p>A Q. 3. Who was a well-known pioneer of mass production ? Ans. Henry Ford. 1</p> <p>U Q. 4. Identify the group of the countries, which was known as Axis powers during the Second World War ? Ans. Nazi Germany, Japan and Italy. 1</p> <p>U Q. 5. How did Rinderpest reach Africa ? Ans. Through cattle that was imported to British Asia to feed Italian soldiers. 1</p> | <p>A Q. 6. Which country has an effective right of VETO over IMF and World Bank ? Ans. USA. 1</p> <p>A Q. 7. Which crop was not known to our ancestors until about five centuries ago ? Ans. Potato. 1</p> <p>U Q. 8. What do we call the law that allowed the British Government to restrict the import of corn ? Ans. Corn Laws. 1</p> <p>A Q. 9. Till the discovery of which place potatoes were not known to people in Asia and Europe ? Ans. America. 1</p> <p>A Q. 10. What was the most powerful weapon used by the Spanish to conquer America ? Ans. Germs, for example : germs of small pox. 1</p> |
|---|--|

Short Answer Type Questions

3 marks each

- | | |
|--|---|
| <p>U Q. 1. What were the 'Corn Laws' ? How was it abolished? [Board Term-I, Set (WQ7FXWC) 2014] OR</p> <p>A What were the Corn Laws ? Why were the Corn Laws abolished ? What was the result of the abolishing the Laws ? (NCERT)</p> <p>Ans. (i) The laws allowing the British Government to restrict import of corn is known as the "Corn Laws". (ii) These laws were abolished because the industrialists and urban dwellers were unhappy with high food</p> | <p>prices; as a result of which they forced the abolition of the Corn Laws. Result : Food could be imported into Britain at a much cheaper rate. $1 \times 3 = 3$</p> <p>A Q. 2. Mention any three effects of the British Government's decision for the abolition of the Corn Laws. [Board Term-I, Set (NLTM8TU) 2016-17]</p> <p>Ans. (i) Food could be imported into Britain at much cheaper rate than it would be produced within the country.</p> |
|--|---|

- (ii) British agriculture was unable to compete with imports. Vast areas of land were left uncultivated and people started migrating to cities or other countries.
 - (iii) As food prices fell, consumption in Britain rose. Faster industrial growth in Britain also led to higher incomes and therefore more food imports.
 - (iv) Around the world—in Eastern Europe, Russia, America and Australia—lands were cleared and food production expanded to meet the British demand.
- (Any three) $1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

- U** Q. 3. Describe the effects of abolishing the 'Corn Laws'. [Board Term-I, KVS-2014]

OR

Explain three far reaching effects of the abolition of the Corn Laws.

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

- Ans.** (i) Britain began to import food grains 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)

- A** Q. 4. Why did the industrialists and people living in cities of Britain forced the government to abolish Corn Laws in the 18th Century? Give two reasons.

- Ans.** (i) Population growth from the late 18th century had increased the demand for food grains in Britain pushing up the prices. Under pressure from farmers, the government restricted the import of corn. These laws were commonly known as the 'Corn Laws'.
- (ii) On the other hand, the industrialists and people living in cities forced the government to abolish the Corn Laws.
- 1½ × 2 = 3

(CBSE Marking Scheme, 2016)

- U** Q. 5. What is meant by 'Trade Surplus'? Why did Britain have a Trade Surplus with India?

Ans. Definition of trade surplus : Refer to Q. No. 3, Long Answer Type Questions.

- (ii) Over the 19th century, British manufacturers flooded the Indian market. Food grains and raw material exports from India to Britain and the rest of the world 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

- U** Q. 6. "Trade flourished and markets expanded in the 19th century, but there was a darker side to process." Justify the statement.

[Board Term-I, 2015]

- Ans.** (i) In many parts of the world, these developments meant loss of freedom 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 three) $1 \times 3 = 3$

- U** Q. 7. "Food offer many examples of long distance cultural exchange." Justify this statement.

OR

In what ways did food items offer scope for long distance cultural exchange? Explain.

[Board Term-I, (CB4QHT1) 2016-17]

- Ans.** (i) Traders and travellers introduced new crops to the lands they travelled.
- (ii) It is believed that noodles traveled west from China to become spaghetti.
- (iii) Arabs traders took pasta to 5th century Sicily, an island now in Italy.
- (iv) Many of our common foods such as potatoes, soya, groundnuts, maize, tomatoes, chillies, sweet potatoes and so on were not known to our ancestors.
- (CBSE Marking Scheme, 2016)

- U** Q. 8. Explain the three types of flows within international economy in exchanges.

[Board Term-I, DDE-2014]

OR

Mention the three types of flows within international economic exchanges during the 19th century.

[Board Term-I, (36) 2012]

- 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 :** Long-term or short-term 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) $1 \times 3 = 3$

- A** Q. 9. Explain the three impacts of the First World War on the British economy.

[Board Term-I, DDE-2015]

OR

Explain the impact of the First World War on the British economy.

[Board Term-I, (OEQL2ST) 2016-17]

- Ans.** (i) After the war, Britain found it difficult to recapture its earlier position of dominance in the colonial market.
(ii) To finance war expenditures, Britain had borrowed from the U.S. At the end of the war Britain was burdened with huge external debts.
(iii) The war had led to a huge increase in demand, production and employment.
(iv) The government reduced bloated war expenditures to bring them into line with peace time revenues.
(v) These developments led to huge job losses. In 1921, one in every five British worker was out of work. (Any three points)

(CBSE Marking Scheme, 2016) $1 \times 3 = 3$

U Q. 10. The First World War was a war like no other before. Explain any three features about the war that support the statement.

[Board Term-I, (50), 2012]

- Ans.** (i) It involved the world's 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 maimed 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) $1 \times 3 = 3$

U Q. 11. Explain the effect of the death of men of working age in Europe because of the First World War?

- 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 to do. $1 \times 3 = 3$

A Q. 12. Describe three major consequences of Second World War. [Board Term-I, 553K, 2013]

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) $1 \times 3 = 3$

A Q. 13. What attracted the Europeans to Africa ? Give any three reasons.

[Board Term-I,

(R9UJGYG), (X30T4XE), (55) 2012, 2014]

OR

Why were Europeans attracted to Africa in the late 19th century ? Mention any three reasons.

[Board Term-I, (A1) 2011, 2010]

- 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. $1 \times 3 = 3$

B Q. 14. How did Rinderpest become instrumental in subjugating the Africans ?

(NCERT)

[Board Term-I, DDE-2014]

- Ans.** (i) The loss of 90% of the 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. $1 \times 3 = 3$

U Q. 15. "19th century indenture had been described as a new system of slavery." Explain the statement briefly.

[Board Term-I, (R9UJGYG) 2014]

Ans. New system of slavery :

- (i) Agents tempted the poor people by giving false information about the nature of work, final destinations, living and working conditions, modes of travel, etc.
(ii) Less willing workers were at times 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. $1 \times 3 = 3$

U Q. 16. Write any three factors responsible for indentured labour migration from India.

[Board Term-I, NCT-2014, 2010 (C2)]

Ans. Factors responsible for indentured labour migration from India :

- (i) In the 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 conditions, 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. 17. State three reasons why Europeans fled to America in the 19th century. [Board Term-I, (BHTK) 2011 (42), 2010 (B1) 2013]

- Ans.** Europeans fled to America in the 19th century because :
- (i) Until the 19th century, power and hunger were common in Europe.
 - (ii) Cities were crowded and deadly diseases were widespread.
 - (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. 18. How did Henry Ford revolutionize mass production in the U.S. ? [Board Term-I, 2012]

- Ans.** (i) Henry Ford adapted 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 motions or take a break.
 - (v) In the beginning many workers quit, 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 from operating in his plants. (Any three) $1 \times 3 = 3$

A Q. 19. Give three examples to show that the pre-modern world changed with the discovery of new sea routes to America.

[Board Term-I, (40) 2012]

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)

A Q. 20. Why did European employers find it difficult to recruit labour in Africa ? Give two methods they used to recruit and retain labour.

- Ans.** (i) The Europeans found it difficult to recruit labour in Africa 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. 21. How did the global transfer of disease in the pre-modern world help in the colonization of the Americans ? (NCERT)

- 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 helpful to a 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.
- $1 \times 3 = 3$

Q. 22. 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. $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. What is the meaning of 'cultural fusion' ? Give two examples how indentured labour system led to cultural fusion.

[Board Term-I, (38) 2012]

OR

"The indentured labour gave rise to a new culture in the Caribbean islands." Justify this statement with suitable examples.

[Board Term-I, (A1) 2010]

- 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)

- B** Q. 2. Explain any three characteristics of the Silk Routes. **[Board Term-I, (17) (39) 2012, 2011]**
OR

Enumerate the importance of Silk Routes.

[Board Term-I, (17) 2011, (A1) 2010]

- 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)

- A** Q. 3. Define the term "Trade Surplus". How was the income received from trade surplus with India used by Britain ?

Ans. **Trade Surplus** : It is a situation in which the total value of exports of a nation during the year exceeds the total value of imports.

- (i) Over the 19th century, British manufacturers flooded Indian market. Food grains and raw material exports from India to Britain and the rest of world 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. **$1 \times 5 = 5$**

- A** Q. 4. What were the Corn Laws ? Why were these laws abolished ? How abolition of the Corn Laws affect the people in England ? **[Board Term-I, NCT-2014]**

OR

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

Ans. **Corn Laws** : Refer Q. 1 Short Answer types
Effects : Refer Q. 3 Short Answer types **$2+3=5$**

- U** Q. 5. Explain how did the abolition of Corn Laws in Britain led to the emergence of a global agricultural economy ?

- Ans.** (i) With scrapping of the 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) $1 \times 5 = 5$**

- U** Q. 6. What was Rinderpest ? How did it adversely affect the lives and fortunes of the Africans ?

[Board Term-I, (38), 2012]

OR

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

OR

Describe briefly the effects of Rinderpest in Africa in the 1890s.

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) **$1+4=5$**

- A** Q. 7. Critically examine the expansion of trade facilities in the 19th century.

[Board Term-I, (6HTQGT), 2016-17]

- Ans.** Expansion of trade facilities in the 19th century :
- In many parts of the world, these developments meant loss of freedom and livelihoods.
 - Late 19th century Europeans conquest brought about many destructive economic, social and ecological changes in the colonies.
 - 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.
 - The example of indentured labour migration.
 - Great misery and poverty for others.
 - New forms of coercion in Asia and Africa.

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

(CBSE Marking Scheme, 2016)

- Q. 8.** "Trade and cultural exchange always went hand in hand". Explain the statement in the light of silk route.

[Board Term-I, (CB4QHT1), 2016-17]

[Board Term-I, (WQ7FXWC), (R9UJGYG) 2014]

- 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 name 'silk routes' points to the importance of west-bound Chinese silk cargoes along this route.
- (iii) Precious metals—gold and silver, etc., flowed from Europe to Asia. Chinese potteries, textiles from China and spices from India were traded.
- (iv) Various food items offer very good examples of long distance cultural exchanges.
- (v) Christian missionaries, Muslim preachers and Buddhist monks travelled through this route.

$1 \times 5 = 5$

(CBSE Marking Scheme, 2016)

- Q. 9.** 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, (48) KVS-2014, 2012]

- 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. 10.** After 19th century, how did the indentured labourers discover their own ways of survival? Explain. [Board Term I, (NLTM8TU), 2016-17]

- Ans.** (i) Initially the indentured labourers found it difficult to adjust to the harsh living conditions of the plantation. But very soon they discovered new ways of survival.
- (ii) They developed new forms of individual and collective self expression, blended art, cultural forms, old and new.

- In Trinidad the cultural Muharram procession was transformed into a riotous carnival called 'Hosay' in which workers of all races and religions joined.
- The protest religion 'Rastafarianism' is also said to reflect social and cultural links with Indian migrants to Caribbean.
- Chutney music popular in Trinidad and Guyana is another creative expression of the post indenture experience.

$1 \times 5 = 5$

(CBSE Marking Scheme, 2016)

- A Q. 11.** Why have the historians described the 19th century indenture as a new system slavery. Explain five reasons.

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

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

- Agents tempted the poor people by giving false information about the nature of work, living and working conditions, final destinations modes of travel, etc.
- Less willing workers were at time forcibly abducted by the agents.
- On the plantation, the working conditions were harsh and they had a few legal rights.
- 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.
- 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. 12.** What were the main features of the First World War ?

[Board Term-I, NCT-2014]

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

- The First World War (1914-18) was mainly fought in Europe. But its impact was felt around the world.
- It was fought between two power blocs —the Allies (Britain, France and Russia) and the Central Powers (Germany, Austria - Hungary and Ottoman Turkey).
- It lasted for more than four years.
- It was the first modern industrial war as it saw the use of machine guns, tanks, aircraft, chemical weapons, etc., on a large scale.
- To fight the war, millions of soldiers had to be recruited from around the world and most of them were men of working age.
- During the war, 9 million people were dead and 20 million were injured.
- These death and injuries reduced the able-bodied workforce in Europe.
- Industries were restructured to produce war-related goods.

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

- Q. 13.** Describe in brief the economic conditions of the post First World War period.

[Board Term-I, (BHTK), 2013]

Ans. Post First World War period economic conditions:

- 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 witnessed a steep fall as wheat supply was disrupted during the First World War.

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

(CBSE Marking Scheme, 2013)

- A Q. 14.** Mention the two key lessons learnt from the inter-war economic experiences by the economists and politicians after the Second World War. [Board Term-I, (34) 2012]

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 steps 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)

- U Q. 15.** Explain the destruction caused during the Second World War. Mention two crucial influences which shaped post-war reconstruction. [Board Term-I, (39) 2012]

- 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) $3 + 2 = 5$

- A Q. 16.** Explain the effects of the Great Depression of 1929 on the Indian economy.

[Board Term-I, (WQ7FXWC), 2014]

OR

How did the Great Depression of 1929 affect the farmers and the middle classes in India in different ways ? [Board Term-I, (34, 37), DDE-2014, 2012]

- 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) $1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

- A Q. 17.** 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.

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.

 $4 + 1 = 5$

- A Q. 18.** Describe the social and economic effects of the World War on England and USA.

[Board Term I, (4) 2012]

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 the 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)

- U Q. 19.** How did the use of technology transform food availability in Europe ?

[Board Term-I, (46), 2012]

OR

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

(NCERT)

- Ans.** (i) Faster railways, lighter wagons and larger ships helped food to reach more cheaply and quickly from far away farms to markets.
(ii) Earlier the animals were shipped live 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 transported to Europe as frozen meat.
- (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. 20. The 19th century world of faster economic growth, still brought misery for many. Explain.

- 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. $1 \times 5 = 5$



TOPIC-2

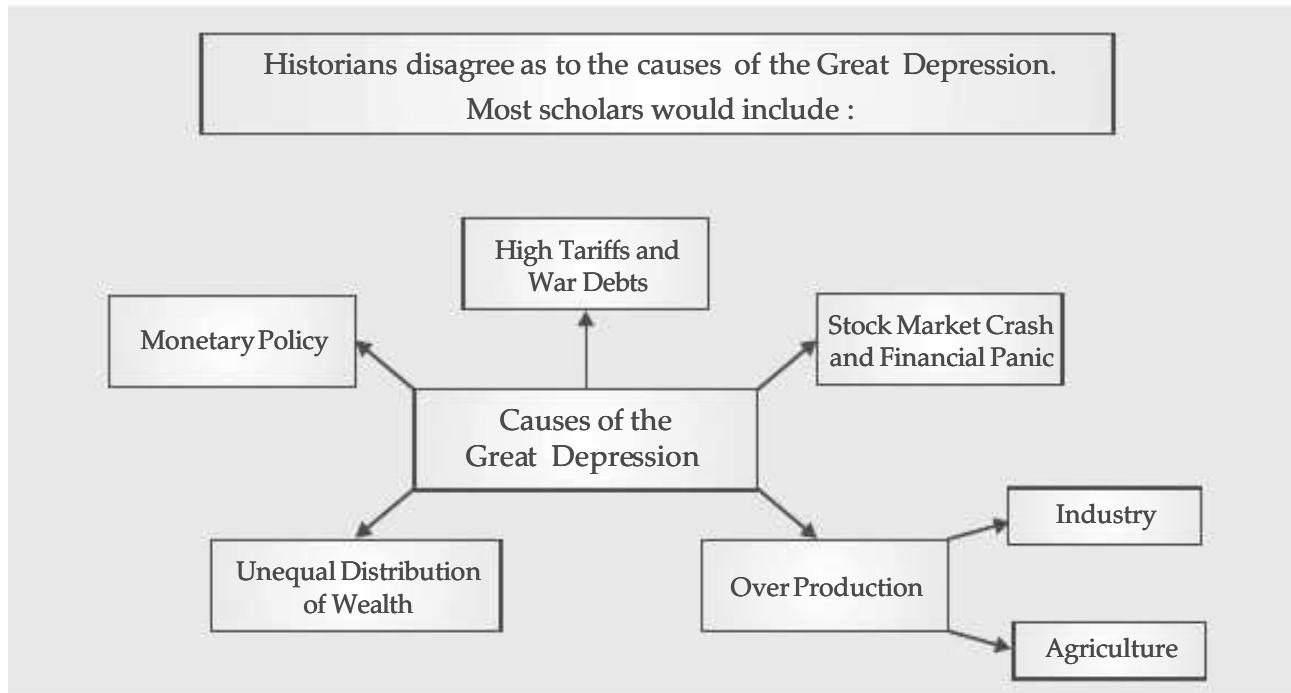
The Inter-war Economy and Rebuilding the World Economy

Quick Review

- The First World War (1914-18) was mainly fought in Europe but its impact was felt around the world due to widespread economic and political instability.
- This war was thus the first modern industrial war. It saw the use of machine guns, tanks, aircraft, chemical weapons, etc., on a massive scale.
- Most of the killed and maimed were men of working age and these deaths and injuries reduced the able-bodied workforce in Europe.
- Britain borrowed large sums of money from the US banks as well as the US public which transformed the US from being an international debtor to an international creditor.
- Britain was the world's leading economy in the pre-war period but had to face a prolonged crisis. In the meanwhile industries had developed in India and Japan.
- After the war Britain found it difficult to recapture its earlier position of dominance in the Indian market, and to compete with Japan internationally.
- The war had led to an economic boom, that is, to a large increase in demand, production and employment.
- Before the war, Eastern Europe was a major supplier of wheat in the world market but during the war its supply disrupted and wheat production in Canada, America and Australia expanded immensely.
- But after the war, production in Eastern Europe revived and created a glut in wheat output. Grain prices fell, rural incomes declined, and farmers fell deeper into debt.
- One important feature of the US economy of the 1920s was mass production. A well-known pioneer of mass production was the car manufacturer Henry Ford.
- The T-Model Ford was the world's first mass-produced car.
- Mass production lowered costs and prices of engineered goods and there was an increase in the purchase of refrigerators, washing machines, radios, gramophone players, all through a system of 'hire purchase'.
- Large investments in housing and household goods seemed to create a cycle of higher employment and incomes, rising consumption demand, more investment, and yet more employment and incomes.
- By 1929 the world plunged into a depression called -The Great Depression of 1929.
- During this period most parts of the world experienced catastrophic declines in production, employment, incomes and trade.
- The depression was caused by a combination of several factors of agricultural overproduction.
- Many countries financed their investments through loans from the US. The withdrawal of the US loans affected much of the rest of the world.
- With the fall in prices and the prospect of a depression the US banks had also slashed domestic lending and called back loans.
- The Great Depression's wider effects on society, politics and international relations, and on peoples' minds, proved more enduring.
- Since colonial India had become an exporter of agricultural goods and importer of manufactures, the depression immediately affected Indian trade.
- Peasants and farmers suffered more than urban dwellers because though agricultural prices fell sharply, the colonial government refused to reduce revenue demands.
- This resulted in the increase of indebtedness of the Indian peasants who used up their savings, mortgaged lands, and sold whatever jewellery and precious metals they had to meet their expenses.

- The famous economist John Maynard Keynes thought that Indian gold exports promoted global economic recovery.
- The Second World War broke out merely after two decades of the First World War and brought enormous death and destruction.
- It was fought between the Axis powers (mainly Nazi Germany, Japan and Italy) and the Allies (Britain, France, the Soviet Union and the US).
- The war caused an immense amount of economic devastation and social disruption.
- There were two impacts that influenced post-war reconstruction- the first was the US's emergence as the dominant economic, political and military power in the Western world and the second was the dominance of the Soviet Union.
- Economists and politicians drew two key lessons from inter-war economic experiences :
 - (i) An industrial society based on mass production cannot be sustained without mass consumption.
 - (ii) The second lesson related to a country's economic links with the outside world.
- The main aim of the post-war international economic system was to preserve economic stability and full employment in the industrial world.
- The Bretton Woods conference established—
 - (i) The International Monetary Fund (IMF) to deal with external surpluses and deficits of its member nations
 - (ii) The International Bank for Reconstruction and Development(popularly known as the World Bank) was set up to finance postwar reconstruction.
- The post-war international economic system is also often described as the Bretton Woods system which inaugurated an era of unprecedented growth of trade and incomes for the Western industrial nations and Japan.
- When the Second World War ended, large parts of the world were still under European colonial rule but in the next two decades most colonies in Asia and Africa emerged as free, independent nations.
- The IMF and the World Bank were designed to meet the financial needs of the industrial countries.
- Most developing countries did not benefit from the fast growth the Western economies experienced in the 1950s and 1960s and thus organized themselves as a group—the Group of 77 (or G-77)—to demand a new international economic order (NIEO).
- By the NIEO they meant a system that would give them real control over their natural resources, more development assistance, fairer prices for raw materials, and better access for their manufactured goods in developed countries' market.
- The industrial world was hit by unemployment that began rising from the mid-1970s and remained high until the early 1990s.
- From the late 1970s MNCs also began to shift production operations to low-wage Asian countries, China being one of them.
- China became an attractive destination for investment by foreign MNCs competing to capture world markets.
- The relocation of industry to low-wage countries stimulated world trade and capital flows.

Flowchart



Know the Terms

- **Industrial War** : Economic activities concerned with the processing of raw materials and manufacture of goods in factories, e.g. the use of machine guns, tanks, aircraft, chemical weapons, etc.
- **Henry Ford** : A well-known pioneer in the mass production of car manufacturer.
- **Hire Purchase** : A system by which a buyer pays for a thing in regular installments while enjoying the use of it.
- **The Great Depression** : A drastic decline in the world economy resulting in mass unemployment and widespread poverty that lasted from 1929 until 1939
- **Bank Loan** : An amount of money loaned at interest by a bank to a borrower, usually on collateral security, for a certain period of time.
- **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 (for Imam Hussain) where workers of all races and religions join to celebrate.
- **Plantation** : Estate for cultivation of cash crops such as tea, coffee, cotton, tobacco, sugarcane etc.
- **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 seventy-seven developing countries that did not benefit from the fast growth western economies experienced in 1950s and 1960s.

Know the Dates

- **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

- www.youtube.com/watch?v=VNbAuS2VbEs
- knowledgeuniverseonline.com/.../rebuilding-world-economy-war-era.php

Very Short Answer Type Questions

1 mark each

U Q. 1. Who is referred to as the 'Bretton Woods twins' ?

Ans. The IMF and the World Bank.

Ans. Spain.

1

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

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

Ans. United States of America.

1

Short Answer Type Questions

3 marks each

U Q. 1. Explain the following :

(i) G-77

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

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

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

U Q. 2. Explain the role of New International Economic Order (NIEO).

[Board Term I, WQ7FXWC, 2014]

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) $1 \times 3 = 3$

R Q. 3. 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). $1 \times 3 = 3$

It generated employment opportunities and introduced competition in the domestic markets.

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

A Q. 5. 'China becomes an attraction destination for investment by foreign MNCs in the 19th and 20th centuries.' Justify the statement. [Board Term I, 2015]

Ans. China becomes an attraction destination for investment by foreign MNCs in the 19th and 20th centuries because :

(i) Wages were relatively low in countries like China.

(ii) This is because of the low cost structure of the Chinese economy, most importantly its low wages.

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

U Q. 6. "The multinational companies (MNCs) choose China as an alternative location for investment?" Explain the statement. [Board Term-I, (CB4QHT1), 2016-17]

Ans. (i) Since the revolution in 1949, China gradually came in the field of World economy. It attracted the foreign MNC's because of its lowest economic structure.

(ii) Wages were relatively low.

(iii) China has the largest population besides labour. They also formed a large consumer base.

(CBSE Marking Scheme, 2016) $1 \times 3 = 3$

A Q. 7. Elucidate any three factors that led to the Great Depression. [Board Term-I, (6HTQGTF) 2016-17]

Ans. (i) Agricultural overproduction remained a problem and it was made worse by falling agricultural prices.

(ii) As prices slumped and agricultural incomes declined, farmers tried to expand production and bring a large volume of produce to the market but it pushed down prices.

(iii) In the mid-1920s, many countries financed their investments through loans from the US, it was extremely easy to raise loans in the US when the going was good.

(iv) But in the first half of the 1920's, countries that depended crucially on US loan faced an acute crisis.

(v) The withdrawal of the 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.

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

(CBSE Marking Scheme, 2016)

A Q. 4. "The relocation of industry to low-wage countries stimulated world trade and capital flows." Justify the statement.

[Board Term I, (X30T4XE), 2014]

OR

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

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.

A Q. 8. 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.

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

U Q. 9. Why did most of the developing countries organise themselves as a group - the Group of 77 (G-77) ? [Board Term-I, (35), 2012]

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)

A Q. 10. 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-I, (45), 2012]

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

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

OR

What is G-77 ? What were its demands ?

Ans. G-77 or Group of 77 refers to the seventy-seven 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)

U Q. 2. Explain any five factors that led to the Great Depression of 1929. [Board Term-I, (40, 45), 2015, 2012]

OR

What do you know about the Great Depression ? Write any two causes of it. [NCERT]

Ans. The 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) $1 \times 5 = 5$

A Q. 3. Explain the effects of the Great Depression of 1929 on the United States. [Board Term-I, 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.

$1 \times 5 = 5$

A Q. 4. How did the Great Depression of 1929 affect the Indian trade ? Explain.

[Board Term-I, 2015]

Ans. The 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.

$1 \times 5 = 5$

U Q. 5. Discuss the factors that led to the end of Bretton Woods System and the beginning of globalization. [Board Term-I, (49), 2012]

OR

U Describe any five factors that led to the end of the Bretton Woods System and the beginning of globalization.

[Board Term-I, (OEQL2HT), 2016-17]

Ans. The important reasons behind the end of Bretton Woods system are :

- (i) Decline in economic power of the USA.
- (ii) Change in the international financial system.
- (iii) Unemployment in industrialised countries.

- (iv) Shifting of production enterprises.

- (v) Changes in China.

$1 \times 5 = 5$

(CBSE Marking Scheme, 2016)

Detailed Answer :

- (i) Decline in economic power of the USA :
 - (a) US dollar no longer commanded confidence.
 - (b) US dollar could not maintain its value in relation to gold.
 - (c) Collapse of fixed exchange rates on floating exchange rates.
- (ii) Change in the international financial : The International Monetary Fund and the World Bank were created to meet the financial needs of the industrial countries. International financial system changed, and developing countries were forced to borrow from western commercial banks.
- (iii) Unemployment in industrialised countries : Industrial world was hit by unemployment. The number of unemployed started rising and people trudged long distances looking for any work they could find.
- (iv) Shifting to production enterprises : MNCs shifted their production units to Asian countries because of cheap labour and low wages.
- (v) Changes in China : China became an attraction destination for investment by foreign MNCs.



CHAPTER

5

THE AGE OF INDUSTRIALIZATION

Syllabus

- (a) Proto-industrialization and pace of industrial change.
- (b) Life of workers.
- (c) Industrialization in the colonies.
- (d) Early entrepreneurs and workers.
- (e) The peculiarities of Industrial Growth.
- (f) Market for Goods.



TOPIC-1 Industrialization in India

Quick Review

- The first cotton mill in Bombay came up in 1854 and it went into production two years later.
- Around the same time jute mills came up in Bengal, the first being set up in 1855.
- In north India, the Elgin Mill was started in Kanpur in the 1860s, and a year later the first cotton mill of Ahmedabad was set up.
- From the late eighteenth century, as you have read in your book last year, the British in India began exporting opium to China and took tea from China to England.
- In Bengal, Dwarkanath Tagore made his fortune in the China trade before he turned to industrial investment, setting up six joint-stock companies in the 1830s and 1840s.
- In Bombay, Parsis like Dinshaw Petit and Jamsetjee Nusserwanjee Tata built huge industrial empires in India by accumulating their wealth from exports to China and from raw cotton shipments to England.
- The European merchant-industrialists had their own chambers of commerce which Indian businessmen were not allowed to join.
- With the expansion of factories, the demand of workers increased. Peasants and artisans who found no work in the village went to the industrial centres in search of work.
- Getting jobs was always difficult so the industrialists usually employed a jobber to get new recruits.
- A jobber was an old and trusted worker. He got people from his village, ensured them jobs, helped them settle in the city and provided them money in times of crisis.
- The jobber therefore became a person with some authority and power.
- European Managing Agencies established tea and coffee plantations, acquiring land at cheap rates from the colonial government; and they invested in mining, indigo and jute.
- As the Swadeshi Movement gathered momentum, nationalists mobilised people to boycott foreign cloth.
- Industrial groups organised themselves to protect their collective interests, pressurizing the government to increase tariff protection and grant other concessions.
- During the First World War, British mills became busy in the production of uniform for the army and thus, suddenly India had a big home market to supply.

TOPIC - 1

Industrialization in India

.... P. 75

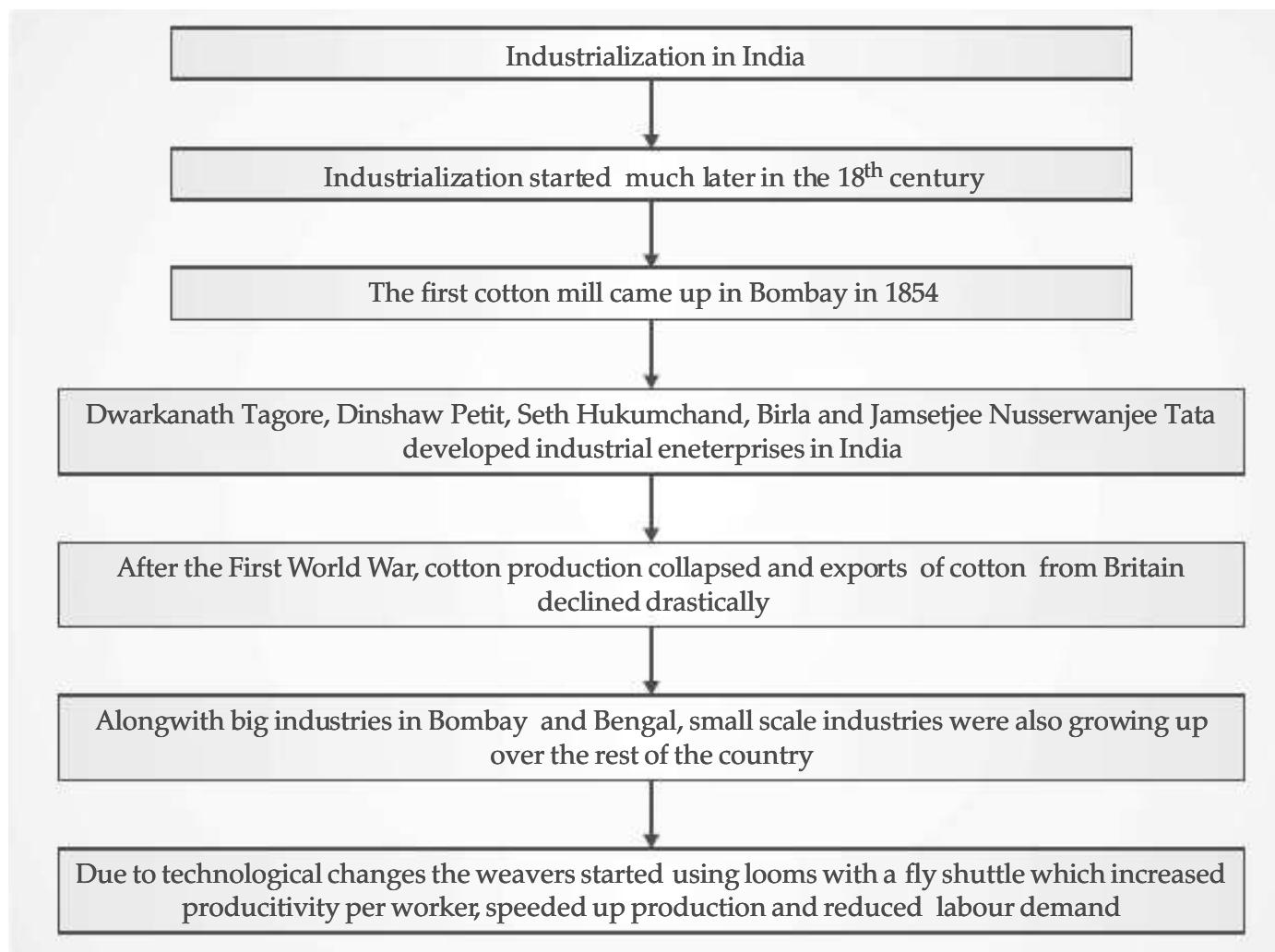
TOPIC - 2

Industrialization in Britain

.... P. 83

- Due to prolonged war, Indian factories were called upon to supply war needs: jute bags, cloth for army uniforms, tents and leather boots, horse and mule saddles and a host of other items.
- Unable to modernise and compete with the US, Germany and Japan, the economy of Britain crumbled after the war.
- Where the large industries were dominant in Bombay and Bengal, small scale industries were also growing up over the rest of the country.
- Due to technological changes the weavers started using looms with a fly shuttle which increased productivity per worker, speeded up production and reduced labour demand.
- In order to market the cloth manufactured by the British in the Indian market, the Manchester industrialists used labels like 'Made in Manchester'.

Flowchart



Know the Terms

- **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.
- **Fly Shuttle** : It is a mechanical device used for weaving, moved by means of ropes and pulleys. It places the horizontal threads (called the weft) into the vertical threads (called the warp).

Know the Dates

- 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

- webs.bcp.org/sites/vcley/ModernWorldHistoryTextbook/Industrial
- [historywithmrgreen.com/page2/assets/Beginnings of Industrialization](http://historywithmrgreen.com/page2/assets/Beginnings%20of%20Industrialization)

Very Short Answer Type Questions

1 mark each

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

Short Answer Type Questions

3 marks each

- U** Q. 1. Who were the Jobbers ? Explain their main functions. [Board Term-I, (36), 2012] (NCT 2014)

OR

Who was a Jobber ? Mention any two functions of a Jobber. [DDE-2015, Set-E]

[Board Term-I, (5800, 12, 18), 2011]

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+2=3

- U** Q. 2. Who were the Gomasthas ? Why did the weavers and Gomasthas clash ?

[DDE, Set-M 2015-16]

[Board Term-I, (5800, 24), 2011]

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

(ii) Clash between gomasthas and weavers : Refer to Q. No. 5 of Long Answer Type Question.

- U+A** Q. 3. Who were the 'New Gomasthas' ? How did they become partners of the British Management System ?

Ans. (i) The Gomasthas were appointed by the British to supervise weavers, collect supplies and examine the quality of cloth.

(ii) 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 the British dealt with defaulters. In this manner Gomasthas became good partners in British management.

$$1 + 2 = 3$$

A Q. 4. Why did East India Company appoint Gomasthas in India ? **(NCERT)**

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

OR

Describe any three functions of Gomasthas.

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

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) The East India 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.

$$1 \times 3 = 3$$

A Q. 5. Explain the effects of the East India Company's exploitative methods of asserting monopoly over trade. **[Board Term-I, 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 the Indian weavers.

$$1 \times 3 = 3$$

A Q. 6. How did Industrial Revolution give rise to Capitalism ? Explain.

[Board Term-I, Set-C5JWEVD, 2015]

Ans. (i) Imperialism was 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 nations.

(vi) As a consequence, Britain, France, Germany and Japan, etc., set up their colonies in Asia, Africa and South America, etc.

(vii) Hence a race for bringing those areas under their effective occupation or effective influence started among the various industrialized nations.

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

(CBSE Marking Scheme, 2015)

A Q. 7. Describe any three conditions that were favourable for the continuing growth of industries in the 18th century India.

[Board Term-I, (CB4QHT1), 2016-17]

Ans. Three conditions that were favourable for the continuing growth of industries in 18th century India are :

- (i) India abounds in coal and iron-ore deposits.
- (ii) Number of perennial rivers.
- (iii) Abundant raw-materials.
- (iv) Vast network of roads and railways.
- (v) Big market.
- (vi) Demand in several Arabian and Asian countries.

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

(CBSE Marking Scheme, 2016)

U Q. 8 'Industrialization gave birth to Imperialism'. Justify the statement with three arguments.

[Board Term-I, (6HT8GTF), (CB4QHT1), 2016-17]

Ans. 'Industrialization gave birth to Imperialism'.

- (i) Imperialism as the ill-begotten child of industrialization.
- (ii) Other things beside, 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 nations.
- (vi) As a consequence, Britain, France, Germany, Japan, etc. set up their colonies in Asia, Africa, South America, etc.
- (vii) These colonies served their two purposes of being the suppliers of cheap raw materials and an easy market for their finished goods.

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

(CBSE Marking Scheme, 2016)

A Q. 9 Why did industrial production in India increase during the First World War ? Give any three reasons.

[Board Term-I, (R9UJGYG), 2014]

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 the Indian market. $1 \times 3 = 3$

Q. 10. How was foreign trade from India conducted before the age of machine industries ? Explain. [Board Term-I, (QEQLHD), 2016-17]

Ans. (i) Before the age of machine industries, silk and cotton goods from India dominated the international market in textiles. Coarser cotton was produced in many countries, but the finer varieties often came from India. Armenian and Persian merchants took the goods from Punjab to Afghanistan, Eastern Persia and Central Asia.

(ii) Bales of fine textiles were carried on camel back via the North West frontier, through mountain passes and across deserts.

(iii) A vibrant sea trade operated through the main pre-colonial ports. Surat on the Gujarat coast connected India to the Gulf and Red Sea Ports; Masulipatnam on the Coromandel Coast and Hooghly in Bengal had trade links with Southeast Asian ports. $(\text{Any three}) 1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

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-I, (51), 2012 (5800, 23, 35), 2011]

- Ans.** (i) Technological changes occurred slowly.
(ii) Machines broke down and repairs were 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 the 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. $(\text{Any three}) 1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Q. 12. Describe the functions performed by supply merchants in export trade.

[Board Term-I, (553K), 2013]

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

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

OR

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

[Board Term-I, (52), 2012]

OR

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

OR

Explain new problem faced by the weavers in 1850s. [Board Term-I, (NLTM8TU), 2016-17]

Ans. (i) By the 1860s, weavers faced a new problem. They could not get sufficient supply of raw cotton of good quality.

(ii) When the American Civil War broke out and cotton supplies from the US were cut off, Britain turned to India.

(iii) As raw cotton exports from India increased, the price of raw cotton shot up. Weavers in India were starved of supplies and forced to buy raw cotton at exorbitant prices. In this situation weavers couldn't pay. $1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

Q. 15. Explain any three causes which led to the decline of Indian cotton textiles in the early nineteenth century.

[Board Term-I, (NLTM8TU), 2016-17]

Ans. (i) The British cotton manufacture began to expand.

(ii) British manufacturers pressurized the Government to restrict cotton imports.

(iii) Manufacturers began to search the overseas markets for selling their cloth.

(iv) Indian textiles faced stiff competition in other international market.

(v) There was a decline in the share of the textile.

(vi) Tariffs were imposed on cloth imports into Britain. $(\text{Any three points to be elaborated}) 1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

Q. 16. Describe any three main reasons for the decline of textile exports from India in the 19th century.

[Board Term-I, (X30T4XE), (R9UJGYG), 2014]

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

(ii) Exports of British goods to India increased. The 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, exports from most weaving regions got declined and desolated. $(\text{Any three}) 1 \times 3 = 3$

U Q. 17. "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-I, (68), 2012]

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 : Banarasi 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)

R Q. 18. Name the sea routes that connected India with Asian countries.

[Board Term-I, (OEQL2HT) 2016-17]

- Ans.** (i) A vibrant sea trade operated through the main pre-colonial ports.
(ii) Surat on the Gujarat coast connected India with the Gulf and the Red Sea ports.
(iii) Masulipatnam on the Coromandel Coast and Hooghly in Bengal had trade links with the southeast Asian ports.
- $1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

R Q. 19. Mention the name of three Indian entrepreneurs and their individual contribution during the 19th century.

[Board Term-I, (C1), 2010]

- 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)

U Q. 1. Analyze any three positive effects of industrialization on workers.

[Board Term-I, (OEQL2HT), 2016-17]

Ans. Positive results of industrialization :

- (i) Building activities intensified in the cities, opening up greater opportunities of employment.
- (ii) Roads were widened.
- (iii) New railway stations came up and railway lines were extended, tunnel dug up.
- (iv) Drainage and sewers were laid, rivers embanked.

(CBSE Marking Scheme, 2016)

A Q. 2. Explain with examples the importance of advertisement in the marketing of the goods.

[Board Term-I, (NLTM8TU), 2016-17]

- Ans.** (i) Advertisements play a very vital role in the marketing of any product. One way in which new consumers are created is through advertisements.
(ii) Advertisements make products appear desirable and necessary.
(iii) They try to shape the minds of the people and create new needs.
(iv) Today, we live in a world where advertisements surround us. They appear in the newspapers, magazines, hoardings, street wall, and television screens.
(v) 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.
- $1 \times 5 = 5$

(CBSE Marking Scheme, 2016)

A Q. 3. Describe the techniques which were adopted by the Manchester industrialists to sell their goods in India.

[Board Term-I, (C5JWEVD), 2015]

Or

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

OR

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

OR

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

[Board Term-I, (49), 2012]

Or

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

[Board Term-I, (65), 2012]

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-I, (69), 2012]

Or

U How did the British manufacturers attempt to take over Indian market with the help of advertisement ?

Or

U What measures were adopted by the producers in India to expand the market for their goods in the 19th century ?

- 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 advertisements make products appear desirable and necessary.
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. **1×5=5**

(CBSE Marking Scheme, 2015, 2012)

- Q. 4.** "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, Term I (553K), 2013, (35), 2012]

OR

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

[Board Term-I, (35), 2012]

OR

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

OR

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

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, (63), 2012]

- Ans.** (i) The First World War created a dramatically new situation. Till then industrial production had been slow.
- (ii) British mills were busy with war production to meet the needs of the army. Manchester 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 was unable to capture its old position in the Indian market after the war. Cotton production collapsed and export of cotton cloth from Britain fell dramatically. **(Any five) 1×5=5**
(CBSE Marking Scheme, 2012)

- Q. 5.** Why were there frequent clashes between Gomasthas and weavers in the villages ? Explain five reasons.

[Board Term-I, (52), DDE-2014, 2012]

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. **1×5=5**
(CBSE Marking Scheme, 2012)

- Q. 6.** Why was a jobber employed ? How did a jobber misuse his position and power ? Explain.

[Board, Term-I, BHTK, 2013]

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 times 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) $1 \times 5 = 5$

A Q. 7. What steps were taken by the East India Company to control the market of cotton and silk goods ? What was its impact ?

[Board Term-I, (82) 2012]

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.

$2 + 3 = 5$

(CBSE Marking Scheme, 2012)

U Q. 8. How did the Indian industries develop in the 19th and 20th centuries ? Explain.

[Board Term-I, (46), 2012]

Ans. (i) The early industrialists avoided a direct competition with the 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, the British Government called upon the Indian mills to produce goods such as jute bags, boots, etc., for the British Army.

(vi) As the war prolonged, England could not capture the Indian markets. (Any five) $1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

A Q. 9.“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-I, (67), 2012]

Ans. On earning the 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 ruining 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 Gomastha 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.

- (iii) The price that the weavers received was low, but they were left with 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 that made them to revolt against the British. They quit their profession and migrated to other places. (CBSE Marking Scheme, 2012) 5

U Q. 10. How did the handloom industry collapse in India under the British rule ? Explain.

[Board Term-I, (47), 2012]

OR

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

[Board Term-I, (70), 2012]

OR

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

[Board Term-I, (55, 59), 2012]

OR

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

[Board Term-I, (62), 2012]

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.

$1 \times 5 = 5$

(CBSE Marking Scheme, 2012)



TOPIC-2

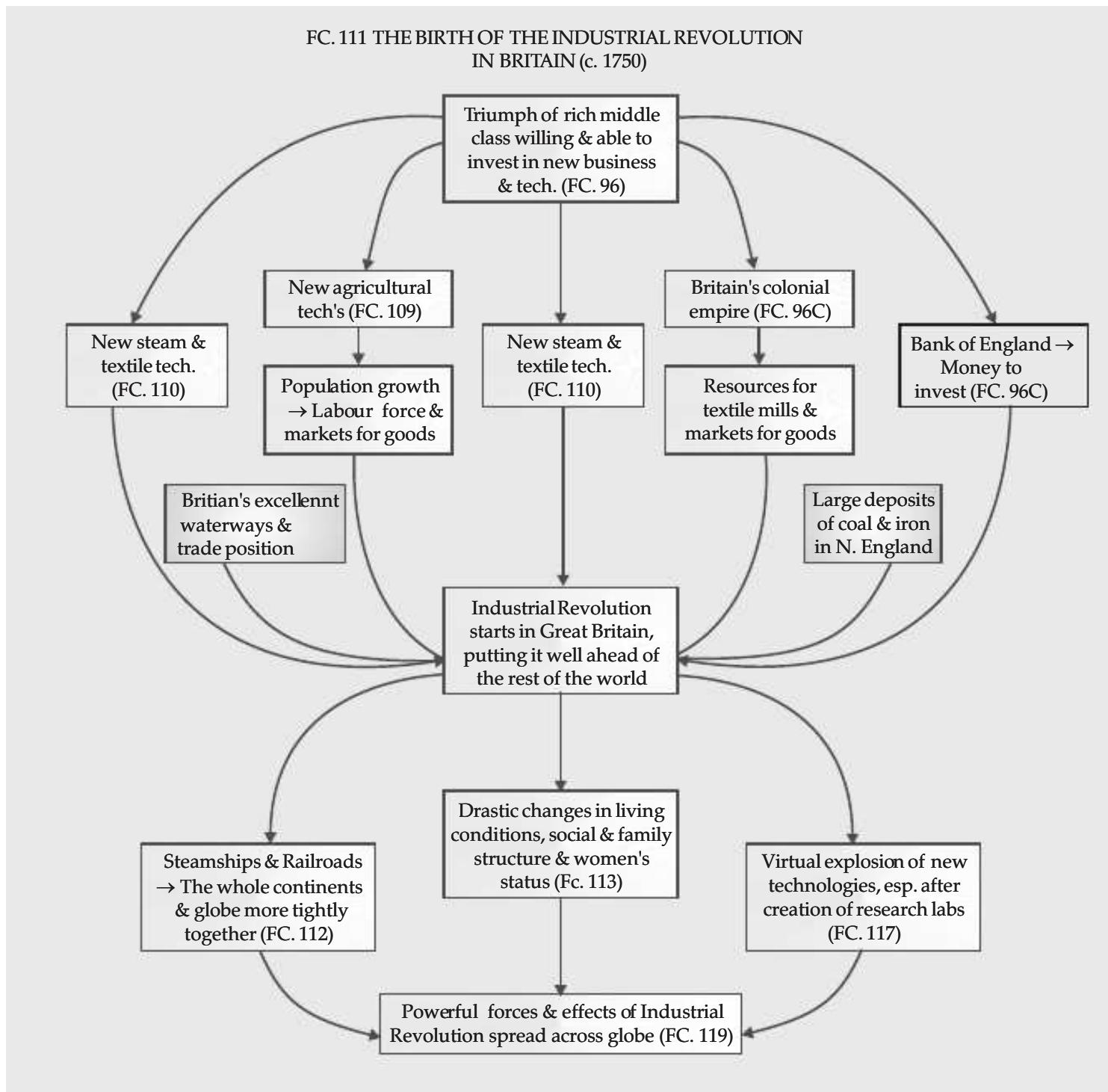
Industrialization in Britain

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 with wings to symbolise time and her flight tis taking her into the future. Floating about, behind her, are the signs of progress : railway, camera, machines, printing press and factory.
- 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 for an international market. This was not based on factories. Many historians now refer to this phase of industrialization as proto-industrialization.
- This proto-industrial system was controlled by merchants and the goods were produced by a vast number of producers working within their family farms, not in factories.
- 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 factories.
- The earliest factories in England were set up in 1730.
- Richard Arkwright created the cotton mill. The most dynamic industries in Britain were cotton and metals.
- Growing at a rapid pace, cotton was the leading sector in the first phase of industrialisation upto the 1840s.
- The industrial workers were known as factory workers.
- The worker in the mid-nineteenth century was a traditional craftsman and labourer.
- Textiles was a dynamic sector, but a large portion of the output was produced not within factories, but outside, within domestic units.
- Before the introduction of machines in industries, silk and cotton goods from India dominated the international market in textiles.
- **The process of industrialisation was rapid. It is evident due to the following reasons :**
 - (i) Cotton was the leading sector in the first phase of industrialization.
 - (ii) Textile was a dynamic sector.
 - (iii) Ordinary and small innovations were the basis of growth in many non-mechanised sectors such as food processing, building, pottery, glass work, tanning, furniture making, and production of implements.
 - (iv) Technological changes occurred slowly. They did not spread dramatically across the industrial landscape.
- In Victorian Britain there was no shortage of human labour. So industrialists had no problem of labour shortage or high wage costs.
- During this period, the upper classes – the aristocrats and the bourgeoisie – preferred things produced by hand.
- In countries with labour shortage, industrialists were keen on using mechanical power so that the need for human labour can be minimised.
- The abundance of labour in the market affected the lives of workers.
- Seasonality of work in many industries meant prolonged periods without work.
- The fear of unemployment made workers hostile to the introduction of new technology.
- When the Spinning Jenny was introduced to the woollen industry, women who survived on hand spinning began attacking the new machines.
- Silk and cotton goods from India dominated the international market in textiles much before the advent of machine industries.
- A variety of Indian merchants and bankers were involved in the network of export trade – financing production, carrying goods and supplying exporters.
- **By the 1750s, the Indian merchants lost their control on exports and the European companies gradually gained power by two ways :**
 - (i) By securing a variety of concessions from local courts.
 - (ii) Through the monopoly rights to trade.
- The trading ports of Surat and Hooghly declined and Bombay and Calcutta emerged as new ports which indicated the growth of colonial power.
- In order to have regular supplies of goods for export, the East India Company first established political power so that it could assert a monopoly right to trade.

- In order to eliminate the existing traders and brokers connected with the cloth trade, to develop a system of management and control that would eliminate competition, control costs, and ensure regular supplies of cotton and silk goods, the East India Company took two steps–
 - They Appointed a paid servant called the gomastha to supervise weavers, collect supplies, and examine the quality of cloth.
 - It prevented Company weavers from dealing with other buyers by making it compulsory for those who took loans that they had to handover the cloth they produced to the gomastha.
- Due to the development of cotton industries in England, the industrial groups worried about the imports from the other countries and thus pressurised the government to impose import duties on cotton textiles.
- The industrialists also persuaded the East India Company to sell British manufactures in Indian markets as well.
- **Thus, cotton weavers in India faced two problems at the same time :**
 - Their export market collapsed, and
 - The local market shrank due to Manchester imports.
- When Civil War broke out, cotton supplies were cut off from US and thus Britain turned towards India.
- The raw cotton exports from India increased which led to the inflation of prices which affected the weavers who were starved of supplies and were forced to buy raw cotton at exorbitant prices.

Flowchart



Know the Terms

- **Industrialization** : Industrialization is the process by which an economy is transformed from primarily agricultural to one based on the manufacturing of goods.
- **Proto-industrialization** : Period before or beginning of industrialization.
- **Industrial Revolution** : The revolution that replaced the cottage industry by the factories.
- **Spinning Jenny** : This machine was invented by James Hargreaves in 1764. It sped up the spinning process and reduced labour demand.
- **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.

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.

Know the Link

- www.alamy.com/stock-photo/spinning-jenny.html.
- history-world.org/Industrial Intro.htm.

Very Short Answer Type Questions

(1 mark each)

- | | |
|--|--|
| <p>A Q. 1. What does Industrial Revolution refer to ? Ans. Mass production by factories. 1</p> <p>A Q. 2. Name the first country to undergo Industrial Revolution. Ans. Britain. 1</p> <p>I Q. 3. 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</p> <p>I Q. 4. How was the Nationalists message of Swadeshi spread ? Ans. Through advertisements. 1</p> | <p>I Q. 5. Which ports had trade links with South Asian ports ? Ans. Masulipatanam, Hoogly and Surat. 1</p> <p>I Q. 6. Which mechanical device was used for weaving with ropes and pulleys, which helped to weave wide pieces of cloth ? Ans. Fly shuttle. 1</p> <p>A Q. 7. 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</p> |
|--|--|

Short Answer Type Questions

3 marks each

- I** Q. 1. What is meant by proto-industrialization ? Why was it successful in the countryside in England in the 17th Century ? [Board Term-I, 2012 (40), 2011 (580032, 37, 17, 39, 43)]
- OR**

What is proto-industrialization ? (NCERT)

- 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

1+2=3

(CBSE Marking Scheme, 2012)

A 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-I, (WQTFXWC), 2014]

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) $1 \times 3 = 3$

A Q. 3. Explain the role played by advertisements in creating new consumers for the British products. [Board Term-I, (X30T4XE), 2014]

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.

$1 \times 3 = 3$

U Q. 4. "The upper classes, during Victorian period, preferred things produced by hands." Explain.

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

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. $1 \times 3 = 3$

A Q. 5. How did the abundance of labour in the market affect the lives of workers in Britain during the 19th century ? Explain with examples.

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 periods 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 a 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.

$1 \times 3 = 3$

A Q. 6. Why did technological changes occur slowly in Britain in the early nineteenth century ? Explain any three reasons.

[Board Term-I, (59), 2012]

OR

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

- Ans.** (i) New technology was expensive and merchants and industrialists were cautious about using it.
(ii) The machines often broke down and repairs were costly.
(iii) They were not much effective as compared to cheap labour. $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

R Q. 7. How did the expansion of the British industries in India affect the weavers ? Explain.

[Board Term-I, (6HTQGTF), 2016-17]

Ans. (i) Initially the Indian industries did not decline as the British cotton industries had not yet expanded and Indian fine textiles were in great demand. So the Company was keen on expanding the textile exports from India.

(ii) Before establishing political power in India the company in Bengal and Carnatic in 1760s and 1770s, found it difficult to ensure a regular supply of goods for export.

(iii) The Dutch, the French and the Portuguese as well as local traders competed in the market to secure woven cloth.

(iv) So the weavers could bargain and try selling the produce to the best buyer.

(v) Once the Company established its power it could assert a monopoly right to trade. It developed a system of management and control that would eliminate the competition, control cost and ensure regular supplies. (Any three) $1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

U Q. 8. "In the eighteenth century Europe, the peasants and artisans in the countryside readily agreed to work for the merchants." Explain any three reasons. [Board Term-I, (NLTM8TU), 2016-17]

Ans. (i) Cottages and villagers were looking for new alternatives of income.

(ii) Tiny plots of land with the villagers could not provide work for all members of the family.

(iii) Advances offered by the merchants made the villagers readily agree to produce goods for them.

(iv) By working for the merchants, they could continue to remain in the villages and do cultivation also.

(v) It was possible to have full use of family labour force.

(Any three points to be explained) $1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

A Q. 9. Mention any three restrictions imposed by the British Government upon the Indian merchants in the 19th Century ?

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. 10. Why there was no shortage of human labour in Victorian Britain in the mid of nineteenth century? Explain.

- 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. 11. Why did women workers in Britain attack the Spinning Jenny ? Give any three reasons.

- 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. 12. After industrial development in England, what steps did the British Government take to prevent competition with the Indian textile ?

- 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) $1 \times 3 = 3$**

Q. 13. "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 Term I, BHTK, 2013]

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. 14. 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.

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

Q. 15. Describe the contributions of Dwarkanath Tagore as an entrepreneur of Bengal.

[Board Term-I, 2015]

- Ans.** (i) Dwarkanath Tagore believed that India would develop through westernization and industrialisation.
 (ii) He invested in shipping, ship building, 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.

$1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. What was 'proto-industrialization' ? Explain the importance of proto-industrialization.
 [Board Term-I, 2016-17, CB4QHT1][DDE-2015, Set-M] [Board Term-I, 2014 (R9UJGYG), (WQ7FXWC (NCT-2014))]

OR

A What is meant by Proto-industrialization ? Explain any four economic effects of the Proto-industrial system. **[Board Term-I, (60), (40), 2012]**

OR

A What is meant by Proto-industrialization ? How did it affect the rural peasants and artisans ?
 [Board Term-I, (36), 2012]

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. **$1 + 4 = 5$**

(CBSE Marking Scheme, 2015, 2012)

Q. 2. Enumerate the features of the proto-industrial system.

- 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

A. Q. 3. Explain, from where did the workers come and how did they get job in Industries in the early twentieth century?

- 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

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

[Board Term-I, (X30T4XE), 2014]
OR

A What were the principal features of industrialization process of England in the 19th century ?

- 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

A. Q. 5. How did the Industrial Revolution in England affect Indian economy ?

Ans. Effects 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.

1 1/4 × 4 = 5

Q. 6. Why were the British industrialist not keen to introduce modern machinery in the nineteenth century ? Explain any five reasons.

[Board Term-I, (6HTQGTF) 2016-17]

- Ans.** (i) Seasonal demand of labours in industries
 (ii) Range of products could be produced only with hand looms
 (iii) For certain products only human skill was required.
 (iv) Upper class society preferred things produced by hands.
 (v) Handmade products symbolised refinement of class.

(CBSE Marking Scheme, 2016)

Q. 7. Describe any five major problems faced by new European merchants in setting up their industries in towns before the industrial revolution.

[Board Term-I, (33), 2012]

- 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. 8. Why did London city dwellers become rebellious during 19th century.

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

- 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's poor from turning rebellious.

1×5=5

(CBSE Marking Scheme, 2015)

- A** Q. 9. "Getting a job in factories was always difficult in the 19th century." Justify the statement comparing the case of England and India.

[Board Term-I, (34), 2012]

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 number 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.

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

(CBSE Marking Scheme, 2012)

- II** Q. 10. Why were Victorian industrialists not interested to introduce mechanism in England ? Give any four reasons.

OR

- I** Why did some industrialists in the 19th century Europe prefer hand labour over machines ? Explain.

[NCERT]

OR

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

[Board Term-I, 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.

$1 \times 5 = 5$

- B** Q. 11. Describe the life of the workers in Victorian Britain. [Board Term-I, (50), 2012]

- 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) $1 \times 5 = 5$



CHAPTER

6

WORK, LIFE AND LEISURE

Syllabus

- (a) Development of modern cities due to Industrialization in London and Bombay.
- (b) Housing and Land Reclamation.
- (c) Social Changes in the cities.
- (d) Cities and the challenges faced by the environment.



TOPIC-1

London in the 19th and 20th Century

Quick Review

- Towns and cities that first appeared along river valleys, such as Ur, Nippur and Mohenjodaro, were larger in scale than other human settlements, later cities developed when they could support a wide range of the non-food producers.
- Cities with dense population called metropolises, vary greatly in size and complexity, which combine political and economic functions for an entire region and support very large populations.
- With the advent of industries, Industrialisation changed the form of urbanisation in the modern period by attracting large number of rural populations in the cities to work in the textile factories.
- In Britain, Leeds and Manchester were the first modern cities since it attracted large numbers of migrants to the textile mills set up in the late 18th Century.
- By 1750, one out of every nine people of England and Wales lived in London. It was a colossal city with a population of about 675,000 and continued to expand.
- The city of London in the 19th century was considered a city of clerks and shopkeepers, of small masters and skilled artisans, of a growing number of semi-skilled and sweated out workers, of soldiers and servants, of casual labourers, street sellers, and beggars.
- During the First World War (1914-18) London began manufacturing cars and electrical goods.
- As London grew, crime became a big concern. There were the cheats and tricksters, pickpockets and petty thieves crowding the streets of London.
- Initially, in the late 18th century and early 19th century, women were employed in factories but with technological developments, women lost their industrial jobs and got confined to their household chores.
- Often the parents pushed their children into low-paid work. Andrew Mearns, a clergyman who wrote- 'The Bitter Cry of Outcast in the 1880s, showed why crime was more profitable than labouring in small underpaid factories.
- After the Industrial Revolution, large number of factories were established but the factory owners did not provide any housing facility to the migrant workers and thus, they were put up in tenements.
- Gradually poverty grew in the cities due to lack of proper housing, sanitation, ventilation, overcrowded population, etc. which became a major concern for the elite groups.
- To keep London clean, attempts were made to decongest localities, green the open spaces, reduce pollution and landscape the city.
- The London underground railway partially solved the housing crisis by carrying large masses of people to and from the city.

TOPIC - 1

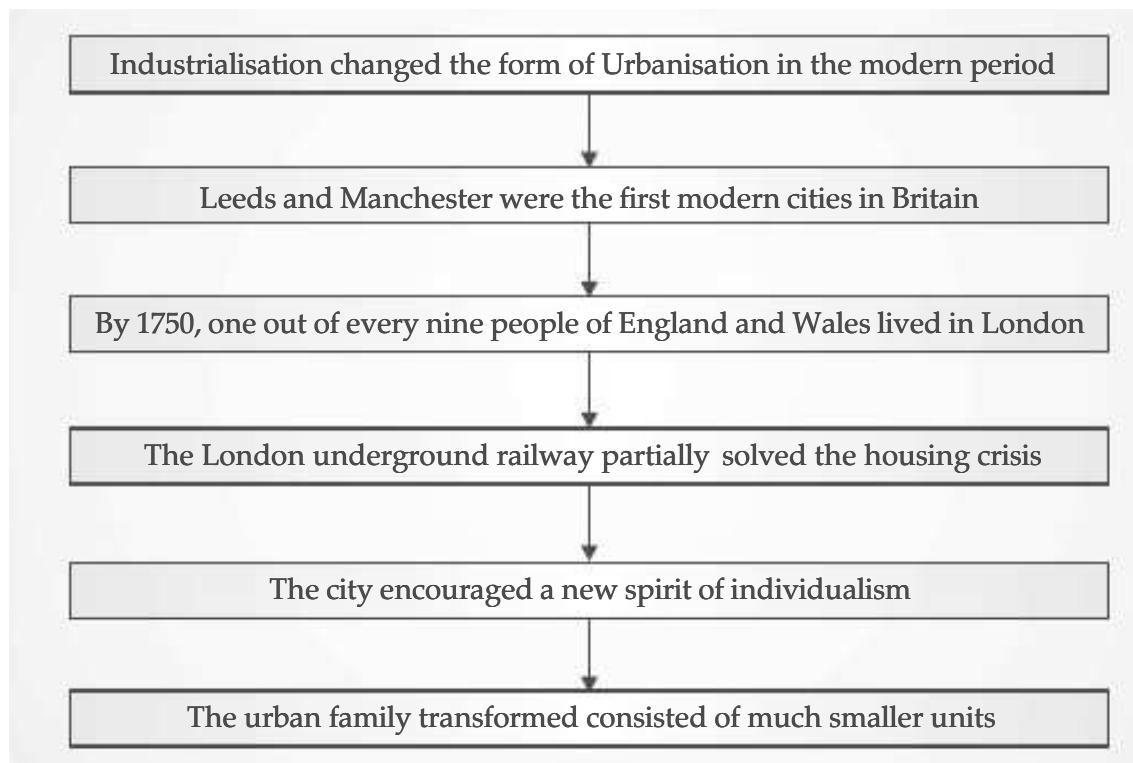
London in the 19th and 20th Century P. 90

TOPIC - 2

Bombay in the 19th and 20th Century P. 97

- The very first section of the underground train in the world opened on 10 January 1863 between Paddington and Farrington Street in London.
- Initially people were afraid of travelling in the underground train and those who travelled shared their experience as 'near dead of asphyxiation and heat'.
- Due to this arrangement, the population in the city became more dispersed. Better-planned suburbs and a good railway network enabled large numbers to live outside central London and travel to work.
- The city encouraged a new spirit of individualism among both men and women, and a freedom from the collective values that were a feature of the smaller rural communities.
- By the twentieth century, the urban family had been transformed into smaller units.
- Gradually for the wealthy Britishers, there had been annual 'London Season'.
- Several cultural events, such as the opera, the theatre and classical music performances were organised.
- For the working class, large-scale entertainment came into being, they met in pubs to have a drink, exchange news and sometimes also organize for political actions. Libraries, art galleries and museums were established to provide people with a sense of history and pride in the achievements of the British.
- In 1887, the poor people of London broke into a riot, demanding relief from the terrible conditions of poverty. The police brutally suppressed the demonstration which came to be known as the Bloody Sunday of November 1887.
- In 1889, thousands of London's dockworkers went on strike and marched through the city. The 12 day strike was called to gain recognition for the dockworkers' union.
- Due to all these demands and strikes by the people, politics was given way in the city.

Flowchart



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.
- **Metropolis** : It means the capital or chief city of a country or region.
- **Tenements** : Cheap, usually unsafe one-room accommodation for migrant workers.
- **Asphyxiation** : Suffocation due to lack of oxygen supply
- **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

- **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** : Dockworkers strike.

Know the Links

- www.youtube.com/watch?v=KINzeoyAokE
- <https://www.q-files.com/.../life-in-18th-century-britain>

Very Short Answer Type Questions

1 mark each

A Q. 1. Name any one film made by Dada Saheb Phalke.

Ans. Raja Harishchandra. 1

A Q. 2. Name any two Presidencies in British India.

Ans. Bombay, Bengal and Madras. (Any two) 1

U Q. 3. 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

U Q. 4. 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 to the Portuguese. 1

Short Answer Type Questions

3 marks each

B Q. 1. What is meant by tenement ?

[Board, Term-I, BHTK, 2013]

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) 1×3=3

(iii) Houses were knocked down, streets broken through and stopped.

(iv) Deep pits and trenches dug in the ground.

(v) It also led to a massive displacement of the London poor. (Any three)

(CBSE Marking Scheme, 2016)

A Q. 4. Highlight any three attempts taken by Londoners to decongest localities during the First World War.

[Board, Term-I, (CB4QHT1), 2016-17]

Ans. (i) Green the open spaces, reduced pollution and landscape the city.

(ii) Large blocks of apartments were built in the city like Berlin and New York which had the similar housing problems.

(iii) Rent control was introduced in Britain during the 1st World War to ease the impact of a severe housing shortage. (CBSE Marking Scheme, 2016)

U Q. 5. Why was London called the 'city of magnet'? Give three reasons.

[Board Term-I, (CB4QHT1), 2016-17]

Ans. (i) The city of London was a magnet for the migrant populations due to the job opportunities provided by its dockyards and industries.

(ii) The population of London kept expanding through the eighteenth and nineteenth centuries.

(iii) During the First World War, London began manufacturing motor cars and electrical goods.

(iv) This increased the number of large factories, which in turn increased the number of people coming to the city in search of work. (Any three)

(CBSE Marking Scheme, 2016) $1 \times 3 = 3$

A Q. 6. How did London become a powerful magnet for the migrant population ? Explain.

[Board Term-I, (46) 2012]

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.

U Q. 2. Who are Philanthropists ? Explain any two steps taken to control crime in London in the 1870s. [Board Term-I, (37), 2012]

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 :

(i) The authorities imposed high penalties for crime.

(ii) They offered work to the deserving poor.

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

A Q. 3. Why did people of London call underground railway 'the iron monster'. Give any three reasons. [Board Term-I, (OEQL2HT), 2016-17]

Ans. (i) Underground railway was considered a menace to health.

(ii) The massive destruction was also made in the process of construction of underground railway.

- (iii) Major industries such 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)

U Q. 7. How did the London Underground Railways eventually become a huge success ? Explain.
[Board Term-I, (82), 2012]

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)

U Q. 8. When was the London Underground Railway started ? How did it help to solve the housing problem ?

Ans. (i) The very first section of the Underground Railway in London started on 10th January, 1863.

(ii) **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 travel to work.
(Any two) $1 + 2 = 3$

A Q. 9. Highlight any three changes that took place in London between the two World Wars.

[Board Term-I, 6HTQGTF, 2016-17]

[Board Term-I, Set-C5JWEVD, 2015]

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, 2016)

A Q. 10. Explain any three historical processes that have shaped London in decisive ways.

[Board Term-I, 2015]

Ans. **The three 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.
 $1 \times 3 = 3$

A Q. 11. How was the family life transformed in the industrial city during the 18th century ?

[Board Term-I, DDE-2014]

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

- (i) Ties between members of households 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.
 $1 \times 3 = 3$

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

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.
 $1 \times 3 = 3$

U Q. 13. Explain any three measures taken in order to resolve the environmental problem in London. [Board Term-I, Set-C5JWEVD, 2015]

Ans. (i) Shopkeepers, homeowners and others complained about the black for 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) $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

U+A Q. 14. State any three steps taken to clean up London.
[Board Term-I, DDE-2014]

OR

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

Ans. **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 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)

U Q. 15. Explain any three reasons for the increasing concern for the London poor during the nineteenth century.

[Board Term-I, (R9UJGYG), 2014]

Ans. (i) The poor and filthy living conditions of one room houses which posed a serious threat to public health.

(ii) There were dangers of fire hazards.

(iii) There was also a fear of social disorder or rebellion by the workers especially after the Russian Revolution in 1917. $1 \times 3 = 3$

B Q. 16. Describe the life of children as depicted in Andrew Mearn's famous book "The Bitter Cry of Outcast London."

[Board Term-I, (WQ7FXWC), 2014]

Ans. (i) Andrew Mearn's book 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)**

$1 \times 3 = 3$

A Q. 17. Explain any three efforts made by women in London to increase their income during the eighteenth century.

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. $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

U Q. 1. 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-I, (37), 2012]

Ans. 10th January, 1863 from Paddington to 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 3 'Long Answer Type' : Points (i), (iii), (iv) and (v).

U Q. 2. The London Underground Railways eventually became a huge success'. Support the statement with examples.

[Board Term-I, (CB4QHT1), 2016-17]

Ans. (i) By 1880, the expanded train service carried 40 million passengers a year.

(ii) Population in the city became dispersed.

(iii) New York, Tokyo, Chicago built underground railways by the 20th century.

(iv) Planned suburbs and a good railway network enabled large numbers to live outside central London.

(v) Social distinctions wore down. $1 \times 5 = 5$

(CBSE Marking Scheme, 2016)

A Q. 3. Explain the social changes in London which led to the need for the Underground Railways.

OR

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

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

OR

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

[Board Term-I, Set-E, DDE -2015]

OR

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

[Board Term-I, 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-I, (70), 2012]

Ans. 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.

- (i) 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.
- (ii) A large number of houses for poor were displaced for its construction.
- (iii) It added to the mess and unhealthy environment of the city.
- (iv) People were afraid to travel underground.
- (v) Many felt that 'iron monsters' added to the mass and unhealthiness of the city.

- (vi) To make approximately two miles of railways, 900 houses had to be destroyed.
(CBSE Marking Scheme, 2015, 2013, 2012) 5

A Q. 4. Why did the population of London city expand over the 19th century ? Explain. **(NCERT)**

[Board Term-I, 6AP67LB, 2015]

[Board Term-I, (80), 2012]

OR

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

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) The 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 newly created jobs. **1×5=5**

(CBSE Marking Scheme, 2015, 2012)

A Q. 5. Explain any five sources of entertainment which came up in the 19th century in England to provide leisure activities.

[Board Term-I, (R9UJGYG), 2014]

OR

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

[Board Term-I, 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-I, 2015, Set-C5JWEVDI]

[DDE-2015, Set-M][Board Term-I, (34), 2012]

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 were a great source of entertainment. **1×5=5**

(CBSE Marking Scheme, 2015, 2012)

I Q. 6. Ties between members of households loosened in Britain in the era of industrialization. Explain the statement.

[Board Term-I, 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-I, (52), 2012]

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. **1×5=5**

(CBSE Marking Scheme, 2012)

A Q. 7. Explain any five changes that took place in the family life in the 18th century, which promoted individualism in the city life.

[Board Term-I, (60), 2012]

OR

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

OR

Explain the social changes, 'Family' as an institution underwent in Britain in the era of industrialization.

- Ans.** 'Family' as an institution underwent a social change due to industrialisation.
- The class Kant joint family in the village scenario disappeared in the town and cities. The bond between family members loosened.
 - Women lost their jobs to machines.
 - Rich upper class women lived easier lives as they were served by domestic maids who made their work easier.
 - Forced to live at home in urban areas, leading them to face isolation at home.
 - Public places were dominated by males and females were confined to the home.
 - Women gradually began to participate in political movements to ask for their rights.
 - Families were small or nuclear. (Any five) $1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

- Q. 8.** 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-I, (45, 48), 2012]

- 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) $2+1+2=5$

- A. Q. 9.** Why did the concept of 'Garden City' come up in London ? Describe the different efforts initiated to beautify London.

[Board Term-I, (47), 2012]

OR

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

[Board Term-I, (A1), 2010]

- 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.

- 'Garden City' of New Earswick was designed with common garden spaces and landscaping.
- Between the two World Wars (1919-39), the responsibility for housing the working classes was accepted by the British state and million houses, most of which were single family cottages, were built by local authorities.
- 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. 10.** How did crime grow in London in 1870s ? How were authorities able to control them ? Explain. [Board Term-I, (68), 2012]

Ans. Growth of Crime in London :

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

Control of Crime :

- 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.
- In an attempt to discipline the criminals, authorities imposed high penalties for crime and offered work to those who were considered "deserving poor". $3+2=5$

(CBSE Marking Scheme, 2012)

- Q. 11.** Explain the statement "Certain groups of weavers were in a better position than others to survive the competition with mill industries".

[Board Term-I, 2012]

Ans. (i) Certain groups of weavers were in a better position than others to survive the completion with mill industries. Amongst weavers some produced course cloth, while others wove finer varieties.

- 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.
- Famines didn't affect the sale of Banarasi or Baluchari saris.
- Moreover mills could not imitate specialized weavers.
- Saris with woven borders or the famous lungis and handkerchiefs of madras, could not be easily displaced by mill production.

(CBSE Marking Scheme, 2012)



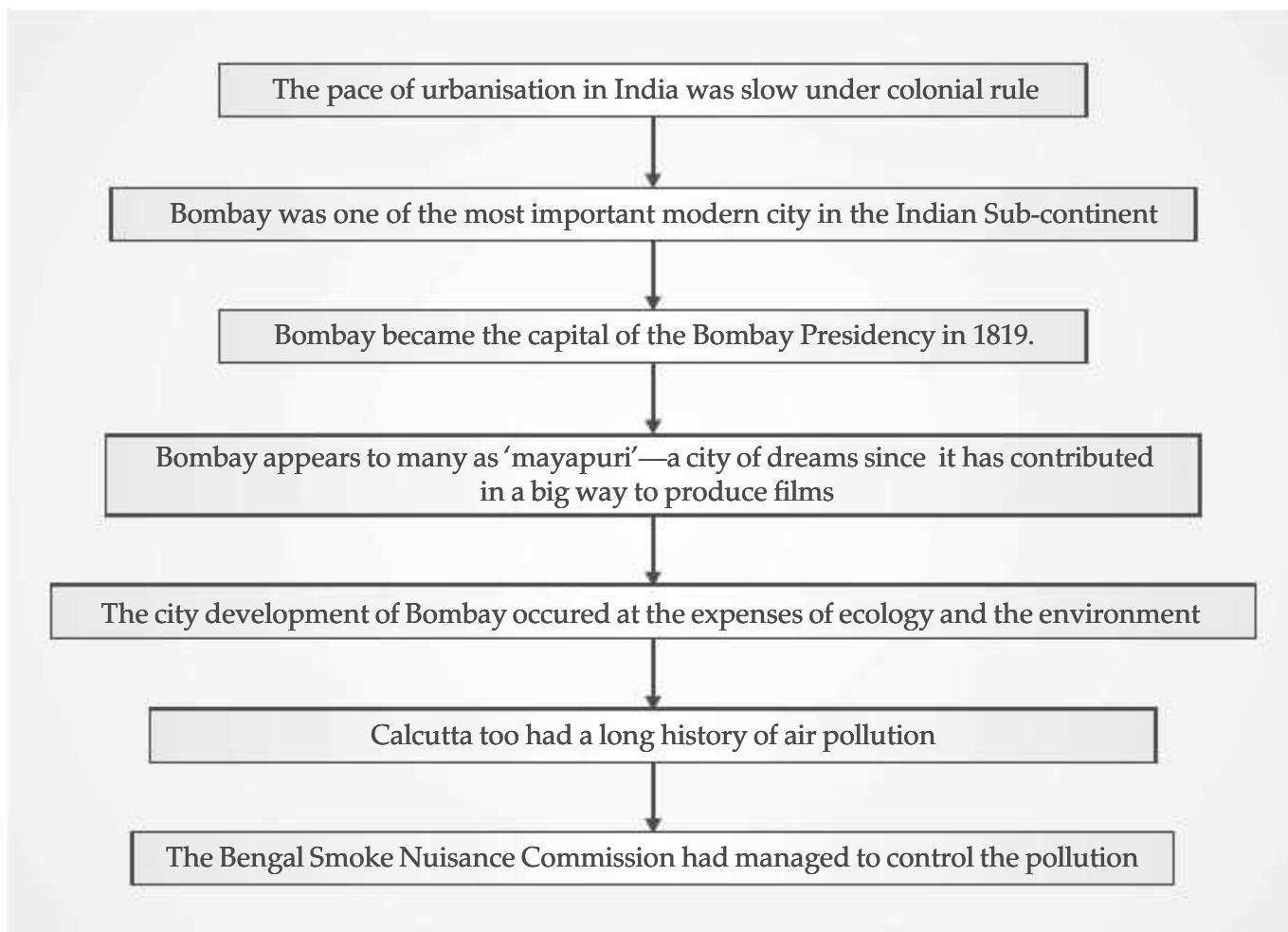
TOPIC-2

Bombay in the 19th and 20th Century

Quick Review

- The pace of urbanisation in India was slow under colonial rule.
- In contrast to Western Europe, Indian cities did not develop in the nineteenth century.
- A large proportion of these urban dwellers were residents of the three Presidency cities.
- These were multi-functional cities : they had major ports, warehouses, homes and offices, army camps, as well as educational institutions, museums and libraries.
- Bombay was the premier city of India. It was a group of seven islands under Portuguese control.
- The East India Company shifted its base from Surat, its principal western port, to Bombay.
- Bombay became the capital of the Bombay Presidency in 1819.
- With the growth of trade in cotton and opium, large communities of traders and bankers as well as artisans and shopkeepers came to settle in Bombay.
- The first cotton textile mill in Bombay was established in 1854.
- Bombay dominated the maritime trade of India till the twentieth century and was also at the junction head of two major railways.
- Bombay was a crowded city. From its earliest days, Bombay did not grow according to any plan, and houses, especially in the Fort area, were interspersed with gardens.
- With the rapid and unplanned expansion of the city, the crisis of housing and water supply became acute by the mid-1850s.
- In contrast to the richer Parsis, Muslims and upper class traders, more than 70 per cent of the working people lived in the thickly populated chawls of Bombay.
- Chawls were multi-storeyed structures which had been built in the 'native' parts of the town.
- Each chawl was divided into smaller one-room tenements which had no private toilets.
- High rents forced the workers to share homes and due to the close proximity of filthy gutters, privies, buffalo stables, etc., people had to keep the windows of their rooms closed even in humid weather.
- Though water was scarce, but the people kept their houses quite clean. The homes being small, streets and neighbourhoods were used for a variety of activities such as cooking, washing and sleeping.
- Caste and family groups in the mill neighbourhoods were headed by someone who was similar to a village headman.
- People who belonged to the 'depressed classes' found it even more difficult to find housing. Lower castes were kept out of many chawls.
- In 1898 The City of Bombay Improvement Trust was established. It focused on clearing poorer homes out of the city centre.
- Expansion of the city has always posed a problem in Bombay because of a scarcity of land.
- The earliest project on the expansion of the city began in 1784. The Bombay Governor William Hornby approved the building of the great sea wall which prevented the flooding of the low-lying areas of Bombay.
- 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.
- A successful reclamation project was undertaken by the Bombay Port Trust, which built a dry dock between 1914 and 1918 and used the excavated earth to create the 22-acre Ballard Estate. Subsequently, the famous Marine Drive of Bombay was developed.
- Despite its massive overcrowding and difficult living conditions, Bombay appears to many as a 'mayapuri' – a city of dreams.
- In 1896, India's first movie was shot by Harishchandra Sakharam Bhatwadekar in Bombay's Hanging Gardens.
- By 1925, Bombay had become India's film capital, producing films for a national audience.
- Bombay films have contributed in a big way to produce an image of the city as a blend of dream and reality, of slums and star bungalows.
- Everywhere the city development occurred at the expense of ecology and the environment.
- Large quantities of refuse and waste products polluted air and water, while excessive noise became a feature of urban life.
- Calcutta too had a long history of air pollution. Its inhabitants inhaled grey smoke, particularly in the winter.
- High levels of pollution were a consequence of the huge population that depended on dung and wood as fuel in their daily life. But the main polluters were the industries and establishments that used steam engines run on coal.
- In 1920, the rice mills of Tollygunge began to burn rice husk instead of coal. Later the inspectors of the Bengal Smoke Nuisance Commission finally managed to control industrial smoke.

Flowchart



Know the Terms

- **Chawls** : These are multi-storeyed structures which had been built in the 'native' parts of the Bombay.
- **Mayapuri** : A city of dreams.
- **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.

Know the Dates

- **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.
- **1854** : First Indian cotton textile mill was set up in Bombay.
- **1865** : Bombay's First Municipal Commissioner, Arthur Crawford, was appointed.
- **1898** : The city of Bombay Improvement Trust was established.
- **1901** : Census reports that 80% of Bombay's inhabitants reside in one room houses.
- **1913** : Dada Saheb Phalke made 'Raja Harish Chandra', India's first feature film.
- **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

- theory.tifr.res.in/bombay/history/c19.html
- www.slideshare.net/tanishwahi/urbanization-of-mumbai
- https://en.wikipedia.org/wiki/History_of_Mumbai

Very Short Answer Type Questions

1 mark each

- A** Q. 1. Who wrote the book 'The Bitter Cry of Outcaste London' in the 1880s ?
Ans. Andrew Mearns. 1
- U** Q. 2. Which industry in London did not employ large number of people in the 19th century ?
Ans. Railway manufacturing. 1
- A** Q. 3. Who wrote several volumes on the London labour in the mid of the 19th century ?

- Ans.** Henry Mayhew. 1
- U** Q. 4. Name one factor which changed the form of urbanisation in the modern world.
Ans. Industrialization. 1
- A** Q. 5. Name the author of the novel 'DEBGANER MARTYE AAGAMAN' (The Gods Visit Earth).
Ans. Durgacharan Ray. 1

Short Answer Type Questions

3 marks each

- U** Q. 1. Why were the large masses of people drawn into political causes in London ? Explain with examples. [Board Term-I, (NLTM8TU) 2016-17]

- Ans.** (i) Poor people became militant and riotous.
(ii) In 1886, there was a riot by London poor people demanding relief from poverty. A riot happened once again in 1887 and it was brutally suppressed. This incident is called the Bloody Sunday of 1887.
(iii) In 1889, a 12-day dockworker's strike took place, to gain recognition for the dockworkers union.
(iv) State authorities went to great lengths to reduce the possibility of rebellion and enhance urban aesthetics (CBSE Marking Scheme, 2016) 3

- B** Q. 2. Why was Bombay called as a Mayapuri or Mayanagri ?

[Board Term-I, (6HTQGTF) 2016-17]

- Ans.** (i) Bombay was referred to as mayanagri because Bombay was seen as a city of opportunities and dreams for those who came from the lower section of population.
(ii) They found their creative energies well used in the Bombay film industry, it inspired others.
(iii) People from all fields of life joined it as writers, directors, actors, etc. (CBSE Marking Scheme, 2016) 1×3=3

- U** Q. 3. 'Bombay did not experience a planned growth'. Justify the statement with three facts.

[Board Term-I, (NLTM8TU) 2016-17]

- Ans.** 'Bombay did not experience a planned growth'.
(i) The Bombay fort area was divided into two parts
(i) The native town (ii) The European section.
(ii) In the native towns, most of the Indians lived, the European section was inhabited by the Europeans or the whites.
(iii) This racial pattern of inhabitation was common to all the three Presidency cities of India. (CBSE Marking Scheme, 2016) 1×3=3

- U** Q. 4. How did Bombay emerge as an important colonial city ? [Board Term-I, (64, 77) 2012]

OR

How did Bombay come under the British rule ?

[Board Term-I, Set-XOKG25B, 2015]

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) 1×3=3

(CBSE Marking Scheme, 2012)

- U** Q. 5. How did the development or expansion of Bombay (Mumbai) differ from London ? State any three points of difference between the two. [Board Term-I, (X30T4XE), 2015, 2014
(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. 1×3=3

(CBSE Marking Scheme, 2015, 2012)

- U** Q. 6. Describe any three features of 'Chawls' in Bombay. [DDE-2015, Set-M]

[Board Term-I, KVS-2014]

OR

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

[Board Term-I, (45) 2012]

- 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) 1×3=3

(CBSE Marking Scheme, 2012)

- B** Q. 7. Mention the three Presidency cities of India ? Why were they referred to as 'multifunctionality' cities ?

[Board Term-I, 2015]

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

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

- U Q. 8.** When and why was the Rent Act passed in Bombay during the British days ? What was its outcome ? [Board Term-I, (R9UJGYG), 2014]

OR

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

[Board Term-I, (80) 2012]

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) $1 \times 3 = 3$

- A Q. 9.** Why did more and more people migrate to Bombay by the early 20th century ? Explain three reasons. [Board Term-I, (35, 53) 2012]

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) $1 \times 3 = 3$

- A Q. 10.** Throw light on some of the land reclamation projects of Bombay.

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.

$$1 \times 3 = 3$$

- U Q. 11.** State any three causes of air pollution in Calcutta in the 19th century.

[Board Term-I, 553K, 2013]

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) $1 \times 3 = 3$

- A Q. 12.** "Cities developed at the cost of ecology and environment." Explain with examples.

[Board Term-I, NCT-2014]

OR

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

[Board Term-I, (70), 2012]

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 clothes.

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

- A Q. 13.** State any three characteristics of the ancient cities. [Board Term-I, (36), 2012]

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) $1 \times 3 = 3$

- U Q. 14.** How did farming methods change due to industrialization ? Explain.

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

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) $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

- U Q. 1.** Describe any five features of land reclamation in Bombay.

[Board Term-I, (OEQL2HT), 2016-17]

Ans. (i) In 1784, William Hornby approved the building of the great sea wall which prevented the flooding of the low-lying areas of Bombay.

- (ii) 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.

- (iii) Reclamation often meant the leveling of the hills around Bombay.

- (iv) As the population increased rapidly in the early 20th century, every bit of the available area was built over and new areas were reclaimed from the sea.

- (v) A successful reclamation project was undertaken by the Bombay Port Trust between 1914 and 1918.

- (vi) The famous Marine Drive of Bombay was developed subsequently. (Any five) $1 \times 5 = 5$

(CBSE Marking Scheme, 2016)

A Q. 2. "City development occurred everywhere at the expense of ecology and environment". Substantiate your answer with suitable examples. [Board Term-I, (6HTQ4TF), 2016-17]

- Ans.** (i) In the process of development of cities, natural features were flattened out and transformed in response to the growing demand for space for factories, housing and other institutions.
(ii) Large quantities of waste material and refuse polluted the air, water.
(iii) Excessive noise became a feature of urban life.
(iv) Widespread use of coal in homes and industries in 19th century England raised serious problems in industries cities like Leeds, Bradford and Manchester.
(v) In India Calcutta (Kolkata) too had a long history of pollution.
(vi) High levels of pollution were a consequence of the use of dung and wood as a fuel.
(vii) The main polluters were the industries and establishments that used coal. (Any five) $1 \times 5 = 5$

(CBSE Marking Scheme, 2016)

A Q. 3. Describe any five causes of the expansion of Bombay in the 19th century.

[Board Term-I, (NLTM8TU), 2016-17]

- Ans.** (i) With the growth of trade in cotton and opium, large communities of traders and bankers as well as artisans and shopkeepers came to settle in Bombay.
(ii) The establishment of textile mills led to a fresh surge in migration.
(iii) Large numbers flowed in from the nearby district of Ratnagiri to work in the Bombay mills.
(iv) Bombay dominated the maritime trade of India till well into the twentieth century.
(v) It was also at the junction head of two major railways.
(vi) The railways encouraged an even higher scale of migration into the city.
(vii) Famine in the dry regions of Kutch drove large numbers of people into Bombay in 1888-89.

(Any five)

(CBSE Marking Scheme, 2016)

U Q. 4. What led to the major expansion of Bombay's population in the mid-nineteenth century ?

(NCERT) [Board Term-I, (5800, 41), 2011]

OR

'A large number of migrants were attracted to Bombay in the 20th century.' Explain the statement.

[Board Term-I, 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 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

R Q. 5. 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-I, 2015]

[Board Term-I, (X30T4XE), 2014]

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 goods 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.

5

B Q. 6. Describe the social life of people in (Bombay).

[Board Term-I, (WQ7FXWC), 2014]

- 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) $1 \times 5 = 5$

A Q. 7. Why has city life always attracted those seeking freedom and opportunity ? Explain.

[Board 2013, Term-I, 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 were banished 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 came 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. 8. What were 'Chawls' ? Describe the living conditions in chawls of Bombay.

[Board Term-I, (36), 2012]

OR

Describe the life of people who lived in the Chawls of Bombay (Mumbai).

[Board Term-I, (49), 2012]

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

- No private toilets. Many families could reside at a time in a tenement.
- People used to keep windows closed because of the close proximity to filthy putter, buffalo stables etc.
- Due to water scarcity the people quarrelled every morning for a turn at the tap. Streets and neighbourhood areas were used for activities such as cooking, washing, sleeping.
- Liquor shops and *Akhadas* came up in empty spaces. Streets were used for leisure activities.
- Chawls were also a place for exchanging news about strikes, riots, demonstrations, etc. $1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

Q. 9. Explain any four causes of air pollution in Calcutta in the 19th century and early 20th century. Which body controlled industrial pollution in Bengal ? [Board Term-I, (55), 2012]

OR

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

[Board Term-I, (38), 2012]

Ans. Causes :

- Huge population depended on dung and wood as fuel in their daily life.
- The industries and establishments that used steam engines were run on coal.
- In 1855, the introduction of railway brought coal from Raniganj which had high content of ash. It also polluted the air.
- The fog in the city combined with smoke to create thick smog.
- Due to marshy land, the resulting fog combined with smoke to generate thick smog.

Bengal Smoke Nuisance Commission controlled industrial pollution in Bengal. $4 + 1 = 5$

(CBSE Marking Scheme, 2012)

A Q. 10. Why were reclamation projects undertaken in Bombay ? Explain any two such projects.

[Board Term-I, (53), 2012]

OR

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

Ans. The Reclamation in Bombay was necessary because :

- 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.

- With the growth of trade in cotton and opium large communities of traders and bankers as well as artisans and shopkeepers came to settle in Bombay.
- Bombay dominated the maritime trade of India till the twentieth century.
- 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 :

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

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

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

History of Land Reclamation in Mumbai :

- William Hornby approved the building of great sea wall.
- Several plans by both government and private companies helped in building new areas reclaimed from the sea.
- In 1864 the Back Bay Reclamation Company won the right to reclaim foreshore from the tip of Malabar Hill to the end of Colaba.
- Bombay Port Trust created 22 acre Ballard Estate.

$1 + 4 = 5$

(CBSE Marking Scheme, 2012)

Q. 12. "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-I, (82), 2012]

Ans. (i) Bombay films have contributed in a big way to produce an image of the city as a blend of dream and reality.

- Rich industrialists and film producers owned spacious bungalows.
- Bombay offered employment to both skilled and unskilled workers.
- With the rapid and unplanned expansion of the city, the pressure on Bombay's housing problem increased.
- Refuge and waste products of large factories led to pollution.

$1 \times 5 = 5$



Syllabus

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



TOPIC-1

Print Culture and the Modern World

Quick Review

- The earliest kind of print technology was developed in China, Japan and Korea. This was a system of 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.
- The skilled craftsmen could duplicate, with remarkable accuracy, the different style of writing called calligraphy.
- Shanghai was the hub of the new print culture.
- The oldest Japanese book printed in AD. 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 through 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 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 chapbooks were carried, by petty peddlers known as chapmen sold for a penny.
- In France, small chapbooks called the 'Biliotheque Bleue' were sold at low-price.
- 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 printing 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.

TOPIC - 1

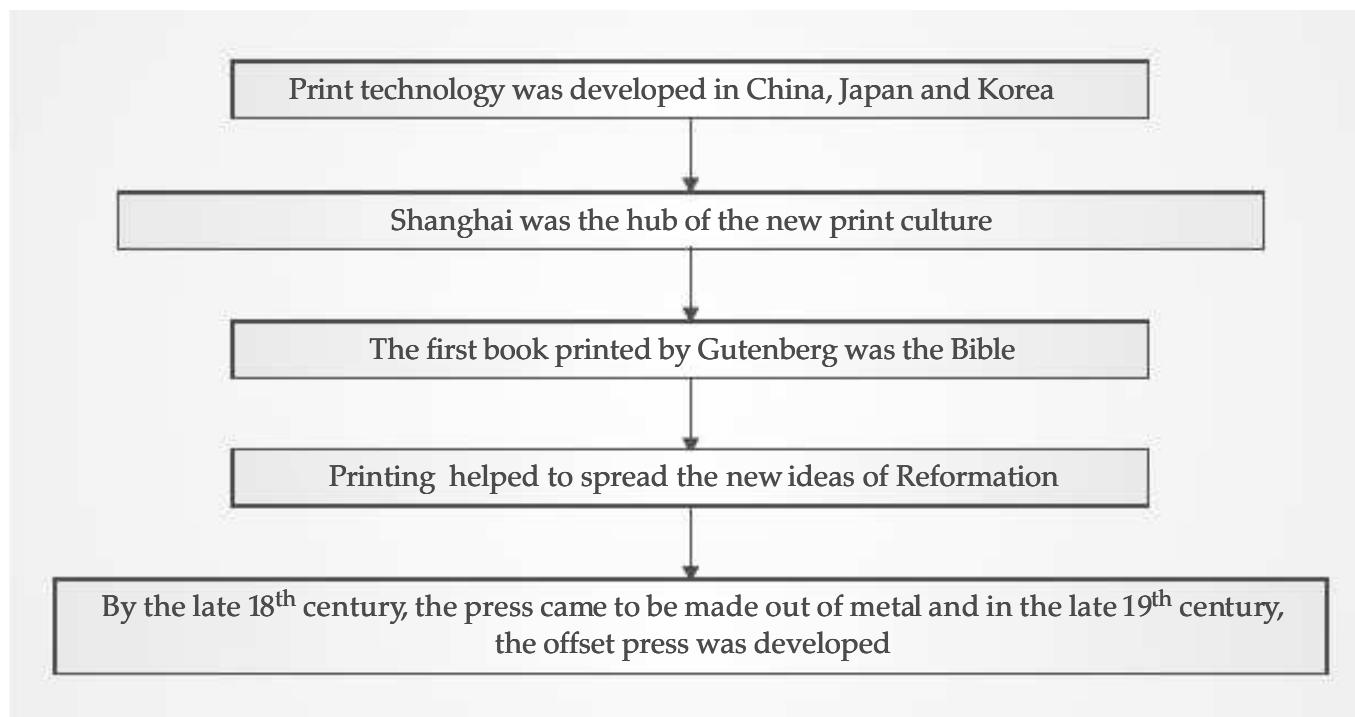
Print Culture and the Modern World **P. 103**

TOPIC - 2

The Growth of Press in 19th Century India
.... **P. 112**

- The best known novelists were Jane Austen, the Bronte Sisters and 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.
- Printers and publishers continuously developed new strategies to sell their product. In the 1920s in England, popular works were sold in cheap series, called the Shilling series.

Flowchart



Know the Terms

- **Calligraphy** : The art of beautiful and stylish writing.
- **Diamond Sutra** : The oldest Japanese book printed in AD 868 containing six sheets of text and woodcut illustrations.
- **Composer** : 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.
- **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 letter press 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 A.D.** : Books in China were printed by rubbing paper against the inked surface of woodblocks.
- **768-770 A.D.** : Hand printing technology was introduced in Japan.
- **868 A.D.** : The first Japanese book 'The Diamond Sutra' was printed.
- **11th Century** : Paper reached Europe from China.
- **1295 A.D.** : Marco Polo brought the knowledge of producing books with woodblocks to Europe from China.
- **1448 A.D.** : Johann Gutenberg invented the printing press.
- **1450-1550 A.D.** : Printing presses set up in most countries of Europe.
- **1517 A.D.** : 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 A.D.** : The Roman Church began maintaining an index of prohibited books.

Know the Links

- www.excellup.com/classten/ssten/printculture.aspx
- https://en.wikipedia.org/wiki/History_of_printing

Very Short Answer Type Questions

1 mark each

- | | |
|---|--|
| <p>A Q. 1. Who was Menocchio ? [Board Term-I, (NLTM8TU), 2016-17]</p> <p>Ans. Menocchio was a miller of sixteenth century in Italy. He reinterpreted the message of the Bible and formulated a view of God and Creation that enraged the Roman Catholic Church. (CBSE Marking Scheme, 2016) 1</p> <p>I Q. 2. What is Calligraphy ? [Board Term-I, NCT-2014]</p> <p>Ans. The art of beautiful and stylish writing. 1</p> <p>A Q. 3. Who was Martin Luther ? Ans. Religious reformer of Germany. 1</p> <p>I Q. 4. Who introduced hand-printing technology in Japan ? [Board Term-I, KVS-2014] Ans. Buddhist missionaries from China. 1</p> <p>A Q. 5. Who was the enlightened thinker whose writings are said to have created conditions for a revolution in France ? Ans. Rousseau. 1</p> | <p>A Q. 6. Name the first book printed by Johann Gutenberg. [Board Term-I, DDE-2015, Set-E] Ans. Bible. 1</p> <p>I Q. 7. How we can say that, Gutenberg's press was too slow as compared to present press technology ? Give one example. [Board Term-I, (CB4QHT1), 2016-17] Ans. It could print 180 copies of Bible in three years. (CBSE Marking Scheme, 2016) 1</p> <p>A Q. 8. Which is the oldest printed Japanese book ? [Board Term-I, DDE-2015, Set-M] Ans. Diamond Sutra. 1</p> <p>A Q. 9. Mention any one feature of the oldest Japanese book. [Board Term-I, Set-6AP67LB, 2015] Ans. Oldest Japanese book contained six sheets of text and woodcut illustrations. (CBSE Marking Scheme, 2015) 1</p> <p>A Q. 10. Who developed the first printing press ? [Board Term-I, (WQ7FXWC), (R9UJGYG), 2014] Ans. Johann Gutenberg. 1</p> |
|---|--|

- U Q. 11.** Which method of hand-printing was developed in China ?
[Board Term-I, (X30T4XE), 2014]
Ans. Woodblock printing. 1
- U Q. 12.** Despite the woodblock printing, what factor raised the demand of new technology in print ?
[Board Term-I, (6HTQGTF), 2016-17]
Ans. Gradual increase in demand than the rate of printing by the use of wood-block printing led to the demand of new technology.
(CBSE Marking Scheme, 2016) 1
- A Q. 13.** How were Biliotheque Bleue different from penny chap books ?
[Board Term-I, Set-C5JWEVD, 2015]
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
- U Q. 14.** Who agreed to revise Press Laws in 1835 ?
Ans. Governor General Bentinck. 1
- A Q. 15.** In which country was the earliest kind of print technology developed ?
Ans. China. 1
- A Q. 16.** Give the ancient name of Tokyo.
[Board Term-I, Set-X0K2SB, 2015]
Ans. Edo. 1
- U Q. 17.** How did Louise Sebastian Mercier interpret the printing press ?
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
- U Q. 18.** Why were cheap paperback editions of books printed by the end of the eighteenth century ?
[Board Term-I, DDE-2014]
Ans. So that poor people could buy them. 1

Short Answer Type Questions

3 marks each

- U Q. 1.** What is meant by the print revolution ? Explain its significance.
[Board Term-I, (R9UJGYG), (WQ7FXWC), 2014]
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 ever growing readership. **(Any two)** $1 + 2 = 3$
- A Q. 2.** How had the earliest printing technology developed in the world ? Explain with examples.
[Board Term-I, (NLTM8TU), 2016-17]
Ans. (i) The earliest kind of print technology was developed in China, Japan and Korea. In China woodblock were used for hand printing.
(ii) Upto the 6th century print was used only by the scholar officials but later it became common.
(iii) The Buddhist missionaries introduced hand printing technology from China to Japan.
(iv) It was Marco Polo, a great explorer, who brought printing knowledge of woodblock from China to Italy. **(CBSE Marking Scheme, 2016)** $1 \times 3 = 3$
- A Q. 3.** What was an "Accordion Book" ? Describe any two features of hand printing in China.
[Board Term-I, (38), 2012]
Or
Explain any three features of Chinese 'Accordion Book'.
- 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) $1 \times 3 = 3$
- A Q. 4.** Where was the earliest kind of print technology developed ? Explain that technology.
[Board Term-I, 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)** $1 \times 3 = 3$
- A Q. 5.** Explain the reasons favouring shift from hand printing to mechanical printing in China.
[Board Term-I, DDE-2015, Set E]
[Board Term-I, (R9UJGYG), (WQ7FXWC), 2014]
OR
Explain the different stages of development of printing technology in China.
[Board Term-I, SS2-61, 2012]

- 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. (Any three)
(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

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. 6.** Highlight any three innovations which have improved the printing technology from 19th century onwards.

[Board Term-I, (X30T4XE), 2014]

OR

Write any three innovations in printing technology in the 19th century and 20th century Europe.

- 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. 7.** 'With the printing press a new public emerged in Europe'. Justify the statement.

[Board Term-I, Set-XOKG25B, 2015]

OR

How did a new reading public emerge with the printing press ? Explain.

[Board Term-I, (6HTQGTF), 2016-17]

- Ans.** (i) Wider sections of people started having an easy access to books.
(ii) Books were printed in large numbers with greater ease.
(iii) The prices fell and they became affordable for large public.
(iv) The hearing public and reading public became intermingled. (CBSE Marking Scheme, 2016) 3

- Q. 8.** How did Johann Gutenberg developed the first printing press ?

[Board Term-I, 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.

- Q. 9.** How did Gutenberg personalise the printed books ? Explain. [Board Term-I, (46), 2012]

- 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 and with colours. (Any three) $1 \times 3 = 3$
(CBSE Marking Scheme, 2012)

- Q. 10.** Explain any three factors responsible for the invention of new printing techniques.

[Board Term-I, (OEQL2HT), 2016-17]

- Ans.** (i) The production of hand written manuscript could not satisfy the ever-increasing demand for books.
(ii) Copying was expensive, laborious and time taking.
(iii) Manuscript were fragile, difficult to handle and could not be cared for or read easily. $1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

■ Q. 11. Describe the development of printing press after Gutenberg.

- 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. 12. How did print introduce debate and discussion ? Explain in three points.

- 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. 13. How did the printers manage to attract the people, largely illiterate, towards printed books ? **[Board Term-I, (45), 2012]**

- 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. 14. How did new forms of popular literature appear in print targeting new audience in the 18th century? Explain with examples. **[Board Term-I, (33), 2012]**

- Ans.** (i) There were almanacs along with ballads and folktales. In England, Chapbooks were carried by petty pedlars known as chapman and sold for a penny.
- (ii) Bibliotheque 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 the past. **$1 \times 3 = 3$**

(CBSE Marking Scheme, 2012)

■ Q. 15. Highlight any three circumstances that led to the intermingling of the hearing culture and the reading culture.

[Board Term-I, (X30T4XE), 2014]

OR

Describe any three circumstances that intermingled the hearing culture and reading culture.

- 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. 16. Why did the Roman Catholic Church begin to keep an Index of prohibited books from the mid 16th century ?

[Board Term-I, 6AP67LB, 2015]

[Board Term-I, (5533K), 2013, (47), 2012]

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. 17. In which three ways did the printed books at first closely resembled the written manuscripts ?

[Board Term-I, Set-C5JWEVD, 2015]

- 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)**

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

■ Q. 18. Who was Menocchio ? Mention any two contributions of him in the field of print culture in the sixteenth century.

[Board Term-I, Set-C5JWEVD, 2015]

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 was 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)

U Q. 19. Why did James Augustus Hickey claim that the Bengal Gazette was 'a commercial paper open to all but influenced by none' ? Explain.

[Board Term-I, (34), 2012]

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)

A Q. 20. What led the colonial government to pass the Vernacular Press Act in 1878 ? How did it affect the vernacular newspapers ?

[Board Term-I, KVS-2014]

OR

A Why was Vernacular Press Act passed ? Explain about this Act. [Board Term-I, XOKG25B, 2015]

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) The 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. $1 \times 3 = 3$

U Q. 21. How did the print popularize the ideas of the enlightened thinkers ? Explain.

(Board Term-I, DDE-2014)

OR

U How did print help to spread new ideas that led to the reformation in Europe ?

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, in fact think that print brought about a new intellectual atmosphere and helped spread the new ideas that led to reformation.

$1 \times 3 = 3$

U Q. 22. Why did people in the eighteenth century Europe think that print culture would bring enlightenment and end despotism ?

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.

$1 \times 3 = 3$

U Q. 23. How did print come to Europe from China ? Explain.

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.

$1 \times 3 = 3$

A Q. 24. Why did some people fear the effect of easily available printed book ? Give one example each from Europe and India ?

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 piety and idolatry.

$1 + 2 = 3$

Long Answer Type Questions

5 marks each

- A** Q. 1. Describe the impact of the print revolution in Europe during 15th and 16th century.

[Board Term-I, (OEQL2HT), 2016-17]

Ans. Impact of the print revolution in Europe during the 15th and 16th century :

- (i) Printing reduced the cost of books.
- (ii) The time and labour required to produce each book came down, multiple copies could be produced with greater ease.
- (iii) Books flooded the market, reaching out to an ever growing readership.
- (iv) Publishers started publishing popular ballads folk tales with beautiful pictures and illustrations.
- (v) Knowledge was transferred orally.
- (vi) Print created the possibility of wide circulation of ideas and introduced a new world of debate and discussion.
- (vii) Even those who disagreed with established authorities, could now print and circulate their ideas. e.g., Martin Luther was a German monk, priest, professor and church reformer. He challenged the Church to debate his ideas.
- (viii) This led to division within the Church and the beginning of the Protestant Reformation.
- (ix) Print and popular religious literature stimulated many distinctive individual interpretations of faith even among little-educated working people.
- (x) In the sixteenth century, Menocchio, a miller in Italy, reinterpreted the message of the Bible and formulated a view of God and Creation that enraged the Roman Catholic Church. (Any five)

(CBSE Marking Scheme, 2016)

- A** Q. 2. How did print introduce a new world of debate and discussion ? What were its implications in sphere of religion ? Explain.

[Board Term-I, (36, 38), 2012]

OR

How did print create the possibility of wide circulation of ideas and discussion.

[Board Term-I, 6AP67LB, 2015]

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.

(iii) 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 and marked the beginning of the Protestant Reformation.

(CBSE Marking Scheme, 2012) $1\frac{1}{2} + 1\frac{1}{2} + 2 = 5$

- U** Q. 3. 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-I, (34), 2012]

OR

- U** How did Martin Luther's writing bring reforms in the religious field ? Explain.

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.

$1 \times 5 = 5$

(CBSE Marking Scheme, 2015)

- U** Q. 4. What difference did printing technology make in the lives of women and children in the 19th century ? Explain.

[Board Term-I, KVS-2014, (47), 2012]

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) $1 \times 5 = 5$

- U** Q. 5. Explain with examples how print culture catered to the requirement of Children.

[Board Term-I, (6HTQGTF), 2016-17]

Ans. (i) Primary education became compulsory from the late nineteenth century, children became an important category of readers. Production of school textbooks became critical for the publishing industry.
(ii) A children's press devoted to literature for children alone, was set up in France in 1857.
(iii) This press published new works as well as old fairy tales and folk tales.
(iv) The Grimm brothers in Germany spent years in compiling traditional folk tales gathered from peasants. What they collected was edited before the stories were published in a collection in 1812.
(v) Anything that was considered unsuitable for children or would appear vulgar to the elites, was not included in the published version. Rural folk tales thus acquired a new form. In this way, print recorded old tales but also changed them.

(CBSE Marking Scheme, 2016)

B Q. 6. Describe any five uses of print culture in the 17th century China. (Board Term-I, 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) 1×5=5

A Q. 7. How far is it right to say that the print culture was responsible for the French Revolution.

[Board Term-I, (X30T4XE), 2014]

OR

A Why did some historians feel that printing technology created the basis for French Revolution ? [Board Term-I, (46), 2012]

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) 1×5=5

A Q. 8. Explain five effects of print revolution.

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

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 could 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) 1×5=5

A Q. 9. Describe any five strategies developed by the printers and publishers in the 19th century to sell their products.

[Board Term I, (BHTK), 2013]

Ans. Some of the important strategies adopted by the printers and publishers to sell books are :

- (i) They brought 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 the 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) 1×5=5

U Q. 10. What were the three difficulties in copying manuscripts ? What was the use of printing press? Describe. [Board Term-I, (33), 2012]

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)

A Q. 10. How did the scientists and philosophers in the 18th century Europe find it easier to reach out to people ? Explain.

[Board Term-I, (35, 48), 2012]

- 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

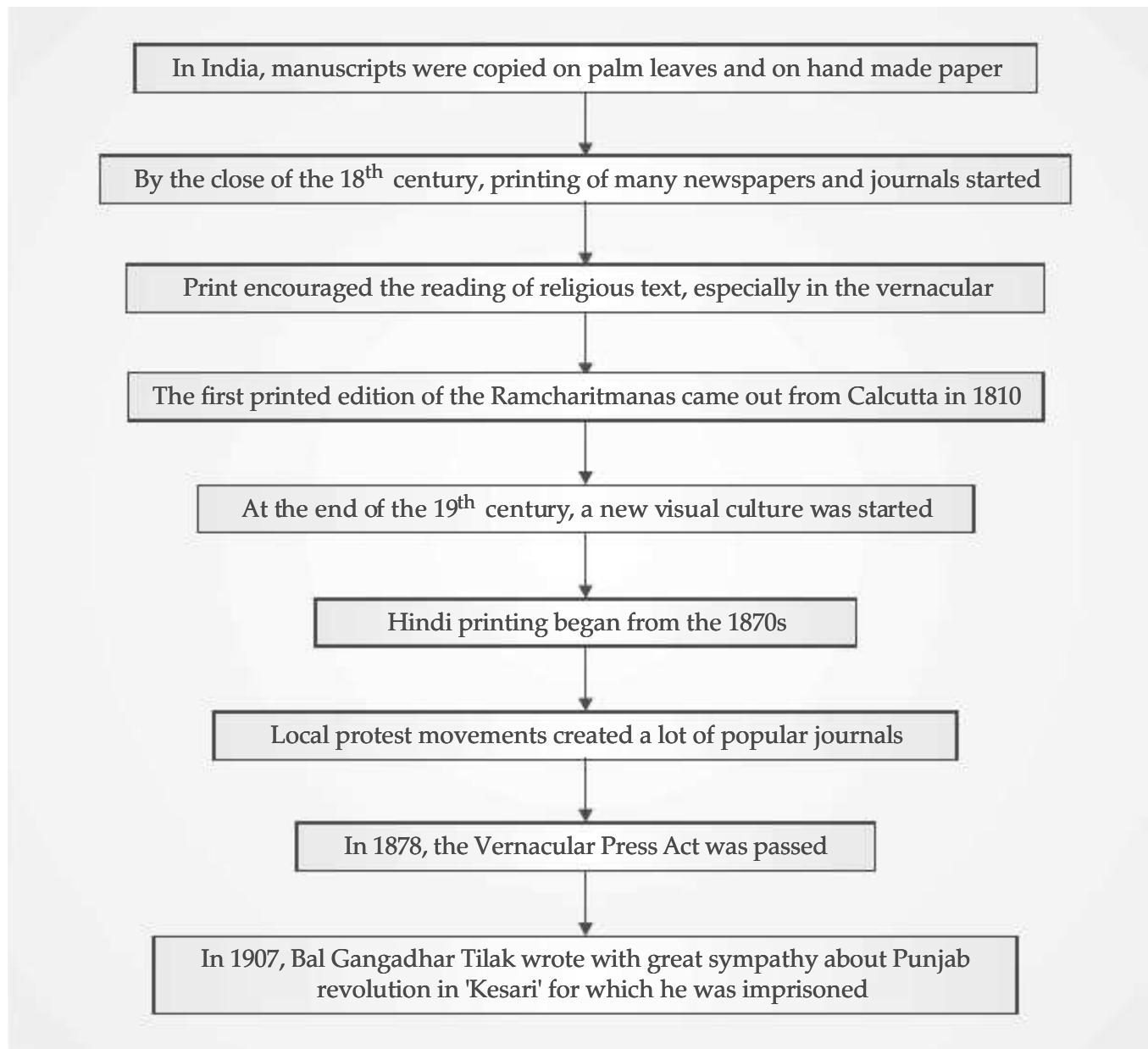
The Growth of Press in 19th Century India

Quick Review

- India had a very rich and old tradition of hand written manuscripts in Sanskrit, Arabic and 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 August 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 focused 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 focused 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 calendars 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 Kailashbashini 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.

Flowchart



Know the Terms

- **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

Know the Dates

- 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 holding education from women.

Know the Links

- <http://inventors.about.com>
- <http://www.bpsnet.org.uk>
- <http://download.nos.org>

Very Short Answer Type Questions

1 mark each

A Q. 1. Name the news paper started by Bal Gangadhar Tilak in India in the 19th century.

[Board Term-I, (OEQL2HT), 2016-17]

Ans. 'Kesari' was the news paper started by the Bal Gangadhar Tilak in India during 19th century. 1

[CBSE Marking Scheme, 2016]

U Q. 2. What did political leaders and reformers like Jyotiba Phule, Gandhiji, B.R. Ambedkar and Periyar Ramaswamy oppose?

[Board Term-I, Set-C5JWEVD, 2015]

Ans. Discrimination against the outcaste groups, caste inequalities. 1

A Q. 3. Who wrote the autobiography 'Amar Jiban' published in 1876 ?

Ans. Rash Sundari Debi. 1

A Q. 4. When did the first printing press come to India ?

Ans. In the middle of the 16th century. 1

A Q. 5. Name the first weekly paper published in India.

Ans. Bengal Gazette. 1

A Q. 6. By whom was the printing press first introduced in India ?

Ans. Portuguese missionaries. 1

Short Answer Type Questions

3 marks each

U Q. 1. What is a manuscript ? Why were they not used widely ?

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

[Board Term-I, 2012 (36, 40), 2011]

OR

U What is manuscript ? Mention any two limitations of it, during the nineteenth century.

[Board Term-I, (CB4QHT1), 2016-17]

Ans.(i) Manuscripts were documents or books written by hand.

(ii) They were not used widely because :

- (i) They could not satisfy the ever increasing demand for books.
- (ii) They were expensive as copying was an expensive, laborious and time consuming business.
- (iii) Manuscripts were fragile, awkward to handle and could not be carried around or read easily.
- (iv) Their circulation was limited. (Any two)

(CBSE Marking Scheme, 2016, 2012) 1+2=3

U Q. 2. Explain any three features of hand written manuscripts before the age of print in India.

[Board Term I, (CB4QHT1), 2016-17]

Ans. (i) Manuscripts were copies on palm leaves or on hand made paper.

(ii) Pages were beautifully illustrated.

(iii) Manuscripts were highly expensive but fragile.

(iv) They were in various vernacular languages.

(v) They could not be read easily as the script was written in different styles.

(Any three points to be explained)

(CBSE Marking Scheme, 2016)

R Q. 3. Why did British Government curb the freedom of the Indian press after the revolt of 1857 ?

[Board Term-I, (OEQL2HT), 2016-17]

Ans. (i) After the revolt of 1857, the attitude to freedom of the press changed. Enraged Englishmen demanded a clamp down on the 'native' press.

- (ii) As vernacular newspapers became assertively nationalist, the colonial government began debating measures of stringent control.

(CBSE Marking Scheme, 2016) $1\frac{1}{2} + 1\frac{1}{2} = 3$

- Q. 4.** 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-I, (51), 2012]

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.

$1+2=3$

(CBSE Marking Scheme, 2012)

- A. Q. 5.** What restrictions were imposed by the Vernacular Press Act on the Indian Press? Explain.

OR

- A** Why was Vernacular Press Act passed? Explain about this Act. [Board Term-I, Set-XOK62SB, 2015]

- 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) $1\times 3=3$

- A. Q. 6.** Evaluate the efforts made by the British in India to impose censorship on the press.

[Board Term-I, (BHTK), 2013]

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, modeled 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 newspapers published in different provinces.

When a report was judged as 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. 7.** Why were women not educated in India in the early part of the nineteenth century? Give any two reasons. [Board Term-I, (6AP67LB), 2015]

Ans. (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.

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

(CBSE Marking Scheme, 2015)

- Q. 8.** For what purpose did Ram Chaddha, publish 'Istri Dharm Vichar'?

[Board Term-I, 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. 9.** Examine the role of missionaries in the growth of press in India.

[Board Term-I, (55), 2012]

Ans. (i) The printing press first came to Goa in Western India through Portuguese missionaries in mid 16th century.

- (ii) Jesuit priests 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. 10.** Explain the new visual culture in print which developed in the nineteenth century.

[Board Term-I, (58), 2012]

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. 11.** Describe any three methods by which printed books became more accessible to common people.

[Board Term-I, (60), 2012]

Ans. Three methods by which printed books became more accessible to common people :

- Very cheap books were brought in Madras town and sold on the cross roads, allowing poor people travelling to markets to buy them.
- Mill workers set up libraries, e.g., in Bombay.
- Libraries were located mostly in cities and in prosperous villages. $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Q. 12. Explain the role of print in the religious reforms in India.

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) $1 \times 3 = 3$

A Q. 13. Print did not only stimulate the publications of conflicting opinions among different communities but also connected them in 19th century India. Explain.

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' in 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

A Q. 1. Explain briefly the initial efforts made by foreigners to introduce printing press in India.
[Board Term-I, (CB4QHT1), 2016-17]

- The Portuguese missionaries first introduced printing press in India in the mid 16th century.
- Jesuit priests learnt Konkani and printed several tracts.
- By 1674 about 50 books had been printed in the Konkani and Kannada language.
- Catholic priest first published printed books in Tamil in Cochin and in 1713 first Malayalam book was printed.
- Dutch Protestant missionaries had printed nearly 32 printed text in Tamil which were later translated.
- The English language press did not grow in India till quite late even though officials of the East India company began to import presses from late 17th century.
- From 1780, James Augustus Hickey began to edit the Bengal Gazette, a weekly magazine; it was a private English enterprise and was free from colonial influence.
- Hickey published a lot of advertisements including those that related to import and sale of slaves.
- By the close of the 18th century, a number of newspaper and journals appeared in print.

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

(CBSE Marking Scheme, 2016)

A Q. 2. "Print not only stimulated the publication of conflicting opinions amongst communities, but it also connected communities and people in different parts of India." Examine the statement.[Board Term-I (CB4QHT1), 2016-17]

Ans. (i) Religious texts, reached a wide circle of people encouraging discussions, debates and controversies within and among different religions.

(ii) Newspapers conveyed news from one place to another creating pan-Indian identities.

(iii) Spread of ideas through printed texts and newspapers led to widespread participation of Indians.

(iv) Print propagated against social evils like sati, child marriage and the purdah system.

(v) Emergence of many social reforms and reform movements.

(vi) New ideas emerged through the clashes of opinions.

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

(CBSE Marking Scheme, 2016)

A Q. 3. Explain how print culture assisted the growth of Nationalism in India.

[Board Term-I, 2013 (BHTK), 2012 (58)]

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 newspapers. Many vernacular newspapers came up in India to spread nationalism. $1\frac{1}{4} \times 4 = 5$
- (CBSE Marking Scheme, 2013)

Q. 4. How did the printed books of India attract the poor class as readers in the 19th century ? Explain. [Board Term-I, (34), 2012]

OR

Q. What efforts were made to spread the benefits of print culture for the poor people in the 19th century India ? [Board Term-I, (56), 2012]

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 Kavitayen, 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)

A. Q. 5. What were the effects of the spread of print culture for poor people in the 19th century India ? Describe. [Board Term-I, (60), 2012]

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

(CBSE Marking Scheme, 2012)

A. Q. 6. "Printing press played a major role in shaping the Indian society of the 19th century." Support the statement by giving examples. [Board Term-I, (40), 2012]

- 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 to his imprisonment in 1908 provoking terms of protest. $1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

Q. 7. How did print culture affect the life of poor people and women in the nineteenth century India ? Explain. [Board Term-I, (40), 2012]

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

Q. 8. What led the colonial government to pass the Vernacular Press Act in 1878 ? How did it affect the vernacular newspaper ?

[Board Term-I, Set-C5JWEVD, 2015]

- Ans. (i)** Nationalists in India used print media to publish the evils 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. $1 \times 5 = 5$

- B** Q. 9. What was the attitude of liberal and conservative Indians towards women's reading? How did a woman like Kailashbashini Debi respond to this in her writings?

[Board Term-I, (36), 2012]

OR

- U** Describe the attitude of liberal and conservative Indians 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)

- A** Q. 10. How were the manuscripts written in India before the age of print? What were their drawbacks and effect?

(Board Term-I, 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. $1 \times 5 = 5$

- A** Q. 11. "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-I, (WQ7FXWC), 2014]

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-I, (553K), 2013, (33, 37), 2012]

- Ans.** From the late 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 mill worker 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)

- A** Q. 12. Evaluate the role of print in connecting various communities in different parts of India.

[Board Term-I, (R9UJGYG), 2014]

- 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) $1 \times 5 = 5$



CHAPTER 8

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 the 19th century India.*
- (iv) *A study of two or three major writers.*



TOPIC-1

Emergence of the Novel in the West

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 that they were part of a superior community of fellow colonials.
- 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.
- **Important Novels of the young :**
 - (i) Treasure Island — R.L. Stevenson
 - (ii) Ramona — Helen Hunt
 - (iii) Jungle Book — Rudyard Kipling
 - (iv) What Katy Did — Sarah Chauncey Woolsey

TOPIC - 1

Emergence of the Novel in the West P. 119

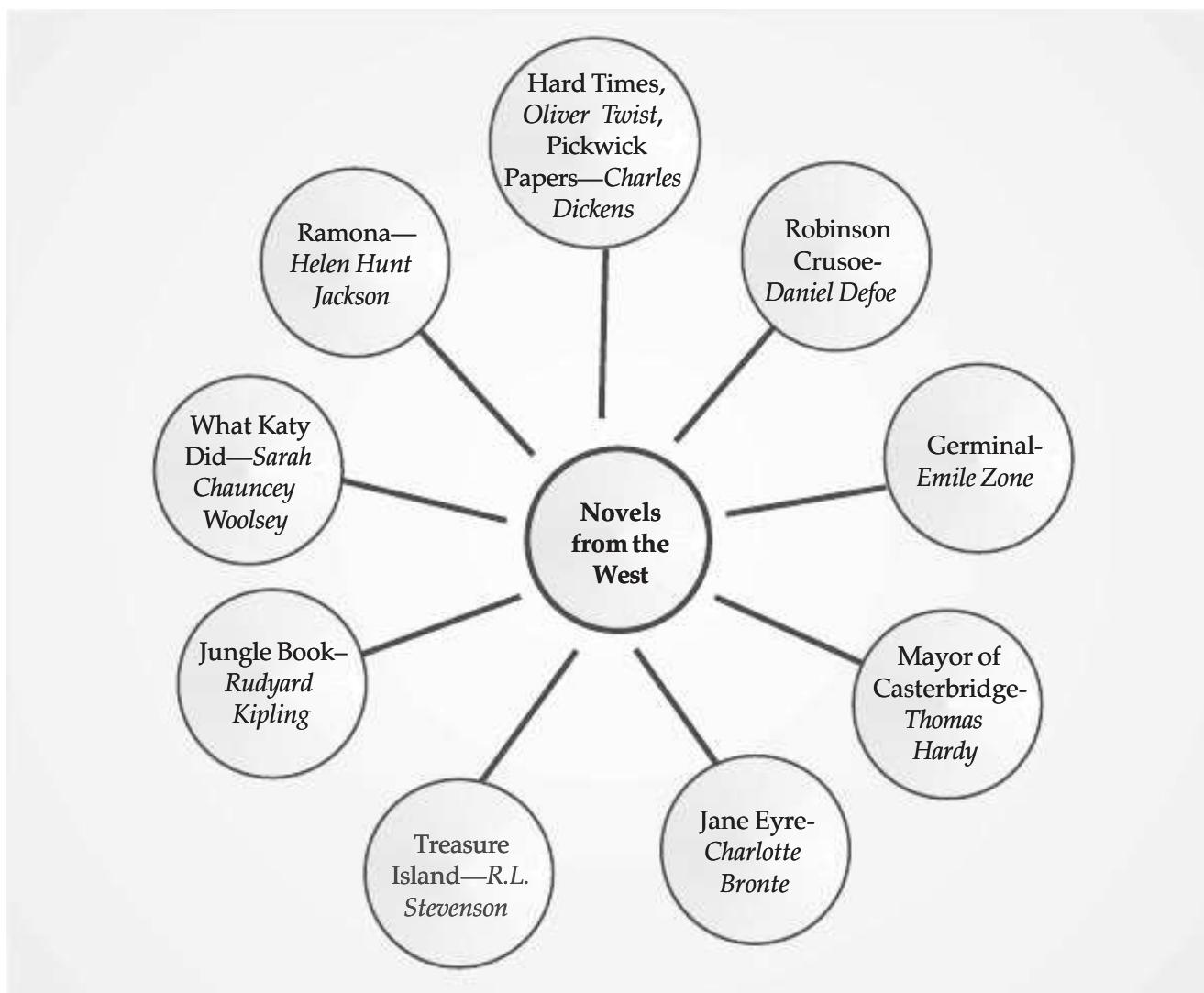
TOPIC - 2

Emergence of the Novel in India P. 124

➤ **Important Foreign Novelist and their works :**

- (i) Germinal — Emile Zola
- (ii) Jungle Book — Rudyard Kipling
- (iii) Ramona — Helen Hunt Jackson
- (iv) Major of Casterbridge — Thomas Hardy
- (v) Robinson Crusoe — Daniel Defoe
- (vi) Jane Eyre — Charlotte Bronte
- (vii) A tale of Two Cities, David Copperfield — Charles Dickens.

Flowchart



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 installments, each part in a new issue of a journal.
- **Satire** : A way of criticising a person or an idea in a humorous way.
- **Gentlemanly classes** : People who claimed noble birth and high social position. They were supposed to set the standard for proper behaviour.

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'.
- 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.

Know the Links

➤ <http://www.nvcc.edu/home/ataormina/novels/history/19thcent.html>

Very Short Answer Type Questions

1 mark each

- | | |
|--|--|
| R Q. 1. Who is the author of the novel 'Robinson Crusoe' ? [Board Term I, (OEQL2HT), 2016-17] | Ans. Charles Dickens. 1 |
| A ns. Daniel Defoe. 1 (CBSE Marking Scheme, 2016) | R Q. 7. Which book by Charles Dickens has the tale of a poor orphan who lived in a world of petty criminals and beggars ? |
| R Q. 2. Who is the author of the 'Jungle Book' ? [Board Term I, 2015 DDE-2015, Set-E] | A ns. Oliver Twist. 1 |
| A ns. Rudyard Kipling. 1 | R Q. 8. Who wrote 'Pickwick Papers', the first serialised novel ? |
| R Q. 3. Name the novel written by Daniel Defoe, [Board Term-I, DDE-2015, Set-M] | A ns. Charles Dickens. 1 |
| A ns. Robinson Crusoe. 1 | R Q. 9. Who is the author of the novel 'Mayor of Casterbridge' ? |
| R Q. 4. The hero of which novel finds himself shipwrecked on an island, rescues a native, makes him a slave and gives him the name Friday ? | A ns. Thomas Hardy. 1 |
| A ns. Robinson Crusoe. 1 | R Q. 10. Which book was written with adolescent girls in mind ? |
| U Q. 5. Which problem of the society was focused in the novel 'Hard Times' written by Charles Dickens ? | A ns. Ramona. 1 |
| A ns. Terrible effects of industrialisation. 1 | R Q. 11. Who published the 'Tom Jones' in six volumes ? |
| R Q. 6. Who wrote the novel 'Oliver Twist' ? [Board Term-I, (X30T4XE), 2014] | A ns. Henry Fielding. 1 |
| | R Q. 12. Which country was the first where novel took firm root ? |
| | A ns. England and France. 1 |

Short Answer Type Questions

3 marks each

- | | |
|--|---|
| U Q. 1. Differentiate between the novels written by Charlotte Bronte and the novels written by Jane Austen ? [Board Term-I, (34), 2012] [Board Term-I, (CB4QHT1), 2016-17] | 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 <i>Jane Eyre</i> , 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 you live.' (CBSE Marking Scheme, 2015) 1 × 3=3 |
| A ns. • Jane Austen : (i) Her novels give us a glimpse of the women's world in refined rural society in the early 19 th century Britain. (ii) It portrays a society which encourages women to look for a wealthy husband. (iii) Characters of her novel <i>Pride and Prejudice</i> are preoccupied with marriage and money. • Charlotte Bronte : (i) Her novels portrayed women who broke established norms of the society before adjusting to them. (ii) This won the sympathy of women readers. (iii) Jane a character in ' <i>Jane Eyre</i> ', was shown as a quite assertive and independent character who protested against the hypocrisy of her elders. (CBSE Marking Scheme, 2016, 2012) 3 | A ns. Q. 3. How did Jane Austen portray the women of the 19 th century in her novels ? [Board Term-I, (36), 2012, (5800 27, 40), 2011] |
| U Q. 2. Describe the theme of Charlotte Bronte's novels, giving an example. [Board Term-I, Set-C5JWEVD, 2015] | 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 novels 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)

- R** Q. 4. Name one famous women novelist in the 19th century England. Describe the different ways in which women novelists portrayed women. [Board Term-I, (38), 2012]

Ans. (i) Jane Austen : Pride and Prejudice
 (ii) Charlotte Bronte's : Jane Eyre (Any one)
 (i) They encouraged women to look for good marriages and find wealthy or propertied husbands.
 (ii) They also wrote about women who broke the established norms of society. $1 + 2 = 3$
 (CBSE Marking Scheme, 2012)

- U** Q. 5. Distinguish between Epistolary and Serialised types of novels with examples. [Board Term-I, (37), 2012]

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.
 $1\frac{1}{2} + 1\frac{1}{2} = 3$
 (CBSE Marking Scheme, 2012)

- A** Q. 6. Explain the theme of the novel 'Hard Times'. [Board Term-I, (NLT M8TU), 2016-17]

Ans. (i) Charles Dickens was the author of 'Hard Times'.
 (ii) He wrote about the terrible effects of industrialization on people's lives and characters.
 (iii) He criticized not just the greed for profits, but also the ideas that reduced human beings into simple instruments of production.
 (iv) He focussed on the precarious conditions of urban life under industrial capitalism.

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

(CBSE Marking Scheme, 2016)

- U** Q. 7. On which issue and what did Charles Dickens write in his novel 'Hard Times' ? Describe. [Board Term-I, DDE-2014]

OR

- U** Explain any three aspects highlighted by Charles Dickens in his novel 'Hard Times'. [Board Term-I, (40), 2012]

Ans. Dickens wrote about :

- (i) Europe in the industrial age.
- (ii) Terrible effects of industrialization on the lives and character of people.
- (iii) Terrible conditions under industrial capitalism.

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

- R** Q. 8. Elaborate upon the contribution of Charles Dickens in the field of novel writing. [Board Term-I, (50), 2012]

OR

Novels of Charles Dickens deal with which changes of the 19th century Britain ? Mention any three such changes. [Board Term-I, (56), 2012]

OR

Which type of problems were highlighted by the novelist Charles Dickens in his novels ? Explain any two such problems. [Broad Term-I, (50), 2012]

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)

- U** Q. 9. How does Daniel Defoe's 'Robinson Crusoe' justify colonialism ? Explain. [Board Term-I, (51), KVS-2014, 2012, 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-I, (64), 2012]

OR

- U** How did the novels written in the 18th century glorify colonization ? [Board Term-I, (47), 2012]

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)

- U** Q. 10. 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-I, (62), 2012]

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) $1 \times 3 = 3$

U Q. 11. Highlight the social changes in Britain which led to an increase in women readers.

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

- 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) $1 \times 3 = 3$

U Q. 12. Why were children prevented from reading novels ? Explain three valid reasons.

[Board Term-I, (67), 2012]

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) $1 \times 3 = 3$

A Q. 13. Describe three measures adopted to make the novels more accessible to the people in the eighteenth century Europe.

[Board Term-I, (68), 2012]

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)

U Q. 14. Explain how novel reading became a popular source of pleasure in India.

[Board Term-I, Set-C5JWEVD, 2015]

- 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

A Q. 15. How did access to books create a new culture of reading ? Examine any 3 points.

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

Ans. (i) The world 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. $1 \times 3 = 3$

A Q. 16. "The novels bring together many cultures." Justify the statement.

(Board Term-I, NCT-2014)

OR

U "The novels bring together many cultures." Support the statement with suitable points.

[Board Term-I, (5800 18, 30, 36), 2011]

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

B Q. 17. How did serialization of novels increased the popularity of novel and magazines ?

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

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)

B Q. 18. What did G.A. Henry write about in his novels which attracted the young ?

[Board Term-I, (55), 2012, (5800 12, 18, 36), 2011]

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 and many other countries.
(iii) His novels were always about young boys who witnessed grand historical events gets involved in some military action and show what they called the 'English' Courage.

(CBSE Marking Scheme, 2016) $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

U Q. 1. Highlight the various themes of novels written by Charles Dickens and Thomas Hardy, in the 19th century.

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

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-I, (WQ7FXWC), 2014]

OR

- B** Who is the author of 'Mayor of Casterbridge'? Give a brief picture of the story.

[Board Term-I, (69), 2012]

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-I, (BHTK), 2013]

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 snobbery and reveals the hypocrisies that plague society. (CBSE Marking Scheme, 2013) 5

- A** **Q. 4.** Describe the dark face of industrialization as highlighted by Charles Dickens in his novels 'Hard Times' and 'Oliver Twist'.

[Board Term-I, (47), 2012]

OR

- Q.** How did Charles Dickens highlight the dark aspects of industrialization in his novels?

[Board Term-I, (62), 2012, (B2), 2010]

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 workers 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. 5.** What were the issues addressed by Thomas Hardy in his novel 'Mayor of Casterbridge'? How did the novel bring together many cultures?

[Board Term-I, (35), 2012]

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

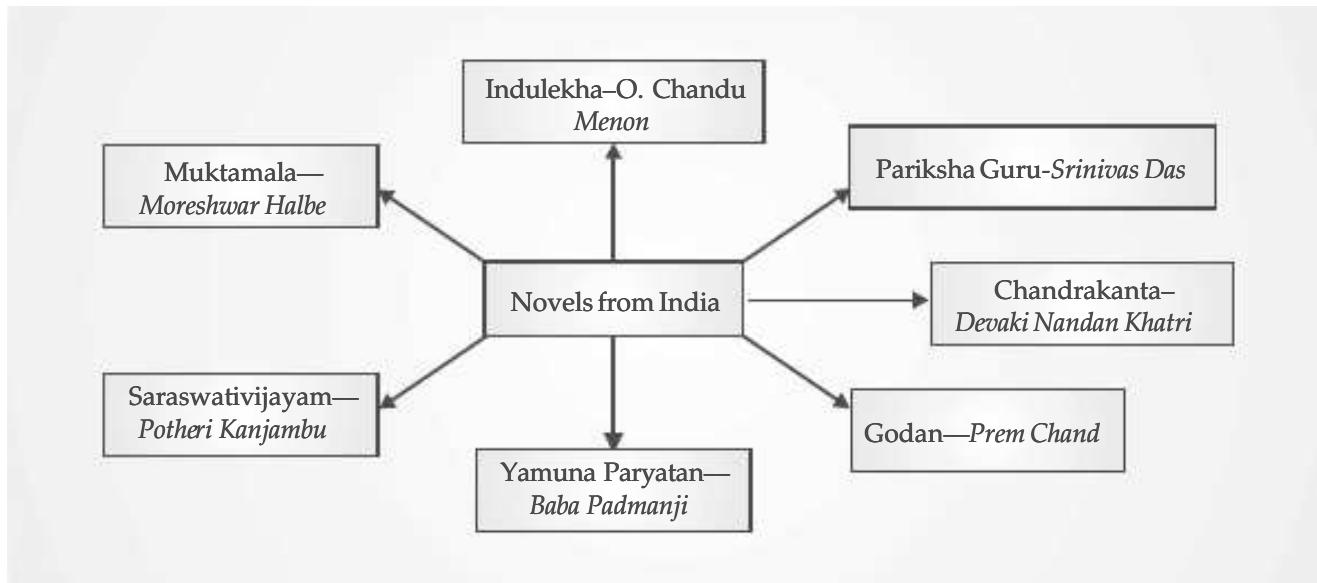
Emergence of the Novel in India

Quick Review

- Banabhatta's 'Kadambari' 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 Virensalingam's wrote his first Telugu novel called 'Rajasekhara Caritamu' in 1878.
- 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.
 - Rokeya 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 Indian Novelist and their works :**
 - Titash Ekti Nadir Naam — Advaita Malla Burman
 - Saraswativijayam — Potheri Kunjambu
 - Anandamath — Bankim Chandra Chattopadhyay
 - Pariksha Guru — Shrinivas Das
 - Godan — Prem Chand
 - Sultana's Dream — Rokeya Hossein
 - Durgeshnandini — Bankim Chandra Chattopadhyay
 - Indulekha — O. Chandu Menon
 - Karuna O Phulmonir Bibaran — Hanah Mullens
 - Nirmala, Rangbhoomi — Premchand
 - Muktamala — Moreshwar Halbe
 - Chandrakanta — Devaki Nandan Khatri
 - Yamuna Paryatan — Baba Padmanji

Flowchart



Know the Terms

- **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

- 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.
- 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'.
- 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

- http://www.indianetzone.com/41/history_indian_novels.htm

Very Short Answer Type Questions

1 mark each

- A** Q. 1. Name the first novel in Malayalam.
[Board Term-I, (CB4QHT1), 2016-17]
- Ans. Indulekha (CBSE Marking Scheme, 2016) 1
- A** Q. 2. Who wrote Indulekha ?
Ans. Chandu Menon. 1
- A** Q. 3. The novel 'Indulekha' was published in which year ?
Ans. 1889. 1
- A** Q. 4. What was the title of the first modern novel published in Malayalam ?
Ans. Indulekha. 1
- U** Q. 5. Who was 'Vaikkom Muhammad Basheer' ?
[Board Term-I, (6HTQGTF), 2016-17]

Ans. Basheer had little formal education and based his works in his own rich personal experience rather than on books from the past. He would never sell his books himself which displays fortitude. He also took part in Salt Satyagrah. His stories and short novels were written in ordinary language of conversation. (CBSE Marking Scheme, 2016) 1

- A** Q. 6. In which language did Vaikkom Mohammad Basheer gained popularity as novelists ?
[Board Term-I, DDE-2014]
- Ans. Malayalam. 1
- U** Q. 7. What is referred to as "Kissa-goi" ?
[Board Term-I, (NLTM8TU), 2016-17]

Ans. Kiss-a-goi is the traditional art of storytelling.
(CBSE Marking Scheme, 2016) 1

U Q. 8. Which novel written in Bengali in 1956 describe the community life of the fisher-folks in detail ? **[Board Term-I, Set-6AP67LB, 2015]**

Ans. Titash Ekti Nadir Naam. **1**
(CBSE Marking Scheme, 2015)

U Q. 9. Which major themes were taken up by the women in their novels ?
[Board Term-I, Set-XOKG25B, 2016]

Ans. Love and romance.

A Q. 10. Name the first novel written by Bankim Chandra Chattopadhyay.

[Board Term-I, NCT-2014]

Ans. Durgeshnandini. **1**

A Q. 11. Who was the author of the novel 'Anandmatha' ?
Ans. Bankim Chandra Chattopadhyaya. **1**

U Q. 12. Which Hindi novel by Premchand does tell the story of Indian peasantry through the characters of Hori and his wife Dhania ?

[Board Term-I, (WQ7FXWC), (R9UJGYG), 2014]

Ans. Godan. **1**

Short Answer Type Questions

3 marks each

U Q. 1. What were the Canal Colonies ? Where and why were they introduced ?
[Board Term-I, (6HTQGTF), 2016-17]

Ans. (i) In the 19th century, the areas irrigated by the new canals built by the British-Indian Government were called the 'Canal Colonies'.
(ii) They were introduced in Punjab.
(iii) They were developed to transform semi-desert waste lands into fertile agricultural lands to grow wheat and cotton for export. **1 × 3 = 3**
(CBSE Marking Scheme, 2016)

A Q. 2. Examine the history of the growth of novels of South India. **[Board Term-I, (82), 2012]**

OR

A Analyse the history of novels written in Malayalam and Telugu language.
[Board Term-I, (OEQL2HT), 2016-17]

Ans. (i) Novels began to appear in South Indian languages during colonial rule.
(ii) Chandu Menon wrote 'Indulekha', the first modern novel in Malayalam.
(iii) 'Kandukuri Viresalingam' novel in Telugu was written by Rajasekhara Caritamu'. **1 × 3 = 3**
(CBSE Marking Scheme, 2016)

U Q. 3. Explain the issues raised by the Malayalam novel 'Indulekha'.
[Board Term-I, (R9UJGYG), (WQ7FXWC), 2014]

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 × 3 = 3**

A Q. 4. How was the problem of being modern without losing one's identity was solved by the main character of Indulekha ?
[Board Term-I, (BHTK), 2013]

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) 1×3=3

U Q. 5. Describe any three special features of novels written by the Malayalam writers Vaikkom Muhammad Bashir. **[DDE-2015, Set-MI]**

[Board Term-I, (48), 2012, Set-OEQL2HT, 2016-17]

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 prisons. **(Any three)**

(CBSE Marking Scheme, 2016) 3

R Q. 6. Who wrote the novel 'Saraswativijayam' ? Highlight any two messages given to the people through the novel ?

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. **1 + 2 = 3**

U Q. 7. How does 'Saraswativijayam' lay stress upon the importance of education for the upliftment of the lower castes ?

[Board Term-I, (63), 2012]

- 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) $1 \times 3 = 3$

- A Q. 8.** Why were vernacular novels valuable for colonial administrators?

[Board Term-I, (CB4QHT1), 2016-17]

- Ans.** (i) Colonial administrators found 'vernacular' novels a valuable source of information on native life and customs. Such information was useful for them in governing Indian society, with its large variety of communities and castes.
(ii) As outsiders, the British knew little about life inside Indian households. The new novels in Indian languages often had descriptions of domestic life.
(iii) They showed how people dressed, their forms of religious worship, their beliefs and practices.

(CBSE Marking Scheme, 2016) $1 \times 3 = 3$

- A Q. 9.** In what ways were the novels in colonial India useful for both the colonizers as well as the nationalists ?

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

- 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.
(iv) Through glorified account of the past, these novels helped in creating a sense of national pride among their readers. (Any three) $1 \times 3 = 3$

(CBSE Marking Scheme, 2015)

- A Q. 10.** How did the historical novels in India try to create a sense of Pan-Indian belonging ?

[Board Term-I, (X30T4XE), 2014]

OR

- A** Analyse any three reasons for making the novels popular in India. [Board Term-I, DDE-2015, Set-M]

- 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.

$1 \times 3 = 3$

- U Q. 11.** Examine the language used in the novel. How did the language of the novels act as a unifying force ? [Board Term-I, (6HTQGTF), 2016-17]

- Ans.** (i) The novel uses the vernacular, the language that is spoken by common people.
(ii) By coming closer to the different spoken languages of the people, the novel produces the sense of a shared world between diverse people in a nation.
(iii) Novels also draw from different styles of language. A novel may take a classical language and combine it with the language of the streets and make them all a part of the vernacular that it uses. Thus the novel brings together many cultures. (CBSE Marking Scheme, 2016) $1 \times 3 = 3$

- A Q. 12.** Highlight any three contributions of novel to modern society.

[Board Term-I, (R9UJGYG), (WQ7FXWC), 2014]

- 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. (CBSE Marking Scheme, 2016) 3

- A Q. 13.** "As primary education became compulsory from the late nineteenth century, children became an important category of readers." Explain the statement.

[Board Term-I, (CB4QHT1), 2016-17]

- Ans.** As primary education became compulsory from the late nineteenth century, children became an important category of readers. It is so because :

- (i) Production of school textbooks became critical for the publishing industry.
(ii) A children's press, devoted to literature for children alone, was set up in France in 1857.
(iii) This press published new works as well as old fairy tales and folk tales.
(iv) The Grimm Brothers in Germany spent years compiling traditional folk tales gathered from peasants.
(v) Anything that was considered unsuitable for children or would appear vulgar to the elites, was not included in the published version.
(vi) Rural folk tales thus acquired a new form. In this way, print recorded old tales but also changed them. (To be assessed as a whole)

(CBSE Marking Scheme, 2016) $\frac{1}{2} \times 6 = 3$

- U Q. 14.** How do novels connect people of common interests ? Who formed the readerships for novels in Europe from 17th century onwards.

[Board Term-I, (46), 2012]

- Ans.** Novels connect people of common interest in the following ways :

- (i) Novels created a common interest among scattered and varied readers.
(ii) Readers were drawn into their stories and could identify with the life of fictitious characters.

(iii) 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. 15. How did authors from so called 'low caste' gain recognition in the world of literature ? Explain with examples of any such authors.

[Board Term-I, (6HTQGTF), 2016-17]

Ans. (i) Potheri Kunjambu, a lower caste writer, wrote 'Saraswativijayam', 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 the community of fisher folks, wrote 'Titash Ekti Nadir Naam'. This novel talks about lives of Mallah, community of fisher folk who live off fishing in the river Titash.

(iii) Vaikkom Basheer, a Malayalam novelist, also wrote about underprivileged classes and Muslim household in general. $1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

Q. 16. "The novel created space for minorities in the society". Establish the validity of the statement with the help of an example.

[Board Term-I, (65), 2012]

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. 17. Describe the growth of Hindi novels from their origin to the period of excellence.

[Board Term-I, (X30T4XE), 2015, 2014]

OR

Explain briefly the history of Hindi Novel from starting to excellence.

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. $1 \times 3 = 3$

Q. 18. Name the first Hindi Modern novel which became a best seller. State reasons for its popularity.

[Board Term-I, (DDE) (KVS), 2014]

OR

R Name the first Hindi modern novel which became the best seller. Mention its main features.

[Board Term-I, (72), 2012]

Ans. Chandrakanta, written by Devaki Nandan Khatri became the best seller.

It became popular because :

Refer to Q. 22., Short Answer Type Questions.

$1 \times 3 = 3$

A Q. 19. "Premchand's novels are filled with powerful characters from all levels of society". Justify the statement. [Board Term-I, (NLM8TU), 2016-17]

Ans. (i) Premchand's novel 'Sewasadan' lifted the Hindi novel from simple entertainment to a serious reflection on the lives of ordinary people and social issues.

(ii) Issues like child marriage and dowry are woven into the novel.

(iii) Premchand's characters created a community based on democratic values.

(iv) The character in 'Rangbhoomi'- Surdas is a visually impaired beggar from the most oppressed section of the society.

(CBSE Marking Scheme, 2016) 3

Q. 20. What are the main features of novel 'Sevasadan' written by Munshi Premchand ? Mention any three. [Board Term-I, (45), 2012]

Ans. (i) Sewasadan 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. $1 \times 3 = 3$

RQ. 21. Explain the contribution of Premchand in the field of novel writing. [Board Term-I, 2012 (53), 2011 (580012, 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)

R Q. 22. How did the writings of Devaki Nandan Khatri create a novel reading public in Hindi ?

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. $1 \times 3 = 3$

U Q. 23. 'Several early Hindi novels carried a clear message of social reform.' Give three examples in support of this statement.

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) $1 \times 3 = 3$

R Q. 24. Name the first novel written by Bankim Chandra Chattopadhyaya. Explain his contribution to the Bengali novel.

[Board Term-I, (71), 2012]

Ans. (i) 'Durgeshnandini'

(ii) He would host a Jatra in the courtyard where members of family would be gathered.

(iii) In his room a group of literary friends would collect to read, discuss and judge. $1 + 2 = 3$

R Q. 25. How were the concerns of Oriya society depicted in the Oriyan novels of 19th century?

[Board Term-I, Set-XOKG25B, 2015]

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

R Q. 26. Who wrote the novel 'Pariksha Guru'? Explain any two features of it. [Board Term-I, (49), 2012]

Ans. (i) Srinivas Das wrote the novel 'Pariksha Guru'.

(ii) **Features :**

- (a) It reflects the inner and outer world of the newly emerged middle classes.
- (b) It reflects the difficulty faced by characters in adopting the colonised society.
- (c) The novel tries to teach the right way to live and remain rooted in traditional values.
- (d) The young are urged to cultivate the 'healthy habit' of reading newspapers. (Any two)

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

U Q. 27. How did novels inspire the freedom fighters?

Explain with two examples.

Ans. (i) 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.

- (a) In Bengal, many historical novels were written about Marathas and Rajputs. These novels produced a sense of pan-Indian belonging.
- (b) Anguriya Binimoy also inspired the freedom fighters with the theme of 'Anandmath'. $1+2=3$

A Q. 28. Explain the contribution of women novelist in the field of novels in India.

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) $1 \times 3 = 3$

5 marks each

Long Answer Type Questions

U Q. 1. Explain how novels became a popular medium of entertainment among the middle class during the late 19th century.

[Board Term-I, (OEQL2HT), 2016-17]

Ans. Novels became a popular medium of entertainment:

- (i) The world created by novels were absorbing, believable and seemingly real.
- (ii) While reading novels, The readers was transported to another person's world and began looking at life as it was experienced by the characters of the novel.
- (iii) Novels allowed individuals the pleasure of reading in private as well as publicity.
- (iv) The stories of novels were discussed in homes, meetings or even in offices.
- (v) People empathies' themselves with the novels characters. (CBSE Marking Scheme, 2016) 5

A Q. 2. "Indian novelists in the 19th century wrote for a national cause." Justify the statement with examples. [Board Term-I, NCT-2014]

OR

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

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

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 Bengali 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) $1 \times 5 = 5$

U Q. 3. How were novels useful for the Indians ? Explain with examples.

[Board Term-I, (CB4QHT1), 2016-17]

- Ans.** (i) Indians used the novel as a powerful medium to criticise what they considered defects in their society and to suggest remedies.
(ii) Writers like Viresalingam used the novel mainly to propagate their ideas about society among a wider readership.
(iii) Novels also helped in establishing a relationship with the past. Through glorified accounts of the past, these novels helped in creating a sense of national pride among their readers.
(iv) At the same time, people from all walks of life could read novels so long as they shared a common language. This helped in creating a sense of collective belonging on the basis of one's language.
(v) Novels also made their readers familiar with the ways in which people in other parts of their land spoke their language. $1 \times 5 = 5$

(CBSE Marking Scheme, 2016)

A Q. 4. The early novelists in India played a significant role in spreading social awareness. Justify the statement with examples.

[Board Term-I, (553K), 2013]

- 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

A Q. 5. Analyse the role and involvement of women in the readership and authorship of novels in India.

[Board Term-I, (R9UJGYG), (X30T4XE), 2014]

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. $1 \times 5 = 5$

A Q. 6. In what way did the colonisers and nationalists use novels as an effective instrument for the attainment of their goals ?

[Board Term-I, (34), 2012]

OR

A "Novels were useful for both the colonial administrators and Indian nationalists". Support the statement with examples.

[Board Term-I, (39), 2012]

OR

A "Novels were useful to different sections of the society." Support your answer with suitable examples.

[Board Term-I, (53), 2012]

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 contains the well-described domestic life 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) $2\frac{1}{2} + 2\frac{1}{2} = 5$

U Q. 7. How did the colonial administrators find vernacular novels as a valuable source of information to native life and customs ? Explain with examples.

[Board Term-I, (80), 2012]

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 to 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) $1 \times 5 = 5$

- A** Q. 8. Examine the main features of novel "Sewa Sadan" written by Munshi Premchand.
[Board Term-I, (6HTQGTF), 2016-17]

Ans. (i) Munshi Premchand's novel 'Sewasadan' (The Abode of Service), was published in 1916.
(ii) Many critics think that his novel lifted the Hindi novel from the realm of fantasy, moralising and simple entertainment to a serious reflection on the lives of ordinary people and social issues.
(iii) Sewasadan deals mainly with the poor condition of women in society.
(iv) Issues like child marriage and dowry are woven into the story of the novel.
(v) It also tells us about the ways in which the Indian upper classes used whatever little opportunities they got from colonial authorities to govern themselves.

$1 \times 5 = 5$

(CBSE Marking Scheme, 2016)

- U** Q. 9. "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-I, KVS-2014]

OR

- U** Explain the aspects of Premchand's writings that make them special. [Board Term-I, (40), 2012]

OR

- U** Describe any five main features of novels written by Munshi Premchand. [Board Term-I, (46), 2012]

OR

- U** Premchand's novels were filled with powerful characters drawn from all levels of society. Support the statement with examples.

[Board Term-I, 2012 (38), (C1), 2010]

OR

- U** Explain the aspects of Premchand's writings that make them special.

[Board Term-I, Set-C5JNEVD, 2015]

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 literary reflection.
(ii) 'Godan', his literary work is an epic on Indian peasantry through the story of Hari and Dhania. (CBSE Marking Scheme, 2012) $1 \times 5 = 5$

- R** Q. 10. Summarise the main theme of the novel 'Godan' written by Premchand.

[Board Term-I, (553K), 2013]

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 the novel 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, money lenders, 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

- U** Q. 11. Examine the theme of the novel "Rangbhoomi." [Board Term-I, (NLTM8TU), 2016-17]

- Ans.** (i) The central character of his novel Rangbhoomi (The Arena), Surdas, is a visually impaired beggar from a so-called 'untouchable' caste.
(ii) The very act of choosing such a person as the 'hero' of a novel is significant. It makes the lives of the most oppressed section of society as worthy of literary reflection.

(iii) We see Surdas struggling against the forcible takeover of his land for establishing a tobacco factory. **(CBSE Marking Scheme, 2016)**

Q. 12. Describe the main features of the novel 'Pariksha Guru', written by Srinivas Das ?
[Board Term-I, (35), 2012]

OR

Q. How does the novel 'Pariksha Guru' reflect the inner and outer world of the newly emerging middle classes ? Explain. [Board Term-I, (59), 2012]

OR

Q. In what ways did novels help to give the people a vision of being ideal characters without losing one's identity ? Explain. [Board Term-I, (52), 2012]

OR

Q. Who is the author of 'Pariksha Guru' ? What message does he try to convey to the readers through 'Pariksha guru' ? Describe.
[Board Term-I, (65), 2012, (5800 23), 2011, (C2), 2010]

Ans. The novels helped to give people a vision of being ideal characters without losing one's identity in the following ways :

- (i) Srinivas Dass '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

R+U Q. 13. Who is the author of novel 'Titash Ekti Nadir Naam' ? Why is it considered a special novel ? Explain any four reasons.

[Board Term-I, 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. 14. Describe the appearing of novels in South India during the period of colonial rule.

[Board Term-I, (BHTK), 2013]

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. 15. What reasons led to the writing of 'Indulekha' by Chandu Menon. [Board Term-I, DDE-2014]

- Ans.** (i) 'Indulekha' was concerned with 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) 1×5=5**

Q. 16. Who was Vaikkom Muhammad Basheer ? Explain how most of his works were based on his own rich personal experience.

[Board Term-I, (38), 2012]

OR

Q. Explain the contribution of Vaikkom Muhammad Basheer to Malayalam writing.

[Board Term-I, (5800 31), 2011]

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. 17. 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-I, (34, 48, 62), 2012]

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. 18. 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-I, (46), 2012]

Ans. (i) Potheri 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) (a) Advaita Mallah Burman belonging to community of fisher folks wrote 'Titash Ekti Nadir Naam'. This novel talks about lives of Mallah family.

- (b) Vaikkom Basheer a Malayalam novelist also wrote about underprivileged classes and Muslim households in general. (Any two) 2+1½+1½=5

(CBSE Marking Scheme, 2012)

Q. 19. How the caste issue was included in novels in India ? Support your answer with suitable examples. [Board Term-I, (51), 2012 (5800 17, 29, 38, 44), 2011]

Ans. (i) **Indulekha** : It is a hotly debated novel and the concerns 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)

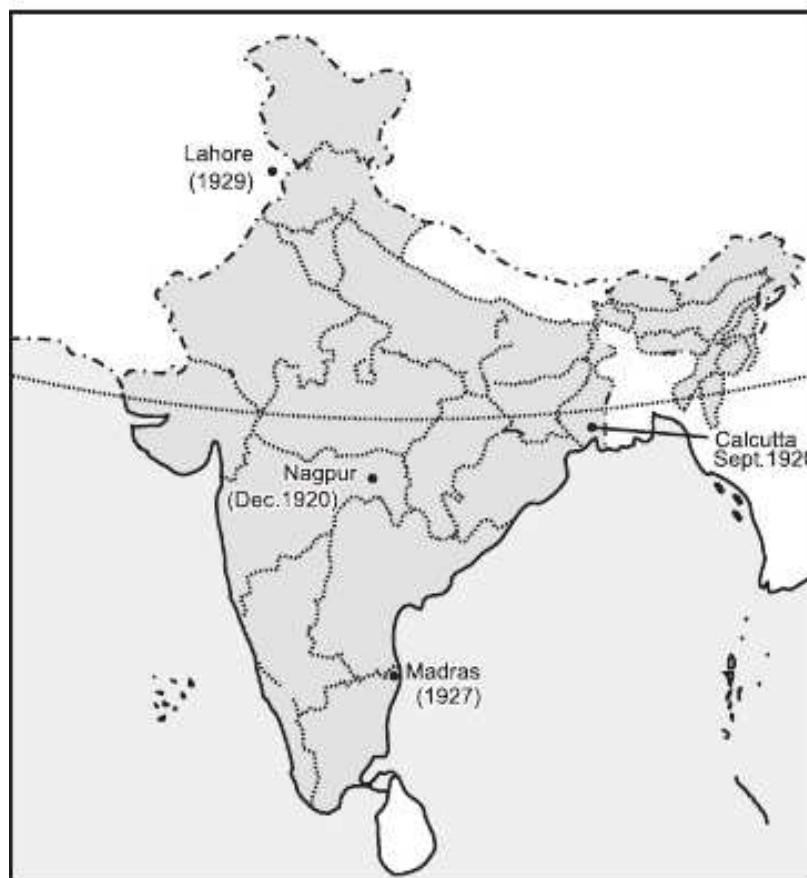
(CBSE Marking Scheme, 2012) 1×5=5



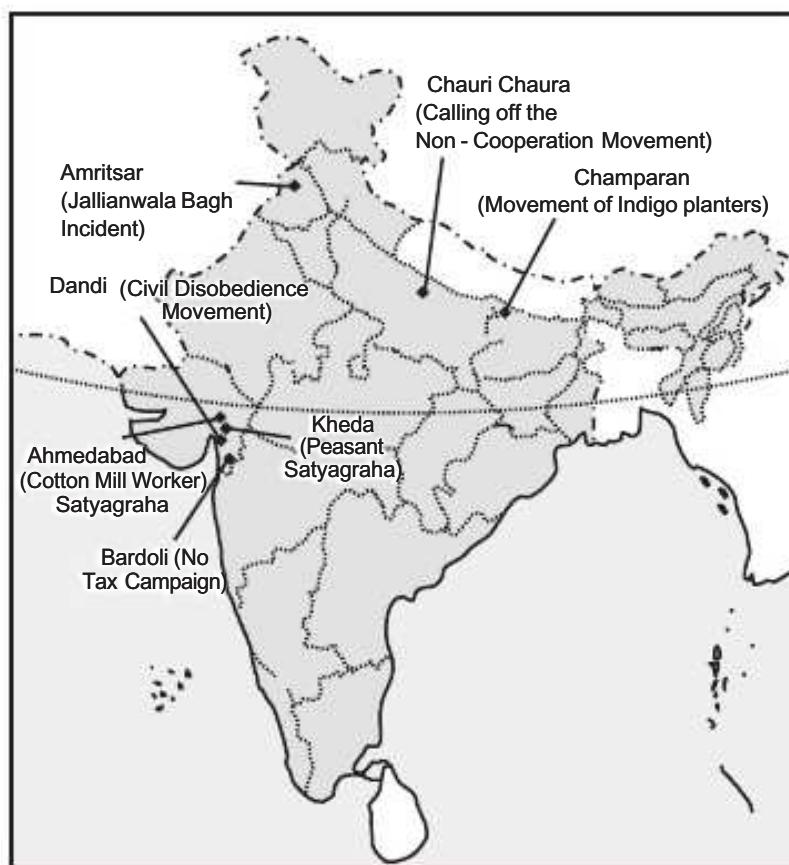
MAP WORK

HISTORY BASIC MAPS

1. Indian National Congress Session



2. Important Centres of Indian National Movement



3. Indian History and National Movement



1. Chauri Chaura—Calling off the Non-Cooperation Movement

[Board Term-II, (Set-TCJQ6VD) 2016 Outside Delhi Set-I, II, III; 2015, Outside Delhi Set-I, II, III]

2. Bardoli—No Tax Campaign

[Board Term-II, 2016, Foreign Set-I, II, III; 2015, Outside Delhi Set-I, II, III]

3. Dandi—Civil Disobedience Movement

[Board SQP-2016] [Board Term-II, Delhi Set-I, II, III, 2016]

4. Champaran—Movement of Indigo Planters

5. Amritsar—Jallianwala Bagh Incident.

[Board Term-II, Delhi (Set-I, II, III), 2016, Outside Delhi (Set-I, II, III), 2015, Foreign Set-I, II, III]

6. Kheda—Peasant Satyagraha

7. Ahmedabad—Cotton Mill Workers Satyagraha

[Board SQP-2016, Board Term-II, 2015, Foreign Set-I, II, III]

8. Session of Indian National Congress (1920)—Calcutta

[Board Term-II, Outside Delhi (Set-I, II, III), 2016, 15, Foreign Set-I, II, III]

9. Session of Indian National Congress (1929)—Lahore

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

10. Session of Indian National Congress (1927)—Madras

[Board Term-II, Delhi Set-I, II, III; 2016, 15, Outside Delhi, Set-I, II, III]

Examination Questions

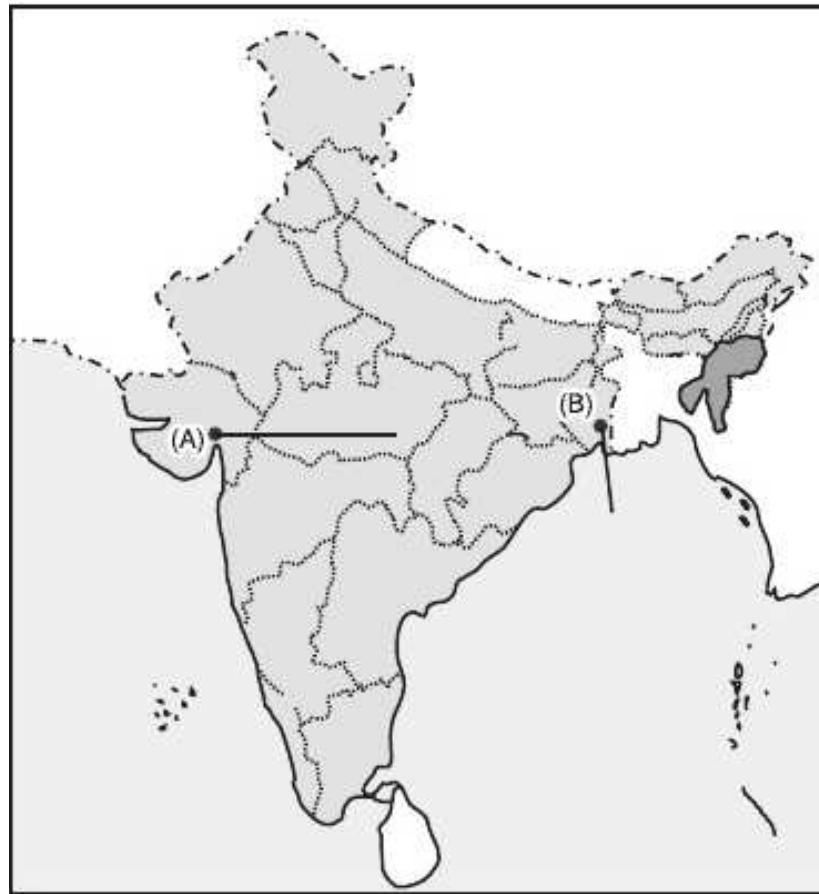
(3 marks each)

Q. 1. Two items A and B are shown in the given political outline map of India. Identify these items with the help of following information and write their correct names on the lines marked on the map.

- (i) The place which is known for Cotton Mill Workers Satyagraha.
- (ii) The place where Congress Session was held in September 1920.

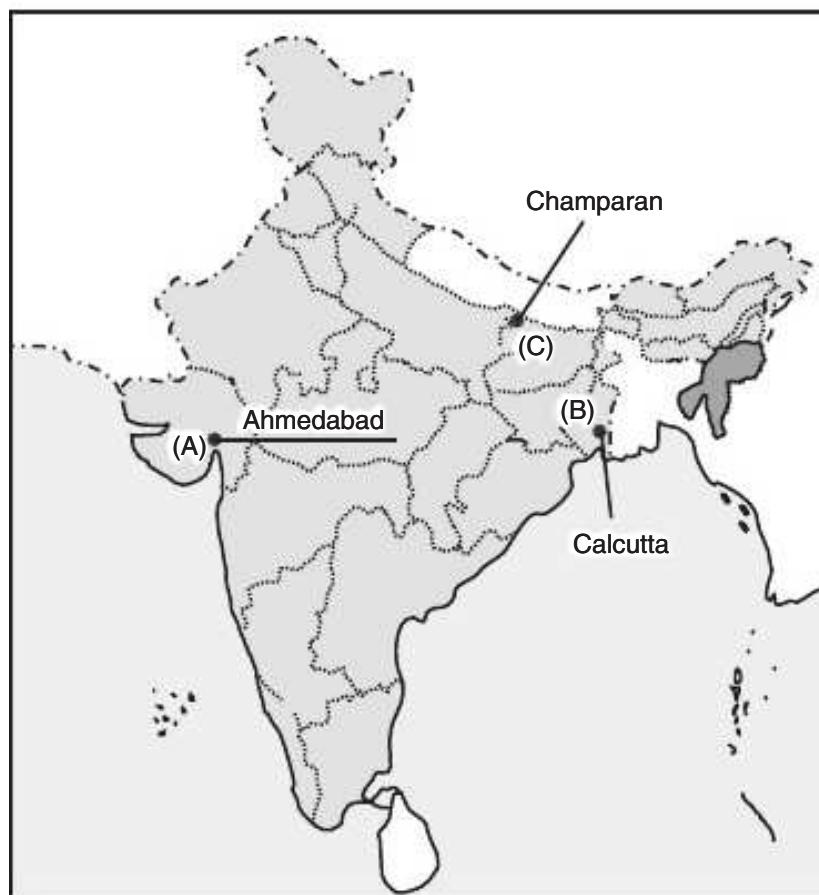
On the same political outline map of India, locate and label the following items with appropriate symbols :

- (iii) Champaran : The place known for Indigo Planters Movement. [Board Term-II, (Set-KCG34U9) 2016]



Ans. The correct information has been provided and the locations have also been marked on the map.

- (i) **Ahmedabad** : The place which is known for Cotton Mill Workers Satyagraha.
- (ii) **Calcutta** : The place where Congress Session was held in September 1920.
- (iii) **Champaran** : The place known for Indigo Planters Movement.



Q. 2. Three features A, B and C are marked in the political outline map of India. Identify these features with the help of the following information and write their correct names on the lines marked on the map :

- (i) The place where the Indian National Congress Session was held in 1920.

[Board Term-II, SQP-2016, Foreign Set-I, II, III; 2015, Delhi Set-I, II, III]

(ii) The city where the Jallianwala Bagh incident occurred. [Board Term-II, Delhi Set-I, II, III, 2015]

(iii) The place where the peasants struggled against the Indigo Plantation System.

[Board Term-II, (Set-TCJQ6VD) 2016, Foreign Set-I, II, III,; Board Term-II, Delhi Set-I, II, III, 2015]

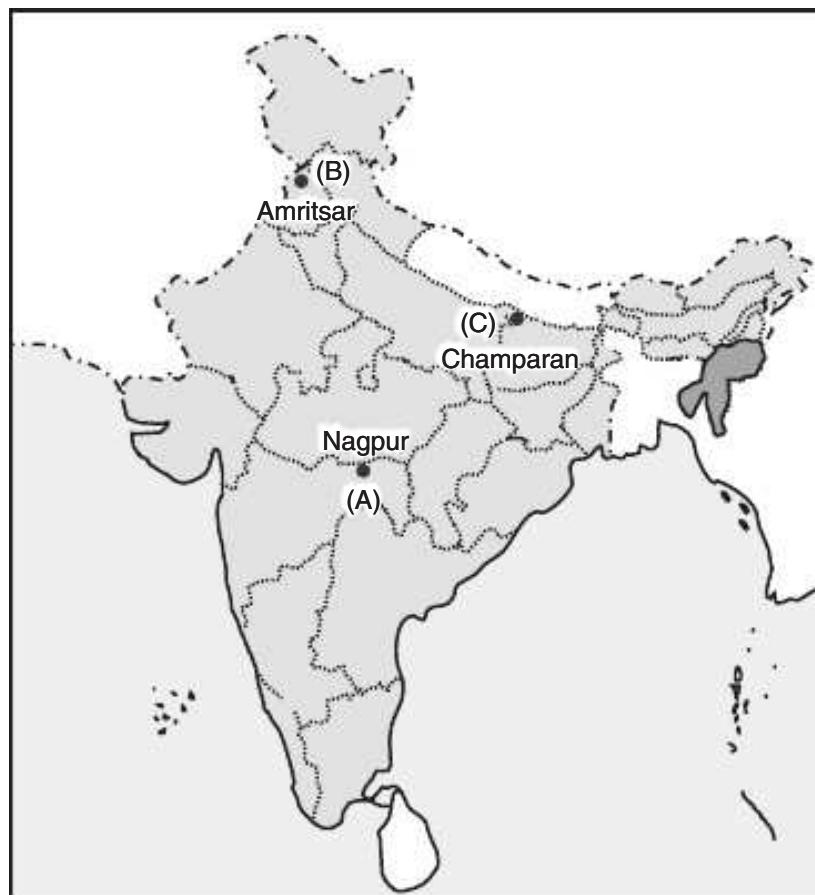


Ans. The correct information has been provided and the locations have also been marked on the map.

(i) Nagpur : The place where the Indian National Congress Session was held in 1920.

(ii) Amritsar : The city where the Jallianwala Bagh incident occurred.

(iii) Champaran : The place where the peasants struggled against the Indigo Plantation System.



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.*



TOPIC-1 **Resources : Natural and Human**

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 combating 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. 139

TOPIC - 2
Land as a Resource P. 143

➤ **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.

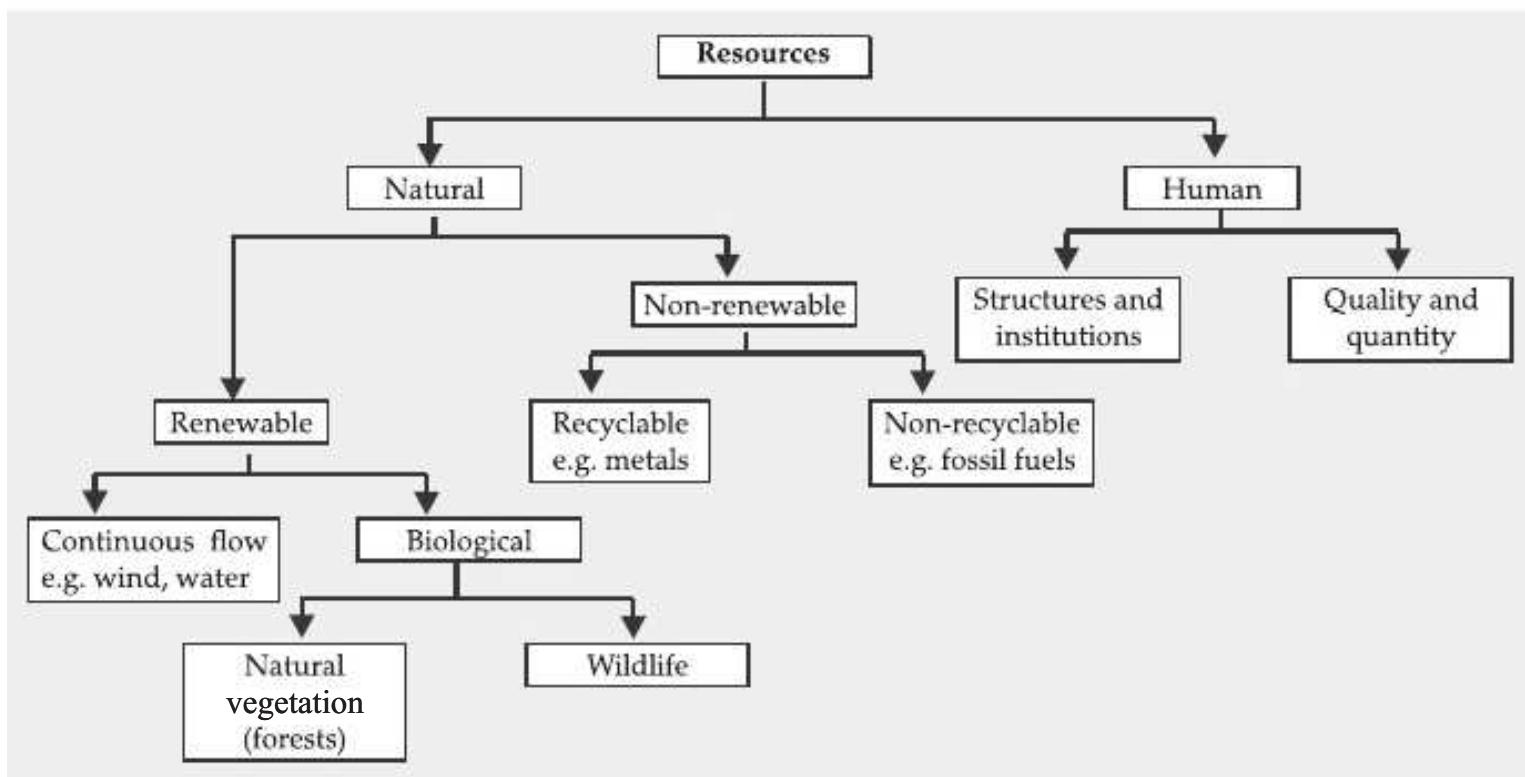
➤ **Factors Causing Land Degradation**

- (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.

Flowchart



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 of 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 judicial 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.

Know the Links

- <http://agricoop.nic.in/statistics/stexample.html>
- <http://www.worldsummit2002.org/index.htm?>
- <http://www.worldsummit2002.org/guide/unced.html>

Very Short Answer Type Questions

1 mark each

- U** Q. 1. Give one difference between renewable and non-renewable resources. **1**
[Board Term-I, (CB4QHT1) 2016-17]

Ans. **Renewable :** Replenished by nature and may be overused e.g., crops and plants.
Non-renewable : which get exhausted after years of use. e.g., crude oil.
(CBSE Marking Scheme, 2016) 1

- U** Q. 2. Give an example of non-renewable resources.
[Board Term-I, (6HTQ4TF) 2016-17]

Ans. Coal/Minerals.

(CBSE Marking Scheme, 2016) 1

- A** Q. 3. What are resources which are found in a region but have not been utilised called ? **1**
Ans. Potential resources.
- A** Q. 4. Which resources are surveyed and determined on the basis of their quantity and quality for utilisation ? **1**
Ans. Developed resources.

- A** Q. 5. Give examples of abiotic resources ? **1**
Ans. Rocks and metals.

- A** Q. 6. Give examples of biotic resources ?
Ans. Human beings, flora, fauna, fisheries, livestock, etc. 1
- A** Q. 7. Which relief features of India has 30 percent of the total surface area of country ?

- Ans.** Mountain. 1
- A** Q. 8. Which cold desert is relatively isolated from the rest of the country ?
Ans. Ladakh. 1

Short Answer Type Questions

3 marks each

- U** Q. 1. What is Agenda 21? List its two principles.
[Board Term-I, (CB4QHT1) 2016-17]

Ans. (i) Agenda 21 was adopted at first International Earth Summit held in 1992 at *Rio de Janeiro* Brazil.

(ii) The two principles are as follows :

- (a) To combat environmental damage, poverty disease through global cooperation on (common interests, mutual needs and shared responsibilities).
- (b) Every local government should draw its own local Agenda 21. $1 + 2 = 3$

(CBSE Marking Scheme, 2016)

- U** Q. 2. What is meant by the term "resource"? List the types of resources classified on the basis of its ownership. **[Board Term-I, (55) 2012]**

Ans. (i) **Resource** : Everything available in our environment which can be used to satisfy our needs, provided, it is technologically accessible, economically feasible and culturally acceptable is known as a resource.

- (ii) **Types of resources on the basis of ownership are** : Individual , community, national and international. $2+1=3$

- U** Q. 3. Distinguish between the renewable and non-renewable resources. **[Board Term-I, (72) 2012]**

OR

- U** Explain the types of resources on the basis of exhaustibility with the help of examples.

[Board Term-I, (5800 18, 24, 40) 2011]

Ans. (i) **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.

(ii) **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.

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

(CBSE Marking Scheme, 2011)

- U** Q. 4. Distinguish between stock and potential resource. Give one example of each.

[Board Term-I, Set-(62) 2012]

- Ans.** (i) **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 do not have the required technical know-how to use them for this purpose.
(ii) **Potential resources** :
 - (a) They are found in a region.
 - (b) They have not been 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) $1\frac{1}{2}+1\frac{1}{2}=3$

- U** Q. 5. Differentiate between stock and reserve stating two points of difference.

[Board Term-I, (5800 26) 2011]

Ans. **Stock** : Materials, which have the potential to satisfy human beings but human do not have the appropriate technology to access these, are termed as stock. We do not have the required technical 'know-how' to use them for a specific purpose. 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. For e.g., river water is used as a source of hydroelectricity but to a limited extent. Thus, the water in the dams, forests, etc., are reserves which can be used in the future.

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

- A** Q. 6. Why is it essential to have resource planning ? Explain any three reasons.

[Board Term-I, (OEQL2HT) 2016-17]

- Ans.** (i) If the present trend of resource depletion by few individuals continues the future of our planet is in danger
(ii) Planning is essential for sustainable existence of all forms of life.
(iii) Indiscriminate exploitation of resources has led to global ecological crises. $1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

- U** Q. 7. What are the three stages of resource planning in India ?

[Board Term-I, (5800 17, 23, 35, 36, 50) 2012, 2011]

- Ans.** (i) Identification and inventory of resources across the regions of the country.
(ii) Evolving a planning structure endowed with appropriate technology, skill and institutional set up for implementing resource development plans.
(iii) Match the resource development plans with overall national development plans.

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

- A Q. 8.** "In India, some regions are rich in certain types of resources but deficient in some other resources". Do you agree with the statement ? Support your answer with any three examples.

[Board Term-I, (6HTQGTF) 2016-17]

Ans. Yes, there are regions which are rich in certain types of resources but are deficient in some other resources.

- (i) Jharkhand, Chhattisgarh and Madhya Pradesh are rich in minerals and coal deposits.
(ii) Arunachal Pradesh has abundance of water resources but lacks in infrastructural development.
(iii) Rajasthan is endowed with solar and wind energy but lacks in water resources.
(iv) Ladakh has rich cultural heritage but lacks in water resources and infrastructure. (Any three)

(CBSE Marking Scheme, 2016) $1 \times 3 = 3$



TOPIC-2

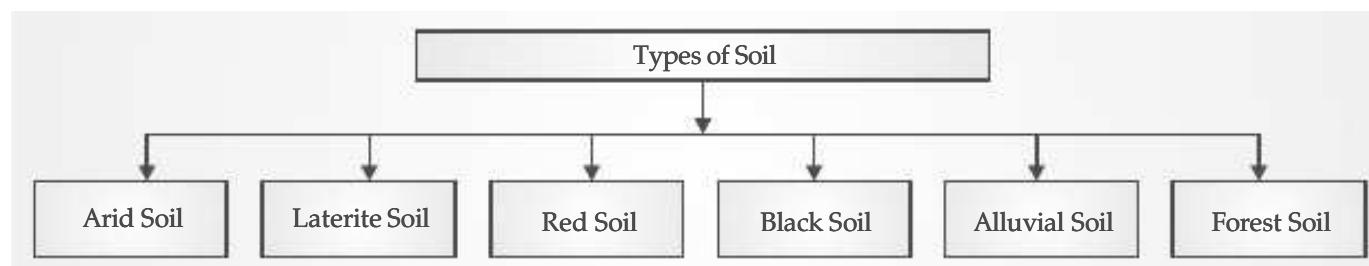
Land as a Resource

Quick Review

- Soil is the most important renewable natural resource. It is the medium of plant growth and supports different types of living organisms on the earth.
- Relief, parent rock or bed rock, climate, vegetation and other forms of life and time are important factors in the formation of soil.
- Soil also consists of organic (humus) and inorganic materials.
- On the basis of the factors responsible for soil formation, colour, thickness, texture, age, chemical and physical properties, the soils of India can be classified into different types.
- India has varied relief features, landforms, climatic realms and vegetation types. These features contributed in the development of various types of soils. They are :
 - (i) **Alluvial soil :**
 - (a) Widely spread in north Indian plains, alluvial Soils as a whole are very fertile.
 - (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. These soils are black in colour.
 - (b) Ideal for cotton.
 - (c) They cover 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. The black soils are made up of extremely fine i.e., clayey material. They are well-known for their capacity to hold moisture.
 - (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 the 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 :**
 - (i) The denudation of top soil cover by agents of nature, e.g. wind, water and air is called soil erosion.
 - (ii) Human activities that are 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
 - (v) Plugging of gullies

Flowchart



Know the Terms

- **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

- http://www.wineentrance.com/general_knowledge/geography/soils-india.html
- http://www.fotosearch.com/photos_images/soil_erosion.html

Very Short Answer Type Questions

1 mark each

- A** Q. 1. Which regions of India have well developed terrace farming ?

[Board Term-I, Set (6AP67LB) 2015]

Ans. Western and central Himalayas

(CBSE Marking Scheme 2015) 1

- A** Q. 2. Which soil types is made up of lava flows ?

[Board Term-I, (R9UJGYG) 2014]

Ans. Black soil.

1

- U** Q. 3. In which states has mining caused severe land degradation ?

Ans. Jharkhand, Chhattisgarh, Madhya Pradesh and Odisha.

1

- A** Q. 4. What is the percentage share of plains in the total land area ?

Ans. 43%.

1

- U** Q. 5. What is the main cause of land degradation in Punjab ?
Ans. Over irrigation. 1
- U** Q. 6. In which states is black soil found ?
Ans. Maharashtra, Saurashtra, Malwa, Madhya Pradesh and Chhattisgarh. 1
- U** Q. 7. Which soil is ideal for growing cotton ?
Ans. Regur soil. 1
- U** Q. 8. In which states overgrazing is responsible for land degradation ?
Ans. Madhya Pradesh, Rajasthan, Gujarat and Maharashtra. 1
- A** Q. 9. In which states laterite soil is found ?
- Ans.** Karnataka, Kerala, Tamil Nadu, Madhya Pradesh, and hilly areas of Odisha and Assam. 1
- U** Q. 10. Which soil type is the result of intense leaching due to heavy rainfall ?
Ans. Laterite soil. 1
- A** Q. 11. Name the land with deep channels that is unfit for cultivation.
Ans. Bad land. 1
- A** Q. 12. Which state has the largest area under black soil ?
Ans. Maharashtra. 1
- U** Q. 13. What are the methods of checking soil erosion ?
Ans. Strip cropping, terrace farming and contour ploughing. 1
- U** Q. 14. Gully erosion is common in which basin ?
Ans. Chambal Basin. 1

Short Answer Type Questions

3 marks each

- U** Q. 1. Define the following terms :
 (i) Current fallow land
 (ii) Other than current fallow
 (iii) Culturable waste land
- [Board Term-I, Set-(H3) 2013]
- Ans.** (i) **Current fallow land** : Left uncultivation for one or less than one agricultural year.
 (ii) **Other than current fallow** : Left uncultivated for past 1 to 5 agricultural years.
 (iii) **Cultural waste land** : Left uncultivated for more than 5 agricultural years.
- (CBSE Marking Scheme, 2013) $1 \times 3 = 3$

- U** Q. 2. Distinguish between red soil and laterite soil stating any three points of distinction.
- [Board Term-I, Set (XOKG2SB) 2015]

| Ans. | Red soil | Laterite soil |
|------|--|---|
| | Red soil develops on crystalline igneous rocks in areas of low rainfall. | Laterite soil develops in areas with high temperature and heavy rainfall. |
| | Red soil is found in parts of Odisha and Chhattisgarh, 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 soil develops a reddish colour due to diffusion of iron in crystalline and metamorphic rocks. | In laterite soil, humus content is very low. |

$1 \times 3 = 3$

- U** Q. 3. Distinguish between Khadar and Bangar soils ?
- [Board Term-I, (63) 2012, (5800 16, 22, 34) 2011]

- Ans.** Karnataka, Kerala, Tamil Nadu, Madhya Pradesh, and hilly areas of Odisha and Assam. 1
- U** Q. 10. Which soil type is the result of intense leaching due to heavy rainfall ?
Ans. Laterite soil. 1
- A** Q. 11. Name the land with deep channels that is unfit for cultivation.
Ans. Bad land. 1
- A** Q. 12. Which state has the largest area under black soil ?
Ans. Maharashtra. 1
- U** Q. 13. What are the methods of checking soil erosion ?
Ans. Strip cropping, terrace farming and contour ploughing. 1
- U** Q. 14. Gully erosion is common in which basin ?
Ans. Chambal Basin. 1

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.

| S.No. | Khadar soil | Bangar soil |
|-------|--|---|
| (i) | It is a new alluvial soil. | It is an old alluvial soil. |
| (ii) | Lower concentration of kankar nodules. | Higher concentration of kankar nodules. |
| (iii) | It has more fine particles. | It has less fine particles. |
| (iv) | It is more fertile. | It is less fertile. |

(Any three)

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

- A** Q. 4. Which is the main cause of land degradation in Gujarat, Rajasthan and Madhya Pradesh ? How can it be checked ? Explain.

[Board Term-I, Set (C5JWEVD) 2015]

- Ans.** (i) **Main Cause** : Large scale overgrazing has caused severe land degradation.

(ii) 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. (Any three) $1 \times 3 = 3$
- (CBSE Marking Scheme, 2015)

- U** Q. 5. Mention any three features of arid soils.

[Board Term-I, (X30T4XE) 2014]

- 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) $1 \times 3 = 3$**

U Q. 6. Enumerate any three features of “regur” soil.
**[Board Term-I, (38), 2012
(5800 14, 20, 32, 38) 2011]**

- Ans.** (i) Regur soil is also known as black soil.
(ii) It is ideal for growing cotton, so it is also known as “black cotton soil”.
(iii) It is made up of extremely fine clayey material.
(iv) It is rich in soil nutrients, calcium carbonate, magnesium, potash and lime.
(v) It develops cracks in hot weather.
(vi) It can hold moisture and is sticky when wet.
- (Any three)**

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

A Q. 7. Explain any three factors responsible for soil formation.
[Board Term-I, (40), (5800 29, 43) 2011, 2012]

- Ans.** (i) The parent rock is the first factor which provides the basic material for the formation of soil.
(ii) Climate breaks the parent rock into small pieces.
(iii) **Vegetation** : Plant and animal organisms help in the weathering of the rocks slowly but continuously.
(iv) 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.
(v) Chemical and organic changes take place in the soil.
- (Any three)**

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

A Q. 8. Describe any three measures of controlling land degradation.
**[Board Term-I, DDE-E, Set-E 2015
Set-(X30T4XE) 2014, (39) 2012]**

OR

A Explain any three steps taken to solve the problem of land degradation in India.
[Board Term-I, (5800 25) 2011]

- Ans.** (i) Afforestation and proper management of grazing can help to some extent.
(ii) Planting of shelter belts, control on overgrazing, stabilisation of sand dune by growing thorny bushes.
(iii) Proper management of wastelands, control of mining activities, proper discharge and disposal

of industrial effluents and wastes after treatment can reduce land and water degradation in industrial and sub-urban areas are some of the methods to check land degradation.

(CBSE Marking Scheme, 2011) $1 \times 3 = 3$

A Q. 9. State any three physical factors as well as three human factors which determine the use of land in India.

- Ans.** (i) The use of land is determined by physical factor's such as to topography, climate, soil types , etc.
(ii) It is also determined by human factors such as population density, technological capability, cultural and traditions, etc. **$1\frac{1}{2} + 1\frac{1}{2} = 3$**

A Q. 10. ‘Land is a natural resource of utmost importance’. Justify the statement with appropriate arguments.

[Board Term-I, 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. **$1 \times 3 = 3$**

U Q. 11. Which geographical factors are responsible for the evolution of black soil? Why is it considered the most suitable for growing cotton ?

[Board Term-I, (56) 2012]

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) $1+2=3$

A 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-I, DDE Set-M, 2015, (45) 2012]

Ans. (i) Two human activities which are responsible for the process of soil erosion are deforestation and overgrazing, mining, construction, etc.

(Any two)

(ii) Types of Soil Erosion :

- (a) Gullies :** The running water cuts through the clayey soil 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) $1+2=3$

Long Answer Type Questions

5 marks each

- B Q. 1.** Describe any five distinct characteristics of 'Arid soils'. [Board Term-I, Set (6AP67LB) 2015]

- Ans.** (i) Arid soils range from red to brown in colour.
(ii) Sandy in texture and saline in nature.
(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) $1 \times 5 = 5$

- A Q. 2.** Why is soil considered as a resource ? Explain with five arguments.

[Board Term-I, Set (C5JWEVD) 2015]

- Ans.** (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 2015) $1 \times 5 = 5$

- U Q. 3.** 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

- U** Describe alluvial soil under the following heads :

- (i) Formation
(ii) Distribution
(iii) Nutrients.

[Board Term-I, (3K) 2013]

Ans. Alluvial soil is found in the entire northern plain. It is the most widely spread soil of India.

Main features of alluvial soil :

- (i) It is formed by the deposition of materials brought down by the Himalayan rivers.
(ii) It is highly fertile.
(iii) It consists of various proportions of sand, silt and clay.
(iv) It is rich in potash, phosphoric acid and lime but deficient in organic matter. (Any four) $1 + 4 = 5$

Value Based Questions

3 marks each

- Q. 1.** How can you contribute to minimize the pollution. Explain. [Board Term-I, 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) $1 \times 3 = 3$

- Q. 2.** Explain any three human activities responsible for land degradation in India.

[Board Term-I, 2013 (05), 2012 (51)]

OR

How are human activities responsible for the degradation of land ?

- Ans. (i) 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.

- (ii) Over irrigation :** Over irrigation in the states of Punjab, Haryana, western Uttar Pradesh, has caused water logging and increase in salinity of soil.

- (iii) Overgrazing :** Overgrazing in states such as Gujarat, Rajasthan, Madhya Pradesh and Maharashtra is a huge cause due to cattle population.

- (iv) 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.

- (v) Industrial waste :** Industrial effluents also have become a major source of land degradation.

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

(CBSE Marking Scheme, 2013)

High Order Thinking Skills (HOTS) Questions

Q. 1. Explain resource planning. What are the steps involved in resource planning?

[Board Term-I, 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. 2. Provide a suitable classification for resources on the basis of ownership. Mention main features of any three types of such resources.

[Board Term-I, (X30T4XE) 2014]

Ans. (i) Classification for resources on the basis of ownership :

- (a) Individual resources
- (b) Community owned resources
- (c) National resources
- (d) International resources

(a) **Individual resources** : Resources which are privately owned against the payment of revenue by individuals. e.g., ponds, pasture lands etc.

(b) **Community owned resources** : Resources which are accessible to all the members of a community, e.g., picnic spots.

(c) **National resources** : All the resources (minerals, water resources, forests, wildlife, land) which are present in the political boundaries and oceanic area 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.

(d) **International resources** : There are international institutions which regulate some resources. The oceanic resources beyond 200 nautical miles of the Exclusive Economic Zone

belong to open ocean and no individual country can utilise these without the concurrence of international institutions.

(Any three) 2+3=5

Q. 3. 'Indiscriminate use of resources had led to numerous problems.' Justify this statement.

[Board Term-I, KVS-2014, (WQ7FXWC) 2012,
(5800 13, 19, 31, 33) 2011]

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 :

- (i) To satisfy the greed of few individuals, depletion of resources has continued.
- (ii) Due to the accumulation of resources in few hands, the society gets divided into two segments, i.e., rich and poor.
- (iii) Indiscriminate use of resources has led to ecological crises, e.g., ozone layer depletion, land degradation, global warming and environmental pollution.

1×3=3

(CBSE Marking Scheme, 2012)

Q. 4. Suggest any three methods of soil conservation suitable to Indian conditions.

[Board Term-I, Set-(46) 2012]

OR

What steps can be taken to control soil erosion in hilly areas?

Ans. Methods of soil conservation :

- (i) Ploughing along the contour lines can decrease the speed of water flow down the slopes.
- (ii) Step or terrace cultivation on slopes restricts erosion. Western and Central Himalayas have well-developed terrace farming.
- (iii) **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.
- (iv) **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.

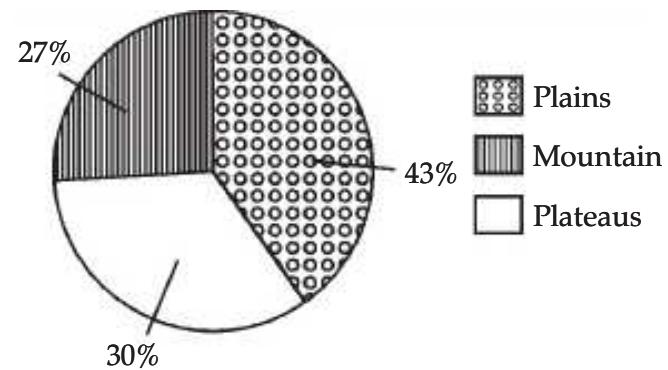
(Any three)

(CBSE Marking Scheme, 2012) 1×3=3

Q. 7. What are the main advantages of India's land under a variety of relief features ?

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

WATER RESOURCES

Syllabus

- Sources ; distribution; utilization ; multi-purpose projects ; water scarcity ; need for conservation and management; rainwater harvesting (one case study to be introduced).



TOPIC-1

Water Scarcity and the need for Water Conservation; Multipurpose River Projects & Integrated Water Resource Management

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 :
- Greater demand for water by large and growing population and unequal access to it.
 - Water resources are being over-exploited to expand agriculture and consequently ground water levels are falling.
 - Post independent India has witnessed intense industrialisation and urbanisation, exerting increasing pressure on fresh water resources.
 - 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 :**
- Sringaverapura near Allahabad had a sophisticated water harvesting system, which channelised the flood water of the Ganga river. It dates back to 1st century B.C.
 - There are many extensively built dams, lakes and irrigation systems. The most important lake is Sudarshan lake.
 - Bhopal lake is one of the largest artificial lakes built in the 11th century A.D.
 - 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. | |

TOPIC - 1

Water Scarcity and the need for Water Conservation; Multipurpose River Projects & Integrated Water Resource Management P. 150

TOPIC - 2

Rainwater Harvesting P. 154

- Thus, dams are now referred to as multipurpose projects.
- Jawaharlal 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.

Flowchart



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 in 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.

Know the Links

- www.indianetzone.com > ... > Water Resources in India > Indian Rivers
- www.slideshare.net/crystal4/water-conservation-8637332

Very Short Answer Type Questions

1 mark each

- | | |
|--|--|
| <p>A Q. 1. Name any one river valley project which has significantly contributed to the loss of forests. [Board Term-I, (WQ7FXWC) 2014]</p> <p>Ans. Sardar Sarovar Dam. 1</p> <p>A Q. 2. Write the major source of fresh water in India ? Ans. Ground water. 1</p> <p>A Q. 3. How much percent of the total volume of world's water is estimated to exist as fresh water ? Ans. 2.5 percent. 1</p> <p>U Q. 4. What percentage of the total volume of world's water is estimated to exist as oceans ? Ans. 96.5%. 1</p> <p>A Q. 5. What are the causes of water scarcity ? Ans. Rapid growth of population, uneven distribution of water resources and increase in demand of water. 1</p> <p>A Q. 6. Which largest artificial lake was built in 11th century ? Ans. Bhopal lake. 1</p> <p>A Q. 7. On which river has the Hirakud Dam been constructed ?</p> | <p>Ans. River Mahanadi. 1</p> <p>A Q. 8. On which river 'Bhakhra Nangal Dam' has been constructed ? Ans. River Satluj. 1</p> <p>U Q. 9. Who proclaimed dams as the temple of modern India ? Ans. Jawaharlal Nehru. 1</p> <p>A Q. 10. Which river is known as the 'River of Sorrow' ? Ans. Damodar river. 1</p> <p>U Q. 11. Name two social movements which were against the multi purpose projects. Ans. Narmada Bachao Andolan and Tehri Dam Andolan. 1</p> <p>A Q. 12. The Nagarjuna Sagar Dam is built on which river ? Ans. Krishna. 1</p> <p>U Q. 13. On which river the Salal Dam is built ? Ans. Chenab. 1</p> <p>A Q. 14. In which regions the release of water from dams during heavy rains aggravated the flood situation in 2006 ? Ans. Maharashtra and Gujarat. 1</p> |
|--|--|

Short Answer Type Questions

3 marks each

- | | |
|---|--|
| <p>U Q. 1. Mention any four main objectives of multipurpose river valley projects. Name any two Multipurpose Projects of India. [Board Term-I, Set (6AP67LB) 2015]</p> <p>OR</p> <p>What is a multipurpose river valley project? Mention any four objectives of it. [Board Term-I, (CB4QHT1) 2016-17]</p> <p>Ans. A project where many uses of the impounded water are integrated with one another is known as multipurpose project. It is built for irrigation, power generation, water supply, flood control, recreation, etc. (CBSE Marking Scheme 2016) 3</p> <p>U 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-I, Set (XOKG2SB) 2015]</p> <p>Ans. We can understand the meaning of the above statement through these example :</p> <ul style="list-style-type: none"> (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 | <p>U Q. 3. Why did Jawaharlal Nehru proclaim the dams as the "temples of modern India" ? Explain any three reasons. [Board Term-I, (R9UJGYG) 2014]</p> <p>Ans. Jawaharlal Nehru proclaimed the dams as the "temples of modern India" because :</p> <ul style="list-style-type: none"> (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 <p>A Q. 4. How have intensive industrialization and urbanization posed a great pressure on existing fresh water resources in India. Explain. [Board Term-I, KVS-2014]</p> <p>OR</p> <p>A How does urbanization and urban lifestyle lead to over exploitation of water resources ? Explain. [Board Term-I, (3K) 2013]</p> <p>OR</p> <p>A How have intensive industrialization and urbanization posed a great pressure on existing fresh water resources in India ? Explain. [Board Term-I, (36) 2012]</p> |
|---|--|

Ans. Post independent India witnessed intensive industrialisation and urbanisation.

- (i) **Arrival of MNC's :** Apart from fresh water they require electricity which comes from hydroelectric power.
- (ii) 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.
- (iii) Large-scale migration from rural to urban areas is causing over exploitation of water resources.

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

U Q. 5. List any three advantages and three disadvantages of multipurpose river project.

[Board Term-I, (H3), 2013 (35) 2012]

OR

U What are the advantages and disadvantages of multipurpose river project. [NCERT]

[Board Term-I, NCT-2014]

Ans. Advantages :

- (i) These are the main source of power generation.
- (ii) They provide us neat, pollution free and cheapest energy which is the backbone of industry and agriculture.
- (iii) These projects control the floods because water can be stored in them. These projects have converted many, 'rivers of sorrows' into 'rivers of boon'.
- (iv) These projects are the main source of irrigation and also help in conserving soil.

Disadvantages :

- (i) 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.
- (ii) Dams also fragment rivers making it difficult for aquatic fauna to migrate for spawning, i.e., to produce eggs.
- (iii) 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)

A 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-I, (34, 36, 55), 2012
Set (580018, 27, 33) 2011]

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.

- (i) A sophisticated water harvesting system channelling the flood water of river Ganga was built at Sringeripatna near Allahabad in the 1st century B.C.
- (ii) Nagarjunakonda in Andhra Pradesh, Bennur in Karnataka, Kolhapur in Maharashtra and Kalinga in Odisha have evidences of irrigation structures.
- (iii) In the 11th century, Bhopal Lake, one of the largest artificial lakes of its time was built.
- (iv) The tank in Hauz Khas, Delhi was constructed by Iltutmish in the 14th century to supply water to the Siri Fort Area.

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

(CBSE Marking Scheme, 2012)

U Q. 7. Why is groundwater a highly overused resource ? [Board Term-I, (580034) 2011]

Ans. Groundwater is a highly overused resource because of the following reasons :

- (i) Due to large and growing population and consequent greater demands for water and unequal access to it.
- (ii) To facilitate higher food grain production for large population, water resources are being over exploited to expand irrigated areas and dry season agriculture.
- (iii) 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 Question

5 marks

A Q. 1. Explain any three reasons responsible for water scarcity in India ?

[Board Term-I, (580013, 23, 45) 2013, 2011]

OR

A 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. (i) The availability of water resources varies over space and time, mainly due to the variations in seasonal and annual precipitation.

(ii) Over-exploitation, excessive use and unequal access to water among different social groups.

(iii) 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.

(iv) 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) $1\frac{1}{4} \times 4 = 5$



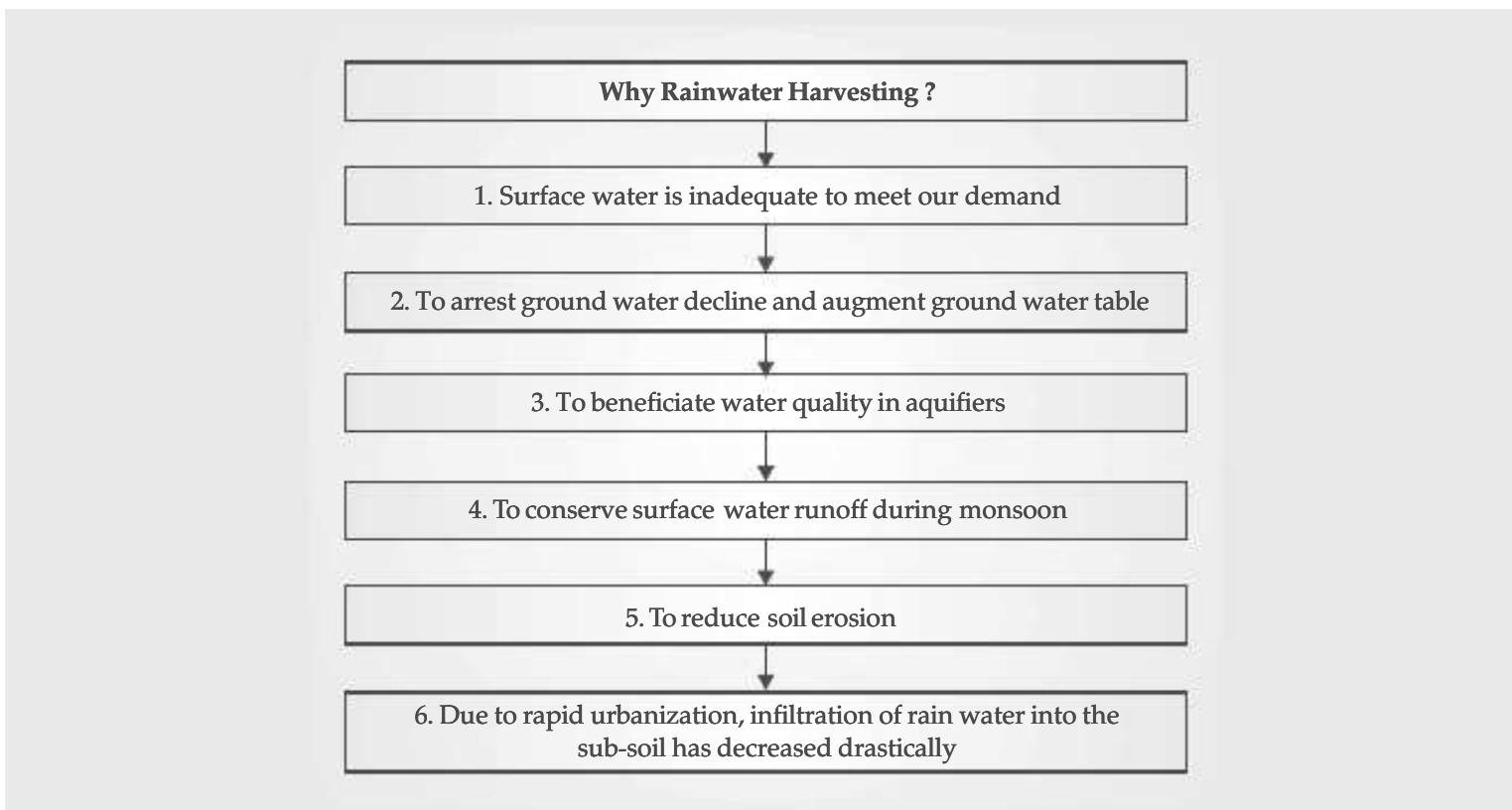
TOPIC-2

Rainwater Harvesting

Quick Review

- Rain water harvesting system was a viable alternative of multipurpose projects both socio-economically and environmentally.
- In hill and mountainous regions, people built diversion channels like the 'guls' or 'kuls' of the Western Himalayas for agriculture.
- **Roof-top rain water harvesting was commonly practised in Rajasthan to store drinking water. It is done through the following ways :**
 - (i) Roof top rain water is collected using a PVC pipe.
 - (ii) Filtered using sand and bricks.
 - (iii) Underground pipe takes water to sump for immediate usage.
 - (iv) Excess water from the sump is taken to the well.
 - (v) Water from the well recharges the underground tanks.
 - (vi) Later take water from the well .
- 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, palarpani, and it is considered as the purest form of natural water.
- Today, in western Rajasthan, the practice of rooftop rainwater harvesting is on the decline as plenty of water is available due to the perennial Rajasthan Canal.
- In Gendathur, a remote and backward village in Mysore, Karnataka, villagers have installed in their household's rooftop, rainwater harvesting system to meet their water needs.
- Roof-top rain water harvesting is the most common practice in Shillong in Meghalaya.
- In Meghalaya, a 200-year-old system of tapping stream and spring water by using bamboo pipes is prevalent.
- 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.

Flowchart



Know the Terms

- **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

- theconstructor.org/water.../methods-of-rainwater-harvesting/5420
- www.slideshare.net/pjciwnitb/rain-water-harvesting-ppt

Very Short Answer Type Questions

1 mark each

- U** Q. 1. Which water is recharged by roof-top rainwater harvesting technique ?
Ans. Ground water. 1
- U** Q. 2. In which region, people built 'Guls' or 'Kuls' for irrigation ?
Ans. Western Himalayas. 1
- A** Q. 3. Mention one state where canal irrigation has developed.
Ans. Nagaland. 1
- U** Q. 4. In which state Bamboo Drip Irrigation, is prevalent ?
Ans. Meghalaya. 1

Short Answer Type Questions

3 marks each

- U** Q. 1. What is Bamboo Drip Irrigation? Mention any two features of it. [Board Term-I, (33) 2012]
Ans. (i) 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.
(ii) 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
- A** Q. 2. Describe any three traditional methods of rainwater harvesting adopted in different parts of India. [Board Term-I, 2014 (X30T4XE)]
[Board Term-I, Set (C5JWEVD) 2015]
[Board Term-I, (NLTM8TU) 2016-17]
OR
A "Rain water harvesting system is viable alternative both socially, economically and environmentally". Support the statement with three examples.
[Board Term-I, (33) 2012]
OR
A Describe any three different rain water harvesting systems practised in India.
[Board Term-I, (45) 2012]
- A** (i) In hilly and mountainous regions, people build diversion channels like 'gul' or 'kul' in Western Himalaya for agriculture.
(ii) Roof-top rainwater harvesting was commonly practised to store drinking water particularly in Rajasthan.
(iii) In West Bengal, people develop inundation channels to irrigate their fields.
(iv) In semi-arid regions agricultural fields are converted into rainfed storage structures that allowed the water to stand and moist the soil
(Any three)
(CBSE Marking Scheme, 2016) 1×3=3
- U** Q. 3. Explain the working of underground tanks as a part of roof top rainwater harvesting system practised in Rajasthan. [DDE-2015, Set-M]
[Board Term-I, 2014 (WQ7FXWC), (R9UJGYG), 2012 (34, 39), 2011 (580040), 2010 (C)]
OR
U How were the underground tanks beneficial to the people of Rajasthan ? Explain.
[Board Term-I, (37) 2012]
[Board Term-I, (OEQL2HT) 2016-17]
OR
U 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 rooftop 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 tanks.
- (vii) Usually first rain water is not collected to clean the rooftop and the pipe. (Any three)

(CBSE Marking Scheme, 2016) $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

- Q. 1.** Why is roof top water harvesting important in Rajasthan ? Explain. [Board Term-I, 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 tanks 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 tap 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-I, (580011), 2011 (BD) 2010]

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.

- (i) In ancient India also alongwith the sophisticated hydraulic structures, there existed an extraordinary tradition of various water harvesting systems.
- (ii) People adopted different techniques in different areas. In hilly regions people built diversion channels like the 'guls' or 'kuls' for agriculture.
- (iii) Roof-top rain water harvesting was commonly practised to store drinking water, particularly in Rajasthan.

- (iv) 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-I, (580014, 16, 21, 28, 37, 41) 2011]

Ans. Methods of rain water harvesting used in India are :

- (i) **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 the Western Himalayas.
- (ii) **Roof top rain water harvesting** : Commonly practised to store drinking water in Rajasthan.
- (iii) **Inundation Channels** : These channels developed in the flood plains of Bengal to irrigate fields.
- (iv) **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.
- (v) **Tankas** : The tankas were built inside the main house or the courtyard. They were connected to the sloping roofs of the houses through a pipe. Rain falling on the rooftops would travel down the pipe and was stored in these underground 'tankas'. The first spell of rain was usually not collected as this would clean the roofs and the pipes. The rainwater from the subsequent showers was then collected.

The rainwater can be stored in the tankas.

(CBSE Marking Scheme, 2011) $1 \times 5 = 5$



CHAPTER

3

AGRICULTURE

Syllabus

- *Types of farming ; major crops ; cropping pattern ; technological and institutional reforms ; their impact ; contribution of agriculture to national economy—employment and output.*



TOPIC-1

Types of Farming, Cropping Pattern and Major Crops

Quick Review

- Agriculture is a primary activity, two-thirds of India's population is engaged in agricultural activities.
- 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 is practised on small patches of land with the help of primitive tools like hoe, dao and digging sticks. It depends upon monsoon, natural fertility of the soil and suitability of other environmental conditions to the crops grown.
 - (ii) **Intensive subsistence farming** : This type of farming is practised in areas of high population pressure on land. It is done where high doses of biochemical inputs and irrigation are used for obtaining higher production.
 - (iii) **Commercial farming** : The main characteristic of this type of farming 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.
- India has three Cropping Seasons 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.
- Jowar, bajra and ragi are the important millets grown in India. Through, these are known as coarse grains, they have very high nutritional value. For example, ragi is very rich in iron, calcium, other micro nutrients and roughage.
- India is the largest producer as well as the consumer of pulses in the world. These are the major source of protein in a vegetarian diet.
- Major pulses that are grown in India are tur (arhar), urad, moong, masur, peas and gram.
- India is the largest producer of oilseeds in the world. Main oil-seeds produced in India are groundnut, mustard, coconut, sesamum (til), soyabean, castor seeds, cotton seeds, linseed and sunflower. Most of these are edible and used as cooking mediums.
- **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.

TOPIC - 1

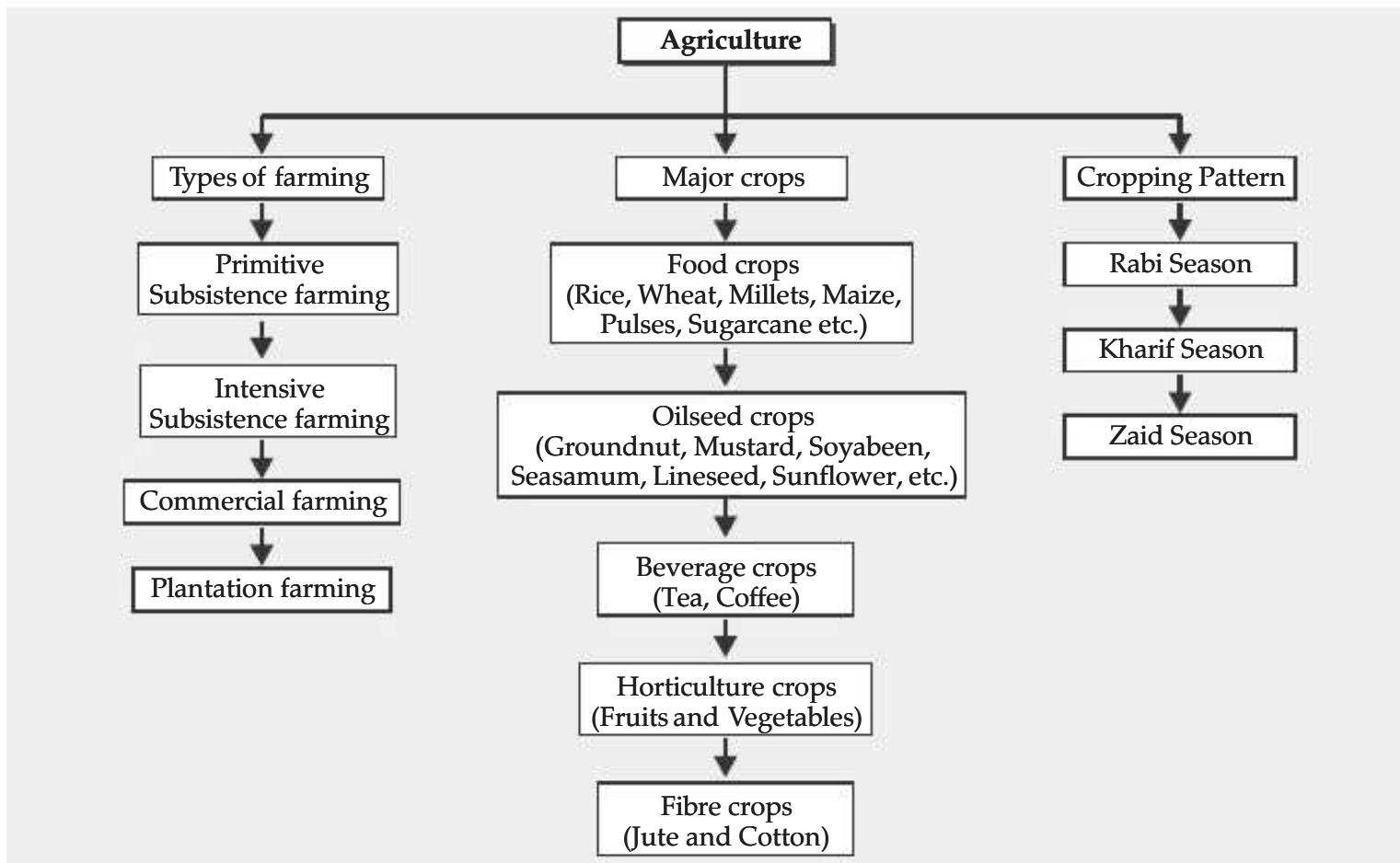
Types of Farming, Cropping Pattern
and Major Crops P. 157

TOPIC - 2

Technological and Institutional
Reforms P. 162

- Cotton, jute, hemp and natural silk are the four major fibre crops grown in India.
- Jute is known as the golden fibre. Due to its high cost, it is losing market to synthetic fibres and packing materials, particularly the nylon.
- Rearing of silk worms for the production of silk fibre is known as sericulture.

Flowchart



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.
- **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.

Know the Links

- www.indiastat.com/agriculture/2/stats.aspx
- www.momagri.org/UK/focus-on-issues/Agriculture-in-India-Both-Weak

Very Short Answer Type Questions

(1 mark each)

| | | |
|---|--|---|
| A Q. 1. Name the crop for which India is the largest producer in the world. | Ans. Wheat. | 1 |
| A Q. 2. By which name is specialized cultivation of fruits and vegetables known ? [Board Term-I, Set (OEQL2HT) 2016-17] | Ans. Horticulture. (CBSE Marking Scheme 2016) 1 | |
| U Q. 3. Describe 'Jhumming cultivation' in one sentence. [Board Term-I, Set (6HTQGTF) 2016-17] | Ans. 'Slash and burn' agriculture in North-Eastern states of India. (CBSE Marking Scheme 2016) 1 | |
| H Q. 4. By which other name is 'slash and burn' agriculture known ? [Board Term-I, KVS-2014] | Ans. Primitive subsistence farming/Jhumming. (Any one) 1 | |
| A Q. 5. In which country the 'slash and burn' agriculture is known as 'Roca' ? Ans. Brazil. 1 | Ans. In which country the 'slash and burn' agriculture is known as 'Roca' ? Ans. Brazil. 1 | |
| U Q. 6. Hoe, dao, digging sticks are associated with which type of farming ? Ans. Primitive subsistence farming. 1 | Ans. Hoe, dao, digging sticks are associated with which type of farming ? Ans. Primitive subsistence farming. 1 | |
| A Q. 7. Which is the leading coffee producer state in India ? [Board Term-I, Set (CB4QHT1 & NLTM8TU) 2016-17] | Ans. Karnataka. (CBSE Marking Scheme 2016) 1 | |
| A Q. 8. Which crop is grown with the onset of monsoons and are harvested in the month of September and October ? Ans. Kharif. 1 | Ans. Which crop is grown with the onset of monsoons and are harvested in the month of September and October ? Ans. Kharif. 1 | |
| A Q. 9. Which crop is the major crop of rabi ? [Board Term-I, NCT-2014] | Ans. Which crop is the major crop of rabi ? [Board Term-I, NCT-2014] | |
| | Ans. Wheat. A Q. 10. Name some rabi crops. Ans. Wheat, barley, peas, gram and mustard. | 1 |
| | A Q. 11. 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 |
| | U Q. 12. In which system of agriculture, a single crop is grown on a large area ? Ans. Plantation agriculture. | 1 |
| | A Q. 13. Name some plantation crops. Ans. Tea, coffee, rubber, sugarcane and banana. | 1 |
| | U Q. 14. Which type of farming is intensive subsistence farming ? Ans. Labour intensive farming. | 1 |
| | U Q. 15. Which two areas of India produce oranges mainly ? Ans. Nagpur and Maharashtra Madhya Pradesh. | 1 |
| | A Q. 16. Which country is the first largest producer of rice ? Ans. China. | 1 |
| | U Q. 17. India is the largest producer as well as consumer of which agricultural product in the world ? [Board Term-I, DDE-2014] | 1 |
| | Ans. Pulses. | 1 |
| | U Q. 18. Which crop is used both as food and fodder ? Ans. Maize. | 1 |
| | U Q. 19. Which crop is known as golden fibre ? Ans. Jute. | 1 |
| | A Q. 20. Which state is the largest producer of ragi ? Ans. Karnataka. | 1 |
| | A Q. 21. In which type of soil does maize grow well ? Ans. Old alluvial. | 1 |

Short Answer Type Questions

3 marks each

| | | |
|---|--|-----------|
| U Q. 1. Which are the two main cropping seasons in India ? Mention their growing and harvesting periods. [Board Term-I, Set-XOKG2SB, 2015] | Ans. (i) Growing conditions required for rice : (a) High temperature (above 25°C). It is a Kharif crop. (b) High humidity with annual rainfall above 100 cm. | 2 + 1 = 3 |
| 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. 1½ + 1½ = 3 | | |
| B Q. 2. What are the growing conditions required for the main staple food crop of India ? Mention the main growing regions. [Board Term-I, Set (WQ7FXWC), 2014] | U Q. 3. Explain any two geographical conditions required for the cultivation of pulses. Name any two important pulses producing states. [Board Term-I, Set (3K) 2013] | |

OR

- U** Why the pulses are mostly grown in rotation with other crops ? Name any two major pulse producing states ? [Board Term-I, (5800 13), 2011]

Ans. Pulses are mostly grown in rotation with other crops because :

- Pulses need less moisture and survive even in dry conditions.
- Being leguminous crops, all these crops help in restoring soil fertility by fixing nitrogen from the air.
- Major pulse producing states are : Madhya Pradesh and Uttar Pradesh.

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

- A** Q. 4. Give an account of oilseeds in India. State the importance of groundnut and name the states where it is grown. [Board Term-I, Set (H3), 2013]

OR

Describe the uses of oilseeds ? Which state is the largest producer of groundnut ?

[Board Term-I, Set (5800 32), 2011]

Ans. Importance :

- Are edible and used as cooking medium.
- Used as raw material in production of soap, cosmetics and ointment.
- India-largest producer.

Groundnut :

- Kharif crop
- Accounts half of the total oilseed production.
- State : Andhra Pradesh, Tamil Nadu, Karnataka, Gujarat and Maharashtra.

(CBSE Marking Scheme, 2013) $1\frac{1}{2} + 1\frac{1}{2} = 3$

Long Answer Type Questions

5 marks each

- A** Q. 1. Define plantation agriculture. Explain any four characteristics of plantation agriculture. [Board Term-I, Set (3K) 2013, Set (45) 2012]

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 single crop is grown over large area.
- It is capital intensive and done with migrant labour.
- All produce is used as raw material in industries such as tea, coffee, rubber, sugarcane, banana, etc.
- Plantation has interface of agriculture and industry both.

(CBSE Marking Scheme, 2013) $1+4=5$

- U** Q. 2. Explain Rubber cultivation in India under the following heads :

- Importance
- Geographical conditions
- Producing states.

[Board Term-I, (39) 2012, (580011, 33) 2011]

Ans. (i) **Importance :** Many industries depend upon Rubber as their raw material especially transport industry.

(ii) **Geographical conditions :**

- It is an equatorial crop, but under special conditions it is also grown in tropical and sub-tropical areas.
- It requires moist and humid climate with rainfall of more than 200 cm and temperature above 25°C.
- Rubber producing states are Kerala, Tamil Nadu, Karnataka, Andaman and Nicobar Islands and Garo hills of Meghalaya.

(CBSE Marking Scheme, 2012) $1+2+2=5$

- A** Q. 3. Explain any four features of primitive subsistence agriculture in India ? [Board Term-I, Set (580017, 24, 30, 40, 15, 22, 23) 2011]

Ans. Features of primitive subsistence agriculture in India are :

- It is practised on small patches of land with the help of primitive tools.
- Tools which are used are basically traditional tools such as hoe, dao and digging stick.
- This type of agriculture totally depends upon monsoon.
- When the soil fertility decreases, the farmers shift to another plot of land.

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

- B** Q. 4. What are millets ? Give brief description of the climatic conditions and producing states of the millets grown in India.

[Board Term-I, Set (OEQ12HT) 2016-17]

Ans. Millets are coarse grains but have high nutritional value e.g. ragi-rich in iron, calcium.

(i) **Jowar**—Rain fed crops mostly grown in moist area.

States producing—Maharashtra, Karnataka and M.P.

(ii) **Bajra**—grown well on sandy soils & shallow black soil.

States producing—Rajasthan, Maharashtra, Gujarat, Haryana and U.P.

(iii) **Ragi**—grown well in dry region on red, black, sandy and loamy soils.

States producing—Tamil Nadu, Himachal Pradesh, Uttarakhand and Sikkim.

$\frac{1}{2} + 4\frac{1}{2} = 5$

(CBSE Marking Scheme 2016)

- U** Q. 5. What is intensive subsistence farming? Write three features of intensive farming.

[Board Term-I, Set (580021, 27, 38) 2011]

Ans. (i) 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.

(ii) **Features of intensive farming :**

- 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.

 $2 + 3 = 5$

- A Q. 6.** Which crop is known as the 'golden fibre'? Explain any two geographical conditions essential for the cultivation of this crop. Mention its any four uses.

[Board Term-I, Set (OEQL2HT) 2016-17]

Ans. (i) Jute is called the golden fibre.

(ii) Geographical conditions :

- (a) Grows well in drained fertile soil of the flood plains where the soil is renewed every year.
 (b) High temperature is required during the time of growth.

Uses : Can be used to manufacture gunny bags, mats, ropes, yarn, carpets and other artefacts.

(CBSE Marking Scheme 2016) $1 + 2 + 2 = 5$

- B Q. 7.** Name any four oilseeds produced in India. Explain the importance of oilseeds in our day to day life. [Board Term-I, (CB4QHT1) 2016-17]

Ans. (i) Groundnut

(ii) Mustard

(iii) Coconut

(iv) Sesamun

(v) Soyabean, sunflower, etc.

Importance of oilseeds : Most of these are edible in the form of oil. Used as raw material for manufacturing paints, varnishes, soaps, perfumes etc, oil cake is used as cattle feed. Oil cake is also used as a fertiliser.

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

(CBSE Marking Scheme 2016)

- Q. 8.** 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-I, Set-M DDE-2015]

Ans. (i) Geographical conditions required for the growth of maize crop in India :

- (a) It is a kharif crop which requires temperature between 21°C to 27°C .
 (b) It grows well in alluvial soil.
 (ii) Use of modern inputs such as HYV Seeds, fertilisers and irrigation have contributed to the increasing production of maize.

 $2 + 3 = 5$

- A Q. 9.** 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-I, Set (6AP67LB) 2015]

Ans. (i) Three geographical conditions for the growth of rice :

- (a) It requires high temperature, (above 25°C).
 (b) Annual rainfall above 100 cm.
 (c) High humidity
 (ii) It is possible to grow rice in areas of less rainfall with the help of irrigation in Punjab and Haryana. (CBSE Marking Scheme 2015) $3+2=5$

- Q. 10.** What are the climatic conditions required for the growth of rice?

[INCERT]

[Board Term-I, 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 Haryana.

 $1 \times 5 = 5$

- Q. 11.** "Wheat and rice farming in India are fairly different from each other". Support the statement with five suitable examples.

[Board Term-I, Set (33) 2012]

OR

- Q.** Wheat and rice farming in India are fairly different from each other. Explain.

[Board Term-I, Delhi (580041) 2011]

Ans. Basis of difference :

| S.No. | Basis of difference | Wheat | Rice |
|-------|------------------------|----------------------|---|
| (i) | Rainfall | 50-75 cm | Above 100 cm |
| (ii) | Temperature | 15°C | Above 25°C |
| (iii) | Area wise distribution | North and north-west | Plains of north and north-west parts of the country |
| (iv) | Type of crop | Rabi | Kharif |
| (v) | Major Producer | Punjab | West Bengal |

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

- Q. 12.** Distinguish between primitive subsistence farming and commercial farming by stating five points of distinction.

[Board Term-I, Set (38) 2012]

Ans.

| S. No. | Subsistence farming | Commercial farming |
|--------|-----------------------------------|--------------------------------------|
| (i) | It is practised on small patches. | It is practised on a large scale. |
| (ii) | Farming depends on irrigation. | Irrigation facilities are available. |
| (iii) | Primitive tools are used. | Modern technology is used. |
| (iv) | Production is low. | Production is high. |
| (v) | No costly fertilisers are used. | Chemical fertilisers are used. |

| | | |
|-------|--|-----------------------------|
| (vi) | Family members provide labour. | Labourers are hired. |
| (vii) | Only cereals and other food crops are grown. | Commercial crops are grown. |

(Any five)

(CBSE Marking Scheme, 2012) 1×5=5

U Q. 13. Describe any four geographical conditions required for the growth of tea. Mention the two major tea producing states of South India.

[Board Term-I, Set (37) 2012]

OR

U 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

U 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-I, Set (77) 2012]

OR

U 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-I, Set (580011) 2011]

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, Uttarakhand, Andhra Pradesh, Meghalaya and Tripura. (Any two)

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

R Q. 14. Describe four geographical conditions required for the growth of sugarcane. Name two major sugarcane producing states of North India.

[Board Term-I, Set (53) 2012]

OR

R What geographical conditions are required for the cultivation of sugarcane? Name two largest producing states of sugarcane.

[Board Term-I, Set (580013, 35) 2011, Set (A1) 2010]

Ans. **Geographical conditions required for the growth of sugarcane in India :**

- (i) 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.
- (ii) It requires an annual rainfall between 75 to 100 cms.
- (iii) It can be grown on a variety of soils.
- (iv) Major sugarcane producing states of North India are : Uttar Pradesh, Bihar, Punjab and Haryana.

(Any two)

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

R Q. 15. Which are the two major cotton producing states of North India ? Describe four geographical conditions required for the growth of cotton.

[Board Term-I, Set (40) 2012]

OR

R Describe the geographical conditions required for the cultivation of cotton ?

[Board Term-I, Set (580028, 39) 2011]

Ans. Haryana and Uttar Pradesh are the two major cotton producing states of North India.

Geographical conditions required for the cultivation of cotton :

- (i) It grows well in drier parts of the black cotton soil of the Deccan plateau.
- (ii) It requires high temperature.
- (iii) It requires light rainfall or irrigation.
- (iv) It requires 21 frost free days and bright sunshine for its growth.

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

U Q. 16. Compare the geographical conditions required for the production of cotton and jute.

Ans.

| S. No. | Cotton | Jute |
|--------|--|--|
| (i) | Cotton requires more than 21°C of temperature. | Jute requires 30°C temperature. |
| (ii) | Rainfall : 50 – 100 cm. | Rainfall : Near about 150 cm. |
| (iii) | Frost free days are must during picking days | Hot and humid climate is required. |
| (iv) | Loamy and black soil is required. | Well-drained fertile loamy soil is required. |
| (v) | Mainly grown in Maharashtra and Gujarat. | Grown in eastern states of the country. |

1×5=5



TOPIC-2

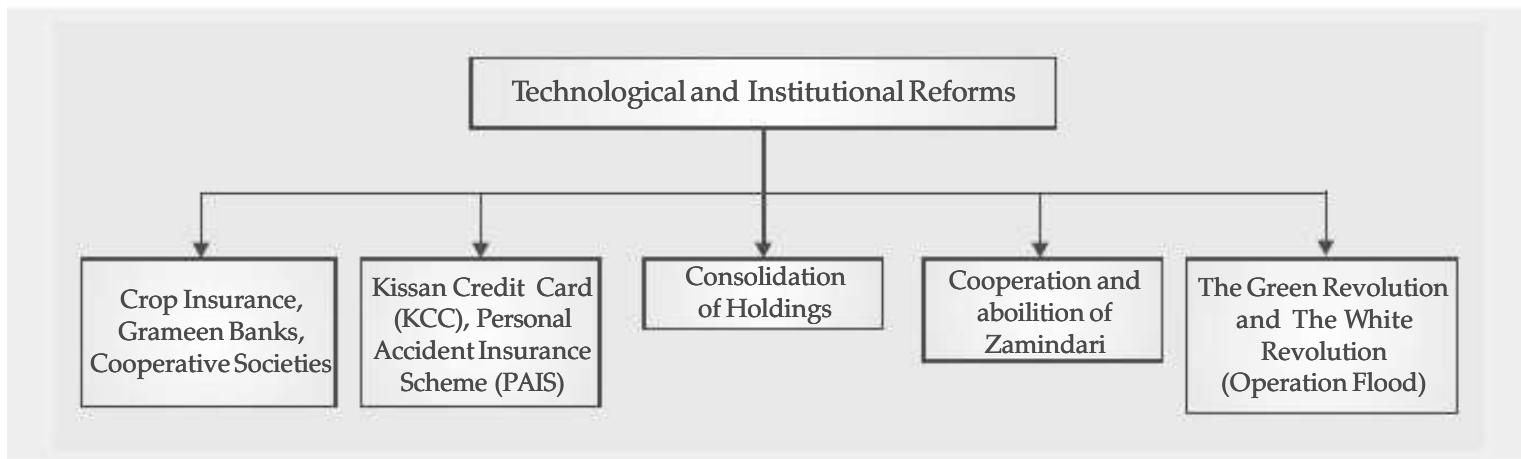
Technological and Institutional Reforms

Quick Review

- 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.
- In the 1980s and 1990s, a comprehensive land development programme was initiated, which included both institutional and technical reforms.
- Provision for crop insurance against drought, flood, cyclone, fire and disease, establishment of Grameen banks, cooperative societies and banks for providing loan facilities to the farmers at lower rates of interest were some important steps in this direction.
- Kisan Credit Card (KCC), Personal Accident Insurance Scheme (PAIS) are some other schemes introduced by the Government of India for the benefit of the farmers.
- The Government of India made concerted efforts to modernise agriculture by establishing the Indian Council of Agricultural Research (ICAR), agricultural universities, veterinary services and animal breeding centres, horticulture development, research and development in the field of meteorology and weather forecast, etc.
- Today, Indian farmers are facing a big challenge from international competition.
- The growth rate in agriculture is decelerating which is an alarming situation.
- Subsidy on fertilisers is decreased leading to increase in the cost of production.
- Reduction in import duties on agricultural products has proved detrimental to agriculture in the country.
- Farmers are withdrawing their investment from agriculture causing a downfall in the employment in agriculture.
- In order to ensure availability of food to all sections of society our government carefully designed a national food security system. It consists of two components—(a) buffer stock and (b) public distribution system (PDS).
- The FCI procures food grains from the farmers at the government announced minimum support price (MSP).
- The high MSP, subsidies in input and committed FCI purchases have distorted the cropping pattern. Wheat and paddy crops are being grown more for the MSP they get. Punjab and Haryana are foremost examples. This has also created a serious imbalance in inter-crop parities.
- There has been a gradual shift from cultivation of food crops to cultivation of fruits, vegetables, oil-seeds and industrial crops.
- Globalisation has exposed the Indian farmers to new challenges.
- Genetic engineering is recognized as a powerful supplement in inventing new hybrid varieties of seeds.
- Today organic farming is much in vogue because it is practiced without factory made chemicals such as fertilisers and pesticides.
- Indian farmers should diversify their cropping pattern from cereals to high-value crops. This will increase incomes and reduce environmental degradation simultaneously.

Flowchart



Know the Terms

- **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 practiced 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

- www.preservearticles.com/201106278625/how-technological-and
- www.learnnext.com/.../Geography/AgricultureinIndia

Very Short Answer Type Question

1 mark each

- H** Q. 1. By whom the Bhoodan-Gramdaan movement was initiated ?

Ans. Vinoba Bhave.

1

- U** Q. 2. What is the full form of ICAR ?

Ans. Indian Council of Agricultural Research.

1

Short Answer Type Question

3 marks each

- A** Q. 1. Describe the institutional and technical changes introduced in the field of agriculture in India in the recent years.

[Board Term-I, (R9UJGYG), 2014]
OR

- A** Describe any three technological and institutional reforms made in the field of agriculture in India.

[Board Term-I, Set-6AP67LB, C5JWEVD, 2015]
OR

- A** What were the attributes of the comprehensive land development programme initiated in India in the 1980s and 1990s.

[Board Term-I, Set-E, M, DDE-2015]

Ans. (i) **Land reforms** : collectivisation, 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 TV.

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

Long Answer Type Questions

5 marks each

- U** Q. 1. Why is agriculture called the mainstay of Indian economy ?

OR

- U** What is the importance of agriculture in Indian economy ?

Ans. (i) Agriculture is the mainstay of Indian economy because about 67% of our population depends directly or indirectly on agriculture.

(ii) It provides raw materials to the industries.

(iii) India earns foreign exchange by exporting agricultural products.

(iv) It contributes about 29% to the gross domestic product.

(v) It provides food to over 1027 million population.

$1 \times 5 = 5$

- A** Q. 2. Suggest any five measures to enhance the agricultural production in India. [NCERT]

[Board Term-I, DDE-2014]

OR

- A** Explain any five institutional and technical reforms brought by the government to improve the condition of Indian Agriculture.

[Board Term-I, 2012 Set (35), 2011
(580018, 20), 2010 Set (C1)]

OR

- A** Describe any five steps taken by the government of India to increase the productivity of agriculture in India.

[Board Term-I, Set (55) 2012]

Ans. (i) **Land reforms** : Collectivisation, 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 TV.

(vi) Government announces Minimum Support Price (MSP) and remunerative and procurement prices to check exploitation.

(vii) The government provides HYV seeds and fertilisers.

(viii) Government provides technical assistance and training for farmers.

(ix) Soil testing facilities, cold storage and transportation facilities are provided by government for farmers.

(Any five)

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

- U** Q. 3. Why has the agriculture sector in India got a major set back in spite of increase in the GDP growth rate ? [Board Term-I, Set-M, DDE- 2015]

- 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. 4. Why has Indian agriculture started a decline in the trend of food production? How can we overcome this problem ?

[Board Term-I, Set (580032, 43) 2011]

Ans. Indian agriculture started a decline in the trend of food production because :

- (i) More and more land is used for construction of factories, warehouses and shelters 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.
- Remedial Measures :**
- (i) Use of agricultural techniques which are environmentally sustainable.
(ii) Use of biotechnology in modifying different crops and increase the yield per hectare. It reduces dependence on insecticides and also require less water.

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

Value Based Question

3 marks

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 :

- (i) Genetic engineering can help to invent hybrid seeds.
(ii) Organic farming will preserve the soil, water and environment.
(iii) Diversification of crops from only cereals to high-value crops which can grow easily in Indian climatic conditions.

$$1 \times 3 = 3$$



CHAPTER

4

MINERALS AND ENERGY RESOURCES

Syllabus

Mineral resources : Types of minerals, distribution, (Note : on map only), use and economic importance of minerals and conservation.

Energy resources : Types of power resources : conventional and non-conventional, distribution, utilisation and conservation.



TOPIC-1

Use and Economic Importance of Minerals

Quick Review

➤ Minerals :

- (i) Naturally occurring inorganic substances.
- (ii) Found in rocks beneath the earth's surface in the form of compounds.
- (iii) Solid crystal structure. Have a definite chemical composition comprising one or more elements.
- (iv) Can be identified by their physical and chemical properties.
- (v) Different appearances and occur in various forms, in a wide range of colours, hardness, forms lustre and density. As all minerals are formed from a certain combination of elements which depends upon the chemical and physical conditions under which the mineral forms. The geologists use these properties to categorise minerals.

➤ Importance of Minerals :

- (i) Everything we use, eat and drink has minerals.
- (ii) Economic development of people or nations can be vastly accelerated by the presence of valuable minerals.
- (iii) Make our life comfortable and convenient.
- (iv) They are also responsible for all the biological processes on earth.

➤ Rocks Containing Minerals :

- (i) Compacted substances that comprise the earth's crust are called rocks.
- (ii) Rocks are the naturally formed aggregate of mineral particles. It is the minerals that impart their texture, colour, shape, hardness or softness to rocks.
For e.g., limestone is a rock consists of a single mineral.
- (iii) Majority of rocks on the earth's crust are a combination or an aggregate of different minerals.
- (iv) Over 3000 minerals have been identified so far; only a few are abundantly found.

TOPIC - 1

Use and Economic Importance of Minerals P. 166

TOPIC - 2

Conservation of Minerals in India P. 168

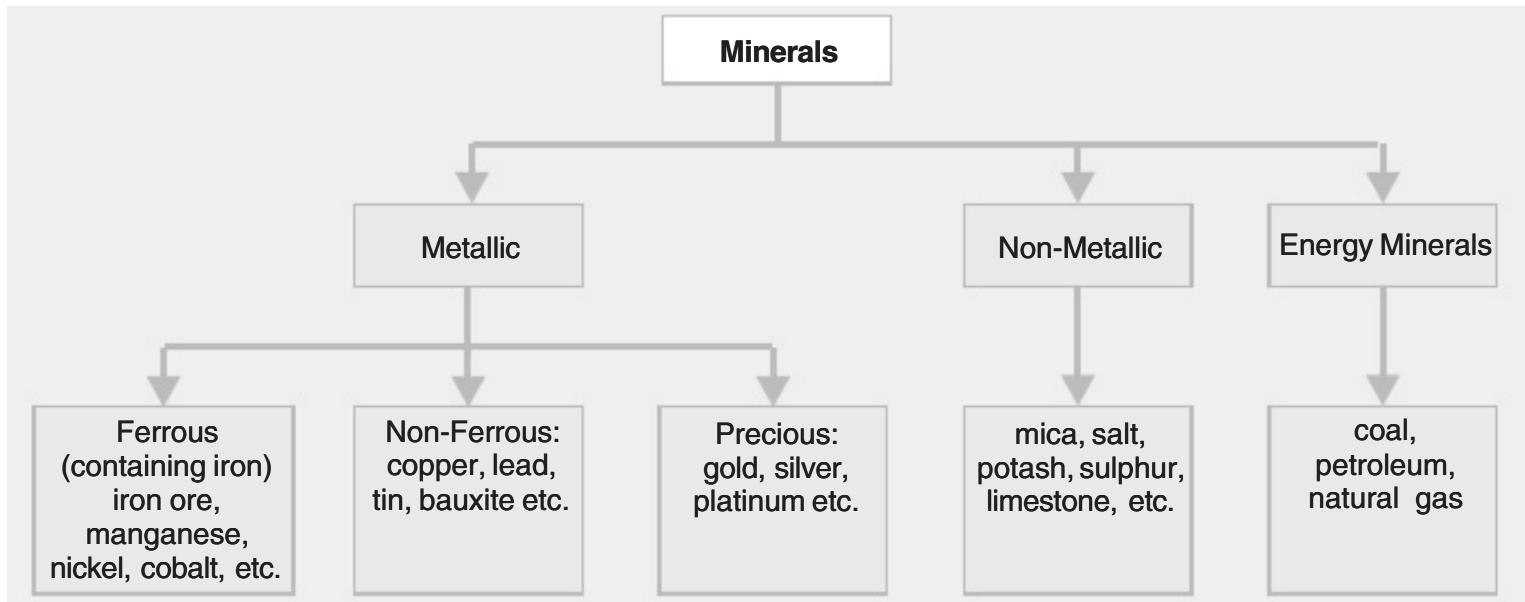
TOPIC - 3

Power Resources – Types and Conventional Sources P. 170

TOPIC - 4

Non-Conventional Resources and the Conservation of Power Resources P. 173

Flowchart



Know the Terms

- **Mineral** : A naturally occurring substance that has a definite chemical composition is a mineral.
- **Metallic Minerals** : The metallic minerals contain metal in raw form. Metals are hard substances that conduct heat and electricity and have a characteristic lustre or shine. Iron ore, bauxite, manganese ore are some examples.
- **Non- Metallic Minerals** : The non-metallic minerals do not contain metals. Limestone, mica and gypsum are examples of such minerals. The mineral fuels like coal and petroleum are also non-metallic minerals.
- **Rock** : A rock is an aggregate of one or more minerals but without definite composition of constituent of mineral.
- **Ores** : Rocks from which minerals are mined are known as ores. Although more than 2,800 types of minerals have been identified, only about 100 are considered ore minerals.
- **Mining** : The process of taking out minerals from rocks buried under the earth's surface is called mining.
- **Open Cast Mining** : Minerals that lie at shallow depths are taken out by removing the surface layer; this is known as open cast mining.
- **Shaft mining** : Deep bores, called shafts, have to be made to reach mineral deposits that lie at great depths. This is called shaft mining.
- **Drilling** : Petroleum and natural gas occur far below the earth's surface. Deep wells are bored to take them out, this is called drilling.
- **Quarrying** : Minerals that lie near the surface are simply dug out, by the process known as quarrying.

Know the Links

- exploringgeography.wikispaces.com/file/view/Chapter-7.pdf
- www.slideshare.net/AJINGHOSH/mineral-resources-30451967

Very Short Answer Type Questions

1 mark each

- U** Q. 1. What is a mineral ? (NCERT)
- Ans.** Mineral is a homogeneous naturally occurring substance with a definable internal structure. 1
- A** Q. 2. Which rock consists of single mineral only ?
[Board Term-II, Delhi Set-I, 2015]
- Ans.** Limestone. 1
- H** Q. 3. Why are there a wide range of colours, hardness, crystal forms, lustre and density found in minerals ?
[Board Term-II, Delhi Set-I, 2016]
- Ans.** The ranges found in minerals are due to physical and chemical conditions. 1
- U** Q. 4. How do minerals occur in igneous and metamorphic rocks ?
[Board Term-II, 2016 Delhi Set-II]
- Ans.** In igneous and metamorphic rocks, minerals may occur in cracks, crevices, faults and joints. 1
- A** Q. 5. How do minerals occur in sedimentary rocks ?
[Board Term-II, Delhi Set-III 2016, 2015,
Outside Delhi Set-I]

Ans. In sedimentary rocks, minerals occur in beds or layers. They have been formed as a result of deposition, accumulation and concentration in horizontal strata. 1

- A** Q. 6. Name the minerals formed in beds and layers.
[Board Term-II, Set-TCJQ6VD, 2016]

Ans. Coal, and some forms of iron ore. 1

- H** Q. 7. How does mining affect the health of miners ?
[Board Term-II, Foreign Set-III, 2016]

Ans. The dust and the noxious fumes inhaled by the miners makes them vulnerable to pulmonary diseases. 1

Short Answer Type Questions

3 marks each

- A** Q. 1. What are 'placer deposits'? Give examples of minerals found in such deposits.

[Board Term-II, Set-01/B1 2010]

Ans. (i) Certain minerals may occur as alluvial deposits in sands of valley floors and base of hills. These deposits are called 'placer deposits'.

(ii) They generally contain minerals which are not corroded by water.

(iii) Gold, silver, tin and platinum are examples of some important minerals found in 'placer deposits'. $1 \times 3 = 3$

- U** Q. 2. How is mining activity hazardous ? Explain.

[Board Term-II, (Set-TCJQ6VD) 2016]

OR

How is the mining activity injurious to the health of the miners and environment ? Explain.

[Board Term-II, Delhi Set-I, II, III, 2015]

OR

"Mining affects health and environment both."

Comment. [Board Term-II, (Set-68006) 2012]

Ans. The mining activity is injurious to the health of the miners and environment as :

- (i) The dust and noxious fumes inhaled by miners make them vulnerable to pulmonary diseases.
- (ii) The risk of collapsing mine roofs.
- (iii) Inundation and fires in coalmines are a constant threat to miners.

(iv) The water sources in the region get contaminated due to mining.

(v) Dumping of waste and slurry leads to degradation of land, soil and increase in stream and river pollution. $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

- B** Q. 3. Name the non-metallic mineral which can split easily into thin sheets. Mention its uses.

[Board Term-II, 2014]

Ans. Mica is the non-metallic mineral which can be split easily into thin sheets.

Mica is used in :

(i) Electric and electronic industries : Mica is used in these industries due to its excellent di-electric strength, low power loss factor, insulating properties and resistance to high voltage.

(ii) Plastic industry uses mica as an extender and filler. $1 + 2 = 3$

- U** Q. 4. Explain three factors that make mineral extractions commercially viable.

[Board Term-II, Set-14/A1, 2011]

Ans. (i) The minerals content of the ore must be in sufficient concentration.

(ii) The type of formation or structure in which they are found determines the relative cases with which mineral ores may be mined.

(iii) The mineral should be close to the market so that the transportation cost is low. $1 \times 3 = 3$



TOPIC-2 Conservation of Minerals in India

Quick Review

All types of minerals are exhaustible resources. Other serious problems associated with minerals are production and accumulation of wastes at various stages of mining, processing as well as use.

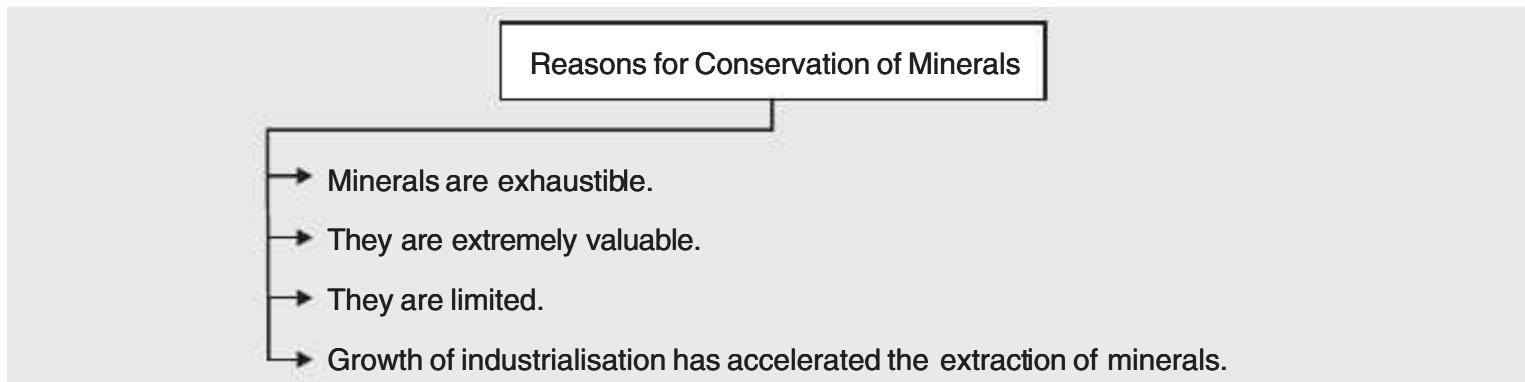
- (i) **Efficiency in Mining :** Present technologies are inadequate in terms of their efficiency. The world has yet to evolve a really efficient technology suited to present day environment called the technology of beneficiation. e.g. A lot of feed stock went waste during petroleum refining; today these wastes are utilized to make many by-products.
- (ii) **Substitutes :** Scarce minerals can be substituted by developing biodegradable alternatives. e.g. Copper was earlier used extensively in electrical industries. But now besides aluminium, many other materials are used to conserve precious copper.

(iii) Recycling : Mini steel plants are using scrap iron all over the world, which is the best examples of recycling. It helps reduce wastes, but efficient recycling technologies have yet to be developed. Recycling is very expensive. Problems also arise on account of mixing together of various types of minerals, otherwise products made from iron, copper, lead, zinc and almost all types of minerals can be recycled for more.

(iv) Minimised Exports : Exports should be minimised and value added manufactured products should be exported.

Most dynamic elements in mineral are conservation is however, technology as well as ecosystem management. Assessing the future demand for resources, proper planning is also a conservative technique. It also includes the use and disposal of wastes which constitutes the earth's greatest environment pollutants.

Flowchart



Know the Terms

- **Ferrous minerals :** These minerals contain iron content. *Example-* Iron ore, manganese, etc.
- **Non-ferrous minerals :** These minerals do not contain iron content *Example-*Copper, aluminium etc.
- **Metallic minerals :** These minerals contain metal content. *Example-*Iron ore, tin, etc.
- **Non-metallic minerals :** These minerals do not contain metal content. *Example-*Mica, salt etc.

Know the Links

- www.preservearticles.com/.../various-types-of-minerals-found-in-india.h

Very Short Answer Type Questions

1 mark each

A Q.1. What is hematite ?

[Board Term-II, Set-WVIVSA5, 2015]

Ans. Hematite ore is the most important industrial iron ore in terms of the quantity used. 1

U Q.2. How did the Bailadila iron-ore field get its name ? [Board Term-II, Foreign Set-II, 2016]

Ans. The Bailadila hills look like the hump of an ox, hence Bailadila iron-ore field get its name. 1

H Q.3. How is iron-ore transported from Kudremukh mines to a port near Mangaluru ?

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

Ans. Iron-ore is transported as slurry through pipelines. 1

U Q.4. Why is copper mainly used in electrical cables and electronic industries ?

[Board Term-II, SQP 2016]

Ans. It is used in electrical cables as it is malleable, ductile and a good conductor of heat and electricity. 1

H Q.5. Why aluminium metal has great importance ?

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

Ans. It has great importance because it combines the strength of metals such as iron with extreme lightness and also with good conductivity and great malleability. 1

Short Answer Type Questions

3 marks each

B Q.1. What are the uses of copper ? Name the two leading copper producing states of India.

[Board Term-II, Set-37/A1, 2011]

Ans. Uses of copper :

- (i) In manufacturing electrical cables.
- (ii) In electronic industries.

(iii) In chemical industries.

The two leading copper producing states of India are Madhya Pradesh and Rajasthan.

(Any two) [CBSE Marking Scheme, 2011] 2+1=3

Q. 2. Name the mineral ore from which aluminium is extracted? Why is it gaining importance? Give its distribution in India.

[Board Term-II, Set-68045, 2012]

Ans. (i) Bauxite.

(ii) Aluminium is gaining importance because of its extreme lightness, good conductivity and great malleability. It combines the strength of metals such as Iron.

(iii) It is mainly found in Amarkantak Plateau, Maikal Hills and the plateau region of Bilaspur-Katni. Koraput district in Odisha has large deposits. Odisha is the largest bauxite producing state. Others are Gujarat, Maharashtra and Jharkhand.

(Any three) 1 × 3 = 3

[CBSE Marking Scheme, 2012]

Q. 3. Why is mica considered the most important mineral in electric and electronic industries? Give three reasons.

[Board Term-II, Set (KCG34U9) 2016]

OR

How is mica one of the most indispensable minerals? Explain any three points.

[Board Term-II, Set-23/B1, 2011]

Ans. Mica is :

(i) Excellent di-electric in strength and has low powerless factor.

(ii) It has insulating properties and resistance to high voltage.

(iii) Most indispensable mineral used in electric and electronic industries.

[CBSE Marking Scheme, 2011] 1×3=3

Q. 4. Explain any three different forms in which minerals generally occur.

[Board Term-II, Set (68042) 2012]

Ans. (i) Minerals occur in the form of veins and lodes (In igneous and metamorphic rocks).

(ii) In sedimentary rocks, a number of minerals occur in beds and layers.

(iii) As residual mass of weathered material.

(iv) As alluvial deposits in ocean waters. (Any three)

[CBSE Marking Scheme, 2012] 1×3=3

Q. 5. Why is conservation of minerals important? How can we conserve minerals?

[Board Term-II, Set (2027), 2014, 2012]

Ans. Conservation of minerals is important for the following reasons :

(i) Minerals are exhaustible.

(ii) They are limited.

(iii) Minerals have manifold uses.

(iv) Growth of industrialisation has accelerated the extraction of minerals. (Any two)

We can conserve minerals by making an efficient use of them and using recyclable sources of energy wherever possible. 2 + 1 = 3

[CBSE Marking Scheme, 2014]

Long Answer Type Question

5 marks

Q. 1. Explain the importance of conservation of minerals. Highlight any three measures to conserve them.

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

Why is conservation of mineral resources essential? Explain any three methods to conserve them. [Board Term-II, 2015 Delhi Set-I 2014]

Ans. Reasons for Conservation :

(i) The strong dependence of industry and agriculture upon minerals.

(ii) The process of mineral formation is slow.

(iii) They are non-renewable. (Any two)

Methods to conserve :

(i) Minerals should be used in a planned and sustainable manner.

(ii) Improved technology needs to be constantly evolved to allow use of low grade ore at low cost.

(iii) Recycling of metals using scrap metals.

(iv) Wastage in the mining and processing should be minimised. (Any three) 2 + 3 = 5

[CBSE Marking Scheme, 2015]



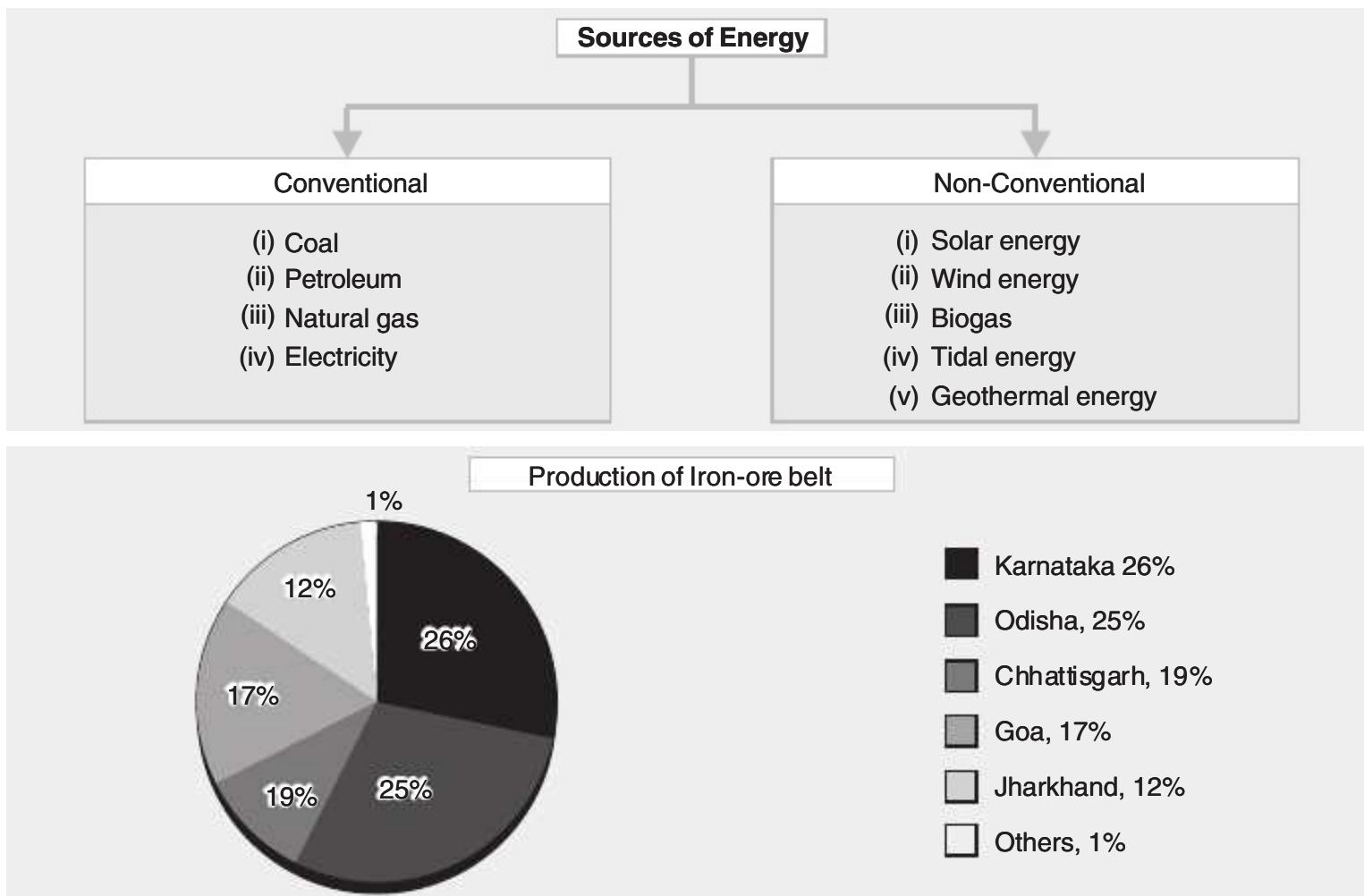
TOPIC-3 Power Resources– Types and Conventional Sources

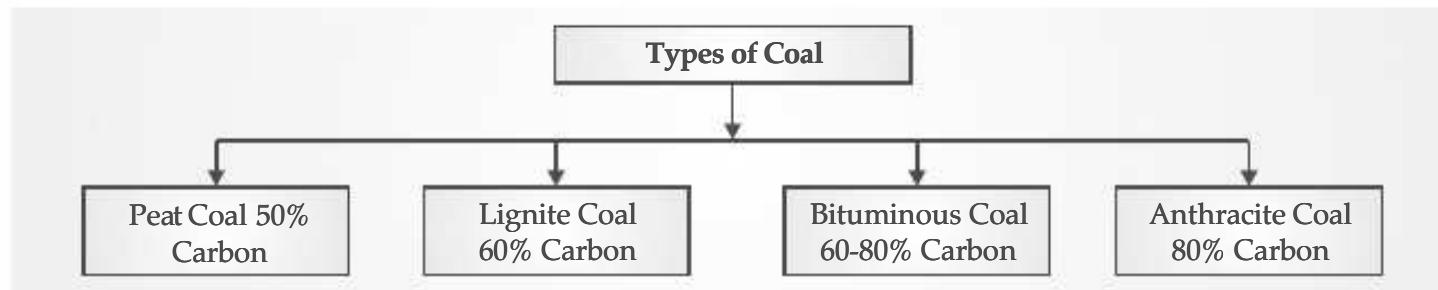
Quick Review

- **Energy Resources :** Energy is the ability to do work, it is also called Power. The modern unit of measurement of power is Watt. Energy is required for all activities. It is needed to cook, to provide light and heat, to propel vehicles and to drive machinery in industries.

- **Energy : The Source of Power :** The chief sources of power are energy from fossil fuels, such as coal, petroleum, natural gas, nuclear materials, falling water, sun, wind, etc. Wind, sunrays and falling water are converted into electricity while others like coal, petroleum and natural gas- are applied directly in motor vehicles and machines. Fossil fuels require combustion, they produce many gases and wastes causing damage to the environment. 2/5th of the global energy consumption comes from burning oil and the rest from burning coal and natural gas.
- **Electricity :** Electricity is obtained in three ways which are termed as hydro-electricity, thermal electricity and nuclear electricity.
- **Coal :** Coal is the prime source of energy, often called the "Mother of Industries" or "Black Gold". It was the basis of industrial revolution. It is used as a raw material in the iron and steel and chemical industries. It is the main fuel for producing thermal power. India ranks 7th in the world for coal reserves.
- **Four types of coal :**
 - (i) **Anthracite** : Contains 80% carbon, hard, black and compact, found only in Jammu and Kashmir. It is the highest quality hard coal.
 - (ii) **Bituminous** : 60-80% carbon, widely used.
 - (iii) **Lignite** : 60% of carbon, low grade. It is called "brown coal".
 - (iv) **Peat** : <50% carbon and burns like wood.
- **Petroleum :**
Liquid fossil fuel, wells are dug or drilled on land or offshore to bring oil to the surface. This crude oil is transported to refineries where it is changed into gasoline and petrochemicals. Petroleum refineries serve as 'nodal industries' for chemical, fertilizer and synthetic textile industries as various products are obtained during refining petroleum. It provides fuel for heating, lighting, running machineries, vehicles, lubricants and raw materials for some manufacturing plastics, chemicals, etc.
- **Natural Gas :** A clean energy resource associated with petroleum. Can be extracted easily by drilling wells. Does not require processing, does not emit CO₂ and burns hotter and clearer, is cheaper and can be used to generate electricity, but it is limited. Used as a source of energy as well as an industrial raw material in the petrochemical industry.

Flowcharts





Know the Terms

- **Renewable sources of energy :** These energy resources can be replenished. They may be renewed after use. *Example-solar energy, wind energy, etc.*
- **Non-Renewable sources of energy :** These sources of energy are exhaustible. The deposits can not be renewed or replenished after use. *Example-fossil fuels.*

Know the Links

- www.preservearticles.com/.../difference-between-conventional-and-non
- https://en.wikipedia.org/wiki/Mining_in_India

Very Short Answer Type Questions

1 mark each

- | | | | |
|--|---|---|---|
| <p>A Q. 1. Which is the oldest oil producing state of India ? Ans. Assam.</p> | 1 | <p>A Q. 3. What are conventional sources of energy ? Ans. Conventional sources of energy generally non-renewable sources of energy which have been in common use for a long time. <i>Example- firewood, coal, natural gas, etc.</i></p> | 1 |
|--|---|---|---|

Short Answer Type Questions

3 marks each

- | <p>A Q. 1. Why is energy required for all activities ? How can energy be generated ?
 [Board Term-II, 2014]
 Ans. (i) Energy is a basic requirement for economic development.
 (ii) Every sector of the national economy needs input of energy.
 (iii) Consumption of energy in all forms has been steadily rising all over the country.
 (iv) Rising prices of oil and gas and their potential shortage have raised uncertainties about the security of energy supply in future. (Any two)
 Energy can be generated from fuel minerals like coal, petroleum, natural gas, uranium and from electricity. 2 + 1 = 3</p> <p>A Q. 2. Describe any three importance of coal as a source of energy.
 [Board Term-II, Set-2080, 2012]
 Ans. Importance of coal as a source of energy in India are :
 (i) Coal is the most abundantly available fossil fuel in India.
 (ii) It provides a substantial part of the nation's energy needs.</p> | <p>(iii) It is used for power generation.
 (iv) It supplies energy to industry as well as for domestic needs. (Any three) 1 × 3 = 3
 [CBSE Marking Scheme, 2012]</p> <p>Q. 3. What are the two main ways of generating electricity ? How are they different from each other ? Explain. [Board Term-II, 2014]</p> <p>Ans.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">S.No.</th> <th style="text-align: left; padding: 2px;">Thermal Electricity</th> <th style="text-align: left; padding: 2px;">Hydro Electricity</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 2px;">(i)</td> <td style="text-align: left; padding: 2px;">It is obtained by using coal, petroleum and natural gas.</td> <td style="text-align: left; padding: 2px;">It is produced from water.</td> </tr> <tr> <td style="text-align: left; padding: 2px;">(ii)</td> <td style="text-align: left; padding: 2px;">It is a non-renewable resource.</td> <td style="text-align: left; padding: 2px;">It is a renewable.</td> </tr> <tr> <td style="text-align: left; padding: 2px;">(iii)</td> <td style="text-align: left; padding: 2px;">It causes pollution.</td> <td style="text-align: left; padding: 2px;">It does not cause pollution.</td> </tr> <tr> <td style="text-align: left; padding: 2px;">(iv)</td> <td style="text-align: left; padding: 2px;">It is expensive in the long run.</td> <td style="text-align: left; padding: 2px;">It is cheaper in the long run.</td> </tr> </tbody> </table> <p style="text-align: right;">(Any three) 1 × 3 = 3</p> | S.No. | Thermal Electricity | Hydro Electricity | (i) | It is obtained by using coal, petroleum and natural gas. | It is produced from water. | (ii) | It is a non-renewable resource. | It is a renewable. | (iii) | It causes pollution. | It does not cause pollution. | (iv) | It is expensive in the long run. | It is cheaper in the long run. |
|---|---|--------------------------------|---------------------|-------------------|-----|--|----------------------------|------|---------------------------------|--------------------|-------|----------------------|------------------------------|------|----------------------------------|--------------------------------|
| S.No. | Thermal Electricity | Hydro Electricity | | | | | | | | | | | | | | |
| (i) | It is obtained by using coal, petroleum and natural gas. | It is produced from water. | | | | | | | | | | | | | | |
| (ii) | It is a non-renewable resource. | It is a renewable. | | | | | | | | | | | | | | |
| (iii) | It causes pollution. | It does not cause pollution. | | | | | | | | | | | | | | |
| (iv) | It is expensive in the long run. | It is cheaper in the long run. | | | | | | | | | | | | | | |

- Q. 4.** Why is it essential to use renewable sources of energy? [Board Term-II, Set (2081) 2012]

Ans. (i) Non-renewable sources are going to exhaust such as coal, petrol, natural gas, etc. They can cause environmental pollution, therefore, we have to use renewable resources.
 (ii) India has abundance of solar energy, wind, water, and biomass.
 (iii) Rising prices of oil and gas and their shortage have raised uncertainties about energy resources in the future. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012] 3

- Q. 5.** Which are the two main minerals used to obtain nuclear energy. Name any two states where these minerals are found.

[Board Term-II, Set-WVIVSA5, 2015]

Ans. Nuclear or atomic energy is obtained by altering the structure of atoms. When such an alteration is made, much energy is released in the form of heat and this is used to generate electric power. 2

- (i) Uranium and Thorium are used for generating atomic or nuclear power. $\frac{1}{2}$
 (ii) They are available in Jharkhand and Rajasthan. $\frac{1}{2}$

[CBSE Marking Scheme, 2015]

Long Answer Type Questions

5 marks each

- Q. 1.** Highlight the importance of petroleum. Explain the occurrence of petroleum in India.

[Board Term-II, (Delhi Set-I) 2016]

Ans. Importance of Petroleum :

- (i) Petroleum is the major energy source in India.
 - (ii) Provides fuel for heat and lighting.
 - (iii) Provides lubricant for machinery.
 - (iv) Provides raw material for a number of manufacturing industries.
 - (v) Petroleum refineries act as nodal industry for synthetic, textile, fertilizer and chemical industries.
- (Any two)

Its occurrence :

- (i) Most of the petroleum occurrences in India are associated with anticlines and fault traps.
- (ii) In regions of folding, anticline or domes, it occurs where oil is trapped in the crest of the upfold

- (iii) Petroleum is also found in fault traps between porous and non-porous rocks. $2 + 3 = 5$

[CBSE Marking Scheme, 2016]

- A. Q. 2.** Which is the most abundantly available fossil fuel in India ? Assess the importance of its different forms.

[Board Term-II, (Outside Delhi Set-I, II, III) 2015]

Ans. Abundantly available fossil fuel in India is Coal. Importance :

- (i) Peat has low carbon and high moisture content and low heating capacity.
- (ii) Lignite is a low grade brown coal which is soft with high moisture content. It is used for generating electricity.
- (iii) Bituminous is the most popular coal of commercial use. It has a special value for smelting iron in blast furnaces.
- (iv) Anthracite is the highest quality hard coal.

[CBSE Marking Scheme, 2015] 1 + 4 = 5



TOPIC-4 Non-Conventional Resources and the Conservation of Power Resources

Quick Review

➤ **Non-Conventional Sources of Energy :**

Following are the six main non-conventional sources of energy : namely, solar energy, wind energy, biomass energy, geothermal energy, tidal energy and hydro power.

➤ **Conservation of Energy Resources :**

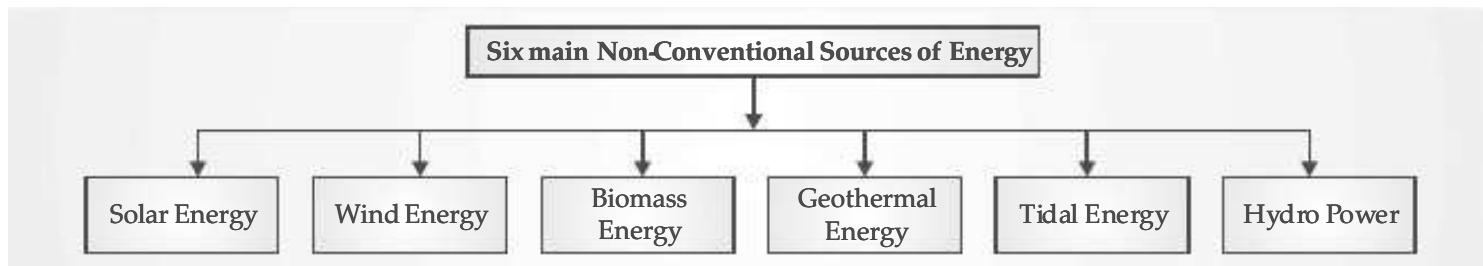
- (i) Energy is basic requirement for economic development. Every sector of the economy needs inputs of energy for its development.
- (ii) Most of the energy resources are limited.
- (iii) Due to industrialization, modernisation and urbanisation, the consumption of energy in all forms has been steadily rising all over the country.

➤ **How Can We Conserve Energy Resources?**

- (i) Need to develop a sustainable path of energy development, i.e., energy development but not at the cost of environment or needs of future generation.
- (ii) Judicious use of limited energy resources.

- (iii) Wastage of minerals should be minimised.
- (iv) Modern technology should be used for the exploitation of energy resources.
- (v) Export of energy resources should be minimised.
- (vi) Use of substitutes in order to save energy resources.
- (vii) Encourage recycling of energy resources.

Flowchart



Know the Terms

- **Solar energy** : It is light and heat energy from the sun.
- **Wind energy** : The energy which is produced by the moving air with the help of large windmills.
- **Biomass energy** : It is produced from shrubs, farm waste, animal and human waste for domestic consumption in rural areas.
- **Geothermal energy** : The heat energy from beneath the surface of the earth.

Know the Links

- www.importantindia.com/.../conventional-and-non-conventional-sources...

Very Short Answer Type Questions

1 mark each

- Q. 1.** Why should the use of cattle cake as fuel be discouraged ?

[Board Term-II, (Outside Delhi Set-I) 2015]

Ans. The use of cattle cake as fuel should be discouraged because :

- (i) It creates pollution.
- (ii) It consumes most valuable manure which could be used in agriculture. (Any one) 1

- Q. 2.** How are 'Gobar Gas Plants' beneficial to the farmers ?

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

Ans. 'Gobar Gas Plants' are beneficial to the farmers in the form of energy and improved quality of manure. 1

- A. 3.** What is biogas energy ?

Ans. Bio gas is produced from shrubs, farm waste, animal and human wastes. 1

- A. 4.** Name any one nuclear power station found in India ?

Ans. Kalpakkam in Tamil Nadu. 1

- A. 5.** At which place in India, experimental project for geothermal energy has been Set-up ?

Ans. Manikaran. 1

Short Answer Type Questions

3 marks each

- Q. 1.** "Natural gas is considered an environment-friendly fuel." Explain the statement in two points. [Board Term-II, 2014]

Ans. Natural gas is used as a source of energy as well as an industrial raw material.

- (i) It can be transported easily through pipelines.
- (ii) Pipelines have helped in setting up fertilizer plants and power plants on its way.
- (iii) Natural gas is a clean source of energy.

(iv) It is an environment-friendly fuel because of the low carbon emission. (Any three) $1 \times 3 = 3$
[CBSE Marking Scheme, 2014]

- Q. 2.** How is geo-thermal energy produced ? Explain. [Board Term-II, Set-RKZQI05, 2015]

Ans. The earth grows progressively hotter with increasing depth. Where the geothermal gradient is high, high temperatures are found at shallow depths. Groundwater in such areas absorbs heat from the rocks and becomes hot.

It is so hot that when it rises to the earth's surface, it turns into steam. This steam is used to drive turbines and generate electricity.

[CBSE Marking Scheme, 2015] 3

- A** Q.3. Describe any three non-conventional sources of energy. [Board Term-II, Set-2078, 2012]

Ans. Non-conventional sources of energy are :

- (i) **Solar Energy** : India is a tropical country. It has enormous possibilities of trapping solar energy. Photovoltaic technology converts sunlight directly into electricity. Solar energy is fastly becoming popular in rural and remote areas.
- (ii) **Wind Energy** : India now ranks as a 'wind super power' in the world. The largest wind farm cluster is located in Tamil Nadu from Nagercoil to Madurai. Apart from these, Andhra Pradesh, Karnataka, Gujarat, Kerala, Maharashtra and Lakshadweep have important wind farms. Nagercoil and Jaisalmer are well-known for effective use of wind energy in the country.

(iii) **Biogas** : Shrubs, farm waste, animal and human waste are used to produce biogas for domestic consumption in rural areas. Biogas plants using cattle dung are known as 'Gobar Gas Plants' in rural India. These provide twin benefits to the farmer in the form of energy and improved quality of manure. $1 \times 3 = 3$

- A** Q.4. Which are the potential sources of biogas ? State any four benefits of biogas.

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

Ans. Potential sources of biogas are : Shrubs, farm wastes, animal, human waste, etc.

Four benefits of biogas are :

- (i) Its calorific value is high.
- (ii) It burns without smoke, causing no pollution.
- (iii) It is the cheapest gaseous fuel.
- (iv) Its plants provide twin benefits to the farmer in the form of energy and improved quality of manure.

$1 + 2 = 3$

[CBSE Marking Scheme, 2012]

Long Answer Type Questions

5 marks each

- B** Q.1. Why is energy needed ? How can we conserve energy resources ? Explain.

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

Ans. Energy is required for all activities. It is needed to cook, to provide light and heat, to propel vehicles and to drive machinery in industries.

To conserve energy resources :

Refer to Ans. of 3 of Long Answr Type

(Any three) $2 + 3 = 5$

[CBSE Marking Scheme, 2015]

- B** Q.2. Which minerals are used to obtain nuclear energy ? Name all the six nuclear power stations of India.

[Board Term-II, (Set-TCJQ6VD) 2016]

Ans. The minerals which are used to obtain this energy are :

- (i) Uranium and (ii) Thorium.

The six nuclear power stations of India are —

- (i) Narora nuclear power station
- (ii) Kakrapara nuclear power station
- (iii) Tarapur nuclear power station
- (iv) Kaiga nuclear power station
- (v) Kalpakkam nuclear power station
- (vi) Rawat Bhata nuclear power station $2 + \frac{1}{2} \times 6 = 5$

- A** Q.3. "Conservation of minerals is the need of the hour" support the statement with five facts.

[Board Term-II, Set-KCG34U9; 2016, RKZQI05, 2015]

Ans. Conservation of minerals is the need of the hour :

- (i) Minerals are considered to be the backbone of the economy.
- (ii) Industry and agriculture depend on mineral deposits.
- (iii) The substances manufactured from them also depend on mineral deposits.
- (iv) Total volume of workable mineral deposits is very less-only 1% of the earth's crust.
- (v) Mineral resources are being consumed rapidly, and minerals require millions of years to be created and concentrated.
- (vi) The geological processes of mineral formation are so slow that the rates of replenishment are infinitely small in comparison to the present rates of consumption.
- (vii) Minerals resources are finite and non-renewable.
- (viii) The rich mineral deposits of our country are extremely valuable but short-lived possessions.

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

[CBSE Marking Scheme, 2015]

High Order Thinking Skills (HOTS) Questions

- Q.1.** "Minerals are indispensable part of our lives". Support the statement with examples.

[Board Term-II, (Foreign Set-I, II, III) 2016]

Ans. Minerals are an indispensable part of our lives :

- (i) Almost everything we use, from a tiny pin to a towering building or a big ship, all are made from minerals.

- (ii) The railway lines and the tarmac (paving) of the roads, our implements and machinery too are made from minerals.
- (iii) Cars, buses, trains, aeroplanes are manufactured from minerals and run on power resources derived from the earth.
- (iv) Even the food that we eat contains minerals.
- (v) In all stages of development, human beings have used minerals for their livelihood, decoration, festivities, religious and ceremonial rites. $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

Q. 2. What efforts are required to use mineral resources in a planned and sustainable manner ? Explain in three points. [Board Term-II, Set (68002) 2012]

Ans. Following efforts have to be made to use mineral in a planned and sustainable manner :

- (i) **Recycling of metals :** We should recycle the metal or metal-made products to prevent its scarcity.
For example : Used steel blade should be sent for recycling, so that the steel can be used again for other purposes.
- (ii) **Improved technologies need to be evolved :** Traditional technologies should be replaced with new and improved technologies, so that the wastages can be minimised.
- (iii) **Use of substitute or alternative resources :** The resources which cannot be recycled or reused should be replaced with the recyclable resources.
e.g. Use of green gas instead of coal for cooking purpose. [CBSE Marking Scheme, 2012] $1 \times 3 = 3$

Q. 3. There is an urgent need to develop a sustainable path of energy development. Give two broad measures for it. As concerned citizens, how can you help to conserve energy ? [Board SQP 2016]

Ans. Twin planks/measures :

- (i) Promotion of energy conservation.
- (ii) Increased use of renewable energy sources.

As concerned citizens we can do our bit by :

- (i) Using public transport systems instead of individual vehicles.
- (ii) Switching off electricity when not in use.
- (iii) Using power-saving devices.
- (iv) Using non-conventional sources of energy.

(Any two) $2 + \frac{1}{2} \times 2 = 3$

[CBSE Marking Scheme, 2016]

Q. 4. How can solar energy solve the energy problem to some extent in India ? Give your opinion.

[Board Term-II, Outside Delhi Set-I, II, III, 2015]

OR

Why is solar energy fastly becoming popular in rural and remote areas of India ? Explain.

[Board Term-II, 2014]

Ans. (i) India is a tropical country, therefore it receives sunlight in abundance throughout the year.

(ii) Solar plant can be easily established in rural and remote areas.

(iii) It will minimise the dependence of rural households on firewood and dung cakes which in turn will contribute to environmental conservation and adequate quantity of manure.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Value Based Questions

3 marks each

Q. 1. "There is a pressing need to use renewable energy resources." Justify the statement with suitable arguments.

[Board Term-II, Foreign Set-I, II, III, 2016]

Ans. Need to use renewable energy resources are :

- (i) The growing consumption of energy has resulted in the country becoming increasingly dependent on fossil fuels such as coal, oil and gas.
- (ii) Rising prices of oil and gas and their potential shortages have raised uncertainties about the security of energy supply in future.
- (iii) Has serious repercussions on the growth of the national economy.
- (iv) Increasing use of fossil fuels also causes serious environmental problems.
- (v) Hence, there is a pressing need to use renewable energy sources like solar energy, wind, tide, biomass and energy from waste material.

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

[CBSE Marking Scheme, 2016]

Q. 2. 'Consumption of energy in all forms has been rising all over the country. There is an urgent need to develop a sustainable path of energy development and energy saving'. Suggest and explain any three measures to solve this burning problem.

[Board Term-II, Outside Delhi Set-I, II, III, 2016]

OR

In the present day energy crisis which step will you like to take for saving energy ?

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

Ans. The following steps can be taken for saving energy :

- (i) Judicious use of energy resources.
- (ii) Use of public transport/ car pool.
- (iii) To use bicycle for short distances.
- (iv) Switching off electrical gadgets when not in use.
- (v) Regular cleaning of gas burners and switching off the gas regulator when not in use.
- (vi) Avoid using refrigerator/ A.C. when not needed.
- (vii) Creating awareness in neighbourhood with catchy slogans.

(viii) As India has been blessed with abundance of sunlight, water, wind and biomass, we must use these to overcome present day energy crisis.

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

[CBSE Marking Scheme, 2015]

Q. 3. How can biogas solve the energy problem mainly in rural India ? Give your suggestions.

[Board Term-II, Foreign Set-I, II, III, 2015]

Ans. Biogas to solve energy problem :

- (i) Availability of raw material.
- (ii) Awareness to be created about biogas.
- (iii) It will reduce the burden on conventional sources of energy.
- (iv) Educate the rural people about the use of biogas.
- (v) It is a renewable source of energy.
- (vi) Eco-friendly.
- (vii) Model structures to be introduced by the government agencies at a subsidised rate.

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

[CBSE Marking Scheme, 2015]

Q. 4. Explain any three values which inspire us to conserve our energy resources.

[Board Term-II, 2014]

Ans. Values : (i) Our responsible behaviour will lead us to conserve energy resources.

(ii) Our sustainable thinking which inspires us to preserve and protect the resources for the future generation.

(iii) Our consciousness towards our environment will inspire not to over-utilize the resources and exploit them.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 5. 'India is presently one of the least energy efficient countries in the world. We have to adopt cautious approaches for the judicious use of our limited energy resources.' Analyse this statement.

[Board Term-II, 2012, Set-68004]

OR

Explain any three steps to be taken to conserve the energy resources. [Board Term-II, 2012, Set-68005]

OR

How can we save our limited energy sources ? Suggest any three ways for its judicious use.

Ans. The statement is right to a great extent. Therefore, we need to adopt a cautious approach for the judicious use of energy resources.

- (i) Use public transport system.
- (ii) Switch off electricity when not needed.
- (iii) Use power saving devices.
- (iv) Use non-conventional sources of energy.

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

[CBSE Marking Scheme, 2012]



CHAPTER

5

MANUFACTURING INDUSTRIES

Syllabus

- *Types, spatial distribution (Note : on map only), contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation.*



TOPIC-1

Manufacturing Industries – Introduction, Location and Classification

Quick Review

- The process of using raw material to produce more valuable goods in large quantities is called manufacturing. Industries that manufacture finished products from primary material are called manufacturing industries in the secondary sector.
- Manufacturing industries play a crucial role in the overall, and especially the economic development of a country. A country's economic strength is measured by the growth of its manufacturing industries.
- India is traditionally an agricultural country. The growth in manufacturing industries has not only modernised farming, but also generated a large number of employment opportunities. This has reduced the dependence of people on agriculture, allowed us to export our goods to other countries and build up our reserves of foreign exchange and hence led to overall growth and prosperity. Agriculture and industry mutually benefit each other.

Location and Classification

- The key factor influencing all decisions about setting up a manufacturing industry, including its location, is the low cost. The main costs in a manufacturing industry are for procuring raw material, producing goods and distributing finished goods in the market.
- The ideal location for a factory will be a place that has easy and low-cost availability of raw material, capital, land, labour, power, transport, and market.
- A manufacturing industry promotes the urbanisation of its neighbourhood. Already urbanised areas also attract industries, since they provide ready facilities for transport, banking, labour, consultancy, etc. If an urban centre offers sufficient facilities and advantages, several industries come up there together to form an industrial agglomeration. These industries together form an agglomeration economy.
- Before independence, most industries in India were located in port cities to enable easy overseas trade. Manufacturing industries are classified based on their source of raw material, role, capital investment, ownership pattern, and bulk of supplies like raw material and finished products.

TOPIC - 1

Manufacturing Industries–Introduction, Location and Classification

.... P. 178

TOPIC - 2

Agro-based Industries P. 181

TOPIC - 3

Major Mineral Industries

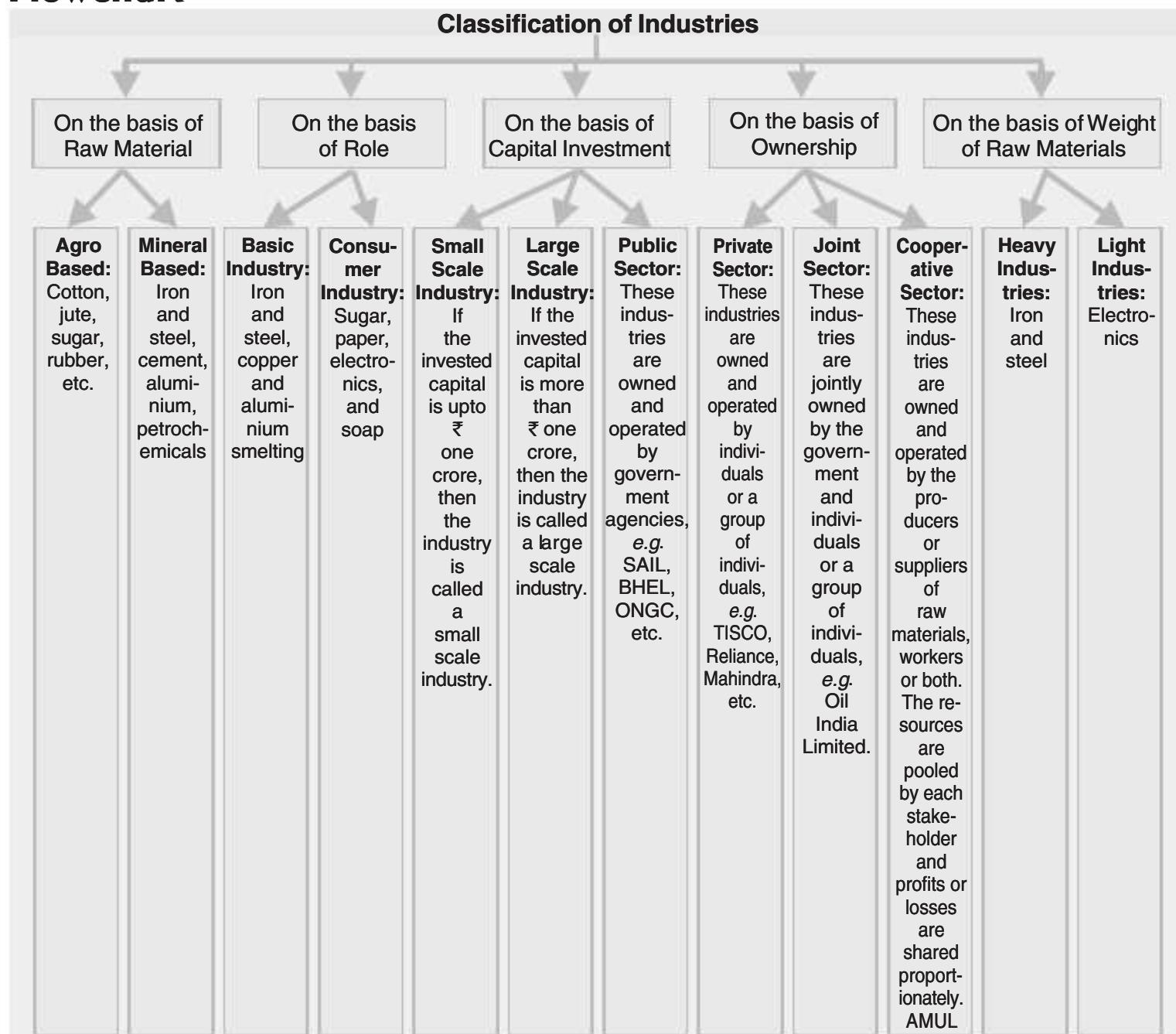
.... P. 184

TOPIC - 4

Industrial Pollution and Environmental Degradation

.... P. 186

Flowchart



Know the Terms

- **Manufacturing :** Production of goods in large quantities after converting raw materials, components or parts into finished goods.
- **NMCC :** The National Manufacturing Competitiveness Council.
- **Agglomeration Economies :** The industries tend to come together to make use of the advantages offered by the urban centres.
- **Entrepreneur :** An innovator of new ideas who sets up a business taking on financial risks in the hope of profit.

Know the Links

- www.youarticlelibrary.com/industries/industries...industries-in-india/197...

Very Short Answer Type Questions

1 mark each

- Q. 1. Why has the 'National Manufacturing Competitiveness Council' been Set-up ?
 [Board Term-II, Outside Delhi Set-II, 2015]

Ans. To improve the productivity, economist predict that manufacturing can achieve its target over the next decades. [CBSE Marking Scheme, 2015] 1

- Q. 2. Why is the 'least cost' known as decision making factor for ideal location of an industry?
 [Board Term-II, Delhi Set-II, 2015]

Ans. Manufacturing activity tends to locate at the most appropriate place where all the factors of industrial locations are either available or can be arranged at a lower cost. [CBSE Marking Scheme, 2015] 1

- A** Q. 3. What is manufacturing? (NCERT)
Ans. Production of goods in large quantities after

processing from raw materials to more valuable products is called as manufacturing. 1

Short Answer Type Questions

- A** Q. 1. Describe the importance of manufacturing.
[Board Term-II, Set (TCJQ6VD) 2016]
OR

Describe the importance of manufacturing sector in countries like India.

[Board Term-II, Set-II012, 2081]

Ans. The economic strength of a country lies in the development of manufacturing industries because :

- (i) Manufacturing industries help in modernising agriculture which forms the backbone of our economy.
- (ii) It reduces the heavy dependence of people on agriculture sector and creates jobs in secondary and tertiary sectors.
- (iii) It is necessary for the removal of unemployment and poverty.
- (iv) It brings down regional disparities.

(v) Export of manufactured goods expands trade and commerce and enhances prosperity.
(vi) It brings much needed foreign exchange.
(Any three) $1 \times 3 = 3$

- A** Q. 2. What is the meaning of manufacturing industry? Why is it considered the backbone of economic development? Give two reasons.

[Board Term-II, Set-III, 2011]

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

- B** Q. 3. Define the term manufacturing. Classify industries on the basis of source of raw materials used.

[Board Term-II, Delhi Set 1, 2013; Set-68010, 2012]

Ans. Definition : "Production of goods in large quantities after processing from raw materials to more valuable products is called manufacturing".

Classification :

- (i) Agro-based : Cotton, woollen, jute, silk textile, etc.
- (ii) Mineral-based : Iron, steel, cement etc. $1 + 2 = 3$

Long Answer Type Questions

5 marks each

- U** Q. 1. What is the manufacturing sector? Why is it considered the backbone of development? Interpret the reason.

[Board Term-II, Outside Delhi Set-I, 2015]

Ans. Definition of Manufacturing Sector :

Production of goods in large quantities after processing from raw materials to more valuable products is called manufacturing.

It is considered as backbone of development because :

- (i) It not only helps in modernising agriculture but also forms the backbone of our economy.
- (ii) Industrial development is a precondition for eradication of unemployment and poverty from our country.
- (iii) Export of manufactured goods expands trade and commerce.
- (iv) Countries that transform their raw materials into a wide variety of finished goods of higher value are prosperous. $1 + 4 = 5$

[CBSE Marking Scheme 2015]

- A** Q. 2. "The economic strength of a country is measured by the development of manufacturing industries." Support the statement with arguments.

[Board Term-II, Delhi Set-I, II, III, 2016]

Ans. Role of manufacturing industries in the economic development :

- (i) Manufacturing sector is considered as the backbone of development.
- (ii) All round development depends on industries.
- (iii) Industries help in modernising agriculture.

- (iv) Reduces the heavy dependence of people on agricultural income by providing them jobs.
- (v) Industrial development is a precondition for eradication of unemployment and poverty from the country.
- (vi) It aims at bringing down regional disparities.
- (vii) Expansion of manufactured goods.
- (viii) Trade and commerce brings in much needed foreign exchange.
- (ix) India's prosperity lies in increasing and diversifying of its manufacturing industries as quickly as possible. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

- U** Q. 3. Explain any five factors affecting the location of an industry. [Board Term-II, (Set-III) 2015]

Ans. The factors affecting the location of an industry :

- (i) Availability of raw material.
- (ii) Availability of cheap labour.
- (iii) Availability of capital and bank facilities.
- (iv) Availability of power and other infrastructure.
- (v) Proximity to markets.
- (vi) Availability of adequate and swift means of transport. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme 2015]

- A** Q. 4. Describe the various physical and human factors responsible for the location of industries. [Board Term-II, 2014]

Ans. (i) Physical Factors :

- (a) Availability of raw materials—Ideal location should be near the sources of raw materials.
- (b) Power resources—Power resources like coal and electricity must be available for the industry.

(c) Water and favourable climate.

(ii) Human Factors :

- (a) Cheap and efficient labour, (b) Capital and bank facilities, (c) Good market, (d) Transport facility.

[CBSE Marking Scheme 2014] 3 + 2 = 5

A Q. 5. What is manufacturing sector ? Describe four types of manufacturing sector on the basis of ownership.

[Board Term-II, Foreign Set-I, 2015]

Ans. Manufacturing Sector :

Refer to Ans. of Q. 1. of Long Answer.

Four types of manufacturing sector on the basis of ownership are :

(i) Public sector owned by Govt. agencies. *For example.* BHEL, SAIL, etc.

(ii) Private sector owned by individuals or a group of individuals. *For example.* TISCO, Bajaj Auto Ltd., Dabur Industries, etc.

(iii) Joint sector jointly owned by the state and individuals. *For example.* Oil India Ltd, etc.

(iv) Cooperative sector is owned by and operated by the producers or suppliers of raw materials, workers or both. *For example.* Anand, Mother Dairy, OMFED, sugar industry and coir industry, etc.

[CBSE Marking Scheme 2015] 1 × 5 = 5



TOPIC-2

Agro-based Industries

Quick Review

➤ **Classification of Industries :**

Industries can be classified into several groups. A brief account is given below:

On the basis of strength of labour :

- (i) Large-scale Industries (ii) Medium (iii) Small.

On the basis of bulk and weight of raw – material and finished goods :

- (i) Heavy Industries (ii) Light Industries.

On the basis of ownership :

- (i) Private Sector Industries (ii) Public Sector Industries (iii) Joint Sector Industries (iv) Cooperative Sector Industries.

On the basis of source of Raw Material :

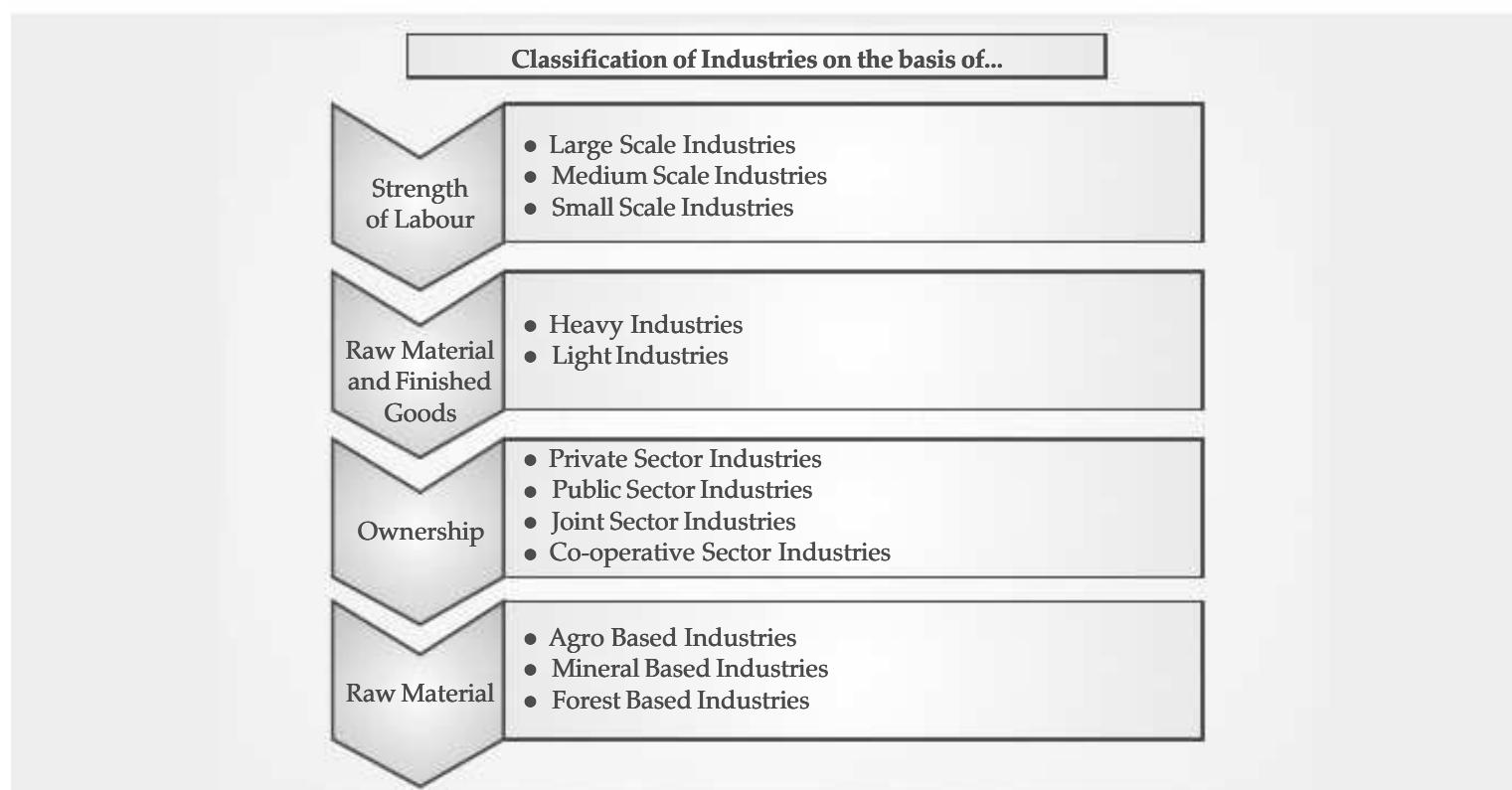
- (i) Agro Based Industries (ii) Mineral Based Industries (iii) Forest Based Industries.

Miscellaneous Industries :

The industries are also classified into the following categories :

- | | | | |
|------------------------|-----------------------------------|------------------------------------|---------------------------|
| (i) Village Industries | (ii) Cottage Industries | (iii) Consumer Industries | (iv) Ancillary Industries |
| (v) Basic Industries | (vi) Capital Intensive Industries | (vii) Labour Intensive Industries. | |

Flowchart



Know the Terms

- **Large Scale Industries** : Industries which employ a large number of labour in each unit. *Example* : Cotton textile industry.
- **Public Sector Industries** : Industries which are owned and operated by government agencies. *Example* : BHEL.
- **Agro-Based Industries** : Industries which obtain raw materials from agricultural products. *Example* : Sugar industry.
- **Mineral-Based Industries** : Industries that use minerals and metals as raw materials. *Example* : Iron and Steel industry.
- **Basic Industries** : Industries on which depend many other industries for their manufacturing processes. *Example* : Iron and Steel Industry.

Know the Links

- www.youarticlelibrary.com/.../industries.../mineral...industries...major-in...
- https://en.wikipedia.org/wiki/Chemical_industry

Short Answer Type Questions

3 marks each

Q. 1. "Agriculture gives boost to the industrial sector." Support the statement with arguments.

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

Ans. Agriculture gives boost to the industrial sector :

- (i) Agriculture provides raw material to industries.
- (ii) Agriculture provides market for industrial products.
- (iii) Agriculture helps boost new industrial products.
- (iv) The industries such as cotton, jute, silk, woollen textiles, sugar and edible oil, etc., are based on agricultural raw materials. **(Any three) $1 \times 3 = 3$**

Q. 2. Explain any three factors which were responsible for the concentration of cotton textile industry in Maharashtra and Gujarat in early years. [Board Term-II, Set-68063, 2012]

- Ans.** (i) Availability of raw cotton.
(ii) Ready markets are available.
(iii) Well-developed means of transportation.
(iv) Abundant skilled and unskilled labour at cheap rate.
(v) Moist climate which is suitable for the cotton industry. **(Any three) $1 \times 3 = 3$**

[CBSE Marking Scheme 2012]

Q. 3. Why is cotton textile industry the largest industry in India today ? Give any three reasons. [Board Term-II, 2011]

- Ans.** (i) Cotton textile industry contributes 14 percent of the total industrial production.
(ii) It provides employment to 35 million persons directly – the second largest after agriculture.
(iii) It earns foreign exchange of about 24.6 percent (4 percent of GDP). **$1 \times 3 = 3$**

[CBSE Marking Scheme, 2011]

Q. 4. Describe any three major problems faced by the weaving and processing sectors in cotton textile industry.

[Board Term-II, Foreign Set-II, 2015]

OR

Describe any three major problems faced by cotton textile industry in India.

[Board Term-II, 2014, 2010]

Ans. Problems of cotton textile Industry are :

- (i) Although production has increased, it is still not enough and imports are needed.
- (ii) Erratic power supply and outdated machinery.
- (iii) Low output of labour.
- (iv) Stiff competition from synthetic fabrics.

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

[CBSE Marking Scheme 2014]

A Q. 5. Analyse any three major challenges faced by the sugar industry in India.

[Board Term-II, 2014]

Ans. Major challenges of sugar industry are :

- (i) Seasonal nature of the industry.
- (ii) Old and inefficient methods of production.
- (iii) Transport delay in reaching sugar factories and the need to maximise the use of bagasse. **$1 \times 3 = 3$**

[CBSE Marking Scheme, 2014]

B Q. 6. Why is there a tendency for the sugar mills to concentrate in Southern states of India in recent years ? Give three reasons.

[Board Term-II, 2014, Set-II022, 2011]

Ans. Shifting of sugar industries to Southern states is because :

- (i) Sugarcane that grows there has a higher sucrose content.
- (ii) Favourable climate provides longer crushing period and growing season.
- (iii) Cooperatives are successful in these states.
- (iv) Modern mills have more crushing capacity.

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

[CBSE Marking Scheme 2014]

Q. 7. Mention the various measures taken by the government to boost the production of jute goods. [Board Term-II, Set (II027) 2012]

Ans. Various steps taken by the government to boost the production of Jute are :

- (i) In 2005, National Jute Policy was formulated with the objective of increasing productivity.
- (ii) Improvement of quality.
- (iii) Ensuring good prices to the jute farmers and enhancing the yield per hectare. **$1 \times 3 = 3$**

- U** Q. 8. Explain the factors responsible for localisation of jute textile mills mainly on the banks of the river Hugli. [Board Term-II, Set (II030) 2012]

Ans. Refer to Ans. of Q. 4 Long Answer Type Questions.

- A** Q. 9. What challenges are faced by the jute textile industries in India ? Mention the main objectives of National Jute Policy, 2005.

[Board Term-II, Set-68019, 2012]

Ans. (i) Problems faced by jute mills :

- (a) Stiff competition in international market like Bangladesh, Brazil, Philippines, Egypt, etc.
 - (b) Stiff competition from synthetic fibre.
 - (c) Products need to be diversified. (Any two)
- (ii) In 2005, National Jute Policy was formulated with the objective of increasing productivity, improving quality, ensuring good prices and enhancing the yield per hectare. $2 + 1 = 3$

[CBSE Marking Scheme 2012]

Long Answer Type Questions

- U** Q. 1. "Agriculture and industry are complementary to each other." Explain with four examples.

[Board Term-II, 2014]

- (i) Agro industries in India have given a major boost to agriculture by raising its productivity.
- (ii) Industries depend on agriculture for their raw materials.
- (iii) Industries sell their products such as irrigation pumps, fertilisers, etc., to the farmers.
- (iv) Industries have made the production processes of agriculture very efficient. $1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme 2014]

- U** Q. 2. Why was the cotton textile industry concentrated in the cotton growing belt in the early years ? Explain.

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

Ans. Cotton textile industry was concentrated in the cotton growing belt in the early years because :

- (i) Availability of raw cotton-e.g. belt of Maharashtra and Gujarat.
- (ii) Nearness to market.
- (iii) Transport
- (iv) Port facilities
- (v) Cheap labour
- (vi) Moist climate. $(\text{Any five}) 1 \times 5 = 5$

[CBSE Marking Scheme, 2015]

- U** Q. 3. "Many of our spinners export cotton yarn while apparel manufacturers have to import fabric." Explain this statement with appropriate reasons.

[Board Term-II, 2014]

- U** Q. 10. What are the three main reasons for shifting of the sugar mills to Maharashtra in recent years.

[Board Term-II, 2011]

Ans. There are three main reasons which are as follows :

- (i) The cane produced has a higher sucrose content.
- (ii) The cooler climate which ensures a longer crushing season.
- (iii) The cooperatives are more successful in this state.

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

- U** Q. 11. Explain any three factors responsible for the location of cotton textile industry in Mumbai and Ahmedabad. [Board Term-II, 2011]

- (i) Availability of raw cotton, market, transport including accessible port facilities.
- (ii) cheap labour and ;
- (iii) moist climate have caused the concentration of cotton textile industries in Mumbai and Ahmedabad region.

$1 \times 3 = 3$

5 marks each

Ans. (i) The weaving, knitting and processing units cannot use much of the high quality yarn that is produced in the country.

Therefore, many of our spinners export cotton yarn while apparel/garment manufacturers have to import fabric.

- (ii) If weaving sector is improved then yarn can be used in the country and garments can be exported to earn foreign exchange for the country.

[CBSE Marking Scheme 2014] $2\frac{1}{2} \times 2\frac{1}{2} = 5$

- A** Q. 4. Evaluate the factors which are responsible for the location of jute industry in West Bengal.

[Board Term-II, 2016, Set-TCJQ6VD; 2014]

OR

Describe any five factors responsible for the concentration of jute mills along the banks of the Hugli river. [Board Term-II, Foreign Set-II, 2015]

Ans. Factors for the concentration of jute mills in West Bengal :

- (i) Proximity of the jute producing areas.
- (ii) Inexpensive water transport.
- (iii) Abundant water.
- (iv) Cheap and skilled labour.
- (v) Port facilities
- (vi) Kolkata as a large urban centre provides banking and insurance facilities. $(\text{Any five}) 1 \times 5 = 5$

[CBSE Marking Scheme, 2015]



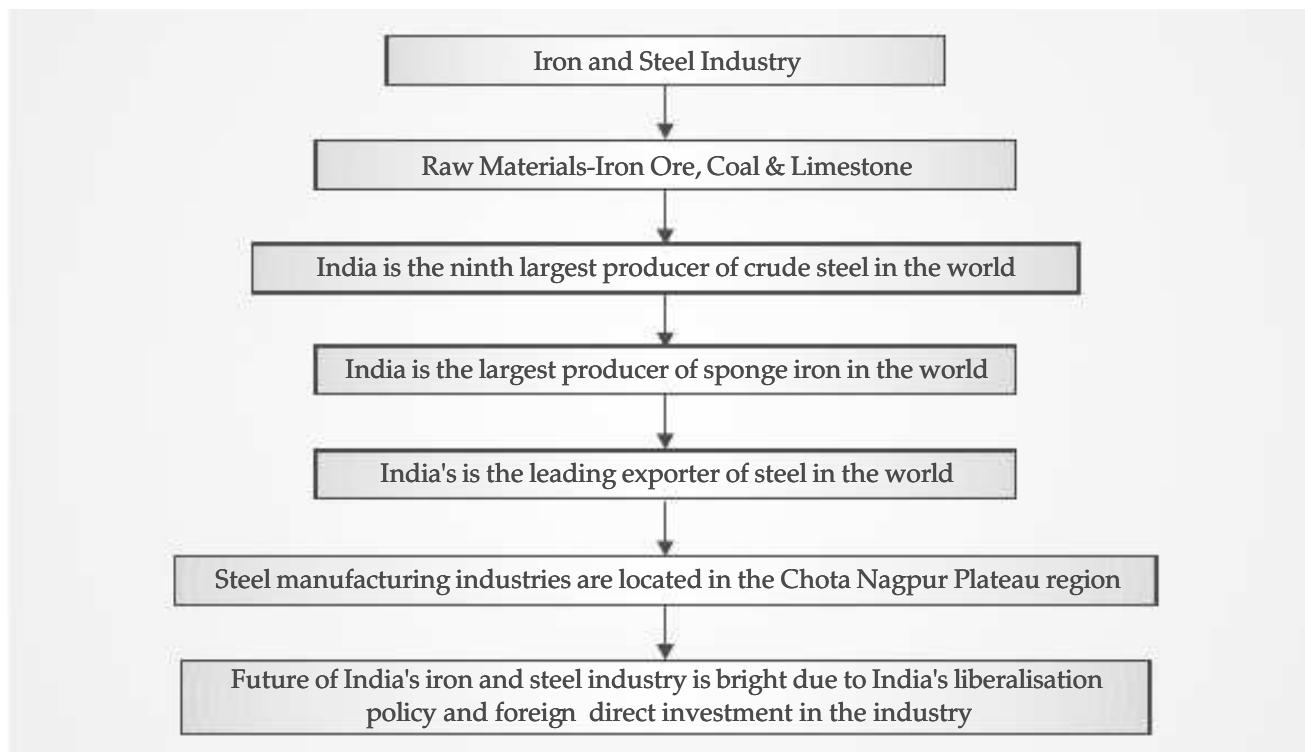
TOPIC-3

Major Mineral Industries

Quick Review

- Manufacturing industries that use minerals as raw material are called mineral-based industries. The iron and steel industry is the basic industry on which all other industries depend. The production and per capita consumption of steel is a measure of a country's economic development.
- The main raw materials used in the iron and steel industry are iron ore, coal and limestone. The raw materials and finished products of iron and steel industries are quite bulky, these industries must be located near the mining areas of the required minerals and must be connected by a good transport network.
- India is the ninth largest producer of crude steel and the largest producer of sponge iron in the world. India is also a leading exporter of steel in the world.
- The per capita consumption of steel in India is only 32 kilograms. There are 10 primary integrated steel plants in India. These integrated plants handle all stages of steel production, from procurement of basic raw material to producing finished rolled and shaped steel. India has many mini steel plants that produce customised alloy steel using scrap iron or sponge iron as raw material.
- China has become the world's largest producer and consumer of steel, leaving India far behind. Most steel manufacturing industries are located in the Chota Nagpur Plateau region because of the availability of inexpensive, high-grade raw material and abundant cheap labour. The main challenges faced by the industry in realising its full potential are limited supply of expensive coking coal, erratic power supply, low output of labour and poor infrastructure. The future of India's iron and steel industry is bright due to India's liberalisation policy and foreign direct investment in the industry.

Flowchart



Know the Terms

- **Organic Chemicals :** These include petrochemicals, which are used for manufacturing of synthetic fibre, plastics, drugs and pharmaceuticals.
- **Inorganic Chemicals :** These include sulphuric acid, nitric acid, alkalis, soda ash and caustic soda.

Know the Links

- www.importantindia.com/11174/iron-and-steel-industry-in....
- www.youarticlelibrary.com/industries/progress-of-iron...

Short Answer Type Questions

3 marks each

- A** Q. 1. "The iron and steel industry is the basic as well as heavy industry ." Support the statement with three points.

[Board Term-II, Set (68008) 2012]

OR

Why is iron and steel industry called a basic industry ? Explain.[Board Term-II, Set (II076) 2012]

Ans. Iron and steel industry is the basic industry as :

- (i) All the other industries depend on it for their machinery.
- (ii) Steel is needed to manufacture a variety of engineering goods.
- (iii) It provides variety of consumer goods.
- (iv) Construction material, defence, medical, telephonic, scientific equipments, are the gift of iron and steel industry. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

- B** Q. 2. Why do we have maximum concentration of iron and steel industry in Chota Nagpur Plateau region ? Give any three regions.

[Board Term-II, 2016, Set-KCG34U9]

OR

Why has the Chota Nagpur Region maximum concentration of iron and steel industries ? Explain any three. [Board Term-II 2015, Outside Delhi Set-1, 2, 3 ; 2014, 2011]

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

- U** Q. 3. "India is an important iron and steel producing country in the world. Yet we are not able to perform to our full potential." Suggest and explain any three measures to get full potential.

[Board Term-II, Foreign Set-I, II, III, 2016]

Ans. India is an important iron and steel producing country in the world, yet we are not able to perform to our full potential largely due to :

- (i) High costs and limited availability of cooking coal.
- (ii) Lower productivity of labour.
- (iii) Irregular supply of energy and
- (iv) Poor infrastructure. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

- A** Q. 4. Distinguish between an integrated steel plant and a mini steel plants stating three points of distinction.

[Board Term-II, 2011]

- Ans. (i)** An integrated steel plant is larger than a mini steel plant.
(ii) Mini steel plant use steel scrap and sponge iron while Integrated steel plant use basic raw materials i.e. iron ore for making steel.
(iii) Mini steel plant produces mild and alloy steel while integrated steel plant produces only steel.

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

- A** Q. 5. Examine the impact of liberalisation on automobile industry of India.

[Board, Term-II, Set (II079) 2012]

Ans. Impact of liberalisation on automobile industry are:

- (i) Multi-utility vehicles have been introduced.
- (ii) The coming of new and contemporary models.
- (iii) Healthy growth of the market.
- (iv) FDI in new technology.
- (v) Aligned the industry with global development.
- (vi) Industry has experienced a quantum jump.

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

- A** Q.6. Mention any two factors that have contributed to a healthy growth of the automobile industry in India ? Name two centres where this industry is located.

[Board Term-II, 2011]

Ans. (i) The introduction of new and comtemporary models stimulated the demand for vehicles in the market.

- (ii)** Foreign Direct Investment (FDI) brought in new technology and aligned the industry with global developments. The two centres of automobile industry are Jamshedpur and Gurgaon. $1 + 2 = 3$

[CBSE Marking Scheme 2011]

- U** Q. 7. What is the importance of the Information Technology sector for the Indian economy ? Explain. [Board Term-II, Set-68016, 2012]

Ans. The importance of IT sector is as follows :

- (i) It has provided employment to over one million people.
- (ii) This industry is said to be a major foreign exchange earner.
- (iii) It has helped in the growth of the service sector.
- (iv) It provides employment to innumerable men and women. (Any three) $1 \times 3 = 3$

- A** Q. 8. What are software technology parks ? State any two points of significance of information technology industry in India.

[Board Term-II, Set (A1) 2011]

Ans. Software Technology Park : Software technology parks provide single window service and high data communication facility to software experts.

Significance of IT industry :

- (i) A major impact of this industry has been on employment generation. Upto 31st March, 2005, the IT industry employed over one million persons.
- (ii) It is encouraging to know that 30 percent of the people employed in this sector are women.
- (iii) This industry has been a major foreign exchange earner in the last two or three years because of its fast growing Business Processes Outsourcing (BPO) sector.
- (iv) The continuous growth in the hardware and software is the key to the success of IT industry in India. (Any two) $1 + 2 = 3$

[CBSE Marking Scheme 2011]

Long Answer Type Questions

5 marks each

- A** Q. 1. "Production and consumption of steel is often regarded as the index of a country's development". Examine the statement.

[Board Term-II, 2014]

- Ans.** (i) Steel production is the backbone of any country's economy since it is the basic unit for the development of the nation.
(ii) Almost every industry depends on iron and steel for its manufacturing and production.
(iii) In today's era of globalisation, consumption of goods is increasing. Thus, it can be concluded that growth in production of steel is regarded as the index of country's development. $2 + 1 + 2 = 5$

[CBSE Marking Scheme 2014]

- A** Q. 2. Describe any five factors responsible for the concentration of iron and steel industry in and around Chota Nagpur Plateau region.

Ans. Factors responsible for concentration of iron and steel industries in Chhota Nagpur Plateau :

- (i) Low cost of iron-ore.
- (ii) High grade raw material in proximity.
- (iii) Cheap labour.
- (iv) Vast growth potential in the home market.
- (v) Good transport connectivity.
- (vi) Availability of water resources.

(Any five)

$1 \times 5 = 5$



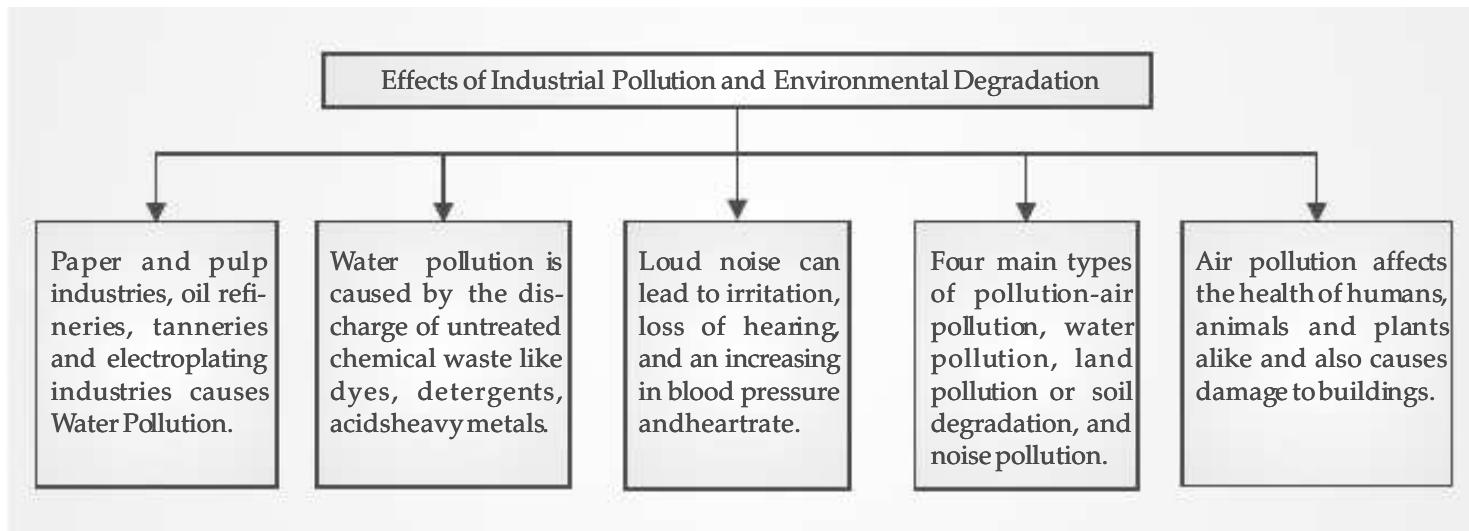
TOPIC-4 Industrial Pollution and Environmental Degradation

Quick Review

- Industries have caused severe pollution of our natural resources. Industries cause environmental degradation through four main types of pollution *i.e.* air pollution, water pollution, land pollution or soil degradation, and noise pollution.
- Smoke contains undesirable gases like carbon dioxide, sulphur dioxide and carbon monoxide, besides solid and liquid particulate matter, in the form of dust and spray mist, which cause air pollution. Air pollution affects the health of humans, animals and plants alike and also causes damage to buildings.
- Water pollution is caused by the discharge of untreated chemical waste like dyes, detergents, acids, heavy metals like lead and mercury, pesticides, fertilisers, and plastics from industries, into fresh water bodies like rivers and lakes. Solid wastes like fly ash, phospho-gypsum, and iron and steel slags also cause water pollution.
- The industries that cause major amount of water pollution are paper and pulp industries, oil refineries, tanneries and electroplating industries. The discharge of hot water from thermal power plants into rivers before cooling is called thermal pollution of water. Radioactive waste, hazardous chemicals, glass, plastic, industrial effluents and non-biodegradable garbage are the main agents of land pollution. Rain water falling on polluted land dissolves and carries many of the pollutants further into the ground and pollutes groundwater.
- Loud noise can lead to irritation, loss of hearing, and an increase in blood pressure and heart rate. Industrial machinery, construction activities, generators, and equipment like saws and pneumatic drills are mainly responsible for noise pollution. One of the most important steps for the control of environmental degradation is treating hot and polluted wastewater from industries before releasing it into our rivers and lakes.
- Wastewater treatment involves :
 - (i) Primary treatment through screening, grinding, flocculation and sedimentation.
 - (ii) Secondary treatment through bacterial action to digest harmful chemicals.
 - (iii) Tertiary stage of stirring with chemicals to neutralise remaining harmful waste.
- Treated waste water can be recycled for reuse in industrial processes. Rainwater harvesting can be used to meet the requirements of water for industrial processes.
- Legal provisions must be made to regulate the use of groundwater for industrial use. Smoke stacks, filters, scrubbers, and electrostatic and inertial separators remove a large amount of harmful particles from industrial smoke. The emission of smoke itself from industries can be reduced by using more efficient fuels like oil and natural gas in place of coal.
- Industrial and generator silencers, and sound-absorbing material are available to reduce the noise level in industries. Industrial workers can use earphones and earplugs for individual protection of health and hearing.
- National Thermal Power Corporation or NTPC is a major electricity generation and distribution company in India. NTPC has demonstrated how conservation of environment and natural resources can happen simultaneously with industrial growth by :
 - (i) Adopting latest technical know how

- (ii) Minimising waste
- (iii) Providing green cover
- (iv) Reducing environmental pollution
- (v) Continuous monitoring

Flowchart



Know the Terms

- **Air Pollution :** It is caused by the presence of high proportion of undesirable gases, such as sulphur dioxide and carbon monoxide.
- **Water Pollution :** It is caused by organic and inorganic industrial wastes and effluents discharged into rivers.
- **Thermal Pollution :** The pollution caused by the discharge of hot water from factories and thermal plants into rivers and ponds before cooling.
- **Noise Pollution :** It is caused by industrial and construction activities, machinery, generators, electric drills and loud-speakers.

Know the Links

- www.slideshare.net/8486978398/industrial-pollution...
- www.tropical-rainforest-animals.com/environmental...

Short Answer Type Questions

3 marks each

- Q. 1.** Suggest any three steps to minimize the environmental degradation caused by the industrial development in India.
 [Board Term-II, Outside Delhi Set-I, II, III, 2016]

OR

Explain any three steps to be taken to minimize environmental degradation by industries. [NCERT]

[Board Term-II; 2014, 2013, Delhi Set 2;
 Set (68010) 2012]

Ans. Three steps to minimize the environmental degradation caused by industrial development in India are :

Every litre of waste water discharged by our industry pollutes eight times the quantity of fresh water.

- (i) Minimizing use of water for processing by reusing and recycling it in two or more successive stages.
- (ii) Harvesting of rain water to meet water requirements.

(iii) Treating hot water and effluents before releasing them in rivers and ponds.

(iv) Particulate matter in the air can be reduced by fitting smoke stacks to factories with electrostatic precipitators, fabric filters, scrubbers and inertial separators.

(v) Smoke can be reduced by using oil or gas instead of coal in factories.

(vi) Machinery and equipments can be used and generators should be fitted with silencers.

(vii) Almost all machineries can be redesigned to increase energy efficiency and reduce noise.

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

[CBSE Marking Scheme, 2016]

- Q. 2.** How does industry pollute the environment ? Explain with three examples. [NCERT]

[Board, Term-II, Set (II022) 2012]

Ans. Industries are responsible for four types of pollution i.e., :

- (i) Air, (ii) Water, (iii) Noise, (iv) Land.

- (i) Air pollution is caused by the presence of high proportion of undesirable gases, such as sulphur dioxide and carbon monoxide. Smoke is emitted by chemical and paper factories, brick kilns, refineries and smelting plants, and burning of fossil fuels in big and small factories.
- (ii) Water pollution is caused by organic and inorganic industrial wastes and affluents discharged into rivers. The main culprits in this regard are paper, pulp, chemical, textile and dyeing, petroleum refineries and electroplating industries that let out dyes, detergents, acids, salts and heavy metals like lead and mercury, pesticides, fertilisers, synthetic chemicals with carbon, plastics and rubber, etc., into the water bodies.
- (iii) Noise pollution is due to industrial and construction activities. Machinery, factory equipment, generators, saws and pneumatic and electric drills cause hearing problems and irritation. $1 \times 3 = 3$

A Q. 3. Examine what are the causes of industrial pollution of freshwater resources.

[Board Term-II, 2011]

Ans. Fresh water sources are polluted by organic and inorganic wastes and affluents discharged by industries into rivers. The main culprits are paper and pulp, chemical, textile petroleum, refineries, tanneries industries etc. 3

[CBSE Marking Scheme 2011]

U Q. 4. Suggest any three measures to reduce the industrial pollution of freshwater resources.

[Board Term-II, 2011]

Ans. (i) Minimising use of water for processing by reusing and recycling it in two or more successive stages.

(ii) Harvesting of rainwater to meet water requirements.

(iii) Treatment of hotwater and affluents before releasing them in rivers and ponds. $1 \times 3 = 3$

[CBSE Marking Scheme 2011]

Long Answer Type Questions

5 marks each

U Q. 1. Explain any five measures to control industrial pollution in India. [Board Term-II, 2013]

Ans. Five ways to reduce industrial pollution are listed below :

- (i) Restructuring the manufacturing processes to reduce or eliminate pollutants, through a process called pollution prevention.
- (ii) Creating cooling ponds, which are man-made and are designed to cool the heated waters from industries by evaporation, condensation and radiation.
- (iii) Filtration of sewage in water treatment plants attached to industries.
- (iv) Instructing industries to be Set-up far from residential areas.
- (v) Backing the constitutional provisions by a number of laws – acts, rules, and notifications. $1 \times 5 = 5$

[CBSE Marking Scheme, 2013]

U Q. 2. Explain the pro-active approach adopted by the National Thermal Power Corporation (NTPC).

for preserving the natural environment and resources.

[Board Term-II, Outside Delhi Set-III, 2015]

Ans. The pro-active approach adopted by the National Thermal Power Corporation(NTPC) for preserving the natural environment :

- (i) Optimum utilisation of equipment adopting latest techniques and upgrading existing equipment.
- (ii) Minimising waste generation by maximising ash utilisation.
- (iii) Providing green belts for nurturing ecological balance and addressing the question of special purpose vehicles for afforestation.
- (iv) Reducing environmental pollution through ash pond management, ash water recycling system and liquid waste management.
- (v) Ecological monitoring, reviews and online database management for all its power stations.

[CBSE Marking Scheme, 2015] $1 \times 5 = 5$

High Order Thinking Skills (HOTS) Questions

Q. 1. "Industrialisation and urbanisation go hand in hand". Validate the statement.

[Board Term II, SQP-2016]

OR

"Industrialisation and urbanisation go hand in hand". Justify the statement by giving any three arguments. [Board Term-II, 2012, Set-68005]

- Ans.** (i) After an industrial activity starts, the urbanisation follows.
(ii) Sometimes industries are located in or near the cities.
(iii) Cities provide markets for manufactured goods.

(iv) Cities provide various services like banking and insurance etc. $(\text{Any three}) 1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 2. Classify industries on the basis of source of raw material. How are they different from each other ?

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

Ans. (i) On the basis of sources of raw material industries are classified as :

- (a) Agro Based Industries
- (b) Mineral Based Industries.

(ii) These industries are different from each other on following basis :

(a) Agro Based industries :

- Draws their raw materials from agricultural products.
- e.g. : Textiles—Cotton, jute, silk and woollen. Rubber, sugar, coffee, tea and edible oil etc.

(b) Mineral Based Industries :

- Draws their raw materials from minerals.
- e.g., Iron and steel, cement, machine tools, petro chemicals etc.

1 + 2 = 3

[CBSE Marking Scheme, 2016]

Q. 3. Classify industries on the basis of capital investment. How are they different from one another? Explain with examples.

[Board Term-II, Delhi Set-I, II, III, 2016]

Ans. (i) Classification of the industries on the basis of capital investment :

- (a) Small Scale Industry
- (b) Large Scale Industry

(ii) Difference :

If the investment is more than one crore on any industry, it is considered as a large scale industry. For example, Iron and Steel Industry/Cement Industry (any other relevant example). While the investment is less than one crore on an industry, it is considered as a small scale industry e.g. Plastic industry, toy industry.

1 + 2 = 3

[CBSE Marking Scheme, 2016]

Q. 4. Classify industries on the basis of their main role. How are they different from each other?

[Board Term-II, Foreign Set-I, II, III, 2016]

Ans. According to their main role :

- (i) **Basic or key industries** which supply their products or raw materials to manufacture other goods e.g. Iron and steel and copper smelting, aluminum smelting.

(ii) **Consumer industries** that produce goods for direct use by consumers—sugar, toothpaste, paper, sewing machines, fans etc.

1½ + 1½ = 3

[CBSE Marking Scheme, 2016]

Q. 5. Classify the industries on the basis of ownership and give one example of each category.

[Board Term-II, Set (68005) 2012]

Ans. Classification of Industries on the basis of ownership :

| S. No. | Category | Examples |
|--------|-------------------------------|--------------------------------|
| (i) | Public Sector Industries | BHEL, SAIL, etc |
| (ii) | Private Sector Industries | Tisco, Bajaj Auto Ltd. |
| (iii) | Joint Sector Industries | Oil India Ltd. |
| (iv) | Cooperative Sector Industries | Sugar Industry in Maharashtra. |

(Any three) 1 × 3 = 3

Q. 6. Distinguish between large scale and small scale industries. Give two examples each.

[Board Term-II, Set-68026, 2012]

Ans. Large Scale Industries :

- (i) Manufacture large quantities of finished goods.
- (ii) The quantity of raw material and capital investment is large.

(iii) Example : Iron and steel industry, cotton textile industry.

Small Scale Industries :

- (i) Manufacture small goods.
- (ii) No huge quantity of raw material as capital is required.
- (iii) Example : Garment industry, soap making industry.

1½ + 1½ = 3

[CBSE Marking Scheme 2012]

3 marks each

Value Based Questions

Q. 1. "The textile industry is the only industry in the country which is self-reliant and complete in the value chain." Justify the statement.

[Board Term-II, Delhi (Set-I, II, III) 2016]

OR

"Textile industry occupies a unique position in Indian economy" Support the statement with appropriate arguments.

[Board Term-II, Delhi (Set-III) 2015]

Ans. The textile industry occupies a unique position in Indian economy, because it contributes :

- (i) Significantly to industrial production (14 percent).
- (ii) It generates employment (35 million persons directly).
- (iii) Earns foreign exchange (about 24.6 percent).
- (iv) It contributes to a larger amount towards GDP (4 percent).

(v) Only industry in the country which is self-reliant and complete in the value chain i.e., from raw material to the highest value added products.

(Any three) 1 × 3 = 3

[CBSE Marking Scheme 2015]

Q. 2. "Environmental degradation has been seen everywhere." Explain any three values that can help to prevent environment degradation.

[Board Term-II, 2014]

Ans. Steps to minimise environmental degradation :

- (i) Optimum utilisation of equipments, adopting latest techniques.
- (ii) Upgrading existing equipments.
- (iii) Minimising waste generation by maximising ash utilization.

- (iv) Providing green belts for nurturing ecological balance.
- (v) Reducing environmental pollution through ash pond management, water recycling system and liquid waste management. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2014]

Q. 3. How do industries pollute water ? Suggest any two measures to control water pollution.

[Board Term-II, Delhi (Set-III) 2013]

Ans. (i) Most important are the industrial effluents that are discharged into rivers. They are both organic and inorganic. Coal, dyes, pesticides, fertilisers, plastic are some common pollutants of water. Industrial wastes containing toxic metals pollute the water.

(ii) Suggestions to control water pollution :

- (a) Water should be reused and recycled to maximise its usage.

(b) Rain water should be harvested to meet water requirements.

(c) Hot water and effluents should be treated before releasing in river and ponds.

(d) Overdrawing of ground water reserves by industry where there is a threat to ground water resources also need to be regulated legally.

(Any two) $1 + 2 = 3$

Q. 4. Why is India not able to perform to her full potential in iron and steel production ? Explain any three reasons.

Ans. India is an important producer of iron and steel but still it has failed to perform to its potential due to following reasons :

- (i) Shortage of raw material
- (ii) Lower productivity of labour
- (iii) Shortage of power
- (iv) Poor infrastructure
- (v) Lower investment in research and development.

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



CHAPTER

6

LIFE LINES OF NATIONAL ECONOMY

Syllabus

- *Importance of means of Communication and Transportation.*
- *Trade and Tourism*



TOPIC-1 Means of Transport

Quick Review

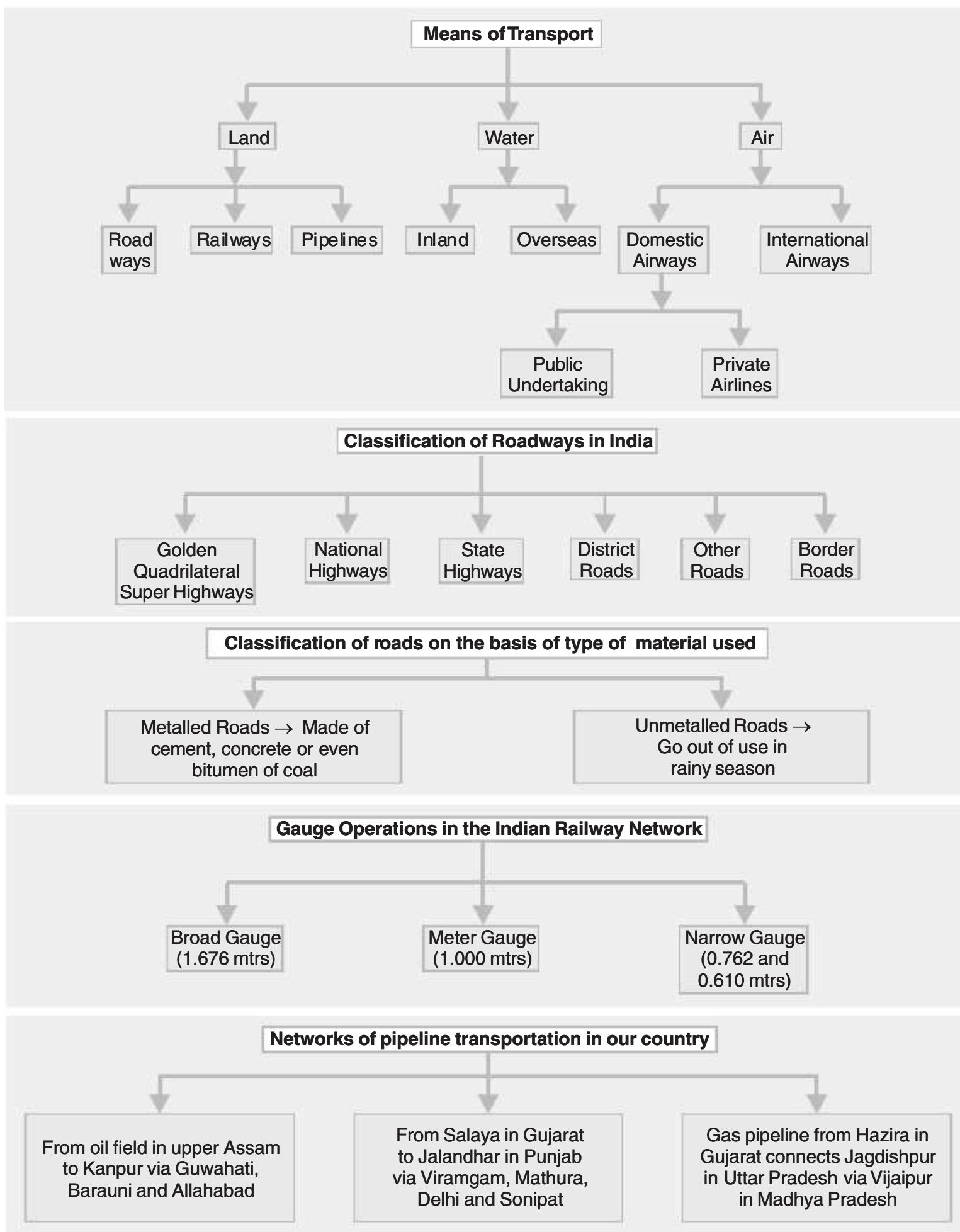
- Goods are transported from supply to demand locations by people called traders. Transport is a key factor that influences India's rapid economic development. Based on the medium it uses, the means of transport can be divided into land transport, water transport and air transport.
- Land transport includes roadways and railways and pipelines used to transport liquid and gaseous material over long distances.
- Water transport can be classified as inland transport and overseas transport. Inland transport happens along coastline between two domestic ports or through inland waterways. Overseas transport involves sending goods from one country to another. Air transport can be classified as domestic and international. Private and government-run domestic airways connect different cities of India. International airways connect India with destinations in all parts of the world.
- Modern advances in science and technology have not left any part of the world inaccessible. Thus, the world appears a much smaller place today.
- Trade requires some means of exchanging ideas and connecting with people. This is where communication comes in. While transport physically transfers people and goods from one place to another, means of communication allow people in different locations to connect with each other without actually travelling.
- Some common means of communication are radio, television, cinema, newspapers, Internet, fax and phone services. A dense, efficient network of transport, and extensive, reliable means of communication are the true lifelines of trade and economic development for India and the rest of the world.
- There are five types of **transport systems in India** — roadways, railways, pipelines, waterways and airways.
- **Roadways** : A number of roads were built during the Mughal rule. Sher Shah Suri built the Grand Trunk Road from Chittagong (now in Bangladesh) in the east to Peshawar (now in Pakistan) in the west.
- **Railways** : The railways are now more than 150 years old in India. The total track length of railways is about 115,000 km. While the total route length of the network is 68,525 km. India has the second largest railway network in Asia and the sixth largest railway network after USA, Russia, Canada, Germany and China. The Indian Railways carry 40,000 lakh passengers and 4,000 lakh tonnes of goods a year. It had a fleet of 9,213 locomotives, 53,220 passenger service vehicles, 6,493 other coach vehicles and 2,29,381 wagons as on 31 st March 2011.
- **Pipelines** were earlier used for the transportation of water and now they are being used for the transportation of crude oil, petroleum products and natural gas.
- **Inland Waterways** have a length of 14,500 km. The government has declared the following waterways as National Waterways i.e. :
 - (i) The Ganga river between Allahabad and Haldia (1,620 km). — National Waterway No. 1.
 - (ii) The Brahmaputra river between Sadiya and Dhubri (891 km). — National Waterway No. 2.
- **Airways** are the fastest mode of transport but they are the costliest ones. In 1953, air transport was nationalised.

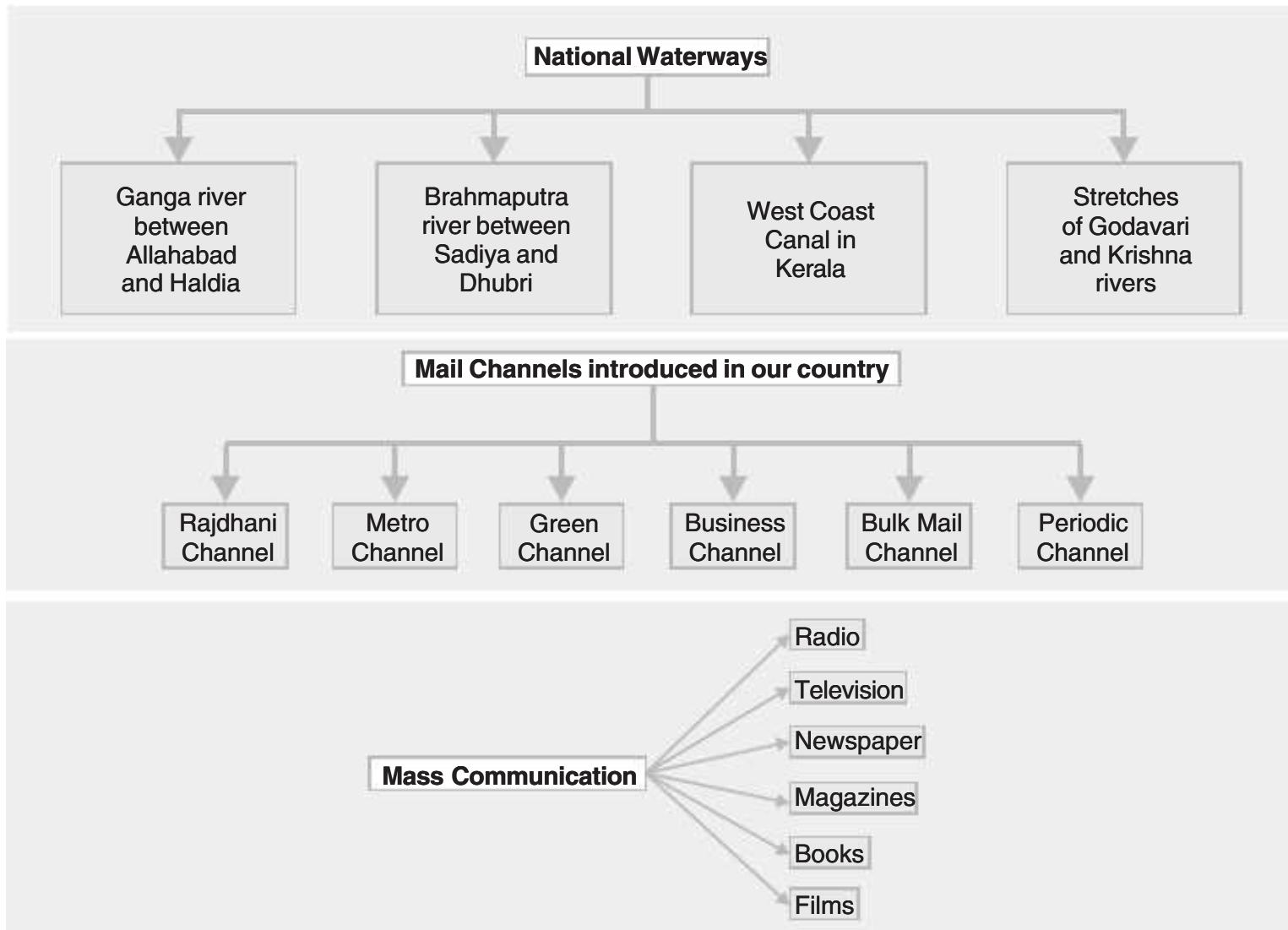
TOPIC - 1
Means of Transport P. 191

TOPIC - 2
Means of Communication P. 197

TOPIC - 3
International Trade and
Tourism P. 199

Flowcharts





Know the Terms

- **International Airports** : Delhi, Mumbai, Kolkata, Chennai, Thiruvananthapuram, Bengaluru, Amritsar, Hyderabad, Ahmedabad, Panaji, Guwahati and Cochin.
- **Domestic Airports** : There are 63 domestic airports in the country. Airports are managed by the Airport Authority of India.

Know the Facts

- **Seaports** : India has 12 major, 181 medium and minor seaports.
- **Major Ports on the West Coast** : Kandla, Mumbai, Jawaharlal Nehru (Nhava Sheva), Marmagao, New Mangalore and Cochin.
- **Major Ports on the East Coast** : Kolkata, Haldia, Paradip, Vishakhapatnam, Chennai, Ennore and Tuticorin.
- **Biggest Port** : Mumbai.

Know The Links

- www.authorstream.com/Presentation/...transport-system-india
- en.wikipedia.org/wiki/Transport

Very Short Answer Type Questions

1 mark each

- A** Q. 1. What is the major objective to develop Super Highways? [Board Term-II, Set-III, 2015]

Ans. The major objective of developing Super Highways is to reduce the time and distance between the mega-cities of India.

- A** Q. 2. What is a new arrival on the transportation map of India ? [Board Term-II SQP-2016]

Ans. Pipeline transport network is a new arrival on the transportation map of India to transport liquids as well as solids in slurry form. 1

[CBSE Marking Scheme, 2016]

- A** Q. 3. Why was Jawaharlal Nehru port developed ? [Board Term-II, Foreign (Set-III) 2015]

Ans. To decongest the Mumbai port and serve as a hub port for the region. 1

U **Q. 4.** Why was the Haldia seaport Set-up ?
[Board Term-II, Outside Delhi Set-III, 2015]

Ans. Haldia seaport was Set-up as a subsidiary port to relieve growing pressure on Kolkata port. 1

A **Q. 5.** What are known as lifelines of the national economy?

Ans. Means of transport and communication. 1

A **Q. 6.** What are the two major means of land transport?

Ans. (i) Roadways (ii) Railways. 1

Short Answer Type Questions

3 marks each

U **Q. 1.** Explain four advantages of road transport in India. [NCERT] [Board Term-II, 2011]

Ans. Refer to Ans. of Q. 1. HOTS Questions.

B **Q. 2.** What are Golden Quadrilateral Super Highways ? Mention any two objectives of this project. The North-South and East-West Corridors join which terminal cities. [Board Term-II, 2011]

Ans. (i) The Golden Quadrilateral Super Highways is a major road development project linking Delhi – Kolkata – Chennai – Mumbai and Delhi by six lane super highways.

(ii) The two major objectives of these Super Highways projects are to (a) reduce the time and (b) distance between the mega cities of India.

(iii) The North-South Corridors linking Srinagar (Jammu and Kashmir) and Kanyakumari (Tamil Nadu) and East-West Corridor connecting Silchar (Assam) and Porbander (Gujarat). **1+1+1=3**

[CBSE Marking Scheme, 2011]

A **Q. 3.** Describe the rural roads in India?
[Board Term-II, Set-WVIVSA5, 2015]

Ans. (i) Rural roads link rural areas and villages with towns.

(ii) These roads received special impetus under the Pradhan Mantri Grameen Sadak Yojna.

(iii) Special provisions are made so that every village in the country is linked to a major town in the country by an all season motorable road. **1×3=3**

[CBSE Marking Scheme, 2015]

B **Q. 4.** Why are metalled roads better than unmetalled roads ? What is the role of border roads and national highways in transportation ?
[Board Term-II, 2011]

Ans. Metalled roads are made of either cement, concrete or even bitumen or coal therefore, these are durable over unmetalled road. Unmetalled roads go out of use in rainy season.

Border roads play an important role in connecting strategically important difficult areas and helps in the economic development of the area. National Highways are the primary road system which links extreme parts of the country. **1+2=3**

A **Q. 5.** Describe three major problems faced by the road transport in India.
[Board Term-II, Foreign Set-III, 2015]

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

A **Q. 6.** Elaborate any three advantages of railways in India. [Board Term-II, Set KCG34U9, 2016]

Ans. Advantages of railways in India are as follows :

- (i) It is both convenient and safer to travel long distances by railways.
- (ii) They give employment to a large number of people.
- (iii) Railways also make it possible to conduct multifarious activities like business, sightseeing, pilgrimage along with transportation of goods over longer distances.

[CBSE Marking Scheme, 2016] **1 × 3 = 3**

U **Q. 7.** Explain the importance of railways as the principal mode of transportation for freight and passengers in India.
[Board Term-II, Outside Delhi Set-I, 2015]

Ans. The importance of railways as the principal mode of transportation for freight and passengers in India is :

- (i) Railways make it possible to conduct multifarious activities like business, sight seeing, pilgrimage along with transportation of goods.
- (ii) It is suitable for long distance travel.
- (iii) Plays an important role in national integration.
- (iv) Railways bind the economic life of the country.
- (v) It accelerates the development of the industry and agriculture.
- (vi) Today the railways have become more important than all other means of transport put together.

(Any three) **1 × 3 = 3**

[CBSE Marking Scheme, 2015]

U **Q. 8.** Explain any four qualitative improvements made in Indian Railways.
[Board Term-II, 2011]

Ans. (i) Conversion of meter gauge to broad gauge.

(ii) Steam engines have been replaced by diesel and electric engines. This has increased the speed and haulage capacity.

(iii) The replacement of steam engine run by coal has improved the environment of stations and its surroundings.

(iv) Railways routes have been extended to areas where there was no railway lines earlier. **3**

[CBSE Marking Scheme, 2011]

U **Q. 9.** Explain any three major problems faced by Indian Railways. [Board Term-II, 2011]

Ans. Refer to Ans of Q. 5. of Long Answer Type Question.

Q. 10. What is pipeline transportation ? Write two merits and demerits of the same.

[Board Term-II SQP-2016]

Ans. Pipeline transport network is the new mode of transport these days. In the past, pipelines were used to transport water to cities and industries. Now, these are used for transporting crude oil, petroleum products and natural gas from oil and natural gas fields to refineries, fertilizer factories and big thermal power plants. Solids can also be transported through a pipeline when converted into slurry.

Merits :

- (i) Useful in transporting liquids and solid slurry from far away locations.
- (ii) Subsequent running costs after laying down the network are minimal.
- (iii) It rules out trans-shipment losses or delays.

Demerits :

- (i) Initial cost of laying pipelines is high.
- (ii) Pipelines can burst or can have leakage leading to wastage of valuable resource like water, mineral oil, etc. [CBSE Marking Scheme, 2016] $1 + 1 + 1 = 3$

Q. 11. Explain any four advantages of pipeline transportation. [Board Term-II, 2011]

Ans. The four advantages of pipeline transportation are :

- (i) Both solid (when converted into slurry) liquid and gases can be transported through pipelines
- (ii) Initial cost of laying pipelines is high but subsequent running costs are minimal.
- (iii) Trans-shipment of losses and delays are minimum.
- (iv) It is economical to transport petroleum, natural gas, fertilizers to interior places.

3

A Q. 12. Describe any three features of waterways in India.

[Board Term-II, Outside Delhi (Set-2) 2015]

Ans. Features of waterways in India are :

- (i) India has been one of the seafaring countries.
- (ii) Sea men sailed far and near; carrying and spreading Indian commerce and culture.
- (iii) Waterways are the cheapest means of transport.
- (iv) They are most suitable for carrying heavy and bulky goods over long distance.
- (v) It is fuel-efficient and environment friendly mode of transport.
- (vi) 95% of the country's trade volume is moved by sea. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

A Q. 13. Describe any three factors that accord prominence to airways as a mode of transportation.

[Board Term-II, Set RKZQI05, 2015]

Ans. Following are the factors that accord airways prominence as a mode of transportation :

- (i) They are the fastest mode of transportation,
- (ii) They are the best means of transport for remote, inaccessible and hostile areas,
- (iii) Airways play a vital role in the event of natural and human-made calamities like floods, famines, earthquake, epidemics and war by virtue of their swiftness.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 14. Why is air travel preferred in the north-eastern states of India ? Explain. [Board Term-II, 2014]

Ans. Refer to Ans. of Q. 12. Long Answer Type Questions.

Long Answer Type Questions

5 marks each

B Q. 1. What is the importance of transport ? Mention the various means of transport available in India. [Board Term-II, Set-68039, 2011]

Ans. Means of transport :

- (i) Roadways
- (ii) Railways
- (iii) Pipelines
- (iv) Waterways
- (v) Airways. (Any three)

Importance of Transport :

- (i) Connects the people.
- (ii) Sense of belonging in the people living at far places.
- (iii) Helpful for business activities.
- (iv) Helpful in the period of crisis.

(Any three) $2\frac{1}{2} + 2\frac{1}{2} = 5$

B Q. 2. What is the significance of 'Border Roads' ? Explain. [NCERT]

[Board Term-II, Set-68016, 2011]

Ans. (i) Border road organization was established in 1960.

(ii) This organization develops the roads of strategic importance in the North and the East border areas.

- (iii) These roads have improved accessibility in areas of difficult terrain.
- (iv) These roads have enabled the economy to develop in the border areas.

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

[CBSE Marking Scheme, 2011]

A Q. 3. Describe any five major problems faced by road transport in India. [Board Term-II, 2013]

Ans. Five problems faced by road transport in India are given below :

- (i) Volume of traffic and passengers is very large.
- (ii) Road network is inadequate.
- (iii) Half the roads are unmetalled, which limits their usage in rainy seasons.
- (iv) National highways too are inadequate.
- (v) Roadways are highly congested in cities and most bridges and culverts are old and narrow.

$1 \times 5 = 5$ [CBSE Marking Scheme, 2013]

Q. 4. Explain with examples the conditions responsible for uneven distribution pattern of the railway network in India.

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

Ans. The distribution pattern of the Railway network :

- The northern plains with their vast level land, high population density and rich agricultural resources provided the most favourable condition for their growth.
- In the hilly terrains of the peninsular region, railway tracks are laid through low hills, gaps or tunnels.
- The Himalayan mountainous regions too are unfavourable for the construction of railway lines due to high relief, sparse population and lack of economic opportunities.
- It was difficult to lay railway lines on the sandy plain of western Rajasthan, swamps of Gujarat, forested tracks of Madhya Pradesh, Chhattisgarh, Odisha and Jharkhand.
- The contiguous stretch of Sahyadri could be crossed only through gaps or passes (Ghats).
- The development of the Konkan railway along the west coast has facilitated the movement of passengers and goods. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

A Q. 5. Describe any two merits of railways and any two problems being faced by the railways.

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

Ans. (i) The railways are the main artery of inland transport in India :

- Railways are the principal mode of transportation for freight and passengers.
- Railways are useful in conducting business, sightseeing, pilgrimage along with transportation of goods over long distances.
- Railways in India bind the economic life of the country as well as accelerate the development of the industry and agriculture. (Any two)

(ii) The following problems are being faced by the railways :

- Travelling without ticket.
- Thefts and damaging railway property.
- Stopping of trains without any emergency or necessity. (Any two) $2\frac{1}{2} + 2\frac{1}{2} = 5$

[CBSE Marking Scheme, 2011]

Q. 6. "Pipeline transport network is a new arrival on the transportation map of India." Explain.

[Board Term-II, Set-68040, 2011]

Ans. (i) Previously these were used to transport water to cities and industries.

(ii) Presently these are used to transport crude oil, petroleum products and natural gas.

(iii) Initial cost of laying pipelines is high but running costs are minimal.

(iv) It rules out delay and losses. Some network are from oilfield in upper Assam to Kanpur. $1\frac{1}{4} \times 4 = 5$

A Q. 7. Elaborate any two important networks of pipeline transportation in India along with their branches. [Board Term-II, 2014, 2011]

Ans. (i) Commodities transported by pipelines : Crude oil, petroleum products, natural gas and even solids in the form of slurry.

(ii) Network :

- From upper Assam to Kanpur (Uttar Pradesh), via Guwahati, Barauni and Allahabad. It has branches from Barauni to Haldia via Rajbandh, Rajbandh to Maurigram and Guwahati to Siliguri.
- From Salaya in Gujarat to Jalandhar in Punjab via Viramgam, Mathura, Delhi and Sonipat. It has branches to connect Koyali (near Vadodara, Gujarat) Chakshu and other places.
- From Hazira in Gujarat to Jagdishpur in Uttar Pradesh Gas pipeline via Vijaipur in Madhya Pradesh. It has branches to Kota in Rajasthan, Shahjahanpur, Babrala and other places in Uttar Pradesh.

5

[CBSE Marking Scheme, 2014]

A Q. 8. Highlight any five features of Hazira–Vijaipur–Jagdishpur gas pipeline.

[Board Term-II, Set-KCG34U9, 2016]

Ans. (i) This pipeline is about 1700 km. long.

- Hazira–Jaipur–Jagdishpur cross country gas pipeline links Mumbai High and Bassien with the fertilizer, power and industrial complexes in western and northern India.
- This artery has provided an impetus to India's gas production.
- The power and fertilizer industries are the key users of natural gas.
- Use of Compressed Natural Gas (CNG) for vehicles to replace liquid fuels is gaining wide popularity in the country.

$1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

A Q. 9. Name the longest National Waterway of India. Write any three points of importance of waterways. [Board Term-II, Set-37/B1, 2011]

Ans. The longest National Waterway of India is the Ganga river between Allahabad and Haldia.

Importance of waterways :

- It is most suitable for carrying heavy and bulky goods.
- It is a fuel efficient and environment friendly.
- More than 95% of the country's trade volume is moved by the sea.
- It is the cheapest means of transport.
- They are the natural routes which do not involve cost of construction. (Any four) $1 + 4 = 5$

[CBSE Marking Scheme, 2011]

Q. 10. Explain any five characteristics of Kandla Sea-port. [Board Term-II, Set-68026, 2011]

Ans. Characteristics of Kandla sea port :

- First port developed soon after India got independence.
- Reduced the volume of traffic on Mumbai port.
- Tidal port.

- (iv) Caters exports and imports of highly productive granary and industrialised states.
 (v) Free trade zone. $1 \times 5 = 5$

[CBSE Marking Scheme, 2011]

Q. 11. Explain any five merits of Air transport.
 [Board Term-II, Set-68009, 2011]

Ans. Merits of Air Transport are :

- (i) It is the most comfortable mode of transport.
- (ii) It is the fastest mode.
- (iii) It is the prestigious mode of transport.
- (iv) It can cover very difficult terrains like high mountain and dreary deserts.
- (v) Dense forests and oceans are not problems for air transport. It covers them with great ease.

[CBSE Marking Scheme, 2011] $1 \times 5 = 5$

Q. 12. Why is air travel more popular in the North-Eastern states of India ? Explain.
 [Board Term-II, Foreign Set-II, 2016]

Ans. Air Transport is considered as an important means of transport in the North-Eastern part of our country because :

- (i) **Big rivers:** Presence of big rivers like Brahmaputra make it difficult to construct roads and railways. Airways are suitable when rivers get flooded.
- (ii) **Dissected relief :** Uneven surface-not suitable for the construction of roadways and railways-costly affair-can be easily travelled by airways.
- (iii) **Dense forests :** Dense forests hamper the construction of roadways and railways.
- (iv) **International Frontiers :** International borders of Bangladesh, Myanmar, China, etc., can be easily travelled by airways without much hassles.

[CBSE Marking Scheme, 2016] $1\frac{1}{4} \times 4 = 5$

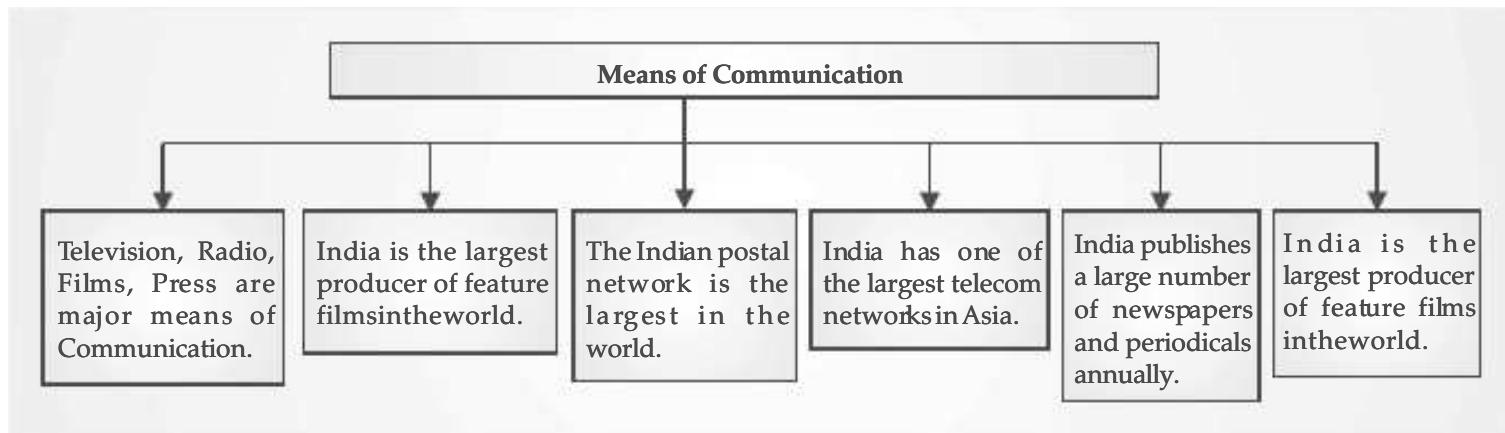
TOPIC-2 Means of Communication

Quick Review

- From the earliest times, human beings have felt the need to communicate with each other. The latest advances in communication are about enabling communication over long distances without the need for change in location of the sender or receiver.
 - Communication is of two types : personal communication and mass communication. Personal communication is where just two or a small group of people communicate with each other. Personal letters, e-mails and phone calls are examples of inter-personal communication.
 - Mass communication is communication referred to an indefinite number of people spread over a large geographical area. Radio, television, cinema, newspapers, magazines and internet, are examples of mass communication.
 - India's postal service is the largest of its kind in the world where the services are provided by the Department of Posts of the Government of India. The Indian postal service handles both letters and parcels. Post cards and envelopes are classified as first-class mail and are delivered on priority using both air and land transport.
 - Packets of books, and registered newspapers and periodicals are classified as second-class mail, and are delivered using surface transport like roadways, railways and ships.
 - The Indian postal service has introduced six channels for quicker delivery of letters in large town and cities, called the Rajdhani Channel, Metro Channel, Green Channel, Business Channel, Bulk Mail Channel and Periodical Channel.
 - The telecom network in India is the largest in Asia, with about 37,565 telephone exchanges spread all over the country. All the urban centres and over two-thirds of Indian villages are now connected with subscriber trunk dialling, or STD facility.
 - The Government of India has made provisions for 24-hour STD facility in every village of India. A uniform rate of STD calls from anywhere in India is possible due to the integration of our space and communication technology development programmes.
 - Radio, television, cinema, books, newspapers, magazines and the Internet serve the dual purpose of providing entertainment and information to the masses.
 - All India Radio Akashwani broadcasts a variety of programmes in regional languages all over India. Doordarsha the national television channel of India, is one of the largest terrestrial networks in the world. Doordarshan broadcasts a variety of Programmes from entertainment, news and information to sports and educational programmes, etc. for all age groups.
 - Periodicals are publications like newspapers and magazines published at regular intervals, from daily to weekly to monthly to yearly. Daily newspapers in India are published in more than 100 languages and dialects. Hindi has the largest share of newspaper publication, followed by English and Urdu.
- The Indian film industry is the largest producers of feature films in the world and also produces short films and video films.

- The Central Board of Film Certification, more commonly known as the Censor Board, certifies all Indian and foreign films before they can be released in India.

Flowchart



Know the Terms

- **Communication** : The imparting or exchanging of information by speaking, writing or using some other medium e.g. phones, letters, television, etc.
- **Personal Communication** : It includes postcards, letters, telegrams, telephones and internet.
- **Mass Communication** : It includes handbooks, journals, magazines, newspapers, radio, television and films. They are of two types : (i) print media, (ii) electronic media.
- **Personal Written Communication** : Indian postal network — 1.5 lakh post offices in India.
- **First-Class Mail** : Mail that is air lifted between stations.
- **Second-Class Mail** : Mail that is carried by surface covering land and water transport.

Know the Terms

- www.preservearticles.com/201101062722/communication

Short Answer Type Question

3 marks

- Q. 1.** What is the difference between personal communication and mass communication ? State any two points of importance of mass communication. [Board Term-II, 2011]

Ans. Personal communication means a communication between two persons either through oral, letter or

through telephone etc, while mass communication includes the use of radio, television, press, films etc, for wider public audience. The two points of importance of mass communication are (i) provides entertainment and (ii) creates awareness among people about various national programmes and policies. [CBSE Marking Scheme, 2011] 3

Long Answer Type Question

5 marks

- Q. 1.** What is mass communication ? What are the different means of mass communication ? What is the significance of mass communication in a country like India ?

[Board Term-II, Set 2027, 2012]

Ans. Mass communication : Means (like electronic media) which covers large number of people at the same time. Different means of communication are radio, television, films and internet, newspapers and magazines.

Significance of mass communication are :

- (i) Covers more than 95% of India's total population.
- (ii) Source of education and entertainment.
- (iii) Most instant means of mass information.
- (iv) Brings all classes of people together.

(Any three) $1 + 1 + 3 = 5$



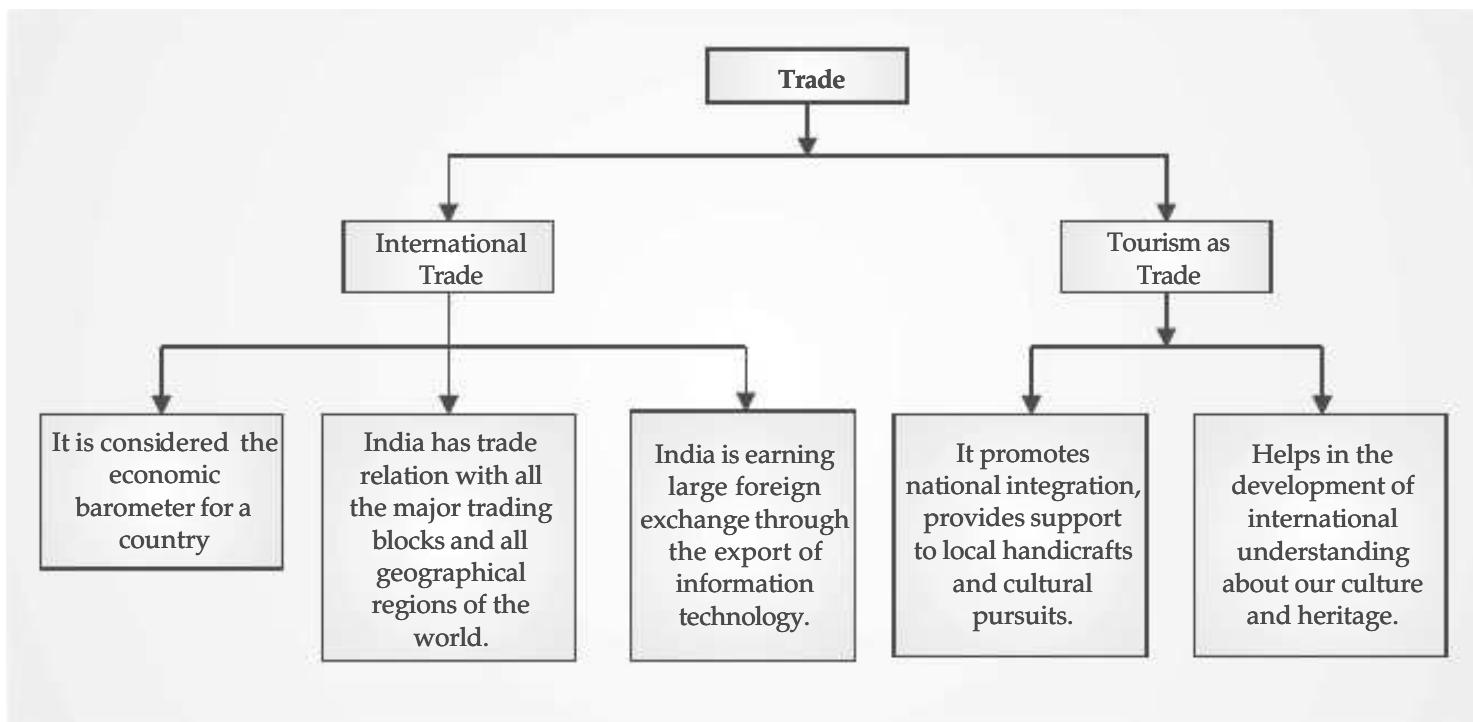
TOPIC-3

International Trade and Tourism

Quick Review

- The exchange of goods between people, companies, states and countries is called trade. The trade within a locality or between towns or villages of a state is called local trade. The trade between two states is called state level trade. The trade between two countries is called international trade.
- Advancement of International trade is index of the health of a country's economy and has two components. The goods purchased from other countries are called imports while the goods sold to other countries are called exports. The difference between the exports and imports of a country is called its balance of trade.
- When the value of the exports of a country is more than the value of its imports, the country is said to have a favourable balance of trade. When the value of the imports of a country is more than the value of its exports, the country is said to have an unfavourable balance of trade.
- The major products showing a rising trend in exports from India are agriculture and allied products, ores and minerals, gems and jewellery, chemicals and allied products, engineering goods and petroleum products.
- The main categories of products imported into India are petroleum and petroleum products, pearls and gemstones, inorganic chemicals, coal, coke and briquettes and machinery. The bulk imports as a group registered a growth accounting for 39.09 percent of total imports. This group includes fertilizers, cereals, edible oils and newsprint. India is a leading software producing country and generates large amounts of foreign exchange through the export of information technology.
- Tourism is an important form of international trade. The Indian tourism industry employs around 15 million people to take care of around 2.6 million foreign tourists who visit India every year. Foreign tourists visit India for heritage tourism, eco-tourism, adventure tourism, cultural tourism, medical tourism and business tourism.
- Tourism not only promotes national integration, it also gives tremendous boost to local handicraft industries and helps foreign tourists to understand and appreciate our cultural heritage.
- Foreign tourist's arrivals in the country witnessed an increase of 11.8% during the year 2010 as against the year 2009, thus contributing ₹ 64,889 crore of foreign exchange.

Flowchart



Know the Terms

- **International Trade :** Trade between two countries is called international trade.
- **Trade :** Exchange of goods between two parties such as people, states and countries is called trade.
- **Economic Barometer :** Advancement of international trade of a country is an index to its economic prosperity. It is, therefore, considered the economic barometer for a country.
- **Balance of Trade :** The difference between exports and imports.
 - (i) **Favourable Balance of Trade :** If the value of exports is more than the value of imports.
 - (ii) **Unfavourable Balance of Trade :** If the value of imports is more than the value of exports.
- **Tourism as a Trade :** Tourism promotes national integration and develops an international understanding. It supports local handicrafts and cultural pursuits.

Know the Links

- www.emeraldinsight.com/doi/pdf/10.1108/eb05795
- www.academia.edu/.../Relationship_between_Tourism_and_International

Very Short Answer Type Questions

1 mark each

A Q. 1. Which term is used to describe trade between two or more countries ?

Ans. International trade.

1

U Q. 2. What does favourable balance of trade refer to ?

Ans. When the value of exports exceeds the value of imports, we call it Favourable Balance of Trade. 1

Short Answer Type Questions

3 marks each

B Q. 1. What is meant by international trade. State any one feature of India's international trade.

[Board Term-II, 2011]

Ans. (i) Trade between two countries is called international trade.

(ii) One of the features of international trade of India is information technology $1\frac{1}{2} + 1\frac{1}{2} = 3$

B Q. 2. Define the following terms :

[Board Term-II, 2011]

(i) Trade

(ii) International Trade

(iii) Favourable Balance of Trade

(iv) Unfavourable Balance of Trade

Ans. (i) The exchange of goods among people, states and countries is referred to as trade.

(ii) Trade between two countries is called international trade.

(iii) When the value of export exceeds the value of imports, it is called a favourable balance of trade.

(iv) When the value of imports exceeds the value of exports, it is termed as unfavourable balance of Trade. $\frac{1}{2} + \frac{1}{2} + 1 + 1$

[CBSE Marking Scheme, 2011]

A Q. 3. Describe the significance of tourism as a trade in India.

[Board Term-II, Outside Delhi Set-III, 2015]

Ans. Significance of tourism as a trade in India :

(i) Tourism in India has grown substantially over the last three decades.

(ii) Foreign tourist's arrival has witnessed an increase, thus contributing to foreign exchange.

(iii) More than 15 million people are directly engaged in the tourism industry.

(iv) It provides support to local handicrafts and cultural pursuits.

(v) Tourism also promotes national integration.

(vi) It helps in development of international understanding about our culture and heritage.

(vii) Foreign tourists visit India for heritage tourism, eco-tourism, adventure tourism, cultural tourism, medical and business tourism.

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

[CBSE Marking Scheme, 2015]

U Q. 4. Explain the ways in which tourism promotes the related industries and services of the destination-country.

[Board Term-II, Set-RKZQI05, 2015]

Ans. The industries cheek in jowl with tourism is handicraft industry, sculpture, sea-shell, regional handloom among others. Indian handicraft and handloom in particular hold special attraction for the Western tourists. Hospitality in services sectors is benefitted immensely by tourism.

Also, the transportation services reap the benefits of tourism. Over 2.6 million foreign tourists visit India every year. For example, tourism contributed 14,000 crore rupees to the Indian exchequer in year 2000 and generated employment for 15 million people directly engaged in the tourism industry. 3

[CBSE Marking Scheme 2015]

Long Answer Type Questions

5 marks each

Q. 1. What is trade ? Explain the importance of international trade ?

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

Ans. Trade : Refer to ans of Q. 2. (i) Short Answer Type Questions.

Importance :

- International trade of a country is an index to its economic prosperity.
- It is considered the economic barometer for a country.
- As the resources are space bound, no country can survive without international trade.
- Countries have trade relations with the major trading blocks.
- Exchange of commodities and goods have been superseded by the exchange of information and knowledge.

(Any four) $1 + 4 = 5$

[CBSE Marking Scheme, 2016]

A Q. 2. "Advancement of international trade of a country is an index to its prosperity." Support the statement with suitable examples.

[Board Term-II, 2014, 2011]

OR

"No country can survive without international trade in the present global world." Explain the statement.

[Board Term-II, 2011]

Ans. (i) No country in the world is self-sufficient in all its needs. Goods produced by one country are required by the other country and *vice-versa*. Hence, differences in resources, needs and development among nations creates conditions for international trade between them.

- It helps in exchange of surplus goods with those of deficit countries through foreign trade.
- Foreign trade has helped India to improve its productivity of manufactured goods.
- International trade contributed to India's economic growth, raising income levels of people thus, increasing the foreign exchange reserves.
- International trade helps India to import advanced technology of other countries to improve its own production.

(vi) Thus, prosperity of a country depends on the advancement of the international trade and hence, it is called the 'economic barometer' of a nation.

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

U Q. 3. Explain with examples of the changing nature of international trade of India in the last fifteen years. [Board Term-II, Set (68008) 2012]

OR

Write a note on the changing nature of International trade in India in the last fifteen years.

[Board Term-II, Set (2030) 2012]

Ans. There has been a change in the nature of our international trade :

- Since 2004-2005, the share of agriculture and allied products, ores and minerals, chemical engineering goods has been increasing.
- Exchange of commodities and goods have been superseded by the exchange of information and knowledge.
- India has emerged as a software giant at international level.
- India is earning large foreign exchange through the export of information technology.
- Imports :** Commodities imports include petroleum and petroleum products 41.87% and Coal, Coke – 94.17%

$1 \times 5 = 5$

B Q. 4. Define the term 'Tourism'. Why is tourism known as a trade ? Explain.

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

Ans. (i) Tourism : "The cultural, recreational and commercial visit to internal places is known as Tourism."

- (a) Foreign tourist's arrival in the country contributing ₹ 21,828 crore of foreign exchange.
- More than 15 million people are directly engaged in the tourism industry.
- Tourism provides support to local handicrafts.
- Foreign tourists visit India for medical tourism and business tourism.
- Helps in the growth of national income and integrity.

(Any four) $1 + 4 = 5$

[CBSE Marking Scheme, 2016]

High Order Thinking Skills (HOTS) Questions

Q. 1. Compare and contrast the merits and demerits of roadways with those of railways.

[Board Term-II SQP, 2016]

Ans. Roadways v/s Railways :

- Construction cost of roads is much lower than that of railway lines and construction time is also comparatively less.
- Roads can traverse comparatively more dissected and undulating topography which is a limitation in case of railways.

(iii) Roads can negotiate higher gradients of slopes and as such can traverse mountains like the Himalayas, whereas the mountainous regions are unfavourable for the construction of railway lines due to high relief, sparse population and lack of economic opportunities. Likewise, it is difficult to lay railway lines on the sandy plains in the deserts, swampy or forested tracks.

- (iv) Road transport is economical in transportation of few persons and relatively smaller amount of goods over short distances, whereas railways are suitable for transportation of large number of people and goods in bulk, especially over long distances.
- (v) Roadways provide door-to-door service, thus the cost of loading and unloading is much lower but railways have not reached everywhere, still there are places which are yet to be connected with the railways.
- (vi) Road transport is also used as a feeder to other modes of transport such as they provide a link between railway stations, air and seaports. On the other hand, railways work as a lifeline for the economic growth of a country as they carry raw materials and produced goods from one part of the nation to another on a large scale.

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

[CBSE Marking Scheme, 2016]

- Q. 2.** Analyse the physiographic and economic factors that have influenced the distribution pattern of the railway network in our country.

[Board Term-II, 2015]

Ans. Rail transport is the most convenient mode of transportation. Though the railway network is not evenly distributed across the country. The distribution pattern of the railway network in the country has been largely influenced by physiographic, economic and administrative factors.

Physiographic Factors : (i) The northern plains with their vast level land, high population density and rich agricultural resources provide the most favourable condition for their growth of railway networks. (ii) The uneven terrain like hills, mountains, rivers with wide beds have posed severe obstacle in the infrastructural development of railways like laying tracks, construction of bridges and so on. (iii) In the hilly terrain of the peninsular region, railway tracks are laid through low hills, gaps or tunnels. (iv) The Himalayan mountainous regions too are unfavourable for the construction of railway lines due to high relief, sparse population and lack of economic opportunities. (v) It is equally difficult on the sandy plain of western Rajasthan, swamps of Gujarat, forested tracks of Madhya Pradesh, Chhattisgarh, Odisha and Jharkhand.

Economic Factors : (i) There are several economic factors that affect the distribution of railways e.g. state funding plays a vital role in the development of railways across the nations. (ii) The state with flexible laws supports the growth of railways.

Along with this the places that are highly industrialised attract the development of railways. Since the growth of both is complimentary to each other e.g. recently railways network is enhancing along the industrial corridors.

5

[CBSE Marking Scheme, 2015]

- Q. 3.** "Road transport and Rail transport in India are not competitive but complementary to each other." Justify the statement.

[Board Term-II, Foreign Set-I, II, III, 2015]

Ans. Road Transport and Rail Transport :

The statement 'Road Transport' and 'Rail Transport' in India are not competitive but complementary to each other are justified in the following ways :

- (i) Road transport is more suitable for short distances whereas rail transport is more suitable for long distances.
- (ii) Road transport is economical in transportation of few persons and relatively smaller amount of goods over short distances, whereas rail transport is more suitable for large number of people and heavy goods.
- (iii) It is beneficial for perishable goods to be carried by roads in short period of time, whereas non-perishable and bulky are transported by railways for a longer distances.
- (iv) Road transport increases the efficiency of railways.
- (v) Road transport links the rural areas with railway stations.
- (vi) The deficiency of railways is compensated by road transport.

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

[CBSE Marking Scheme, 2015]

- Q. 4.** "Indian Railways binds the economic life of the country as well as accelerates the development of industry and agriculture." Justify the statement.

[Board Term-II, O.D. Set-I, 2014]

Ans. Railways are the most important mode of transport in India due to the following reasons :

- (i) Railways are the principal mode of transportation for freight and passengers in India, as they link different parts of the country.
- (ii) They carry huge loads and bulky goods to long distances.
- (iii) Railways make it possible to conduct multifarious activities like business, sightseeing, pilgrimage along with goods transportation over longer distances.
- (iv) Railways have been a great integrating force for the nation, for more than 150 years now.
- (v) They have been helpful in binding the economic life of the country and cultural fusion.
- (vi) They have accelerated the development of the industry and agriculture.

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

[CBSE Marking Scheme, 2014]

- Q. 5.** Classify roads into six classes according to their capacity. What is the role of National Highway Authority of India ?

[Board Term-II, Set-2076, 2012]

Ans. Roads are classified as given below :

- (i) **Golden Quadrilateral Super Highways** reduced the time and distance between the mega cities of India.
- (ii) **National Highways** connect the state capitals, big cities and important ports.

- (iii) **State Highways** join the state capitals with district headquarters.
- (iv) **District Roads** connect the district centres with the major roads.
- (v) **Other Rural Roads** which link rural areas and villages with towns.
- (vi) **Border Roads** have increased accessibility in areas of difficult terrain.

Projects related to Super Highways are being implemented by the NHAI. (Any five) $1 \times 5 = 5$

Q. 6. Classify communication services into two categories. Explain main features of each.

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

Ans. Classification of communication services in two categories :

- (i) Personal communication.
- (ii) Mass Communication.

Features :

(i) **Personal communication**

- (a) Communication between two or more persons at personal level.
- (b) The Indian postal network handles parcels as well as personal written communication.
- (c) Cards and envelopes posts and telegraph, email.
- (d) Telephone services like STD, ISD provide easy and comfortable network to a large number of people.

(ii) **Mass communication :**

- (a) It is the communication through which one can communicate with several people at the same time.
- (b) It provides the entertainment and creates awareness among people about various National programmes and policies.

- (c) It includes print media like newspapers, magazines, book etc. and electronic media like Radio, Television etc. $1 + 2 + 2 = 5$

[CBSE Marking Scheme, 2016]

Q. 7. "Transport and trade are complementary to each other." Justify in three points.

[Board Term-II, 2013]

Ans. Transport and communication for local, national and global trade :

- (i) Today, the world has been converted into a large village with the help of efficient and fast moving transport.
- (ii) Transport has been able to achieve this with the help of equally developed communication system.
- (iii) Therefore, transport, communication and trade are complementary to each other.
- (iv) Today, India is well-linked with the rest of the world despite its vast size, diversity and linguistic and socio-cultural plurality.
- (v) Railways, airways, waterways, newspapers, radio, television, cinema and internet have been contributing to its socio-economic progress in many ways.
- (vi) The trades from local to international levels have added to the vitality of its economy.
- (vii) It has enriched our life and added substantially to growing amenities and facilities for the comforts of life.

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

[CBSE Marking Scheme, 2013]

Value Based Questions

3 marks each

Q. 1. How do modern means of transport serve as lifelines of our nation ? Explain.

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

OR

"Efficient means of transport are pre-requisites for the fast development." Express your views in favour of this statement.

[Board Term-II, Delhi Set-I, II, III, 2016]

OR

Why are efficient means of transport pre-requisites for the fast development of the country ? Explain.

[Board Term-II 2014, 2011]

Ans. Transport and communication are the basic arteries of a nation's economy because :

- (i) Economic development of a region or a country very largely depends upon the dense network of transport and communication.
- (ii) They link areas of production with consumption, agriculture with industry and village with towns and cities.
- (iii) They help the industry by providing raw materials and distribution of finished goods.

- (iv) They help in the development of all the three sectors : Primary, Secondary and Tertiary.

- (v) They help in the balanced regional development.

(Any three)

[CBSE Marking Scheme, 2014]

Q. 2. What is the importance of India as a peninsular country and land of rivers ?

Ans. (i) Waterways are the cheapest means of transport. They are more suitable for carrying heavy and bulky goods. They are a fuel-efficient and environment friendly mode of transport.

(ii) Some waterways have been declared as the National Waterways by the Government :

- (a) The Ganga river between Allahabad and Haldia (1620 km)—N.W. No. 1
- (b) The Brahmaputra river between Sadiya and Dhubri (891 km)—N.W. No. 2.
- (c) The West-Coast Canal in Kerala (Kottapuram-Komman, Udyogamandal and Champakkara Canals 205 km—N. W. No. 3).

(Any two) $1 + 2 = 3$

Q. 3. Why is a dense and efficient network of transport and communication a prerequisite for the development of local, national and global trade of today ? Give your opinion.

[Board Term-II, Foreign Set-I, II, III; 2015,2012]

Ans. Dense and efficient network of transport and communication :

(i) We use different material and services in our daily life. Some of these are available in our immediate surroundings while other requirements are met by bringing things from other places. Movement of these goods and services can be over three domains of earth.

(ii) Today, the world has converted into a large village with the help of efficient and fast moving transport.

(iii) Transport has been able to achieve this with the help of equally developed communication system.

(iv) Therefore transport , communication and trade are complementary to each other.

(v) Today India is well linked with the rest of the world despite its vast size diversity , linguistic and socio-cultural plurality. (Any three)

[CBSE Marking Scheme, 2015]



MAP WORK

(1 mark each for Labelling/Identifying)

A 1. Identify Major Soil Types :

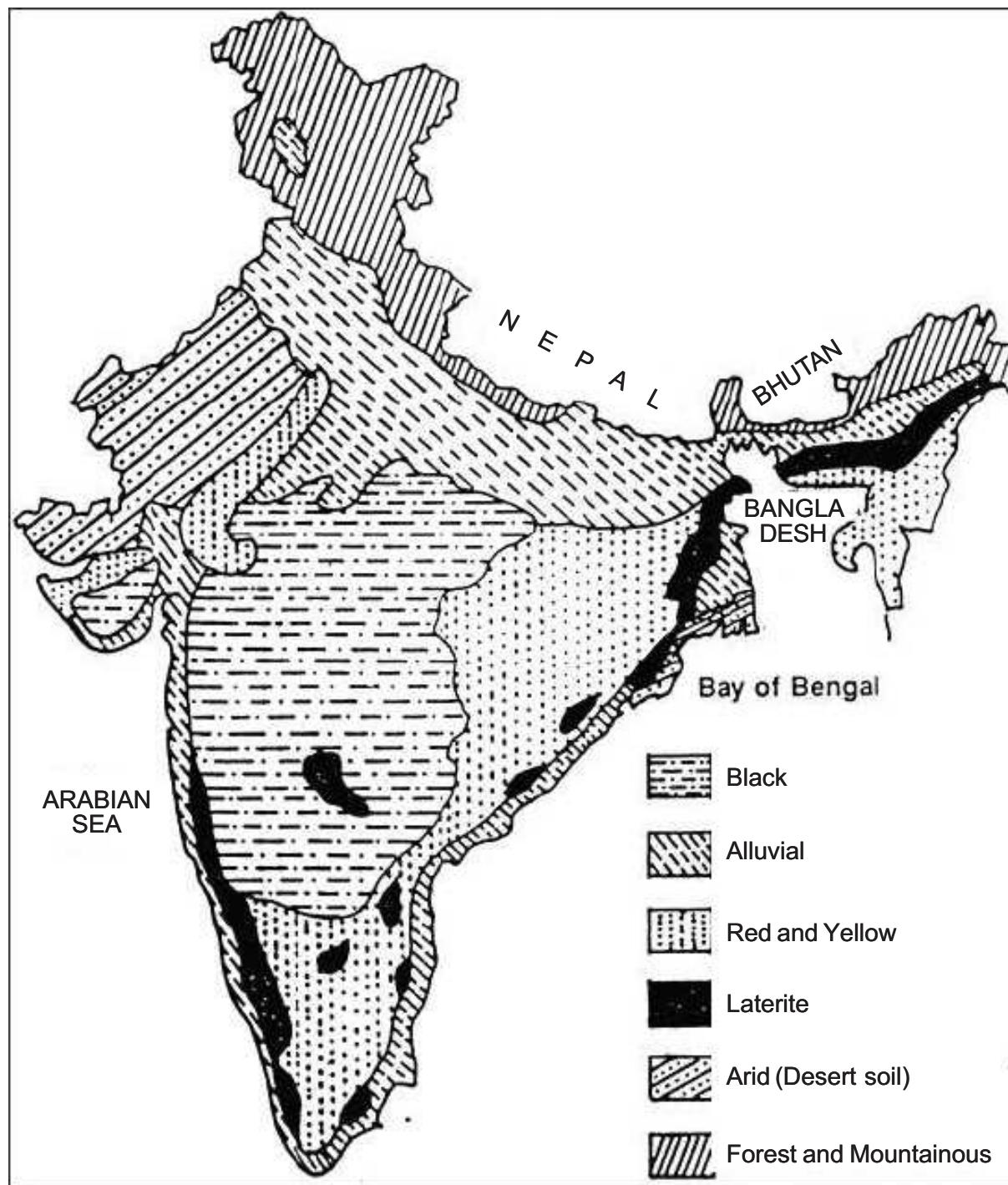
- (a) Forest and Mountainous Soil
- (b) Alluvial
- (c) Red and Yellow
- (d) Black
- (e) Laterite
- (f) Arid

[Board Term-I, 2016 (OEQL2HT, 6HTQGTF, NLTM8TU)
2014 (X30T4XE), (WQ7FXWC)] [DDE-2015, Set-M]

[Board Term-I, 2016 (CB4QHT1), 2013, (3K)]
[Board Term-I, 2015, Set-C5JWEVD][Board Term-I, KVS-2014]

[Board Term-I, DDE-2014]

[Board Term-I, NCT-2014, 2013 (H3)]



A 2. Locate and Label.

(a) Salal Project

[Board Term-I, DDE-2014, (X30T4XE)]

(b) Bhakra Nangal Project

[Board Term-I, 2013 (H3)]

(c) Tehri

[DDE-2015, Set-M], [Board Term-I, 2014 (WQ7FXWC)]

(d) Rana Pratap Sagar

Dam [Board Term-I, (6HTQ4TF)]

(e) Gandhi Sagar

[Board Term-I, 2014 (R9UJGYG)]

(f) Sardar Sarovar Dam

[Board Term-I, 2015, 6AP67LB, C5JWEVD, DDE-2015, Set-M]

(g) Hirakud

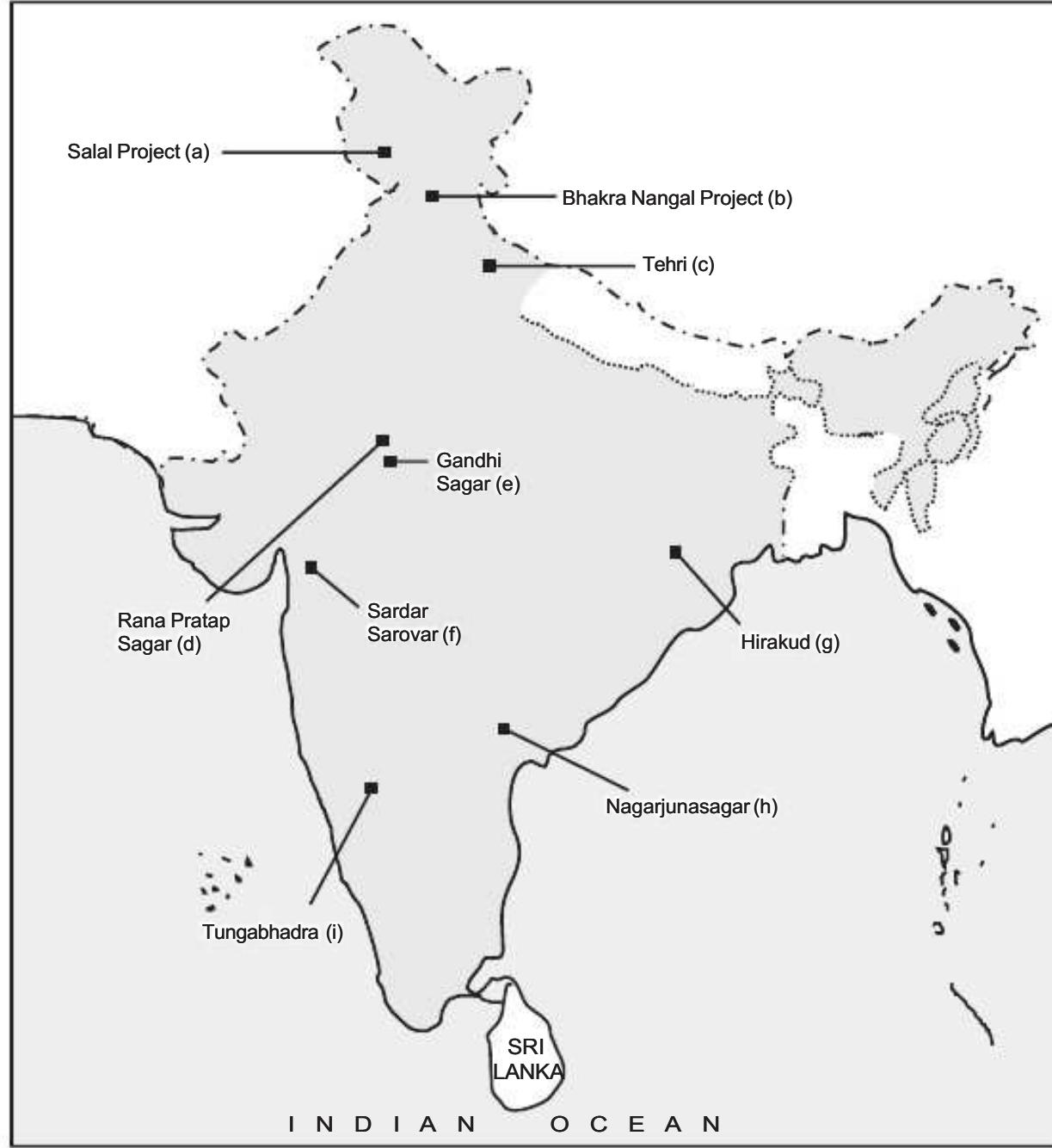
[Board Term-I, 2016 (CB4QHT1 & NLTM874), KVS-2014, 2013 (3K)]

[Board Term-I, 2015, 6AP67LB, C5JWEVD, DDE-2015, Set-M]

(h) Nagarjunasagar

[Board Term-I, 2016 (OEQL2HT)]

(i) Tungabhadra

**[U+A] 3. Identify, locate and label.**

Major producer states of :

(i) Jute

[Board Term-I, NCT-2014]

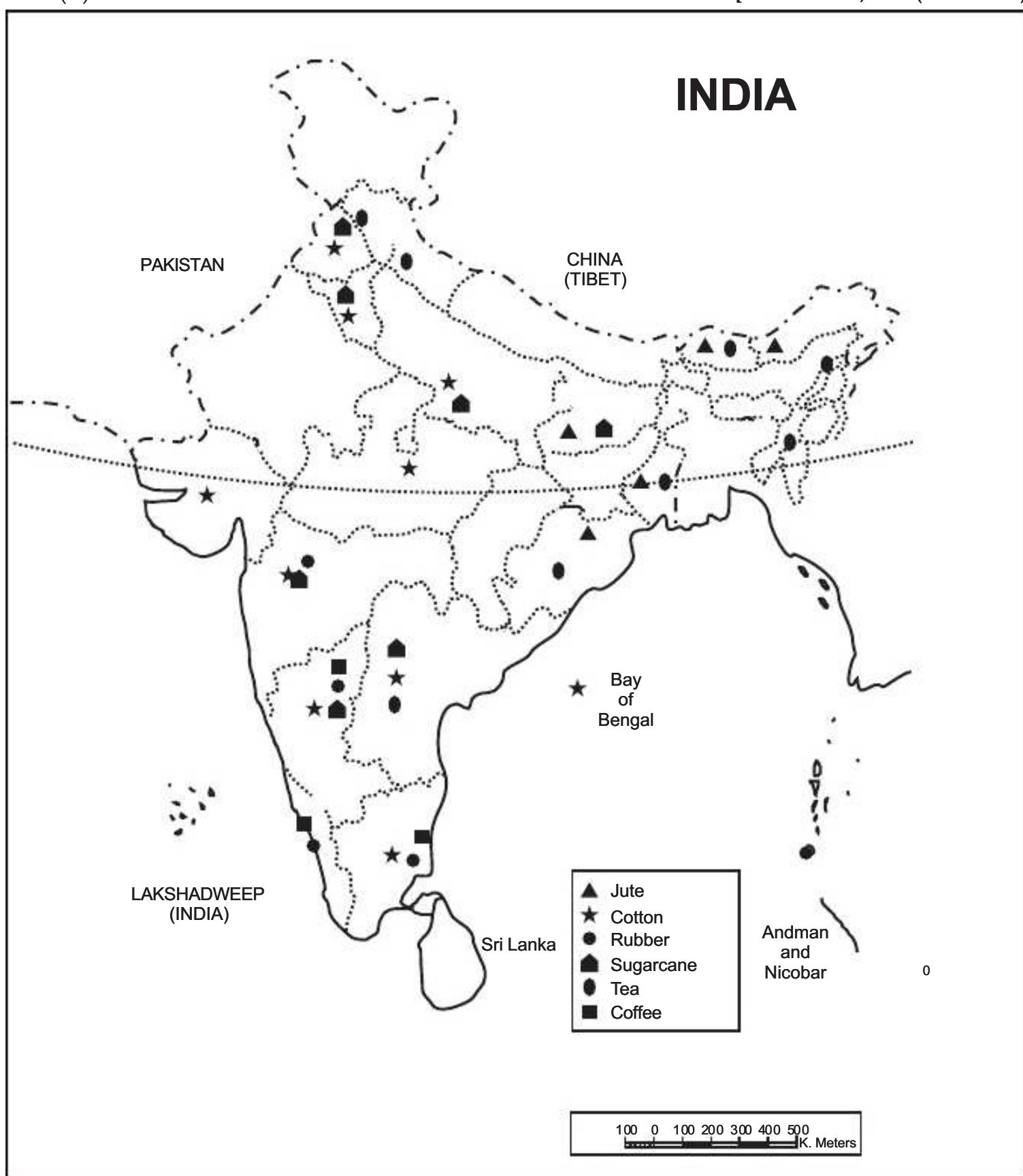
(ii) Cotton

(iii) Rubber

[Board Term-I, 2016 (CB4QHT1, 6HT8GTF)]

- (iv) Sugarcane
- (v) Tea
- (vi) Coffee

[Board Term-I, 2016 (NLTM8TU)]



U+A 4. Identify, locate and label.

Major rice growing areas :



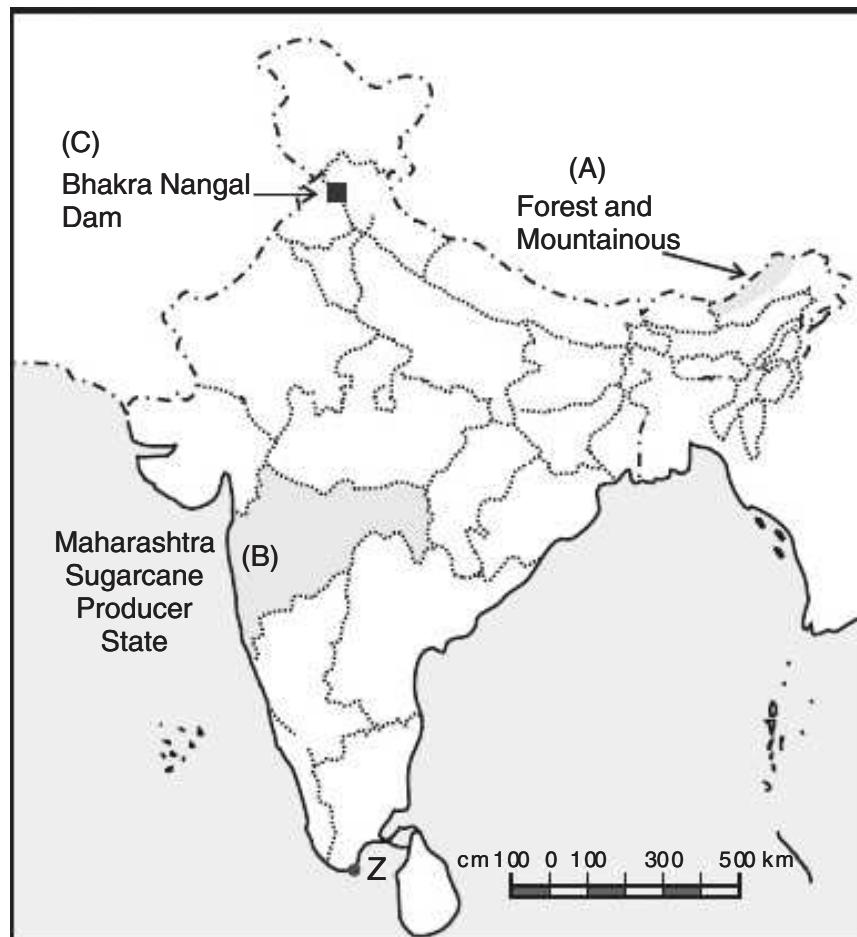
U+A 5. Identify, locate and label.

Major wheat growing areas :

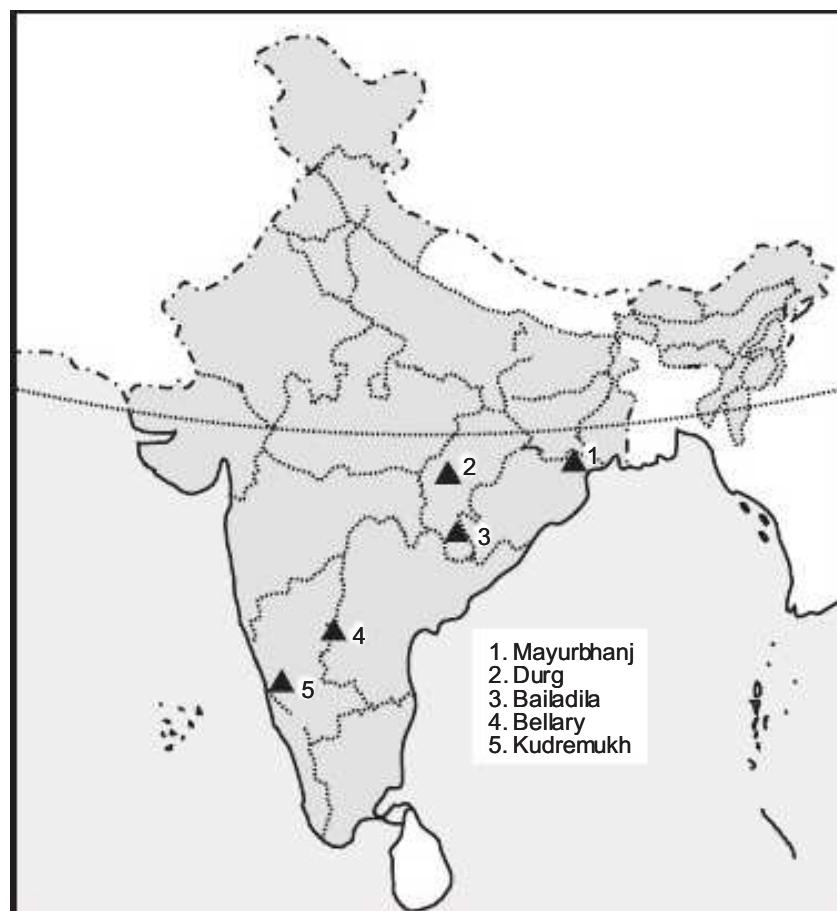


U+A 6. (a) One feature A is shown in the given political outline map of India. Identify this feature with the help of following information and write its correct name on the line marked on the map :

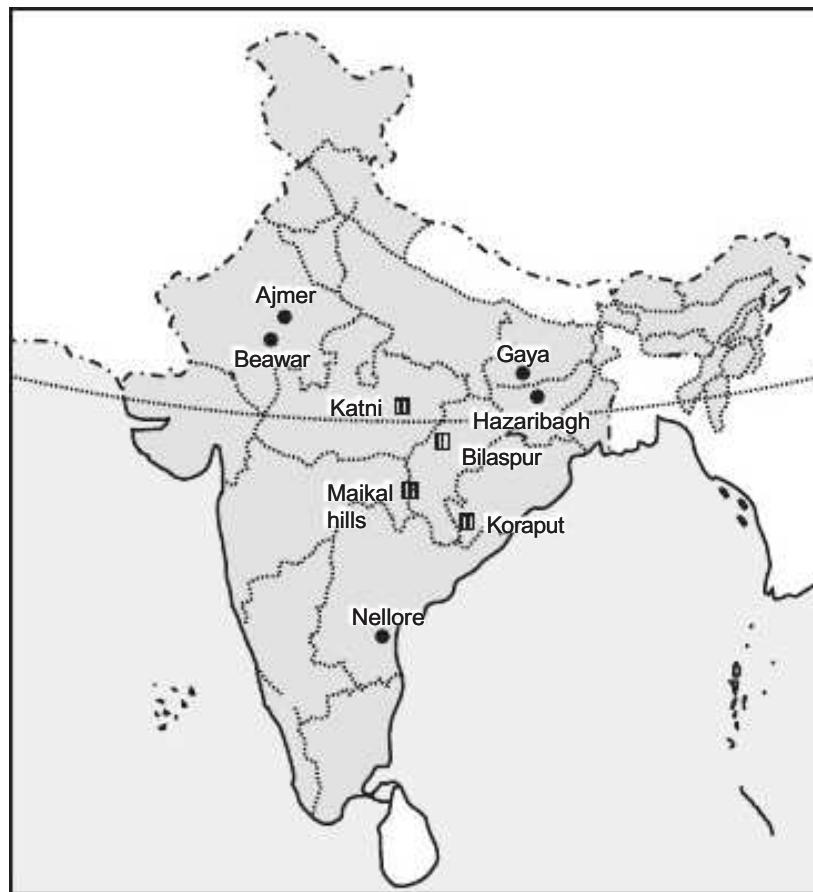
- (A) A soil type
- (b) On the same political outline map of India, locate and label the following features with appropriate symbols :
- (B) A State which is the major producer of sugarcane
- (C) Bhakra Nangal Dam



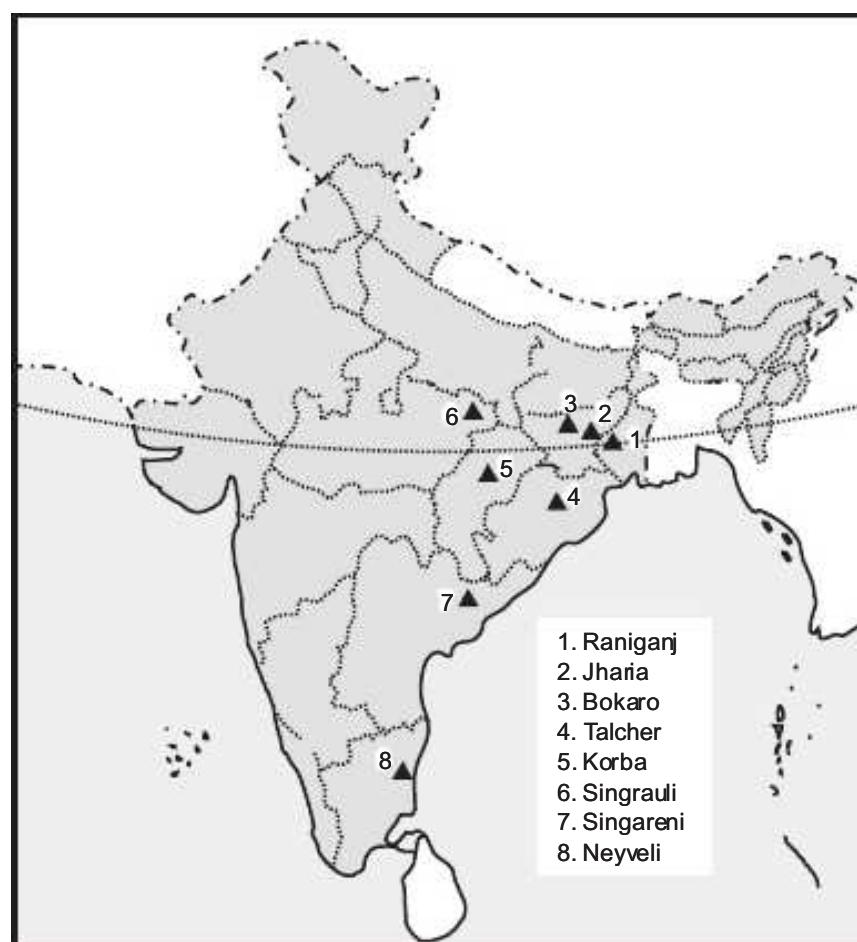
Q. 7. Locate and label major iron ore mines.



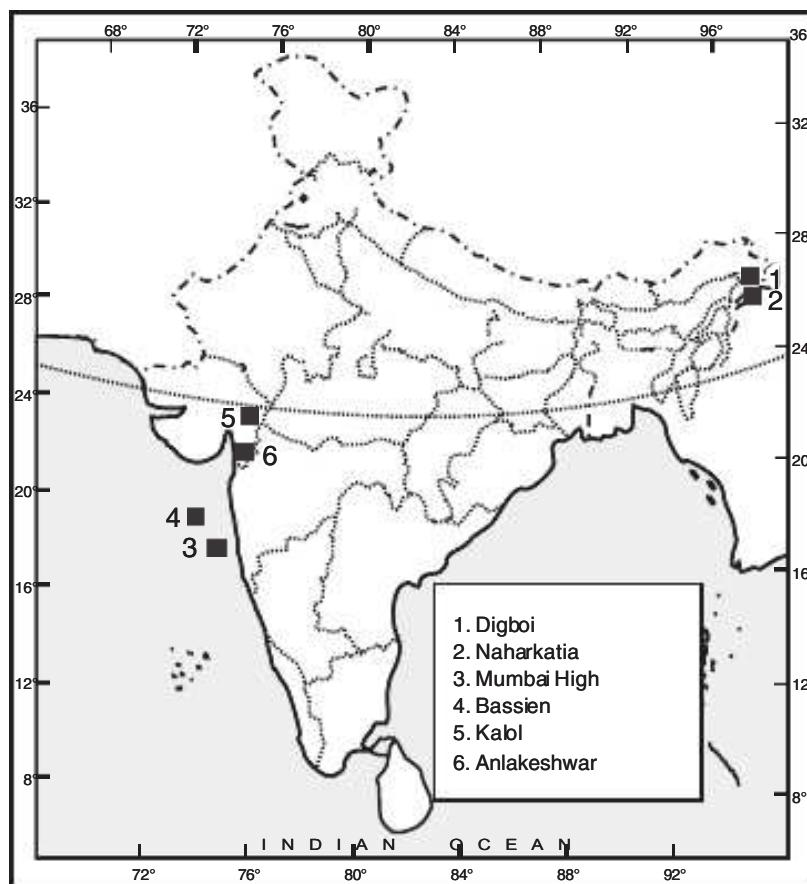
Q. 8. Locate and label major mica mines and bauxite deposits.



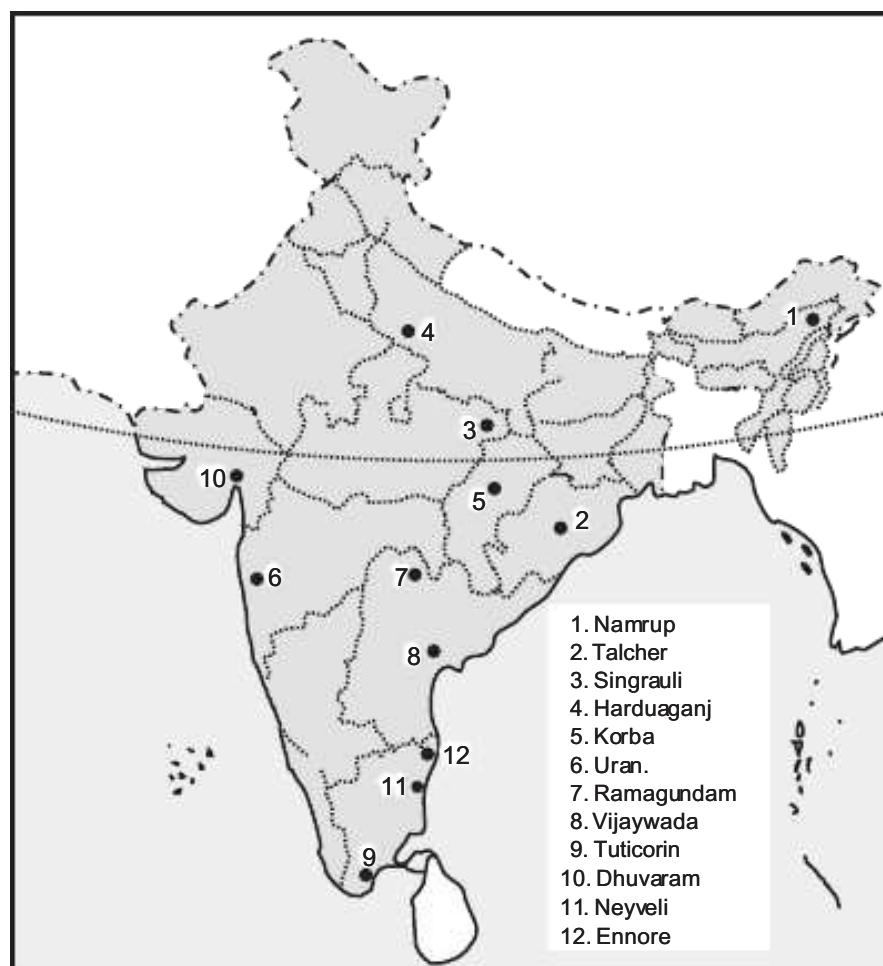
Q. 9. Locate and label major Coalfields or mines.



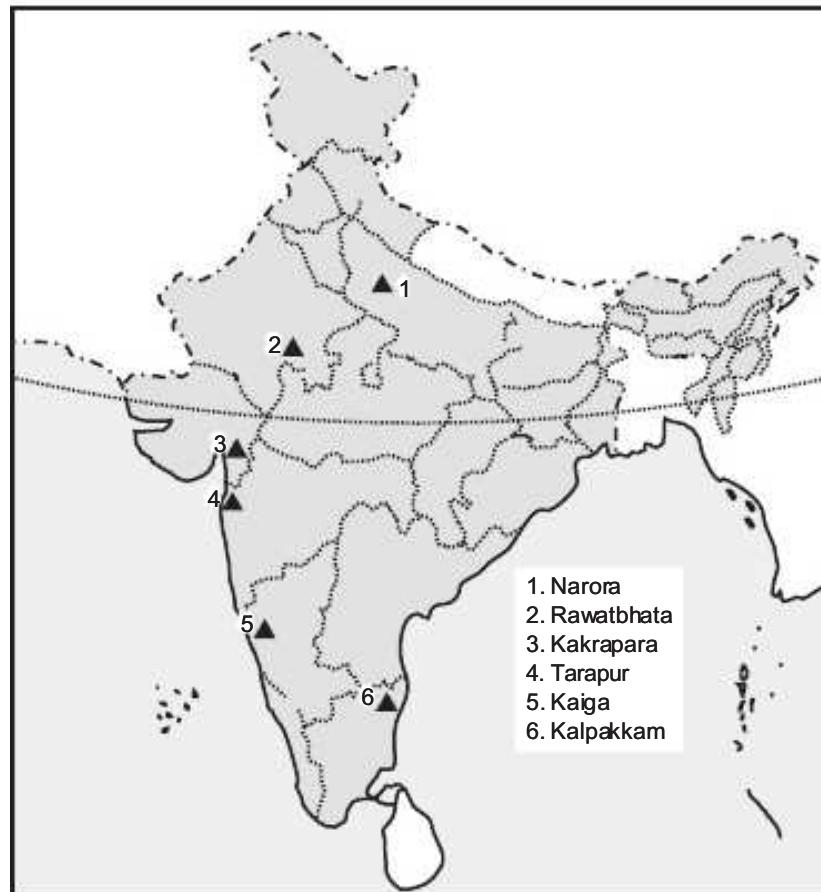
Q. 10. Locate and label major oil fields.



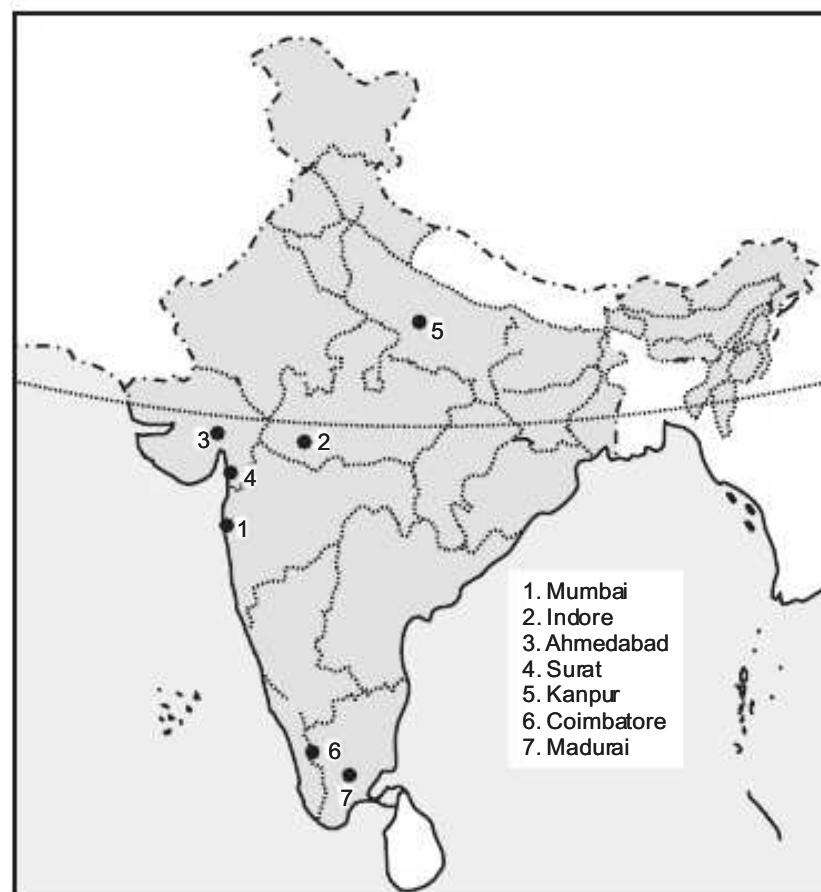
Q. 11. Locate and label thermal power stations.



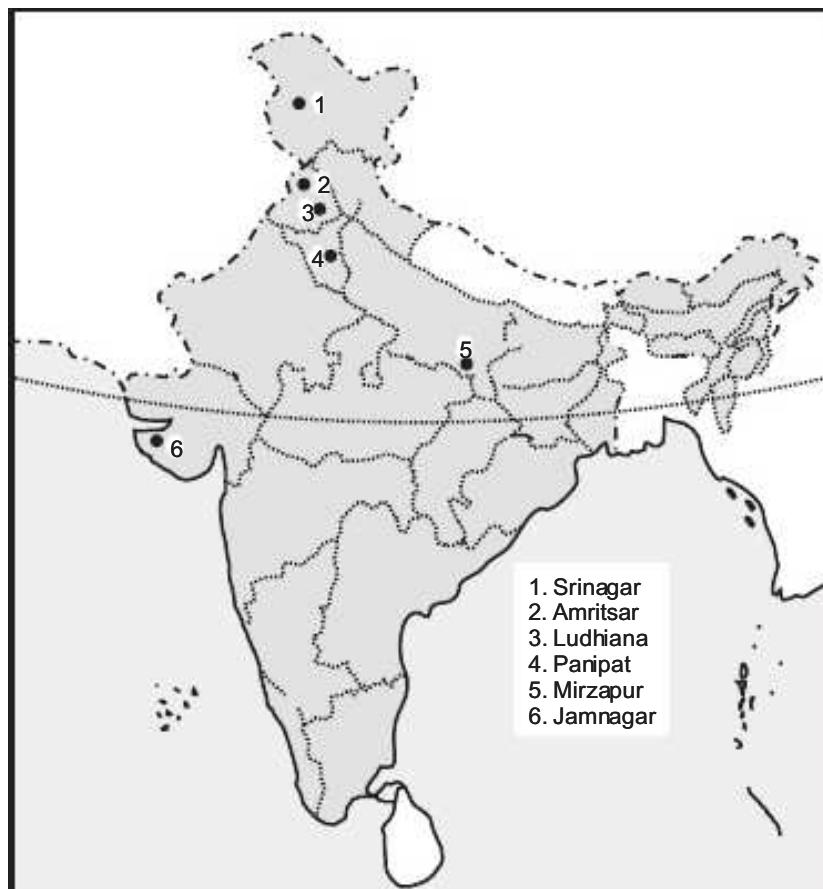
Q. 12. Locate and label main nuclear power stations.



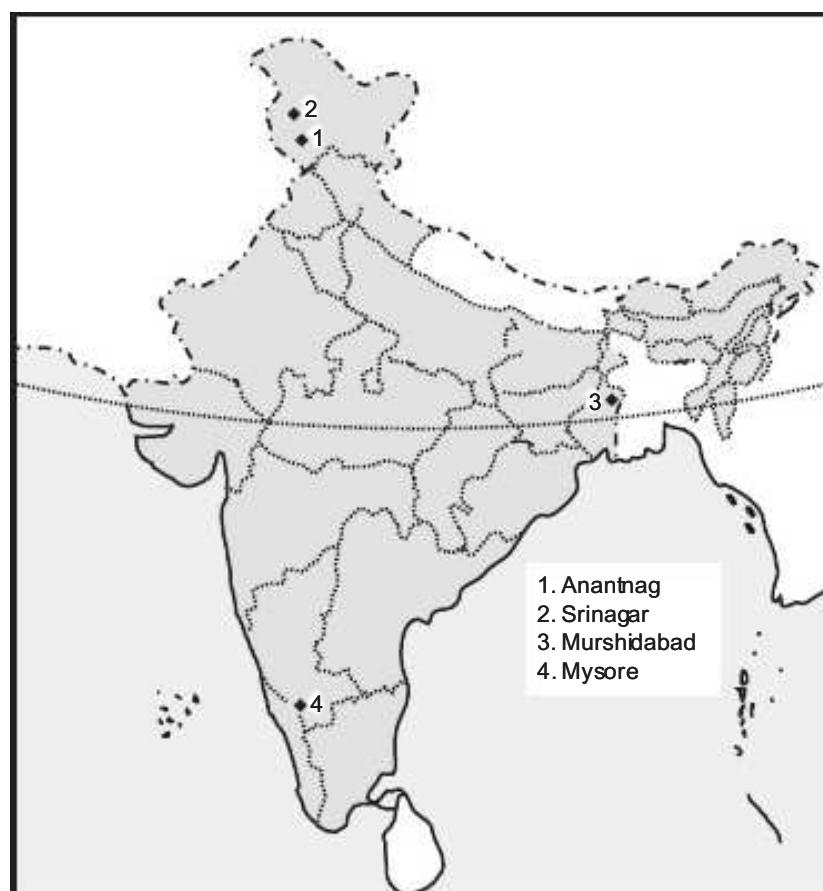
Q. 13. Locate and label major cotton textile industries.



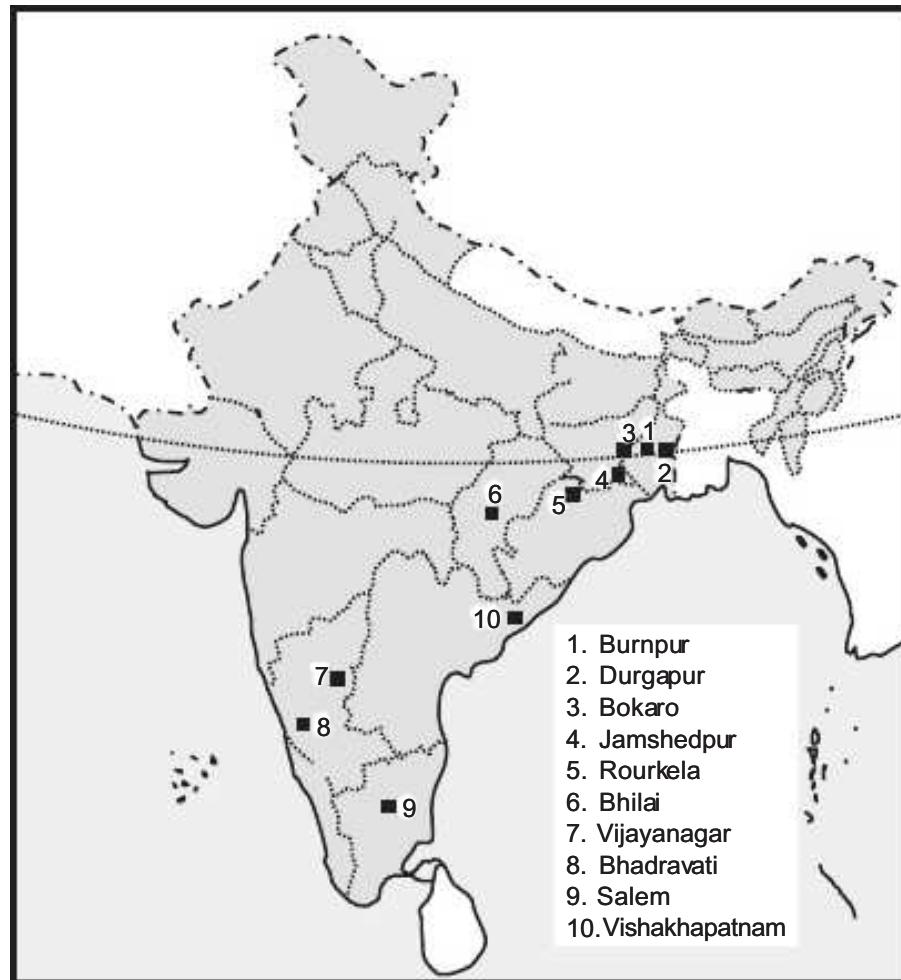
Q. 14. Locate and label woolen industries.



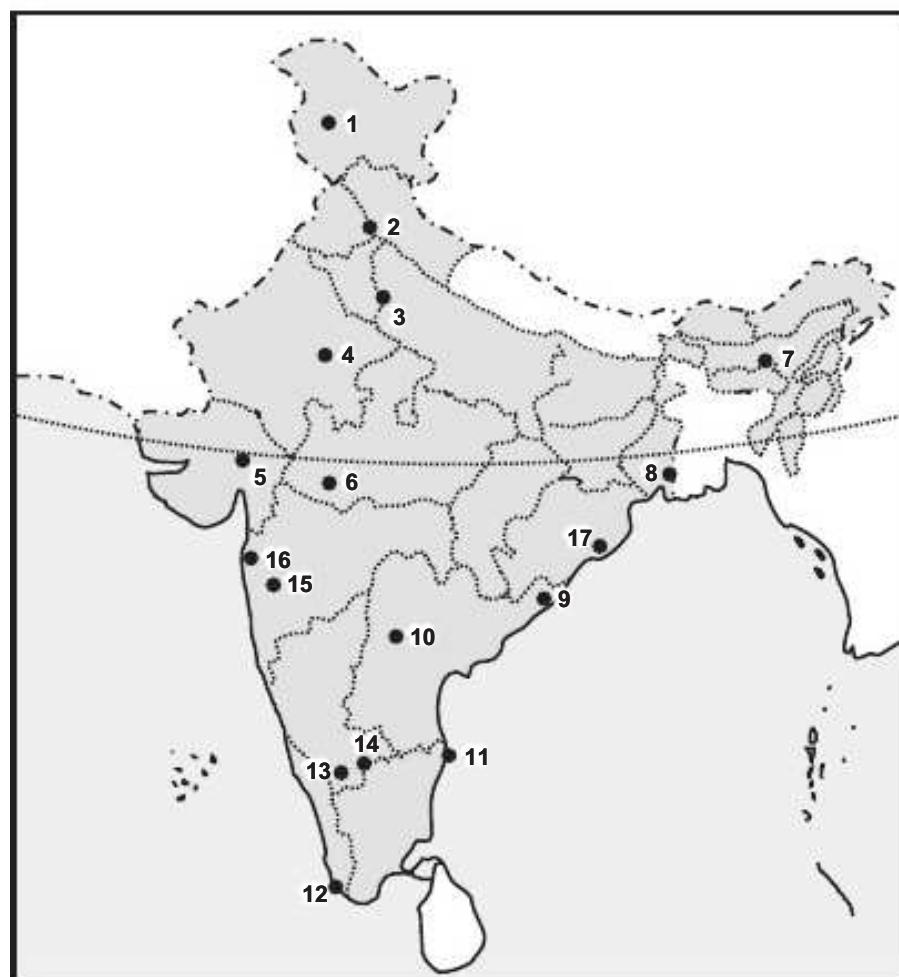
Q. 15. Locate and label major silk industries.



Q. 16. Locate and label iron and steel industries.

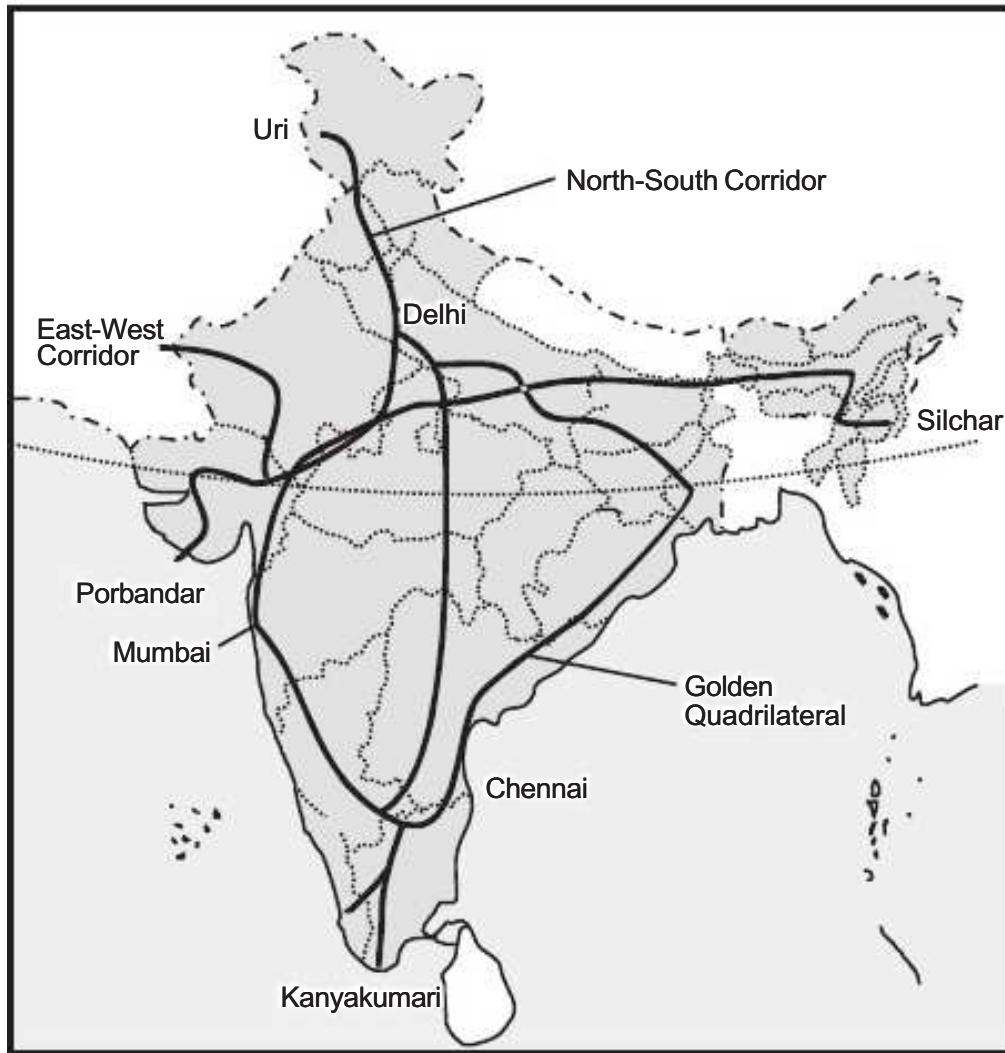


Q. 17. Locate and label software technology parks.

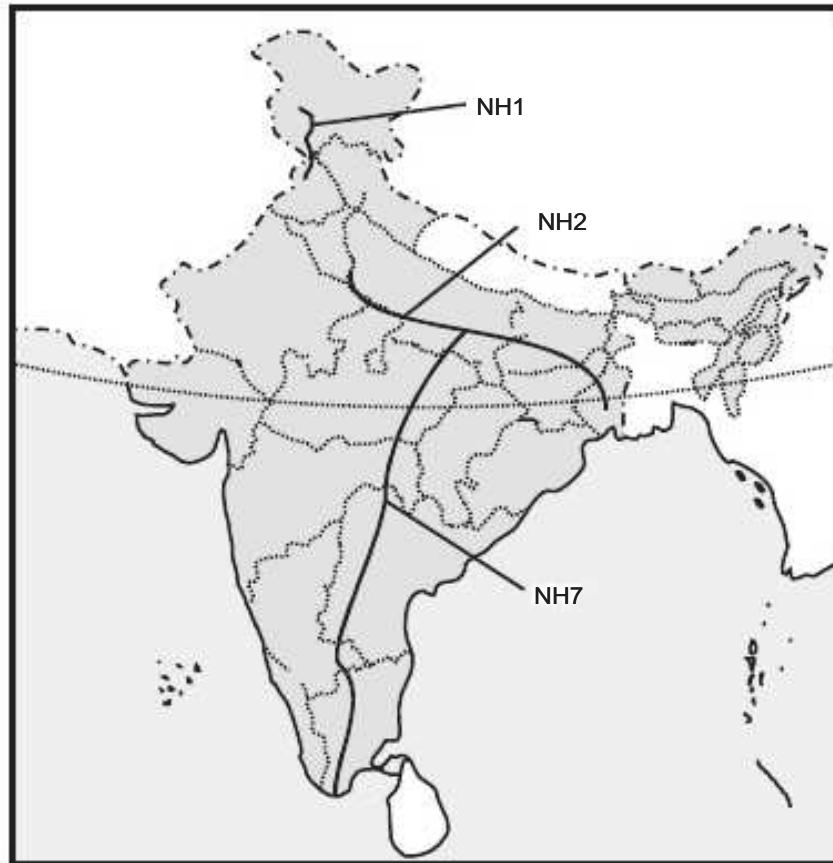


- | | | |
|---------------|------------------|------------------------|
| 1. Srinagar | 2. Mohali | 3. Noida |
| 4. Jaipur | 5. Gandhinagar | 6. Indore |
| 7. Guwahati | 8. Kolkata | 9. Vishakhapatnam |
| 10. Hyderabad | 11. Chennai | 12. Thiruvananthapuram |
| 13. Mysore | 14. Bengaluru | 15. Pune |
| 16. Mumbai | 17. Bhubaneshwar | |

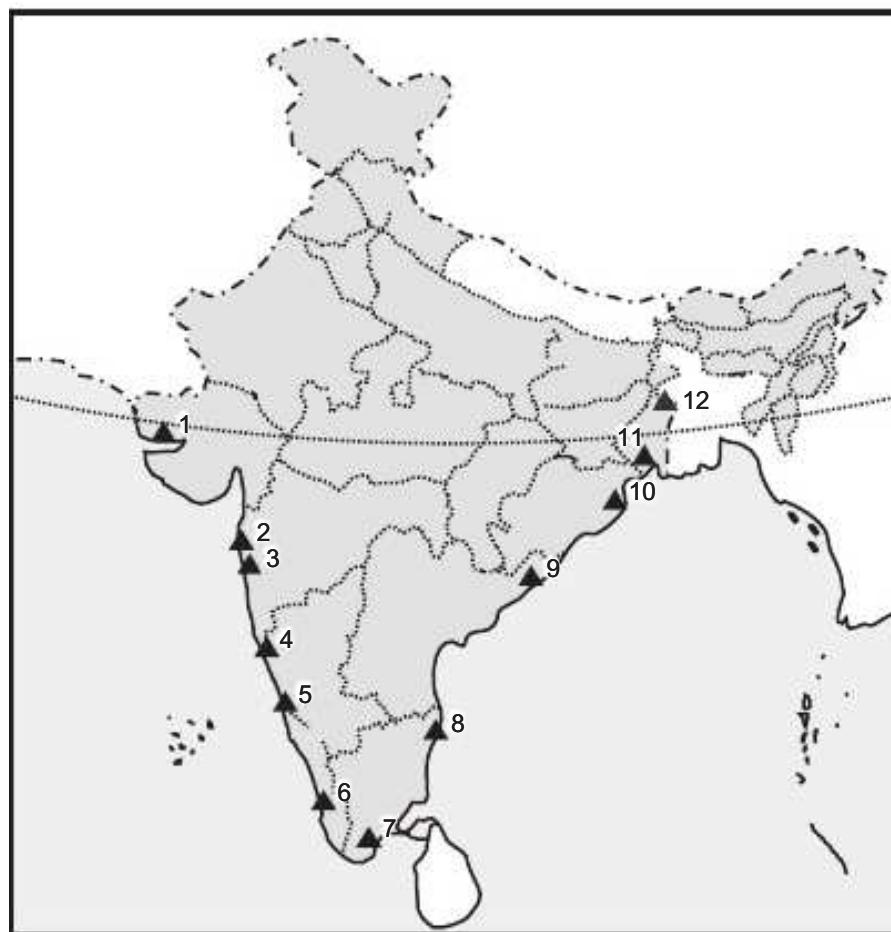
Q. 18. Locate and label national highways development projects.



Q. 19. Locate and label national highways.



Q. 20. Locate and label major sea ports.



1. Kandla

4. Marmagao

7. Tuticorin

10. Paradip

2. Mumbai

5. New Mangalore

8. Chennai

11. Haldia

3. Jawaharlal Nehru

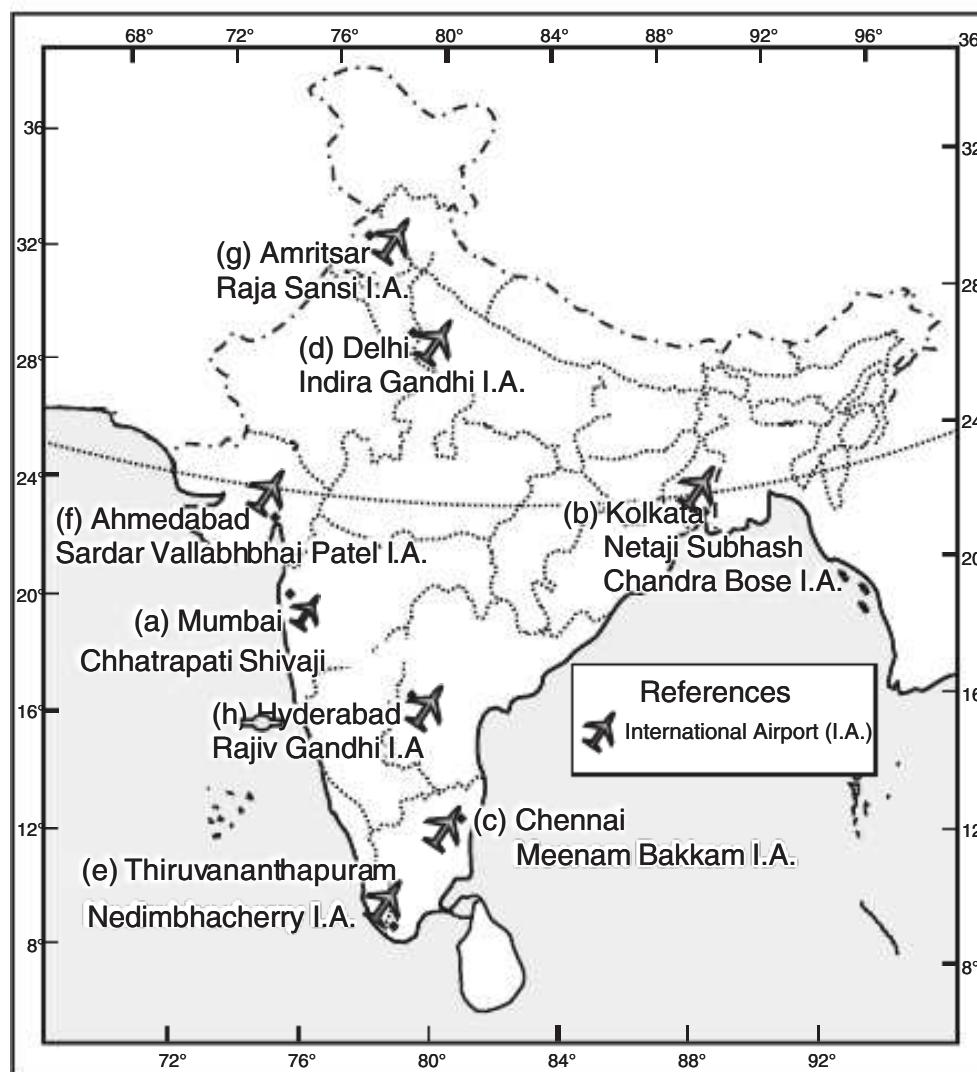
6. Kochi

9. Vishakhapatnam

12. Kolkata

Q. 21. Locate and label international airports.

- (i) Chhatrapati Shivaji International Airport
- (ii) Netaji Subhash Chandra Bose International Airport
- (iii) Meenam Bakkam International Airport
- (iv) Indira Gandhi International Airport
- (v) Nedimbaicherry International Airport
- (vi) Sardar Vallabhbhai Patel International Airport
- (vii) Raja Sansi International Airport
- (viii) Hyderabad International Airport / Rajiv Gandhi International Airport.



Previous Year Questions**3 marks each**

Q. 1. Two features A and B are shown in the given political outline map of India. Identify these features with the help of following information and write their correct names on the lines marked on the map :

[Board Term-II, 2016, KCG3409]

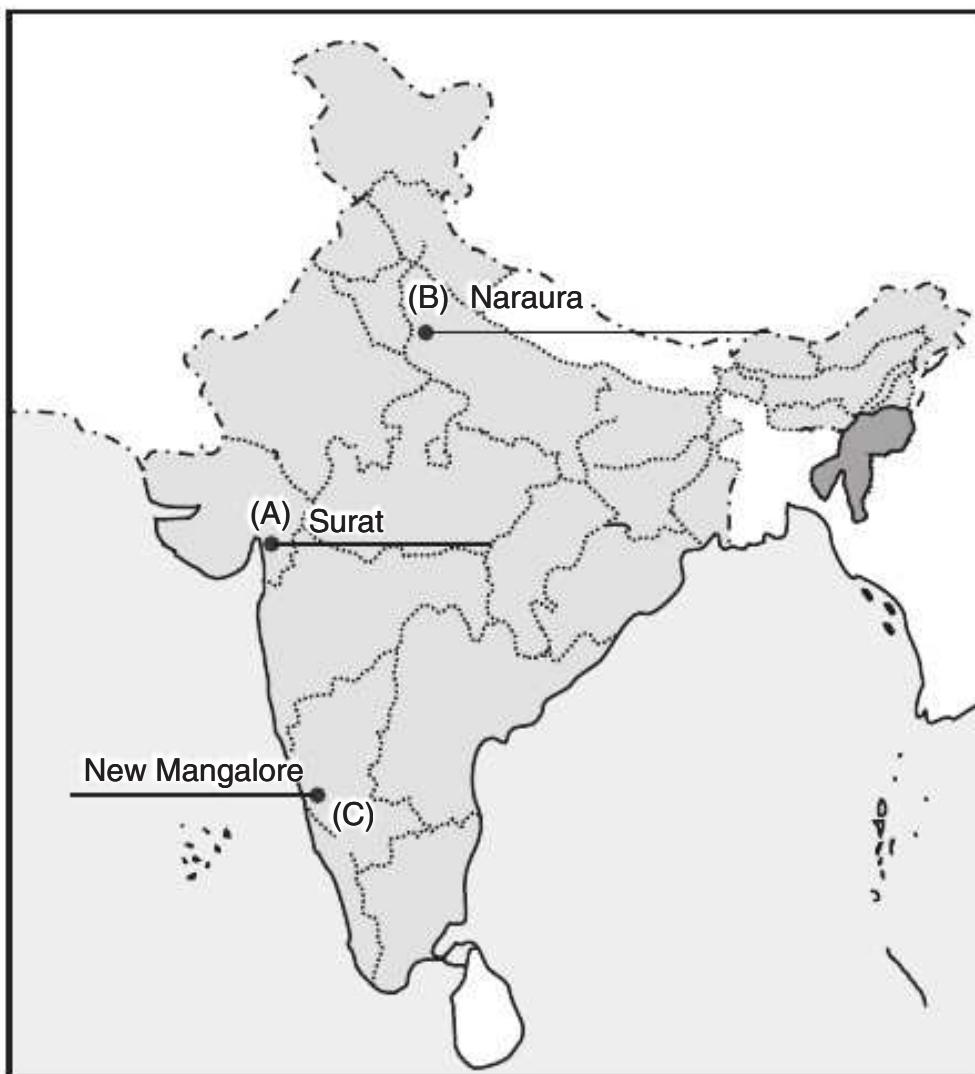
- (i) A cotton textile centre
- (ii) Nuclear power plant.

On the same political outline map of India, locate and label the following feature with appropriate symbol :

- (iii) New Mangalore seaport.

Ans. As per the information provided, the features have been Labelled in the map.

- (i) A cotton textile centre—Surat
- (ii) Nuclear power plant—Naraura
- (iii) New Mangalore seaport.



Q. 2. On the given political outline map of India, two features A and B are marked. Identify these features with the help of the following information :

[Board Term-II, 2015, Delhi Set-I, II, III]

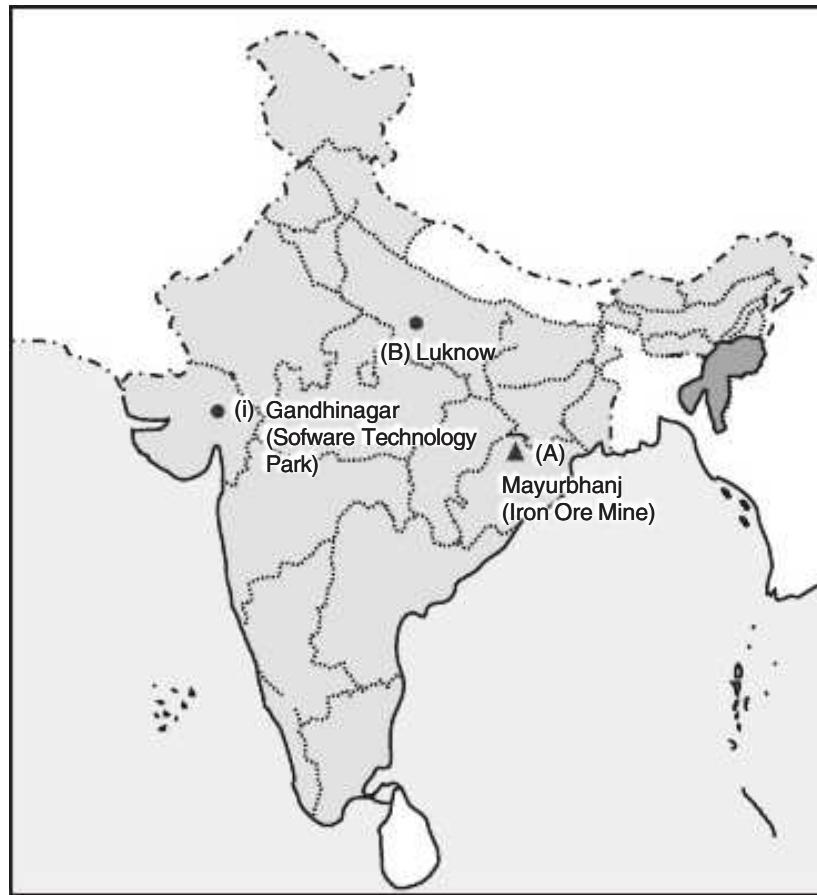
- (i) Iron-ore Mine.
- (ii) Terminal station of North-South Corridor

On the same map, locate and label the following :

- (i) Gandhinagar Software Technology Park

Ans. As per the information provided, the features have been labelled in the map.

- A. Iron-ore mine-Mayurbhanj.
- B. Terminal station of North-South Corridor- Lucknow
- (i) Gandhinagar Software Technology Park



Syllabus

- *Why and how is power shared in democracies ?*
- *How does democracy accomodate different social groups ?*



TOPIC-1 **Belgium and Sri Lanka & Majoritarianism in Sri Lanka**

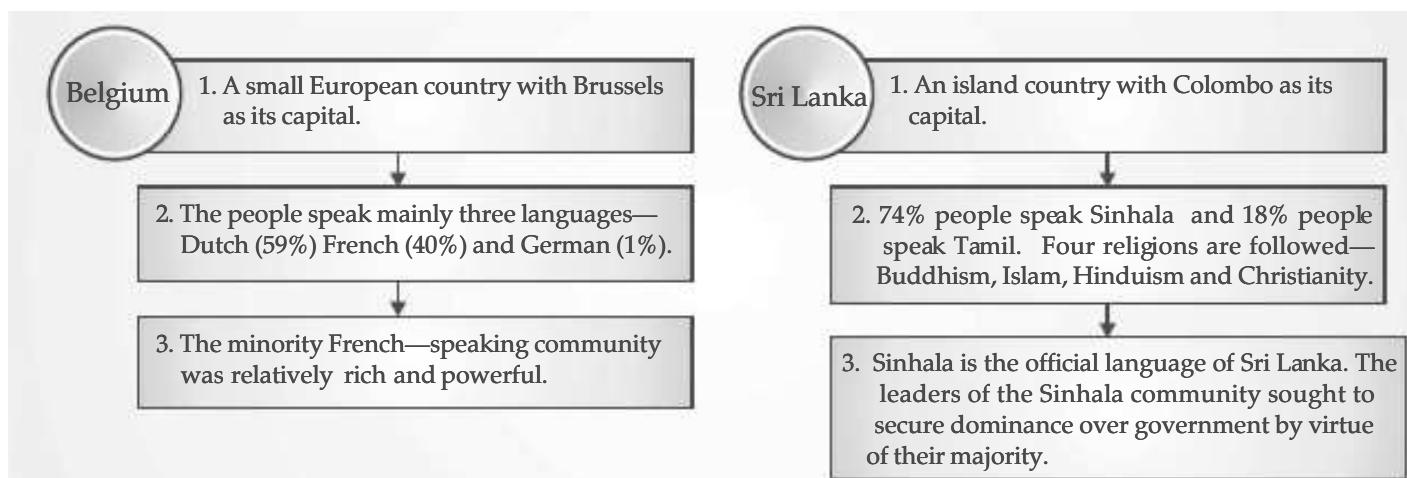
Quick Review

- Belgium is a small European country. Brussels is the capital of this country.
- The ethnic composition of Belgium is very complex.
- 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 recognize Sinhala as the only official language of Sri Lanka, thus disregarding Tamil.
- The leaders of the Sinhala community sought to secure dominance over government by virtue of their majority and thus, the democratically elected government adopted a series of majoritarian measures to establish Sinhala supremacy.
- It followed majoritarianism.
- By 1980s several political organizations were formed demanding an independent Tamil Eelam (state) in northern and eastern parts of Sri Lanka.
- The distrust between the two communities turned into wide spread conflict which resulted into a Civil War.

TOPIC - 1
Belgium and Sri Lanka &
Majoritarianism in Sri Lanka **P. 220**

TOPIC - 2
Accommodation in Belgium Forms of
Power Sharing **P. 223**

Flowcharts



Know the Terms

- **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 violent conflict between opposing group within a country that becomes so intense that it appears like a war.
- **Ethnic** : A social division based on shared culture.
- **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’.

Know the Links

- http://www.ndtv.com/topic/tamil_eelam
- www.slideshare.net/.../power-sharing-in-belgium-sri_Lanka

Very Short Answer Type Questions

1 mark each

- | | |
|---|---|
| <p>A 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-I, (Set-6AP67LO, C5JVWED) 2015] Ans. Sinhala. 1</p> <p>A Q. 2. How and when was Sinhala recognized as the official language of Sri Lanka ? [Board Term-I, Set (CB4QHT1, 6HTQGTF) 2016-17] Ans. Sinhala was recognized as the official language of Sri Lanka by passing an Act in 1956. (CBSE Marking Scheme, 2016) 1</p> <p>A Q. 3. What is the state religion of Sri Lanka ? [Board Term-I, KVS-2014] Ans. Buddhism. 1</p> <p>A Q. 4. Who formed the majority in terms of population in Sri Lanka ? [Board Term-I, NCT-2014] Ans. Sinhala community. 1</p> <p>U Q. 5. Which factor is responsible for increasing the feeling of alienation among the Sri Lankan, Tamils ? [Board Term-I, Set (DDE) 2015] Ans. Majoritarianism. 1</p> <p>A Q. 6. What measure was adopted by the democratically elected government of Sri Lanka to establish Sinhala supremacy ? [Board Term-I, Set (X30T4XE) 2014] Ans. Majoritarian measure. 1</p> <p>A Q. 7. In which country the principle of majoritarianism led to a Civil War ? Ans. Sri Lanka. 1</p> <p>U Q. 8. ‘Sri Lankan Tamil’ refers to which social group ? Ans. Tamil native of the country. 1</p> | <p>U Q. 9. What is vertical division of powers? Ans. Division of powers between higher and lower levels of government is called vertical division. 1</p> <p>A Q. 10. Which city is the capital of Belgium? Ans. Brussels. 1</p> <p>A Q. 11. Majority of the people in Belgium speak which language ? Ans. Dutch. 1</p> <p>A Q. 12. Which language is not spoken by most of the people in Belgium ? Ans. German. 1</p> <p>A Q. 13. Which ethnic group is related to Belgium ? Ans. Dutch, French and Germans. 1</p> <p>U Q. 14. Who elects the community government in Belgium ? Ans. People belonging to one language community only. 1</p> <p>A Q. 15. Name one country with which Belgium does not have borders ? Ans. Sweden. 1</p> <p>A Q. 16. 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</p> <p>A Q. 17. In which countries the participation of women in public life is very high ? Ans. Scandinavian countries. 1</p> <p>U Q. 18. How many times was the Belgium Constitution amended between 1970 and 1993 ? Ans. Four times. 1</p> <p>A Q.19. Which group of countries surrounds Belgium ? Ans. Germany, France, the Netherlands and Luxembourg. 1</p> |
|---|---|

Short Answer Type Questions

3 marks each

- A** Q. 1. How is the ethnic composition of Belgium very complex ? Explain.

[Board Term I, Set (6HTQGTF) 2016-17]

- Ans.** (i) Of the country's total population, 59 percent live in the Flemish region and speak Dutch language.
(ii) Another 40 percent people live in the Wallonia region and speak French.
(iii) Remaining one percent of the Belgians speak German.
(iv) In the capital city Brussels, 80 percent people speak French while 20 percent are Dutch speaking. **(Any three)**

(CBSE Marking Scheme, 2016) $1 \times 3 = 3$

- A** Q. 2. Explain any three consequences of the majoritarian policies adopted by the Sri Lankan government.

[Board Term-I, Set, (NLTM8TU) 2016-17]

- Ans.** Consequences of majoritarian policies adopted by Sri Lankan Government.
(i) Tamils felt the government was not sensitive about Tamil language and culture.
(ii) Tamils felt discriminated against in jobs and education.
(iii) Tamils felt the government was practicing religious discrimination.
(iv) Relations between Tamils and Sinhalese became strained. **(Any three)**

(CBSE Marking Scheme, 2016) $1 \times 3 = 3$

- U** Q. 3. Describe the power sharing arrangement made by Belgium ? [Board Term-I, NCT-2014]

OR

- A** Explain any three elements of the Belgium model of power sharing. [Board Term-I, KVS-2014]

Ans. The main elements of the Belgium model of power-sharing includes :

- (i) 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.
(ii) 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.
(iii) 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. $1 \times 3 = 3$

- U** Q. 4. Describe any three majoritarian measures adopted by the Sri Lankan Government to establish Sinhala supremacy.

[Board Term-I, Set (H3), 2013 (37) 2012]

OR

Describe any three provisions of the Act which was passed in Sri Lanka in 1956 to establish Sinhala supremacy.

[Board Term-I, Set (40) 2012]

OR

Why did the Sri Lankan Tamils feel alienated in spite of their long stay in Sri Lanka ?

[Board Term-I, Set (55) 2012]

OR

Explain three measures taken by Sri Lanka, according to an Act passed in 1956.

[Board Term-I, (33) 2012]

OR

Which three provisions of the Act passed in Sri Lanka in 1956 established Sinhala supremacy ?

[Board Term-I, Set (56) 2012]

OR

What were the reasons for the alienation of Sri Lankan Tamils ? What was the effect of this on the country ?

[Board Term-I, Set (14,3745), 2011 Set (AZ) 2010]

OR

Why Sri Lankan Tamils felt alienated ?

[Board Term-I, Set (34, 40) 2011]

Ans. Sri Lankan Tamils felt alienated because :

- (i) 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.
(ii) The governments followed preferential politics that favoured Sinhala applicants for university positions and government jobs.
(iii) A new Constitution stipulated that the state shall protect and foster Buddhism.
(iv) Sri Lankan Tamils felt that none of the major political parties led by the Buddhist Sinhala leaders were sensitive to their language and culture.
(v) 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)

- U** Q. 5. Compare the different ways in which the Belgians and the Sri Lankans have dealt with the problem of cultural diversity. [Board Term-I, Set (52), 2012 (12, 13, 23, 32, 33) 2011]

- Ans.** The Belgian leaders recognised the existence of regional and cultural diversities.

- (i) 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.

- (ii) This helped to avoid civic strife and division of the country on linguistic lines.
- (iii) 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) $1 \times 3 = 3$

- A Q. 6.** Explain any three consequences of the majoritarian policies adopted by the Sri Lankan Government. [Board Term-I, Set (48) 2012]

- Ans. Consequences of majoritarian policies adopted by Sri Lankan Government were :**
- (i) Tamils felt the government was not sensitive about Tamil language and culture because Sinhala was declared the official language.
 - (ii) Tamils felt discriminated against securing jobs and education which were given preferentially to the Sinhala speakers.

- (iii) Tamils felt the government was practising religious discrimination because the State fostered Buddhism. Relations between Tamils and Sinhalese became strained.

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

- U Q. 7.** Mention any three demands of Sri Lankan Tamils ? [Board Term-I, Set (63) 2012]
Or

- U** Which three demands of the Sri Lankan Tamils accepted and met with, can settle the ethnic conflict in Sri Lanka for good ? Explain.

[Board Term-I, Set (35) 2012]

Ans. Demands of the Tamils :

- (i) Recognition of Tamil as an official language.
- (ii) Equal opportunities for Tamils in government jobs and educational institutions.
- (iii) Provincial autonomy for Tamil dominated provinces. (CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Long Answer Type Question

5 marks

- U Q. 1.** How majoritarianism has increased the feeling of alienation among the Sri Lankan Tamils ? Explain. [Board Term-I, (WQ7FXWC), (R9UJGYG) 2014]

Ans. Refer 'Short Answer Type' Q. 4.



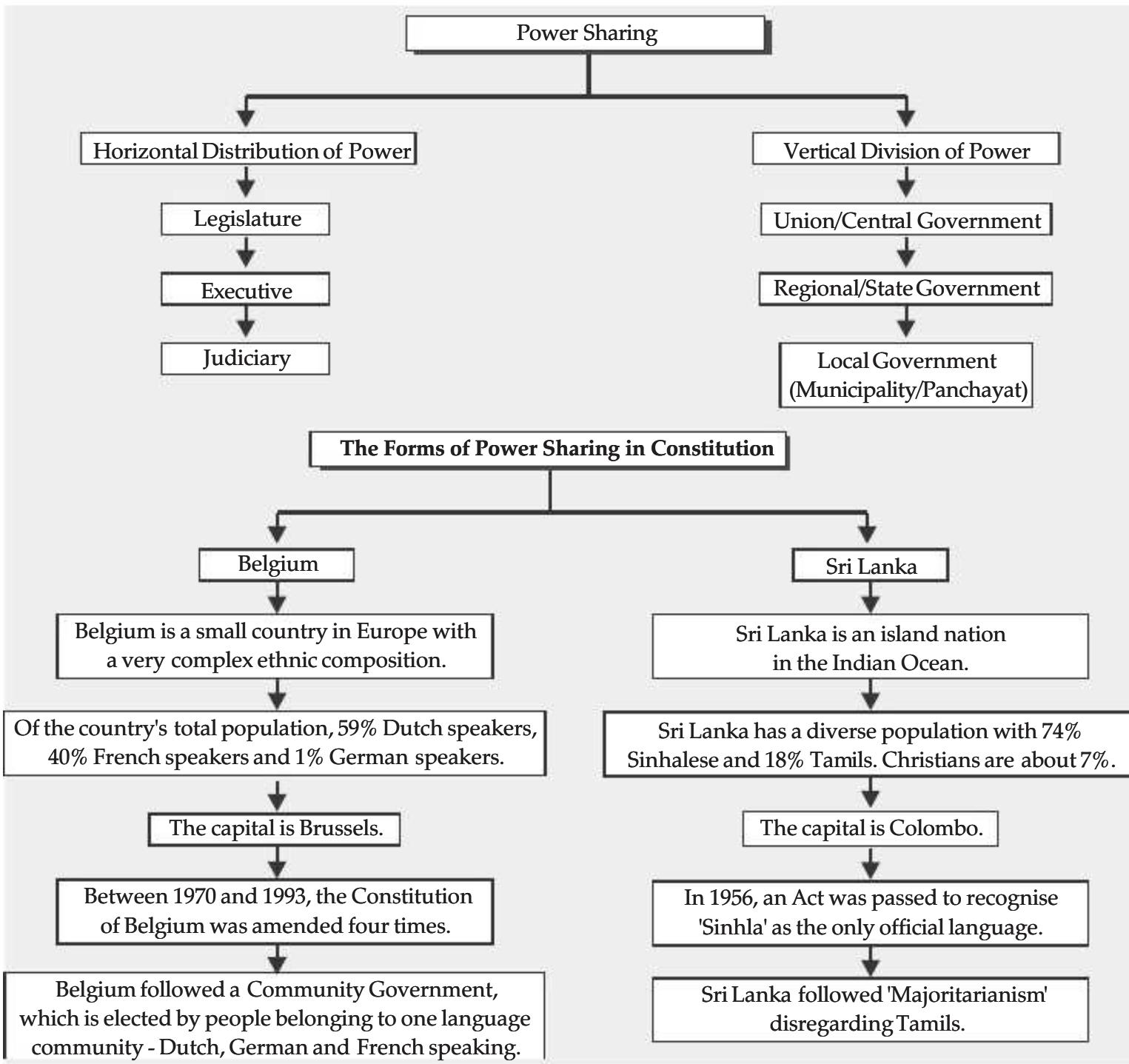
TOPIC-2 Accommodation in Belgium Forms of Power Sharing

Quick Review

- 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, behavioral, linguistic and religious traits.
- A government in which different social groups are given the power to handle the affairs related to their communities is known as Community Government.
- The Belgian leaders worked out to make an arrangement that would enable everyone to live together within the same country which is very innovative.
- The Constitution of Belgium prescribes that the number of Dutch and French-speaking ministers shall be equal in the Central Government.
- The State Governments are not subordinate to the Central Government.
- Brussels has a separate government in which both the communities have equal representation.
- Apart from the Central and the State Government, there is a third kind of government called the 'Community Government'.
- **Power sharing is desirable because :**
 - (i) It helps to reduce the possibility of conflict between social groups.
 - (ii) It is the very spirit of democracy.

- In modern democracies, power sharing arrangements can take many forms :
 - (i) Power is shared among different organs of government, such as the legislature, executive and judiciary.
 - (ii) Power can be shared among governments at different levels – a general government for the entire country and governments at the provincial or regional level.
 - (iii) Power may also be shared among different social groups, such as the religious and linguistic groups.
 - (iv) Power sharing arrangements can also be seen in the way political parties, pressure groups and movements control or influence those in power.

Flowcharts



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 running of the government and to check that all powers are not concentrated within one hand.
- **Prudential** : Based on prudence, or on careful calculation of gains and losses. Prudential decisions are usually contrasted with those 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 organizations that attempt to influence the policies of the government to safeguard their own interests.
- **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

➤ http://en.wikipedia.org/wiki/Politics_of_Belgium

Very Short Answer Type Questions

1 mark each

- | | |
|--|--|
| <p>U Q. 1. What does the system of checks and balances' ensure in power sharing ? [Board Term I, Set (OEQL2HT) 2016-17]</p> <p>Ans. That none of the organs of the government can exercise unlimited power. (CBSE Marking Scheme, 2016) 1</p> | <p>U Q. 4. Which type of powers does the Community Government of Belgium enjoy ? [Board Term-I, (Set-E) DDE-2015]</p> <p>Ans. This government has the power regarding culture, education and language related issues. 1</p> |
| <p>U Q. 2. Which system of power sharing is called, 'Checks and Balances' ? Ans. Horizontal distribution of powers. 1</p> | <p>U Q. 5. What is the prudential reason behind power sharing ? [Board Term-I, Set (R9UJGYG), (WQ7FXWC) 2014]</p> |
| <p>A Q. 3. Mention any one characteristics of power sharing. [Board Term I, Set (NLTM8TU) 2016-17]</p> <p>Ans. It gives the people right to be consulted or any other characteristics. (CBSE Marking Scheme, 2016) 1</p> | <p>OR</p> <p>U Why power sharing is good for democracies ? Ans. It reduces the possibility of conflict between social groups. 1</p> |

Short Answer Type Questions

3 marks each

- | | |
|--|--|
| <p>U Q. 1. What is power sharing ? Why power sharing is important in a democracy ? [Board Term-I, NCT-2014]</p> <p>Ans. (i) 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.</p> <p>(ii) Power sharing is important in a democracy because :</p> <ul style="list-style-type: none"> (a) It helps to reduce the possibility of conflict between social groups. (b) It is the very spirit of democracy. (c) It is a good way to ensure the stability of the political order. (Any two) 1+2=3 | <p>Ans. Power sharing keeps up with the 'Spirit' of Democracy as :</p> <ul style="list-style-type: none"> (i) Power sharing ensures that all people have stake in government. (ii) 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. (iii) Power sharing accommodates diverse groups. It helps to reduce the possibility of conflict between social groups. 1×3=3 <p>(CBSE Marking Scheme, 2016)</p> |
| <p>A Q. 2. "Sharing of powers makes a country more powerful and united." Do you agree with this statement and why ? [Board Term-I, Set 13 (H3), (CB4QHT1), 2016-17]</p> <p>OR</p> <p>A "Power-sharing is the very spirit of democracy". Justify this statement with three suitable points. [Board Term-I, Set (39) 2012]</p> <p>OR</p> <p>A How far do you agree with the statement that power sharing is keeping with the "Spirit" of democracy ? [Board Term-I, Set (45) 2012]</p> | <p>U Q. 3. Give reasons why power sharing is desirable. [Board Term-I, Set 6AP67LB; 2015 Set (A2) 2011]</p> <p>OR</p> <p>U Why power sharing is necessary in democracy ? Explain. [Board Term-I, Set (16, 11) 2011]</p> <p>OR</p> <p>U Write one prudential and one moral reason for power sharing.</p> <p>OR</p> <p>U Why is power sharing desirable ? Explain moral reasons in this regard. [Board Term-I, Set (64) 2012]</p> |

OR

- U** Why power sharing is desirable ? Explain giving any three prudential reasons.

[Board Term-I, Set (34) 2012]

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)

- U** Q. 4. How can power be shared among governments at different levels ? Explain.

[Board Term-I, DDE-2014]

Or

- U** Explain the vertical division of power giving example from India. [Board Term-I, Set (36) 2012]

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 :

- (i) **For the entire country :** Central Government/ Union Government.
- (ii) **At the provincial level :** State Governments.
- (iii) **At the local level (i.e., rural and urban) :** Local self governments like panchayats and municipal councils.

$1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

- U** Q. 5. Describe horizontal and vertical power sharing in modern democracies.

Or

- U** Differentiate between horizontal and vertical division of powers.

[Board Term-I, Set (18, 36) 2011]

Or

- U** What is horizontal distribution of power ? Mention its any two advantages. [Board Term I, Set (82), (OEQL2HT) 2016-17, 2012]

Or

- A** Why is horizontal distribution of power often referred to as a system of 'checks and balances' ? Explain. [Board Term-I, Set (67, 70) 2012]

Ans.

| Sr. No. | Horizontal division of power | Vertical division of power |
|---------|---|---|
| (i) | 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.e., it involves higher and lower levels of the government. |
| (ii) | 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. |
| (iii) | 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. |

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. 3

- A** Q. 6. In modern democracies, power is often shared among different organs of the government. Explain. [Board Term-I, Set (27, 35, 42) 2011]

Or

- A** 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 :

- (i) All three organs are placed at the same level of power.
- (ii) The power distribution ensures that no organ enjoys unlimited powers.
- (iii) Each organ exercises a check on the others. Thus there is a balance of power. (Any two)

(CBSE Marking Scheme, 2011) $1+2=3$

Detailed Answer :

Power is shared among different organs of government i.e., Legislature, Executive and Judiciary.

- (i) **Legislature :** The legislature is concerned with passing the laws, controlling the finances of the state and delivering on matter of public importance.
- (ii) **Executive :** The executive machinery implements the policies of the government and executes the rules made by the legislature bodies.

- (iii) **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 the executives. $1 \times 3 = 3$

Q. 7. "The outcome of politics of social divisions depends on how the political leaders raise the demands of any community". Explain the statement.

Ans. (i) It is easy to accommodate demands that are within the constitutional framework and are not at the cost of another community.

(ii) The demand for only the Sinhala community in Sri Lanka was at the cost of interest and identity of Tamil community.

(iii) 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. $1 \times 3 = 3$

Q. 8. "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-I, (69) 2012]

Ans. Difference in power sharing of Belgium and Sri Lanka :

- (i) 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.
- (ii) 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.
- (iii) In Belgium, there is no discrimination between different religions. In Sri Lanka, Buddhism is the official religion.

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

Long Answer Type Question

5 marks

Q. 1. Explain how Belgium was able to solve its ethnic problem ? [NCERT; OD I, II, III 2010]

OR

Q. Explain the power sharing arrangement in Belgium. [Board Term-I, Set (17) 2011]

OR

Q. State the main elements of the power sharing model evolved in Belgium.

[Board Term-I, Set (20, 27, 40) 2011]

Ans. The main elements of the power-sharing model evolved in Belgium were :

- (i) 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.

(ii) 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.

(iii) 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.

(iv) Apart from the central and the state government, there is a third kind of government called the Community Government.

(v) 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.

$1 \times 5 = 5$



CHAPTER

2

FEDERALISM

Syllabus

- *How has federal division of power in India help national unity ?*
- *To what extent has decentralization achieved this objective ?*



TOPIC-1

What is Federalism & What Makes India a Federal Country ?

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 Central authority and various Constituent units of the country.
- **The key features of federalism are :**
 - (i) There are two or more levels (or tiers) of government.
 - (ii) Different tiers of government govern the same citizens, but each tier has its own jurisdiction in specific matters of legislation, taxation and administration.
 - (iii) The jurisdictions of the respective levels or tiers of government are specified in the constitution.
 - (iv) The fundamental provisions of the constitution cannot be unilaterally changed by one level of government.
Such changes require the consent of both the levels of government.
 - (v) Courts have the power to interpret the constitution and the powers of different levels of government.
 - (vi) Sources of revenue for each level of government are clearly specified to ensure its financial autonomy.
 - (vii) The federal system thus has dual objectives : To safeguard and promote unity of the country, while at the same time accommodate regional diversity.
- Argentina, Austria, Australia, Belgium, Brazil, Canada, Germany, India, Mexico, Switzerland and the United States have federal governments.
- Constitution clearly provided a threefold distribution of legislative powers between the Union Government and the State Governments. Thus, it contains three lists:
 - (i) Union List includes subjects of national importance such as defence of the country, foreign affairs, banking, communications and currency. The Union Government alone can make laws relating to the subjects mentioned in the Union List.
 - (ii) State List contains subjects of State and local importance such as police, trade, commerce, agriculture and irrigation. The State Governments alone can make laws relating to the subjects mentioned in the State List.
 - (iii) Concurrent List includes subjects of common interest to both the Union Government as well as the State Governments, such as education, forest, trade unions, marriage, adoption and succession. Both the Union as well as the State Governments can make law on the subjects mentioned in this list. If their laws conflict with each other, the law made by the Union Government will prevail.
- Some units of the Indian Union are smaller in size in comparison to other states to become an Independent State and cannot be merged with other existing states. Such units are known as Union Territories.

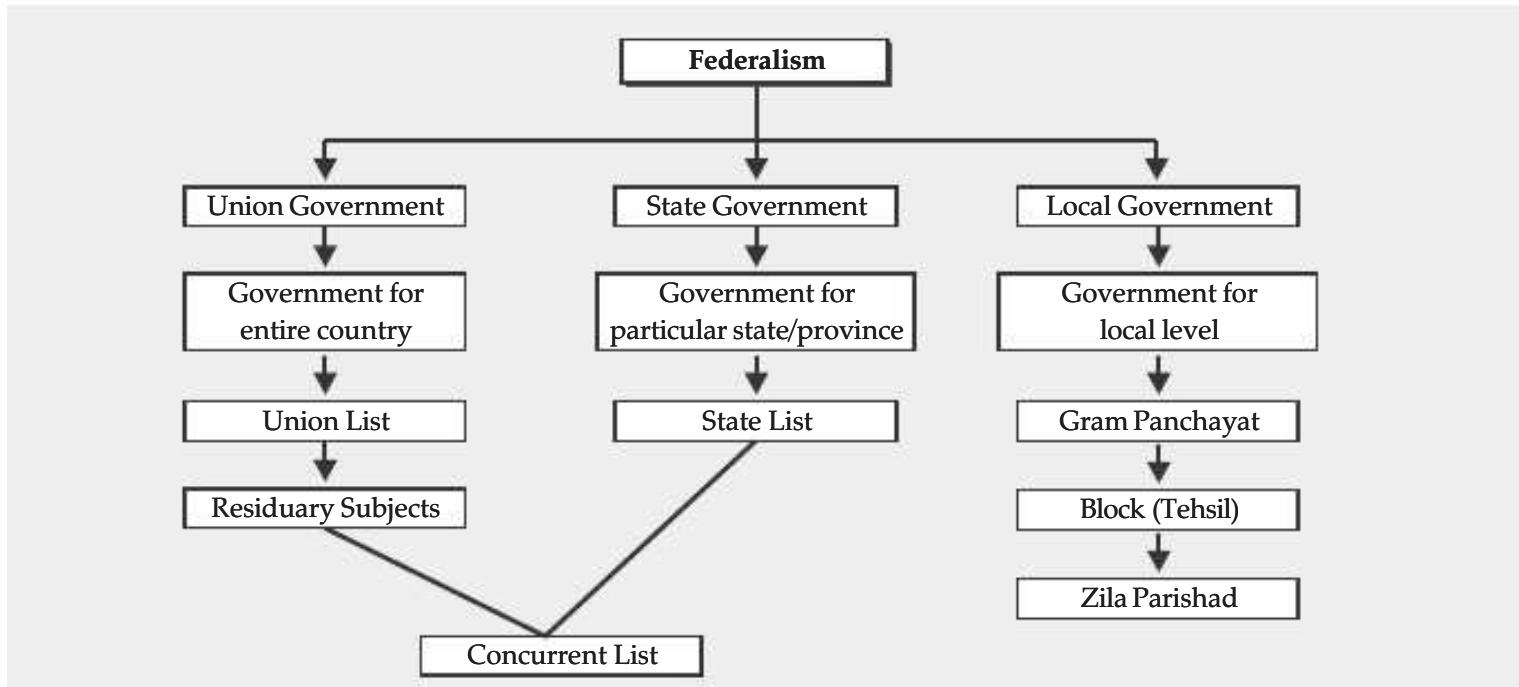
TOPIC - 1

What is Federalism & What Makes India a Federal Country ? P. 228

TOPIC - 2

How is Federalism practiced
Decentralisation in India ? P. 232

Flowchart



Know the Terms

- **Federalism** : Federalism is a system of government in which the power is divided between a central authority and various constituent units of the country.
- **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 to both the Central and State Governments includes matters such as education, forest, marriage, adoption and succession and trade unions. Both the Central and State 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. It includes the USA, Switzerland and Australia.
- **'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. It includes India, Spain and Belgium.
- **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 come under residuary subjects.
- **Unitary System** : It is a system of government in which either there is only one level of government or the subunits are subordinate to the Central Government.
- **Language Policy** : It is the safeguard to other languages. Under this policy, besides Hindi, 21 other languages are recognized 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.
- **Indian Federation** : It has 29 states and 7 union territories. Its capital is New Delhi.
- **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.

Know the Links

- http://www.thesocialleader.com/2010/07/american_form_government/
- <http://www.dsusd.k12.c.us/users/scottsh/Govt/Advantagesdisadvantages%20federal.html>

Very Short Answer Type Questions

1 mark each

- U** Q. 1. Why was States Reorganization Commission formed ?

[Board Term-I, Set (OEQL2HT) 2016-17]

Ans. States Reorganization Commission was formed in 1954 to recommend creation of States on the linguistic basis. (CBSE Marking Scheme, 2016) 1

- U** Q. 2. How do the Central and State Governments enjoy their power in federal system ?

[Board Term-I, Set (CB4QHT1) 2016-17]

Ans. Under the unitary system, either there is only one level of government or the sub-units are subordinate to the central government whereas in federal power is distributed between centre and state. (CBSE Marking Scheme, 2016) 1

- A** Q. 3. Name the country which follows 'coming together' style of federalism.

[Board Term-I, Set KVS-2014, DDE-2014]

Ans. USA and Australia. (Any one) 1

- A** Q. 4. Which subjects are included in the Union List ?

[Board Term-I, NCT-2014]

Ans. Defence of the nation, foreign affairs, banking, currency, communication. 1

- A** Q. 5. Which type of government has two or more levels ?

Ans. Federal Government. 1

- A** Q. 6. Which subjects falls under the concurrent list ?

Ans. Marriage, education, forest, trade unions, adoption and succession. 1

- A** Q. 7. The subject of Computer Software comes under which list ?

Ans. Residuary List. 1

- U** Q. 8. 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

- A** Q. 9. Which subjects are included in the State list ?

Ans. Agriculture, police, public health, land. 1

- U** Q. 10. Which groups of countries are an example of holding together federation ?

Ans. India, Spain and Belgium. 1

- U** Q. 11. The federal system serves which two dual objectives ?

Ans. First, to safeguard and promote unity of the country and secondly, to accommodate regional diversity 1

Short Answer Type Questions

3 marks each

- A** Q. 1. "India has a large cultural, regional and religious diversity but there is unity among people". What factors are responsible for this ? Elaborate.

[Board Term-I, Set (NLTM8TU) 2016-17]

Ans. (i) Right to equality.
(ii) No discrimination on the basis of caste, creed region or religion.
(iii) SCs & STs have some seats reserved and do get representation.
(iv) Right to freedom of religion and cultural and educational rights. (Any three) $1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

- U** Q. 2. Explain the factors that make federal government in India so attractive.

[Board Term-I, Set (6HTQGTF) 2016-17]

Ans. (i) Mobilization.
(ii) Administrative knowledge of the people at all the levels.
(iii) Efficacy to solve all kinds of issues at respective levels. (CBSE Marking Scheme, 2016) $1 \times 3 = 3$

- U** Q. 3. Highlight any three steps taken by India towards making it a federation.

[Board Term-I, Set (6AP67LB) 2015]

Ans. (i) Reorganisation of states on linguistic basis.
(ii) Centre state relations.
(iii) Decentralisation or any other relevant point.

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

- U** Q. 4. Highlight three major distinctions between the federations of 'coming together' type and 'holding together' type.

[Board Term-I, Set (C5JWEVD) 2015]

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 :

- (i) Independent states coming together on their own to form a bigger unit.
- (ii) All the states have equal power and are strong.
- (iii) By pooling sovereignty and retaining identity, they increase their security.
- (iv) U.S.A, Switzerland, Australia.

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

(CBSE Marking Scheme, 2015)

- U** Q. 5. What are the three lists given in the Constitution ? [Board Term-I, NCT-2014]

OR

- U** Describe the three-fold distribution of legislative power between the Union Government and State Governments of India.

[Board Term-I, Set (WQ7FXWC) 2014]

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. $1 \times 3 = 3$

A Q. 6. Describe the three-tier system of Indian federation ? [Board Term-I, Set (A2) 2011]

Ans. Three-tier system means three levels of government. The Indian constitution was originally provided for a two-tier system of government :

- (i) The Union Government or the Central government, and
- (ii) The State Governments.
- (iii) 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

U Q. 1. Differentiate between 'Coming Together Federation' and 'Holding Together Federation', with examples.

[Board Term-I, Set (R9UJGYG) 2014]

Ans. Difference between 'Coming Together Federation' and 'Holding Together Federation' :

- (i) 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.
- (ii) In 'Coming Together federations' the state governments are strong, whereas in 'holding together federations', the central government is strong.
- (iii) In 'Coming Together federations', all states governments have equal powers but in 'holding together federations', this may not be the case.
- (iv) Examples of Coming together federations— U.S.A., Switzerland and Australia.
Examples of holding Together federations — India, Spain and Belgium. 5

A Q. 2. How is a federal government different from the unitary form of government ? Why are federations preferred these days ?

[Board Term-I, Set (63) 2012]

Ans. Difference :

- (i) Unitary government has only one level of government whereas a federal government has two or more levels of government.
- (ii) 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.
- (iii) In unitary system, centre can order the sub-units which cannot happen in federation.

A federation is preferred because :

- (i) It helps in making administration effective and efficient.
- (ii) It helps to accommodate all diverse groups.

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

U Q. 3. How are the powers divided between the states and centre? Explain with examples.

[Board Term-I, Set (74) 2012]

OR

Describe the three-fold distribution of legislative powers between the Union Government and State Governments of India.

[Board Term-I, Set (80) 2012]

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-I, Set (580014) 2011]

OR

Describe the division of powers between the Central and the State Governments in India.

[Board Term-I, Set (580029, 36, 45) 2011]

Ans. (i) 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.
- (ii) 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 Marking Scheme 2012) $3+2=5$

U Q. 4. Explain any five key features of federalism.

[Board Term-I, KVS-2014]

OR

Describe the main features of federalism.

[Board Term-I, NCT-2014]

OR

Enlist any five features of federalism.

[Board Term-I, Set (H3, 105), 2013 Set (37, 40) 2012]

OR

- U** Mention any five main features which makes India a federal country. [Board Term-I, Set (34), 2012, Set (580011, 24, 35) 2011]

Ans. Main Features of Federalism :

- There are two or more levels of government. India has three levels.
 - Each level of government has its own jurisdiction in matters of legislation, taxation and administration even though they govern the same citizens.
 - Power and functions of each tier of government is specified and guaranteed by Constitution.
 - The Supreme Court has been given power to settle disputes between different levels of governments.
 - Fundamental provisions of the Constitution cannot be altered by any one level of government. It applies to India also.
 - Sources of revenue between different levels is specified by the Constitution.
 - There is mutual trust and agreement between the government at different levels. (Any five) $1 \times 5 = 5$
- (CBSE Marking Scheme, 2013)

- B** Q. 5. 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? [Board Term-I, 2015] [Board Term-I, Set (46) 2012]

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.

- French and Portuguese-ruled territories were given the status of Union territory.
- Jammu & Kashmir joined India on a special condition.
- Some units were too small to become independent states. They were made Union Territories.
- 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) $1 + 4 = 5$

- U** Q. 6. 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-I, Set (62) 2012]

OR

- U** Describe the centre-state relations in Indian Federalism? [Board Term-I, Set (580020, 33) 2011]

OR

- U** How have the centre-state relations been restructured to strengthen federalism?

[Board Term-I, Set (580027, 39) 2011]

Ans. Challenges before 1990 :

- Political scene was dominated by one party both at the Centre and in the States.
- As and when the ruling party at the state level was different the parties that ruled at the Centre tried to undermine the power of the States.
- The Central Government would often misuse the constitution to dismiss the State Government that were controlled by rival parties.

After 1990 :

- Now the Centre and majority of State Governments belong to different political parties in coalition.
- A number of regional parties have become powerful and play a crucial role at the Centre and States.
- The era of "coalition" government at the Centre has inculcated respect for federal autonomy. $2 + 3 = 5$

- A** Q. 7. "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-I, Set (69) 2012]

Ans. (i) 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.

(ii) Many provisions of the Indian Constitution do not apply here.

(iii) Indians who are not the permanent residents of Jammu and Kashmir cannot buy land or house there.

(iv) 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) $1 \frac{1}{4} \times 4 = 5$



TOPIC-2

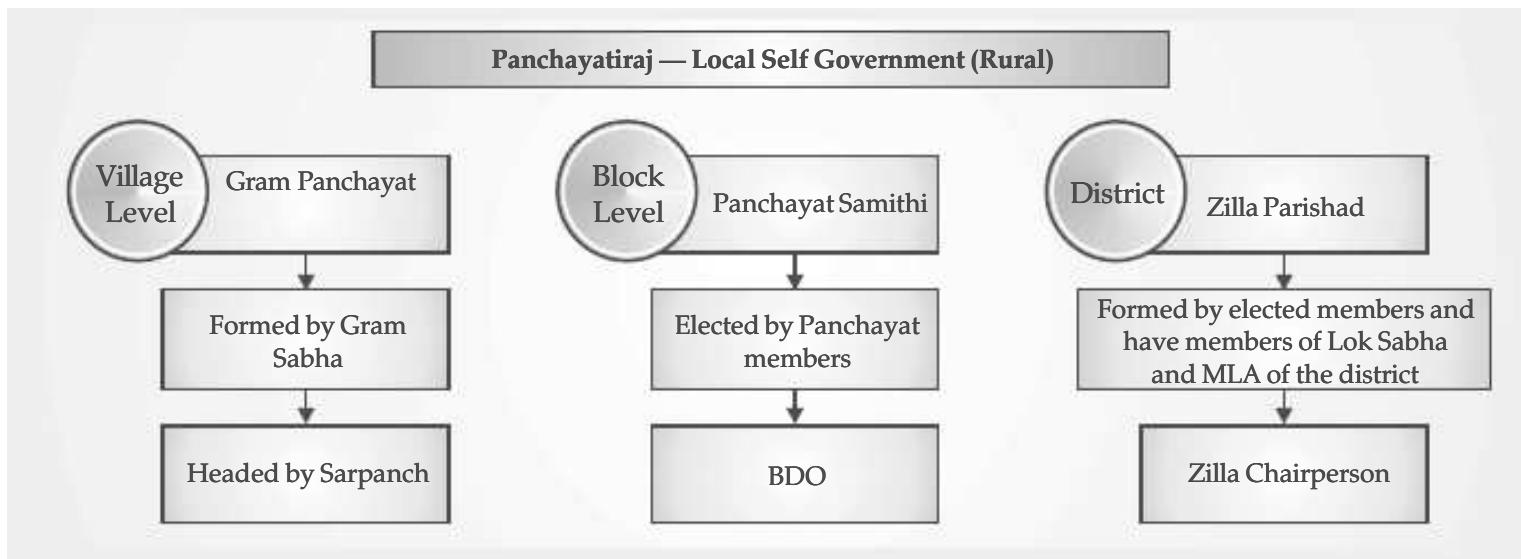
How is Federalism Practiced Decentralisation in India ?

Quick Review

- The creation of Linguistic States was the first and a major test for democratic politics in our country.
- Hindi was identified as the official language. But besides Hindi, there are 22 other languages recognized as Scheduled Languages by the Constitution.

- States like Nagaland, Uttarakhand and Jharkhand were created not on the basis of language but to recognize differences based on culture, ethnicity or geography.
- Restructuring the Centre-State relations is one more way in which federalism has been strengthened in practice.
- 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 Centre called the Coalition Government.
- A major step towards decentralization was taken in 1992.
- The Constitution was amended to make the third-tier of democracy more powerful and effective. The following measures were taken regarding this :
 - (i) It is constitutionally mandatory to hold regular elections to local government bodies.
 - (ii) Seats are reserved in the elected bodies and the executive heads of these institutions for the Scheduled Castes, Scheduled Tribes and Other Backward Classes.
 - (iii) At least one-third of all positions are reserved for women.
 - (iv) An independent institution called the State Election Commission has been created in each State to conduct panchayat and municipal elections.
 - (v) The State Governments are required to share some powers and revenue with local government bodies.
- Rural local government is popularly known by the name panchayati raj. Each village, or a group of villages in some States, has a gram panchayat.
- **The function of gram panchayats are :**
 - (i) It is the decision-making body for the entire village.
 - (ii) The panchayat works under the overall supervision of the gram sabha. All the voters in the village are its members.
 - (iii) It has to meet at least twice or thrice in a year to approve the annual budget of the gram panchayat.
 - (iv) To review the performance of the gram panchayat.
- A few gram panchayats are grouped together to form what is usually called a panchayat samiti or block or mandal.
- All the panchayat samitis or mandals in a district together constitute the zilla (district) parishad.
- Zilla parishad chairperson is the political head of the zilla parishad.
- Municipalities are set up in towns. Big cities are constituted into municipal corporations.
- Both municipalities and municipal corporations are controlled by elected bodies consisting of people's representatives.
- Municipal chairperson is the political head of the municipality. In a municipal corporation such an officer is called the mayor.

Flowcharts



Know the Terms

- **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.
- **State Election Commission :** It is a body created in each state to conduct panchayat and municipal elections.
- **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).
- **Mayor :** The Chairperson of a Municipal Corporation is known as the mayor.

Know the Links

- www.yourarticledlibrary.com/politics/the-three-tier
- en.wikipedia.org/wiki/Municipal_corporation

Very Short Answer Type Questions

(1 mark each)

- U** Q. 1. In which list of the Indian Constitution does education come ? Why ?
[Board Term-I, (6HTQGTF) 2016-17]
- Ans.** Education comes under concurrent list so that both the centre and the states can legislate on any aspect of education.
(CBSE Marking Scheme, 2016) 1
- A** Q. 2. What status has been given to Hindi by the Constitution of India ?
[Board Term-I, Set (6AP67LB) 2015]
- Ans.** Official language of the country.
(CBSE Marking Scheme, 2015) 1
- A** Q. 3. Much of the official work in Indian states is done in which language ?
[Board Term-I, (Set-E) DDE-2015]
- Ans.** Much of the official work is done in the official language of the concerned State. 1
- A** Q. 4. What is the official post for the chairperson of a Municipal Corporation ?
Ans. Mayor. 1
- A** Q. 5. Which local body has a 'Mayor' as its head ?
[Board Term-I, Set (R9UJGYG), (WQ7FXWC) 2014]
Ans. Municipal Corporation. 1
- A** Q. 6. By which name the rural local government is popularly known ?
Ans. Panchayati Raj. 1
- U** Q. 7. Which state in India has a special status ?
Ans. Jammu and Kashmir. 1
- U** Q. 8. How many other languages are recognised as Scheduled Languages by the constitution, besides Hindi ?
Ans. 22. 1
- A** Q. 9. The system of Panchayati Raj works at which levels ?
Ans. The village, block and district levels. 1
- A** Q. 10. Name the process where power is taken away from Central and State Governments and given to local government.
Ans. Decentralization. 1
- A** Q. 11. Which Indian state has its own Constitution ?
Ans. Jammu and Kashmir. 1

Short Answer Type Questions

3 marks each

- U** Q. 1. Differentiate between Gram Sabha and Gram Panchayat. [Board Term-I, Set-E, DDE-2015]
- 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 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. 2.** State any three differences between the local government before and after the constitutional Amendment in 1992.
Ans. Local Government before 1992:
(i) It was directly under the control of the state Government.
(ii) Elections were not held regularly.
(iii) Elections were controlled by the State Governments.
Local Government after 1992 :
(i) Local Governments have got some powers of their own.
(ii) Elections are held regularly.
- Q. 3.** How has the Panchayati Raj strengthened the democracy in India ? Express your views.
[Board Term-I, Set (CB4QHT1) 2016-17]
- Ans.** Panchayati Raj is the best example of decentralisation of power.
- (i) People can get their most of the problems solved at the local level.
(ii) People can think and plan for themselves.
(CBSE Marking Scheme, 2016) $1\frac{1}{2} + 1\frac{1}{2} = 3$
- A** Q. 4. Do you take decentralisation as means to minimise the conflicts ? Give your view point ?
[Board Term-I, Set C5JWEVD, 2015]
- Ans.** Yes, it helps in the settlement of a large number of problems and issues at the local level.
- (i) It provides a platform for the direct participation of people in decision making.

- (ii) In another way, decentralisation in the form of 'Local Self government' is the best way to realise principles of Democracy.
[CBSE Marking Scheme, 2015] $1\frac{1}{2} + 1\frac{1}{2} = 3$
- A** Q. 5. Describe the significance of decentralisation.
[Board Term-I, Set (A2) 2011]
OR
U Do you take decentralisation as means to minimise the conflicts ? [Board Term-I, (Set-XOKG258), 2015]

Long Answer Type Questions

- A** Q. 1. Explain five changes towards decentralisation brought in the Constitution after the Amendments made in 1992. [Board Term-I, Set (33) 2012]
OR
U 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-I, Set (38) 2012]
[Board Term-I, Set 2016-17, (NLTM8TU) Set (33) 2012]
OR
U Which five provisions of the Constitutional Amendment of 1992 strengthen the third tier of democracy in India? Explain.
[Board Term-I, Set (36, 52) 2012]
OR
U Explain any four provisions that have been made towards decentralisation in India after the Constitutional Amendment in 1992 ?
[Board Term-I, Set (580016, 32) 2011]
OR
U What is meant by "decentralisation of powers" ? Explain the importance of local self government by the light of decentralization.
[Board Term-I, 2012 Set (53); Set (580019) 2011]
OR
U How has the third tier of government in our country been made more effective and powerful by the constitutional amendment of 1992 ?
[Board Term-I, Set (580019) 2011]
OR
A Describe any four Constitutional steps taken in 1992 towards decentralisation in India.
[Board Term-I, Set (580016) 2011; Set (AZ) 2010]
- Ans.** (i) **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.
- (ii) **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 SCs, STs and OBCs.

Ans. Significance of Decentralisation :

- (i) It helps in the settlement of a large number of problems and issues at the local level.
- (ii) It provides a platform for the direct participation of people in decision-making.
- (iii) In another way, decentralisation in the form of 'local self government' is the best way to realise principles of Democracy. $1 \times 3 = 3$

5 marks each

- (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] $1+4=5$

- A** Q. 2. Analyse the advantages of decentralization.
[Board Term-I, 2011 Set (580012)]
OR

- A** Explain any five advantages of decentralization of power.
[Board Term-I, Set (59) 2012]

Ans. Advantages of Decentralization :

- (i) Sharing of power between centre and states and local government reduces conflict.
- (ii) Large number of problems and issues can be best settled at local level. People have better knowledge of problems in their localities.
- (iii) People have better knowledge of their own problems.
- (iv) They know better on where to spend money and how to manage things efficiently.
- (v) People at the local level will participate directly in decision making.

[CBSE Marking Scheme, 2012] $1 \times 5 = 5$

- U** Q. 3. What is the rationale for decentralization of power?
Explain the structure of Rural local government in India.
[Board Term-I, Set (82) 2012]

Ans. The basic idea behind decentralisation :

- (i) Large number of problems and issues are best settled at the local level because people have better knowledge of their local problems.
- (ii) It helps in promoting direct participation.

Structure of Rural Local Government :

- (i) **Zila Parishad:** All the mandals in a district together constitute the Zila Parishad. Most of the members are elected and headed by a chairperson.
- (ii) **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.

- (iii) **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. 4.** What is a Gram Sabha ? Describe any four functions of a Gram Sabha.

[Board Term-I, Set (64) 2012]

Ans. **Gram Sabha :** A body comprising of all adult members of a village or a group of villages.

Functions of Gram Sabha :

- It elects the members of the Gram Panchayat.
- The Gram Sabha supervises the work of the village panchayat.
- It approves the annual budget of the panchayat.
- It reviews the performance of the Gram Panchayat.

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

- A Q. 5.** Explain any five features of Panchayati Raj system in India.

[Board Term-I, Set (OEQL2HT) 2016-17]

Ans. Rural local government is known as Panchayati Raj.

- PRI is rural-based.
- Each village has Gram Panchayat.
- It has Panchs and a Sarpanch.
- He/She is directly elected by the adult population living in the village.
- Panchayat works under the Gram Sabha.
- All the voters meet at least twice or thrice in a year.
- Few gram panchayats form Panchayat Samiti or Block or Mandal.

(Any five) 1 × 5 = 5

(CBSE Marking Scheme, 2016)

- A Q. 6.** Explain any five provisions of the Constitutional Amendment of 1992 that strengthened the third tier of government in India.

[Board Term-I, Set (6HTQGTF) 2016-17]

Ans. The Constitution was amended in 1992 to make the third tier of democracy more powerful and effective.

- Now it is mandatory to hold regular elections to local government bodies.
- Seats are reserved in the elected bodies and the executive heads of these institutions for SC, ST and OBC's.
- At least 1/3rd of all positions and seats are reserved for women.
- An independent institution called state Election Commission has been created in each state to conduct panchayat and municipal elections.
- The State Governments are required to share some powers and revenue with local government bodies. The nature of sharing varies from state to state. (CBSE Marking Scheme, 2016) 1 × 5 = 5

- Q. 7.** Why has federalism succeeded in India ? Which were the policies adopted by India that ensured this success ? Explain. [Board Term-I, Set (CB4QHT1), 2016-17 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.
- 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.
- Centre-State Relations :** Restructuring the centre-state relations is one more way in which federalism has been strengthened in practice.
- 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

(CBSE Marking Scheme, 2016)

- A Q. 8.** "Local government's have made a significant impact on Indian democracy. At the same time there are many difficulties". Explain.

[Board Term-I, Set (H3) 2013, Set (60, 71) 2012]

Ans. Impact of local self government on Indian democracy :

- Constitutional status for local government has helped to deepen democracy.
- It has increased women's representation and voice in our democracy.

Difficulties :

- Gram sabhas are not held regularly.
- Most state governments have not transferred significant powers to local government.
- State governments do not provide adequate resources. (CBSE Marking Scheme, 2013) 2+3=5

- A Q. 9.** Assess the need for local government.

[Board Term-I, Set (68) 2012]

Ans. Need for local government :

- 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.
- The local people are aware of their needs and can prioritize.
- It helps to initiate the process of direct decision-making.
- It helps to inculcate the habit of democratic participation.
- Local government is the best way to realize one important principle of democracy, namely local self government.

1×5=5

(CBSE Marking Scheme, 2012)

Value Based Questions

3 marks each

Q. 1. What qualities or values are inculcated in the people through local government ?

Ans. Values inculcated through local government :

- (i) People become responsible when they are entrusted with responsibilities, so it helps them to initiate the process of direct decision-making.
 - (ii) 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.
 - (iii) 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.
- Q. 2.** What values will be gained through reservation of seats for women, SCs, STs and OBCs in the third tier of democracy ?

Ans. Women :

- (i) Women will be forced to take more active part in local government and come out of their houses.
- (ii) They can speak about problems of women and which improve their social status.
- (iii) They will become more confident and learn about their rights.

SCs, STs and OBCs :

- (i) They will be able to participate in local government, a right which was always denied to them in history.
- (ii) Their voice cannot be suppressed. It will be heard.
- (iii) They can solve issues of untouchability and other practices of caste discrimination at the village level.

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



CHAPTER

3

DEMOCRACY AND DIVERSITY

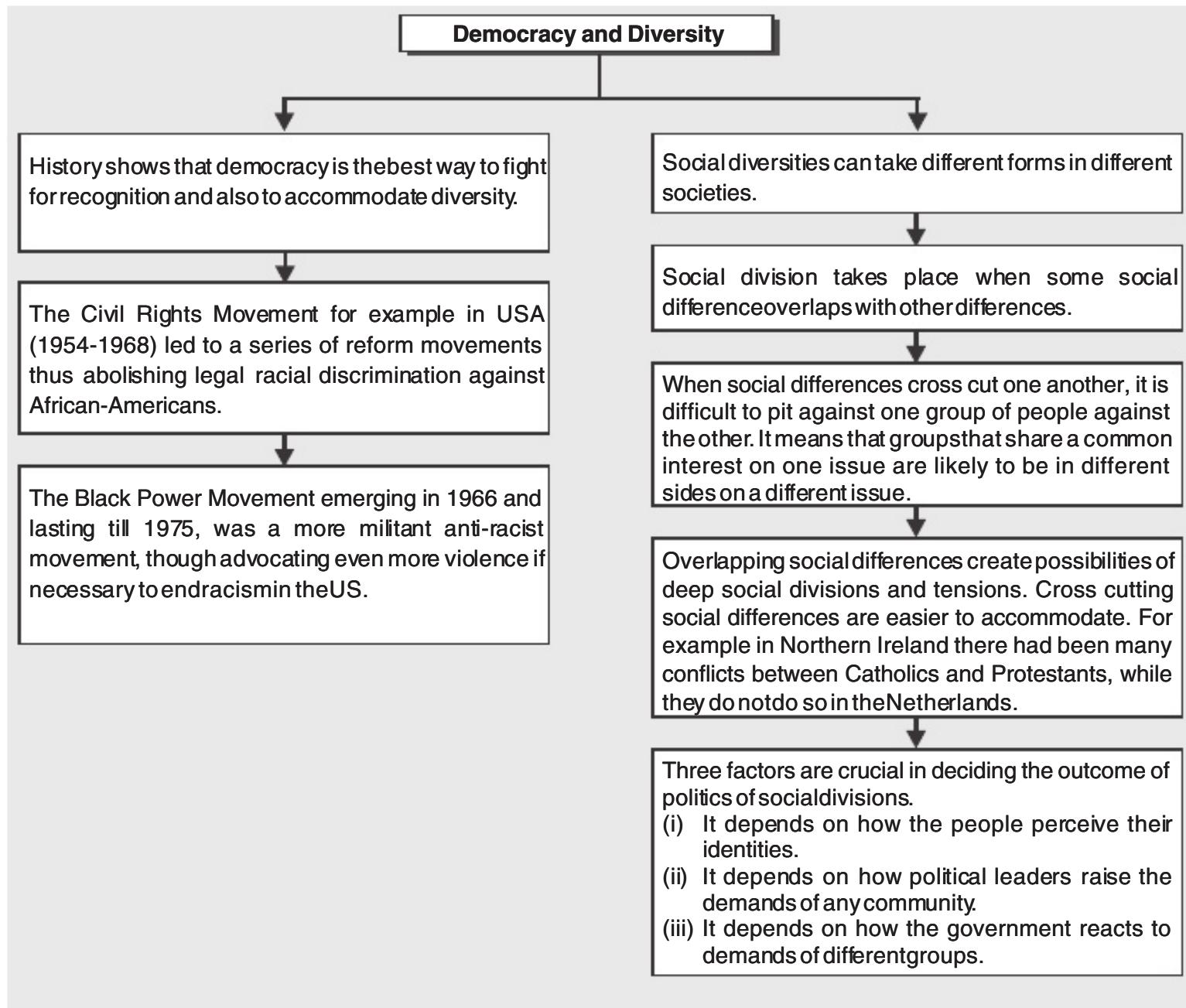
Syllabus

- *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.

Flowchart



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.
- **Homogeneous 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 lower 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.

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

U Q. 1. What is a homogenous society ? [Board Term-I, Set (6HTQGTF, NLTM8TU) 2016-17]

Ans. A society that has similar kinds of people, especially where there are no significant ethnic differences. For example, Germany and Sweden.

(CBSE Marking Scheme, 2016) 1

A Q. 2. Highlight the case of Northern Irelands in reference to cross cutting of social differences.

[Board Term-I, Set-C5JWEVD, 2015]
OR

Highlight the case of Northern Ireland with reference to overlapping of social differences.

[Board Term-I, Set (OEQL2HT), 2016-17]

Ans. In Northern Ireland, people are predominantly Christian but divided between Catholic and Protestants. Class and religion overlap with each other. Thus creating a possibility of deep social divisions and tensions. If you are Catholic, you are also more likely to be poor, and you may have suffered a history of discrimination. The result is that Catholics and Protestants have conflicts in Northern Ireland.

(CBSE Marking Scheme, 2016) 1

A Q. 3. Which University has recently installed the statues of Tommie Smith and John Carlos in its campus ?

[Board Term-I, Set (CB4QHT1), 2016-17]

Ans. In 2005, the San Jose State University installed a 20 - foot high sculpture representing the protest by Tommie Smith and John Carlos.

(CBSE Marking Scheme, 2016) 1

A Q. 4. Give one example to show overlapping social differences create possibilities of deep social divisions and tensions.

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

Ans. Catholics and Protestants have had conflicts in Northern Ireland.

(CBSE Marking Scheme, 2015) 1

A Q. 5. Which event in the USA is referred as the Black Power Movement (1966-73) ?

Ans. Movement to end racism.

A Q. 6. Which group of countries did face the problem of social division ?

[Board Term-I,

Set (R9UJGYG), (WQ7FXWC) 2014]

Ans. Belgium, Sri Lanka and United Kingdom. 1

U Q. 7. Who are represented by the term 'African American' ? [Board Term-I, (X30T4XE) 2014]

Ans. The descendants of Africa who were brought into America as slaves between the 17th century and early 19th century. 1

U Q. 8. Which country suffered disintegration due to political fights on the basis of religious and ethnic identities ?

Ans. Yugoslavia. 1

U Q. 9. Name any two elements that show the basic unity in India ?

Ans. (i) Cultural unity; (ii) Religious equality. 1

U Q. 10. List out the reasons for the growth of the Civil Rights Movement in America.

Ans. (i) Prevalence of poverty. (ii) Racial discrimination. (iii) To achieve civil rights equal to those of whites. (iv) Religious diversity. 1

U Q. 11. What does overlapping difference signify ?

Ans. Social division takes place when some social difference overlaps with other differences. 1

U Q. 12. 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

- A** Q. 13. 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 two American athletes. 1

- A** Q. 14. Which Association took back the medals of

Carlos, Smith and Norman ?

Ans. The International Olympic Association. 1

- A** Q. 15. Name the movement led by Martin Luther king, Jr.

Ans. Civil Rights Movement. 1

- A** Q. 16. 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

- U** Q. 1. How far do the emergence of social differences lead to social division ? Explain by giving a suitable example. [Board Term-I,

Set (6HTQGTF), 2016-17]

- Ans. (i) If social differences cross cut one another, it is difficult to avoid clashes between the groups that hold different views.
(ii) It means that groups that share a common interest on one issue are likely to be in different sides of a different issue.
(iii) For example, in Northern Ireland class and religion tend to cut across each other leading to social tensions.

- A** Q. 2. "Social division takes place when some social differences overlap with other differences." Justify the statement.

[Board Term-I, Set (CB4QHT1) 2016-17]

- Ans. (i) The difference between the Blacks and Whites becomes a social division in the US because the Blacks tend to be poor, homeless and discriminated against.
(ii) In our country Dalits tend to be poor and landless. They often face discrimination and injustice.
(iii) One kind of social difference becomes more important when other people start feeling that they belong to different communities.

(CBSE Marking Scheme, 2016) $1 \times 3 = 3$

- U** Q. 3. How is overlapping differences different from cross-cutting differences ?

[Board Term-I, 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.

$1 \times 3 = 3$

- U** Q. 4. Explain the two basis of social differences with examples. [Board Term-I, DDE-2014]

OR

- U** Explain with example different forms of social differences. [Board Term-I, Set (580014, 35) 2011]

OR

- U** Describe any three origins of social differences. [Board Term-I, (580016, 20, 22, 39) 2011]

- Ans. Different forms of social differences :
(i) 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.
(ii) 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.

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

- A** Q. 5. Explain overlapping of social differences with an example. [Board Term-I, DDE-2014]

OR

- A** "Overlapping social differences create possibilities of deep social divisions and tensions". Explain.

- Ans. (i) When one social difference overlaps another difference, it is known as overlapping of social differences.
(ii) 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.
(iii) 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.

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

- U** Q. 6. What are the three factors that determine the outcome of social divisions on politics ? Explain. [Board Term-I, (105) 2013, (34) 2012]

OR

- U** Describe the factors which decide the outcomes of the politics of social division ? [Board Term-I, Set (46, 48, 51, 52, 60, 62, 69), 2012, Set (580018, 23, 29, 33, 34, 36, 37, 40, 43, 44) 2011]

- Ans. Factors that determine the outcome of politics of social divisions :

- (i) As social groups view their identities to be exclusive and superior, it becomes difficult to accommodate them.
(ii) 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.

- (iii) 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. $1 \times 3 = 3$

(CBSE Marking Scheme, 2013)

- A** Q. 7. Explain with example the role of political leaders to determine the outcome of politics of social divisions. [Board Term-I, Set-M, DDE-2015]
[Board Term-I, Set (R9UJGYG), 2014]

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. $1 \times 3 = 3$

- U** Q. 8. How do social division affect politics ? Give two examples. [Board Term-I, Set (580011) 2011]

OR

- U** Explain with examples how social division affect politics ? [Board Term-I, Set (580038) 2011]

OR

- U** How do social divisions affect politics ? Explain. [Board Term-I, Set (33) 2012]

Ans. Social divisions affect politics in both negative and positive ways :

Negative ways :

- (i) 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.
- (ii) Disintegration of Yugoslavia into six independent countries due to ethnic and religious differences is another example.

Positive ways :

- (i) 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) $1\frac{1}{2} + 1\frac{1}{2} = 3$

- B** Q. 9. How is political expression of social division in democracy beneficial ?

[Board Term-I, Set (580012, 13, 17, 20, 21, 24, 32, 38, 41) 2011]

OR

A In a democracy, political expression of social division is very normal and can be healthy. Justify this statement with suitable arguments.

Ans. Every expression of social division in politics does not lead to disasters but it is beneficial too.

- (i) The various disadvantaged groups express their grievances and get the government to attend the same.
- (ii) Expression of various kinds of social divisions in politics often result in their cancelling one another out and thus reducing their intensity.
- (iii) Fight against injustice often takes a democratic path voicing their demands in a peaceful and constitutional manner and seeking a fair position through elections. $1 \times 3 = 3$

- U** Q. 10. Why do some people think that it's not correct to politicize social divisions ? Give three reasons. [Board Term-I, Set (X30T4XE) 2014]

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. $1 \times 3 = 3$

- U** Q. 11. "Social divisions exist in most of the countries." Explain. [Board Term-I, Set (580017, 35, 37) 2011]

Ans. Social division of one kind or the other exists in most of the countries.

- (i) 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.
- (ii) 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.
- (iii) 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. $1 \times 3 = 3$

- U** Q. 12. What are the features of a homogeneous society ? Mention the name of any one country having such society ?

[Board Term-I, Set (280013, 21, 42) 2011]

Ans. Features of a homogeneous society :

- (i) A society has similar kinds of people.
 - (ii) There are no significant ethnic differences.
- Germany and Sweden have homogenous societies. (Any one state) $2 + 1 = 3$

- A** Q. 13. What steps should be taken according to you to promote the unity among the people of India ?

[Board Term-I, Set-E, DDE-2015]

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) $1 \times 3 = 3$

A Q. 14. "Attempts at forced integration often sow the seeds of disintegration." Support the statement with suitable arguments.

[Board Term-I, Set-E, DDE-2015]

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

U Q. 15. "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. $1\frac{1}{2} + 1\frac{1}{2} = 3$

U Q. 16. "We have different identities in different contexts." Support the statement with three facts. [Board Term-I, Set (580012, 15) 2011]

- Ans.** We have different identities in different contexts. It can be proved by the following points :
- (i) 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.
 - (ii) It is also possible for people from different religions to have the same caste and feel close to each other.
 - (iii) Rich and poor persons from same family often do not keep close relations with each other for they feel they are different. $1 \times 3 = 3$

U Q. 17. Describe the consequences of Smith and Carlos reaction to the racial discrimination.

[Board Term-I, Set (NLTM8TU), 2016-17]

- Ans.** (i) Carlos and Smith were held guilty for violating the Olympic spirit by making political statement.
- (ii) Medals were taken back.
- (iii) Norman was not included in Australian team.
- (iv) Action helped in gaining international attention for Civil Rights Movement. (Any three) $1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

B Q. 18. What penalty was imposed on 'Carlos Smith and Norman' for their action at the 1968 Mexico Olympics ? [Board Term-I, KVS-2014]

OR

How were Carlos, Smith and Norman penalized for their action at the 1968 Mexico Olympics ? [Board Term-I, Set (47) 2012]

- Ans.** (i) The International Olympics Committee took back the medals of Carlos and Smith.
- (ii) There was a severe criticism of Carlos and Smith in the USA.
- (iii) Norman was not included in the Australian team for the next Olympics. $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

U Q. 19. 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-I, Set (36) 2012, Set (58001, 15, 41), Set (B1), 2011]

- 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.
- (i) For example, Carlos and Smith were similar in one way because both were African-Americans and thus different from Norman who was white.
 - (ii) But they were all similar in other way that they were all athletes who stood against racial discrimination.

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

U Q. 20. Distinguish between Civil Rights Movements (1954-1968) and The Black Power Movement (1966-1975) Movement in the USA. [Board Term-I, Set (3K) 2013]

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 Movement :

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

U Q. 21. What did the African-American athletes do in order to draw international attention to "black poverty" in the Mexico Olympic ?

[Board Term-I, Set (52) 2012]

OR

- R** What were the black gloved and raised clenched fists meant to ? Why did athletes do so ?
[Board Term-I, Set (74)2012]

OR

- R** 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-I, Set (81) 2012]

OR

- R** How did the African-American athletes in Mexico Olympics 1968 try to draw international attention to racial discrimination in the United States ?
[Board Term-I, Set (37) 2012]

OR

- R** 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-I, Set (580014, 33) 2011]

Ans. To draw international attention to racial discrimination in the United States, the African-American athletes performed following activities :

- (i) They received their medals wearing black socks and no shoes to represent Black poverty.
- (ii) When American national anthem was played, these two African-American athletes stood with clenched fists upraised and heads bowed.
- (iii) The black gloved and raised clenched fists were meant to symbolise Black power.

- (iv)** Peter wore a human rights badge on his shirt to show his support.
(Any three)
(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

- U** Q. 22. Who was the leader of the Civil Rights Movement ? Describe the importance of this movement. [Board Term-I, Set (53, 56) 2012]
OR

- U** Explain briefly the Civil Rights Movement which took place in the U.S.A. between 1954 and 1968.
[Board Term-I, Set (580018, 23, 34, 40, 44) 2011]

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 :

- (i) It was a reform movement with the aim to abolish legal racial discrimination against African-Americans.
- (ii) It practised non-violent methods of civil disobedience. Against racially discriminatory laws and practices

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

- U** Q. 23. What was the Black Power Movement ? Explain.
[Board Term-I, Set (580016, 22, 32, 43), 2011]

- Ans.** (i) The Black Power Movement was emerged in USA between 1966 and lasted till 1975.
(ii) It was more militant and an anti-racist movement.
(iii) Main aim of this movement was to end racism in the U.S.
 $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

- A** Q. 1. "Different traditional communities are involved in conserving their own natural habitats in India". Analyse the statement.

[Board Term I, 2016]

- Ans.** (i) People of Sariska Tiger Reserve are fighting against mining.
(ii) The villagers of 5 Alwar District declared 1200 hectares Bhairudev Dakav "Sonchuri".
(iii) People involved in "Chipko Movement" resisted deforestation.
(iv) The Mundas and Santhals of Chhotnagpur region worship some trees.
(v) People themselves involved in joint forest management.
 $1 \times 5 = 5$

(CBSE Marking Scheme, 2016)

- A** Q. 2. Politics and social divisions must not be allowed to mix. Substantiate this statement, with five arguments.

[Board Term-I, (Set-C5JWEVD), 2015]

- 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 tend to prefer some party to others. In many countries, there are parties that focus only on one community.

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

- U** Q. 3. '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 :**
- In a democracy, political expression of social divisions is very normal and can be healthy.
 - It allows various disadvantaged and marginal social groups to express their grievances and get the government to attend to these aspects.
 - Expression of various kinds of social divisions in politics often results in their cancelling one another out.
 - This cancelling reduces the intensity of the different social divisions.
 - This leads to strengthening of a democracy.
- $1 \times 5 = 5$
- Q. 4. Describe the problems faced by a democracy to accommodate social diversities.**
- Ans. Problems faced by a democracy to accommodate social diversities are as follows :**
- A positive attitude towards diversity and a willingness to accommodate it do not come about easily.
 - People who feel marginalized, deprived and discriminated have to fight against the injustice.
 - Such a fight often takes the democratic path, voicing their demands in a peaceful and constitutional manner and seeking a fair position through elections.
 - Sometimes social differences can take the form of unacceptable level of social inequality and injustice.
 - The struggle against such inequalities sometimes takes the path of violence and difference of state power.
- $1 \times 5 = 5$

High Order Thinking Skills (HOTS) Question

- Q. 1. Identify the determinants of the outcomes of the politics of social division and explain them.**

[Board Term-I, Set (X30T4XE) 2014]

- Ans. The three determinants of the outcomes of the politics of social division :**

- People's perception :** If people view their identities to be exclusive and superior, it becomes difficult to accommodate them.
- 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.

- 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

Value Based Questions

3 marks each

- Q. 1. Do you think that social divisions are always dangerous ? Explain.**

[Board Term-I, Set (R9UJGYG) 2014]

- Ans. No, we do not think that social divisions are always dangerous because :**

- In a democracy, political expression of social divisions is normal and can be healthy.
 - It allows various disadvantaged and marginal social groups to express their grievances and get the government to attend to these.
 - 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 Jr in the USA ?**

- Ans.**
- People learnt that issues such as discrimination on the basis of colour existed in many regions of the world and especially in the USA.
 - 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.
 - People learnt that through a non-violent protest it was possible to highlight a social problem and find solutions for the same.
 - It is only in a democracy that disadvantaged sections of society are able to highlight their problems and find solutions. (Any three) $1 \times 3 = 3$



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 politics ?*
- *How do communal divisions affect democracy ?*



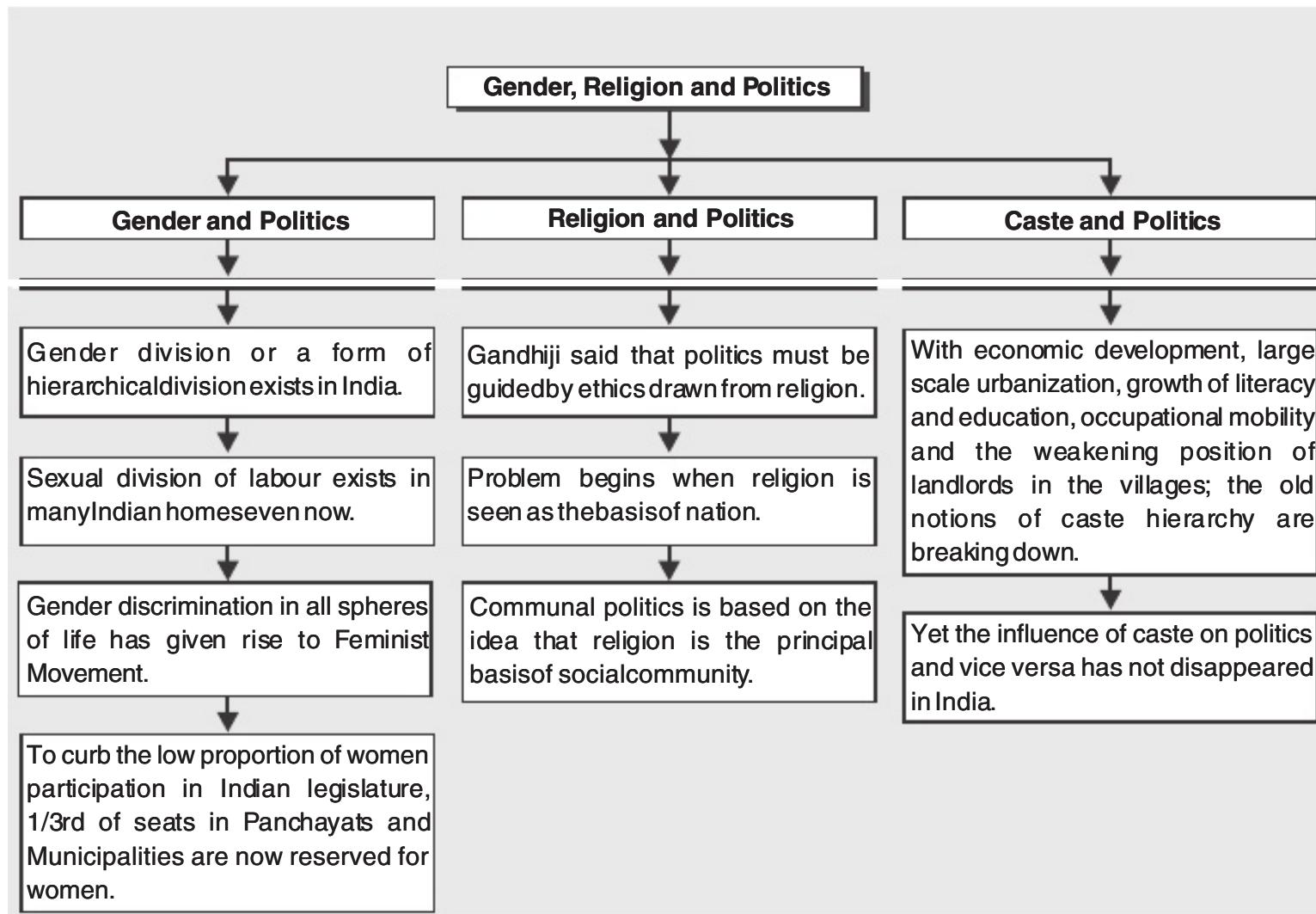
TOPIC-1 Gender and Politics

Quick Review

- Gender division is a form of hierarchical 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.
- Earlier, only men were allowed to participate in public affairs, vote and contest for public offices. Gradually the gender issue was raised in politics.
- Women in different parts of the world organised and agitated for equal rights.
- These agitations demanded enhancing the political and legal status of women and improving their educational and career opportunities.
- A man or a woman who believes in equal rights and opportunities for men and women is called a feminist.
- Most of the women's movements aim at equality in personal and family life of women. These movements are called feminist movements.
- India is still a male dominated Patriarchal society.
- Women face disadvantage, discrimination and oppression in various ways : Women are less literate, though work equally but are sometimes paid lesser than men; mostly son is preferred by parents, etc.
- In India, the proportion of women in legislature has been very low.
- To solve this problem a fair proportion of women in the elected bodies has been legally made in the Panchayati Raj in India.
- One-third of seats in local government bodies – in Panchayats and Municipalities – are now reserved for women.
- Gender division is an example that some form of social division needs to be expressed in politics.

| | |
|---|---------------|
| TOPIC - 1 Gender and Politics | P. 246 |
| TOPIC - 2 Religion, Communalism and Politics | P. 250 |
| TOPIC - 3 Caste and Politics | P. 254 |

Flowchart



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.
- **Feminism :** It is concerned with the empowerment of women and giving women equal status in the society as men.

Know the Links

➤ <http://www.icrw.org/files/publications/India%20governance%20report%20synthesis%202013.pdf>

Very Short Answer Type Questions

1 mark each

A Q. 1. By what term is now the person known who believes in equal rights and opportunities for women. [Board Term-I, Set (XOKQ2SB) 2015]

OR

A Define a feminist ? [Board Term-I, Set-E, DDE-2015]

Ans. Feminist : A person who believes in equal rights and opportunities for all human beings.

U Q. 2. How much representation do local governments provide for women in India ?

OR

How many seats are reserved for the women in the Indian local self-government ?

[Board Term-I, Set (NLTM8TU) 2016-17]

Ans. One-Third.

1

U Q. 3. What do you mean by a patriarchal society ?

Ans. A male dominated society.

1

- U** Q. 4. What is the aim of 'feminist movements' ?
Ans. Equality with men. 1
- A** Q. 5. In which constitutional institution have seats been reserved for women ?
[Board Term-I, KVS-2014, DDE-2014]
Ans. Panchayats and Municipalities. 1
- A** Q. 6. The concept of patriarchy refers to which system ?
Ans. A system that values men more than women. 1
- A** Q. 7. In which country is the participation of women in public life very high ?
Ans. Sweden. 1
- A** Q. 8. What is the literacy rate amount of the Indian women ?

- Ans.** 54%. 1
- A** Q. 9. Name the group of countries in which participation of women in public life is very high.
Ans. Sweden, Norway and Finland. 1
- Q. 10.** At which level of government in India $\frac{1}{3}$ rd of seats are reserved for women ?
[Board Term-I, Set-E, DDE-2015]
Ans. Local Self Government bodies. 1
- A** Q. 11. According to the 2001 census, what was the sex ratio in India ?
Ans. 1000 males over 933 females. 1

Short Answer Type Questions

3 marks each

- U** Q. 1. Define Feminist Movements. Write their objectives.
[Board Term-I, Set (580014, 20, 16) 2011]
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. $1\frac{1}{2} + 1\frac{1}{2} = 3$
- A** Q. 2. Explain the status of women's representation in India's legislative bodies.
[Board Term-I, Set (X30T4XE) 2014]
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.
- A** Q. 3. Suggest any three measures to enhance the participation of woman in politics ?
[Board Term-I, Set-E, DDE-2015]

- Ans.** (i) Women should be given proper education, so that they are aware of their 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 $\frac{1}{3}$ rd of seats in local government bodies in panchayats and in municipalities are now reserved for women. $1 \times 3 = 3$
- A** Q. 4. Suppose a politician seeks your vote on the religious ground. Why is his act considered against the norms of democracy ? Explain.
[Board Term-I, Set-6AP67LB, 2015]
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) $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

- U** Q. 1. What was the Feminist Movement ? Explain the political demands of the Feminist Movement in India.
[Board Term-I, Set (35) 2012]
[Board Term-I, Set-E, DDE-2015]
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 the Feminist Movements in India were :
(i) More women representatives in local government.
(ii) More political representatives for women by having elected women representatives.
(iii) Reserving at least one-third of the seats in Lok Sabha and Legislative Assemblies for women.
(CBSE Marking Scheme, 2015) $2+3=5$

- U** Q. 2. What is sexual division of labour ? Mention the main demands of the worldwide women's agitations ?
[Board Term-I, Set (34), 2012]
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 :
(i) Equal voting rights.
(ii) Enhancement of political and legal status of women.
(iii) Improvement of educational and career opportunities for women.
(CBSE Marking Scheme, 2012) $2+3=5$

A Q. 3. Examine the standard of women's representation in India's legislative bodies.
[Board Term-I, (WQ7FXWC) 2014]

OR

A Assess the status of women's representation in India's legislative bodies. **[Board Term-I, Set (82) 2012]**

Ans. The status of women's representation in India's legislative bodies is as follows :

- (i) **Central Legislature** : Less than 10% of its total strength are women.
- (ii) **State Legislature** : Less than 5% of its total strength are women.
- (iii) **Panchayati Raj** : One-third of the seats are reserved for women.
- (iv) India is among the bottom group of nations in the world, in this aspect.
- (v) Women's organizations and activists have been demanding a similar reservation of at least one-third of seats in Lok Sabha and State Assemblies. But the bill to this effect has not been passed.

(CBSE Marking Scheme, 2012) 1×5=5

A Q. 4. Describe any five ways in which women in India are still discriminated and oppressed.

[Board Term-I, (10S) 2013, Set (33) 2012]
 OR

A "In our country, women still lag much behind than men despite some improvements since independence." Support the statement by giving five reasons. **[Board Term-I, (580017, 31, 40) 2011]**

OR

A Explain with five examples that women are still discriminated in India.

[Board Term-I, Set (580021, 27) 2011]
 OR

A How "Women in India still face discrimination and oppression in various ways". Support the statement with five examples.

[Board Term-I, Set (38), 2012]

OR

A What are the problems faced by Indian women which affect their social status? Explain any five.

[Board Term-I, Set (47), 2012]

Ans. In our country, women still lag much behind men despite some improvements since Independence. Women face disadvantage, discrimination and oppression in various ways :

- (i) The literacy rate among women is only 54 percent as compared with 76 percent among men.
- (ii) 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.
- (iii) The proportion of women among the highly paid and valued jobs is still very small. On an average an Indian woman works one hour more than an average man everyday.
- (iv) 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.
- (v) 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.
- (vi) Women face harassment, exploitation and violence on the domestic front. **(Any five)**

(CBSE Marking Scheme, 2013) 1×5=5

High Order Thinking Skills (HOTS) Questions

3 marks each

Q. 1. How is gender division understood in Indian society ? To what extent does political mobilization on gender basis help to improve women's role in public life ? **[Board Term-I, Set (NLTM8TU) 2016-17]**

Ans. (i) In Indian society, gender division tends to be understood as natural and unchangeable. It is based on social expectations and stereotypes.

(ii) This attitude leads to sexual division of labour *i.e.*, boys and girls are brought up to believe that, the main responsibility of women is house work and bringing up children whereas all the outside works are to be done by men.

(iii) The result of this division of labour is that though the women constitute almost half the population, their role in public life is minimal.

(iv) Political expression and political mobilization on this question helped to improve women's role in public life. We now find women working as scientists, doctors, engineers, teachers, etc.

Now with lot of efforts 33% seats are reserved for women in local government bodies. **(Any three)**

(Any other relevant point may be explained)

(CBSE Marking Scheme, 2016) 5

Q. 2. "Gender division is not based on biology but on social expectations and stereotypes." Support the statement. **[Board Term-I, Set-E, DDE-2015]**
[Board Term-I, (3K) 2013, Set (52) 2012, DDE-2014]

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 the household chores and men work outside the home.

(iv) Majority of women do some paid work in addition to domestic labour both in rural and Urban areas but 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 three)
(CBSE Marking Scheme, 2013) $1 \times 5 = 5$

Value Based Question

3 marks

Q. 1. 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 point of 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 in eroding the caste barriers
(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

- (iii) and urbanisation has greatly helped to cultivate the secular mindset.
(iv) 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.
(v) The system of dowry at the time of marriage is getting diluted due to literacy and economic development of women.
(vi) The practice of child marriage is decreasing due to spread of literacy.
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 three)

$1 \times 3 = 3$



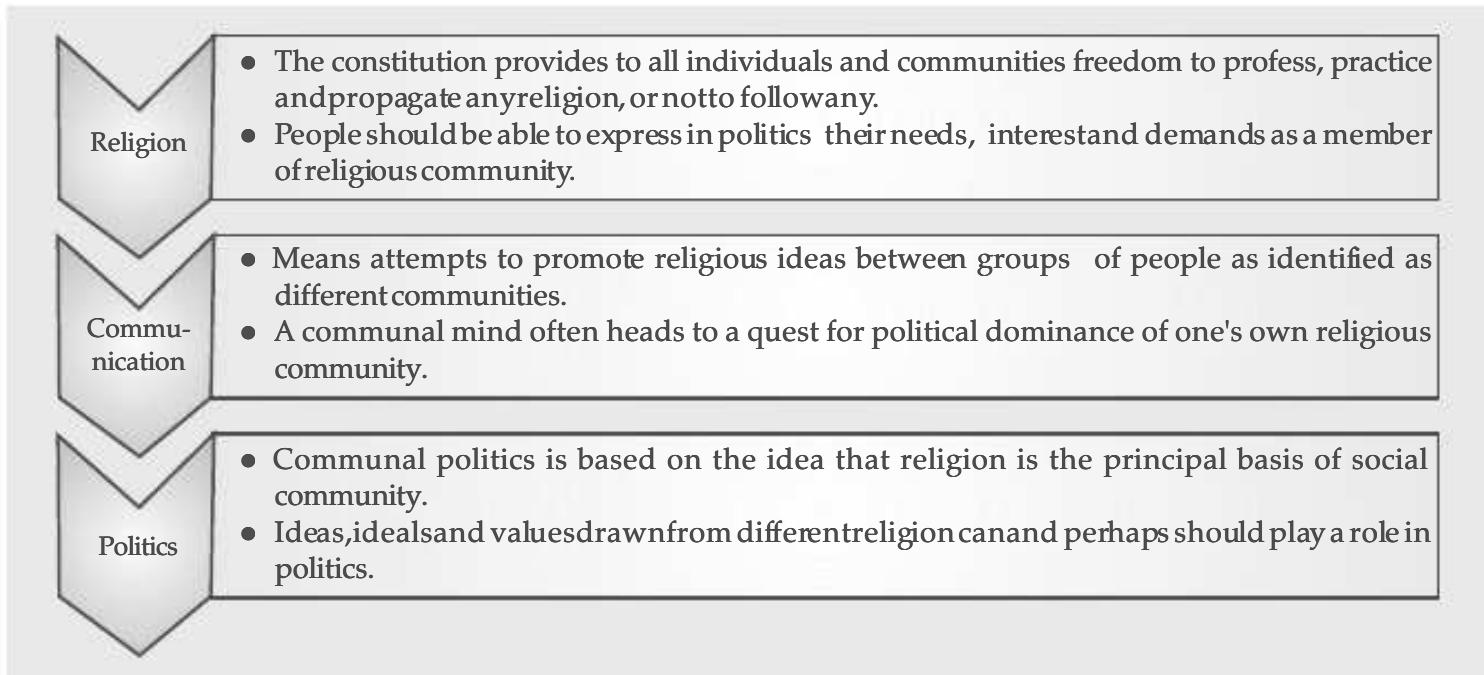
TOPIC-2

Religion, Communalism and Politics

Quick Review

- 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.
- Ideas, ideals and values drawn from different religions can and perhaps should play a role in politics.
- People should be able to express in politics their needs, interests and demands as a member of a religious community.
- Communal politics is based on the idea that religion is the principal basis of social community.
- **Communalism can take various forms in politics :**
 - (i) The most common expression of communalism is in everyday beliefs.
 - (ii) A communal mind often leads to a quest for political dominance of one's own religious community.
 - (iii) Political mobilization on religious lines is another frequent form of communalism.
 - (iv) Sometimes communalism takes its most ugly form of communal violence, riots and massacre.
- In a secular state like India, there is no official religion for the Indian state.
- The Constitution provides to all individuals and communities freedom to profess, practice and propagate any religion, or not to follow any. Some of its features are:
 - (i) The Constitution prohibits discrimination on grounds of religion.
 - (ii) At the same time the Constitution allows the state to intervene in the matters of religion in order to ensure equality within religious communities.

Flowcharts



Know the Terms

- **Communalism :** It means attempts to promote religious ideas between groups of people as identified by 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.
- **Secularism :** A belief that religion should not be involved in the organization of society.
- **Urbanisation :** Shift of population from rural areas to urban areas.

Know the Links

- www.preservearticles.com/201105206806/what-are-the...
- mkgandhi.org/articles/communalism.htm
- <http://communalism.blogspot.in/2004/01/.india-communalism-and-political-issues.htm>

Very Short Answer Type Questions

1 mark each

A Q. 1. Which type of state is India ?

Ans. Secular.

1

U Q. 2. Communalism refers to a division based on which idea ?

Ans. Religion.

1

A Q. 3. On which idea is communal politics based ?

Ans. Religion.

1

U Q. 4. What do we call a person who does not discriminate against other on the basis of religious beliefs ?

Ans. Secular.

1

U Q. 5. Which feature is against the spirit of Indian secularism ?

Ans. The religious community in majority is given a prominent place in the government.

1

U Q. 6. Who said that religion can never be separated from politics ?

Ans. Mahatma Gandhi.

1

A Q. 7. Which country has no official religion of its own ?

Ans. India.

1

Short Answer Type Questions

3 marks each

- U** Q. 1. What is communalism? How is communalism a hindrance in the functioning of our democracy? Explain. [Board Term-I, Set (580042) 2011]

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 :

- 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.
- 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

- A** Q. 2. Suggest any two measures to check communalism in India.

[Board Term-I, Set (WQ7FXWC) 2014]

- Ans.** (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.

1½+1½=3

- U** Q. 3. Explain any three forms of communalism in the Indian politics ? [Board Term-I, Set (R9UJGYG), (WQYFXWC) 2014]

Ans. **Communalism can take various forms in the Indian politics :**

Refer to Ans. 1., Long Answer Type Questions. 3

- U** Q. 4. How can communalism pose a great threat to Indian democracy ? [Board Term-I, NCT-2014]

OR

- U** How can religion be a source of danger to democratic politics ? Explain your view points.

Ans. **Communalism can pose a great threat to Indian democracy as :**

- It 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 nations.
- Any attempt to bring followers of one religion together in a context other than religion is bound to suppress many voices within that community.

1½+1½=3

- R** Q. 5. How does religion influence the political set up in our country ? Explain.

[Board Term-I, Set (OEQL2HT) 2016-17]

Ans. The religion in politics is not dangerous as it seems to us. Ethical values of each religion can play a major role in politics. As a member of any religious community, people should express their political needs. The political leaders regulate the practice of religion so that there should be no discrimination and oppression. If all religions are treated equally then these political acts are correct in any way. (CBSE Marking Scheme, 2016) 3

- A** Q. 6. Why did the Muslim Ulama in India want to introduce religious reforms in Islam ? Give Any three reasons.

[Board Term-I, Set (NLTM8TU) 2016-17]

- Ans.** (i) Muslim clergy want to introduce religious reforms in Islam.
(ii) In north India, the ulama were deeply anxious about the collapse of Muslim dynasties.
(iii) They feared that colonial rulers would encourage conversion, change the Muslim personal laws.
(iv) To counter this, they used cheap lithographic presses, published Persian and Urdu translations of holy scriptures, and printed religious newspapers and tracts.
(v) The Deoband Seminary, founded in 1867, published thousands upon thousands of fatwas. Telling Muslim readers how to conduct themselves in their everyday lives, and explaining the meanings of Islamic doctrines.

(CBSE Marking Scheme, 2016) ½×6=3

- U** Q. 7. How are religious differences expressed in politics ? [Board Term-I, Set (580011) 2011]

Ans. **The religious differences are often expressed in the field of politics, i.e. :**

- Gandhi 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.
- 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.
- Women's 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.

- 1×3=3
- A** Q. 8. "The Government of India gives holidays for the festivals of most of the religions." Why is it so ? Give your view point.

[Board Term-I, Set (X30T4XE) 2014]

Ans. **It is so because :**

- India is a secular state, there is no official religion in our country.
- The Constitution provides freedom to all to profess, practice and propagate any religion or not to follow any.
- The Constitution prohibits discrimination on the ground of religion.

1×3=3

Long Answer Type Questions

5 marks each

- A Q. 1.** Define communalism. Explain any three forms of Communalism in the Indian Politics.
[Board Term-I, Set (OEQL2HT & CB4QHT1) 2016-17]

Ans. (i) Communalism is a situation 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.

(ii) **Various forms of communalism in politics :**

- (a) The most common expression of communalism is in every day beliefs.
 - (b) A communal mind often leads to a quest for political dominance of one's own religious community.
 - (c) Political mobilisation on religious lines is another frequent form of communalism. This involves the use of sacred symbols, religious leaders, emotional appeals and plan fear.
- (CBSE Marking Scheme, 2016) $2 + 3 = 5$**

- U Q. 2.** What form does communalism take in politics ?
[Board Term-I, Set-M; (580012) 2011, DDE-2015]

OR

- U** Explain any three forms of communal politics, with examples.

[Board Term-I, Set (580015, 25, 34, 38), 2011]

OR

- U** Explain how communalism is being expressed in politics ?
[Board Term-I, Set (37) 2012]

OR

- U** What does the term communalism mean ? Explain any four forms which communalism takes in politics.

[Board Term-I, Set (10S) 2013, Set (49) 2012]

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) $1+4=5$

- A Q. 3.** How can the relationship between politics and religion be beneficial and problematic at the same time ? Explain.

[Board Term-I, Set (61) 2012]
OR

U It is inevitable to ignore the relationship between politics and religion.
 In what away does this relationship impacts modern day politics ? Explain.

[Board Term-I, (Set-C5JNEVD) 2015]

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.

Problems :

- (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) $2\frac{1}{2}+2\frac{1}{2}=5$**

- U Q. 4.** Describe any five constitutional provisions that make India a secular.

[Board Term-I, Set (R9UJGYG) 2014]
OR

- U** What is the meaning of "Secularism"? How does the constitution make India a secular state? Explain.

[Board Term-I, Set (39) 2012]

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-I, Set (55) 2012]

OR

- U** What is a secular state? How does the Constitution of India ensure that India remains a secular state? Explain.

[Board Term-I, Set (65) 2012]

OR

- U** How does the Constitution of India ensure secularism ?

[Board Term-I, Set (580013, 33, 37, 43) 2011]

- Ans.** Secularism means no special status is given to any religion. It is just not an ideology of some parties or persons.
- There is no official religion for the Indian states, unlike the status of Buddhism in Sri Lanka, or that of Islam in Pakistan.
 - The constitution provides freedom to all to protest, practice and propagate any religion, or not to follow any.

- The Constitution prohibits discrimination on grounds of religion.
- The Constitution allows state to intervene in the matters of religion in order to ensure equality within religious communities. For example, it bans untouchability.

1+4=5

(CBSE Marking Scheme, 2012)



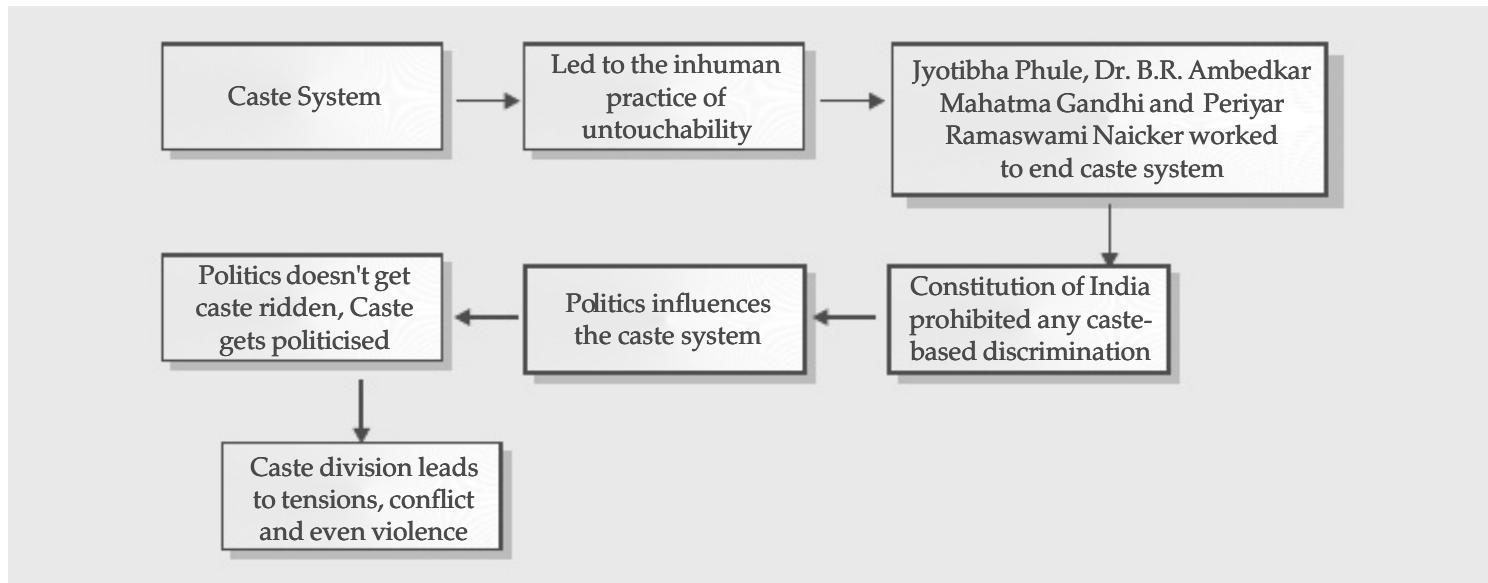
TOPIC-3

Caste and Politics

Quick Review

- A behaviour which inspires the high caste people to hate the lower caste people is known as casteism.
- Caste system was based on exclusion of and discrimination against the 'outcaste' groups. They were subjected to the inhuman practice of untouchability.
- Gandhiji was against untouchability.
- Jyotiba Phule, Dr. B.R. Ambedkar, Mahatma Gandhi and Periyar Ramaswami Naicker worked to end the caste system in India.
- With 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.
- Constitution of India prohibited any caste-based discrimination and laid the foundations of policies to reverse the injustices of the caste system.
- **Caste can take various forms in politics :**
 - When parties choose candidates in elections, they keep in mind the caste composition of the electorate and nominate candidates from different castes. So as to muster necessary support to win elections.
 - Political parties and candidates in elections make appeals to caste sentiment to muster support.
 - Universal adult franchise and the principle of one-person-one-vote compelled political leaders to gear up to the task of mobilising and securing political support.
- No parliamentary constituency in the country has a clear majority of one single caste.
- Politics too influences the caste system and caste identities by bringing them into the political arena.
- It is not politics that gets caste ridden; it is the caste that gets politicised. This takes several forms:
 - Each caste group tries to become bigger by incorporating within it neighbouring castes or sub-castes.
 - New kinds of caste groups have come up in the political arena like 'backward' and 'forward' caste groups.
- 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.
- Exclusive attention to caste can divert attention from other pressing issues like poverty, development and corruption.
- In some cases caste division leads to tensions, conflict and even violence.

Flowchart



Know the Terms

- **Urbanisation** : Shift of population from rural areas to urban areas.
 - **Casteism** : Casteism is the hereditary system of occupation, political power, endogamy, social culture and social class. It can also be defined as a class structure that is determined by birth.
 - **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 18 years or above have the right to vote.
 - **Occupational Mobility** : Shift from one occupation to another, usually when a new generation takes up occupations other than those practiced by their ancestors.

Know the Links

- <http://www.halfmantr.com/display-national-issues/1080-caste-and-politics>.
 - www.yourarticlerepository.com/politics/relationship-between

Very Short Answer Type Questions

1 mark each

- Q. 1.** What does caste hierarchy mean ?
Ans. A ladder like formation in which all caste groups are placed from the highest to the lowest. 1

Q. 2. According to the census of India, 2001, what is the population percentage of scheduled castes ?
Ans. 16.2%. 1

Q. 3. Which division is unique to India ?
Ans. Caste division. 1

Short Answer Type Questions

3 marks each

- U** Q. 1. Describe the three factors which determine the outcome of the politics of social divisions.
[Board Term-I, Set (OEQL2HT) 2016-17]

Ans. Factors that decide the outcome of the politics of social divisions.

(i) **The people's perception of their identities :** When this is singular, the accommodation of other identities becomes difficult.

(ii) **Representation of a community by political leaders :** While representing a community, if politicians raise demands that are constitutional, then, it is easier to accommodate those demands.

(iii) **The government's reaction :** If the reasonable demands of a community are suppressed by the government, then it leads to social divisions, which in turns threaten the integrity of the country.

$1 \times 3 = 3$

U Q. 2. Describe three advantages of the political expression of caste differences.
[Board Term-I, (Set-XOKG2SB) 2015]

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.

$1 \times 3 = 3$

A Q. 3. Describe the adverse effects of caste in politics in India.[Board Term-I, Set (580023, 29, 35, 45) 2011]

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) Leads to conflicts and tensions among various caste groups.

$1 \times 3 = 3$

U Q. 4. How does caste get politicised ? Give three points. [Board Term-I, Set (AZ) 2011, Set (AZ) 2010]

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.

$1 \times 3 = 3$

U Q. 5. Why are caste barriers breaking down in India ? Explain with three reasons.

[Board Term-I, Set (580024, 32, 36) 2011]

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.

1×3=3

Q. 6. Explain the impact of caste system on Indian democracy. [Board Term-I, Set (580024) 2011]

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.

1×3=3

Q. 7. "Caste has not still disappeared from contemporary India." Write any three examples to justify the statement.

[Board Term-I, Set (580041) 2011]

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.

1×3=3

Long Answer Type Questions

5 marks each

U Q. 1. Explain the factors that have led to the weakening of the caste system in India.

[Board Term-I, Set (X30T4XE), 2014]

OR

U Explain any five reasons for the declining caste system in India.

[Board Term-I, Set (40) 2012]

OR

U What factors have brought about a change in the Indian caste system in modern times ? Explain.

[Board Term-I, Set (45) 2012]

OR

U Explain any five socio-economic changes responsible for breaking down the old notion of caste hierarchy in India.

[Board Term-I, Set (6HTQGTF) 2016-17]

[Board Term-I, Set (60) 2012]

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

A Q. 2. 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-I, Set (6AP67LB) 2015]

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 from 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. $1+4=5$
- A Q. 3.** How can caste take different forms in politics ? Explain with examples. [Board Term-I, Set (67) 2012]
- OR**
- A** Analyse the role of caste in Indian politics. [Board Term-I, (Set-E) DDE-2015]
- 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 is 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 particular 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) $1\times 5=5$
- A Q. 4.** "Caste has not still disappeared from contemporary India." Support the statement with suitable examples. [Board Term-I, Set (WQ7FXWC) 2014]
- OR**
- A** "Caste has not still disappeared from contemporary India". Do you agree with the statement ? Justify your answer with suitable argument. [Board Term-I, Set (36) 2012]
- 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) $1\times 5=5$
- U Q. 5.** Describe the positive and negative aspects of relationship between caste and politics. [Board Term-I, KVS-2014]
- OR**
- U** Describe three advantages and two disadvantages of the political expression of caste differences. [Board Term-I, Set (48) 2012]
- OR**
- A** Analyse any five advantages and disadvantages of the political expression of caste differences ? [Board Term-I, Set (62) 2012]
- 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.
- 3+2=5
- (CBSE Marking Scheme, 2012)
- A Q. 6.** Assess the influences of politics on caste system. [Board Term-I, Set (69) 2012]
- Ans. Influence of politics on Caste :**
- (i) Each caste group tries to become bigger by incorporating within it 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. $1\times 5=5$
- (CBSE Marking Scheme, 2012)



CHAPTER

5

POLITICAL PARTIES

Syllabus

- *What role do political parties play in competition and contestation ?*
- *Which are the major national and regional parties in India ?*



TOPIC-1 Political Parties – An Introduction

Quick Review

(1) What is a political party?

- A political party is a group of people who come together to contest elections and hold power in the government.
- It mobilises voters to support common sets of interests, concerns and goals.
- A political party fixes the political agenda and policies and tries to persuade people by claiming that their policies are better than those of other parties.
- A political party is the means through which people can speak to the government and have a say in the governance of any country.
- A political party has three components : (i) the leaders, (ii) the active members, and (iii) the followers.

(2) Functions

- Parties contest elections by putting up candidates.
- In some countries, candidates are selected by members and supporters of a party (*for eg., USA*).
- In other countries, candidates for contesting elections are chosen by top party leaders — *for eg., India*.
- Parties put forward different policies and programmes and voters choose from them. In a democracy, a large number of people with similar opinions group together and form a party and then give a direction to the policies followed by the government.
- The parties that lose elections form the opposition and voice different views and criticize the government for their failures and wrong policies. They mobilise opposition to the government.
- They shape public opinion. Parties with the help of pressure groups launch movements for solving problems faced by the people.
- Parties provide people access to government machinery and welfare schemes implemented by the government. For an ordinary citizen it is easy to approach a local party leader than a government officer.

(3) Need for political parties

- The democracies cannot exist without political parties being clear about the functions they perform. If there were no political parties then :
 - (i) All candidates in an election would become independent candidates. They cannot promise any major policy changes to the people. No one will be responsible for how the country runs.
 - (ii) In large societies, only representative democracy can work. Political parties become an agency to gather different views on various issues and present them to the government.

TOPIC - 1

Political Parties - An Introduction P. 258

TOPIC - 2

Types of Party Systems P. 260

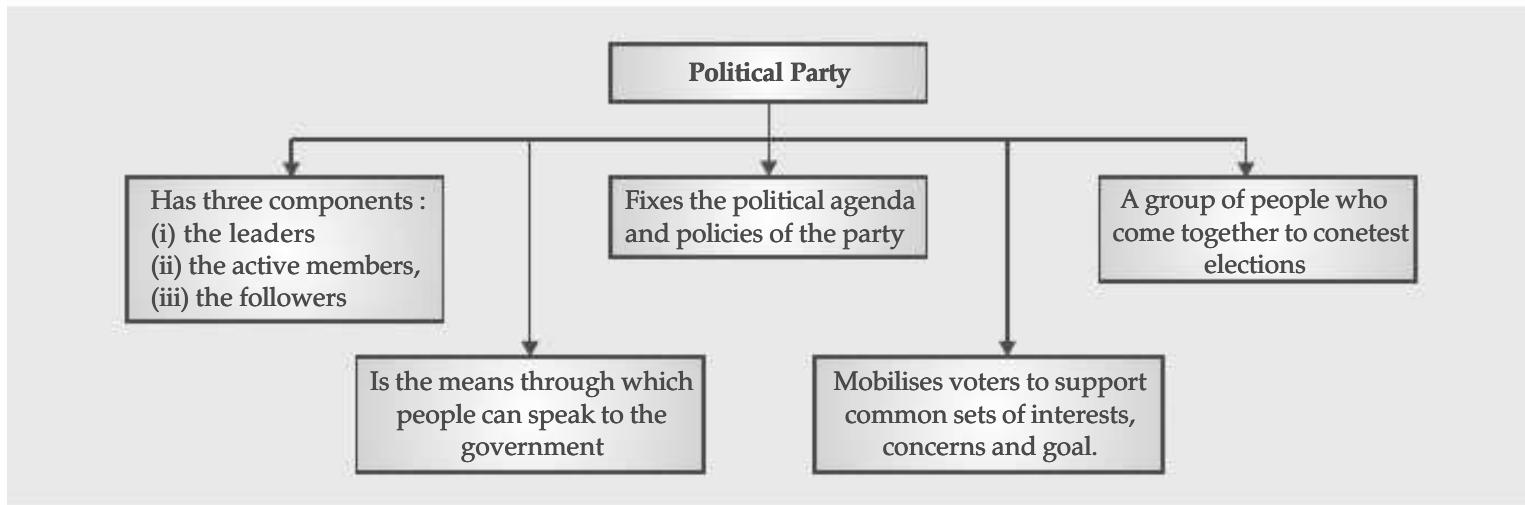
TOPIC - 3

National and Regional Parties P. 262

TOPIC - 4

Challenges Faced By Political Parties and its Reforms P. 265

Flowchart



Know the Terms

- **Party** : Parties are necessary to represent the people of a country. They help to conduct elections in an organized functioning of the legislature.
- **Political party** : A political party is a group of people with a definite agenda and who come together to contest elections and hold power in the government.

Know the Links

- www.elections.in/political-parties-in-india/
- www.authorstream.com/Presentation/singhnishant007-147535
- www.powershow.com/view/4185a-NmI1M/Politics_of_India

Very Short Answer Type Questions

1 mark each

- Q. 1.** What is meant by 'Political Party'? [Board Term-II, 2015]
Ans. A political party is a group of people come together to contest elections to hold power in the government. 1
- Q. 2.** What is an important function of a political party in India ?
Ans. To contest elections. 1

- Q. 3.** Who take direct part in the elections ?
Ans. Political parties.
- Q. 4.** Which is not a component of a political party ?
Ans. The critics. 1
- Q. 5.** What is a ruling party ?
Ans. Political party that runs the government. 1

Short Answer Type Question

3 marks

- Q. 1.** Analyse the three components of a political party.
 [Board Term-II, 2016, Outside Delhi Set-3]
OR
 Describe the three components of a political party.
 [Board Term-II, 2014]

- Ans.** Three components of a political party are :
 (i) Leaders
 (ii) Active members
 (iii) Followers 1 × 3 = 3

Long Answer Type Questions

5 marks each

- Q. 1.** What is meant by a political party ? Describe the three components of a political party.
 [Board Term-II, Outside Delhi, Set-1, 2, 3 2015]

- Ans.** Political Party is a group of people who come together to contest elections and hold power in the government.

Three components of a political parties are :

- (i) The leaders
- (ii) The active members
- (iii) The followers

[CBSE Marking Scheme, 2015] $2 + 3 = 5$

A Q. 2. Describe any five major functions of political parties. [Board Term-II, Set-2, 3 2015]

Ans. Functions of political parties :

- (i) Parties contest elections.
- (ii) They put forward policies and programmes.
- (iii) Parties play a decisive role in making laws.
- (iv) Parties form and run government.
- (v) Defeated parties in the election play its role of opposition to the parties in power.
- (vi) Parties shape public opinion.
- (vii) Parties provide people access to government machinery and welfare schemes. (Any five)

[CBSE Marking Scheme, 2015] $1 \times 5 = 5$

U Q. 3. Explain two functions each of the ruling party as well of the opposition parties.

[Board Term-II, (Set-68001) 2012]

Ans. Functions of the ruling parties :

- (i) They play a major role in making laws for the country.
- (ii) They form the government and run the country.
- (iii) They recruit leaders, train them and then make ministers to run the government.

Functions of the opposition parties :

- (i) They oppose the government by voicing different views.
- (ii) They criticise government for its failure and wrong policies.
- (iii) They mobilise opposition to the government.

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

[CBSE Marking Scheme, 2012]

U Q. 4. How do political parties help in shaping public opinion ? Explain.

[Board Term-II, (Set-68001) 2012]

Ans. Role of political parties in shaping public opinion as :

- (i) They raise and highlight issues.
- (ii) They form pressure groups as an extension.
- (iii) They launch movement for the resolution of problems faced by the people.
- (iv) They have lakhs of members and activists.

[CBSE Marking Scheme, 2012] $1\frac{1}{4} \times 4 = 5$



TOPIC-2

Types of Party Systems

Quick Review

➤ Party system

There are three types of party systems :

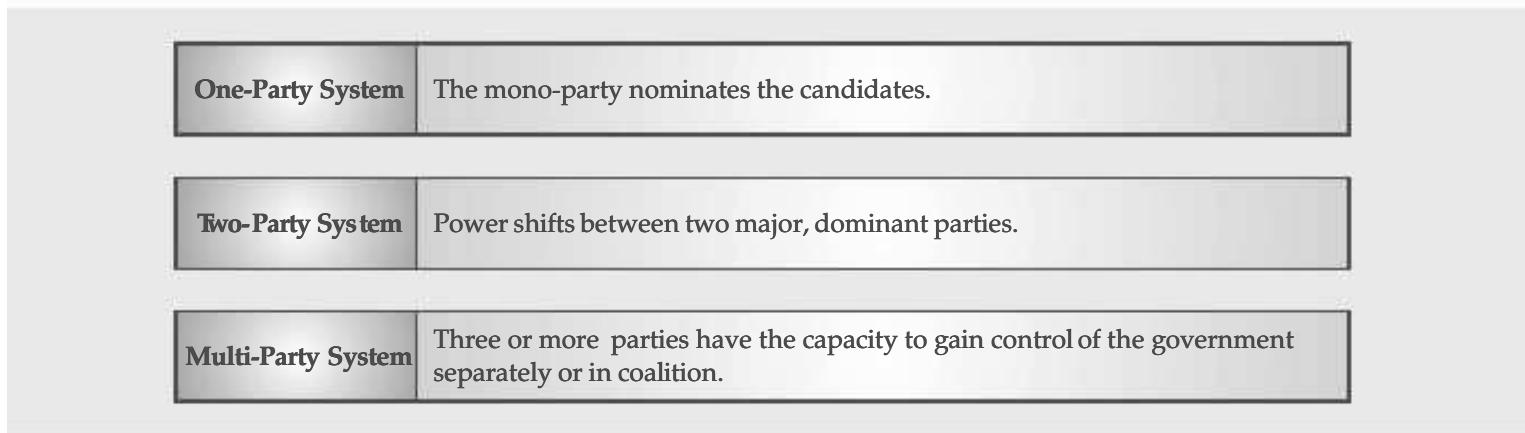
- (i) One-party system (ii) Two-party system and (iii) Multi-party system.

(i) **One-Party System** : In some countries only one party is allowed to control and run the government. There is no competition in this system. The mono party nominates the candidates and the voters have only two choices — (a) Not to vote at all or (b) write 'yes' or 'no' against the name of the candidates nominated by the party. This system has been popular in Communist countries and other authoritarian regimes e.g., China, North Korea and Cuba. This system was also prevalent in USSR till Communism collapsed.

(ii) **Two-Party System** : Power changes between two major, dominant parties. In this system, to win elections, the winner has to get maximum number of votes, but not necessarily a majority of votes. The smaller parties usually merge with the bigger parties or they drop out of elections. This parliamentary system prevails in Great Britain and the United States of America, in which only two parties hold significant numbers of seats. Supporters of this system believe that this prevents dangers of fragmentation (too many parties winning seats from different constituencies) and the government can run smoothly.

(iii) **Multi-Party System** : It is the most common type of party system. In this system, three or more parties have the capacity to gain control of the government separately or in coalition. When no party gains a majority of the legislative seats in multi-party parliamentary system, then several parties join hands and form a coalition government. Supporters of this system point out that it allows more points of views to be represented in the government. Critics of this system point out that multi-party system sometimes leads to political instability.

Flowcharts



Know the Terms

- **Mono-party system** : Mono-party system is a political system in which only one party controls and runs the government.
- **Bi-party system** : Bi-party system is a type of system in which power alternates between two parties only. The party that gets the majority forms the government and the other party forms opposition.
- **Multi-party system** : It is a system in which several parties compete for power and more than two parties have a reasonable chance of coming into power either on their own or in alliance with others.
- **Coalition government** : A coalition government is generally formed in a multi-party system, when no single party wins a majority of seats then many parties get together based on compromise and tolerance.

Know the Links

- en.wikipedia.org/wiki/Party_system
- www.slideshare.net/.../political-parties-of-india

Very Short Answer Type Questions

1 mark each

- A** Q. 1. Why is one party political system not considered a good democratic system ?

[Board Term-II, Foreign Set-I, II, III 2016]

Ans. Because one party system has no democratic option.

1

- (ii) It is easy to absorb different social and geographical diversities in a multi-party systems.

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

- U** Q. 2. Why did India adopt multi-party system ?

[Board Term-II, Outside Delhi Set-I, II, III, 2016]

Ans. India adopted multi-party system because :

- (i) India is a large country and has social and geographical diversities.

- A** Q. 3. Name a country that has one-party system.

Ans. China.

1

- A** Q. 4. United Kingdom is an example of which party system ?

Ans. Two-party system.

1

Short Answer Type Questions

3 marks each

- A** Q. 1. Describe any three main features of Two-Party system. [Board Term-II, Foreign Set-III 2015]

Ans. Main features of two-party system :

- (i) Power usually changes between two parties, several other parties may exist.
- (ii) In such system, people get clear choice.
- (iii) The party that wins majority forms the government and the other sits in opposition.
- (iv) Strong opposition is good for democracy.
- (v) Prompt decisions are taken and implemented.

- (vi) More development and less corruption.

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

[CBSE Marking Scheme, 2015]

- U** Q. 2. What is a multi-party system ? Why has India adopted a multi-party system ? Explain.

[Board Term-II, Set-I, III 2015]

Ans. Multi-party system :

If several parties compete for power and more than two parties have a reasonable chance of coming to power either on their own strength or in alliance with others, we call it a multi-party system.

- India adopted a Multi party system because :**
- There is social and geographical diversity in India.
 - India is such a large country which is not easily absorbed by two or three parties.

(iii) The system allows a variety of interests and opinions to enjoy political representation.

(Any two) $1 + 2 = 3$

[CBSE Marking Scheme, 2015]

Long Answer Type Questions

5 marks each

- Q. 1.** What do you understand by the bi-party system ? Write its one merit and one demerit.

[Board Term-II, (Set-68015) 2012]

Ans. Bi-party system :

- In some countries, power usually changes between two main parties. It is also known as two party system.
- In this system, the government is formed by one party and the other plays the role of opposition.
Merit—This system allows stability of government as no coalition is there.
Demerit—In this system, only two main parties have a serious chance of winning majority seats to form the government.

5

[CBSE Marking Scheme, 2012]

- Q. 2.** What is a multi-party system ? Explain merits and demerits of multi-party System.

[Board Term-II, Set (68008) 2012]

Ans. Refer to Ans. of Q. 2 of Short Answer Type Question.

Merits :

- This system allows a variety of interests and opinions to enjoy political representation.
- People can make a choice between several candidates.

Demerits :

- No one party is likely to gain power alone. Therefore, it leads to difficulty in formation of government.
- Leads to political instability and often appears to be very messy.

$1 + 2 + 2 = 5$

[CBSE Marking Scheme, 2012]



TOPIC-3 National and Regional Parties

Quick Review

➤ An Alliance

When several parties in a multi-party system join hands for the purpose of contesting elections and winning power, it is called an alliance or a front. India, in 2004 and 2009, had three such alliances for parliamentary elections : (i) National Democratic Alliance (ii) The United Progressive Alliance and (iii) Left Front.

➤ Proportion of Participation

— Level of participation in the activities of the parties—very high in India—advanced countries like Canada, Japan, Spain and South Korea much less—the proportion of people in India who feel close to a political party is very high—membership of political parties has also gone up.

➤ Election Commission

Every party in India has to register with the Election Commission. The Commission treats every party as equal to the others, but it offers special facilities to large and established parties.

They are given a unique symbol and are called, “recognized political parties.”

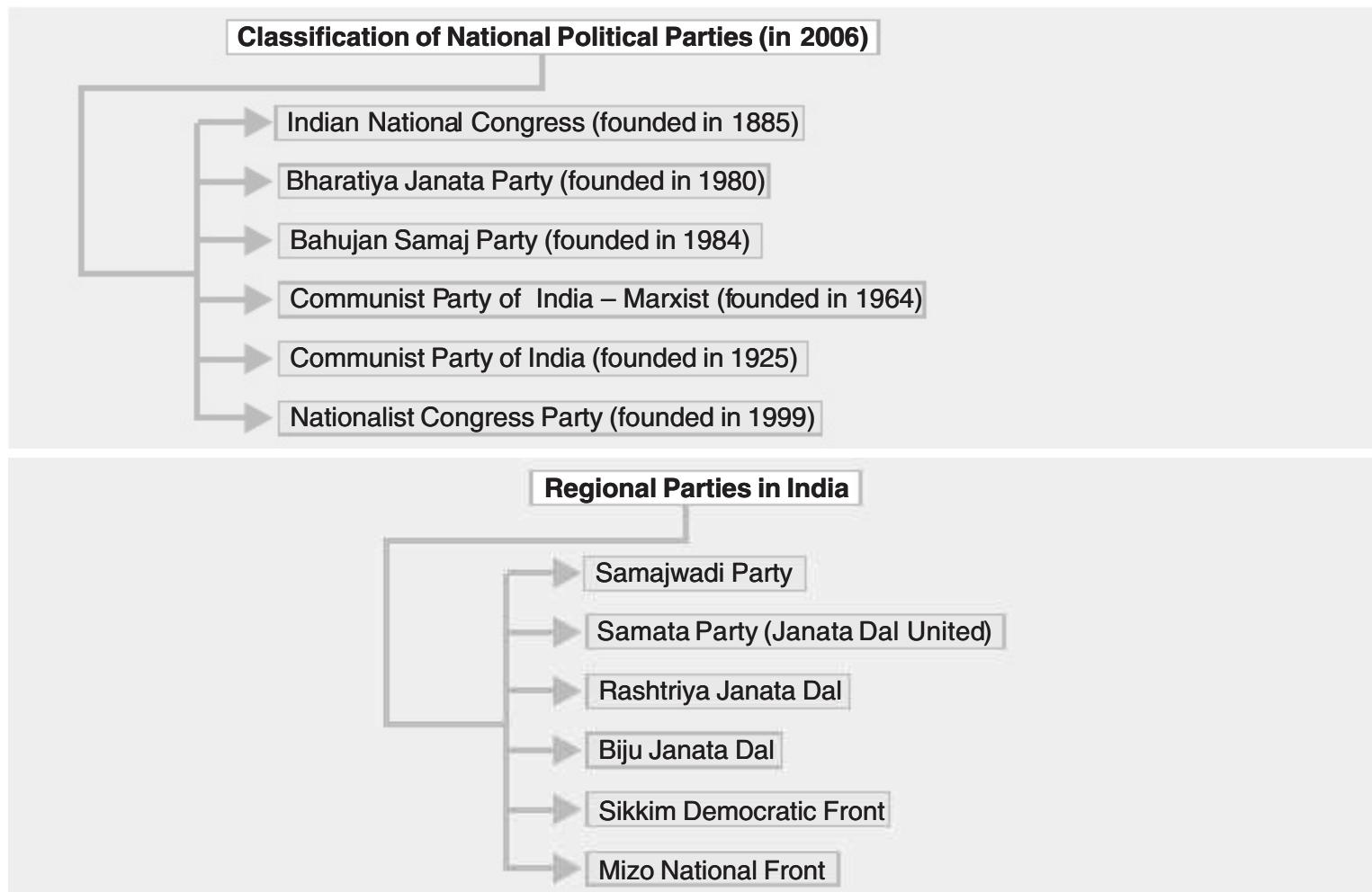
Introduction to Major Political Parties in India :

- Indian National Congress (INC)
- Bharatiya Janata Party (BJP)
- Bahujan Samaj Party (BSP)
- Communist Party of India - Marxist (CPI-M)
- Communist Party of India (CPI)
- Nationalist Congress Party (NCP)

➤ State or Regional Political Parties :

- Regional parties need not be regional in their ideology or outlook. Some of these parties are all India parties that happen to have succeeded only in some states.
- Parties like the Samajwadi Party, Samata Party and Rashtriya Janata Dal have national level political organization with units in several states.
- Some of these parties like Biju Janata Dal, Sikkim Democratic Front and Mizo National Front are conscious about their state identity.

Flowcharts



Know the Terms

- **National party :** A party that secures at least 6% of the total votes in Lok Sabha elections or wins four seats in the Lok Sabha is recognized as a national party.
- **Regional party :** All parties, other than the six national parties, are classified as state parties by the Election Commission of India. They are also called regional parties.
- **Alliance :** When several parties in a multi-party system join hands for the purpose of contesting elections and winning power, it is called an alliance or a front. India, in 2004 and 2009, had three such alliances for parliamentary elections : (i) National Democratic Alliance (ii) The United Progressive Alliance and (iii) Left Front.

Know the Links

- www.elections.in/political.../differences-between-regional-and-national-p...
- www.yourarticlerepository.com/essay/the-major-regional

Very Short Answer Type Questions

1 mark each

- | | |
|--|--|
| A Q. 1. Name the alliance formed by the Congress Party. [Board Term-II, Set-TCJQ6VD, 2016] Ans. United Progressive Alliance (UPA). 1 | Ans. (i) Cultural nationalism. (ii) India's ancient culture and values. (Any one) $\frac{1}{2} \times 2 = 1$ |
| A Q. 2. Which party was the principal opposition party in Lok Sabha in 2004 ? [Board Term-II, Set-KCG34U9, 2016] Ans. Bharatiya Janata Party (BJP). 1 | A Q. 4. The Bahujan Samaj Party stands for what ? Cause. [Board Term-II, 2011] Ans. Securing the interest of the oppressed people. 1 |
| A Q. 3. What is the guiding philosophy of Bharatiya Janata Party ? [Board Term-II, Outside Delhi Set-II, 2015] | U Q. 5. What is the requirement laid down by the Election Commission for a political party to be recognized as a 'State Party' ? [Board Term-II, Foreign Set-I, II, III, 2015] |

Ans. A party that secures at least six percent of the total votes in an election to the Legislative Assembly of a state and wins at least two seats is recognized as a state party.

[CBSE Marking Scheme, 2015]

- A** Q. 6. Name any one political party that has national level political organization but not recognized as the national political party.

[Board Term-II, Delhi Set-I, II, III, 2016]

Ans. Samajwadi Party / Samata Party / Rashtriya Janata Dal
(Any one) 1

- A** Q. 7. Name any two regional parties of West Bengal.

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

Ans. Two regional parties of West Bengal are :

- (i) Marxist Forward Bloc
- (ii) Trinmool Congress.

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

- A** Q. 8. When was the Communist Party of India-Marxist (CPI-M) formed?

Ans. 1964.

1

- A** Q. 9. How many parties are registered with the Election Commission of India?

Ans. More than 750.

1

- U** Q. 10. The BJP formed the government in 1998 as the leader of an alliance. Name the alliance.

Ans. National Democratic Alliance.

1

- U** Q. 11. When and under whose leadership was Bahujan Samaj Party (BSP) formed?

Ans. 1984, Kanshi Ram.

1

- U** Q. 12. What is the criteria to recognise as a National political party in India ?

Ans. 6% votes in Lok Sabha or Assembly election in four states and 4 seats in Lok Sabha.

1

Short Answer Type Questions

3 marks each

- U** Q. 1. What is meant by a 'national political party' ? State the conditions required to be a national political party.

[Board Term-II, Delhi Set- I, II, III, 2016]

Ans. National political party have units in the various states, they follow the same policies, programmes and strategy that is decided at the national level.

Conditions required :

- (i) A party that secures at least 6% of the total votes in general elections of Lok Sabha or assembly elections in four states.
- (ii) Wins at least 4 seats in Lok Sabha.

[CBSE Marking Scheme, 2016] 1 + 2 = 3

- R** Q. 2. Name the national political party which espouses secularism and welfare of weaker sections and minorities. Mention any four features of that party.

[Board Term-II, 2013]

Ans. The national political party which espouses secularism and welfare of weaker sections and minorities is the Indian National Congress.

Four features of this party are listed below :

- (i) Founded in 1885.
- (ii) Dominated Indian politics, both at the national and state levels, for several decades after India's independence.
- (iii) Ruling party at the centre till 1977 and then from 1980 to 1989. After 1989, its support declined.
- (iv) A centrist party (neither rightist nor leftist) in its ideological orientation.

$$1 + \frac{1}{2} \times 4 = 3$$

[CBSE Marking Scheme, 2013]

- U** Q. 3. What is a political party ? State any two points of the ideology of Bharatiya Janta Party ?

[Board Term-II, Foreign Set-I, II, III, 2016]

Ans. A political party is a group of people who come together to contest elections and hold power in the government. They agree on some policies and programmes for the society with a view to promote the collective good.

Ideology of BJP :

- (i) Wants full territorial and political integration of Jammu and Kashmir with India.
- (ii) A uniform civil code for all people living in the country irrespective of religion.
- (iii) Cultural nationalism. (Any two) 1 + 2 = 3

[CBSE Marking Scheme, 2016]

- A** Q. 4. Describe about the ideology and organization of Bahujan Samaj Party.

[Board Term-II, Set-KCG34U9, 2016]

Ans. Bahujan Samaj Party (BSP) was formed in 1984 under the leadership of Kanshi Ram. Its main aim is that it seeks represent and secure power for the Bahujan Samaj which includes the dalits and adivasis, OBCs and religious minorities.

[CBSE Marking Scheme, 2016] 3

- U** Q. 5. What is meant by 'regional political party' ? State the conditions required to be recognized as a 'regional political party'.

[Board Term-II, Delhi Set-I, II, III, 2016]

Ans. A regional party is a party that is present in only some states.

Conditions required for a party to be recognized as a regional political party are :

- (i) A party that secures at least six percent of the total votes in an election to the Legislative Assembly of a state.
- (ii) Wins at least two seats in the Legislative Assembly.

[CBSE Marking Scheme, 2016] 1 + 2 = 3

- R** Q. 6. Name any six 'regional political parties' of the four southern states of India.

[Board Term-II, 2014]

Ans. Tamil Nadu—AIADMK (All India Dravida Munnetra Kazhagam), DMK
Andhra Pradesh—Telugu Desam, Lok Satta
Kerala—Kerala Congress (Joseph)
Puducherry—AINRC (All India N. R. Congress)
[CBSE Marking Scheme, 2014] $\frac{1}{2} \times 6 = 3$

- Q. 7.** Name the 'regional political parties' that are predominant in Jharkhand, Maharashtra and Odisha respectively with their symbols.

[Board Term-II, 2014]

Ans. Jharkhand—JMM—Jharkhand Mukti Morcha
 Maharashtra—INC—Indian National Congress
 Odisha—BJD—Biju Janata Dal $1 \times 3 = 3$
 [CBSE Marking Scheme, 2014]

- A. Q. 8.** "Nearly every one of the state parties wants to get an opportunity to be a part of one or the other national level coalition." Support the statement with arguments.

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

Ans. State parties seeking national level coalition :

Before general election of 2014, in three general elections no one national party was able to secure on its own a majority in Lok Sabha. With the result, the national parties were compelled to form alliances with state or regional parties. Since 1996, nearly every one of the state parties

has got an opportunity to be a part of one or the other national level coalition government. This has contributed to the strengthening of federalism and democracy.

[CBSE Marking Scheme, 2016] 3

- Q. 9.** State the conditions as laid down by the Election Commission to recognize a 'state party' and 'national party'. [Board Term-II, 2014]

Ans. The difference between a state and a national party can be identified as follows :

- (i) In a state party, the party members aim to highlight the regional interests. On the other hand, a national party gives due importance to national interests.
- (ii) A state party can contest in elections only in a particular state, whereas a national party can contest in elections all across the country.
- (iii) Example : BJP and Congress are national parties, whereas Akali Dal and Trinamool Congress are state level parties.

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

Long Answer Type Questions

5 marks each

- Q. 1.** What is meant by national parties ? State the criteria for recognizing a party as National and State party. [Board Term-II, Set-68008, 2012]

Ans. Democracies that follow a federal system all over the world tend to have two kinds of political parties—Parties that are present in only one of the federal units and parties that are present in several or all units of the federation.

Those parties which are countrywide parties are called national parties.

National and State Parties :

- (i) A party that secures at least six percent of the total votes in an election to the Legislative Assembly of a state and wins at least two seats is recognized as a state party.'
- (ii) A party that secures at least six percent of the total votes in Lok Sabha elections or Assembly elections in four states and wins at least four seats in the Lok Sabha is recognized as a national party.

[CBSE Marking Scheme, 2012] $1 + 2 + 2 = 5$

- Q. 2.** Name the national political party which gets inspiration from India's ancient culture and values. Mention four features of that party.

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

Ans. 'Bharatiya Janata Party' (BJP) gets inspiration from India's ancient culture and values.

Four important features :

- (i) Cultural nationalism or 'Hindutva' is an important element in its conception of Indian nationhood and politics.
- (ii) The party wants full territorial and political integration of Jammu and Kashmir with India.
- (iii) A uniform civil code for all people living in the country irrespective of religion and ban on religious conversions.
- (iv) Its support base increased substantially in the 1990s.a

$1 + 4 = 5$
 [CBSE Marking Scheme, 2013]



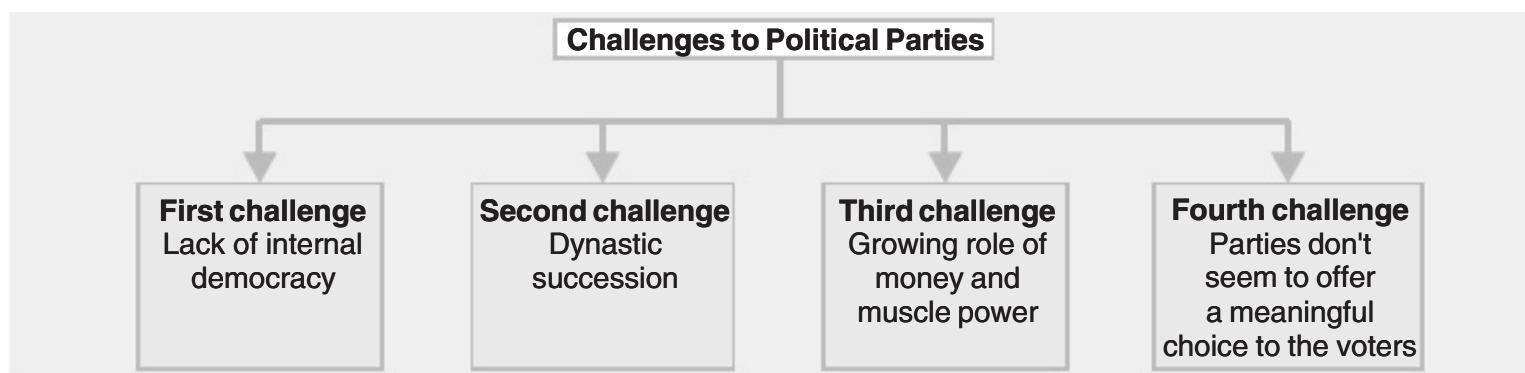
TOPIC-4 Challenges Faced By Political Parties and its Reforms

Quick Review

- Lack of internal democracy within parties
 - (i) Power concentrated in the hands of few.
 - (ii) No organizational meetings. No keeping of membership register.
 - (iii) No internal, regular elections.
 - (iv) Ordinary members do not have access to information, cannot influence decisions.
 - (v) Disagreement with the leader leads to ouster from the party.

- **Dynastic succession**
 - (i) Leaders on top have unfair advantage to favour people close to them or family members.
 - (ii) Top positions controlled by family members in most parties.
 - (iii) Bad for democracy.
 - (iv) Tendency seen all over the world, even in the older democracies.
- **Money and muscle power**
 - (i) During elections this power is very visible.
 - (ii) Candidates who can raise money are nominated.
 - (iii) Rich people and companies who give funds have influence on policies.
- **Parties do not offer a meaningful choice to the voters.**
 There is not much difference in ideology among parties. *Example* : Labour Party and Conservative Party of Britain. They only differ on details of implementation rather than fundamental principles.
 - (i) In India also there is not much difference among parties on economic issues.
- **Reforms :**
 As political parties face these challenges, there is a growing need to reform the system. Some of the reform measures taken by the government are: Anti-defection law, affidavit requirement and organizational meetings for political parties.
- **Some suggestions made to reform political parties and its leaders :**
 - (i) A law should be made to regulate the internal affairs of political parties. It should be made compulsory for political parties to maintain a register of its members, follow its own constitution and hold open elections to the highest posts.
 - (ii) It should be made mandatory for political parties to give a minimum number of tickets, about one-third, to women candidates.
 - (iii) There should be state funding of elections. The government should give parties money, petrol, paper, telephone, etc., to support their election expenses.

Flowchart



Know the Terms

- **Defection** : Changing party allegiance from the party on which a person got elected (to a legislative body) to a different party.
- **Affidavit** : A signed document submitted to an officer where a person makes a sworn statement regarding giving details of his property and criminal cases pending against him.
- **Election Commission** : An independent multi-member body which is constituted for the superintendence, direction and conduct of election.

Know the Links

- www.elections.in/political.../differences-between-regional-and-national-p...
- www.yourarticlerepository.com/essay/the-major-regional

Very Short Answer Type Questions

1 mark each

- Q. 1. If all the decisions of a political party are made by a single family and all other members are neglected, then what challenge is being faced by that party ?

[Board Term-II, 2015]

Ans. Challenge of dynastic succession.

1

- Q. 2. Why do political parties involve partisanship ?

[Board Term-II, O.D. Set-I, 2015]

Ans. Because the parties are a part of the society and thus they involve partisanship. 1

A **Q. 3.** An _____ is a signed document submitted to an officer, where a person makes a sworn statement regarding her personal information.

Ans. Affidavit. 1

Short Answer Type Questions

3 marks each

A **Q. 1.** Which three challenges do you feel are being faced by political parties in India ? Give your opinion.

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

Ans. The three challenges faced by political parties in India are :

- (i) Lack of internal democracy.
- (ii) Challenge of dynastic succession
- (iii) Growing role of money and muscle power.
- (iv) Often parties do not seem to offer a meaningful choice to the voters. **(Any three)** $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

U **Q. 2.** How do money and muscle power play an important role in elections ? Explain.

[Board Term-II, O.D. Set-II, 2015]

Ans. Money and muscle power play an important role in elections because :

- (i) Role of money and muscle power in parties especially during elections is growing.
- (ii) Parties tend to nominate those candidates who have or can raise lots of money.
- (iii) Rich people and companies who give funds to the parties tend to have influence on the policies and decisions of the party.
- (iv) In some cases, parties support criminals who can win election.
- (v) Democrats all over the world are worried over the increasing role of rich people and big companies in democratic politics. **(Any three)** $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

U **Q. 3.** What is meant by 'defection' in democracy ? Explain. [Board Term-II, Set-2027, 2014]

Ans. (i) Defection in politics means moving of a person from one party to another party for some personal benefit. It means changing party allegiance from the party on which a person got elected to a different party.

(ii) It happens when a legislature, after having been elected from a particular party leaves it and joins in other party.

(iii) The Constitution was amended to prevent elected MLA's and MP's from changing parties. Now the law says that if any MLA and MP changes parties, he or she will lose seat in the legislature.

(iv) The new law has brought defection down and has made dissent even more difficult.

[CBSE Marking Scheme, 2014] 3

A **Q. 4.** "Serious efforts were made by the legal organizations to reform political parties in India." Support the statement.

[Board Term-II, Foreign Set-I, II, III, 2015]

Ans. Efforts made by the legal organizations to reform political parties in India :

- (i) To check defection, the Constitution was amended to prevent elected MLA's and MPS's from changing parties.
- (ii) The Supreme Court passed an order to reduce the influence of money and criminal, by making it mandatory to produce an affidavit giving details of property and criminal cases pending.
- (iii) The Election Commission passed an order making it necessary for political parties to hold their organizational election and file their income tax returns. [CBSE Marking Scheme, 2015] 3

Long Answer Type Questions

5 marks each

U **Q. 1.** Explain any four problem areas in the working of political parties.

[Board Term-II, Set-2081, 2012]

Ans. (i) **Lack of internal democracy** : The first challenge is lack of internal democracy within parties. Concentration of power in one or few leaders at the top.

(ii) **Dynastic succession** : Favour people close to them or even their family members. In many parties, the top positions are always controlled by members of one family.

(iii) **Money and muscle power** : The third challenge is about growing role of money and muscle power in parties, especially during elections.

(iv) **Meaningful choice** : The fourth challenge is that very often parties do not seem to offer a meaningful choice to the voters. **$1\frac{1}{4} \times 4 = 5$**

[CBSE Marking Scheme, 2012]

U **Q. 2.** Why is there a lack of internal democracy within the political parties in India ? Explain with examples. [Board Term-II, Set-2027, 2012]

Ans. There are various reasons for lack of democracy within the political parties in India :

- (i) Concentration of power in one or few leaders at the top.
- (ii) Details of membership are not registered in the parties.
- (iii) No organizational meetings.
- (iv) No internal elections for membership within the party.
- (v) Top leaders have unanimous power of decision-making.

$1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

A Q. 3. Examine any two institutional amendments made by different institutions to reform political and their leaders.

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

OR

Elucidate some of the recent efforts taken in our country to reform political parties and its leaders.

[Board Term II, SQP, 2016]

Ans. (i) The Constitution was amended to prevent elected MLA's and MP's from changing parties. This was done because many elected representatives were indulging in defection in order to become ministers or for cash rewards. Now, if any MLA or MP changes parties, he or she will lose the seat in the legislature.

(ii) The Supreme Court passed an order to reduce the influence of money and criminals. Now, it is mandatory for every candidate who contests elections to file an affidavit giving details of his property and criminal cases pending against him. The new system has made a lot of information available to the public. But there is no system of check if the information given by the candidates is true.

(iii) The Election Commission passed an order making it necessary for political parties to hold their organizational elections and file their income tax returns.

(iv) The parties have started doing so but sometimes it is mere formality. It is not clear if this step has led to greater internal democracy in political parties. [CBSE Marking Scheme, 2016] 5

Q. 4. Suggest and explain any five measures to reform political parties.

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

OR

Suggest any five effective measures to reform political parties.

[Board Term-II, 2015, Outside Delhi Set-I, 2012]

Ans. Effective measures to reform political parties are :

- (i) A law should be made to regulate the internal affairs of political parties.
- (ii) It should be made compulsory for political parties to maintain a register of its members.
- (iii) It should be made mandatory for political parties to give a minimum number of tickets; about $1/3^{\text{rd}}$ to its women candidates.
- (iv) There should be a quota for women in the decision making bodies of the party.
- (v) There should be state funding of elections.
- (vi) The government should give parties money to support their election expenses in kind for example petrol, paper, telephone, etc., or in cash.
- (vii) Vote casting should be made compulsory in each election.
- (viii) Data regarding caste and religion, OBC, SC, ST should not be utilized during election period in any form.

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

[CBSE Marking Scheme, 2015]

High Order Thinking Skills (HOTS) Questions

Q. 1. "Political parties are a necessary condition for a democracy". Analyse the statement with examples.

[Board Term-II, Outside Delhi Set-I, II, III, 2016]

OR

Why can't modern democracies exist without the political parties? Explain any four reasons.

[Board Term-II, 2015, Foreign Set-14/B1 2011]

Ans. "Political parties are necessary condition for a democracy" because :

- (i) Without political parties, democracies cannot exist.
- (ii) If we do not have political parties; in such a situation every candidate in elections will be independent.
- (iii) No one will be able to make any promises to the people about any major policy changes.
- (iv) The government may be formed but its utility will remain uncertain.

(v) Elected representatives will be accountable to their constituency for what they do in their locality.

(vi) But no one will be responsible for how the country will run.

(vii) The role of opposition party in a democracy necessitates the existence of political parties.

(viii) As societies become large and complex they also need some agencies to gather different views on various issues and to present these to the government, that's why political parties are needed.

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

Q. 2. "Political parties play a major role in democracy." Explain any five points to justify this statement.

[Board Term-II, Set-2080, 2012]

OR

"Political parties are rightly called the government in disguise." Justify the statement in reference to democratic politics by giving five arguments.

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

Ans. The political parties play an important role in democracy as :

- (i) **Parties contest elections :** In most democracies, elections are fought mainly among the candidates put up by political parties.
 - (ii) **Parties put forward different policies and programmes and the voters choose from them.**
 - (iii) **Parties play a decisive role in making laws for a country.**
 - (iv) **Parties shape public opinions. They raise and highlight issues.**
 - (v) **Form and run governments.**
 - (vi) **Role of opposition.** Opposition role is important in democracy as it voices different views and criticizes government for its failures or wrong policies.
 - (vii) **Parties provide people access to government machinery and welfare schemes implemented by governments.**
- (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

Q. 3. Differentiate between national and regional parties. Write any four points.

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

Ans.

| S.No. | National Parties | Regional Parties |
|-------|--|---|
| (i) | A party that secures at least 6% of total votes in Lok Sabha elections or Assembly elections in four states and wins at least four seats in the Lok Sabha is recognized as a national party. | A party that secures at least 6% of the total votes in an election to the Legislative Assembly of a state and wins at least two seats is recognised as a state party or regional party. |
| (ii) | National parties will have influence in more than three states. <i>For example :</i> INC, BJP, BSP, CPI-M, CPI and NCP. | Regional parties will have influence in three states. <i>For example :</i> Samajwadi Party, Samata Party, Rashtriya Janata Dal, DMK, AIADMK. |

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

Q. 4. "Lack of internal democracy within parties is the major challenge to political parties all over the world." Analyse the statement.

[Board Term II SQP 2016 ; Board Term-II, 2015,]

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

Q. 5. "Dynastic succession is one of the most serious challenges before the political parties". Analyse the statement. [Board Term-II, O.D. Set-I, 2015]

Ans. Dynastic succession is one of the most serious challenges before the political parties because :

- (i) Most political parties do not practice open and transparent procedures for their functioning.
 - (ii) There are few ways for an ordinary worker to rise to the top in a party.
 - (iii) In many parties, the top positions are always controlled by members of one family.
 - (iv) This practice is unfair to other members of that party and is also bad for a democracy.
 - (v) People who do not have adequate experience or popular support come to occupy position of power.
- (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 6. "All over the world, people express their dissatisfaction with the failure of political parties to perform their functions well." Analyse the statement with arguments.

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

Ans. Popular dissatisfaction and criticism : It has focused on four areas in the working of political parties, need to face and overcome these challenges in order to remain effective instruments of democracy :

- (i) Lack of internal democracy within parties.
- (ii) Dynastic succession. Growing role of money and muscle power in parties.
- (iii) There is not a meaningful choice to the voters.

[CBSE Marking Scheme, 2016] 2+3

Value Based Questions

3 marks each

Q. 1. Mention the necessary conditions required by party to be recognized as a national party ?

Ans. Necessary conditions for national parties :

- (i) Secure at least 6% of total votes in Lok Sabha or Assembly elections in four states.
 - (ii) Should win at least four seats in the Lok Sabha.
 - (iii) They should have influence in more than three seats.
- Example :** INC, BJP, CPI (M), CPI, NCP and BSP.

$1 \times 3 = 3$

Q. 2. "No party system is ideal for all countries and all situations." Justify the statement with arguments.

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

Ans. No party system is ideal for all countries and all situations :

- (i) Party system is not something, any country can choose.
- (ii) It evolves over a long time depending on the nature of the society.
- (iii) Its social and regional division, its history of policies and its system of elections.
- (iv) Each country develops a party system that is conditioned by its special circumstances.

(Any three)

[CBSE Marking Scheme, 2016] 1×3=3



CHAPTER

6

OUTCOMES OF DEMOCRACY

Syllabus

- *Can or should democracy be judged by its outcomes ?*
- *What outcomes can one reasonably expect of democracies ?*
- *Does democracy in India meet these expectations ?*
- *Has democracy led to development, security and dignity of the people ?*
- *What sustains democracy in India ?*



TOPIC-1 How Do We Assess Democracy's Outcomes ?

Quick Review

(1) Is democracy a better form of government when compared with dictatorship or any other alternative ?

- Democracy is better because
 - (i) It promotes equality among citizens.
 - (ii) It enhances the dignity of the individual.
 - (iii) It improves the quality of decision-making.
 - (iv) It provides a method to resolve conflicts.
 - (v) It allows room to correct mistakes.

(2) Is the democratic government efficient? Is it effective ?

- Imagine that other form of government may take decisions very fast. But it may take decisions which are not accepted by the people and may therefore face problems.
- Democracy is based on the idea of deliberation and negotiation. So, some delay is bound to take place.
- In contrast, the democratic government will take more time to follow procedures before arriving at a decision.
- But because it has followed procedures, its decisions may be both more acceptable to the people and more effective.
- So, the cost of time that democracy pays is perhaps worth it.

(3) Outcomes out of every democracy :

- As a political outcome of democracy, we expect an accountable, responsive and legitimate government.
- As an economic outcome, we expect that democracies produce economic growth and development, and reduce poverty and inequality.
- As a social outcome, we expect democracy to accommodate the social diversity in a society, and provide dignity and freedom to all citizens.

TOPIC - 1

How Do We Assess Democracy's Outcomes ? P. 270

TOPIC - 2

Political Outcomes P. 272

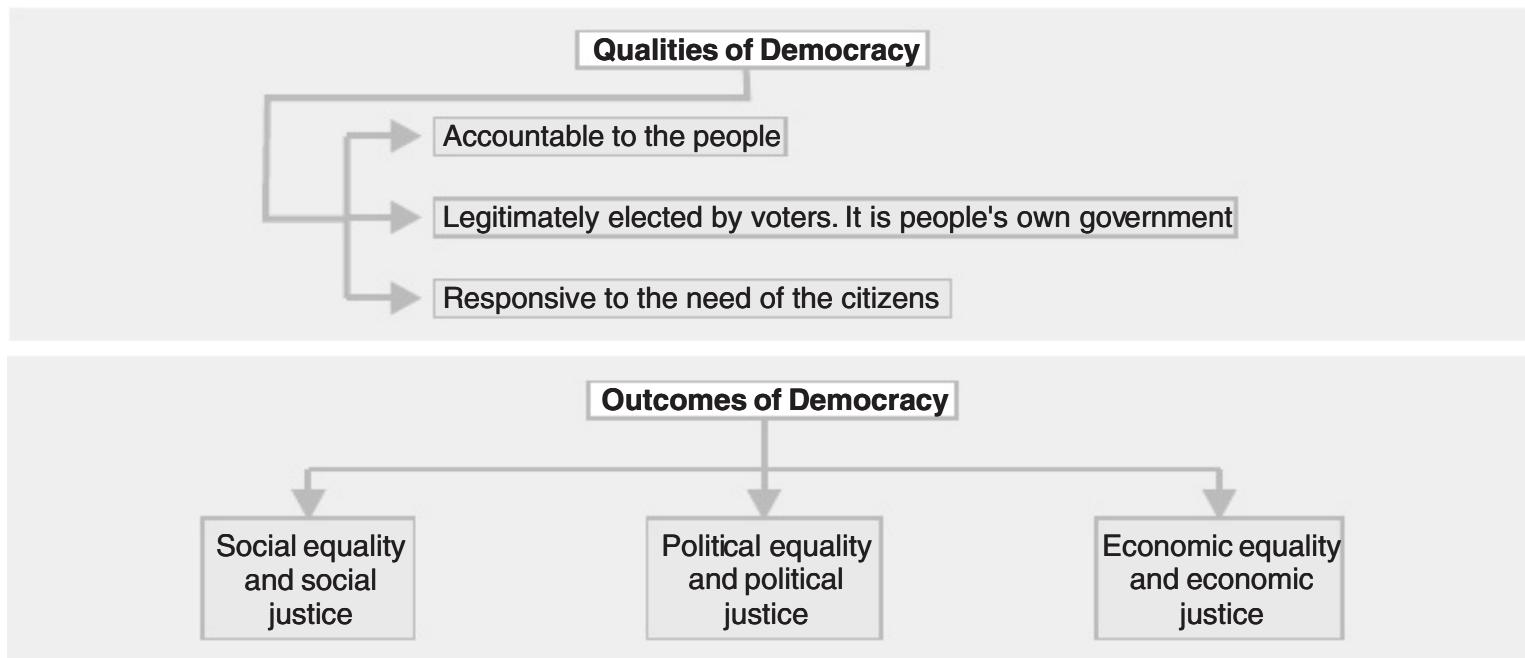
TOPIC - 3

Economic Outcomes P. 274

TOPIC - 4

Social Outcomes P. 276

Flowcharts



Know the Terms

- **Dictatorship** : Under dictatorship all the powers are vested in a single person or in a group of people.
- **Legitimate government** : Legally chosen government is called legitimate government.
- **Transparency** : To examine the process of decision making in a democracy.

Know the Links

- www.idea.int/publications/aqd/upload/AssessingOverviewWeb.pdf
- www.idea.int/publications/sod/upload/demo_ass_inlay_eng_L.pdf

Very Short Answer Type Questions

1 mark each

- | | |
|---|---|
| <p>A Q. 1. Which form of government is better-democratic or non-democratic? [Board Term-II, Set-RKZQI05, 2015]</p> <p>Ans. Democratic government is better. 1</p> | <p>A Q. 3. Why is democratic government better than other alternatives ? [Board Term-II, Foreign Set-I, II, III, 2015]</p> <p>Ans. (i) It promotes equality among citizens. (ii) It enhances the dignity of the individual. (Any one) 1</p> |
| <p>U Q. 2. What is meant by transparency ? [Board Term-II, O.D. Set-III, 2015]</p> <p>Ans. To examine the process of decision-making in a democracy is known as transparency. 1</p> | |

Short Answer Type Questions

3 marks each

- | | |
|--|---|
| <p>U Q. 1. When is democracy considered successful? Explain. [Board Term-II, Set-KCG34U9, 2016]</p> <p>Ans. Democracy is considered to be successful because :</p> <ul style="list-style-type: none"> (i) The rulers elected by the people must take all major decision and not the rich and powerful. (ii) The election must offer a free choice and opportunity to the people. (iii) The choice should be available to all the people based on political equality. $1 \times 3 = 3$ <p style="text-align: center;">[CBSE Marking Scheme, 2016]</p> | <p>A Q. 2. "There is overwhelming support for the idea of democracy all over the world." Support the statement. [Board Term-II, 2015, O.D. Set-III, 2012]</p> <p>Ans. There is an overwhelming support for the idea of democracy all over the world because :</p> <ul style="list-style-type: none"> (i) A democratic government is people's own government. (ii) The evidence from South Asia shows that the support exists in countries with democratic regimes. |
|--|---|

- (iii) People wished to be ruled by representatives elected by them.
 (iv) People believe that democracy is suitable for their country.
 (v) Democracy has the ability to generate its own support which in itself is an outcome that cannot be ignored. **(Any three) $1 \times 3 = 3$**
[CBSE Marking Scheme, 2015]

Q. 3. State any three merits of democracy.
[Board Term-II, Set-WVIVSA5, 2015]

Ans. Merits of Democracy are :

- (i) Democracy assures equality in every spheres of life like political, social and economic.
 (ii) It upholds basic individual liberties like freedom of speech, etc.
 (iii) Due obedience to laws. **$1 \times 3 = 3$**
[CBSE Marking Scheme 2015]

Q. 4. Establish the relationship between democracy and development.
[Board Term-II, Set-TCJQ6VD, 2016]

OR

Explain the relationship between democracy and development. **[Board Term-II, Set-2076, 2012]**

Ans. Relationship between democracy and development are :

- (i) Democracies are expected to produce development.
 (ii) Development depends upon many factors, i.e., size of population, global situation, cooperation from other countries, etc. In democracies, time is taken on discussion and reaching at a decision. So, it is slow, but it is not unjust or inappropriate.
 $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 5. What outcomes can one reasonably expect of democracies ? **[Board Term-II, Set-2027, 2012]**

Ans. The outcomes one can reasonably expect of the democracy are :

- (i) In the political sphere—Right to vote, right to contest.
 (ii) In the economic sphere—Minimised economic inequalities.
 (iii) In the social sphere—Equal protection to women, SCs, STs and OBCs. **$1 \times 3 = 3$**
[CBSE Marking Scheme 2012]

A. Q. 6. Discuss any three factors that describe the successful working of democracy in India.
[Board Term-II, Set-2079, 2012]

Ans. Factors for the success of democracy :

- (i) Transparency of democracy.
 (ii) It is accountable and responsible of ruling.
 (iii) It provides legitimacy.
 (iv) It accommodates government of social diversity.
 (v) It provides dignity and freedom to the citizens.
(Any three) $1 \times 3 = 3$
[CBSE Marking Scheme 2012]

Q. 7. What are the expected outcomes of democracy ? Explain. **[Board Term-II, Set-68019, 2012]**

Ans. The expected outcomes of democracy are as follows :

- (i) A government that is chosen and accountable to the people is called democratic government.
 (ii) A government that is responsive to the needs of the people.
 (iii) Economic growth and development reducing all forms of inequality and end of poverty.
 (iv) Accommodating all social diversities.
 (v) Ensuring the dignity and freedom of the individuals.
(Any three) $1 \times 3 = 3$
[CBSE Marking Scheme 2012]



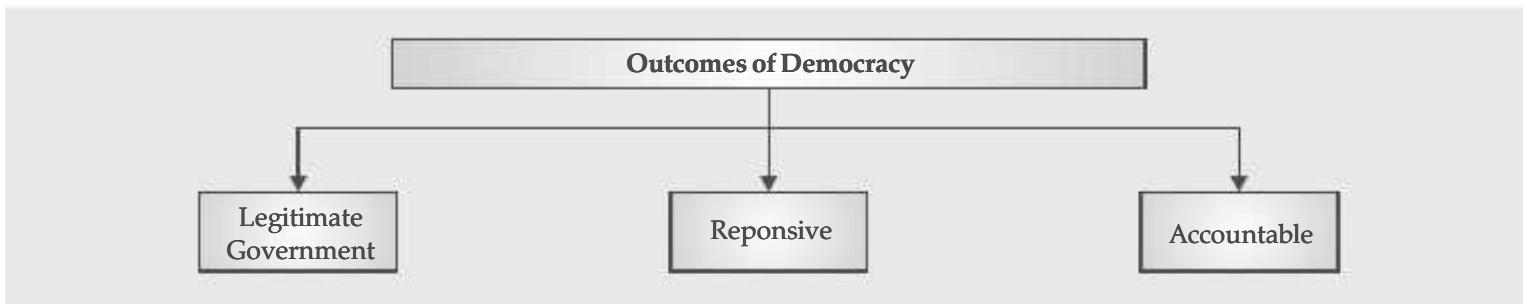
TOPIC-2 Political Outcomes

Quick Review

➤ **Democracy is accountable, responsive and legitimate government**

- Democracy ensures that decision making is based on norms and procedures. So, a citizen has the right and the means to examine the process of decision making. This is known as transparency. Democracy follows standard procedures and is accountable to the people.
- Democratic governments have a very good record when it comes to sharing information with citizens and much better than any non-democratic regime in this respect. Democracy is attentive to the needs and demands of the people and is largely free of corruption.
- There is one respect in which democratic government is certainly better than its alternatives: democratic government is a legitimate government. It may be slow, less efficient, not always very responsive or clean. But a democratic government is people's own government.

Flowchart



Know the Terms

- **Accountable government** : The government elected by the people and therefore responsible to them.
- **Responsive government** : The government in which people have the right to know the process of decision-making.

Know the Links

- www.slideshare.net/.../outcomes-of-democracy

Very Short Answer Type Questions

1 mark each

Q. 1. How does democracy produce an accountable government ?

[Board Term-II, Set-WVIVSA5, 2015]

Ans. In an accountable government, people have the right to elect the leaders to form government and if possible they participated in decision making process.

1

Q. 2. How can you say that democracies are based on political equality ?

[Board Term-II, O.D. Set-I, II, III, 2015]

Ans. All individuals have equal weight in electing representatives. (Right to Vote) 1

Short Answer Type Questions

3 marks each

A. Q. 1. Examine the political outcome of democracy.

[Board Term-II, Set-KCG34U9, 2016]

Ans.(i) Right to the citizens to choose their leaders and keep check on them.

(ii) If required people can participate in decision making either directly or through indirectly or through representatives.

(iii) It produces accountable, responsible and legitimate government.[CBSE Marking Scheme 2016] $1 \times 3 = 3$

A. Q. 2. "Democratic governments in practice are known as accountable." Support the statement with arguments.

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

Ans. Democratic governments in practice are accountable because :

(i) It is right to expect democracy to form a government that follows procedures and is accountable to the people.

(ii) It is also expected that the democratic government develops mechanisms for citizens to take part in decision making whenever they think it as fit.

(iii) The democratic government is accountable to the people. If it ignores the will of the people they will not elect their ruler in the next general election.

(iv) The procedures and decision making process should be transparent for democratic government to be accountable to the people.

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

[CBSE Marking Scheme 2016]

Q. 3. How can a democratic government be made accountable ? Explain.

[Board Term-II, Set-68019, 2012]

Ans. A democratic government can be made accountable by :

(i) Conducting discussions and negotiations.

(ii) Ensuring transparency.

(iii) Holding regular, free and fair elections.

(iv) Having open public debates. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 4. How is democratic government known as responsive government ? Explain with an example.

[Board Term-II, 2014]

Ans. A democratic government has to be responsive to the needs of its citizens.

(i) Through pressure groups, and public protests, the democratic government can check the popularity of its decisions and mechanism of administering justice.

- (ii) A government which is able to respond to grievances faster is able to avoid confrontation and provide good governance. 3

[CBSE Marking Scheme 2014]

- Q. 5.** How does a democracy produce an accountable, responsive and legitimate government ?
[Board Term-II, (Set-2030) 2012]

Ans. A democracy produces an accountable, responsive and legitimate government as :

- (i) People have a right to choose their rulers and have control over the rulers.
- (ii) Whenever possible and necessary, they should participate in decision-making on issues that affect them all.
- (iii) Democracy produces a government which is accountable to the citizens.
- (iv) Democracy is based on the idea of liberation and negotiation.
- (v) Decision-making is based on norms and procedures and its transparency.

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

[CBSE Marking Scheme 2012]

- Q. 6.** 'It may be reasonable to expect from a democracy a government that is attentive to the needs and demands of the people and is largely free of corruption.' Explain this statement in three points. [Board Term-II, Set-2079, 2012]

Ans. Corruption of government :

- (i) Democracies often frustrate the needs of people and often ignore the demands of the majority.
- (ii) The routine tales of corruption are enough to convince us that democracy is not free from this evil.
- (iii) But a democratic government is people's own government and pays heed to their demands.

- (iv) People have believed that democracy will be attentive and make policies that will free the country from corruption. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

- A** **Q. 7.** "Democratic government is legitimate government." Support the statement with arguments. [Board Term-II, (Delhi Set-II) 2016]

OR

Why is democratic government known as legitimate government ? [Board Term-II, 2014]

Ans. (i) A democratic government is called legitimate government because it is people's own government.

- (ii) It may be slow, less efficient and not very responsive and clean, but it is people's government.
- (iii) There is an overwhelming support for the idea of democracy all over the world. People of South Asia, Bangladesh, Sri Lanka, India, Pakistan and Nepal have no doubt about the suitability of democracy for their own country.
- (iv) People wish to be ruled by representatives elected by them. Democracy's ability to generate its own support makes it more legitimate.

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

[CBSE Marking Scheme 2014]

- B** **Q. 8.** Why has political funding become a threat for democracy?

[Board Term-II, Set-WVIVSA5, 2015]

Ans. Most of political parties are dependent on money given by big business houses. That's why the poor and middle classes do not agree to participate in electoral process. Hence, a majority of people keep away from politics and have little voice in politics.

3



TOPIC-3

Economic Outcomes

Quick Review

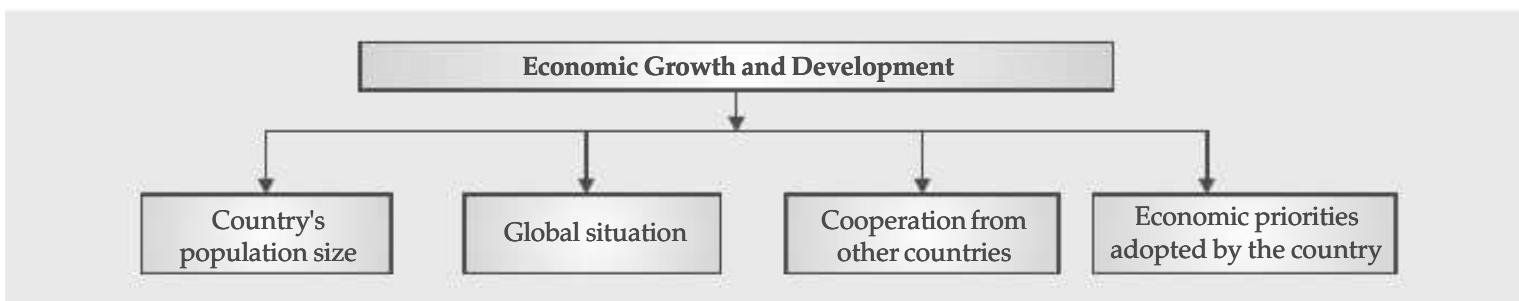
➤ Economic growth and development

- (i) Economic development depends on several factors: country's population size, global situation, cooperation from other countries, economic priorities adopted by the country, etc.
- (ii) However, the difference in the rates of economic development between less developed countries with dictatorships and democracies is negligible.
- (iii) Overall, we cannot say that democracy is a guarantee of economic development. But we can expect democracy not to lag behind dictatorships in economic development.

➤ Democracy reduces economic inequality and poverty

- (i) Democracies have growing economic inequalities. A small number of ultra-rich enjoy a lion share of wealth and those at the bottom of the society have very little to depend upon and find very difficult to meet their basic needs of life, such as food, clothing, house, education and health.
- (ii) Democratically elected governments address the question of poverty by making various welfare schemes to remove poverty.
- (iii) Democracies not only making welfare schemes but also give reservations for socially and economically backward people in jobs, elections and educational institutions.

Flowchart



Know the Terms

- **Economic Development** : It is the development of economic wealth of countries, regions or communities for the well-being of their inhabitants.
- **Dictatorship** : A form of government in which absolute power is concentrated in the dictator.
- **Economic Inequality** : It is the difference found in various measures of economic well-being among individuals in a group, among groups in a population, or among countries.

Know the Links

- gradestack.com/CBSE-Class-10th-Course/Outcomes-of...
- www.authorstream.com/...democracy-education-ppt-powerpoint

Very Short Answer Type Questions

1 mark each

- U** Q. 1. What is meant by economic inequality ?
[Board Term-II, Set-TCJQ6VD 2016]

Ans. It refers to disparities in the distribution of economic assets and income.

1

- A** Q. 2. In which area does democracy fail to achieve the same results as in dictatorship ?

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

Ans. Economic development. 1

Short Answer Type Questions

3 marks each

- U** Q. 1. Are democracies based on political and economic equalities ? Explain.

[Board Term-II, Set-2030, 2012]

Ans. Democracy are based on political equality :

- (i) All citizens have equal role in electing representatives.
- (ii) Parallel to the process of bringing individuals into the political arena, we find growing economic inequalities.
- (iii) Democracy does not appear to be very successful in reducing economic inequalities.
- (iv) The ultra-rich enjoy a highly disproportionate share of wealth and income.
- (v) At the bottom of the society, the people have very little to depend on.
- (vi) It is difficult to meet their basic needs of life, such as food, clothing, house, education and health.

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

[CBSE Marking Scheme 2012]

- A** Q. 2. How democracies have been able to reduce poverty ? Elaborate.

[Board Term-II, Set-2078, 2012]

Ans. (i) Democracies do not appear to be very successful in reducing economic inequalities. Although majority of voters constitute the poverty ridden group, yet democratically elected government do not appear to be as keen to address the question of poverty as you would expect them to.

- (ii) Situation is much worse in some of the countries where people depend upon rich countries for food supplies.
- (iii) But even then democracy is favoured because it provides the opportunity to change the rulers.

$1 \times 3 = 3$

[CBSE Marking Scheme 2012]

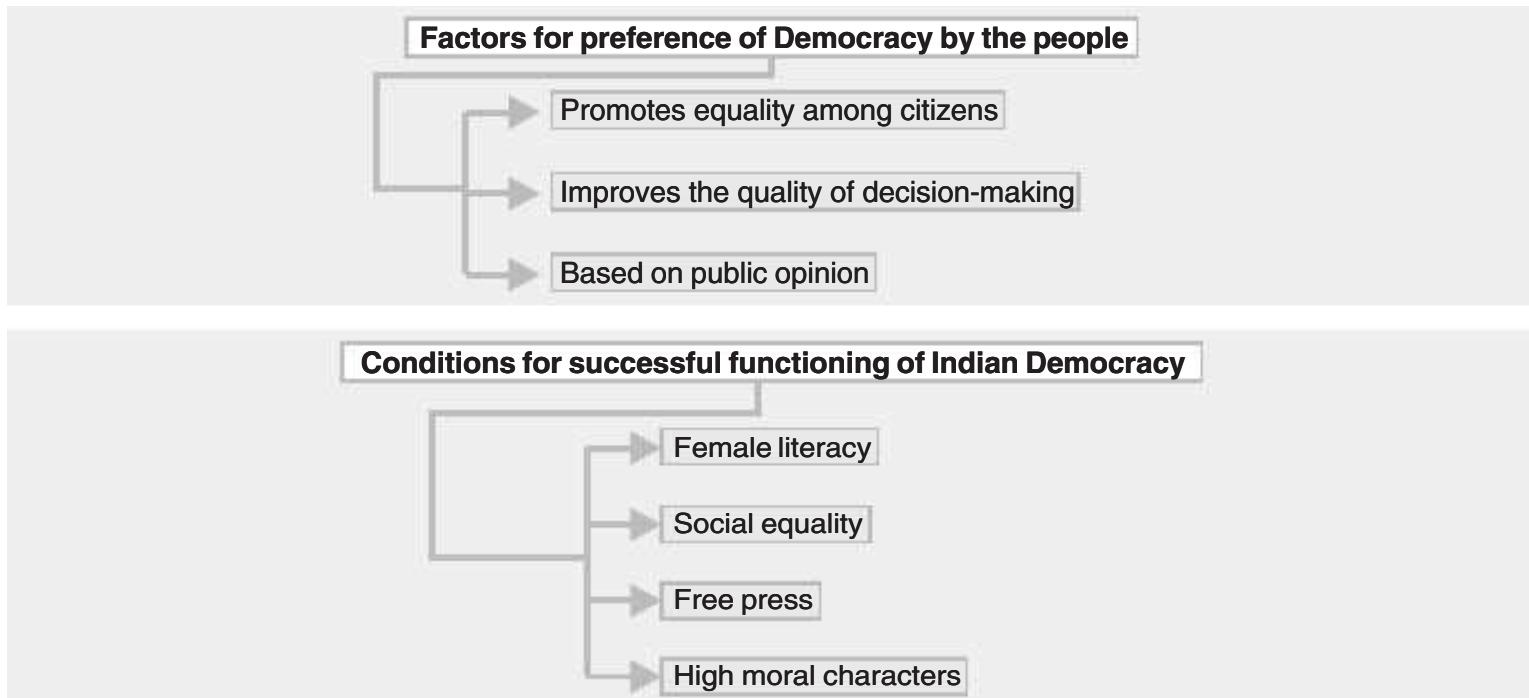


TOPIC-4 Social Outcomes

Quick Review

- **Democracy accommodates of social diversity**
 - Democracies usually develop a procedure to accommodate various social groups. This reduces the possibility of social tensions becoming explosive or violent.
 - No society can fully and permanently resolve conflicts among different groups. But democracy is best to handle social differences, divisions and conflicts.
 - But the example of Sri Lanka reminds us that a democracy must fulfill two conditions in order to achieve accommodation of social divisions :
 - (i) It is necessary to understand that democracy is not simply rule by majority opinion. The majority always needs to work with the minority so that governments function to represent the general view.
 - (ii) It is also necessary that rule by majority does not become rule by majority community in terms of religion or race or linguistic group, etc. Rule by majority means rule by majority's choice.
- **Democracy promotes dignity and freedom of the citizens**
 - Democracy stands much superior to any other form of government in promoting dignity and freedom of the individual by providing Fundamental Rights. Every individual wants to receive respect from fellow beings.
 - The passion for respect and freedom are the basis of democracy. Democracies throughout the world have recognised this, at least in principle. This has been achieved in various degrees in various democracies.
 - Take the case of dignity of women. Most societies across the world were historically male dominated societies.
 - Long struggles by women have created some sensitivity today that respect to and equal treatment of women are necessary ingredients of a democratic society.
 - Democracy in India has strengthened the claims of the disadvantaged and discriminated castes for equal status and equal opportunity.
- **Conclusion :**
 - (i) A democracy is always striving towards a better goal. People constantly demand more benefits in a democracy. There are always more expectations.
 - (ii) People now look critically at the work of those who hold power, the rich, the powerful. They express their dissatisfaction loudly. It shows they are no longer **subjects** but **citizens** of a democratic country.

Flowcharts



Know the Terms

- **Social diversity :** It is all of the ways that people within a single culture are set apart from each other. Elements of social diversity can include ethnicity, lifestyle, religion, language, tastes and preferences.
- **Social divisions :** When social differences amongst different communities' increases and one community is discriminated because of the differences, it becomes social division. For example, social difference between the upper castes and lower castes becomes a social division as the dalits are generally poor and face injustice and discrimination.

Know the Links

- gradestack.com/CBSE-Class-10th-Course/Outcomes-of...
- meerajayaraj.weebly.com/uploads/1/1/2/0/11208399/...

Very Short Answer Type Question

1 mark

- A** Q. 1. Which system can reduce the possibility of tension and conflict among different groups of society ? [Board Term-II, (Set-KCG34U9) 2016]

Ans. It is quite true that democracies have a plus point in resolving social differences, diversion and conflicts because they have evolved a mechanism to negotiate the differences. 1

Short Answer Type Questions

3 marks each

- A** Q. 1. "Democracy accommodates social diversities". Support the statement with examples.

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

Ans. "Democracy accommodates social diversities" :

- (i) Democracies develop a procedure to conduct their competition. This reduces the possibility of these tensions becoming explosive or violent.
- (ii) No society can fully and permanently resolve conflicts among different groups. But we can certainly learn to respect these differences and can evolve a mechanism to negotiate these differences.
- (iii) Ability to handle social differences , divisions and conflicts is thus a definite plus point of democratic regimes
- (iv) **Example :** Belgium – has successfully negotiated differences among its ethnic population. This reduces the possibility of tensions.

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

[CBSE Marking Scheme 2016]

- B** Q. 2. What are the two conditions to accommodate social diversities in a democracy? Mention any one exception to this.

[Board Term-II, Set-RKZQI05, 2015]

- Ans. (i)** It is necessary to understand that democracy is not simply rule by majority. The majority always needs to work with minority so that governments function to represent the general view.
- (ii)** It is also necessary that rule by majority does not become rule by majority community in terms of religion or race or linguistic group.
- The exception is Sri Lanka where majoritarianism is followed.

[CBSE Marking Scheme 2015] $1\frac{1}{2} \times 2 = 3$

- II** Q. 3. Explain the condition under which dignity and freedom of the citizens can be promoted.

[Board Term-II, Set-68005, 2012]

Ans. The conditions are as follows :

- (i) To promote the dignity and freedom of the citizens, all individuals should be treated as equal. Once this principle is recognised, it becomes easier for individuals to wage a struggle against what is not acceptable legally and morally.
- (ii) Claims of the disadvantaged and discriminated for equal status and equal opportunity should be strengthened. Inequalities and atrocities lack moral and legal foundations. $1\frac{1}{2} + 1\frac{1}{2} = 3$

- A** Q. 4. Describe the favourable conditions generally provided to people under a democratic rule

[Board Term-II, Set-8018 2012]

Ans. Favourable conditions generally provided to people under a democratic rule are :

- (i) It promotes dignity to everyone irrespective of caste, creed and religion.
- (ii) It ensures freedom of the individual.
- (iii) It provides equal status and opportunity.
- (iv) It provides positive reservation for women and other advantages for discriminated groups.

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

[CBSE Marking Scheme 2012]

- II** Q. 5. Explain any three weaknesses of democracy.

[Board Term-II, Set-68005, 2012]

- Ans. (i)** Democracies take more time in decision-making.

(ii) Democracies fall short of elections that provide a fair chance to everyone and subjecting every decision to public debate.

(iii) The routine tales of corruption are enough to convince that democracies are not free of evil.

[CBSE Marking Scheme 2012] $1 \times 3 = 3$

Q. 6. Explain the ways in which democracy can be redefined to make democracy more effective.

[Board Term-II, Set-68018, 2012]

Ans. Ways in which democracy can be redefined to make democracy more effective :

(i) Ensures that views of minority are respected.
(ii) Eliminates caste, religion and gender based discrimination.

(iii) People enjoy extensive rights from right to vote to participate in elections.
(iv) People enjoy social and economic rights.

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

[CBSE Marking Scheme 2012]

Long Answer Type Questions

5 marks each

A Q. 1. Describe the role of citizens in a democracy.

[Board Term-II, Set-KCG34U9, 2016]

Ans. The role of citizens in a democracy are as follows :

- (i) Citizens exercise their rights and freedoms and get benefited from democratic set-up.
- (ii) They must be aware of their rights and duties.
- (iii) They should be aware of the issues and problems the country is facing.
- (iv) They must cooperate in maintaining law and order.
- (v) People must consider other's needs and interest also.

[CBSE Marking Scheme 2016] $1 \times 5 = 5$

Q. 2. Explain with examples, how the dignity and freedom of citizens are best guaranteed in a democracy.

[Board Term-II, 2014]

Ans. (i) Democracies throughout the world have recognized the fact that people should be treated with due respect. The passion for respect and freedom is the basis of democracy.

(ii) Democracies recognize all individuals as equal. This equality is a big thing for the societies which have been built for long on the basis of subordination and domination.

(iii) Most societies across the world are male-dominated but democracies have created sensitivity that equal treatment of women are necessary ingredients of a democratic society.

(iv) Caste-based inequalities and atrocities are also not acceptable to democracies.

All these combined together enhance the dignity and freedom of the individual. $1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme 2014]

Q. 3. How are complaints treated as testimony to the success of democracy ? Explain.

[Board Term-II, Set-KCG34U9, 2016]

Ans. To some extent complaints are treated as testimony to the success of democracy. We can prove the statement by analysing certain facts like :

(i) Slow and inefficient government : Some people complain that democracy is a less effective governments and it is slow in functioning. There is no doubt that non-democratic government can be more effective because they are fast in their decision making. But it is not certain that decisions are right or wrong.

(ii) Unsuccessful in reducing economic exploitation:

There is no denying the fact that democracies do not appear to have been successful in reducing economic inequality. But, it is only possible in a democracy that people can raise their voice against not only economic inequalities, but also against all types of inequalities.

All these facts show that complaints are treated as testimony to the success of democracy. 5

[CBSE Marking Scheme 2016]

Q. 4. Democracy has failed to reduce economic inequality and poverty." Do you agree ? Give arguments in support of your answer. [Board Term-II, 2014]

Ans. In actual life, democracies do not appear to be reducing inequalities.

(i) The poor constitute a large proportion of our voters and no party likes to lose their votes, yet democratically elected governments have not addressed the question of poverty as one would have expected them to.

(ii) The people in several poor countries are now dependent on the rich countries even for food supplies.

Argument in support :

- (i) It enhances the dignity of the individuals.
- (ii) It improves the quality of decision-making.
- (iii) It provides a method to resolve conflicts. $2 + 3 = 5$

[CBSE Marking Scheme 2014]

Q. 5. "A public expression of dissatisfaction with democracy shows the success of democratic project." Justify the statement.

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

Ans. "A public expression of dissatisfaction with democracy shows the success of democratic project" as :

(i) It shows that people have developed awareness and the ability to expect.

(ii) People look critically at power holders. They want to make democracy better.

(iii) They come up with expressions and complaints.

(iv) They value their democratic rights. $1 + 4 = 5$

[CBSE Marking Scheme 2016]

Q. 6. "Democracy is seen to be good in principle but felt to be not so good in practice." Justify the statement.

[Board Term-II, Set-I 2013]

Ans. Democracy is seen to be good in principles but not in practice because of the following reasons :

- (i) The decision making process in democracy is time-taking, whereby justice delayed is justice denied.
- (ii) The tyranny of the majority overrides the will of the minority.
- (iii) Corruption and red-tapism dominates the functioning of democracies.
- (iv) An illiterate and uninformed electorate fails to give itself a legitimate and accountable government.
- (v) The role of charismatic leaders and dynastic politics dominates political cultures. 5

[CBSE Marking Scheme 2013]

Q. 7. "Democracy stands much superior in promoting dignity and freedom of the citizens". Justify the statement.

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

Ans. "Democracy stands much superior in promoting dignity and freedom to the citizens":

- (i) Every individual wants to receive respect from fellow beings.
- (ii) The passion for respect and freedom is the basis of any democracy.
- (iii) Democracies throughout the world have recognized this. It has been achieved in various degrees in various democracies.
- (iv) Long struggles by women have got them respect and equal treatment.
- (v) In many democracies, women were deprived of their right to vote for a long time which they have achieved now.
- (vi) In India 1/3rd of seats have been reserved for women in local bodies.
- (vii) Democracy has strengthened the claims of the disadvantaged and discriminated castes for equal status and equal opportunity. (Any five) 5

[CBSE Marking Scheme 2016]

High Order Thinking Skills (HOTS) Questions

Q. 1. How is democracy accountable and responsible to the needs and expectations of the citizens ? Analyse. [Board Term-II, OD Set-I, II, III 2015]

Ans. Democracy is accountable and responsive to the needs and expectations of the citizens because :

- (i) In a democracy, people have the right to choose their representatives and the people will have control over them.
- (ii) Citizens have the right to participate in decision-making that affects them all. This ensures that the working of the government is transparent.
- (iii) Everybody expects the government to be attentive to the needs and expectations of the people.
- (iv) It is expected that the democratic government develops mechanisms for citizens to hold the government accountable.
- (v) The opposition parties can also question and criticize the government policies. They keep a check on the ruling party and make sure that it does not misuse the power. (Any three) 1 × 3 = 3

[CBSE Marking Scheme, 2015]

Q. 2. "Some people think that democracy produces a less effective government." Analyse the statement.

[Board Term-II, Foreign Set-I, II, III, 2015]

Ans. It is true some people think that democracy produces a less effective government because :

- (i) Non-democratic rulers do not have to bother about deliberation in assemblies or worry about majorities and public opinion.
- (ii) They can be very quick and efficient in decision-making and implementation.

(iii) But democracy is based on the idea of deliberation and negotiation. So, some delay is bound to take place.

- (iv) Most democracies fall short of elections that provide a fair chance to everyone.
- (v) Democratic governments do not have a very good record when it comes to sharing information with citizens.
- (vi) Democracies often frustrate the needs of the people and often ignore the demands of a majority of its population. (Any three) 1 × 3 = 3

[CBSE Marking Scheme, 2015]

Q. 3. "Transparency is the most important feature of democracy." Analyse.

[Board Term-II, Set-68022, 2012]

Ans. Transparency is the most important feature of democracy :

- (i) Democracy ensures that decision-making will be based on certain norms and procedures.
- (ii) So, a citizen who wants to know if a decision was taken through correct procedures can find this out.
- (iii) The citizen has the right and the means to examine the process of decision-making. This is known as transparency. 1 × 3 = 3

[CBSE Marking Scheme 2012]

Q. 4. How are the democratic governments better than the other forms of governments? Compare.

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

OR

"Democracy is a better form of government than any other form of government." Analyse the statement with arguments.

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

OR

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

[Board Term-II, O.D. Set-III, 2015]

Ans. The democratic governments are better than other forms of governments because :

- (i) Democratic governments have formal Constitution, while it is not the case in other form of governments.
- (ii) They hold regular elections, while it is not the case in other form of governments.
- (iii) They have political parties, whereas there is no such thing in other form of governments.
- (iv) They guarantee rights to citizens, while it is not the case in the other form of governments.
- (v) Such governments allow room to correct mistakes, while it is not there in the other form of government.
- (vi) Such government accommodates social diversities, while no such thing in other form of government.

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

[CBSE Marking Scheme 2016]

Q. 5. "A democratic government is efficient and effective." Analyse the statement.

[Board Term-II, 2014]

OR

"The cost of time that democracy pays is perhaps worth it." Justify.

Ans. (i) Imagine a government that may take decisions very fast. But it may take decisions that are not accepted by the people and may, therefore, face problems.

- (ii) In contrast, the democratic government will take more time to follow procedure before arriving at a decision.
- (iii) However, because it has followed procedure, its decisions may be more acceptable to the people and more effective. So, the cost of time that democracy pays is perhaps worth it. $2+2+1=5$

[CBSE Marking Scheme 2014]

Q. 6. "Democracies are not appearing to be very successful in reducing economic inequalities." Analyse the statement.

[Board Term-II, Foreign Set-I, II, III, 2016]

Ans. Democracy and the economic outcomes :

- (i) Slow economic development and economic growth due to population.
- (ii) Basic needs of life, such as food clothing, shelter are difficult to achieve.
- (iii) Prevalence of economic inequalities.
- (iv) Poverty is still a big issue.
- (v) Allocation of resources in few hands.
- (vi) Unjust distribution of goods and opportunities.

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

[CBSE Marking Scheme 2016]

Q. 7. Evidence shows that in practice, many democracies did not fulfill the expectations of producing economic development in the country. Validate the statement with the help of relevant example.

[Board Term II, SQP-2016]

Ans. (i) If we consider all democracies and all dictatorships for the fifty years between 1950 and 2000, dictatorships have slightly higher rate of economic growth.

- (ii) Economic development depends on several factors : country's population size, global situation, cooperation from other countries, economic priorities adopted by the country, etc.
- (iii) However, the difference in the rates of economic development between less developed countries with dictatorships and democracies is negligible.
- (iv) Overall, it cannot be said that democracy is a guarantee of economic development. But we can expect democracy not to lag behind dictatorships in this respect.

- (v) With such a significant difference in the rates of economic growth between countries under dictatorship and democracy, it is better to prefer democracy as it has several other positive outcomes.

For example : North Korea has higher rate of economic growth than India. 5

[CBSE Marking Scheme 2016]

Value Based Questions

3 marks each

Q. 1. "Democracy is more effective than its other alternatives." Justify the statement.

[Board Term-II, 2015]

Ans. Democracy is more effective than its other alternatives :

- (i) Democracy promotes equality among citizens.
- (ii) It enhances the dignity of the individual.
- (iii) It also improves the quality of decision-making.
- (iv) It provides a method to resolve conflicts.
- (v) It gives room to correct mistakes.
- (vi) Democratic government is a legitimate government.
- (vii) Democracy's ability to generate its own support is itself an outcome that cannot be ignored.

(Any three)

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

Q. 2. "Democracies lead to peaceful and harmonious life among citizens." Support the statement with any three suitable arguments.

[Board Term-II, Set-68014, O.D. Set-II, 2013, 12]

Ans. The statement is correct that democracy leads to peaceful and harmonious life. Arguments for the statement :

- (i) Democracies accommodate various social divisions.
- (ii) Democracies usually develop a procedure to conduct competitions. This reduces the possibility of these tensions becoming explosive or violent.

(iii) No doubt, no society can fully and permanently resolve conflicts among different groups. We can certainly learn to respect these differences.

[CBSE Marking Scheme 2012] $1 \times 3 = 3$

Q. 3. "An ideal government would not only keep itself away from corruption but also make fighting corruption and black money a top priority." Justify the statement by highlighting the values attached to it. [Board Term II, 2013]

Ans. The three ideal values of a government are legitimacy, responsiveness and accountability. An ideal government would not only keep itself away from corruption but also make fighting corruption and black money a top priority.

This can be justified as follows :

(i) **Legitimacy** : A government elected by the people is expected to work for their welfare. Corruption and black money are sources of social evils like poverty, inflation and poor political ethics.

(ii) **Responsiveness** : A government is run by the representatives who have the mandates of the people of their constituencies. Such evil practices will demotivate the people to re-elect their representatives.

(iii) **Accountability** : A government is accountable for the management of the polity and its resources. Corruption and black money hinder the optimum allocation of resources. $1 \times 3 = 3$

[CBSE Marking Scheme 2013]



CHAPTER

7

CHALLENGES TO DEMOCRACY

Syllabus

- *Is the idea of democracy shrinking ?*
- *What are the major challenges to democracy in India ?*
- *How can democracy be reformed and deepened ?*
- *What role can an ordinary citizen play in deepening democracy ?*



TOPIC-1

Define Challenge and its Types

Quick Review

- **What is a Challenge ?**
- A challenge is not just any problem. We usually call only those difficulties a 'challenge' which are significant and which can be overcome.
- A challenge is a difficulty that carries within it an opportunity for progress. Once we overcome a challenge, we go up to a higher level than before.
- **Different countries face different kinds of challenges.**
- **Foundational challenge :** This involves bringing down the existing non-democratic regime, keeping military away from controlling government and establishing a sovereign and functional state.
- **Challenge of expansion :** This involves applying the basic principle of democratic government across all the regions, different social groups and various institutions. Ensuring greater power to local governments, extension of federal principle to all the units of the federation, inclusion of women and minority groups, etc., falls under this challenge.
- **Deepening of democracy :** This is faced by every democracy in one form or another. In general terms, it usually means strengthening those institutions that help people's participation and control.

TOPIC - 1
Define Challenge and its Types
..... P. 282

TOPIC - 2
Reforms and Redefining
Democracy P. 285

Flowcharts





Know the Terms

- **Challenge** : A challenge is a difficulty that carries within it an opportunity for progress.
- **Deepening of Democracy** : This involves strengthening of the institutions and practices of democracy by more people's participation and control.
- **Sovereign** : Having the highest power or being completely independent.

Know the Links

- www.preservearticles.com/...../what-are-th....
- www.m.learnext.com/..../wiki/...../challenges-To.....

Very Short Answer Type Questions

1 mark each

A Q. 1. Define the term 'Democratic Reforms'.

Ans. Any proposal or suggestion about overcoming various challenges of democracy are called democratic reforms. **1**

U Q. 2. What does the challenge of expansion faced by established democracies involve ?

[Board Term-II, Set-KCG34U9, 2016]

Ans. (i) It involves applying basic principles of democratic governments across all regions, different social groups and various institutions.

(ii) Greater power to local governments. (Any one) **1**

A Q. 3. A country holds election to elect peoples' representatives to form the government but the elections are not fair. Identify the kind of challenge faced by the people in such a country.

[Board Term II, SQP-2016]

Ans. People face the challenge of expansion of democracy. **1**

A Q. 4. Which challenge to established democracies ensures more participation of women and minority groups in a democratic country?

[Board Term-II, Set-WVIVSA5, 2015]

Ans. The challenge of expansion. **1**

Short Answer Type Questions

3 marks each

U Q. 1. Explain three foundational challenges faced by democracies. [Board Term-II, Set-2022, 2012]

OR

How do some countries face foundational challenge of democracy ? Explain with example.

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

Ans. Foundational challenge :

- (i) Involves making the transition to democracy and then instituting democratic government.
- (ii) This involves bringing down the existing non-democratic regime, keeping military away from

controlling government and establishing a sovereign and functional state.

(iii) **For example :** Democratic Government of Nepal.

1 × 3 = 3

U Q. 2. Elaborate the challenge of expansion of democracy. Give an example.

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

OR

"Most of the established democracies are facing the challenge of expansion." Support the statement with examples. [Board Term-II, Delhi Set-I, 2016]

OR

Explain the 'Challenge of Expansion' to democracy. [Board Term-II, Set-68001, 2081, 2012]

Ans. Most of the established democracies face the Challenge of Expansion:

- (i) Citizens have great expectations from the government.
- (ii) Government tries its best for the upliftment of the society.
- (iii) Ensuring greater power to the local government.
- (iv) Extension of federal principles to all the units of the federation including women and minority groups.

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

[CBSE Marking Scheme, 2016]

A Q. 3. "The challenge of deepening of democracy is being faced by every democracy in one form or another." Support the statement with arguments.

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

Ans. Deepening of democracy :

- (i) Deepening of democracy involves strengthening the institutions and the practices of democracy.
- (ii) The ordinary people have different expectations from democracy in different societies.
- (iii) It wants more of people's participation and control.
- (iv) They want to bring down the control of rich and powerful people in the making of the governmental decision.

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

[CBSE Marking Scheme, 2016]

B Q. 4. What are the features of a good democracy ?

[Board Term-II, Set-2027, 2012]

Ans. Features of a good democracy are :

- (i) Rulers are elected by the people to take all decisions.
- (ii) Elections give an opportunity and choice to the people.
- (iii) Democracy assures that rights are given to the citizens.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

U Q. 5. Highlight any three challenges that democracy faces in Contemporary India.

[Board Term-II, Set-8006, 2012]

Ans. Refer to Ans. of Q. 4 Long Answer Type Questions.

U Q. 6. How would you like to expand the definition of democracy ? Explain.

[Board Term-II, Set-68035, 2012, 2016]

Ans. Definition of democracy shall be expanded by adding following features :

- (i) The government elected by the people must take all the decisions.
- (ii) Elections must offer a choice and fair opportunity to the people to change the current rulers.
- (iii) The choice and opportunity should be available to all the people on an equal basis.
- (iv) The exercise of this choice must lead to a government limited by the basic rules of the constitution and citizen's rights.

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

[CBSE Marking Scheme, 2012]

U Q. 7. Explain the challenges faced by countries which do not have a democratic form of government.

[Board Term-II, Set-68014, 2012]

Ans. (i) These countries face the foundational challenge of making the transition to democracy and then instituting democratic government.

- (ii) They also face the challenge of bringing down the existing non-democratic regime and keeping the military away from controlling the government.
- (iii) Such countries have to make great efforts to establish a sovereign and functional state.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

U Q. 8. How is Myanmar facing the foundational challenge of making a transition to democracy ? Explain.

[Board Term-II, Set-04/C1, 2011]

Ans. There is absence of democracy in Myanmar as the legitimately elected leader Suu Kyi has been under house arrest for more than 15 years.

She has been released recently :

- (i) The army is in power in Myanmar and a democratically elected government is not allowed to function.
- (ii) The country faces the challenge of making a transition to democracy and then instituting a democratic government.
- (iii) The people of Myanmar need to bring down the military regime and keep it away while they Set-up a sovereign and democratic government.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Long Answer Type Questions

5 marks each

U Q. 1. Explain any five major challenges being faced by the Indian democracy. [Board Term-II, 2014]

Ans. Major challenges are :

- (i) Foundational challenge
 - (ii) Challenge of expansion
 - (iii) Challenge of deepening of democracy.
- The main challenge to democracy in India is the challenge of expansion.

Decentralisation of powers and applying the basic principle of democratic government across all the regions, have been developed; but still more is to be done. Inclusion of women and minority groups is still a challenge. All the decisions should be in the arena of democratic control. To get this thing to be done and possess is a big challenge.

Some other challenges to democracy include :

- (i) Constitutional design

- (ii) Federalism and its functions
 (iii) Elections
 (iv) Democratic rights. (Any five) $1 \times 5 = 5$
 [CBSE Marking Scheme, 2014]

Q. 2. Explain various type of challenges being faced by the modern democracies of the world?
 [Board Term-II, 2011]

OR

Why do most of the established democracies face the challenge expansion? Give any three reasons.
 [Board Term-II, 2011]

OR

Different countries face different kinds of challenges." Support the statement with suitable examples. [Board Term-II, 2009]

Ans. It is true that different countries face different kinds of challenges :

(i) Non-democratic countries face foundational challenges. This involves bringing down the existing non-democratic regime, keeping military away from controlling government and establishing a sovereign and functional state.

Example : In Myanmar, military rule should be challenged. Suu Kyi should be freed and should be elected as the representative of the popular government.

(ii) Every democracy faces the challenge of deepening of democracy. This involves applying the basic principle of democratic government across all the regions, different social groups and various institutions.

Example : In Saudi Arabia, women are not allowed to take part in public activities, and no freedom of religion is there for the minorities.

(iii) Every democracy face the challenge of expansion.

This involves strengthening of the institutions and practices of democracy. It requires an attempt to bring down that control and influence of the rich and powerful people in making governmental decision.

Example : In USA, Black or African-American people have won equal rights, but are still poor, less educated and marginalised. 5

Q. 3. How can the countries facing the foundational challenge of making a transition to democracy Set-up a democratic government? Suggest any three measures. [Board Term-II, 2011]

OR

What is a 'challenge'? Explain the three major challenges before the countries of the world regarding democracy. [Board Term-II, 2010]

OR

The challenge of deepening of democracy is faced by every democracy in one form or another. Support the statement with three suitable arguments. How can democracy be reformed and depend? Suggest any three guidelines.

Ans. A 'challenge' is a difficulty which carries within it an opportunity for progress.

Three major challenge are :

(i) Foundational challenge is about making the transition to democracy and then instituting a democratic government. This involves bringing down the existing non-democratic regime, keeping military away from controlling the government and establishing a sovereign and functional state.

Example : Myanmar, Chile, Nepal.

(ii) Challenge of Expansion is faced by most of the established democracies. This involves applying the basic principle of democratic government across all the regions, different social groups and various institutions.

Most countries including India and other democracies like the U.S. face this challenge.

(iii) Deepening of democracy : This involves strengthening of the institutions and practices of democracy, specially those that help people's participation and control. This attempts to bring down the control and influence of the rich and powerful people in making governmental decision. [CBSE Marking Scheme, 2011] 5

Q. 4. Make a list of challenges that democracy faces in Contemporary India.

Ans. Challenges that democracy faces in contemporary India are as follows :

(i) Challenge of corruption by government ministers and bureaucracy.

(ii) Challenge of caste politics and division of votes on the basis of caste instead of policies.

(iii) Challenge of communal politics leading to voting on the basis of religion.

(iv) Challenge of regionalism leading to disunity of society and country.

(v) Challenge of women empowerment in the society and country.

(vi) Challenge of economic inequality, leading to rich becoming richer and poor becoming poorer.

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



TOPIC-2

Reforms and Redefining Democracy

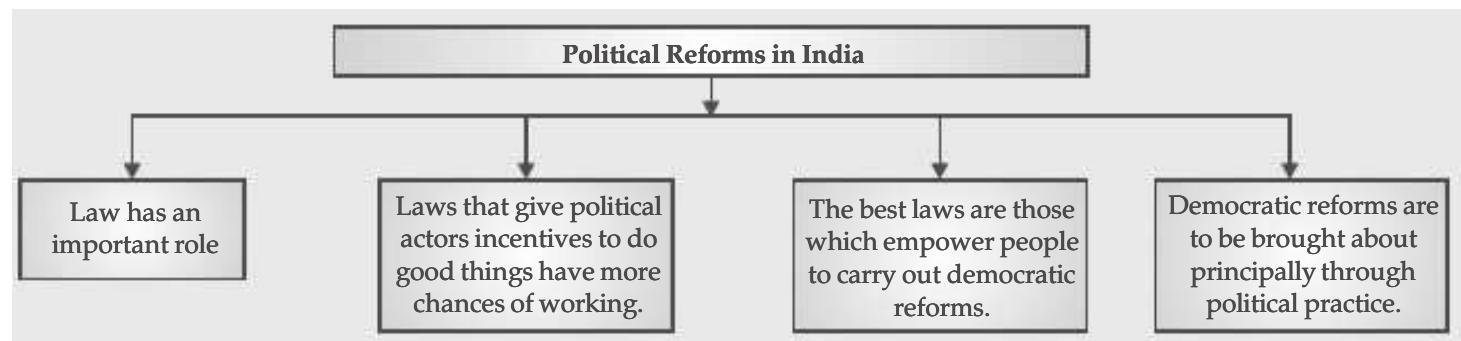
Quick Review

- Some broad guidelines that can be kept in mind while devising ways and means for political reforms in India :

- **It is legal ways of reforming politics :** Law has an important role to play in political reform. Carefully devised changes in law can help to discourage wrong political practices and encourage good ones. (But legal-constitutional changes by themselves cannot overcome challenges to democracy. Democratic reforms are to be carried out mainly by political activists, parties, movements and politically conscious citizens.)
- Any legal change must carefully look at what results it will have on politics. Laws that give political actors incentives to do good things have more chances of working. The best laws are those which empower people to carry out democratic reforms. (The Right to Information Act is a good example of a law that empowers the people to find out what is happening in government and act as watch-dogs of democracy).
- Democratic reforms are to be brought about principally through political practice. Therefore, the main focus of political reforms should be to increase and improve the quality of political participation by ordinary citizens.
- Any proposal for political reforms should think not only about what is a good solution but also about who will implement it and how. Measures that rely on democratic movements, citizens' organizations and the media are likely to succeed.
- **Reform proposals :**

 - (i) The financial accounts of every political party should be made public. These accounts should be examined by government auditors.
 - (ii) There should be state funding of elections. Parties should be given some money by the government to meet their election expenditure.
 - (iii) Citizens should be encouraged to give more donations to parties and to political workers. Such donations should be exempted from income tax.

Flowchart



Know the Terms

- **Democratic reforms :** It refers to institutional changes that aim to improve the quality of democracy that is practiced in the country and empower the citizens.
- **Incentives :** A supplemental reward that serves as a motivational device for a desired action or behaviour.
- **Government auditors :** considered a subset of internal auditors, and are employed by federal, state, and local agencies.

Know the Links

- www.testlabz.com/ModelPapers/1_8_77_797.pdf
- www.scribd.com/.../98019870/Challenges-to-Democracy

Short Answer Type Questions

3 marks each

- Q. 1.** How are the challenges to democracy linked to the possibility of political reforms ? Explain.
 [Board Term-II, Delhi, Set-III, 2015]

Ans. Each challenge in democracy is linked to the possibility of reforms. All the countries do not have same challenges.

- (i) Carefully devised changes in law can help to discourage wrong political practices.

(ii) Democratic reforms are to be carried out by political activists, parties, movements and politically conscious citizens.

(iii) Political participation by ordinary citizen should be there.

(iv) Democratic movements, citizen's organization and media should play an important role.

(v) Empowerment of people through laws, eg., RTI.

(Any three) $1 \times 3 = 3$
 [CBSE Marking Scheme, 2015]

A Q. 2. "A challenge is an opportunity for progress." Support the statement with your arguments.
[Board Term-II, O.D. Set-I, II, III, 2015]

Ans. A challenge is an opportunity for progress because :

- (i) A challenge is not just a problem.
- (ii) A challenge is a difficulty that carries within it an opportunity for progress.
- (iii) Once we overcome a challenge we go up to a higher level than before.
- (iv) Legal challenges alone cannot overcome challenges to democracy like inequality, poverty, unemployment illiteracy, regionalism, casteism, communalism etc.
- (v) Legal constitutional changes and the cooperation of the citizen is the need of the hour.

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

[CBSE Marking Scheme, 2015]

B Q. 3. Suggest some broad guidelines that can be kept in mind while devising ways and means for political reforms in India.
[Board Term II, SQP, 2016]

Ans. Guidelines for political reform :

- (i) Any legal change must carefully look at what results it will have on politics. Sometimes the results may be counter-productive.
- (ii) The main focus of political reforms should be on ways to strengthen democratic practice.
- (iii) Any proposal for political reforms should think not only about what is a good solution but also about who will implement it and how ? $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

B Q. 4. What type of financial reforms should be brought to strengthen democracy and why?
[Board Term-II, Set-RKZQI05] 2015]

Ans. The financial accounts of every political party should be made public. These accounts should be made public. These accounts should be examined by government auditors.

There should be state funding of elections.

Citizen should be encouraged to give more donations to parties and to political workers such donations should be exempt from income tax. 3

[CBSE Marking Scheme, 2015]

A Q. 5. Suggest any three political reforms to strengthen democracy.
[Board Term-II, 2012]

Ans. Some of the reforms to strengthen the working of political parties are as follows :

- (i) Anti-defection law, under which a member would be disqualified if he/she goes against the directions of the party.
- (ii) Reduction in the influence of money. Cash votes have been banned by the election commission and anybody involved in the process is likely to be punished.
- (iii) It is important for a candidate to file an affidavit giving details of his property and eliminate cases pending against him/her.
- (iv) The election commission has made it necessary for political parties to hold their organizational elections and file their income tax returns.
- (v) A law is strictly advisable to make or regulate the internal affairs of political parties. It should be made mandatory for political parties to give a minimum number of tickets, about one-third, to women candidates.

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

[CBSE Marking Scheme, 2012]

R Q. 6. What is a democratic reform ? Mention a few broad guidelines for devising political reforms in India.
[Board Term-II, Set-2030, 2012]

Ans. All suggestions or proposals about overcoming various challenges to democracy are called democratic reform or political reform.

Broad guidelines for devising political reforms in India are :

- (i) Legal ways of reforming politics.
- (ii) The Right to Information Act.
- (iii) Reforms through political practice
- (iv) Implementation of reforms.

(Any three) $1 + 2 = 3$

[CBSE Marking Scheme, 2012]

Long Answer Type Questions

5 marks each

B Q. 1. When was the 'Right to Information Act' implemented ? How does it act as the watch-dog of democracy ? Explain.
[Board Term-II, Set-TCJQ6VD, 2016]

Ans. 'The Right to Information Act' was implemented in 2005.

- (i) It empowers the people to find out what is happening in government.
- (ii) It acts as the watchdogs of democracy.
- (iii) It helps to control corruption and supplements the existing laws that banned corruption and imposed strict penalties.
- (iv) It gives political actors incentives to do good things.

1 + 4 = 5

R Q. 2. What are the guidelines to be kept in mind while adopting political reforms ?
[Board Term-II, Set-68024, 2012]

Ans. The guidelines to be kept in mind while adopting political reforms also include :

- (i) Involving political parties, political activists and people in bringing about reforms rather than impose reforms through laws.
- (ii) Legal measures should be positive, more like incentives.
- (iii) Improving the quality of political practices by increasing people's participation.

(iv) Laws being considered may meet with resistance in the legislatures and by political parties.

So the best way to bring about the change is through democratic movements and media. $1\frac{1}{4} \times 4 = 5$

Value Based Question

3 marks

Q. 1. 'Legal reforms may sometimes be counter productive'. Support the statement with suitable arguments. [Board Term-II, 2012, Set-68009]

Ans. (i) Any legal change must carefully look at the results it will have on politics. Sometimes, the results can be counter-productive. **For example**, many states have banned people who have more than two children from contesting panchayat elections`.

(ii) This has resulted in the denial of democratic opportunity to many poor men and women, which was not intended. Generally, laws that seek to ban something are not very successful in politics.

(iii) The best laws are those which empower people to carry out democratic reforms. For example, Right to Information Act.



UNIT – IV**CHAPTER****Understanding
Economic
Development****1****DEVELOPMENT****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 (in simple and brief as a holistic measure of development.)*

**TOPIC-1
National Development****Quick Review**

- Development is also known as progress. Its idea has always been with us.
- Each person has his 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 and 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 goodsalaried job, promotions etc. and on the other hand, a rural unemployed would want better job opportunities inthe 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 abase 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 are 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. 289**TOPIC - 2**

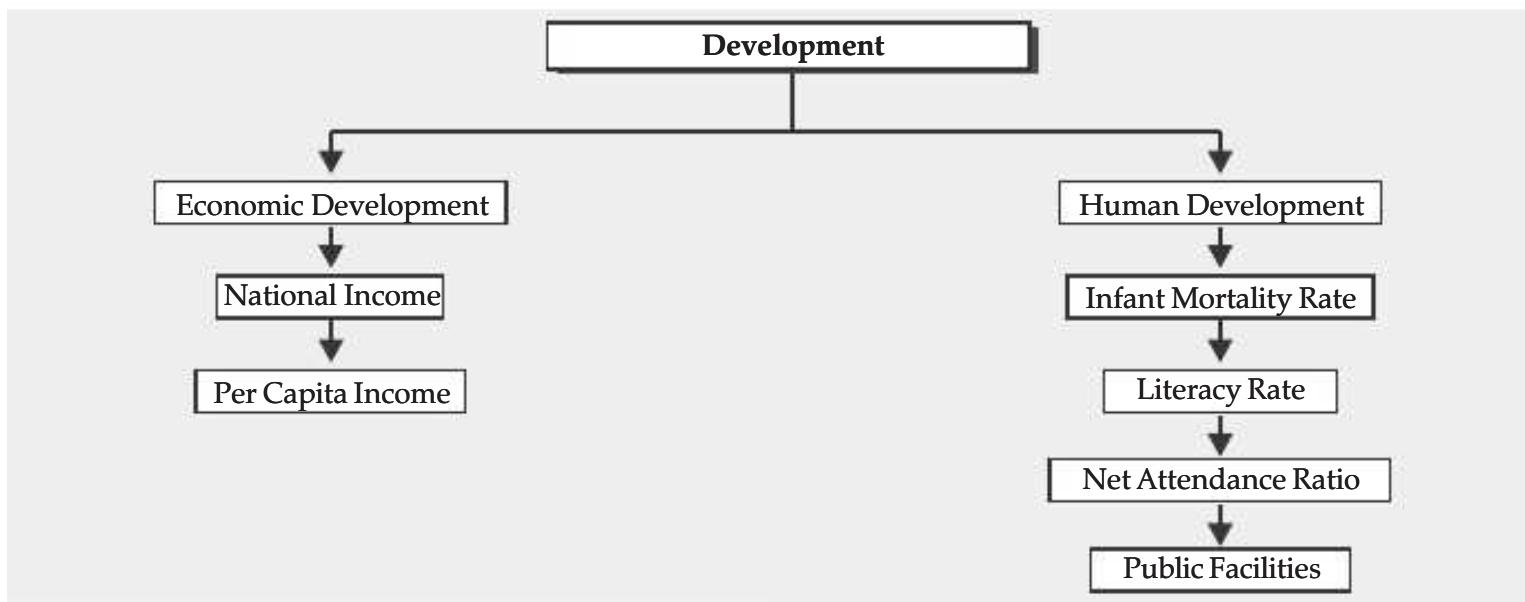
Public Facilities

P. 294**TOPIC - 3**

Sustainability of Development

P. 298

Flowchart



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.
- **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.

Know the Links

- <http://hdr.undp.org/en/media/HDR-2011-EN-Tables.pdf>
- <http://en.wikipedia.org/wiki/Indian-states-ranking-by-literacy-rate>

Very Short Answer Type Questions

(1 mark each)

- Q. 1.** Why do people look at a mix of goals for development ?
[Board Term-I, Set-NLT M8TU, 2016-17]

Ans. For development, people do look at a mix of goals which not only focus on seeking/earning more income but also on non-material aspects like equal treatment, respect of other, dignity of labour, a safe and secure work environment, pollution free surroundings etc.

(CBSE Marking Scheme, 2016) 1

- Q. 2.** Mention any one development as goal of land less rural labourers.
[Board Term-I, Set-6AP67LB, 2015]

OR

- Q. 2.** What is the development goal of rural people of India as per your viewpoint ?
[Board Term-I, DDE-2015]

- 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

U Q. 3. 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-I, Set-C5JWEVD, 2015]

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. (Any one) 1
 (CBSE Marking Scheme, 2015)

A Q. 4. What is the most common indicator for measuring economic development of a country ?

[Board Term-I, Set-X30T4XE, 2014]
 OR

A Which is a useful measure for comparison between countries ?

OR

A Which factor determines the development of a country ?

OR

A Which income is also called average income ?

Ans. Per Capita Income. 1

A Q. 5. What is the advantage of per capita income ? Mention any one.

[Board Term-I, (X30T4XE), 2014]

Ans. It is the most appropriate criterion of measuring the development of any country. 1

A Q. 6. How is the average income of a country calculated ? [Board Term-I, KVS-2014]

Ans. Dividing the total income of the country by its total population. 1

A Q. 7. According to the World Bank (2004), which country would be classified as a low income country ? [Board Term-I, DDE-2014]

Ans. Any country with per capita income of US \$ 1035 or less. 1

A Q. 8. 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-I, Set-WQ7FXWC, 2014]

Ans. \$ 18000. 1

A Q. 9. Into how many categories the World Bank has classified the countries ?

Ans. Three. 1

A Q. 10. Which area of the world has the largest crude oil reserves ?

Ans. Middle East. 1

A Q. 11. 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

U Q. 1. What is the meaning of development? Explain the two aspects of development?

[Board Term-I, C5JWEVD, 2015-16]

Ans. Development refers to progress or improvement in life style. Important aspects of development are :

- (i) Different persons can have different developmental goals.
- (ii) What may be development for one may not be development for the other. It may even be destructive for others.

(CBSE Marking Scheme, 2015) $1\frac{1}{2} \times 2 = 3$

U Q. 2. What is meant by economic development ? What are the two bases of measuring economic development of a country ?

[Board Term-I DDE 2015-16, (580015,39), 2011]

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 :

- (i) Average or per capita income.
- (ii) National income and public facilities. 1+2=3

U Q. 3. Explain the factors on which the quality of life depends. [Board Term-I, (OEQL2HT), 2016-17, Set-XOKG2SB, 2015]

Ans. The quality of life depends upon the following factors :

- (i) money and material things.
- (ii) presence of family members, friends and relatives.
- (iii) good working atmosphere at the office.
- (iv) an opportunity to learn.
- (v) a position of self respect in the family.
- (vi) a safe and secure environment. (Any 3 points)

(CBSE Marking Scheme, 2016) $1 \times 3 = 3$

A Q. 4. "Money cannot buy all the goods and services that a person may need to live well". Explain the statement with suitable examples.

[Board Term-I, Set-CB4QHT1, 2016-17]

Ans. Money cannot buy all the goods and services that a person may need to live well. Income by itself is not a completely adequate indicator of material goods and services that citizens are able to use. For example, normally, money cannot buy a pollution - free environment or ensure that a person gets unadulterated medicines, unless a person can afford to shift to a community that already has all these things. Money may also not be able to protect individual from infections, disease, unless the whole of our community takes preventive steps. (CBSE Marking Scheme, 2016) 3

U Q. 5. "People have conflicting developmental goals". Support the statement with suitable example.

[Board Term-I, (NLTM8TU), 2016-17]

Ans. Different persons could have different as well as conflicting notions of a country's development. In fact; two persons or groups of persons may seek things which are conflicting. To get more electricity, industrialists may want more dams. But this may submerge the land and disrupt the lives of people who are displaced - such as tribes. They might resent this and may prefer small check dams or tanks to irrigate their land.

(CBSE Marking Scheme, 2016) 3

A Q. 6. Why do different individuals have different as well as conflicting notions of development goals ? (NCERT)

[Board Term-I, (WQ7FXWC), 2014(55), 2012]
OR

A Explain common, different, and conflicting goals by giving appropriate examples.

[Board Term-I, (64), 2012]

OR

A "Different persons can have different developmental goals." Support the statement with an example.

[Board Term-I, (580023, 26, 36, 45), 2011]

Ans. Development goals may be common, different or conflicting :

- (i) **Common Goals** : There are some needs which are common to all like income, freedom, equality, security, respect, friendship etc.
- (ii) **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.
- (iii) **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) 1×3=3

U Q. 7. Describe any three features of a developed country. [Board Term-I, (H3), 2013]

- Ans.** (i) High per capita income.
- (ii) High HDI.
- (iii) Greater focus on economic growth rather than development.
- (iv) High standard of living.
- (v) 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) ½×6=3

Q. 8. Which three development goals will you like to prescribe for rural labourers?

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

Ans. Three development goals for rural labourers :

- (i) More days of work and better wages.

- (ii) Local schools to provide quality education for their children.
- (iii) There will be no social discrimination. $1 \times 3 = 3$
(CBSE Marking Scheme, 2015)

A Q. 9. 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-I, KVS-2014]

- Ans.** (i) The World Bank defined low and high income countries according to per capita income (PCI).
- (ii) Countries with per capita income of US\$ 12616 per annum and above are called rich countries.
- (iii) Countries with per capita income of US \$ 1035 or less are called low-income or poor countries.

1×3=3

A Q. 10. Explain the role of education and health in the overall development of a country.

[Board Term-I, (3K), 2013]

- 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) 1×3=3

A Q. 11. "For development, people look at a mix of goals". Support the statement with three suitable examples.

[Board Term-I (580011, 13), 2016]

Ans. It is true that for development, people look at a mix of goals, e.g. :

- (i) If women are engaged in paid work, their dignity in the household and society increases. So dignity is an important goal.
- (ii) 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.
- (iii) 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.

1×3=3

U Q. 12. Mention any three characteristics of development.

Ans. Characteristics of Development :

- (i) What may be development for one may not be development for the others.
- (ii) For development, people look at mix goals.
- (iii) Income is the most important component of development, but along with income, people also seek equal treatment, good health, peace and security, etc.

1×3=3

Long Answer Type Questions

5 marks each

- U** Q. 1. What is development? Why do different people have different developmental goals? Explain with four examples.

[Board Term-I, Set-6AP67LB, 2015-16]

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) $1 + 4 = 5$

- U** Q. 2. Is per capita income a true measure of development ? Elaborate.

[Board Term-I, (3K), 2013]

OR

- U** 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-I, (67), 2012]

Ans. (i) Per capita income is the average income. It is income per head of the population per year.

$$(ii) \text{ Per Capita Income} = \frac{\text{Total income of country}}{\text{Total population}}$$

(iii) **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.

(Any three) $1+1+3=5$

(CBSE Marking Scheme 2012)

- U** Q. 3. What is development ? What are the indicators used by UNDP for measuring development ? Compare it with the World Bank report.

[Board Term-I, (82), 2012]

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.

The UNDP has taken :

- education,
- health and
- per capita income as the indicators.

(ii) **Compared to the World Bank Report :**

- 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) $3+2=5$

- A** Q. 4. Explain with reasons why state of Punjab with a very high per capita income has a very low literacy rate.

[Board Term-I, 2015, Set-C5JWEVD]

[Board Term-I, (52), 2012]

OR

- A** How is it that the average person in Punjab has more income than the average person in Kerala but it lags behind in many other crucial areas ? Explain. [Board Term-I, (Set-6HTQGTF), 2016-17]

Ans. (i) Per capita income of Punjab is ₹ 26,000 and Kerala is ₹ 22,800.

(ii) Literacy rate of Punjab according to 2001 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) Human Development Report Published by UNDP compares countries on the basis of educational levels of the people health status and per capita income.

(vi) Kerala has a low infant mortality rate as it has adequate provision of basic health and educational facilities. (Any five) $1 \times 5 = 5$

(CBSE Marking Scheme 2016) 5

- U** Q. 5. What is the main criterion used by the World Bank in classifying different countries ? Describe its limitations.

[Board Term-I, (Set-OEQL2HT), 2016-17]

Ans. (i) Per capita income is the base for comparison.

(ii) Narrow concept of development.

(iii) Countries are divided into rich and poor.

(iv) If the per capita income is 4,53,000 Rupees per annum, the concerned country is a rich country.

If the per capita income is 37,000 Rupees per annum, the concerned country is a poor country.

India's per capita is 28,000 Rupees per annum.

UNDP compares on the basis of education and health. Average hide disparities. OR any other relevant point. (CBSE Marking Scheme, 2016) 5

- U** Q. 6. How has the World Development Report classified countries ? What are the limitations of this report ? [Board Term-I, (501), 2013, (62), 2012]

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. **(Any three)**

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**

- A Q. 7.** Why do we use averages to compare the development of countries ? What are the limitations in using it ? Explain.

[Board Term-I, (70), 2012]

Ans. Use of averages to compare development :

- Averages are used for better understanding.

- A Q. 8.** Study the data given in the table carefully and answer the questions that follow :

[Board Term-I, 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 |

- Which state has highest literacy rate ?
- Which state has the highest per capita income and why ?
- Which state has highest infant mortality and why ?

Ans. (i) Kerala : 91%

(ii) Punjab : ₹ 26,000.

Reason : Developed infrastructural facilities.

(iii) Bihar.

Reason : The state lacks health facilities.

(CBSE Marking Scheme 2012) 1+2+2 = 5



TOPIC-2

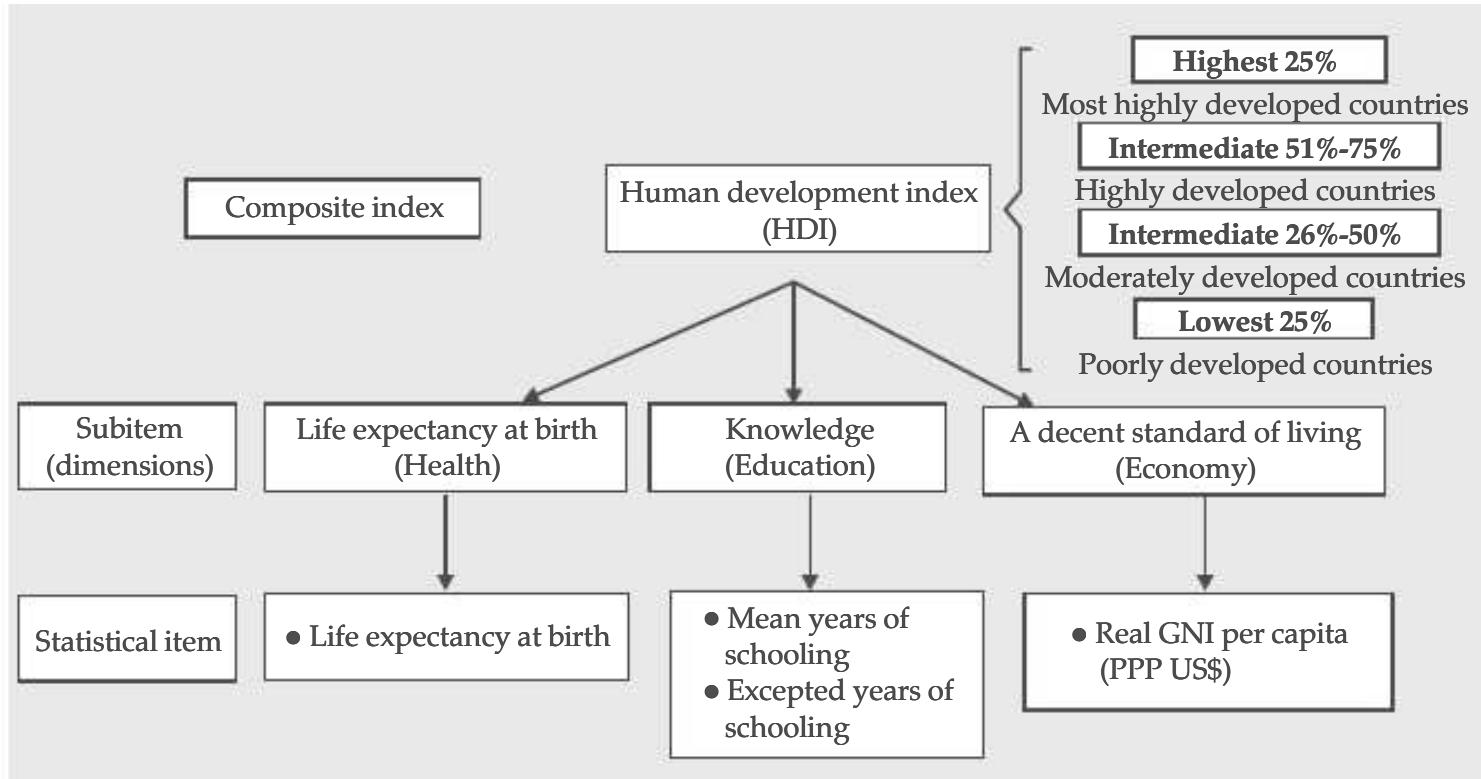
Public Facilities

Quick Review

- Public facilities are the facilities that are provided to the people by the government.
- The provision of public services and facilities in the urban environment has a significant impact on the quality of life that residents and others enjoy.
- Public facilities play an essential role in providing support services to create viable, sustainable, healthy and cohesive communities, overcoming social barriers and raising achievement.
- Money alone cannot buy all the goods and services that one may need to live well.
- Income by itself is not a completely adequate indicator of material goods and services that citizens are able to use.
- Government has to provide certain essential facilities like healthcare, sanitation, electricity, public transport and educational institutions.
- Kerala has a low Infant Mortality Rate because it has adequate provision of basic health and educational facilities.
- In some states, the Public Distribution System (PDS) functions well. If some PDS shop, i.e., ration shop, does not function properly in such places, the people there are able to get the problem rectified. Health and nutritional status of people of such states is certainly likely to be better.
- Human Development Report published by UNDP compares countries based on the educational levels of the people, their health status and per capita income.
- Through Human Development Index (HDI), which is a composite statistic of life expectancy, education, and per capita income indicators, are used to rank countries into four tiers of human development.
- India stands 126 in the HDI rank in the world.
- Besides having better income equal treatment, freedom, education, security and peace are included in the developmental goal.
- Through the democratic political process, these developmental goals of different sections of society can be achieved.

- Human Development Index published by the UNDP indicates the level of development of 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, welfare elements such as life expectancy, literacy, educational level of people and health status.

Flowchart



Know the Terms

- **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.
- **Body Mass Index or B.M.I.** =
$$\frac{\text{Weight in Kg.}}{(\text{Height in meters})^2}$$
- **Human Development Index** : It is a composite statistic of life expectancy, education and per capita income indicators, which are used to rank countries into four tiers of human development.

Know the Links

- <http://www.halls.md/body-mass-index/bmi.html>
- <http://hdr.undp.org/en/media/HDR-2011-EN-Tables.p>

Very Short Answer Type Questions

1 mark each

Q. 1. What do you mean by 'Literacy Rate' ?

Ans. It measures the proportion of literate population in the 7 years and above age group. **1**

A. 2. In which state, literacy rate is the highest ?

Ans. Kerala. **1**

A. 3. Why Kerala has low infant mortality rate ?

Ans. It has adequate provision of basic health and educational facilities. **1**

A. 4. What is denoted by the life expectancy at birth ?

Ans. Average expected length of life. **1**

A. 5. What is the full form of HDI ?

[Board Term-I, 6AP67LB, 2015-16]

Ans. Human Development Index.

[CBSE Marking Scheme, 2015] 1

Q. 6. Write the components of Human Development Index ?

Ans. Life expectancy, gross enrolment ratio and per capita income. **1**

A. 7. What is India's HDI rank in the world?

Ans. 126. **1**

Q. 8. How we will calculate Body Mass Index ?

Ans. Dividing the weight by the square of the height in meters. **1**

- U** Q. 9. Which state of India has a high infant mortality rate according to data 2003 ?
Ans. Bihar. 1
- U** Q. 10. Which country has the largest size of illiterate population in the age group of 15 + in the world ?
Ans. Bangladesh. 1
- A** Q. 11. What other goal is included in the developmental goals besides having better income ? [Board Term-I, KVS-2014]

- Ans.** Equal treatment, freedom, education, security and peace. 1
- A** Q. 12. Which is a development goal for the landless rural labourers ?
Ans. More days of work and better wages. 1
- U** Q. 13. How can we achieve the development goals of different sections of our society ?
Ans. By democratic political process. 1
- U** Q. 14. Why do some people oppose dams ? Give one reason. [Board Term-I, R9UJGYG), 2014]
Ans. Because this disrupt the lives of people who are displaced. 1

Short Answer Type Questions

3 marks each

- A** Q. 1. Explain the terms : Net attendance Ratio and Literacy Rate. [Board Term-I, 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. $1\frac{1}{2}+1\frac{1}{2}=3$
- A** Q. 2. Explain the concept of 'Human Development' with an example.
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. $1\times 3=3$
- U** Q. 3. Explain the three components of Human Development Index.
[Board Term-I, (6HTQGTF, OEQL2HT), 2016-17]
[Board Term-I, (R9UJGYG), 2014]
OR
- U** Write the importance of human development index in three points. [Board Term-I, (77), 2012]
OR
- U** Write a note on Human Development Index. [Board Term-I, (501), (580022, 24, 29, 33, 37), 2011 2013]
- 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 2016) $1\times 3=3$
- U** Q. 4. On the basis of which three indicators of HDI 2004 Sri Lanka has better rank than India ?
[Board Term-I, (CB4QHT1 & 6HTQGTF), 2016-17]
- Ans.** (i) Life expectancy
(ii) Gross enrollment ratio
(iii) Per capita income
(CBSE Marking Scheme, 2016) 3
- Q. 5.** Which three efforts should be made by any country to improve its HDI ?
[Board Term-I, Set-M, DDE-2015]
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) $1 \times 3 = 3$
- A** Q. 6. Apart from income, which other six things people look for growth and development ? (NCERT)
[Board Term-I, (NTLM8TU) 2016-17]
[Board Term-I, (X30T4XE) 2014]
OR
- A** 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) $1 \times 3 = 3$
- U** Q. 7. State any three factors other than income that are important in life.[Board Term-I, DDE-2014]
[Board Term-I, Set-E, DDE-2015]
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. $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

Q. 1. 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.

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

Q. 2. Describe any five conditions or aspects that you would consider before accepting a job.

[Board Term-I, (X30T4XE), 2014, (36), 2012]

OR

Q. 3. 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-I, (38), 2012]

OR

Q. 4. Give examples to prove that there are other important developmental goals than income.

[Board Term-I, (80), 2012]

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) $1 \times 5 = 5$

A. Q. 3. Explain with examples that there are other important development goals also besides income. [Board Term-I, (X30T4XE), 2014]

OR

A. Q. 4. "Developmental goals are different for different people". Explain the statement with appropriate examples. [Board Term-I, (65, 69), 2012]

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) $2 + 3 = 5$

A. Q. 4. Besides income, what can be the other attributes to compare economic development ?

[Board Term-I, (55), 2012]

Ans. Income is not only the criterion but it is one of the important indicators of economic development. Some of the other attributes are :

(a) **Infant Mortality Rate :** It is an indicator of the availability of doctors and medical facilities in the region as well as 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. 5. How far is it correct to say that money in your pocket cannot buy the basic needs to live well ? Explain. [Board Term-I, (58), 2012]

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



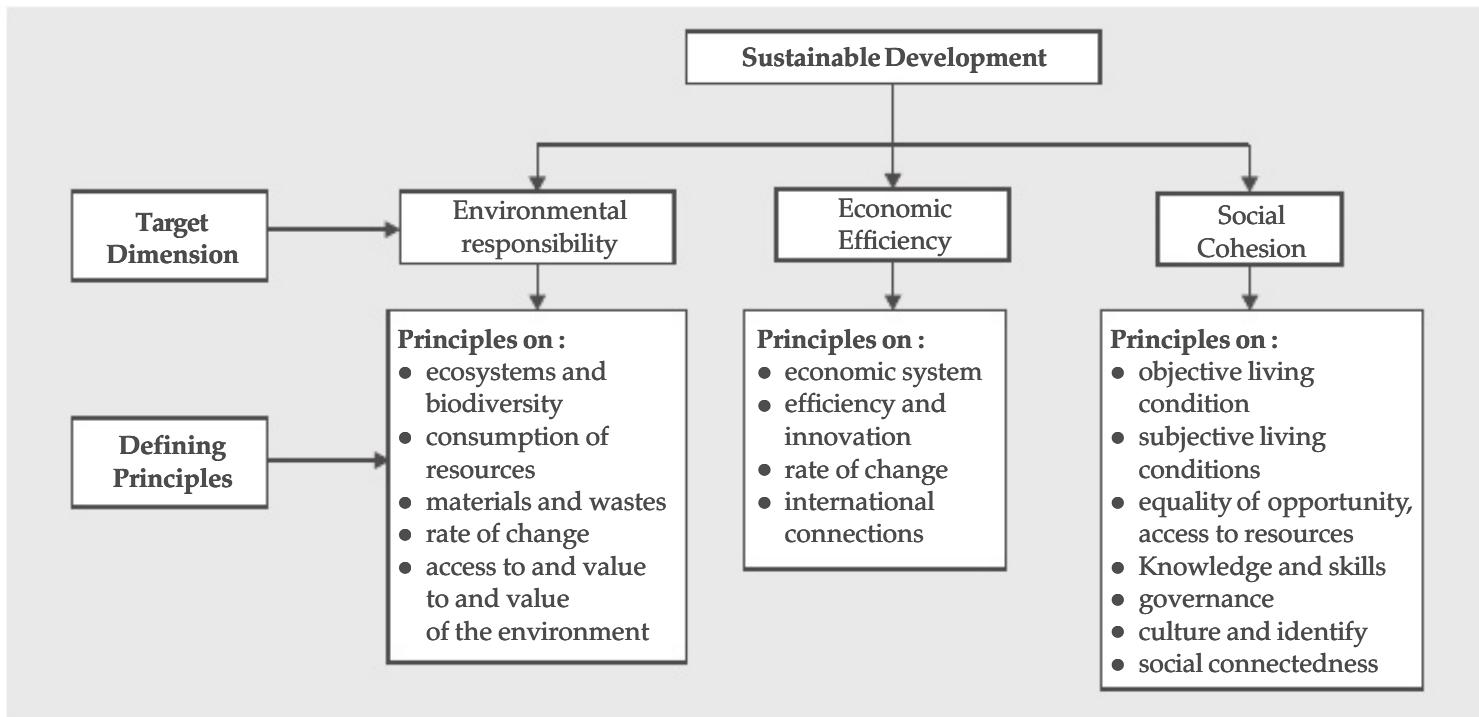
TOPIC-3

Sustainability of Development

Quick Review

- 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.
- The various measures for sustainable development are :
 - (i) Controlling over uses 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.
- Sustainable development is all about judicious use of resources at present keeping in mind the future requirements of the coming generation e.g. Ground water.
- Ground water is over used for agriculture; since water is a renewable resource, we must help in replenishing water.
- 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.
- Mahatma Gandhi said, 'The earth has enough resources to meet the needs of all but not enough to satisfy the greed of even one person'.
- Consequences of environmental degradation do not respect national or state boundaries.
- Sustainability of development is comparatively a new area of knowledge in which scientists, economists, philosophers and other social scientists are working together.

Flowchart



Know the Terms

- **Sustainable Development :** Sustainable development is maintaining a delicate balance between the human need to improve lifestyles and feeling of well-being on one hand, and preserving natural resources and ecosystems, on which we and future generations depend.
- **Organic Farming :** Vegetable and livestock production using natural sources of nutrients (such as compost, crop residues, and manure) and natural methods of crop and weed control, instead of using synthetic or inorganic agro chemicals.
- **Fossil Fuels :** A natural fuel such as coal or gas, formed in the geological past from the remains of living organisms.
- **Global Farming :** a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, chlorofluorocarbons, and other pollutants.

Know the Links

- www.sd-commission.org.uk/pages/what-is-sustainable
- www.omafra.gov.on.ca/english/crops/facts/09-077.htm

Very Short Answer Type Questions

1 mark each

Q. 1. How can we ensure the sustainability of development in our country ? Suggest any one way. [Board Term-I, (OEQL2HT), 2016-17]

Ans. (i) Introduction of organic farming.
 (ii) Adopting measures to reduce global warming and implement global limits on carbon emission.
 (Any one)
 (CBSE Marking Scheme, 2016) 1

Q. 2. "There is enough for everybody's need but not for everybody's greed." Who said these words ?

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

Ans. Mahatma Gandhi.

Q. 3. State any one reason for over use of resources ?
 [Board Term-I, Set-XOKG2SB, 2015-16]

OR

Why ground water is over used? (NCERT)

Ans. Any one reason for the overuse of resources can be :

- (i) over population.
- (ii) lack of awareness.
- (iii) excessive use of tubewells, canals etc for irrigation.
- (iv) industrial need.

(Any one or Any other relevant point)
 (CBSE Marking Scheme, 2015) 1

Short Answer Type Questions

3 marks each

- U** Q. 1. What is sustainable development? Why is the issue of sustainability important for development? Explain.

[Board Term-I, 6AP67LB, NCERT), 2015-16]

OR

Explain the term 'sustainable development'. Suggest two measures to ensure sustainable development.

[Board Term-I, (580013, 16, 31, 35), 2011]

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.

1 + 2 = 3

(CBSE Marking Scheme, 2015)

- U** Q. 2. Suggest any three measures for sustainable development. [Board Term-I Set-M, DDE-2015]

Ans. (i) Controlling over uses 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

- U** Q. 3. "The issue of sustainability is important for development". Explain.

[Board Term-I, NCT-2014]

OR

- U** Why is the issue of sustainability important for development ? Explain.

[Board Term-I, (580018, 21, 26, 32, 38, 40, 43), 2011]

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

Long Answer Type Questions

5 marks each

- A** Q. 1. Explain the importance of sustainable development by giving the example of ground water. [Board Term-I, (CB4QHT1), 2016-17]

[Board Term-I, (WQ7FXWC), 2013
(3K), 2012 (34), 2014]

OR

- A** What is sustainable development ? Explain it with an example of water. [Board Term-I, (71), 2012]

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 2016) 1×5=5

- U** Q. 2. What is Sustainable Development ? Explain any four measures to promote sustainable development. [Board Term-I, (64), 2012]

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

- U** Q. 3. Define Sustainable Development. Write any four features of Sustainable Development.

[Board Term-I, (51), 2012]

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. 4. Why is sustainable development essential ? How does it help to prevent environmental degradation ? [Board Term-I, (R9UJGGY), 2014]
[Board Term-I, Set-C5JEEVD, 2015]

OR

Why is sustainable development essential for economic growth ? Give three reasons. Suggest also two measures to ensure sustainable development.

[Board Term-I, (39), 2012]

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 over exploitation should be avoided. **(CBSE Marking Scheme 2015) 3+2=5**

A **Q. 5.** "Consequences of environmental degradation do not respect national or state boundaries". Support the statement with examples.

[Board Term-I, (NLTM8TU), 2016-17]

Ans. Consequences of environmental degradation do not respect national or state boundaries. This issue is no longer a regional or national issue. Our future is linked together. Sustainability of development is essential for all the mankind and it is our common responsibility to save the environment. These days, it is matter of discussion among different countries of world. Global warming, acid rain, etc are not to be controlled by one nation. It is a global matter of thinking and finding the solutions.

(CBSE Marking Scheme 2016) 5

A **Q. 6.** 'The earth has enough resources to meet the needs of all but not enough to satisfy the greed of even one person'. How is this statement relevant to the discussion of development ? Explain. **[NCERT]**
[Board Term-I, DDE-2014, (53), KVS-2014, 2012]

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) 1×5=5

High Order Thinking Skills (HOTS) Questions

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-I, (580016, 20, 27), 2011]

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. **1×3=3**

Q. 2. 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-I, (580015), 2011]

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

$$\text{Difference} = \text{Literacy rate of Kerala} - \text{Literacy rate of Bihar}$$

$$91 - 47 = 44$$

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. 3. Give a few 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. 3

Q. 4. 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 socio economic inequalities.

(iv) Creating a level of awareness about government policies and programmes through local bodies and village communities. $1 + 4 = 5$

Q. 5. 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

Value Based Questions

3 marks each

Q. 1. Why Kerala has a better human development ranking than Punjab in spite of lower per capita income ? [Board Term-I, (580012), 2011]

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. "Sustainability of development is a new area of knowledge". Do you agree ? Justify your answer. [Board Term-I, (WQ7FXWC), 2014]

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.
- (iii) At all times, as a member of society and as an individuals we need to ask where we want to go, what we wish to become and what our goals are. so the debate on development continues. $1 \times 3 = 3$

Q. 3. "The future generation may not have sufficient resources as compared to the present generation". Explain the statement by giving suitable examples. [Board Term-I, (52), 2012]

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.*
- *Employment Generation.*
- *Division of Sectors- Organized and Unorganized.*
- *Protective measures for unorganized sector workers.*



TOPIC-1 Sectors of Economic Activities

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 value of final goods and services produced in each sector during a particular year provides the total production of the sector for that year.
- The sum of production in the three sectors gives what is called the Gross Domestic Product (GDP) of a country.
- 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.
- In the year 2003, the tertiary sector has emerged as the largest producing sector in India replacing the primary sector.
- The tertiary sector is becoming very important in India due to several reasons:
 - (i) The government has taken responsibility for the provision of services such as hospitals, educational institutions, post and telegraph services, etc.
 - (ii) Secondly, agriculture and industry has developed.
 - (iii) Third, as income levels rise in big cities, certain sections of people start demanding many more services like eating out, tourism, shopping, private hospitals,etc.

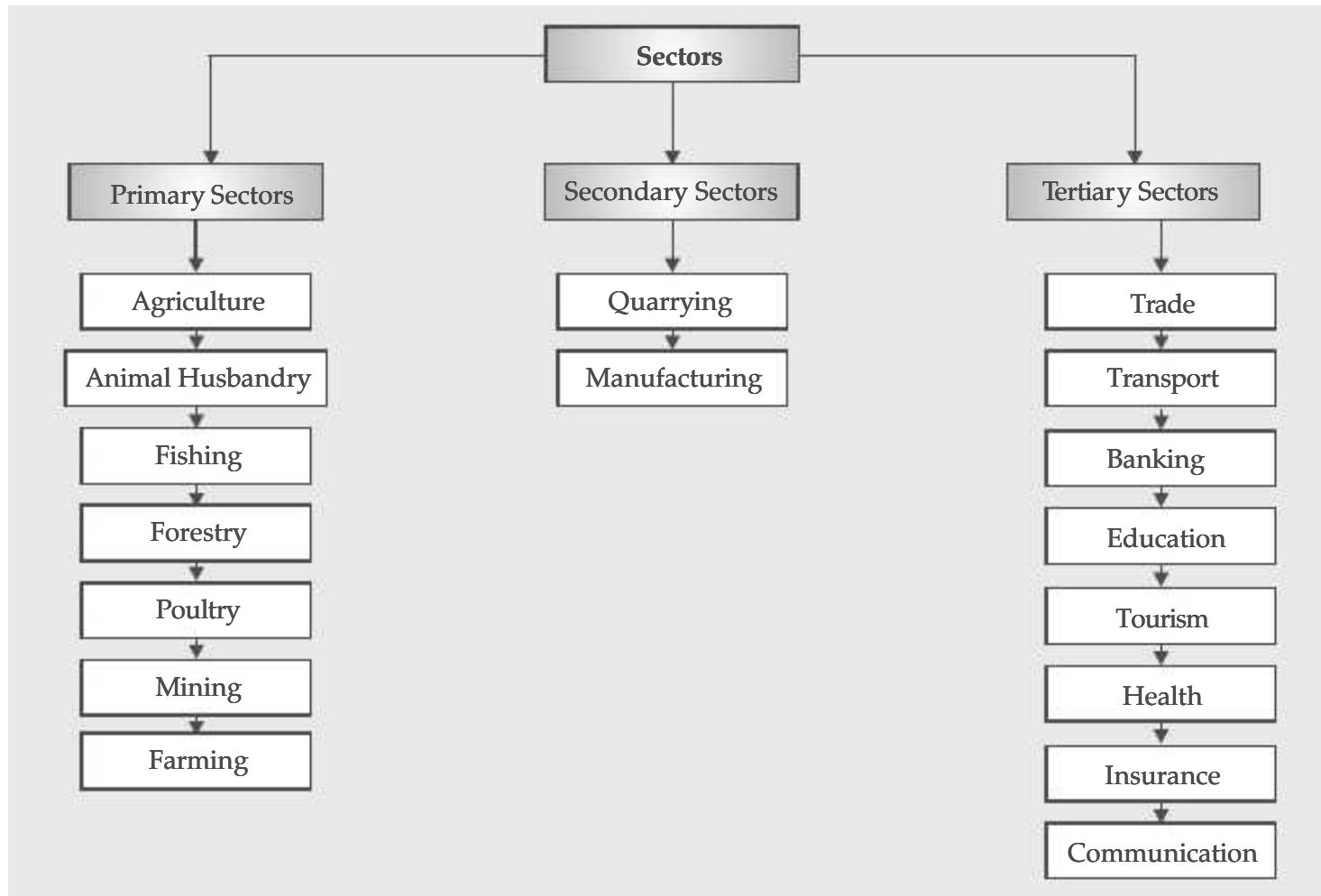
TOPIC - 1
Sectors of Economic Activities P. 303

TOPIC - 2
How to create more Employment?....P. 309

TOPIC - 3
Division of sectors as organized and unorganized P. 313

- (iv) Fourth, over the past decade or so, certain new services such as those based on information and communication technology have become important and essential.
- Service sector in India employs many different kinds of people like highly skilled and educated workers on one side and a very large number of workers engaged in services such as small shopkeepers, repair persons, transport persons, etc. on the other side

Flowchart



Know the Terms

- **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

Know the Links

- www.thoughtco.com/sectors-of-the-economy-1435795
- www.quora.com/Which-sector-i-e-primary-secondary...

Very Short Answer Type Questions

(1 mark each)

- U** Q. 1. Under which economic sector does the production of a commodity through the natural process come ? [Board Term-I, 2015, 2014, Set-C5JWEVD (WQ7FXWC), (R9UJGYG)]
Ans. Primary sector. 1
- A** Q. 2. Name the sector which continued to be the largest employer even in the year 2000. [Board Term-I, (X30T4XE), 2014]
Ans. Primary sector. 1
- U** Q. 3. In which sector are natural products changed into form through ways of manufacturing ? [Board Term-I, Set-M, DDE-2015]
Ans. Secondary. 1
- U** Q. 4. In which sector is manufacturing included ? [Board Term-I, DDE-2014]
Ans. Secondary sector. 1
- A** Q. 5. Which sector has gained prominence over the last thirty years ? [Board Term-I, (6HTQGTF), 2016-17]
Ans. Tertiary sector. 1
- A** Q. 6. Which sector includes activities that help in the development of the primary and secondary sector ? [Board Term-I, (WQ7FXWC), 2014]
Ans. Tertiary sector. 1
- A** Q. 7. Which sector had the highest share in GDP in 2003 ? [Board Term-I, DDE-2014]
Ans. Tertiary sector. 1
- A** Q. 8. Which sector generates services rather than goods ?
Ans. Tertiary. 1
- A** Q. 9. Services such as transport, banking and insurance come under which sector ?
Ans. Tertiary sector. 1
- A** Q. 10. Mention the share of tertiary sector in terms of GDP in 2003 ? [Board Term-I, 2015] [NCERT]
Ans. Between 50-60% 1
- A** Q. 11. Which occupation belongs to the primary sector ? Mention any one. [Board Term-I, (6HTQGTF), 2016-17]
- Ans.** Agriculture. 1
- A** Q. 12. Which sector helps in the development of the primary and secondary sector ? [Board Term-I, Set-XOKG2SB, 2015]
Ans. Service /Tertiary sector. 1
- U** Q. 13. Write three activities which belong to the primary sector.
Ans. Agriculture, dairy and mining. 1
- U** Q. 14. Mention any one factor responsible for the growth of service sector in the Indian economy. [Board Term-I, (NLTM8TU), 2016-17]
Ans. (i) Services such as Hospitals, Educational institutions, Post and Telegraph, banks transport etc. 1
- A** Q. 15. TISCO and Reliance are owned by which sector ? [Board Term-I, (OEQL2HT), 2016-17]
Ans. Private sector. 1
- A** Q. 16. Sahara Airlines and B.S.E.S. are examples of which sector ?
Ans. Private sector. 1
- A** Q. 17. Railway is an example of which sector ?
Ans. Public sector. 1
- A** Q. 18. A.T.M. is an example of which sector ? [Board Term-I, Set-DDE, 2015]
Ans. Service sector. 1
- U** Q. 19. In which sector is seasonal and disguised unemployment most prevalent in India ? [Board Term-I, Set-M, DDE-2015]
Ans. Agriculture Sector 1
- U** Q. 20. Where is the disguised unemployment formed mostly ? [Board Term-I, Set-6AP67LB, 2015]
Ans. Agriculture sector. Casual workers in the service sector. 1
- U** Q. 21. What do final goods and services mean ? [Board Term-I, (X30T4XE), 2014]
Ans. Total production of the sectors. 1
- U** Q. 22. Which communities generally find them in the unorganized sector ?
Ans. Schedule tribes and backward communities. 1

Short Answer Type Questions

3 marks each

- U** Q. 1. Explain the meaning of tertiary sector. Mention any four economic activities of this sector.
[Board Term-I, (R9UJGYG), 2014]
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
- A** Q. 2. Why is the tertiary sector becoming more important in India ? Explain by giving any three reasons.
[Board Term-I, Set-6HTQGTF, 2016-17]
Ans. (i) In any country several basic services like transport, bank, insurance, educational institutions etc. are required and the government has to take responsibility for the provision of these services.

- (ii) The development of agriculture and industry lead to the development of services, such as transport trade, storage etc.
- (iii) As income level rises, certain sections of people started demanding many services like eating out, tourism, private hospitals etc.
- (iv) Certain new services such as those based on information and communication technology have become important and essential.
- (v) Greater the development of the primary and secondary sectors, more would be the demand for such services. (Any three) $1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

- U** Q. 3. How is tertiary sector different from the other two sectors of economic activities ? Explain.

[Board Term-I, Set-NLTM8TU, 2016-17]

- Ans.** Tertiary sector is different from other two sector because :
- (i) it does not provide or produce goods.
 - (ii) it provides services such as transport, I.T., communications, etc.
 - (iii) it is the backbone of all the sectors.
 - (iv) more the primary and secondary sectors develop, there increases the requirement of services.

(Any three)

(CBSE Marking Scheme, 2016) 3

- A** Q. 4. Classify the economic sectors on the basis of nature of activities. Mention the main feature of each.

[Board Term-I, Set-X30T4XE, 2014, (33), 2012]

OR

- A** Explain the three sectors of economic activities with the help of examples.

[Board Term-I, (580012, 13, 27, 28, 31, 32, 43), 2011]

OR

- A** Explain the primary, secondary and tertiary sectors by giving examples of each.

[Board Term-I, (B1), 2010]

OR

How are the three sector of the economy different from each other ? Explain.

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

- 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) $1 \times 3 = 3$

- U** Q. 5. Explain any three reasons for the Primary Sector to be the largest employer in India.

[Board Term-I, Set-C5JWEVD, 2015]

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 though 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) $1 \times 3 = 3$

- A** Q. 6. Classify the sectors of economy on the basis of ownership. [Board Term-I, KVS-2014]

OR

- A** How are the economic activities classified on the basis of ownership ? Explain with suitable examples. [Board Term-I, (59), 2012]

OR

- U** Differentiate between public and private sectors. [Board Term-I, (74), 2012]

OR

- U** Differentiate between the public and private sectors in an economy with examples.

[Board Term-I, (49), 2012]

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

- U** Q. 7. What constitutes the unorganised sector in urban areas ? Why do workers in this sector need protection ?

[Board Term-I, Set-E, DDE-2015]

- 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.

U Q. 8. Explain the problem of underemployment in the service sector in urban areas with examples
[Board Term-I, (OEQL2HT), 2016-17]

Ans. In the urban areas, there are thousands of casual workers in the service sector who search daily employment. E.G. Petty workers painters, street vendors, rickshaw pullers etc. who are underemployed because they do not have better work opportunities.

(CBSE Marking Scheme, 2016) 3

U Q. 9. How does service sector in India provide different kinds of services? Explain.

[Board Term-I, (NCERT)(WQ7FXWC), 2014]

OR

U Explain how does the public sector contribute to the economic development of a nation ?

[NCERT] [Board Term-I, (580020, 36), 2011]

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 × 3 = 3

U Q. 10. Describe the contribution of three sectors in Indian economy. **[Board Term-I, 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.
1 × 3 = 3

A Q. 11. "All of the service sector is not growing equally well in India." Justify the statement with three arguments. **[Board Term-I, (H3), 2013]**

OR

A Service sector in India employs two types of people. Explain by giving suitable examples.

[Board Term-I, (580021), 2011]

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, 2011, 13) 1 × 3 = 3

A Q.12. Explain the interdependence of all the three economic sectors giving examples from transportation system. **[Board Term-I, (34), 2012]**

OR

A How are all the three sectors of the economy interdependent ? Explain this interdependence with the help of an example.

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

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

U Q. 13. How would income and employment increase if farmers are provided with loan, irrigation and transportation facilities ?

[Board Term-I, (36, 37), 2012]

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

A Q. 14. How is tertiary sector different from other sectors? Give examples.

[Board Term-I, (580022, 29, 37, 45), 2011]

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

- U** Q. 1. Define tertiary sector. Describe about the different kinds of people employed in this sector in India.

[Board Term-I, (WQ7FXWC), 2014]

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.

- At one end there are a limited number of services that employ highly skilled and educated workers.
- At the other end, there are a very large number of workers engaged in services such as small shopkeepers, repair persons, transporters etc.

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

- U** Q. 2. Explain why service sector is gaining more importance in the global economy.

[Board Term-I, (CB4QHT1), 2016-17]

[Board Term-I, (74), 2012]

OR

- U** Explain any five reasons for the growth of service sector in India. [Board Term-I, (H3), 2013]

OR

- U** Why is tertiary sector becoming the most important sector in India ? Given four reasons.

[Board Term-I, (105), 2013, (580026, 45), 2011]

OR

- U** Evaluate the rising importance of tertiary sector over the years. [Board Term-I, (34), 2012]

OR

- U** Explain reasons for the rising importance of the Tertiary sector in India. [Board Term-I, (52), 2012]

OR

- A** 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-I, (55), 2012]

OR

- A** Why is the Tertiary sector growing so rapidly in India ? Explain it with four reasons.

[Board Term-I, (580012, 19, 24, 28, 40, 42), 2011, (B1), 2010]

Ans. **Tertiary sector in India has been growing rapidly for a number of reasons :**

- 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.
- 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.

- 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.
- Over the past decade or so, certain new services, such as those based on information and communication technology have become important and essential.
- Government policy of privatisation has also led to growth of this sector.
- A large number of workers are engaged in services, such as small shopkeepers, repair persons, transport persons etc.
- 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)

$$1 \times 5 = 5$$

- A** Q. 3. "When a country develops, the contribution of primary sector declines and that of secondary and tertiary sector increases." Analyse the statement.

[Board Term-I, (58), DDE-2014, 2012]

OR

A Describe the historical changes that have taken place in the sectors of the economy in the developed countries.

[Board Term-I, (74), 2012]

[Board Term-I, 2015]

- Ans.** (i) 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.
- New methods of manufacturing were introduced, factories came up and started expanding.
 - The Secondary sector gradually became the most important in total production and employment.
 - 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.
 - 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) $1 \times 5 = 5$

- U** Q. 4. What is the significance of secondary sector in Indian economy ? How does it help in the economic development of the country ?

[Board Term-I, (580011, 23), 2011]

Ans. The significance of secondary sector is that it transforms raw materials 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**

Q. 5. Explain the importance of the service sector.

[Board Term-I, KVS-2014]

OR

Q. Explain any five features of tertiary sector ?

[Board Term-I, (580014, 33), 2011]

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 × 5 = 5**

Q. 6. Describe any five provisions of 'National Rural Employment Guarantee' Act 2005.

[Board Term-I, (OEQL2HT), 2016-17]

Ans. Provisions NREGA 2005.

- (i) 100 days assured employment every year to each rural household.
- (ii) One-third of the proposed jobs to be 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, 2016) **1 × 5 = 5**

A. Q. 7. 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-I, (48), 2012]

[Board Term-I, Set-DDE, 2015]

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 × 5 = 5

(CBSE Marking Scheme 2012)



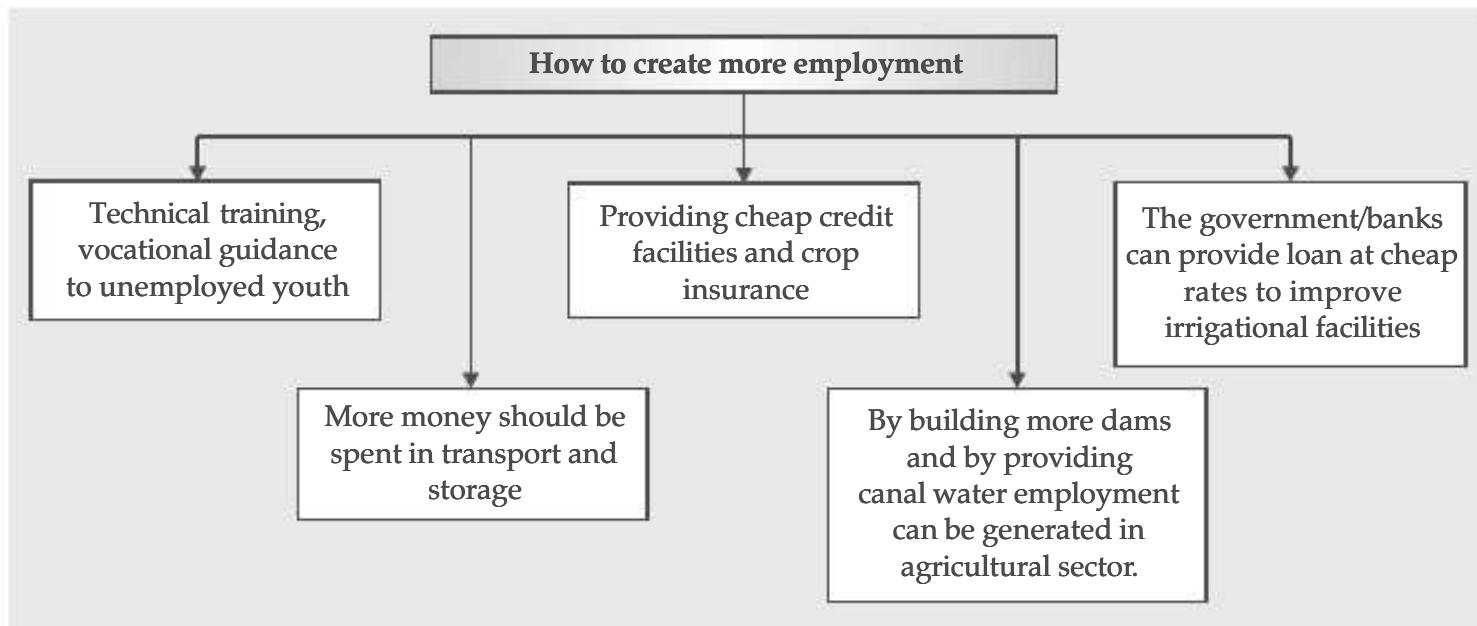
TOPIC-2

How to Create more Employment ?

Quick Review

- Underemployment or Disguised unemployment means more people engaged in a job than needed.
- More employment can be created in a country like India by building more dams and canals to provide water to the farmers, by providing cheap credit facilities and crop insurance, by spending more money on transport and storage, technical training and by providing cheap bank loan at cheaper interests.
- 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 the next ended to an additional 130 districts. It is called National Rural Employment Guarantee Act, 2005 (NREGA, 2005).
- 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.
- **The objectives of implementing MGNREGA 2005 were :**
 - (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.

Flowchart



Know the Terms

- **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.
- **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

- employmentnews.gov.in/webmake.pdf
- www.isidev.nic.in/pdf/ICSSR_TSP_PPS.pdf
- economictimes.indiatimes.com

Very Short Answer Type Questions

(1 mark each)

Q. 1. State the meaning of underemployment.
[Board Term-I, (OEQL2HT), 2016-17]

Ans. Are working less than what they are capable of doing. (CBSE Marking Scheme, 2016) 1

Q. 2. What is another name of underemployment?
[Board Term-I, (CB4QHT1), 2016-17]

Ans. Disguised unemployment.
(CBSE Marking Scheme, 2016) 1

Q. 3. What do you mean by disguised unemployment?
Ans. More people engaged in a job than needed. 1

Q. 4. Where is the disguised unemployment found mostly ? [Board Term-I, (NLTM8TU), 2016-17]

Ans. Agriculture sector/casual workers in the service sector. (CBSE Marking Scheme, 2016) 1

Q. 5. Suggest any one way to solve underemployment situation in rural areas in India.
[Board Term-I, (CB4QHT1), 2016-17]

Ans. (i) Govt. can spend money on development of the infrastructure like

- Bank service
- Construction of canals, roads,

| |
|--|
| <ul style="list-style-type: none"> ● Credit facility <p>(ii) Identify, promote and locate industries.</p> <p style="text-align: right;">(Any one)</p> <p style="text-align: center;">(CBSE Marking Scheme, 2016) 1</p> |
| <p>A Q. 6. When was Mahatma Gandhi National Rural Employment Guarantee Act implemented ?</p> <p style="text-align: right;">Ans. 2005. 1</p> |
| <p>A Q. 7. What does GDP stand for ?</p> <p style="text-align: right;">[Board Term-I, NCT-2014]</p> <p style="text-align: right;">Ans. Gross Domestic Product. 1</p> |
| <p>A Q. 8. What is GDP (Gross Domestic Product) ?</p> <p style="text-align: right;">[Board Term-I, (R9UJGYG), NCT-2014]</p> |

| |
|---|
| <p>Ans. It is the value of final goods and services produced within the domestic territory of a country. 1</p> |
| <p>U Q. 9. In terms of G.D.P., what was the share of tertiary sector in 2003 ?</p> <p style="text-align: right;">Ans. Between 50 to 60%. 1</p> |
| <p>U Q. 10. Give full form of NREGA.</p> <p style="text-align: right;">Ans. National Rural Employment Guarantee Act. 1</p> |
| <p>U Q. 11. For how many days employment is guaranteed under NREGA 2005 ?</p> <p style="text-align: right;">Ans. 100 days. 1</p> |
| <p>U Q. 12. The Government of India has implemented the 'Right to Work', in how many district ?</p> <p style="text-align: right;">Ans. 330 districts. 1</p> |

Short Answer Type Questions

3 marks each

| | |
|--|---|
| <p>U Q. 1. Explain the term 'unemployment'. What is disguised unemployment.</p> <p style="text-align: right;">[Board Term-I, NCT-2014]</p> <p>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.</p> <p>(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.</p> <p style="text-align: right;">$1\frac{1}{2} + 1\frac{1}{2} = 3$</p> | <p>U Q. 4. What is GDP ? Explain with example the method of calculating Gross Domestic Product.</p> <p style="text-align: right;">[Board Term-I, (3K), 2013, (58), 2012]</p> <p style="text-align: center;">OR</p> <p>U Explain the term G.D.P. Why are only 'final goods and services' counted in G.D.P. ?</p> <p style="text-align: right;">[Board Term-I, (580018, 22, 24, 36), 2011]</p> <p>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.</p> <p>Only final goods and services are counted in G.D.P. because :</p> <p>(i) The value of final goods already includes the value of all intermediate goods.</p> <p>(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.</p> <p style="text-align: right;">$1+2=3$</p> |
| <p>U Q. 2. Explain the concept of under employment taking example from some non-agricultural field.</p> <p style="text-align: right;">[Board Term-I, KVS-2014]</p> <p>Ans. The under employment can happen in other sectors, for example :</p> <p>(i) There are thousand of casual workers in the service sector in urban areas who search for daily employment.</p> <p>(ii) They are employed as pointers, plumbers, repair persons and other doing odd jobs. Many of them don't find work everyday.</p> <p>(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.</p> <p style="text-align: right;">$1 \times 3 = 3$</p> | <p>U Q. 5. Why is NREGA also called the right to work ? Explain.</p> <p style="text-align: right;">[Board Term-I, (X30T4XE), 2014]</p> <p style="text-align: center;">OR</p> <p>U Explain the role of NREGA in creating employment for the people in India.</p> <p style="text-align: right;">[Board Term-I, (R9UJGYG), 2014]</p> <p style="text-align: center;">OR</p> <p>A Why is NREGA also called the "Right to Work"? Mention any three reasons for it.</p> <p style="text-align: right;">[Board Term-I, (34), 2012]</p> <p style="text-align: center;">OR</p> <p>A In your opinion, how far is it correct to say that NREGA 2005 as "Right to Work"?</p> <p style="text-align: right;">[Board Term-I, (55), 2012]</p> |
| <p>A Q. 3. Explain the ways by which more employment can be created in a country like India.</p> <p style="text-align: right;">[Board Term-I, (580020, 23, 31), 2011]</p> <p>Ans. The ways by which more employment can be created in a country like India are :</p> <p>(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.</p> <p>(ii) Providing cheap credit facilities and crop insurance can result in more employment.</p> <p>(iii) More money should be spent in transport and storage, because then more people can be employed.</p> <p>(iv) The government/banks can provide loan at cheap rates to improve irrigational facilities.</p> <p>(v) Technical training, vocational guidance to unemployed youth for self employment.</p> <p style="text-align: right;">$(Any\ three) 1 \times 3 = 3$</p> | <p>Ans. NREGA is also called Right to Work :</p> <p>(i) It has been implemented in 200 poorest of the poor districts of India.</p> <p>(ii) NREGA guarantees 100 days of assured work to the people who are able and in need of work.</p> <p>(iii) If the government fails to provide work, it will provide unemployment allowances to the people.</p> <p>(iv) One-third of the jobs are reserved for women.</p> <p style="text-align: right;">$(Any\ three) (CBSE\ Marking\ Scheme,\ 2012)\ 1 \times 3 = 3$</p> |

- Q. 6.** State the objectives of NREGA 2005.
[Board Term-I, NCT 2014]
OR
U Explain the objectives of implementing the MGNREGA 2005. [Board Term-I, (37, 39), 2012]
OR
U Explain the objectives of Mahatma Gandhi National Rural Employment Guarantee Act 2005.
[Board Term-I, (52), 2012]

- U** What has been the role of MGNREGA in creating employment for the people in India ?
[Board Term-I, (45), 2012]

- 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) $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

- Q. 1.** Explain the meaning of disguised unemployment with the help of any two suitable examples. [Board Term-I, (B1), 2010]

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. $3 + 2 = 5$

- A. Q. 2.** Explain measures that can be adopted to remove disguised unemployment in the agriculture sector.

[Board Term-I, (580021, 27), 2011]

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. $1 \times 5 = 5$

- Q. 3.** Why is agriculture the most labour absorbing sector in India ? How does disguised unemployment make it worse ? Explain with an example. [Board Term-I, (R9UJGYG), 2014]

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 it 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. $2 + 3 = 5$

- A. Q. 4.** What is GDP? Explain the process to calculate GDP. [Board Term-I, (82), 2012]

- 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. 5.** How can we create more employment in secondary and tertiary sectors in rural India ?

[Board Term-I, (45, 47), 2012]

- 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. 6.** How can we create more employment opportunities in urban areas ? Explain with examples. [Board Term-I, (72), 2012]

OR

- Q** Describe the various ways in which government can create employment opportunities for the people of India.

[Board Term-I, (Set-6HTQGTF), 2016-17]

- Ans.** (i) The government can spend some money or banks can provide loans to construct well etc., which will reduce the dependency of farmers on rains, and they will be able to grow two crops a year.
- (ii) Construction of Dams and Canals can lead to lot of generation of employment in agricultural sector itself.
- (iii) If government invests some money on transportation and storage of crops or makes better rural roads, it can provide productive employment not just to farmers but also to other who are in services like transport or trade.
- (iv) If local banks give credits at reasonable rates to the small and marginal-farmers, they will be able to buy necessary inputs for their crops in time.
- (v) Another way to solve this problem is to identify, promote and locate industries and services in the semi-rural areas where a large number of people may be employed. Example : Many farmers grow arhar and chickpea, for them a dall-mill to procure and process these & sell in the cities; opening a cold storage will give an opportunity to the farmers to store their produce like potato, & onion and sell them at good price; villagers near forests can start with honey collection etc.

(vi) To improve health situation we need health centres, hospitals & for that doctors, nurses, workers.

(vii) Similarly to provide education to all children we would need lot of schools which can also generate employment.

(viii) Tourism : Every state or region has the potential for increasing the income and employment for people in that area. This can also be done by promoting tourism or regional craft industry.

(ix) New services like IT are also creating jobs. All these are the long term projects but government also has certain short term projects for people : NREGA-2005.

NREGA_2005 (Any five)

(CBSE Marking Scheme 2016) 5

- A Q. 7.** Describe the estimates of Planning Commission to create jobs in tourism and education ?

[Board Term-I, (63), 2012]

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



TOPIC-3

Division of Sectors as Organized and Unorganized

Quick Review

- On the basis of nature of economic activities, there are two types of sector :
 - (i) Organized, (ii) Unorganized
- Workers in the organised sector enjoy security of employment. They are expected to work only a fixed number of hours.
- The unorganised sector is characterised by small and scattered units which are largely outside the control of the government. Jobs here are low-paid and often not regular.
- In the urban areas, unorganised sector comprises mainly of workers in small-scale industry, casual workers in construction, trade and transport etc.
- In an unorganized sector, jobs are not secure, workers are not paid a fair wage and earnings are low and are exploited. Thus, there is a need to protect and support the workers.
- 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
- In the public sector, the government owns most of the assets and provides all the services, e.g. Railways or post office.
- In the private sector, ownership of assets and delivery of services is in the hands of private individuals or companies, e.g. Tata Iron and Steel Company Limited (TISCO) or Reliance Industries Limited (RIL).
- There are large numbers 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 quarters of them are critically ill.

- Government needs to pay attention on availability of safe drinking water, housing facilities for poor, food and nutrition, etc.
- Running proper schools and providing quality education, particularly elementary education, is the duty of the government.

Flowchart

| Organized Sector | Unorganized Sector |
|--|--|
| The organized sectors cover those enterprises where the terms of employment is regular. | The unorganized sectors is characterized by small and scattered units which are largely outside the control of government. |
| They are registered by government, they follow rules and regulations and various laws such as, the factories act, minimum wages act, payment of gratuity, shops and establishment act. | Unorganized sectors does not follow any rules and regulation pass by the government. |
| Workers in the organized sector are paid according to prescribed scale. They also get payment in time on regular basis. | Most of the jobs are low paid and often irregular. |
| They get annual increment and other allowances such as provident fund, payment during holidays, paid leave, gratuity, medical benefits, safe working conditions. | There is no provision of overtime, paid leave, holidays, leave due to sickness etc. |
| They can form trade unions. | They cannot form trade unions. |

Know the Terms

- **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.

Know the Links

- www.slideshare.net/.../unorganised-sector-in-india
- keydifferences.com/difference-between-organised-and...

Very Short Answer Type Questions

(1 mark each)

- | | |
|--|---|
| <p>U Q. 1. Who has the ownership of the assets in the public sector ? Ans. Government.</p> | <p>A Q. 3. "What is the intention of the government in raising money through taxes ?" [Board Term-I, Set-E, DDE-2015] Ans. Government raise money through taxes and other ways to meet expenses on the services rendered by it.</p> |
| <p>A Q. 2. How does public sector help in the development of a country ? [Board Term-I, 2015] Ans. Public sector invests in key and basic industries as health, education, defence where private sector cannot invest.</p> | <p>A Q. 4. What does comprise the unorganised sector in rural areas ? [Board Term-I, Set-XOKG2SB, 2015] Ans. Agriculture.</p> |

[CBSE Marking Scheme, 2015] 1

Short Answer Type Questions

3 marks each

- U** Q. 1. Why is there an urgent need to protect workers in the unorganised sector ? Explain.
 [Board Term-I, (CB4QHT1), 2016-17]

- Ans.** (i) They are paid low salaries
 (ii) Their jobs are not secure
 (iii) They have no retirement and medical benefits
 (iv) They are often exploited (Any three)
 (CBSE Marking Scheme, 2016) 3

- U** 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.

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

- A** Q. 3. Why do people prefer to work in an organized sector ? Explain.

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

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) $1 \times 3 = 3$

- A** Q. 4. How can the workers in the unorganised sector be protected ? Explain.

[Board Term-I, (580012, 28, 33, 38), 2011]

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 :

- (i) Farmers need to be supported through adequate facility for timely delivery of seeds, agriculture inputs, credit, storage and marketing outlets.
 (ii) In urban areas, casual workers need government's support for procuring raw material.
 (iii) Small scale industries also need support for procuring raw material and marketing of the goods. $1 \times 3 = 3$

- U** Q. 5. Why is agriculture an activity of unorganised sector in India ? Explain.

[Board Term-I, (38), 2012]

OR

- U** Agriculture is an unorganized sector in India. Do you agree with this statement ? Justify your answer with suitable examples.

[Board Term-I, (40), 2012]

Ans. In agricultural 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) $1 \times 3 = 3$

Long Answer Type Questions

5 marks each

- A** Q. 1. "Workers are not exploited in organised sector". Do you agree with the statement ? Explain reasons in support of your answer.

[Board Term-I, (38), 2012]

OR

- A** What is unorganised sector ? Describe the working procedure of this sector.

[Board Term-I Outside Delhi 2008]

OR

- A** Workers are exploited in an unorganised sector. Do you agree with this statement ? Justify your answer with five relevant points.

[Board Term-I, (39, 40), 2012]

OR

- A** Define the term 'Unorganised Sector'. Mention any six disadvantages of working in this sector.

[Board Term-I, (70), 2012]

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)

A Q. 2. Explain the meaning of disguised unemployment with the help of any two suitable examples.

[Board Term-I, (B1), 2010]

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 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

U Q. 3. Differentiate between organised and unorganised sector. [Board Term-I, NCT-2014]

OR

U Compare the employment conditions prevailing in the organised and the unorganised sector ?

[Board Term-I, DDE-2015, Set-E]

[Board Term-I, Set-C5JWEVD, 2015]

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 process 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) $1 \times 5 = 5$

High Order Thinking Skills (HOTS) Questions

Q. 1. How are the three sectors of the economy different from each other ? Explain.

[Board Term-I, 2016-17 (NLTM8TU)]

Ans. **Primary Sector :** Activities undertaken by using natural resources e.g. forestry, agriculture, fishing etc.

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

Tertiary Sector : Includes all such activities which supports primary and secondary sector by providing services e.g. transportation etc.

(CBSE Marking Scheme, 2016) 5

Q.2. 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-I, (H3), 2013, (60), 2012]

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-I, (35), 2012]

OR

Identify any five activities where the government must spend for the welfare of the people and why ?

[Board Term-I, (56), 2012]

Ans. Society needs many things as a whole which the private sector is not 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

Q.3. "The declining share of agriculture in the Gross Domestic Product (G.D.P.) is a matter of serious concern in India". Support the statement with any five reasons.[Board Term-I, (NLTM8TU), 2016-17]

- Ans.**
- (i) Indian farmers are facing challenge from international competition.
 - (ii) Government is reducing investment in agricultural sector, especially irrigation sector.
 - (iii) Subsidy in fertilizers has decreased, leading to a rise in cost of production.
 - (iv) Reduction in import duties on agricultural products.
 - (v) Farmers are withdrawing their investment from agriculture causing a downfall in the employment in agriculture.

(CBSE Marking Scheme, 2016) 5

Q.4. "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-I, (C2), 2010]

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.

$1 \times 5 = 5$

Value Based Questions

3 marks each

Q.1. Describe the provisions of "National Rural Employment Guarantee Act", 2005.

[Board Term-I, (68) 2012]

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
(Any three) (CBSE Marking Scheme 2012) 3

Q.2. How to create more employment in rural areas ? Explain with the help of five suitable examples.

[Board Term-I, (33), 2012]

OR

How can more employment opportunities be created in the rural areas ?

[Board Term-I, (580016, 32, 35, 44), 2011, (C1), 2010]

- 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) 3



CHAPTER

3

MONEY AND CREDIT

Syllabus

➤ *Money and Financial System : Role of money in an economy : Formal and informal; financial institutions for savings and Credits – General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local moneylenders, landlords, chit funds and private finance companies.*



TOPIC-1 Money and Credit

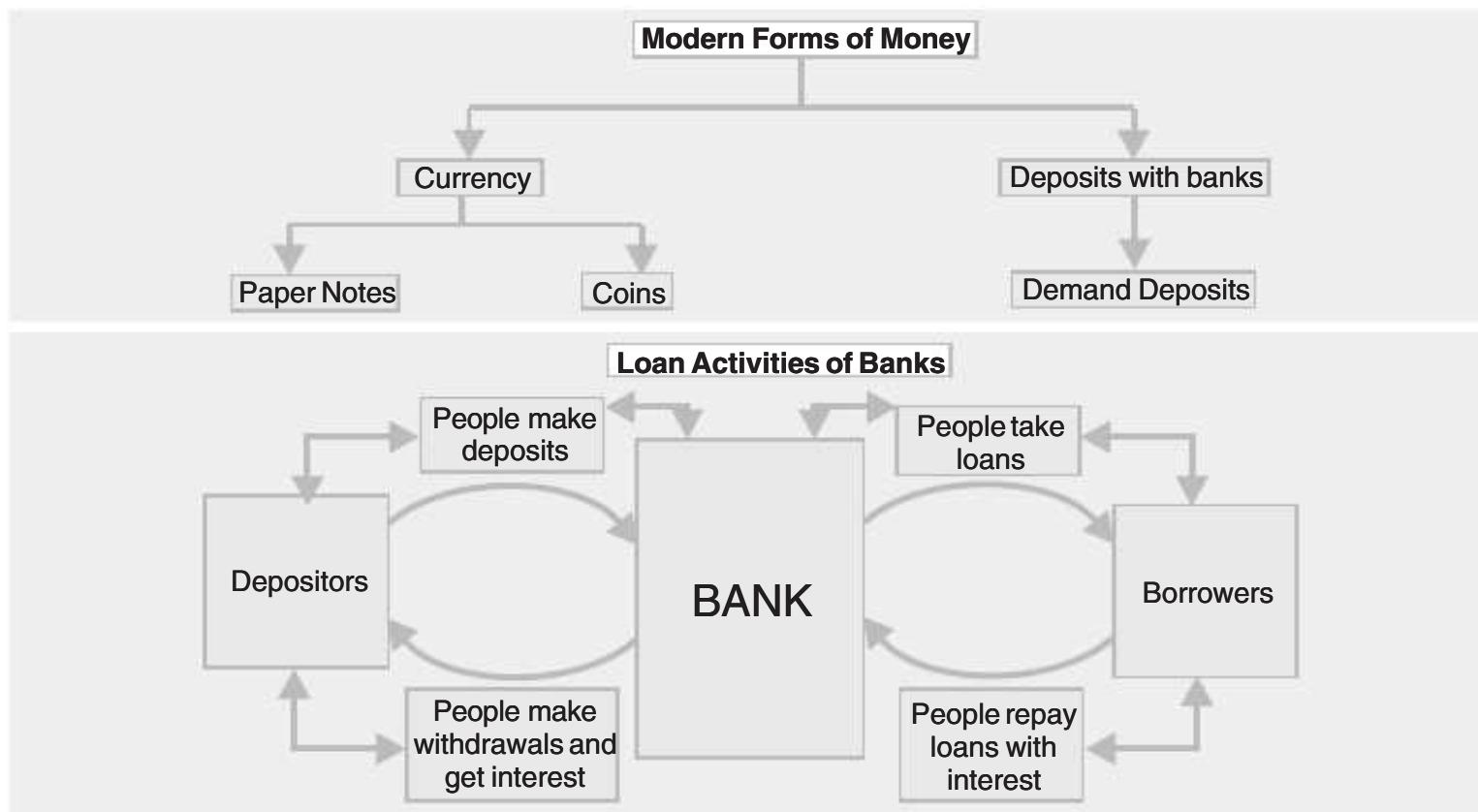
Quick Review

- In the early times, people used to exchange one commodity for another, depending on their requirement under the barter system. However, exchanging goods in the barter system required double coincidence of wants.
- However, money eliminates the need for double coincidence of wants. Since money enables the exchange process, it is also called a medium of exchange. Early forms of money were things of daily use.
- **Modern currency :**
 - (i) Uses paper notes and coins made of relatively inexpensive metals.
 - (ii) Has no value of its own.
 - (iii) Has a value only because it is authorised by the government of the country.
- In India, the Reserve Bank of India is the only legal authority that can issue currency notes and coins on behalf of the central government. The Rupee is India's currency and nobody can refuse to accept a payment made in rupees in India.
- People deposit their extra cash in bank. A bank in addition to keeping the money also pays interest on the deposit to the depositor. Thus, bank deposits are also called Demand Deposits.
- A person simply needs to have an account with the bank to deposit money. A cheque can be used to make payment directly from a bank deposit without using cash.
- A cheque is a written instruction to a bank by an account holder to pay a specific sum to a specific person from his deposit. A cheque has all the information about the person to whom payment is to be made, the amount and date of payment and signature of account holder issuing the cheque.

TOPIC - 1
Money and Credit P. 319

TOPIC - 2
Credit Terms and Types P. 323

Flowcharts



Know the Terms

- **Barter System :** Barter refers to the direct exchange of goods and services. In this way, barter system refers to that system by which one commodity is exchanged for another without use of money.
- **Money :** Money may be anything chosen by common consent as a medium of exchange. It can be in the form of coins and bank notes; coins and bank notes collectively.
- **Cheque :** A cheque is a paper instructing the banks in writing to pay a specific amount from the person's account to the person in whose name the cheque has been issued.
- **Reserve Bank of India :** The Reserve Bank of India is the only legal authority that can issue currency notes and coins on behalf of the central government.
- **Investment :** Investment is the amount of money spent with the intention of earning income at regular intervals (in the form of return from funds invested) or in the long run (in the form of capital appreciation).

Know the Links

- www.slideshare.net/DINESH_B001/money-and-credit-14361725
- www.authorstream.com/Presentation/...money-and-credit

Very Short Answer Type Questions

1 mark each

Q. 1. What is Barter System?

[Board Term-II, 2015 Set-I]

Ans. Barter is a system of exchange in which goods are directly exchanged without the use of money. 1

Q. 2. What is a Cheque ?

[Board Term-II, (Foreign Set-I) 2015]

Ans. A Cheque is a paper instruction to the bank to pay a specific amount from the person's account to the person in whose name the cheque has been issued. 1

A. 3. Recognize the situation when both the parties in a barter economy have to agree to sell and buy each other's commodities ? What is it called ?

[Board SQP 2016]

Ans. This is known as double coincidence of wants. 1

Q. 4. What is meant by double coincidence of wants ?

[Board Term-II, Outside Delhi (Set-I) 2015]

Ans. Both parties, the seller and they buyers have to agree to sell and buy each other commodities. Goods are directly exchanged without the use of money. 1

U Q. 5. How does money eliminate the need for double coincidence of wants ?

[Board Term-II, Foreign (Set-III) 2016]

Ans. If you have money in your pocket you can purchase any thing at any time as you wish. 1

A Q. 6. What are the two forms of modern currency ?

[Board Term-II, Foreign (Set-III) 2015]

Ans. Two forms of modern currency are :

(i) Paper notes (ii) Coins. 1

A Q. 7. How does money act as medium of exchange ?

[Board Term-II, Outside (Delhi Set-I, II, III) 2015]

Ans. It acts as an intermediate in the exchange process and transactions. We can buy things if we have money in our pockets. 1

A Q. 8. Who issues currency notes in India?

[Board Term-II, (Set-RKZQI05) 2015]

Ans. Reserve Bank of India.

A Q. 9. Why one cannot refuse a payment made in rupees in India ?

[Board Term-II, (Delhi Set-II) 2016]

Ans. One cannot refuse a payment made in rupees because it is accepted as a medium of exchange. The currency is authorized by the government of India.

1

A Q. 10. Who supervises the functioning of formal sources of loan ?

[Board Term-II, (Foreign Set-II) 2015]

Ans. Reserve Bank of India (RBI). 1

Short Answer Type Questions

3 marks each

U Q. 1. How can money be easily exchange itself for goods or services? Give example to explain.

[Board Term-II, (Delhi Set-I) 2016]

Ans. Money acts as a medium to exchange itself for goods and services : A person holding money can easily exchange it for any commodity or service that he or she might want.

Everyone prefers to receive payments in money and exchange the money for things they want.

For example : A shoemaker wants to sell shoes in the market and buy wheat. The shoemaker will first exchange shoes for money and then exchange the money for wheat. If the shoemaker had to directly exchange shoes for wheat without the use of money, he would have to look for a wheat growing farmer who not only wants to sell wheat but also wants to buy the shoe in exchange. Both the parties have to agree to sell and buy each others commodities. This process is very difficult, time consuming and unhealthy.

[CBSE Marking Scheme, 2016] 3

U Q. 2. How is money used as a medium of exchange? Explain with examples. [Board Term-II, 2013]

Ans. Money acts as a medium of exchange in the following ways :

- (i) Overcomes the problem of double co-incidence of wants. For example, if a person needs wheat in exchange of tea, then he/she must search for a person who is ready to trade wheat for tea. Money made the need for such searches redundant.
- (ii) Acts as a medium of deferred payment.
- (iii) Has a store value. 3

[CBSE Marking Scheme, 2013]

R Q. 3. What are the modern forms of money? Why is the 'rupee' widely accepted as a medium of exchange? Explain two reasons.

[Board Term-II, 2013]

Ans. The modern forms of money are listed below :

- (i) Paper currency
- (ii) Coins
- (iii) Demand deposits
- (iv) Cheques

The rupee is accepted as a medium of exchange in the following ways :

Refer to Ans of Q. 2. Short Answer Type Question.

[CBSE Marking Scheme, 2013]

U Q. 4. Why is modern currency accepted as a medium of exchange without any use of its own? Find out the reason.

[Board Term-II, (Outside Delhi Set-I, II, III) 2015]

Ans. Modern currency is accepted as a medium of exchange without any use of its own because :

- (i) Modern currency is authorized by the government of a country.
- (ii) In India, the Reserve Bank of India issues all currency notes on behalf of Central Government.
- (iii) No other individual or organization is allowed to issue currency.
- (iv) The law legalises the use of rupee as a medium of payment that cannot be refused in settling transactions in India.
- (v) No individual in India can legally refuse a payment made in rupees. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

U Q. 5. How is money used in everyday life ? Explain with examples. [Board Term-II, 2014]

Ans. In modern times, money is used as a medium of exchange because it has been authorized by the government as a currency.

In everyday lives we use money :

- (i) To buy goods and services like in market money can be used to buy clothes, vegetables, etc.

(ii) To deposits in banks so that money can be saved and used for future use. *For example*—if a labourer deposits his monthly salary in his bank account, then, he can use it in instalments during the entire month.

(iii) As a store value. *For instance*, we cannot store perishable goods like milk, grain, etc., to exchange goods in future. However, we can buy precious metals like gold and save it for future use. $1 \times 3 = 3$

Q. 6. Explain with examples, how people are involved with the banks. [Board Term-II, 2014]

Ans. We know that banks accept the deposits from the people who have surplus money and also pay an interest on the deposits.

But banks keep only a small portion (15 percent in India) of their deposits as cash with themselves. This is kept as a provision to pay the depositors who might come to withdraw money from their

accounts in the bank on any day. They use the major portion of the deposits to extend loans to those who need money. In this way banks mediate between those who have surplus money and those who need money. 3

Q. 7. How is money transferred from one bank account to another bank account ? Explain with an example.

[Board Term-II, (Foreign Set-I) 2016]

Ans. Money transfer from one bank account to another bank account :

If a person has to make a payment to his or her friend and writes a cheque for a specific amount, this means that the person instructs his bank to pay this amount to his friend. His friend takes this cheque and deposits it in his account in the bank. This said amount is transferred from one bank account to another bank account.

[CBSE Marking Scheme, 2016] 3

Long Answer Type Questions

5 marks each

Q. 1. Why is money transaction system better than barter system ? Explain with examples.

[Board Term-II, (Set-2080) 2012]

Ans. (i) Transaction system is better than barter system because double coincidence of wants creates problem.

(ii) *For example*, shoe manufacturer wants to sell shoes in the market and wants to buy wheat. For this, he would look for a wheat growing farmer who would exchange his wheat with the shoes.

(iii) In barter system, goods are exchanged without the use of money.

(iv) In contrast, in an economy where money is in use; money by providing the crucial intermediate step eliminates the need for double coincidence of wants. $1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme, 2012]

Q. 2. “The rupee is widely accepted as a medium of exchange.” Explain.

[Board Term-II, (Set-68002) 2012]

Ans. The rupee is widely accepted as a medium of exchange because :

(i) The currency is authorised by the government of the country.

(ii) In India, the Reserve Bank of India issues currency notes on behalf of the central government.

(iii) The law legalises the use of rupee as a medium of payment that cannot be refused in settling transactions in India.

(iv) No individual in India can legally refuse a payment made in rupees. Hence, the rupee is widely accepted as a medium of exchange.

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

[CBSE Marking Scheme, 2012]

Q. 3. What are demand deposits ? Explain any three features of it ?

[Board Term-II, (Set-TCJQ6VD) 2016]

OR

Which type of deposits with the banks are called demand deposits ? State some important features of demand deposits. [Board Term-II, 2012]

Ans. People save their money in banks by opening an account. The deposits in the bank accounts can be withdrawn on demand, so these deposits are called demand deposits.

(i) Banks accept the deposits and also pay an interest rate on the deposits. In this way people's money is safe with the banks and it earns an interest.

(ii) The facility of cheques against demand deposits makes it possible to directly settle payments without the use of cash. Since demand deposits are accepted widely as a means of payment, along with currency, they constitute money in the modern economy.

(iii) It is authorised by the government of the country.

(iv) Its demand and supply can be controlled RBI.

(v) In India, the law legalises the use of rupee as a medium of payment that cannot be refused in settling transaction in the country. No individual can legally refuse a payment made in rupees.

(Any three) $2 + 3 = 5$

[CBSE Marking Scheme, 2012]



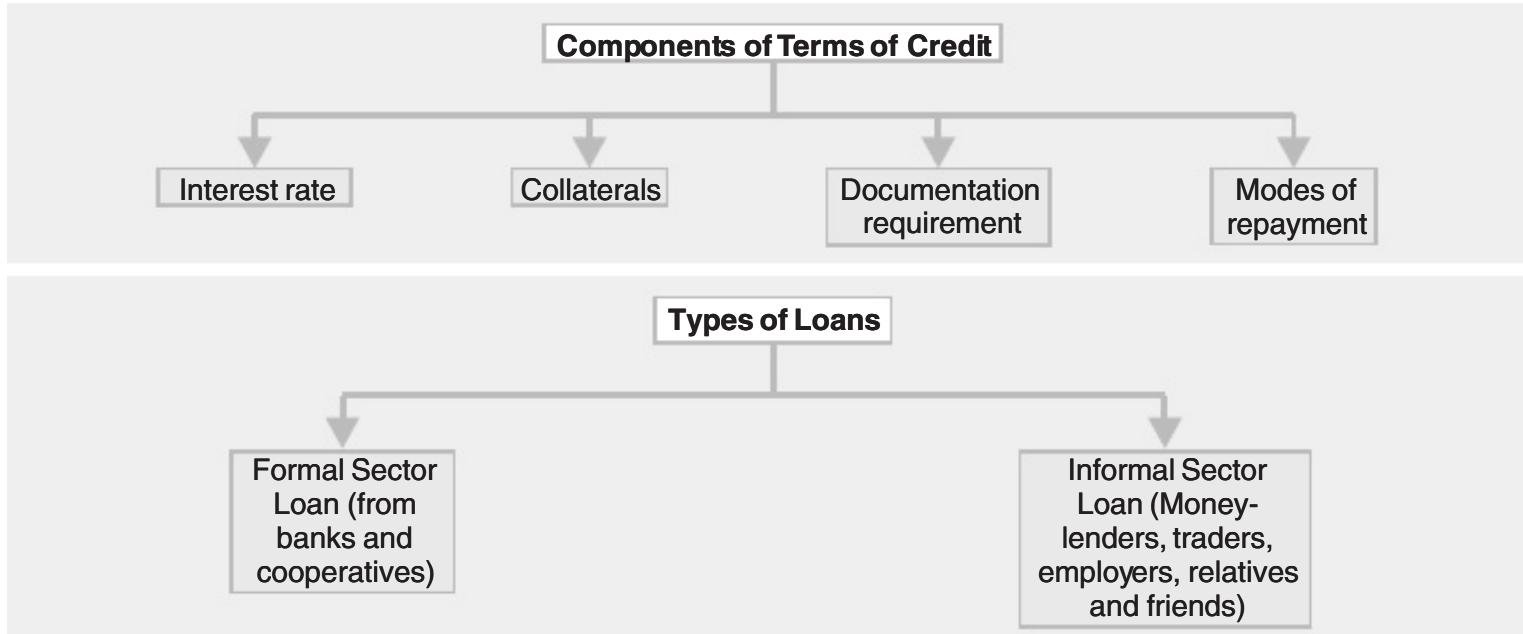
TOPIC-2

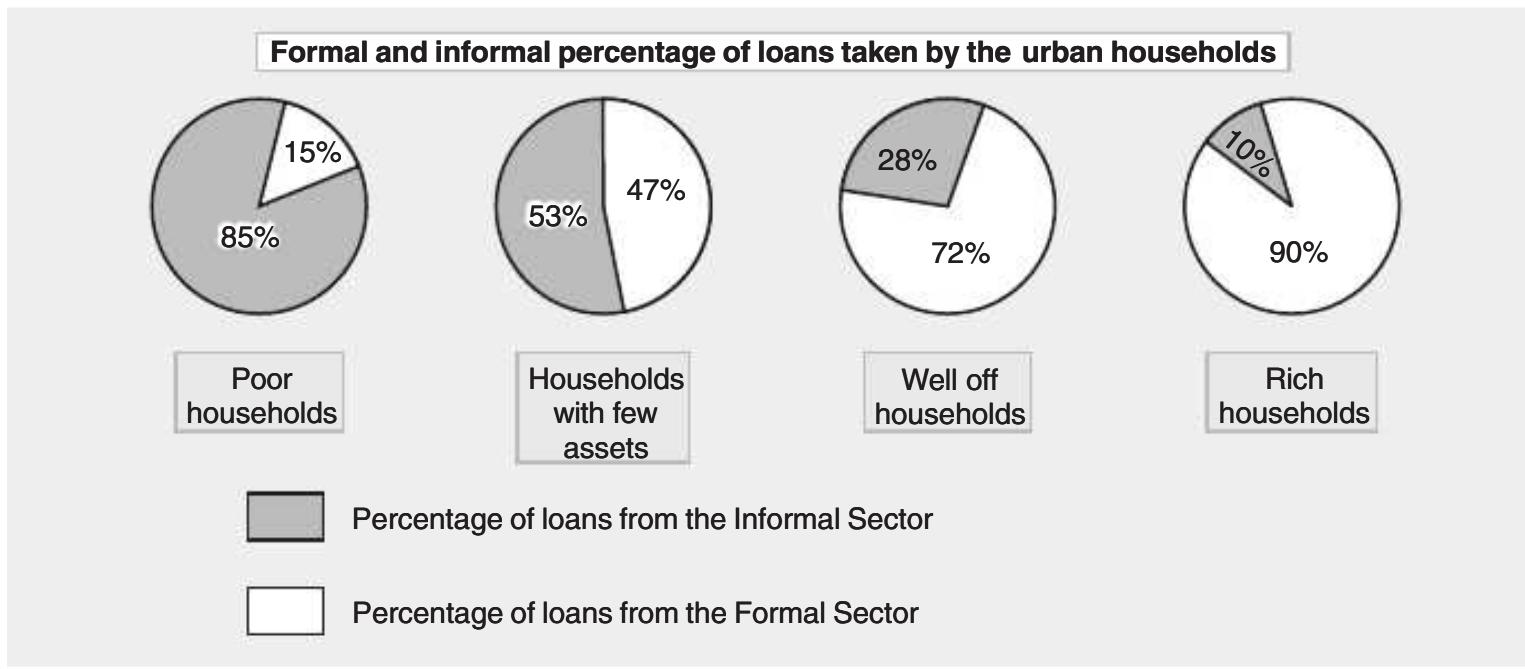
Credit Terms and Types

Quick Review

- As per the Reserve Bank of India, banks hold about 15% of their deposits as cash to arrange for daily withdrawals by depositors.
 - A major portion of the remaining deposits is used by banks to give loans to people. The depositors of a bank are allowed to withdraw their deposits on demand and are paid interest on their deposits. The borrowers taking loans repay it to the bank along with interest.
 - The interest charged on loans is more than the interest paid by the banks on deposits. The difference between the interest charged on loans and the interest paid on deposits is the bank's income or profit.
 - The loan given by a bank is also referred to as credit.
 - A loan or credit is subject to certain conditions that the borrower must agree to. These conditions are called terms of credit and include :
 - (i) A specified rate of interest.
 - (ii) Security against the loan to recover the money if the borrower fails to repay it. This security is called collateral.
 - (iii) The assets accepted as collateral are land or property, vehicles, livestock, standing crops and bank deposits.
 - (iv) A borrower needs to submit certain documents like proofs of identity, residence, employment and income to avail a loan.
 - (v) The lender reserves the right to sell the collateral in case of non-repayment to recover the loan amount.
 - **Formal and Informal Credit**
- The different sources of credit are :
- | | |
|--|--|
| (i) Banks (iii) Cooperative societies (v) Moneylenders | (ii) Traders (iv) Landlords (vi) Relatives and friends |
|--|--|

Flowcharts





Know the Terms

- **Credit** : Credit means giving money on loan to needy persons.
- **Financial Formal Institutions** : Commercial banks, cooperatives and the regional rural banks are the formal institutions of credit.
- **Financial Informal Institutions** : The informal framework for deployment of credit and savings in India comprises the local moneylenders, landlords, self-help groups, chit fund, employers, relative, friends and private finance companies.
- **Commercial Bank** : A Commercial bank is an establishment for safe custody of money, which it pays out on customer's demand order or otherwise. In other words, institutions accepting deposits and issuing loans are called Commercial banks.
- **Loans** : A loan is usually given for a specific duration of time and needs to be completely repaid by a specified date.
- **Collateral** : Collateral is the security provided by a borrower (such as land, building, vehicle, livestock, deposits with banks) against a loan, and it can be sold in case of non-payment.
- **APS** : APS stands for Average Propensity to Save.
- **Fiat Money** : State issued money which is neither legally convertible to any other thing nor fixed in value in terms of any objective standard.
- **Fiduciary Money** : Money which is accepted on the basis of the trust that the issuer commands is called fiduciary money.
- **Fixed Deposits** : These are deposits for a fixed term varying from a frequency of a few days to a few years.
- **Actual Investment** : The actual amount of investment is called an actual investment.
- **Deferred Payments** : Payments which are to be made in the future are known as deferred payments.
- **Token coins** : Token coins are the coins where value as money is far above the value of metal contained in.
- **Short-term loans** : Loans given for a short period of time are known as short-term loans.

Know the Links

- www.debt.org/credit/loans
- www.investopedia.com/university/credit-cards/credit...

Very Short Answer Type Questions

1 mark each

- A Q. 1. Prove with an argument that there is a great need to expand formal sources of credit in rural India.

Ans. To expand formal sources of credit in rural India, dependence on informal sources of credit has to be reduced.

1

A Q. 2. Why are most of the poor households deprived from the formal sector of loans ?

[Board Term-II, (Outside Delhi) Set-III 2016]

Ans. They are deprived from the formal sector of loans because of :

- (i) Lack of collateral.
- (ii) They are illiterate.
- (iii) They cannot fulfil the formalities of the formal sector of loans. **(Any one) 1**

A Q. 3. Why is the supervision of the functioning of formal sources of loans necessary ?

[Board Term-II, (Outside Delhi Set-I) 2016]

Ans. It is necessary because banks have to submit information to the RBI on how much they are

lending, to whom they are lending and what interest rate, etc. **1**

A Q. 4. Why do farmers require credit ?

[Board Term-II, (Set-KCG34U9) 2016]

Ans. Farmers require credit to purchase the raw material and inputs for agriculture. **1**

A Q. 5. Why do banks maintain cash reserve ?

[Board Term-II, (Set-TCJQ6VD) 2016]

Ans. Banks maintain cash reserve to arrange for daily withdrawals by depositors. **1**

U Q. 6. How do the deposits with banks become their source of income ?

[Board Term-II, (Delhi Set-I) 2016]

Ans. Banks charge higher interest rate on loans than what they offer on deposits. The difference of interest is the main source of income of banks. **1**

Short Answer Type Questions

3 marks each

B Q. 1. Mention three points of difference between formal sector and informal sector loans.

[Board Term-II, (Set-KCG34U9) 2016]

Ans. Formal sector loans :

- (i) Loans from banks and cooperatives.
- (ii) Under supervision of the Reserve Bank of India.
- (iii) Reasonable rates of interest.

Informal sector loans :

- (i) Loans from moneylenders, relatives, friend, traders, etc.
- (ii) No supervision of any institution.
- (iii) Very high rates of interest. **1½ + 1½ = 3**

[CBSE Marking Scheme, 2016]

B Q. 2. How does the Reserve Bank of India supervise the functioning of banks? Why is this necessary?

[Board Term-II, 2011]

Ans. Reserve Bank of India (RBI) supervised the banks in the following ways :

- (i) It monitors the balance kept by banks for day-to-day transactions.
- (ii) It checks that the banks give loans not just to profit-making businesses and traders but also to small borrowers.
- (iii) Periodically, banks have to give details about lenders, borrowers and interest rate to RBI.

It is necessary for securing public welfare. It avoids the bank to run the business with profit motive only. It also keeps a check on interest rate of credit facilities provided by bank. RBI makes sure that the loans from the banks are affordable and cheap.

[CBSE Marking Scheme, 2011] **1×3=3**

A Q. 3. "Poor households still depend on informal sources of credit". Support the statement with examples.[Board Term-II, (Foreign Set-III) 2016]

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

(Any three) 1 × 3 = 3

A Q. 4. "Deposits with the banks are beneficial to the depositors as well as to the nation". Examine the statement.

[Board Term-II, (Outside Delhi Set-I) 2016]

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

(Any three) 1 × 3 = 3

U Q. 5. Dhananjay is a government employee and belongs to a rich household, whereas Raju is a construction worker and comes from a poor rural household. Both are in need and wish to take loan. Create a list of arguments explaining who between the two would successfully be able to arrange money from a formal source. Why ?

[Board Term-II, SQP 2016]

Ans. Dhananjay will be able to get loan from a formal source.

Arguments :

Banks are not present everywhere in rural India. Even when they are present, getting a loan from a bank is much more difficult than taking a loan from informal sources.

Bank loans require proper documents and collateral. Absence of collateral is one of the major reasons which prevents the poor from getting bank loans.

Informal lenders such as moneylenders, on the other hand, know the borrowers personally and hence, are often willing to give a loan without collateral. [CBSE Marking Scheme, 2016] **3**

A Q. 6. "The credit activities of the informal sector should be discouraged." Support the statement with arguments.

[Board Term-II, (Delhi Set-I, II,III) 2016]

Ans. The credit activities of the informal sector should be discouraged because :

- (i) 85% of loans taken by the poor households in the urban areas are from informal sources.

- (ii) Informal lenders charge very high interest on their loans.
- (iii) There are no boundaries and restrictions.
- (iv) Higher cost of borrowing means a larger part of the earnings of the borrowers is used to repay the loan.
- (v) In certain cases, the high interest rate for borrowing can mean that the amount to be repaid is greater than the income of the borrower.
- (vi) This could lead to increasing debt and debt trap, therefore the credit activities of the informal sector should be discouraged. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

- Q. 7.** Formal credit meets only about half of the total credit needs of the rural people. Where does the other half come from? [Board Term-II, 2014]

Ans. (i) Compared to formal lenders, most of the informal lenders charge much higher interest rates on loans like 3% to 5% per month, i.e., 36% a year.
(ii) Besides the high interest rate, informal lenders impose various other tough conditions. For example, they make the farmers promise to sell the crop to him at a low price. There is no such condition in formal sector.

- (iii) Loans taken by poor people from informal lenders sometimes, lead them to debttrap because of high interest rate.

- (iv) The formal sources of credit in India still meets only about half of the total credit needs of the rural people. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

- Q. 8.** What is meant by term of credit ? What does it include ? [Board Term-II, 2011]

Ans. Terms of credit are the requirements need to be satisfied for any credit arrangements. It includes interest rate, collateral, documentation and mode of repayment. However, the terms of credit vary depending upon the nature of lender, borrower and loan. [CBSE Marking Scheme, 2011] 3

- Q. 9.** Why do lenders ask for collateral while lending ? Give any three reasons. [Board Term-II, 2014]

Ans. Lenders ask for collateral as security against loans. If the borrower fails to repay the loan, the lender has the right to sell the asset-or collateral to recover the payment.

Collateral assets (such as land, vehicle, etc.) act as a security for the lenders in case the borrower defaults on repayment of loan. It is for this reason that lenders ask for collateral while lending. 3

[CBSE Marking Scheme, 2014]

Long Answer Type Questions

5 marks each

- Q. 1.** How do banks play an important role in the economy of India ? Explain.

[Board Term-II, Outside Delhi (Set-I, II, III) 2015]

Ans. Banks play an important role in developing the economy of India :

- (i) They keep money of the people in its safe custody.
- (ii) They give interest on the deposited money to the people.
- (iii) They mediate between those who have surplus money and those who are in need of money.
- (iv) They provide loan to large number of people at low interest rate.
- (v) They promote agricultural and industrial sector by providing loans.
- (vi) They also provide funds to different organizations.

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

[CBSE Marking Scheme, 2015]

- Q. 2.** How can the formal sector loans be made beneficial for poor farmers and workers ? Suggest any five measures.

[Board Term-II, Outside Delhi (Set-I, II, III) 2016]

Ans. Formal sector loans can be made beneficial for poor farmers and workers in the following ways :

- (i) Create awareness to farmers about formal sector loans.
- (ii) Process of providing loans should be made easier.
- (iii) It should be simple, fast and timely.

- (iv) More number of Nationalized Banks/Cooperative banks should be opened in rural sector.

- (v) Banks and cooperatives should increase facility of providing loans so that dependence on informal sources of credit reduces.

- (vi) The benefits of loans should be extended to poor farmers and small scale industries.

- (vii) While formal sector loans need to expand, it is also necessary that everyone receives these loans.

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

[CBSE Marking Scheme, 2016]

- Q. 3.** How are deposits with the bank beneficial for individual as well as for the nation? Explain with examples. [Board Term-II, 2015]

Ans. The deposits with banks are beneficial for individual as well as for nation :

- (i) Banks accept deposit and also pay an amount as interest and in this way people earn money.

- (ii) People's money is safe with banks.

- (iii) It is easy for individuals to get credit who have savings and current account in the banks.

- (iv) Poor people who are engaged in production need credit.

- (v) Credit provided by the banks for government projects help in development of the nation.

- (vi) Banks provide loans for the promotion of International trade.
 (vii) Development of infrastructure is undertaken with the loans provided by the banks.

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

[CBSE Marking Scheme, 2015]

Q. 4. Explain the differences between Formal and Informal Sources of Credit.

[Board Term-II, (Set-2030) 2012]

Ans.

| S. No. | Formal Sector Credit | Informal Sector Credit |
|--------|--|--|
| (i) | Includes banks and cooperatives. | Includes moneylenders, traders, employees, friends and relatives. |
| (ii) | Banks require collateral and proper documentation for getting a loan. | No collateral is required. |
| (iii) | A reasonable rate of interest is charged. | Repeated borrowing can lead to debt trap. |
| (iv) | Apart from profit-making, they also have an objective of social welfare. | Their only motive is to extract profit as much as possible. |
| (v) | Terms of credit are fair and reasonable. | They impose very tough and sometimes even unreasonable terms of credit or borrowers. |
| (vi) | The Reserve Bank of India supervises its functioning. | Banks do not supervise. |

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

Q. 5. "Cheap and affordable credit is crucial for the country's development." Explain the statement with five points.

[Board Term-II, (Set-05/A1) 2011]

Ans. Credit for country development :

- (i) Higher cost of borrowing means a larger part of the earnings of the borrowers is used to repay the loan. Hence, borrowers have less income left for themselves.
- (ii) In certain cases, the high interest rate of borrowing can mean that the amount to be repaid is greater than the income of the borrower. This could lead to increasing debt and debt trap. For these reasons, banks and co-operative societies need to lend more.
- (iii) This would lead to higher incomes and many people could then borrow cheaply for a variety of needs.

- (iv) They could grow crops, do business, Set-up small-scale industries, etc.

- (v) They could Set-up new industries or trade goods.

$1 \times 5 = 5$

[CBSE Marking Scheme, 2011]

Q. 6. Which are the two major sources of formal sectors in India ? Why do we need to expand the formal sources of credit ?

[Board Term-II, (Set-2080) 2012, 2011]

Ans. The two major sources of formal sources of credit are :

- (i) Banks and (ii) Cooperatives.

Need to expand formal sources of credit are :

- (i) To save the poor farmers and workers from the exploitation by the informal sector credit.
- (ii) Informal sector charges a higher interest on loans which means that a large part of the earnings is used to repay the loan.
- (iii) Formal credit can fulfil various needs of the people through providing cheap and affordable credit.

$2 + 3 = 5$

[CBSE Marking Scheme, 2012]

Q. 7. Why is it necessary for banks and cooperatives to increase their lending in rural areas ? Explain.

[Board Term-II, 2015, Set 1, 3, 2012]

Ans. Necessity for the banks and cooperative societies to increase their lending facilities in rural areas :

- (i) Dependence on informal sources of credit reduces.
- (ii) To provide more loan facilities to rural households.
- (iii) To save rural people from exploitation.
- (iv) It is important that the formal credit is distributed more equally so that the poor can benefit from the cheaper loans.
- (v) The bank and the cooperative societies have to increase the lending facilities to improve the livelihood of the people in the rural areas.

$1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

Q. 8. "Most of the poor households are still dependent on informal sources of credit." Explain the statement.

[Board Term-II, 2012]

Ans. (i) Banks are not present everywhere in rural India, whereas informal sources are easily available in all villages.

- (ii) Getting a loan from a bank is much more difficult for poor people than taking a loan from the informal resources, because bank loans require proper documents and collaterals.

- (iii) Moneylenders provide loan to the poor people without any collateral.

- (iv) Formal sources provide loan only for productive purposes, whereas the informal sources provide credit for productive and non-productive purposes.

(v) Other informal sources of credit are friends and relatives, or traders and landlords, who know the borrowers personally and therefore do not demand collateral. $1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

A Q. 9. Describe the vital and positive role of credit with examples.

[Board Term-II, Delhi (Set-I, II, III) 2016]
OR

What is credit ? How does credit play a vital and positive role ? Explain with an example.

[Board Term-II, Foreign (Set-I) 2015]

Ans. 'Credit' refers to an agreement in which the lender supplies the borrower with money, goods or services in return for the promise of future payment.

Credit plays a vital and positive role as :

(i) Credit helps people from all walks of life in setting up their business, increase their income and support their families.

(ii) To some people loan helps a lot in constructing their houses and get relief from monthly rent.

(iii) To others it helps a lot in raising their standards.

(iv) **Example of Salim :** The credit helps him and he is able to increase his earnings. $1 + 4 = 5$

[CBSE Marking Scheme, 2015]

B Q. 10. How do banks mediate between those who have surplus money and those who need money ?

[Board Term-II, (Set-29/A1) 2011]

Ans. (i) Banks keep small proportion of their deposit as cash with themselves.

(ii) Major portion of deposit is used for extending loans.

(iii) The banks mediate between depositors and borrowers in this way.

(iv) They charge high rate of interest on loans than what they offer on deposits. $1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme, 2011]



CHAPTER

4

GLOBALISATION AND THE INDIAN ECONOMY

Syllabus

- *Production across countries, Foreign trade and interaction of markets.*
- *What is Globalization Factors, WTO, Impact, Fair Globalization.*



TOPIC-1 Globalisation

Quick Review

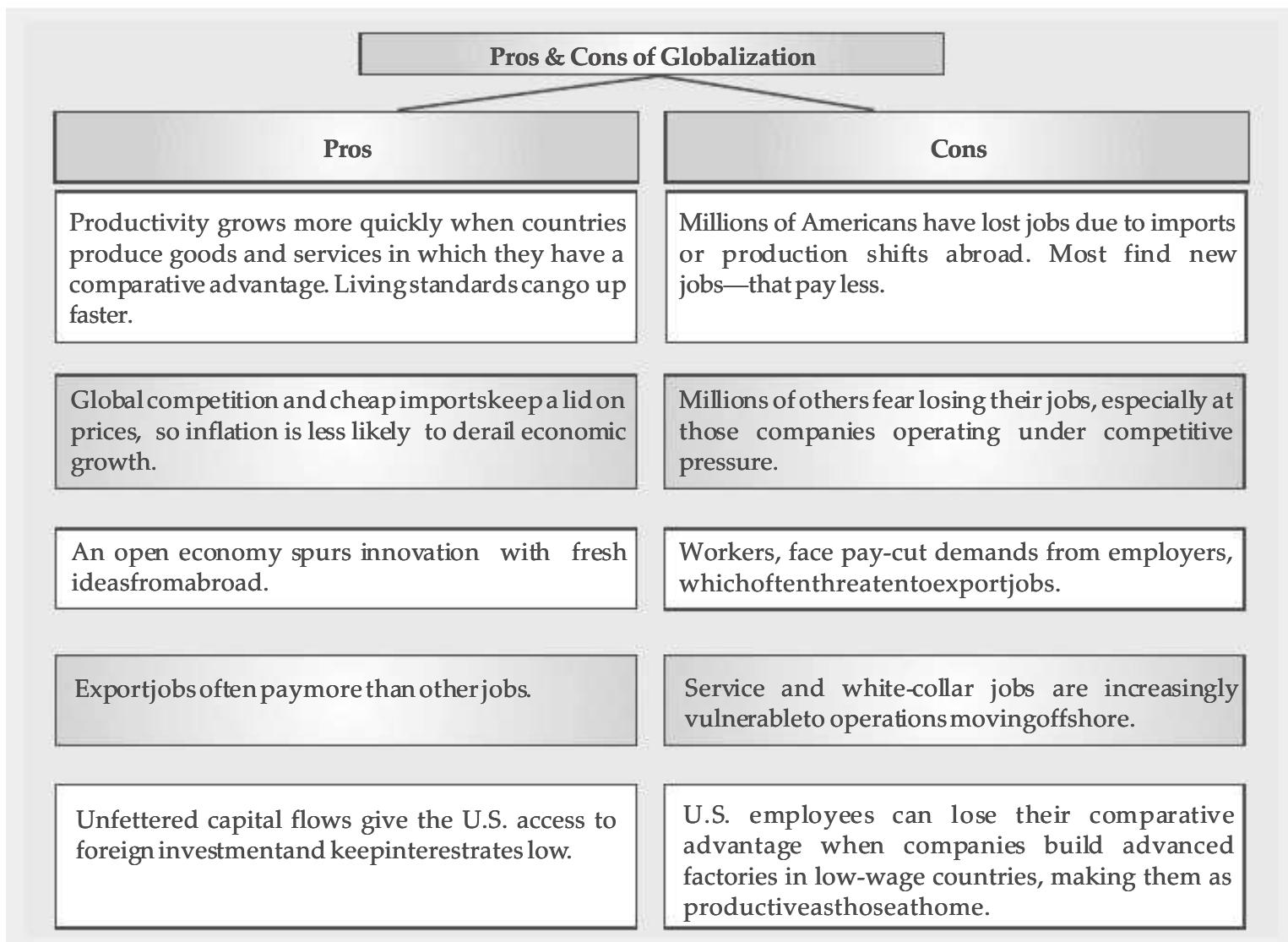
- Globalisation means integrating or interconnecting the economy of a country with the economies of other countries under conditions of free flow of trade, services, technology, capital and movement of people across international borders.
- Integration of markets in different countries is known as foreign trade.
- Planning Commission in India has laid emphasis on the development of foreign trade in the five year plans due to the following reasons.
 - (i) A country can make efficient use of its natural resources.
 - (ii) It can export its surplus production.
 - (iii) Further, through effective regularisation of foreign trade, employment, output, prices and industrialisation, economic development of a country can properly accelerate.
- Investment made by Multinational Corporations (MNCs) is called foreign investment.
- MNCs are playing a major role in the process of rapid integration or interconnection between countries. Now more regions of the world are in closer contact with each other than a few decades back.
- MNCs play an important role in the Indian economy by setting up production jointly with some of the local companies. *For example :* MNCs can provide money for additional investments like buying new machines for faster production. Take another *example*—Cargill Foods, a very large American MNC, has bought smaller Indian companies such as Parakh Foods.
- Rapid improvement in information and communication technology has been one major factor that has stimulated the globalisation process. To access information instantly and to communicate from remote areas, devices such as telephones, mobiles and computers are very useful. Further, it has played a major role in spreading out production of services across countries.

TOPIC - 1
Globalisation P. 329

TOPIC - 2
Globalisation and its Impact P. 334

TOPIC - 3
Challenges and Factors that Enabled Globalisation P. 337

Flowchart



Know the Terms

- **Globalisation :** It means integrating the economy of a country with the economies of other countries.
- **Planning Commission :** A commission delegated to propose plans for future activities and developments.
- **Multinational Corporations (MNCs) :** An enterprise operating in several countries but managed from one (home) country. Generally, any company or group that derives a quarter of its revenue from operations outside of its home country is considered a multinational corporation.

Know the Links

- www.tutor2u.net/business/external/globalisation_multinationals.htm
- mnc-n-globalisation.blogspot.com/2009/12/mncts-and-globalisation.html
- www.powershow.com/view/39321-N2E5N/Globalization

Very Short Answer Type Questions

1 mark each

Q. 1. What is the meaning of 'Investment'?
[Board Term-II, (Set-II), 2015]

Ans. The money that is spent to buy assets such as land, building, machines and other equipments is called investment. **1**

Q. 2. What is 'Foreign Investment'?
[Board Term-II, (Set-KCG34U9), 2016]

Ans. Investment made by the MNCs from foreign countries is called foreign investment. **1**

A. 3. What attracts the Foreign investment ?
[Board Term-II, (Set-TCJQ6VD), 2016]

Ans. Infrastructural facilities.
A. 4. Why do MNCs Set-up their offices and factories in those regions where they get cheap labour and other resources ?

[Board Term-II, Outside Delhi (Set-I, II, III) 2016]
Ans. Because of :

- (i) Low cost of production.
- (ii) They can earn greater profits. **(Any one) 1**

A Q. 5. Amit is using his money to buy assets like house, commercial land and machines. Write what is he actually doing ? [Board SQP-2016]

Ans. He is investing his money with a hope of earning profits from these assets.

1

A Q. 6. Why had the Indian Government put barrier to foreign trade and foreign investment after independence ?

[Board Term-II, 2015, Delhi Set-I, II, III]

Ans. To protect the producers within the country from foreign competition.

1

Short Answer Type Questions

3 marks each

U Q. 1. How have our markets been transformed ? Explain with examples.

[Board Term-II, (Foreign Set-II), 2016]
OR

In recent years how our markets have been transformed ? Explain with examples.

[Board Term-II, (Delhi Set-I, II, III), 2015]

Ans. Transformation of our markets :

- (i) There is relatively a wide choice of goods and services before us in the market. The latest models of digital cameras, mobile phones and televisions made by the leading manufacturers of the world are within our reach.
- (ii) Every season new model of automobile can be seen on Indian roads and Indians are buying vehicles produced by the top companies of the world.
- (iii) A similar explosion of brands can be seen for many other goods : from shirts to televisions to processed fruit juices.

1×3=3

[CBSE Marking Scheme, 2015]

U Q. 2. Explain by giving examples that Multinational Corporations (MNCs) are spreading their production in different ways.

[Board Term-II, (Outside Delhi Set-II), 2016]
OR

Explain any three ways in which Multinational Companies have spread their production and interaction with local producers in various countries across the globe. [Board Term-II, (Set-2080), 2012]

Ans. Multinational Corporations are spreading their production in different ways :

- (i) By setting up partnership with local companies.
- (ii) By placing orders with local companies. For example, garments, footwear, sports items etc.
- (iii) By closely competing with the local companies.
- (iv) By buying local companies. To take an example, Cargill foods, a very large American MNC has bought over smaller Indian companies such as Parakh foods. Parakh food had built a large marketing network in various parts of India, where its brand was well-reputed.

(Any three) 1×3=3

[CBSE Marking Scheme, 2016]

U Q. 3. Explain any three ways in which MNCs control production in other countries.

[Board Term-II, 2014]

OR

How do MNCs manage to keep the cost of production of their goods low ? Explain with examples.

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

OR

Explain the various ways in which Multinational Corporations Set-up or control production in other countries. [Board Term-II, Set-68006, 2012]

Ans. Refer to Ans. of Q. 2. Long Ans Type Questions.
(Any three) 1 × 3 = 3

B Q. 4. How do the MNCs help in the growth of local companies ? [Board Term-II, (OD Set-I), 2013]

Ans. MNCs help in the growth of local companies as :

- (i) MNCs are spreading their production and interacting with local producers in various countries across the globe.
- (ii) By setting up partnerships with local companies.
- (iii) By using the local companies for supply.
- (iv) By closely competing with the local companies or buying them.

(Any three) 1 × 3 = 3

[CBSE Marking Scheme 2013]

B Q. 5. Where do MNCs Set-up their production units ? Explain. [Board Term-II, (Set-2076), 2012]

Ans. (i) MNCs Set-up production units at such a place where they can produce their goods at a minimum cost.

- (ii) The place where markets are closer.
- (iii) The place where skilled and unskilled labour is available at low cost.
- (iv) Other factors of production are assured.
- (v) Government policies are favourable.

(Any three) 1 × 3 = 3

[CBSE Marking Scheme, 2012]

A Q. 6. Enumerate any three features of Multinational Corporations. [Board Term-II, 2011]

Ans. Multinational corporations (MNCs) are the companies that own or controls the production of their goods in more than one country.

The main features of MNCs are :

- (i) They Set-up their factories and offices in more than one country.
- (ii) They Set-up their units where the cost of production is low and higher profits can be earned.
- (iii) They set up their units where they can get cheap labour and other resources.

[CBSE Marking Scheme, 2011] 3

A Q. 7. Globalisation and greater competition among producers has been of advantage to consumers." Justify the statement with examples.

[Board Term-II, (Delhi Set-III), 2016]

Ans. Refer to Ans. of Q. 4. Long Ans. Type Questions.
(Any three) 3 × 1 = 3

A Q. 8. "A wide ranging choice of goods are available in the Indian markets." Support the statement with examples in context of Globalisation.

[Board Term -II, (Delhi Set-II), 2016]

Ans. A wide ranging choice of goods :

- (i) We have a wide variety of goods and services before us in the market.
- (ii) The latest models of the digital cameras, mobile phones and televisions made by leading manufacturers of the world are available in the market.
- (iii) Every season, new models of automobiles can be seen on Indian roads.
- (iv) Today Indians are buying cars produced by nearly all the top companies in the world.
- (v) A similar explosion of brands can be seen for many other goods. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

U Q. 9. Explain with three examples how top Indian companies have been benefited from Globalisation. [Board Term-II, (Set-68001), 2012]

Ans. Several top Indian companies have been able to benefit from Globalisation :

- (i) They have invested in newer technology and production methods and raised their production standards.
- (ii) Some have gained from successful collaborations with foreign companies.
- (iii) Globalisation has enabled some large Indian companies to emerge as multinational themselves. For example : Tata Motors and Infosys. $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

U Q. 10. What is Globalisation ? Explain.

[Board Term-II, (Set-2076), 2012]

Ans. (i) Globalisation is a process of rapid integration or interconnection between countries through foreign trade and foreign investments by multinational Corporations (MNCs).

- (ii) More and more goods and services, investments and technology are moving between countries.
- (iii) Globalisation is the integration between countries through foreign trade and foreign investments by Multinational Companies (MNCs). $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

U Q. 11. How has Globalisation created new opportunities for companies providing services in India ? Explain.

[Board Term-II, (Set-68004), 2012]

Ans. (i) Globalisation has created new opportunities for companies providing services particularly those involving IT.

- (ii) The Indian company producing a magazine for the London based company and call centres are some examples.

(iii) Besides, a host of services such as data entry, accounting, administrative tasks and engineering are now being done cheaply in India and are exported to the developed countries. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

U Q. 12. How can the benefits of globalisation be shared better ? Explain.

[Board Term-II, (Set-68008), 2012]

Ans. The benefits of Globalisation can be shared better in the following ways :

- (i) The government policy must protect the interest, not only of the rich and the powerful, but of all the people in the country.
- (ii) The government can ensure that labour laws are properly implemented and workers get their rights.
- (iii) It can support small producers to improve their performance till they become strong enough to compete.
- (iv) It can use trade and investment barriers.
- (v) It can negotiate at the WTO for 'fairer rules'.

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

[CBSE Marking Scheme 2012]

U Q. 13. What is Globalization? How can the government ensure fair Globalisation to its people ? Give two points. [Board Term-II, 2011]

Ans. Globalisation means unification or intergration of the domestic economy with the world economy through trade, capital and technology flows. Government can ensure fair globalisation to its people in the following ways :

- (i) Government needs to care about the labour laws so that workers get their rights and support small producers to improve their performance.
- (ii) Government can negotiate with World Trade Organisation for fairer rules and can align with developing countries to stand against the domination of developed countries. $1 + 2 = 3$

[CBSE Marking Scheme, 2011]

A Q. 14. Should more Indian companies emerge as MNCs ? How would it benefit the people in the country ? [Board Term-II, 2011]

Ans. Yes, more Indian companies should emerge as MNCs.

It would benefit the people in the country in the following ways :

- (i) New job opportunities would be created by the emergence of Indian companies as MNCs.
- (ii) Local companies that provide raw materials and other services to these companies to get prospered.
- (iii) It would also lead to rise in production standards, and improvement in the standard of living of the people. $\frac{1}{2} + 2\frac{1}{2} = 3$

[CBSE Marking Scheme, 2011]

Long Answer Type Questions

5 marks each

- A** Q. 1. Describe any five factors that promote the Multinational Corporations (MNCs) to Set-up their production units in a particular place.
[Board Term-II, (Foreign Set-I, II, III), 2016]

Ans. Factors that promotes MNCs :

- (i) Close proximity to the market.
 - (ii) Availability of skilled and unskilled labour at low cost.
 - (iii) Assured production.
 - (iv) Governments liberalised policies.
 - (v) Developed infrastructure.
 - (vi) Safety measures.
- (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

- U** Q. 2. How are Multinational Corporations (MNCs) controlling and spreading their productions across the world ? Explain.

[Board Term II, (Delhi Set-I), 2015]

Ans. The Multinational Corporations (MNCs) are controlling and spreading their production across the world in the following ways :

- (i) MNCs Set-up their production units close to market.
- (ii) MNCs Set-up production units jointly with local companies.
- (iii) They Set-up units where there is skilled and unskilled labour available at low cost.
- (iv) Large MNCs in developed countries place orders for productions with small producers.
- (v) They have tremendous power to determine price, quality, delivery and labour conditions for distant producers.
- (vi) By purchasing local companies.

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

[CBSE Marking Scheme 2015]

- A** Q. 3. What steps should be taken to make trade more fair between the countries ?

[Board Term-II, (Set-KCG34U9, TCJQ6VD), 2016]

Ans. The following steps should be taken :

- (i) Before imposing trade barrier interest of the developing countries should be taken care.
 - (ii) Rules and regulations should be uniform.
 - (iii) Ensure that the developed countries do not retain trade barriers unfairly.
 - (iv) Labour laws should be implemented properly.
 - (v) Small producers should be supported to improve their performance till they become strong enough to compete.
- $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

- A** Q. 4. "Globalisation and greater competition among producers has been advantageous to consumers." Support the statement with examples.

[Board Term-II, (OD Set-I, II, III), 2015]

Ans. Globalisation and greater competition among producers has been advantageous to consumers :

- (i) Globalization and greater competition among producers both local and foreign has been of advantageous to consumers, particularly the well off sections of urban areas.
 - (ii) There is greater choice before these consumers who now enjoy improved quality and lower prices for several products.
 - (iii) People enjoy higher standards of living.
 - (iv) But the impact of globalisation has not been uniform among producers and workers.
 - (v) Services of the top Indian companies have been able to benefit from the increased competition.
 - (vi) They have invested in newer technology and production methods and raised their production standards.
 - (vii) Wide ranging choice of goods in our markets is a recent phenomenon and have brought changes in lives of people.
- (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme 2015]

- U** Q. 5. How has information and communication technology stimulated globalisation process ? Explain with examples. **[Board Term-II, 2014]**

Ans. Rapid improvement in technology has stimulated the globalisation process :

- (i) Transportation technology has made much faster delivery of goods across long distances possible at lower costs.
 - (ii) There are even more remarkable developments in information and communication technology.
 - (iii) Telecommunication facilities are used to contact one another around the world, to access information instantly, and to communicate from remote areas.
 - (iv) Through internet, one can obtain and share information on almost anything. It also allows to send e-mail and talk across the world at negligible costs.
 - (v) For example a news magazine published for London readers is to be designed and printed in Delhi. The text of the magazine is sent through Internet to the Delhi office. The designers in the Delhi office get orders on how to design the magazine from the office in London using telecommunication facilities. The designing is done on a computer. After printing, the magazines are sent by air to London.
- Even the payment of money for designing and printing from a bank in London to a bank in Delhi is done instantly through the Internet. $1 \times 5 = 5$

[CBSE Marking Scheme, 2014]

- U** Q. 6. Explain the role of Multinational Corporations in the globalisation process.

[Board Term-II, (OD Set-I), 2014]

Ans. MNCs play an important role in the globalisation process.

- (i) MNCs control production in more than one country.
- (ii) They compete with the local producers directly even after being miles apart, thus integrating the markets.
- (iii) Their working leads to exchange of investments and products which leads to interconnection between diverse countries.

Countries get linked when movement of goods, people, investment and services between different countries takes place. They can be linked as producers or consumers of same products or one can be a producer and the other consumer. The recent advancement in technology, transport and communication systems has enhanced globalisation. [CBSE Marking Scheme, 2014] 5

- A** Q. 7. "Globalisation has been advantageous to consumers as well as to producers." Support the statement with suitable examples.

[Board Term-II, 2014]

Ans. Globalisation has been advantageous to producers in the following ways :

- (i) The producers now have access to the international markets.
- (ii) Globalisation has also enabled free movement of capital, i.e., via electronic transfers, etc.
- (iii) Globalisation has enabled access to foreign investment in capital and technology via Foreign Direct Investment, etc.

Globalisation has been advantageous to consumers in the following ways :

- (i) Globalisation has led to employment generation, as a result, beneficial to the consumers.
- (ii) Globalisation has also given rise to intense competition due to opening up of markets to foreign companies. As a result, this has led to the increase in product quality and decrease in the prices of the products.
- (iii) The consumers have benefited from the arrival of MNCs as they have now larger choice in the goods that are available to them in the market.

[CBSE Marking Scheme 2014] $2\frac{1}{2} + 2\frac{1}{2} = 5$



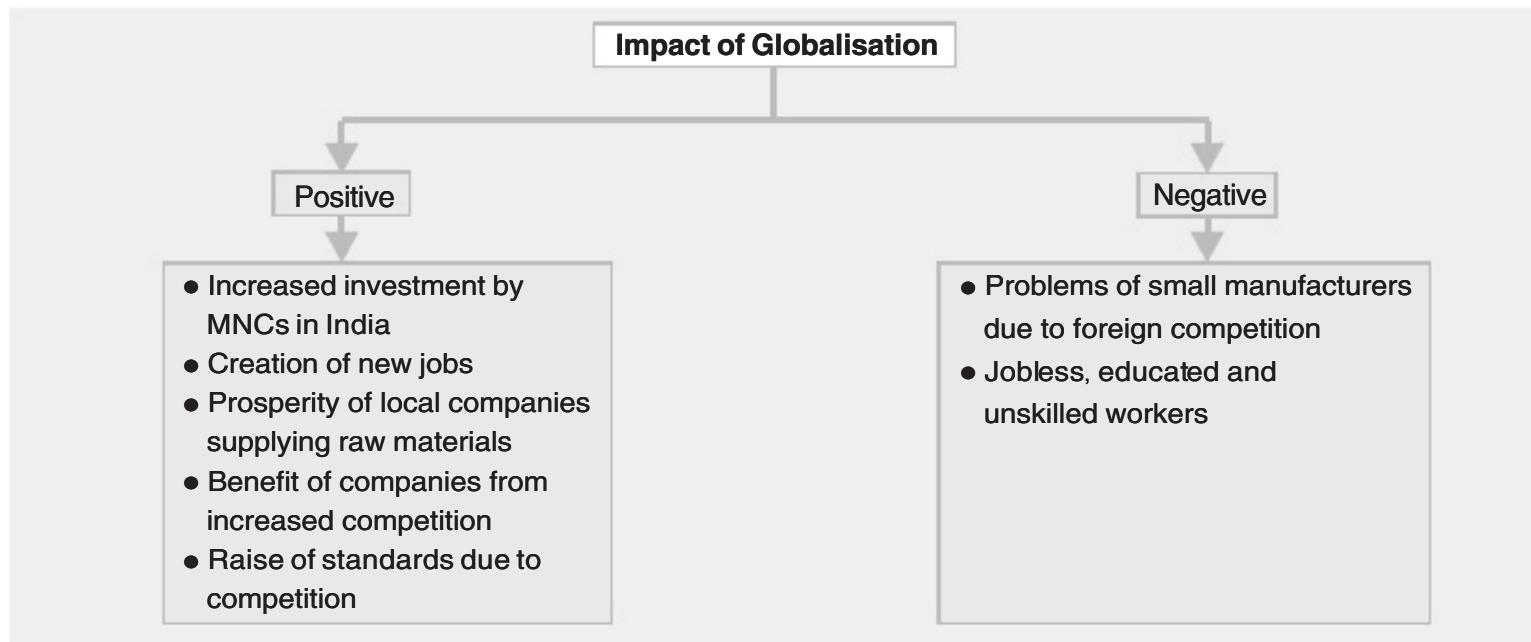
TOPIC-2

Globalisation and its Impact

Quick Review

- Impact of globalisation on the country is manifold. This can be understood by these examples.
- MNCs have increased their investment over the past 15 years, which is beneficial for them as well as for Indians also. This is because these MNCs provide employment opportunities to the masses and local companies supplying raw material to these industries have prospered. But globalisation has failed to solve the problem of poverty and it has widened the gap between the rich and the poor. Only skilled and educated class has benefited from globalisation.
- There is a greater choice for consumers, with a variety of goods available at cheap prices. Now they enjoy a much higher standard of living.
- Liberalisation of economy means to free it from direct or physical controls imposed by the government. In other words, Removing barriers or restrictions set by the government is what is known as liberalisation.
- Let us see the effect of foreign trade through the example of Chinese toys in the Indian market. Chinese toys have become more popular in the Indian market because of their cheaper prices and new designs. Now Indian buyers have a greater choice of toys and at lower prices. Simultaneously, Chinese toy makers get the opportunity to expand business. On the other side, Indian toy makers face losses.
- World Trade Organization (WTO) was started at the initiative of developed countries. The main objective of the World Trade Organization is to liberalise international trade. At present, 164 countries (since July 2016) are members of the WTO.
- At present, central and state governments in India are taking special steps to attract foreign companies to invest in India. For this, Special Economic Zones (SEZs) are being Set-up. Special Economic Zones have world class facilities – electricity, telecommunication, broadband internet, roads, transport, storage and recreational facilities – to attract investment from MNCs and other companies.

Flowchart



Know the Terms

- **MRTPA** : MRTPA stands for Monopolies and Restrictive Trade Practices Act. It was an act following the recommendations of Monopoly Inquiry Committee and was passed in 1970.
- **World Bank** : World bank is an international financial institution that extends financial assistance to their member countries for development purposes.
- **Export Quotas** : It means the fixing of the maximum quantity of commodity that can be exported during a year.
- **Import Quotas** : It means fixing of the maximum quantity of a commodity that can be imported during a year.
- **Consumer** : An individual who buys products or services for personal use and not for manufacture or resale.
- **Liberalisation of Economy** : It means to free it from direct or physical controls imposed by the government.
- **World Trade Organization (WTO)** : It is the only global international organization dealing with the rules of trade between nations.
- **Special Economic Zones (SEZs)** : It is an area in which business and trade laws are different from rest of the country. These are located within a country's national borders, and their aims include : increased trade, increased investment, job creation and effective administration.

Know the Links

- www.authorstream.com/...globalisation...ppt-powerpoint
- www.fibre2fashion.com/industry-article/8/.../impact-of-globalisation1.as

Very Short Answer Type Questions

1 mark each

- A** Q. 1. Why are MNCs setting their customer care centers in India ?
[Board Term-II, Set-WVIVSA5, 2015]
Ans. MNCs are setting up their customer care centers in India due to availability of cheap skilled labour and good English speaking people. **1**
- I** Q. 2. Due to which reason the latest models of different items are available within our reach ?
[Board Term-II, Foreign Set-I, II, III, 2016]
Ans. Due to globalisation, the latest models of digital camera, mobile phone, TV etc are available with us. **1**
- I** Q. 3. How many countries are currently the members of the World Trade Organization (WTO) ?
- Ans.** It has 164 member countries as on 29 July, 2016. **1**
- A** Q. 4. In which year, the government started to remove barriers on foreign trade and foreign investment.
Ans. In 1991. **1**
- A** Q. 5. Why are the Chinese toys popular in the world ?
Ans. Chinese toys are comparatively cheaper and have new designs. That is why they are popular in the world. **1**
- A** Q. 6. Name the organization which lay emphasis on liberalisation of foreign trade and foreign investment in India.
Ans. World Trade Organization (WTO). **1**
- A** Q. 7. Where is the main Head Office of WTO ?
Ans. Geneva-Switzerland. **1**

Short Answer Type Questions

3 marks each

U Q. 1. How does foreign trade integrate the markets of different countries ? Explain with examples.

[Board Term-II, (Foreign Set-II), 2016]
OR

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

[Board Term-II, (OD, Delhi Set-I, II, III), 2015]
OR

How does foreign trade connect the markets of different countries ? Explain with example.

[Board Term-II, 2014]

OR

Explain with an example how foreign trade leads to integration of markets across economies.

[Board Term-II, 2012, 2016]

Ans. (i) Through trade, goods can travel from one market to another.

(ii) Choice of goods in the markets rises and prices become equal.

(iii) Producers compete closely with each other. $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

A Q. 2. Describe any three ways in which countries can be linked through globalisation.

[Board Term-II, (Set-RKZQI05), 2015]

Ans. (i) By movement of goods.

(ii) By movement of services.

(iii) By movement of investments.

(iv) By movement of technology.

(v) By the movement of people between countries.

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

[CBSE Marking Scheme, 2015]

U Q. 3. "Foreign trade is an important component of globalization". Explain any three points in this regard. [Board Term-II, (Set-WVIVSA5), 2015]

Ans. (i) Foreign trade implies exchange of goods and services across the countries.

(ii) It helps to expand the size of market for producers.

(iii) Producers and consumers can get commodities produced in any part of the world.

(iv) It works to integrate markets in different countries.

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

[CBSE Marking Scheme, 2015]

U Q. 4. How did 'Cargill Foods' become the largest producer of edible oils in India ? Explain.

[Board Term-II, 2014]

Ans. (i) Cargill foods is a very large American MNC. It has bought over smaller Indian companies such as Parakh Foods and expanded the range of its production of edible oils in India.

(ii) Parakh foods had built a large marketing network in various parts of India. Where its brand was well-reputed. Also Parakh foods had four oil refineries whose control has now shifted to Cargill. It has become the largest producer of edible oils in India. It refines processes and markets various edible oils for the food industry.

(iii) Many popular brands like Sweekar, Nature Fresh, and Gemini are part of Cargill Foods. $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

U Q. 5. Why did 'Ford Motor Company' want to develop Ford India as a component supplying base for its other plants across the globe ? Explain.

[Board Term-II, 2014]

Ans. Ford Motors want to develop Ford India as a component supplying base for its other plants across the globe :

(i) A number of local manufacturers are supplying components to their Chennai plant and the MNCs feel that they can supply components to other plants across the globe.

(ii) Cost of labour and material is very low in India.

(iii) The components can be easily supplied to other MNC car manufacturers in India and China.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

R Q. 6. What are the Special Economic Zones (SEZs) ? Why is the government setting up SEZs ?

[Board Term-II, 2012, 2016]

Ans. SEZs or Special Economic Zones are industrial areas with world class facilities.

(i) Companies who Set-up units in SEZs are exempted from tax for 5 years.

(ii) They are Set-up to attract foreign investment.

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

[CBSE Marking Scheme, 2012]

A Q. 7. Describe the impact of globalisation on small producers. [Board Term-II, (Set-II078), 2012]

Ans. (i) Globalisation encourages competition. Big industries and companies have been able to compete, but the small producers were hit badly.

(ii) They could not stand the competition and had to shut down. Some industries like batteries, capacitors, plastics, toys, tyres, dairy products and vegetable oils are the industries which have suffered a lot.

(iii) Due to this, a lot of people lost their jobs and faced unemployment.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

U Q. 8. How globalisation has affected the lives of the people ? Explain with any three examples.

[Board Term-II, (Set-II079), 2012]

Ans. Effect of globalisation on the lives of people are :

(i) Increased their investment in industries such as cell phones, automobiles, electronics, soft drinks, fast food or services such as banking in urban areas.

(ii) New jobs have been created.

(iii) Local companies supplying raw materials to these industries have prospered.

(iv) Increased competition.

- (v) Several top Indian companies have been able to benefit from the increased competition. They have invested in newer technology and production methods and raised their production standards. Some have gained from successful collaborations with foreign companies.
- (vi) New opportunities for service such as data entry, accounting, administrative tasks, engineering are

now being done cheaply in countries such as India and are exported to the developed countries.

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

[CBSE Marking Scheme, 2012]

- A Q. 9.** Analyse any three impacts of globalization in India. [Board Term-II, 2011]

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

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

Long Answer Type Questions

5 marks each

- A Q. 1.** Describe the major problems created by the globalisation for a large number of small producers and workers.

[Board Term-II, Foreign Set-I, II, III, 2016]

Ans. Globalisation for small producers and workers :

- (i) It has led to widening of income inequalities among various countries.
- (ii) Workers jobs are no longer secure.
- (iii) Expansion of unorganized sector.
- (iv) Small manufacturers have been hit hard due to severe competition.
- (v) Several units have been shut down rendering many workers jobless.
- (vi) Lives of workers are on the whims of employers.
- (vii) Workers are denied their fair share of benefits.

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

[CBSE Marking Scheme, 2016]

- A Q. 2.** Describe the impacts of globalisation on Indian economy with examples.

[Board Term-II, Outside Delhi Set-I, II, III]

Ans. Impacts of globalization on Indian economy :

- (i) Higher standard of living in urban areas.

(ii) The impact has not been uniform among producers and workers.

(iii) There is greater choice before the consumers who now enjoy improved quality and lower prices for several products.

(iv) MNCs have increased their investments in India leading to more job opportunities.

(v) Globalization has enabled some large Indian companies to emerge as MNCs themselves like Tata Motors, Infosys, Ranbaxy, Asian Paints etc.

(vi) Globalisation has also created new opportunities for companies providing services particularly those involving IT(Information Technology).

For example : The Indian company producing a magazine for the London based company and call centers.

(vii) Local companies supply raw materials to foreign industries and have prospered.

However, for a large number of producers and workers, globalisation has posed major challenges.

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

[CBSE Marking Scheme, 2016]



TOPIC-3 Challenges and Factors that Enabled Globalisation

Quick Review

- Globalisation and liberalisation have posed major challenges for small producers and workers.
- Small manufacturers have been hit hard due to competition. Several of the units have shut down rendering many workers jobless.

Around 20 millions of workers are employed in small industries. Because of growing competition, most employers these days prefer to employ workers flexibly. This means that workers have no secure jobs. This can be explained with the help of an example : 35 year old Sushila got a job after searching for six months. She is a temporary worker. She did not get any benefit such as provident fund, medical allowance, bonus, etc.

A day off from work means no wage.

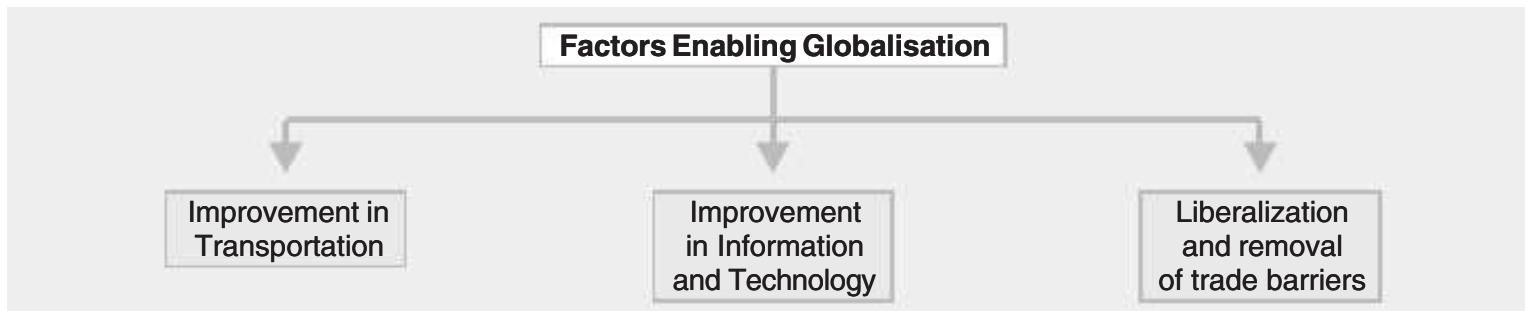
- Competition among the garment exporters has allowed the MNCs to make large profits, but workers are denied their fair share of benefits brought about by globalisation.

The government can take steps to ensure that the benefits of globalisation reach everyone :

- Formulate labour laws that are effective and watertight to ensure rights of workers.
- Have policies to protect the interests of the small producers against the MNCs.
- Erect barriers to protect the domestic economy from foreign trade and unfair competition from developed countries.
- Align with other developing countries to negotiate with WTO to impose trade restrictions like imposition of tariff and quotas.

- **Factors that enabled globalisation :** Globalisation means unification or integration of the domestic economy with the world economy through trade, capital and technological flows. Factors that supported globalisation in India are as follows :
 - (i) Reduction of trade barriers with a view to allowing free flow of goods to and from other countries.
 - (ii) Involvement of various local producers with MNCs in various ways.
 - (iii) Some of the large Indian companies like Tata Motors, Infosys (IT), Ranbaxy, Asian Paints etc. emerged as MNCs and start working globally.

Flowchart



Know the Terms

- **Provident Fund :** It is an employee benefit scheme generally prescribed by a statutory body of the government which provides facilities to the employees of an organization with regard to medical assistance, retirement, education of children, insurance support and housing.
- **Tariff :** A tax or duty to be paid on a particular class of imports or exports.
- **Labour Law :** It is the body of laws, administrative rulings, and precedents which address the legal rights of, and restrictions on, working people and their organizations. It is also called employment law.

Know the Links

- www.authorstream.com/...globalisation...ppt-powerpoint
- www.fibre2fashion.com/industry-article/8/.../impact-of-globalisation1.as

Very Short Answer Type Question

1 mark

- A Q. 1. Give one of the major factors that stimulated globalisation. Ans. Technology. 1

Short Answer Type Questions

3 marks each

- | | |
|--|--|
| <p>A Q. 1. Elaborate any three disadvantages of Multi-national Corporations. [Board Term-II, (Set-68012), 2012]</p> <p>Ans. The disadvantages of MNCs are :</p> <ul style="list-style-type: none"> (i) Small manufacturers like—batteries, capacitors, plastic toys, tyres, dairy products and vegetable oil were victims of competition. (ii) Closing down of small units rendered many workers jobless. (iii) Most employers prefer to employ workers ‘flexibly’, this means that workers jobs are no longer secure. Small Indian companies were hard hit because of Government’s changed policies such as allowing import of the goods which were previously not allowed. <p style="text-align: right;">$1 \times 3 = 3$</p> | <p>U Q. 2. Explain the meaning of fair globalisation. [Board Term-II, (Set-2078), 2012]</p> <p>Ans. Fair globalisation would create opportunities for all and also ensures that the benefits of globalization are shared by all.</p> <ul style="list-style-type: none"> (i) Government can play a major role in making this possible. Its policies must protect the interest of rich and poor both. (ii) Labour laws are properly implemented and the workers get their rights. (iii) It can support small producers by putting some restrictions or barriers. (iv) It can negotiate at the WTO for fairer rules. <p style="text-align: right;">(Any three) $1 \times 3 = 3$</p> <p style="text-align: right;">[CBSE Marking Scheme, 2012]</p> |
|--|--|

Long Answer Type Question

5 marks

- A** Q. 1. "Fair globalisation would create opportunities for all and also ensure that benefits of globalisation are shared better." Support the statement.

[Board Term-II, 2015, Foreign Set-I, II, III]

Ans. Fair globalisation create opportunities :

If globalisation is not proving to be a fair deal. Fair globalisation would create opportunities for all and also ensure that benefits of globalisation are shared better.

- (i) Government policies must protect the interests not only of the rich and powerful but of all the people in the country.

- (ii) Government can ensure that labour laws are properly implemented and the workers get their rights.
- (iii) Government can support small producers to improve their performance till they become strong enough to compete.
- (iv) If necessary the government can use trade and investment barriers.
- (v) It can negotiate at the WTO for fairer rules.
- (vi) It can also align with other developing countries with similar interests to fight against the domination of developed countries in the WTO.

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

[CBSE Marking Scheme, 2015]

High Order Thinking Skills (HOTS) Questions

- Q. 1. Differentiate between investment and foreign investment ?

[Board Term-II, (Delhi Set-I, II, III), 2016]

Ans. The money that is spent to buy assets (land, building, machines and other equipments) is called investment, while the investment made by the MNC's is called foreign investment. 1

- Q. 2. "Information and Communication technology has played a major role in spreading out production of services across countries." Justify the statement with examples.

[Board Term-II, (Foreign Set-I), 2016]

OR

Technology has stimulated the Globalisation process." Support the statement with examples.

[Board Term-II, (Foreign Set-I, II, III), 2015]

Ans. Refer to Ans. of Q. 5. Long Ans. Type Questions of Topic - 1. (Any three) $1 \times 3 = 3$

- Q. 3. Differentiate between Foreign Trade and Foreign Investment. [Board Term-II, (Set-TCJQ6VD), 2016]

Ans. **Foreign Trade :** The process of buying and selling goods and services between two or more than two countries is known as Foreign Trade.

Foreign Investment : The investment made by MNCs in foreign countries with the hope that these investments will earn them profits is called Foreign Investment. $1\frac{1}{2} + 1\frac{1}{2} = 3$

- Q. 4. The impact of globalisation has not been uniform." Demonstrate with the help of illustrations".

[Board SQP 2016]

Ans. (i) While globalisation has benefited well-off consumers and also producers with skill, education and wealth, many small producers and workers have suffered as a result of the rising competition.

- (ii) Removal of trade barriers and liberalisation policies of the governments to facilitate globalisation have hit the local producers and manufacturers hard.
- (iii) Globalisation and the pressure of competition have substantially changed the lives of workers. Faced with growth in competition, most employers these days prefer to employ workers 'flexibly'. This means that workers' jobs are no longer secure.

Illustration : Any one case—either from the text book or beyond it e.g. MNCs and Workers, MNCs and Local Manufacturers/industries, Withdrawal of Subsidies etc.

$3 + 2 = 5$

[CBSE Marking Scheme, 2016]

- Q. 5. "Barriers on foreign trade and foreign investment were removed to a large extent in India since 1991." Justify the statement.

[Board Term-II, (Delhi Set-I), 2016]

Ans. Removal of barriers on foreign trade and foreign investment :

- (i) Barriers on foreign trade and foreign investment were partially removed.
- (ii) Goods could be imported and exported easily.
- (iii) Foreign companies could set up factories and offices here.
- (iv) Indian producers got opportunities to compete with producers around the globe.

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

[CBSE Marking Scheme, 2016]

Q. 6. Why had the Indian government put barriers to foreign trade and foreign investment after independence ? Analyse the reasons.

[Board Term-II, (Outside Delhi Set-I), 2016]

OR

Why had Indian government put barriers to foreign trade and foreign investment after independence ? Explain.

[Board Term-II, 2014]

Ans. Reasons for putting trade barriers to foreign trade and investment by the Indian government after Independence are :

- (i) To protect local producers and goods from foreign competition.

(ii) Industries needed protection so that they could grow and develop in order to be ready to compete with developed countries later on.

(iii) It imposed restrictions on the import of certain goods.

Reasons to remove barriers were :

- (i) To face competition and improve quality of products.
- (ii) To attract foreign investments.
- (iii) To place orders for production.

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

[CBSE Marking Scheme, 2014]

Value Based Questions

3 marks each

Q. 1. "World Trade Organization rules have forced the developing countries to remove trade barriers." Explain the values hampered due to this.

[Board Term-II, (Set-KCG34U9), 2016, 2012]

Ans. Values hampered due to this are :

- (i) Equal benefits and opportunities for all the people.
- (ii) Equality.
- (iii) Fair trade rules and practices.

[CBSE Marking Scheme, 2016] $1 \times 3 = 3$

Q. 2. "Information and communication technology has played a major role in spreading out production of

services across countries." Support the statement with suitable examples.

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

Ans. (i) Telecommunication facilities are used to contact and communicate and to access information.

(ii) Internet includes transfer of technology, money and capital across countries.

(iii) Speedy transfer of information technology, money and capital integrate different countries of the world.

$1 \times 3 = 3$



CHAPTER

5

CONSUMER RIGHTS

Syllabus

- *Consumer Awareness : How consumer is exploited ? (one or two simple case studies); factors causing exploitation of consumers; rise of consumer awareness; how a consumer should be in a market ? role of government in consumer protection.*



TOPIC-1 Why Consumer Movements ?

Quick Review

- Rules and regulations are required to protect people who are in a weak position. Consumers also need to be protected through legislation and action that ensure them their rights. Individual consumers are often scattered and not united. This makes them easy targets for unscrupulous elements to exploit.
- Sellers usually refuse to take any liability for goods once they are sold. Consumers also get cheated when shopkeepers use incorrect weights and measures, put extra charges in the bill, adulterate the foodstuff that they intend to sell, sell defective goods, or sell goods that have expired.
- Big companies can also manipulate consumers who are individual, scattered and make small purchases. Big companies spend a lot of money on advertising to give out misleading information about their products. The consumer movement was born out of consumer dissatisfaction. Initially, consumers had no means, rules and regulations to address the malpractices of manufacturers and sellers or if they were not pleased with a product.
- In the post-independence period in India, there were rampant food shortages and adulteration. The first consumer's forum was formed in the 1960s. Until the 1970s, the role of the consumer movement was limited to exhibiting and writing articles in magazines and papers. Later consumer groups started looking into malpractices
- The movement got a boost from the UN Guidelines for Consumer Protection formulated in 1985. In India, the enactment of the Consumer Protection Act of 1986 popularly known as COPRA boosted the movement.
- Consumers themselves have to come forward and fight for their rights in consumer forums and courts.

TOPIC - 1
Why Consumer Movements ?
.... P. 341

TOPIC - 2
Consumer Rights
.... P. 343

TOPIC - 3
Strengthen Consumer Movements
to Protect Consumer Rights
.... P. 348

Flowchart



Know the Terms

- **Consumer Movement :** Consumer movement is basically a social force which originated with the necessity of protecting and promoting the interest of consumers against unethical and unfair trade practices.
- **Consumer Awareness :** Consumer's understanding of their rights and the social and legal obligations of the concerning available products and services being marketed and sold.
- **Adulteration :** Adulteration usually refers to mixing an inferior and sometimes harmful quality with food or drink intended to be sold. In other words, it is mixing something impure with something genuine.

Know the Links

- www.consumersinternational.org › Who we are › About us › CI at 50
- en.wikipedia.org/wiki/Consumer_movement

Very Short Answer Type Questions

1 mark each

- Q. 1.** What is adulteration ? [Board Term-II, (Set-WVIVSA5) 2015]
- Ans.** Adulteration is the process of mixing pure and impure products in order to attain profits. It causes financial and health loss to consumer.
- Q. 2.** Write any one objective of consumer awareness. [Board Term-II, (Set-RKZQI05) 2015]
- Ans.** To save the consumers from exploitation of the producers. 1
- Q. 3.** What is the reason behind prosperity of the country? [Board Term-II (Set-RKZQI05) 2015]
- Ans.** Countries that transform their raw materials into a wide variety of furnished goods of higher value are prosperous. 1

Short Answer Type Questions

3 marks each

- Q. 1.** Describe the conditions in which markets do not work in a fair manner. [Board Term-II, 2015.]
- Ans.** **Conditions in which markets do not work in a fair manner :**
- When producers are few and powerful.
 - When consumers purchase in small amounts.
 - When consumers are scattered.
 - When large companies have monopoly in production of goods as they have huge power of wealth, and high influencing approach. and can manipulate the market in various ways.
 - By passing on false information through media and other sources to attract the consumers.
- (Any three) $1 \times 3 = 3$
- [CBSE Marking Scheme, 2015]
- Q. 2.** "Consumer awareness is essential to avoid exploitation in the market place." Support the statement. [Board Term-II, (Delhi Set-III), 2016]
- Ans.** **Consumer awareness to avoid exploitation:**
- Consumer awareness is essential to avoid exploitation in the market place. Market do not work in a fair manner. Exploitation happens in various ways. Therefore, awareness is essential. Certain details are given on the packing. When we buy medicines, on the packets details are marked. Rules have been made so that the manufacturer displays the information. Consumers can complain and ask for compensation or replacement of the product, if it proves to be defective in any manner. [CBSE Marking Scheme, 2016] 3
- Q. 3.** How did consumer movement originate as a 'social force' in India ? [Board Term-II, 2014]
- OR**
- Explain any three factors which gave birth to the consumer movement in India.
- [Board Term-II, (Set-14/B1) 2011]
- Ans.** (i) In India, the consumer movement as a social force originated with the necessity of protecting and promoting the interest of consumers against unethical and unfair trade practices.
- (ii) Rampant food shortages, hoarding, black marketing, adulteration; the malpractices of food and edible oil gave birth to the consumer movement in an organized form in the 1960s.
- (iii) Till the 1970s, consumer organizations were largely engaged in writing articles and holding exhibitions.
- They formed consumer groups to look into malpractices in ration shops. $1 \times 3 = 3$
- [CBSE Marking Scheme, 2014]
- Q. 4.** How can a consumers' movement be truly successful and effective ?
- [Board Term-II, (Set-TCJQ6VD) 2016]
- Ans.** Consumers' movement can be truly successful and effective when consumers will realize their role and importance. It is often said that consumer movements can be effective only with the consumers' active involvement. It requires

- a voluntary effort and struggle involving the participation of one and all. 3
- Q. 5.** There are many rules and regulations regarding consumer protection but they are often not followed. Why ? [Board Term-II 2012, 2016]

Ans. Causes :

- (i) Consumers purchase in small quantities and are scattered.
- (ii) Producers are few and powerful.
- (iv) There is lack of adequate monitoring. Therefore rules and regulations are not followed. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

- Q. 6.** Mention any three limitations of Consumer Movement. [Board Term-II, (Set-68039) 2012]

Ans. Limitation of Consumer Movement :

- (i) It is cumbersome, expensive and time-consuming.
- (ii) Evidences are not easy to gather.
- (iii) Existing laws are not clear.
- (iv) Lack of consumer awareness.
- (v) Rules and regulations are not clear.

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

[CBSE Marking Scheme, 2012]

Long Answer Type Questions

5 marks each

- Q. 1.** How does exploitation of consumers take place in the market ? Explain with any five facts. [Board Term-II, 2014]

Ans. A consumer is said to be exploited when he/she is cheated by the producer or trader into buying lower quality or adulterated goods for more money.

A consumer can be exploited in the following ways :

- (i) Shopkeepers weigh certain products lesser than they should. They may weigh only 7 kg and charge money for 10 kg.
- (ii) Sometimes traders add hidden charges.
- (iii) The shopkeeper may sell defective and/or adulterated goods.
- (iv) False information is given to attract consumers. For example, a company claimed that its powder milk was scientifically proven to be beneficial for babies and sold it in the market for years. However, it was later discovered that those were false claims and that the powder milk had never been certified by experts.
- (v) Traders and producers might sometimes hoard goods and create an artificial scarcity in the market and then sell those hoarded goods at higher prices. [CBSE Marking Scheme, 2014] 5

- Q. 2.** Explain the factors which gave birth to the consumer movement in India.

[Board Term-II, 2012]

Ans. (i) Unfair trade practices : Some traders and shopkeepers indulge in unethical or unfair trade practices. They cheat the customers by giving them articles of substandard quality.

Duplicate items are also available in the market but they look so genuine that even wise and clever customers fail to differentiate them. Similarly, underweighing tactics are very common among shopkeepers. They give less quantity but charge more than the actual.

(ii) Adulteration and impurity : It is also a common practice where manufacturers of ghee, oil, butter etc. resort to adulteration. These activities increase their profit margin causing loss to the customers. Sometimes it proves very injurious to the health of the customers.

(iii) Artificial scarcity : Shortage of essential items in the market is the result of hoarding. In order to get more profit, certain unscrupulous traders resort to hoarding of these goods thereby creating artificial scarcity. After sometime they sell these products at higher prices.

(iv) False or incomplete information : At times false information is passed on through the media and through other methods to attract consumers. This activity causes monetary loss as well as inconvenience to the consumers. $1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme, 2012]



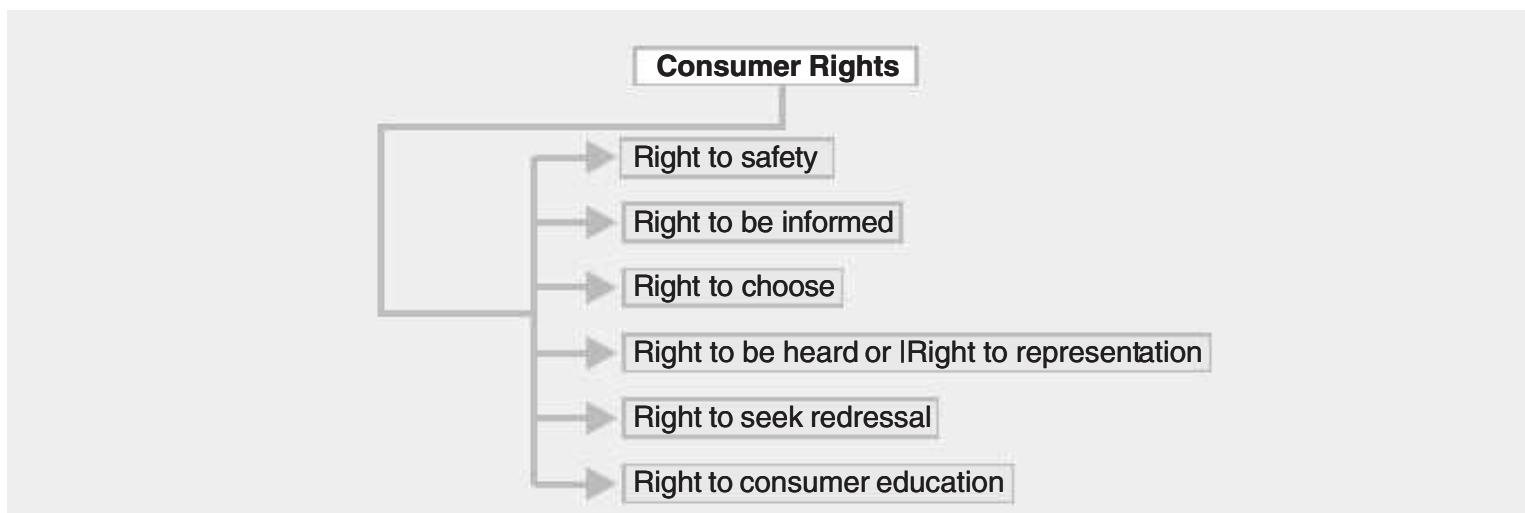
TOPIC-2 Consumer Rights

Quick Review

- Consumer rights include the right to safety, right to be informed, right to choose, right to seek redressal, right to represent in consumer courts and right to consumer education.
- When producers sell any goods or services, it is their responsibility to ensure their safety for the consumer. It is the right of the consumer to be offered only products that are safe. In case of any damage, the producer should compensate the consumer.
- Consumers also have the right to be informed about the goods and services they buy including price, ingredients, batch number, expiry date and manufacturer's address.

- Certain medicinal drugs need to be handled with care. Their packing must have directions about usage printed on them. Any side effect or risk to potential users must also be mentioned.
- In case of any misleading or false information, consumers can take the producer to the consumer court. The Right to Information (RTI) Act, of 2005 gives citizens the right to know about the functioning of any government department. Consumers have the right to select or choose any product that they wish to buy.
- Consumers possess the right to seek, redress and to demand compensation. While seeking any redress, the consumers have the right to represent in consumer courts. In case of help required, consumers can seek help from consumer forums or councils and Resident Welfare Associations.
- In 1986, the government passed the Consumer Protection Act (COPRA), which ensures that consumers have the right to represent in consumer courts. Under COPRA, a three-tier quasijudicial machinery at the district, state and national levels was set up for redressal of consumer disputes.

Flowchart



Know the Terms

- **COPRA** : Consumer Protection Act was introduced by the Indian Government in 1986. Popularly known as COPRA, it has led to the setting up of a separate department of consumer affairs for the settlement of consumer's disputes.
- **Consumer Protection** : Consumer protection means protection of consumers from the mishappening due to technical and manufacturing fault of commodities by the manufacturers.
- **Consumer Rights** : The rights which help the consumers in protecting himself from being exploited are known as consumer rights.
- **ISI and AGMARK** : ISI and AGMARK logos represent quality standard for many products. However, for some products that affect the health and safety of consumers such as LPG cylinders, food colours and additives, cement and packed drinking water, it is mandatory on the part of the producers to get certified by these organisations.
- **Hallmark** : Hallmark is quality certification for jewellery. This mark is issued by Indian Standards Institution whose headquarter is in New Delhi.
- **ISO certification** : At international level, International Organization for Standardization (ISO) whose headquarter is in Geneva (established in 1947) issues ISO certification which indicates companies, goods or institutions having this certification meet the specific level of standards.

Know the Links

- www.consumersinternational.org › Our work
- www.yourarticlerepository.com/consumers/consumer-rights...consumer-prot

Very Short Answer Type Questions

1 mark each

A Q. 1. What is the duty of a consumer ?

[Board Term-II, (Set-KCG34U9) 2016]

Ans. He/She should look for the desired information on the product.

A Q. 2. If you are interested to buy a brush with toothpaste but shopkeeper denied to sell toothpaste only. In this case, which consumer right is being violated by the seller ?

[Board Term-II, (Foreign Set-I, II, III) 2016]

- Ans.** Right to choose. 1
- A** Q. 3. If any damage is done to a consumer by a trader, under which consumer right one can move to consumer court to get compensation.
[Board Term-II, Outside Delhi Set-I, II, III, 2016]
- Ans.** Right to seek redressal. 1
- U** Q. 4. Name the levels of consumer courts that are available to appeal.
[Board Term-II, (Set-TCJQ6VD) 2016]
- Ans.** Consumer courts at district, state and national levels. 1
- A** Q. 5. Which logo will you like to see on the electric heater to be sure of its quality?
[Board Term-II, (Foreign Set-1) 2016]
- Ans.** ISI. 1
- U** Q. 6. Which logo will you like to see on gold jewellery to be sure of its quality.
[Board Term-II, (Foreign Set-II) 2016]
- Ans.** The logo of pure gold generally : Hallmark. 1
- A** Q. 7. Suppose you have buy a packed bottle for drinking water in your journey. Which logo will you like to see be sure about its quality?
[Board Term-II, Delhi (Set-I, II, III) 2016]
- Ans.** ISI logo. 1
- A** Q. 8. Which logo would you like to see while purchasing a tin of edible oil?
[Board Term-II, Foreign Set-I, II, III, 2015]
- Ans.** AGMARK.
- U** Q. 9. Which logo would you like to see for purchasing electrical goods? [Board Term-II, 2015]
- Ans.** ISI logo. 1
- A** Q. 10. Suppose your parents want to purchase Gold jewellery along with you; then which logo will you look for on the jewellery?
[Board Term-II, (OD Set-I, II, III) 2015]
- Ans.** The logo for purchase of Gold jewellery is 'Hallmark'. 1
- A** Q. 11. A chemist sold you a medicine of expiry date under which consumer right you can approach the consumer court ? [Board Term-II, 2011]
- Ans.** Right to safety. 1
- A** Q. 12. When was the Right to Information Act passed?
Ans. The Right to Information Act was passed in October, 2005. 1

Short Answer Type Questions

3 marks each

- U** Q. 1. How are consumers exploited in the market place ? Explain.
[Board Term-II, (Outside Delhi Set-III) 2016]
- Ans.** Consumers are exploited in the market place in the following ways :
 (i) Weigh less than what they should.
 (ii) Traders add charges that were not mentioned before.
 (iii) Traders sell adulterated or defective goods.
 (iv) False information is passed through the media and other sources to attract consumers.
(Any three) $1 \times 3 = 3$
 [CBSE Marking Scheme, 2016]
- U** Q. 2. Why should a consumer be well-informed ? Explain. [Board Term-II, 2014]
- Ans.** (i) When consumers become conscious of their rights while purchasing various goods and services, they will be able to discriminate and make informed choices.
 (ii) There is lesser or no chance of getting exploited if the consumer is informed and aware. 3
[CBSE Marking Scheme, 2014]
- R** Q. 3. How do we participate in the market as producers and consumers? Explain with three examples. [Board Term-II, 2013]
- Ans.** We participate in the market as producers and consumers in the following ways :
 (i) As producers of goods and services, we could be working in any of the sectors, such as in agriculture, industry, or services.
 (ii) Consumers participate in the market when they purchase goods and services that they need.
 (iii) These are the final goods that people use as consumers.
 $1 \times 3 = 3$
 [CBSE Marking Scheme, 2013]
- R** Q. 4. List the information about goods and services which should be available under the Right to Information (RTI). [Board Term-II, (Set-2076) 2012]
- Ans.** Particulars about the goods and services are available as given below :
 (i) Ingredients used in the product.
 (ii) Date of manufacture.
 (iii) Expiry date (upto which date can be use)
 (iv) Address of the manufacturer.
 (v) Directions for proper use. (Any three) $1 \times 3 = 3$
[CBSE Marking Scheme, 2012]
- U** Q. 5. Explain the need of standardization of products with the help of examples from day to day life. [Board Term-II, (Set-KCG34U9) 2016]
- Ans.** Standardization is very essential to save the consumers from malpractices and fraudulent means. For example :
 (i) For certain articles, ISI mark is a must to ensure high quality and avoid accidents.
 (ii) On the food products, it is essential to indicate the weight on every packet, expiry date and other related information.
 (iii) The producers of the medicine have to print the date of manufacture, date of expiry, salts used, precautions if any. $1 \times 3 = 3$
[CBSE Marking Scheme, 2016]
- U** Q. 6. Explain with an example how you can use the right to seek redressal. [Board Term-II, (OD Set-I, II, III) 2015]

Ans. Right to Seek Redressal :

- (i) Consumers have the right to seek redressal against unfair trade practices and exploitation.
- (ii) If any damage is done to a consumer, he has the right to get compensation depending on the degree of damage.
- (iii) There is a need to provide to an easy and effective public system by which this can be done.
- (iv) Example of Prakash—The right to seek redressal helps him to get compensation.

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

[CBSE Marking Scheme, 2015]

Q. 7. What precautions do you suggest for a consumer to take while purchasing medicines from the market ?

[Board Term-II, (Foreign Set-I, II, III) 2015]

Ans. While buying / purchasing medicine the following precautions should be taken :

- (i) Price , batch no. , date of manufacture.
- (ii) Address of the manufacturing company.
- (iii) Expiry date.
- (iv) Directions of proper use.
- (v) Information relating to side effects and risk associated with usage of that medicine..

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

[CBSE Marking Scheme, 2015]

Q. 8. Where can a consumer go to get justice against unfair trade practices. ? Explain.

[Board Term-II, 2012, Set-2078]

Ans. Consumers have the right to seek redressal against unfair trade practices and exploitation.

- (i) One can go to district level consumer court which deals with claims upto ₹ 20 Lakhs.
- (ii) Various consumer forums or consumer protection councils can be contacted for guidance and help.
- (iii) Under COPRA, a three-tier quasi-judicial machinery at the district, state and national levels was Set-up for redressal of consumer disputes.

 $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 9. Explain any three functions of the Consumer Protection Council or Consumer Forum.

[Board Term-II, (Set-2081) 2012]

Ans. Functions of the Consumer Protection Council or Consumer forums are :

- (i) To guide the consumer on how to file cases in the consumer court.
- (ii) To represent the individual consumer in the consumer court.
- (iii) These voluntary organizations also receive financial support from the government creating awareness among the people.

 $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 10. What is the function of three-tier quasi-machinery under COPRA ? Describe.

[Board Term-II, (Set-2080) 2012]

Ans. Under COPRA, a three-tier quasi-judicial machinery at the district, state and national levels was setup for redressal of consumer disputes :

- (i) The district level court deals with the cases involving claims up to ₹ 20 lakhs.
- (ii) The state level court deals with the cases involving claims between ₹ 20 lakhs and ₹ 1 crore.
- (iii) The national level court deals with the cases involving claims exceeding ₹ 1 crore.

 $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 11. Explain in brief any three of the consumer rights. [Board Term-II, (Set-68005) 2012]

Ans. The consumer has following rights :

- (i) **Right to be informed :** A consumer has right to know the important informations about the goods and services they purchase.
- (ii) **Right to choose :** A consumer has right to buy goods and services of his choice.
- (iii) **Right to seek redressal :** A consumer has right to seek redressal against unfair trade practices and exploitation.

 $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 12. Explain any three features of the Consumer Protection Act of 1986.

[Board Term-II, (68009) 2012]

Ans. Consumer Protection Act 1986, a major step taken in 1986 by the Indian government was the enactment of the Consumer Protection Act, popularly known as COPRA.

- (i) It applies to all goods and services.
- (ii) It covers all sectors, i.e., private, public and cooperative.
- (iii) It gives rights to consumers. Established consumer protection councils at centre and state levels. Under COPRA, a three-tier quasi-judicial machinery at district, state and national levels was Set-up for redressal of consumer disputes. The Act has enabled the consumers to have the right to represent in the consumer courts. The enactment of COPRA has led to the setting up of separate departments of consumer affairs in central and state governments.

3

[CBSE Marking Scheme, 2012]

Q. 13. Explain any three ways by which people may be exploited in the market.

[Board Term-II, 2011]

Ans. Consumer may be exploited in the market in the following ways :

- (i) **Substandard quality :** Selling of medicines beyond their expiry date, supply of defective home appliances etc. are the activities by traders in which they sell substandard quality of goods.
- (ii) **Higher prices :** Traders sometimes charge a price higher than the retail price (MRP).
- (iii) **Duplicate Articles :** Many false and duplicate products are being sold to the consumers.

 $1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Q. 14. What is the rationale behind the enactment of Consumer Protection Act, 1986 ?

[Board Term-II, (Set-14/A1) 2011]

Ans. The rationale behind this Act is to protect and promote the rights of consumers :

- (i) To make consumers aware about their rights.
- (ii) To punish those who indulge in malpractices and exploit the consumers.
- (iii) To see that traders don't indulge in anti-social activities such as hoarding and black-marketing.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Q. 15. What are the duties of consumers while purchasing a thing ? Write any three.

[Board Term-II, (Set-68046) 2012]

Ans. The duties of the consumers while purchasing a thing are :

- (i) Consumer should look at the quality of the product, market price, guarantee period, date of manufacturing, expiry date, etc.
- (ii) Consumers should purchase standard products with seal of ISI or the AGMARK.
- (iii) Consumer should ask for a cash memo and warranty card.
- (iv) He/she should know the legal procedures if he/she is cheated.
- (v) He/she should be aware of his/her duties.

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

[CBSE Marking Scheme, 2012]

Long Answer Type Questions

5 marks each

Q. 1. Explain with example the impact of the Right to Information Act (R.T.I.).

[Board Term-II, (Foreign Set-III) 2015]

Ans. Impact of the Right to Information Act :

- (i) In October 2005, the Government of India enacted a law popularly known as R.T.I which ensures its citizens all the information about the functions of various Government Departments.
- (ii) Now it is possible for the affected citizens to pursue the progress of any scheme or policy.
- (iii) To build a pressure on Government officials to deliver the results in a time bound frame.
- (iv) It brings transparency in the system.
- (v) It has checked corruption to an extent.
- (vi) Example of Amritra-The RTI helps her to know the result of a government job in a reasonable time.

(Any five) $1 + 5 = 5$

[CBSE Marking Scheme, 2015]

Q. 2. COPRA has enabled the consumers to have the right to represent in the consumer courts. Explain with the help of an example how it benefits the consumers. [Board SQP 2016]

Ans. Under COPRA, a three-tier quasi-judicial machinery at the district, state and national levels was Set-up for redressal of consumer disputes.

The district level court deals with the cases involving claims upto ₹ 20 lakhs, the state level courts between ₹ 20 lakhs and ₹ 1 crore and the national level court deals with cases involving claims exceeding ₹ 1 crore.

If a case is dismissed in district level court, the consumer can also appeal in the state court and then in National level courts. Thus, the Act has enabled us as consumers to have the right to represent in the consumer courts.

It strengthened the Consumer Movement and provided the consumers with the right to seek redressal against unfair trade practices and exploitation. If any damage is done to a consumer, she has the right to get compensation depending on the degree of damage.

5

[CBSE Marking Scheme, 2016]

Q. 3. How has a three-tier quasi-judicial machinery been Set-up for redressal of consumer disputes ? Explain. [Board Term-II, 2014]

- (i) A major step was taken in 1986 by the Indian government when it enacted the Consumer Protection Act, 1986, popularly known as COPRA.
- (ii) Under COPRA, a three-tier quasi-judicial machinery at the district, state and national levels has been Set-up for redressal of consumer disputes.
- (iii) The consumer movement in India has led to the formation of various organizations locally known as Consumer Forums or Consumer Protection Councils. They guide consumers on how to file cases in the consumer court.
- (iv) On many occasions, they also represent individual consumers in the consumer courts.
- (v) These voluntary organizations also receive financial support from the government for creating awareness among the people. Thus, the Act has enabled us as consumers to have the right to represent in the consumer courts.

$1 \times 5 = 5$

Q. 4. What type of duties should a consumer keep in mind under the consumer awareness ? Explain. [Board Term-II, (Set-KCG34U9) 2016]

Ans. Duties of the consumers are :

- (i) While purchasing the goods, a consumer should look at the quality of the product, the marked price, guarantee or the warranty period.
- (ii) A consumer should preferably purchase standardized products which contain the seal of ISI or the AGMARK.
- (iii) A consumer should preferably purchase standardised products which contain the seal of ISI or the Agmark.
- (iv) A consumer must be aware of his rights and duties.
- (v) The consumer should form consumer awareness organisations, which can be given representation in various committees formed by the government and other bodies in the matters relating to the consumers.
- (vi) He should know the method to get redressal if cheated.

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

[CBSE Marking Scheme, 2016]



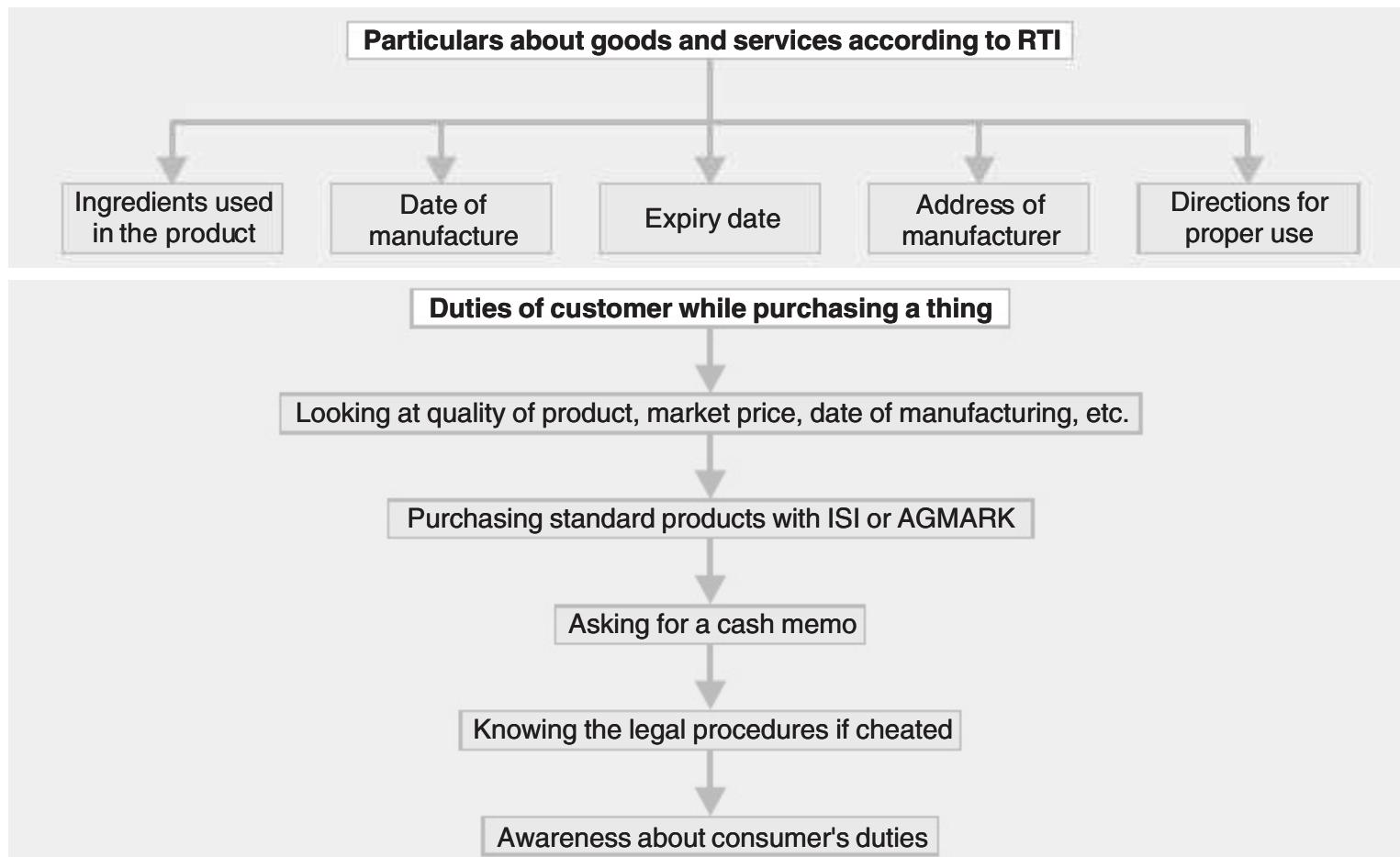
TOPIC-3

Strengthen Consumer Movements to Protect Consumer Rights

Quick Review

- Consumers need to be aware of the choices available to them.
- The Consumer Protection Act enacted in 1986, independent departments of consumer affairs were formed in the central and state governments. The departments regularly put out advertisements in newspapers and magazines, and on television to make consumers conscious of their rights. Several agencies like BIS, Hallmark and AGMARK test the quality of various products sold in the market.
- Only products that pass the test of quality are certified. For products that are crucial from a health or safety angle, certification is mandatory or compulsory. 24th December, 1986, is celebrated as the National Consumer Day.
- There are over 700 consumer groups in the country, but only about 30 of them work efficiently. The process of redress might be difficult as consumers do not often take cash memos, and hence it is very difficult to prove anything conclusively against the wrong doings of shopkeepers.
- The laws relating to compensation are often vague and their enforcement is weak. The progress in consumer awareness has been slow, but positive.

Flowcharts



Know the Terms

- **COPRA** : Consumer Protection Act is popularly known as COPRA. It was introduced by the Government of India in 1986.
- **National Consumer Day** : Consumer Protection Act was enacted on this day.
- **Black-Marketing** : Sellers generally hold up stocks in the market to create artificial scarcity so as to sell them later at higher rates.

Know the Links

- www.learnnext.com > ... > Economics > Consumer Awareness
- www.un.org/esa/sustdev/publications/consumption_en.pdf
- https://en.wikipedia.org/wiki/Consumer_activism

Very Short Answer Type Questions

1 mark each

- Q. 1.** What is COPRA ? When was it introduced ?
[Board SQP 2016]

Ans. Consumer Protection Act is popularly known as COPRA. It was introduced by the Government of India in 1986. 1

- Q. 2.** On which day of the year is 'National Consumers Day' celebrated in India?

[Board Term-II, 2015]

Ans. In India, National Consumers Day is celebrated on 24th December every year. 1

- A. Q. 3.** Why was the Consumer Protection Act enacted by the Indian Parliament ?

[Board Term-II, (OD Set-III) 2015]

Ans. To protect the consumers from unfair trade practices and retains the interest of consumers at large. 1

- A. Q. 4.** Which major step was taken by the Indian Government in 1986 for the protection of consumer ?

Ans. Consumer Protection Act. 1

- A. Q. 5.** Name the umbrella body of 240 organizations from over 100 countries for Consumer Movement

Ans. UN Guidelines for Consumer Protection. 1

Short Answer Type Questions

3 mark each

- A. Q. 1.** How do large companies manipulate the market ? Explain with examples.
[Board Term-II, (Foreign Set-3) 2016]

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

- A. Q. 2.** When is the 'National Consumer Day' celebrated in India ? Describe the importance of this day.
[Board Term-II, (Set-68037) 2012]

Ans. 24th December is observed as National Consumers' Day in India. The importance of this day are :
(i) Consumer Protection Act was enacted on this day.
(ii) India has exclusive courts for consumer redressal. About 700 consumer groups are working in India. However, consumer redressal process is becoming cumbersome, expensive and time-consuming.

After 20 years of enactment of this act, consumer awareness is not up to the mark.

Consumers will have to involve actively.

[CBSE Marking Scheme, 2012] $1 + 2 = 3$

- A. Q. 3.** How do duplicate articles and adulteration cause heavy loss to the consumers? Give two example.

[Board Term-II, 2011]

Ans. Duplicate articles and adulteration cause heavy loss to the consumers in the following ways :

- (i) Duplicate articles such as duplicate medicines may cause life risks for the consumers.
- (ii) Duplicate articles and adulterated goods cause financial loss to the consumers and leave them unsatisfied.

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

[CBSE Marking Scheme, 2011]

Long Answer Type Questions

5 marks each

- A. Q. 1.** How do the large companies manipulate the market ? Explain with examples.
[Board Term-II, (Delhi Set-II) 2015]

Ans. The large companies manipulate the market in various ways :

- (i) Large companies with huge amount of wealth, power and riches can manipulate the market in various ways.
- (ii) At times false information is passed on through the media and other sources to attract consumers.

(iii) For example, a company for years sold powder milk for babies all over the world as the most scientific product claiming this to be better than mother's milk. It took years of struggle before the company was forced to accept that it had been making false claims.

- (iv) Similarly, a long battle had to be fought with court cases to make cigarette manufacturing companies accept that their product could cause cancer.

[CBSE Marking Scheme, 2015] $1 \times 5 = 5$

A Q. 2. Why are rules and regulations required for the protection of the consumers, in the market place? Explain with examples.

[Board Term-II, 2015, Foreign Set-II; 2014; 2013]

Ans. Rules and regulations are required to protect the consumers in the market place because of the following factors :

(i) **Adulteration** : People tend to add adulterants (or chemicals) in food to make it look better.

(ii) **False claims** : Producers make false claims about the durability and quality of their products through advertisements.

(iii) **Under weighing** : Sellers generally under weigh products and charge their original prices.

(iv) **Hoarding and black-marketing** : Sellers generally hold up stocks in the market to create artificial scarcity so as to sell them later at higher rates.

(v) **Selling at high price** : Sellers, who sell necessities, generally sell them at higher prices. $1 \times 5 = 5$

[CBSE Marking Scheme, 2013]

High Order Thinking Skills (HOTS) Questions

Q. 1. Explain with an example how one can exercise the 'Right to Choose'. [Board Term-II, 2014]

OR

Analyse with a suitable example the meaning of 'The Right to Choose' provided under the Consumer Protection Act.

[Board Term-II, OD Set-III, (Set-68034) 2013, 2012.]

Ans. The consumer has the right to choose, so that he is assured of satisfactory quality and service at a fair price.

(i) Any consumer who receives a service in whatever capacity, regardless of age, gender and nature of service, has the right to choose whether to continue to receive the service.

(ii) Suppose you want to buy toothpaste, and the shop owner says that she can sell the toothpaste only if you buy a tooth brush. If you are not interested in buying the brush, your right to choice is denied. Similarly, sometimes gas supply dealers insist that you have to buy the stove from them when you take a new connection. In this way many a times you are forced to buy things that you may not wish to and you are left with no choice.

(iii) Consumers can move to the Consumer Court for all the above according to COPRA passed in 1986.

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

Q. 2. "Rules and regulations are required for the protection of the consumers in the market place." Justify the statement with arguments.

[Board Term-II, (Outside Delhi Set-I, II, III) 2016]

Ans. "Rules and regulations are required for the protection of the consumers in the market place."

(i) Individual consumers often find themselves in a weak position , whenever there is a complaint regarding a good or service that had been bought, the seller tries to shift all the responsibility on to the buyer.

(ii) Exploitation in the market place happens in various ways. For eg: sometimes the traders indulge in unfair trade practices such as : when shopkeepers weigh less than what they should or when traders add charges that were not mentioned before, or when adulterated or defective goods are sold.

(iii) At times false information is passed on through the media to attract consumers. $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 3. "Consumer Movement can be effective only with the consumer's active involvement." Analyse the statement. [Board Term-II 2014.]

Ans. (i) After 20 years of the enactment of COPRA, consumer awareness in India is spreading but slowly.

(ii) There is a scope for consumers to realise their role and importance.

(iii) It required a voluntary effort and struggle involving the participation of one and all.

(iv) Hence, Consumer Movement can be effective only with consumers active involvement.

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

[CBSE Marking Scheme, 2014]

Value Based Questions

3 mark each

Q. 1. "After 20 years of the enactment of COPRA, consumer awareness in India is spreading but slowly." Give reasons.

[Board Term-II, Set-2081, (Delhi Set-II) 2013, 12]

Ans. Consumer awareness in India is spreading slowly because :

(i) Besides it, enforcement of laws that protected workers, especially in the unorganized sector is weak.

(ii) Rules and regulations are often not followed.

(iii) Lack of active involvement of the consumer.

Q. 2. How has the RTI (Right to Information) Act passed in 2005 affected consumers in India ?

[Board Term-II, (OD Set-II) 2013]

OR

What is the Right to Information Act, 2005 ? How does it help the consumers ?

[Board Term-II, (Set-11/B1) 2011]

- Ans.** (i) The RTI Act ensures citizens all the information about the functions of government departments.
(ii) By filing an application under RTI Act, a citizen can ask the government department to furnish information.
(iii) **For example**, people make complaints about the lack of civic amenities such as bad roads or poor water and health facilities but no one listens. Now the RTI Act gives them the power to question the respective government department.

Q. 3. "The consumer movement arose out of dissatisfaction of the consumers". Justify the statement with arguments.

[Board Term-II, (Outside Delhi Set-III) 2016]

Ans. "The Consumer movement arose out of dissatisfaction of the consumers":

- (i) As many unfair practices were being indulged in by the sellers.
- (ii) There was no legal system available to the consumers to protect them from exploitation in the market place.
- (iii) In India, the consumer movement such as 'Social Force' originated with the necessity of protecting and promoting the interest of consumers against unethical and unfair trade practices.
- (iv) Rampant food shortage, hoardings, black marketing, adulteration of food and edible oil gave birth to the consumer movement in an organized form in the 1960s. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 4. The consumer movement in India has imparted which values to the consumers ? Explain.

[Board Term-II, 2014]

- Ans.** (i) Awareness of one's rights.
(ii) Responsibility of the consumer.
(iii) Social ethics of morality.

[CBSE Marking Scheme, 2014]

Q. 5. "Consumer awareness is the best way for the protection of consumers." Justify with suitable examples. [Board Term-II, (Set-WVIVSA5) 2015]

- Ans.** (i) Consumer should be well informed about the rights and duties.
(ii) Consumer should buy the commodities with ISI, AGMARK or Hallmark logo.
(iii) Should not hesitate to use the legal rights against unfair trade practices.

Example : Case of Amritha, case of Abirami.

[CBSE Marking Scheme, 2015]

Q. 6. Which values make consumers more conscious and vigilant? Explain.

[Board Term-II, (Set-RKZQI05) 2015]

- Ans.** (i) Awareness of one's rights
(ii) Must read the details given on the goods to be purchased.
(iii) It is the duty of every consumer to complain against the malpractices in the market.
(iv) Social responsibility on the part of the sellers and manufacturers also helps. (Any three)

[CBSE Marking Scheme, 2015]

