



## KENDRIYA VIDYALAYA SANGATHAN HYDERABAD REGION

### QUESTION BANK OF MULTIPLE-CHOICE QUESTIONS 2021-22

CLASS - X

SUBJECT- SOCIAL SCIENCE

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**Class X (2021-22)**  
**Term - 1 Syllabus for Board Examinations**

**Unit 1: India and the Contemporary World**

Chapter- 1. The Rise Of Nationalism In Europe

**Unit 2: Contemporary India - II**

Chapters- 1. Resources and Development

- 3. Water Resources (only map items for board examinations)
- 4. Agriculture

**Unit 3: Democratic Politics - II**

Chapters- 1. Power Sharing

- 2. Federalism

**Unit 4: Economics**

Chapters- 1. Development

- 2. Sectors of the Indian Economy

**LIST OF MAP ITEMS CLASS X (2021-22) TERM - I**

**GEOGRAPHY** (Outline Political Map of India)

**Chapter 1:** Resources and Development

(Identification only) Major soil Types

**Chapter 3:** Water Resources

(Locating and Labelling) Dams: 1. Salal 2. Bhakra Nangal 3. Tehri 4. Rana Pratap Sagar 5. Sardar Sarovar 6. Hirakud 7. Nagarjuna Sagar 8. Tungabhadra

Note: The theoretical aspect of chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.

However, the map items of this chapter as listed above will be evaluated in Board Examination.

**Chapter 4:** Agriculture

(Identification only) a. Major areas of Rice and Wheat b. Largest / Major producer States of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

## CONTENT-

### 1. THE RISE OF NATIONALISM IN EUROPE

MCQ'S (including image based and match the followings)  
Assertion and Reasoning  
Case Study Based Questions

### 2. RESOURCES AND DEVELOPMENT

MCQ'S (including image based, map based and match the followings)  
Assertion and Reasoning  
Case Study Based Questions

### 3. AGRICULTURE

MCQ'S (including image based, map based and match the followings)  
Assertion and Reasoning  
Case Study Based Questions

### 4. WATER (MAP)

Map Based Questions

### 5. POWER SHARING

MCQ'S (including image based and match the followings)  
Assertion and Reasoning  
Case Study Based Questions

### 6. FEDERALISM

MCQ'S (including image based and match the followings)  
Assertion and Reasoning  
Case Study Based Questions

### 7. DEVELOPMENT

MCQ'S (including image based and match the followings)  
Assertion and Reasoning  
Case Study Based Questions

### 8. THE SECTORS OF INDIAN ECONOMY

MCQ'S (including image based and match the followings)  
Assertion and Reasoning  
Case Study Based Questions



# HISTORY

## CHAPTER- THE RISE OF NATIONALISM IN EUROPE

### MULTIPLE CHOICE QUESTIONS(MCQ)

1. “In the initial stages, the French armies were welcomed as harbingers of liberty. But the initial enthusiasm soon turned to hostility”. Identify the reason from the following.
  - A. Increased taxation, censorship, forced conscription into the French armies
  - B. Introduced uniform laws, standardised weights and measures
  - C. Secured equality before the law and the right to property
  - D. Simplified administrative divisions, abolished the feudal system
2. Which one of the following statements is not true of Aristocracy?
  - A. They owned estates in the countryside and also town-houses
  - B. They spoke French for purposes of diplomacy and in high society
  - C. Their families were often connected by ties of marriage
  - D. They often clashed with the ideas of the monarchs
3. Find out from the following, what economic liberalism stood for.
  - (i) Abolition of state-imposed restrictions on the movement of goods and capital
  - (ii) End of autocracy and clerical privileges
  - (iii) Freedom for the individual and equality of all
  - (iv) Freedom of markets
  - A. (i) and (ii) are correct
  - B. (i) and (iii) are correct
  - C. (ii) and (iv) are correct
  - D. (i) and (iv) are correct
4. ----- was the famous English poet, who organised funds and later went to fight in the Greek War of Independence.
  - A. Lord John Milton
  - B. Lord Byron
  - C. Lord Wellington
  - D. Lord Macaulay
5. ----- of 1832 recognised Greece as the independent nation.
  - A. The Treaty of Versailles
  - B. The Congress of Vienna
  - C. The Treaty of Constantinople
  - D. The Treaty of Geneva



6. Arrange the following events related to the Formation of Britain as a nation, in chronological order.
- (i) The Act of Union between England and Scotland
  - (ii) The English parliament, which had seized power from the monarchy
  - (iii) Ireland was forcibly incorporated into the United Kingdom
  - (iv) Catholic revolts against British dominance
- A. iii - i - ii - iv
  - B. i - ii - iii - iv
  - C. iv - i - ii - iii
  - D. ii - i - iv - iii
7. Identify the three wars led by Otto van Bismarck that completed the process of German Unification.
- A. Austria, Denmark and France
  - B. France, Austria and England
  - C. Denmark, France and England
  - D. England, Austria and Denmark
8. The following characteristics of Marianne were drawn from those of Liberty and of the Republic.
- A. The red cap, The broken chain, The oak leaves
  - B. The red cap, The tricolour, The cockade
  - C. The broken chain, The tricolour, The cockade
  - D. The oak leaves, The cockade, The tricolour
9. “The Balkan area became an area of intense conflict”. Find out the reason(s) for conflict.
- (i) Different Slavic nationalities struggled to define their identity and independence
  - (ii) Each Balkan state hoped to gain more territory at the expense of the others
  - (iii) The Balkans also became the scene of big power rivalry
- A. (i) and (ii) are correct
  - B. (i) and (iii) are correct
  - C. All the above are correct
  - D. None of the above
10. The Nation is most often symbolized in which of the following forms?
- A. History and Fiction
  - B. Figures or Images
  - C. Popular Prints
  - D. Folklore and Songs
11. Which of the following did the European Conservatives not believe in?
- A. Traditional Institutions of state policy
  - B. Strengthened monarchy
  - C. A return to a society of pre-revolutionary days
  - D. Preservation of the Church



12. Name the event that mobilised nationalist feelings among the educated elite across Europe.

  - Restoration of Bourbon kings to power.
  - Greek war of independence.
  - The July Revolution.
  - Installation of constitutional monarchy with Louis Philippe at its head.

13. Consider these statements about Romanticism,

  - Romanticism, was cultural movement.
  - Romanticism was a political movement.

Which of the above statement(s) is/are correct?

  - i only
  - ii only
  - Both i and ii
  - Neither i nor ii

14. Consider the following.

  - Johann Gottfried - German philosopher
  - uprising in Brussels - Belgium breaking away from the United Kingdom of the Netherlands.
  - Delacroix - French Romantic painters.
  - Grimm Brothers - Folktales and Nation-building

Which of the above are correctly matched?

- A. 2 and 3 only      B. 1, 2 and 3 only  
C. 2, 3 and 4 only      D. 1, 2, 3 and 4

**15. Match the Column I with column II and select the correct answer.**

<b>Column I</b>	<b>Column II</b>
(i) Victor Emmanuel II	(a) Prussia
(ii) North German confederation	(b) Kingdom of Italy
(iii) Giuseppe Mazzini Empire	(c) Habsburg and Ottoman
(iv) Slav Nationalism	(d) Young Italy

- |    |         |          |           |          |
|----|---------|----------|-----------|----------|
| A) | i - (d) | ii - (b) | iii - (a) | iv - (c) |
| B) | i - (a) | ii - (b) | iii - (c) | iv - (d) |
| C) | i - (c) | ii - (a) | iii - (d) | iv - (b) |
| D) | i - (b) | ii - (a) | iii - (d) | iv - (c) |



### 16. Match the Column I with column II and select the correct answer.

Column I	Column II
(i) Crown Of Oak leaves	(a) Being Freed
(ii) Broken Chains	(b) Heroism
(iii) Olive branch around the sword	(c) Symbol of German empire
(iv) Breastplate with eagle	(d) Willingness to make peace

- A) i - (a)                    ii - (b)                    iii - (c)                    iv - (d)  
B) i - (b)                    ii - (c)                    iii - (d)                    iv - (a)  
C) i - (b)                    ii - (a)                    iii - (d)                    iv - (c)  
D) i - (d)                    ii - (a)                    iii - (b)                    iv - (c)

### 17. Match the Column I with column II and select the correct answer.

Column I	Column II
(i) Absolutist	(a) A vision of a society that is so ideal that it is unlikely to actually exist
(ii) Utopian	(b) A government or system of rule that has no restraints on the power exercised.
(iii) Nation	(c) The culmination of a long past of endeavours, sacrifice and devotion.
(iv) Plebiscite	(d) A direct vote by which all the people of a region are asked to accept or reject a proposal

- A) i - (a)                    ii - (b)                    iii - (c)                    iv - (d)  
B) i - (b)                    ii - (c)                    iii - (d)                    iv - (a)  
C) i - (b)                    ii - (a)                    iii - (c)                    iv - (d)  
D) i - (d)                    ii - (a)                    iii - (b)                    iv - (c)



### 18. Match the Column I with column II and select the correct answer.

<b>Column I</b>	<b>Column II</b>
(i) 1797	(a) Napoleon invades Italy; Napoleonic wars begin.
(ii) 1821	(b) Greek struggle for independence begins.
(iii) 1866-1871	(c) Unification of Germany
(iv) 1905	(d) Slav nationalism gathers force in the Habsburg and Ottoman Empires.

- A) i - (a)      ii - (b)      iii - (c)      iv - (d)  
B) i - (b)      ii - (c)      iii - (d)      iv - (a)  
C) i - (b)      ii - (a)      iii - (d)      iv - (c)  
D) i - (a)      ii - (b)      iii - (c)      iv - (d)

### 19. Match the Column I with column II and select the correct answer.

<b>Column I</b>	<b>Column II</b>
(i) Ethnic	(a) When an abstract idea is expressed through a person or thing
(ii) Allegory	(b) Relates to a common racial, tribal or cultural origin or background that a community identifies with or claims
(iii) Ideology	(c) System of ideas reflecting a particular social and political vision
(iv) Feminist	(d) Awareness of women's rights and interests based on the belief of the social, economic and political equality of the genders.

- A) i - (a)      ii - (b)      iii - (c)      iv - (d)  
B) i - (b)      ii - (c)      iii - (d)      iv - (a)  
C) i - (b)      ii - (a)      iii - (c)      iv - (d)  
D) i - (d)      ii - (a)      iii - (b)      iv - (c)



**20. Match the Column I with column II and select the correct answer.**

<b>Column A</b>	<b>Column B</b>
(i) La patrie	(a) Measuring a unit of cloth in Germany
(ii) Elle	(b) A customs union formed at the initiative of Prussia
(iii) Zollverein	(c) A person who worked on a land owned by another person
(iv) Serf	(d) The fatherland

- A. i – d;    ii – a;    iii – b;    iv – c  
B. i – c;    ii – d;    iii – a;    iv – b  
C. i – a;    ii – b;    iii – c;    iv – d  
D. i – d;    ii – a;    iii – c;    iv - b

**21. Match the Column I with column II and select the correct answer.**

<b>Column A</b>	<b>Column B</b>
(i) French Revolution	(a) Brought the conservative regimes back to power
(ii) Nationalism	(b) Ensured right to property for the privileged class
(iii) Napoleonic Code	(c) Recognised Greece as an independent nation
(iv) The Treaty of Vienna	(d) Transfer of sovereignty from monarch to the French citizens
(v) Treaty of Constantinople	(e) Nationalism is an ideology that emphasizes loyalty, devotion, or allegiance to a nation or nation-state

- A. i – c;    ii – d;    iii – a;    iv – b;    v – e  
B. i – d;    ii – e;    iii – b;    iv – a;    v – c  
C. i – e;    ii – d;    iii – c;    iv – b;    v – a  
D. i – e;    ii – a;    iii – d;    iv – c;    v - b



## 22. Match the Column I with column II and select the correct answer.

<b>Column A</b>	<b>Column B</b>
(i) Absolutism	(a) Emphasises the importance of the traditional institutions of the state and of the society
(ii) Liberalism	(b) A cultural movement which sought to develop a particular form of nationalist movement
(iii) Conservatism	(c) A form of government in which there is concentration of all powers in the in a single hand
(iv) Romanticism	(d) Freedom for the individual and equality of all before the law

- A. i - d; ii - a; iii - b; iv - c  
B. i - b; ii - c; iii - d; iv - a  
C. i - a; ii - c; iii - d; iv - b  
D. i - c; ii - d; iii - a; iv - b

## 23. Match the Column I with column II and select the correct answer.

<b>Column A</b>	<b>Column B</b>
(i) Duke Metternich	(a) A member of the secret society of the Carbonari
(ii) Louis Philippe	(b) The Austrian chancellor who hosted the Congress of Vienna
(iii) Giuseppe Mazzini	(c) The journalist who described the events in a Silesian village
(iv) Wilhelm Wolff	(d) Bourbon King of France

- A. i - d; ii - b; iii - c; iv - a  
B. i - b; ii - a; iii - d; iv - c  
C. i - b; ii - d; iii - a; iv - c  
D. i - a; ii - d; iii - b; iv - c

**24. Match the Column I with column II and select the correct answer.**

<b>Column A</b>	<b>Column B</b>
(i) Bourbon Empire	(a) The empire ruled by the Turkish Muslims
(ii) Habsburg Empire	(b) Prussian empire that included large parts of Western and Northern Germany and Poland
(iii) Ottoman Empire	(c) The empire that consisted of France
(iv) Hohenzollern Empire	(d) The empire that consisted of Austria-Hungary including the Alpine region

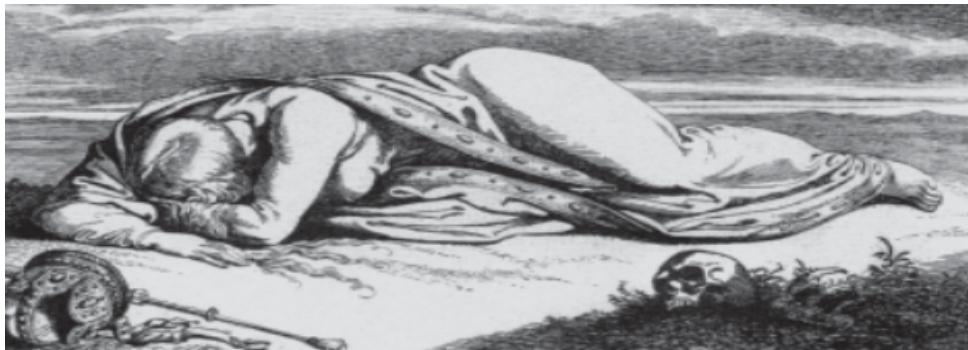
- A. i – c; ii – d;      iii – a;      iv – b  
 B. i – a; ii – b;      iii – d;      iv – c  
 C. i – c; ii – a;      iii – d;      iv – b  
 D. i – a; ii – d;      iii – b;      iv – c

**25. Which of the following aspect best signifies this image?**



- A. A map explaining the sea routes used in 18<sup>th</sup> century by Europeans  
 B. A map celebrating the British Empire.  
 C. A map showcasing the importance of British Empire.  
 D. A map expressing the British ambitions of contouring the world.

26. Choose the correct statement about the image given below.



- A. This image was painted by artist Lorenz Clasen.
- B. This image was painted by artist Julius Hübner
- C. Germania guarding the Rhine was the title of this painting.
- D. Philip Veit, was the artist who have made this painting.

27. Choose the incorrect statement about the image given below.



- A. This image is from English caricature of 1859
- B. In this image Garibaldi helping King Victor Emmanuel II of Sardinia-Piedmont to pull on the boot named 'Italy.'
- C. The artist has portrayed Garibaldi as holding on to the base of the boot.
- D. The artist has portrayed King Victor Emmanuel II of Sardinia-Piedmont, as holding on to the base of the boot

28. Which idea is best expressed in this image?



- A. Nationalism
- B. Romanticism
- C. Revolution
- D. Conservatism

29. Consider these statements about the Image given below

- 1) Title of this caricature is “The Club of Thinkers”.
- 2) The plaque on the left bears the inscription: ‘The most important question of today’s meeting: How long will thinking be allowed to us?’
- 3) This was a caricature of meeting called by liberals.
- 4) This caricature was created in 1820.



**Which of the above statement(s) is/are correct?**

- A. 1 only
- B. 2 only
- C. Both 1 and 2
- D. 1 , 2 And 4

30. Which of the following aspect best signifies this image?



- A. Round table conference at London
- B. Constituent Assembly of India
- C. The Frankfurt Parliament in the church of St. Paul
- D. The Hall of Mirrors of Versailles

31. Which of the following aspect best signifies this image of 'The courier of Rhineland'?



- A. Victories of Napoleon
- B. Difficulties faced by Napoleon
- C. Losses of Napoleon
- D. Journey of Napoleon

32. Study the picture and answer the question that follows:



Which of the following aspects best suits the ‘sword’ in the image?

- A. Heroism
- B. Symbol of Strength
- C. Readiness to Fight
- D. Symbol of freedom

33. The painting “The Dream of worldwide Democratic and Social Republics” was prepared by whom?



- A. Giuseppe Mazzini
- B. Frederic Sorrieu
- C. Henry Patullo
- D. Duke Metternich



34. Identify the figure on the stamp.



- A. Germania  
B. Annie Besant  
C. Marianne  
D. Indira Gandhi

### ANSWERS

Q. NO.	ANS.	Q. NO.	ANS.
1	A	18	D
2	D	19	C
3	D	20	A
4	B	21	B
5	C	22	D
6	D	23	C
7	A	24	A
8	B	25	B
9	C	26	B
10	B	27	D
11	D	28	B
12	B	29	D
13	A	30	C
14	D	31	C
15	D	32	C
16	C	33	B
17	C	34	C



## **ASSERTION AND REASONING**

**DIRECTION:** Mark the option which is most suitable:

- (A) If both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A).**
- (B) If both assertion (A) and reason (R) are true but reason (R) is not the correct explanation of assertion (A).**
- (C) Assertion (A) is true but reason (R) is false.**
- (D) Both assertion (A) and reason (R) are false.**

1. **Assertion (A):** From the very beginning, the French revolutionaries introduced various measures and practices like the idea of la patrie and le citoyen.

**Reason (R) :** This was done in order to create a sense of collective Identity among French people.

2. **Assertion (A):** Giuseppe Mazzini believed that God had intended nations to be the natural units of mankind.

**Reason (R) :** Metternich described him as “the most dangerous enemy of our social order”.

3. **Assertion (A):** The Grimm brothers saw French domination as a threat to German culture.

**Reason (R) :** They believed developing the German language as a part of wider effort to oppose French domination.

4. **Assertion(A):** Culture played an important role in creating the idea of the nation

**Reason (R) :** Weavers in Silesia had led a revolt against contractors who supplied raw materials and gave them orders for finished textiles but drastically reduced their payments.



5. **Assertion (A):** The issue of extending political rights to women was a controversial one within the liberal movement, in which large numbers of women had participated actively over the years.

**Reason (R):** When the Frankfurt parliament convened in the Church of St Paul, women were granted the rights.

6. **Assertion (A) :** Artists in the eighteenth and nineteenth centuries found a way out by personifying a nation.

**Reason (R):** they represented a country as if it were a person.

7. **Assertion (A):** Nationalism, aligned with imperialism, led Europe to disaster in 1914.

**Reason (R):** Many countries in the world which had been colonised by the European powers in the nineteenth century began to oppose imperial domination.

8. **Assertion (A):** The most serious source of nationalist tension in Europe after 1871 was the area called the Balkans

**Reason (R):** A large part of the Balkans was under the control of the Ottoman Empire.

9. **Assertion (A):** There was no British nation prior to the eighteenth century

**Reason (R):** The primary identities of the people who inhabited the British Isles were ethnic ones – such as English, Welsh, Scot or Irish. All of these ethnic groups had their own cultural and political traditions.

10. **Assertion (A):** Like Germany, Italy too had a long history of political fragmentation.

**Reason (R):** During the middle of the nineteenth century, Italy was divided into seven States.

## ANSWERS

<b>1-A</b>	<b>2-B</b>	<b>3-A</b>	<b>4-B</b>	<b>5-C</b>
<b>6-B</b>	<b>7-A</b>	<b>8-B</b>	<b>9-A</b>	<b>10-A</b>



## **CASE STUDY BASED QUESTIONS**

### **1. Read the source given below and answer the questions that follow:**

Artists in the eighteenth and nineteenth centuries found a way out by personifying a nation. In other words, they represented a country as if it were a person. Nations were then portrayed as female figures. The female form that was chosen to personify the nation did not stand for any particular woman in real life; rather it sought to give the abstract idea of the nation a concrete form. That is, the female figure became an allegory of the nation. During the French Revolution artists used the female allegory to portray ideas such as Liberty, Justice and the Republic. These ideals were represented through specific objects or symbols. The attributes of Liberty are the red cap, or the broken chain, while Justice is generally a blindfolded woman carrying a pair of weighing scales. Female allegories were invented by artists in the nineteenth century to represent the nation. In France, she has christened Marianne, a popular Christian name, which underlined the idea of a people's nation. Her characteristics were drawn from those of Liberty and the Republic – the red cap, the tricolour, the cockade. Statues of Marianne were erected in public squares to remind the public of the national symbol of unity and to persuade them to identify with it. Marianne images were marked on coins and stamps. Similarly, Germania became the allegory of the German nation. In visual representations, Germania wears a crown of oak leaves, as the German oak stands for heroism.

### **Answer the following MCQs by choosing the most appropriate option:**

1.1 Why were Female allegories invented by artists?

- A. Representation of heroism.
- B. Representation of Imperialism.
- C. Representation of the modern state.
- D. Representation of the nation.

1.2 Which of the following is an allegory for 'liberty'?

- A. Red Cap
- B. Crown of Oak
- C. Olive Branch
- D. Sword

1.3 What does a blindfolded woman carrying a pair of weighing scales symbolise?

- A. Peace
- B. Equality
- C. Justice
- D. Liberty



1.4 Which of the following is not true with respect to "Allegory"?

- A. It is a symbol representing an abstract idea.
- B. Artist became an allegory of a nation.
- C. It is an idea expressed through a person or a thing.
- D. An allegorical story has two meanings, one literal and one symbolic.

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

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 divisions. They owned estates in the countryside and also town-houses. They spoke French for purposes of diplomacy and in high society. Their families were often connected by ties of marriage. This powerful aristocracy was, however, numerically a small group. The majority of the population was made up of the peasantry. To the west, the bulk of the land was farmed by tenants and small owners, while in Eastern and Central Europe the pattern of landholding was characterised by vast estates which were cultivated by serfs.

**Answer the following MCQs by choosing the most appropriate option:**

2.1 Which was the dominant class on the continent of Europe?

- A. Landed aristocracy
- B. Tenants
- C. Small owners
- D. High class society

2.2 What did the majority of population comprise of?

- A. Tenants
- B. Small owners
- C. Land holders
- D. Peasantry

2.3 The given passage describes the social and political life of this class

- A. serfs and peasants
- B. big land owners
- C. aristocracy and middle class
- D. peasants and small owners

2.4 Aristocratic class used to speak French for the purpose of

- A. diplomacy and high society
- B. farming on a big land
- C. unity among the members
- D. educating regional divisions



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

Economists began to think in terms of the national economy. They talked of how the nation could develop and what economic measures could help forge this nation together. Friedrich List, Professor of Economics at the University of Tübingen in Germany, wrote in 1834: ‘The aim of the zollverein is to bind the Germans economically into a nation. It will strengthen the nation materially as much by protecting its interests externally as by stimulating its internal productivity. It ought to awaken and raise national sentiment through a fusion of individual and provincial interests. The German people have realised that a free economic system is the only means to engender national feeling.’

#### Answer the following MCQs by choosing the most appropriate options:

3.1 State the aim of the Zollverein in Germany.

- A. To divide German regions
- B. To support time consuming calculations
- C. To create confusion in trade
- D. To bind the Germans economically into a nation

3.2 What German people have realised about new economic system?

- A. German people wanted to conquer more regions.
- B. German people realised the importance of closed economy.
- C. German people have realised that a free economic system is the only means to engender national feeling.
- D. German people realised that a free economic system is obstacle to develop nationalism.

3.3 How does a country become stronger?

- A. It will strengthen the nation materially as much by protecting its interests externally as per stimulating its internal productivity.
- B. By conquest
- C. By making alliances
- D. Both (b) and ©

3.4 Who was Friedrich List?

- A. French artist
- B. Professor of Economics at the University of Tübingen in Germany
- C. Philosopher
- D. Painter



#### 4. Read the source given below and answer the questions that follow:

In 1848, Frédéric Sorrieu, a French artist, prepared a series of four prints visualising his dream of a world made up of ‘democratic and social Republics’, as he called them. As you would recall, artists of the time of the French Revolution personified Liberty as a female figure—here you can recognise the torch of Enlightenment she bears in one hand and the Charter of the Rights of Man in the other. On the earth in the foreground of the image lie the shattered remains of the symbols of absolutist institutions. In Sorrieu’s utopian vision, the peoples of the world are grouped as distinct nations, identified through their flags and national costume. Leading the procession, way past the statue of Liberty, are the United States and Switzerland, which by this time were already nation-states. France, identifiable by the revolutionary tricolour, has just reached the statue. The concept and practices of a modern state, in which a centralised power exercised sovereign control over a clearly defined territory, had been developing over a long period of time in Europe. But a nation-state was one in which the majority of its citizens, and not only its rulers, came to develop a sense of common identity and shared history or descent.

**Answer the following MCQs by choosing the most appropriate options:**

4.1 What was the theme of painting made by French artist?

- A. Constitutional Monarchy
- B. Absolute Monarchy
- C. Democratic and Social Republic
- D. True democracy

4.2 The utopian vision of French artist Frédéric Sorrieu was

- A. The peoples of the world are grouped as distinct nations, identified through their flags and national costume.
- B. The concepts and practices of a modern state, in which a centralised power exercised sovereign control over a clearly defined territory.
- C. Leading the procession, way past the statue of Liberty, as the United States and Switzerland, which by this time were already nation-states.
- D. France, identifiable by the revolutionary tricolour, has just reached the statue.

4.3 French Revolution personified Liberty as a female figure, she bears the torch of

Enlightenment in one hand and ..... in the other.

- A. Constitution
- B. Charter of Rights of Man
- C. Charter of Rights of Woman
- D. Bible



4.4 Which of the following pairs represent two nation states?

- A. Spain and Portugal
- B. United States and Switzerland
- C. Britain and Italy
- D. Japan and Turkey

**5. Read the source given below and answer the questions that follow:**

Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism. Conservatives believed that established, traditional institutions of state and society—like the monarchy, the Church, social hierarchies, property and the family—should be preserved. Most conservatives, however, did not propose a return to the society of pre-revolutionary days. Rather, they realised, from the changes initiated by Napoleon, that modernisation could in fact strengthen traditional institutions like the monarchy. It could make state power more effective and strong. A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe.

In 1815, representatives of the European powers—Britain, Russia, Prussia and Austria—who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe. The Congress was hosted by the Austrian Chancellor Duke Metternich. The delegates drew up the Treaty of Vienna of 1815 with the object of undoing most of the changes that had come about in Europe during the Napoleonic wars. The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon. A series of states were set up on the boundaries of France to prevent French expansion in future.

**Answer the following MCQs by choosing the most appropriate options:**

5.1 Which of the following statements correctly describes about European conservative ideology?

- A. Preservation of beliefs introduced by Napoleon.
- B. Preservation of two sects of Christianity.
- C. Preservation of traditionalist beliefs in state and society.
- D. Preservation of socialists' ideology in economic sphere.

5.2 Identify the purpose to convene Vienna of Congress of Vienna in 1815 from the following options.

- A. To declare completion of German unification.
- B. To declare war against France.
- C. To start the process of Italian unification
- D. To restore conservative regime in Europe.



5.3 What did conservatives focus on at the Congress of Vienna? Select the appropriate option.

- A. To establish socialism in Europe.
- B. To re-establish peace and stability in Europe.
- C. To introduce democracy in France.
- D. To set up a new Parliament in Austria.

5.4 How did the Congress of Vienna ensure peace in Europe? Select the appropriate option.

- A. Laying out a balance of power between all the great powers in Europe.
- B. With the restoration of Bourbon Dynasty.
- C. Austria was not given the control of Northern Italy.
- D. By giving power to the German confederation.

## 6. Read the source given below and answer the questions that follow:

Ernst Renan, ‘What is a Nation?’

In a lecture delivered at the University of Sorbonne in 1882, the French philosopher Ernst Renan (1823-92) outlined his understanding of what makes a nation. The lecture was subsequently published as a famous essay entitled ‘Qu'est-ce qu'une nation?’ ('What is a Nation?'). In this essay Renan criticises the notion suggested by others that a nation is formed by a common language, race, religion, or territory:

‘A nation is the culmination of a long past of endeavours, sacrifice and devotion. A heroic past, great men, glory, that is the social capital upon which one bases a national idea. To have common glories in the past, to have a common will in the present, to have performed great deeds together, to wish to perform still more, these are the essential conditions of being a people. A nation is therefore a large-scale solidarity ... Its existence is a daily plebiscite ... A province is its inhabitants; if anyone has the right to be consulted, it is the inhabitant. A nation never has any real interest in annexing or holding on to a country against its will. The existence of nations is a good thing, a necessity even. Their existence is a guarantee of liberty, which would be lost if the world had only one law and only one master.’

### Answer the following MCQs by choosing the most appropriate options:

6.1 A nation is the culmination of a long past of

- A. sacrifice
- B. endeavors
- C. devotion
- D. All of these

6.2 What does a nation guarantee to its citizens?

- A. Happiness
- B. Liberty
- C. Wealth
- D. Health



6.3 Ernst Renan was a ..... philosopher.

- A. British
- B. American
- C. Japanese
- D. French

6.4 What is/are the essential condition/s of being a people?

- A. To have common glories in the past
- B. To have performed great deeds together
- C. To have a common will in the present
- D. All of these

## 7. Read the source given below and answer the questions that follow:

During the 1830s, Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic. He had also formed a secret society called Young Italy for the dissemination of his goals. The failure of revolutionary uprisings both in 1831 and 1848 meant that the mantle now fell on Sardinia-Piedmont under its ruler King Victor Emmanuel II to unify the Italian states through war. In the eyes of the ruling elites of this region, a unified Italy offered them the possibility of economic development and political dominance.

### Answer the following MCQs by choosing the most appropriate options:

7.1 What was the name of the secret society formed by Giuseppe Mazzini?

- A. Giuseppe Mazzini formed a secret society called Young Italy.
- B. Giuseppe Mazzini formed a secret society called Old Italy.
- C. Giuseppe Mazzini formed a secret society called Traditional Italy.
- D. Giuseppe Mazzini formed a secret society called Old France.

7.2 When did Giuseppe Mazzini seek to put together a coherent programme for a unitary Italian Republic ?

- A. During the 1860s, Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic
- B. During the 1730s, Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic
- C. During the 1930s, Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic
- D. During the 1830s, Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic.



### 7.3 Who was the ruler of Sardinia-Piedmont?

- A. King Victor David I was the ruler of Sardinia-Piedmont.
- B. King Victor Davis II was the ruler of Sardinia-Piedmont.
- C. King Victor Emmanuel II was the ruler of Sardinia-Piedmont.
- D. King Victor Emmanuel III was the ruler of Sardinia-Piedmont.

### 7.4 What did a unified Italy offer the ruling elites of this region?

- A. A unified Italy offered them the possibility of underdevelopment and political dominance.
- B. A unified Italy offered them the possibility of economic development and political dominance.
- C. A unified Italy offered them the possibility of underdevelopment and political failure.
- D. A unified Italy offered them the possibility of social breakdown and political failure.

## 8. Read the source given below and answer the questions that follow:

After 1848, nationalism in Europe moved away from its association with democracy and revolution. Nationalist sentiments were often mobilised by conservatives for promoting state power and achieving political domination over Europe. This can be observed in the process by which Germany and Italy came to be unified as nation-states. As you have seen, nationalist feelings were widespread among middle-class German, who in 1848 tried to unite the different regions of the German confederation into a nation-state governed by an elected parliament. This liberal initiative to nation building was, however, repressed by the combined forces of the monarchy and the military, supported by the large landowners (called Junkers) of Prussia. From then on, Prussia took on the leadership of the movement for national unification. Its chief minister, Otto von Bismarck, was the architect of this process carried out with the help of the Prussian army and bureaucracy. Three wars over seven years - with Austria, Denmark and France ended in Prussian victory and completed the - process of unification. In January 1871, the Prussian king, William I, was proclaimed German Emperor in a ceremony held at Versailles.

### Answer the following MCQs by choosing the most appropriate options:

#### 8.1 Who was the architect of the process of national unification?

- A. Poland's chief minister, Otto Don Bismarck
- B. Poland's chief minister, Otto Von Bismarck
- C. Prussia's prime minister, Otto Den Bismarck
- D. Prussia's chief minister, Otto Von Bismarck

#### 8.2 Who was proclaimed as German Emperor?

- A. Davis I was proclaimed as German Emperor.
- B. David I was proclaimed as German Emperor.
- C. William II was proclaimed as German Emperor.
- D. William I was proclaimed as German Emperor.



8.3 When did the middle class German try to unite the different regions of the German confederation into a nation state?

- A. 1838
- B. 1748
- C. 1848
- D. 1948

8.4 How many wars took place in 7 years?

- A. Three
- B. Two
- C. Seven
- D. Four

## 9. Read the source given below and answer the questions that follow:

Like Germany, Italy too had a long history of political fragmentation. Italians were scattered over several dynasty states as well as the multi-national Habsburg Empire. During the middle of the nineteenth century, Italy was divided into seven states, of which only one, Sardinia Piedmont was ruled by an Italian princely house. The north was under Austrian Habsburg's, the centre was ruled by the Pope and the southern regions were under the domination of the Bourbon king of Spain. Even the Italian language had not acquired one common form and still had many regional and local variations.

### Answer the following MCQs by choosing the most appropriate options:

9.1 What could be the reason behind that the Italian language had not acquired one common form and still had many regional and local variations?

- A. Italy never had a long history of political fragmentation. Italians were not scattered over several dynastic states and the Habsburg Empire.
- B. Italy had a long history of political fragmentation. Italians were scattered over several dynastic states and the Habsburg Empire.
- C. Italy never had a long history of political fragmentation. Italians were not scattered over several dynastic states and the French Empire.
- D. Italy had a long history of political fragmentation. Italians were scattered over only two dynastic states and the Dutch Empire.

9.2 When was Italy divided into seven states?

- A. Italy divided into seven states during middle of sixteenth century.
- B. Italy divided into seven states during end of nineteenth century.
- C. Italy divided into seven states during middle of twentieth century.
- D. Italy divided into seven states during middle of nineteenth century.



### 9.3 Who ruled Sardinia Piedmont?

- A. Italian princely house ruled Sardinia Piedmont.
- B. German princely house ruled Sardinia Piedmont.
- C. French princely house ruled Sardinia Piedmont.
- D. Italian army ruled Sardinia Piedmont.

### 9.4 Which part was under Austrian Habsburg?

- A. East was under Austrian Habsburg.
- B. West was under Austrian Habsburg.
- C. South was under Austrian Habsburg.
- D. North was under Austrian Habsburg.

## 10. Read the source given below and answer the questions that follow:

The 1830s were years of great economic hardship in Europe. The first half of the nineteenth century saw an enormous increase in population all over Europe. In most countries there were more seekers of jobs than employment. Population from rural areas migrated to the cities to live in overcrowded slums. Small producers in towns were often faced with stiff competition from imports of cheap machine made goods from England, where industrialisation was more advanced than on the continent. This was especially so in textile production, which was carried out mainly in homes or small workshops and was only partly mechanised. In those regions of Europe where the aristocracy still enjoyed power, peasants struggled under the burden of feudal dues and obligations. The rise of food prices or a year of bad harvest led to widespread pauperism in town and country.

### Answer the following MCQs by choosing the most appropriate options:

#### 10.1 Where was textile production mainly carried out and what was the condition of industrialisation in this industry?

- A. Textile production was carried out mainly in homes or small workshops and was only partly mechanised.
- B. Textile production was carried out mainly in big shopping malls and was only partly mechanised.
- C. Textile production was carried out mainly in big shopping malls and was fully mechanised.
- D. Textile production was carried out mainly in homes or small workshops and was fully mechanised.

#### 10.2 When was the time of great hardship in Europe?

- A. The 1930s were years of great economic hardship in Europe
- B. The 1730s were years of great economic hardship in Europe.
- C. The 1830s were years of great economic hardship in Europe.
- D. The 1630s were years of great economic hardship in Europe.



10.3 What happened in the first half of the nineteenth century?

- A. The first half of the nineteenth century saw an enormous downfall in economy all over Europe.
- B. The first half of the nineteenth century saw an enormous decrease in population all over Europe.
- C. The first half of the nineteenth century saw an enormous increase in population all over Europe.
- D. The first half of the nineteenth century saw an enormous increase in monetary debts all over Europe.

10.4 What led to widespread pauperism in town and country?

- A. The rise of food prices or a year of bad harvest led to widespread pauperism in town and country.
- B. The fall of food prices or a year of good harvest led to widespread pauperism in town and country.
- C. The rise of food prices or a year of good harvest led to widespread pauperism in town and country.
- D. The fall of food prices or a year of bad harvest led to widespread pauperism in town and country.

## ANSWERS

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	<b>D</b>	<b>A</b>	<b>C</b>	<b>B</b>
<b>2</b>	<b>A</b>	<b>D</b>	<b>C</b>	<b>A</b>
<b>3</b>	<b>D</b>	<b>C</b>	<b>A</b>	<b>B</b>
<b>4</b>	<b>C</b>	<b>B</b>	<b>B</b>	<b>C</b>
<b>5</b>	<b>C</b>	<b>D</b>	<b>B</b>	<b>A</b>
<b>6</b>	<b>D</b>	<b>B</b>	<b>D</b>	<b>D</b>
<b>7</b>	<b>A</b>	<b>D</b>	<b>C</b>	<b>B</b>
<b>8</b>	<b>D</b>	<b>D</b>	<b>C</b>	<b>A</b>
<b>9</b>	<b>B</b>	<b>D</b>	<b>A</b>	<b>D</b>
<b>10</b>	<b>A</b>	<b>C</b>	<b>C</b>	<b>A</b>



## **GEOGRAPHY**

### **MULTIPLE CHOICE QUESTIONS**

#### **CHAPTER-RESOURCES AND DEVELOPMENT**

1. Name the piedmont plains where alluvial soils is commonly found in India-

- A) Bangar
- B) Mahanadi plains
- C) Duars, Chos and Terai
- D) None of the above

2. Black soil is commonly found in

- A) Deccan trap region
- B) Kashmir valley
- C) Northern plains
- D) None of the above

3. Laterite soil is very useful for growing

- A) Tea, Coffee and cashew nut
- B) Rice, Wheat and mustard
- C) Pulses, sugar cane and Maze
- D) None of the above

4. Read the following features of a soil and name the related soil

- a) Develops in high rainfall area
- b) intense teaching process takes place
- c) Humus content is low

choose the correct option

- (A) a) Laterite b) Arid c) regur
- (B) a) Regur b) Regur c) regur
- (C) a) Laterite b) Regur c) red and yellow
- (D) a) Laterite b) Laterite c) Laterite



5. The shaded region in the outline map of India represents which soil type.



- A) Laterite soil
- B) Mountain soil
- C) Black soil
- D) Alluvial soil

6. This soil is ranged from red to brown in colour and is generally sandy in texture and saline in nature. Identify the soil



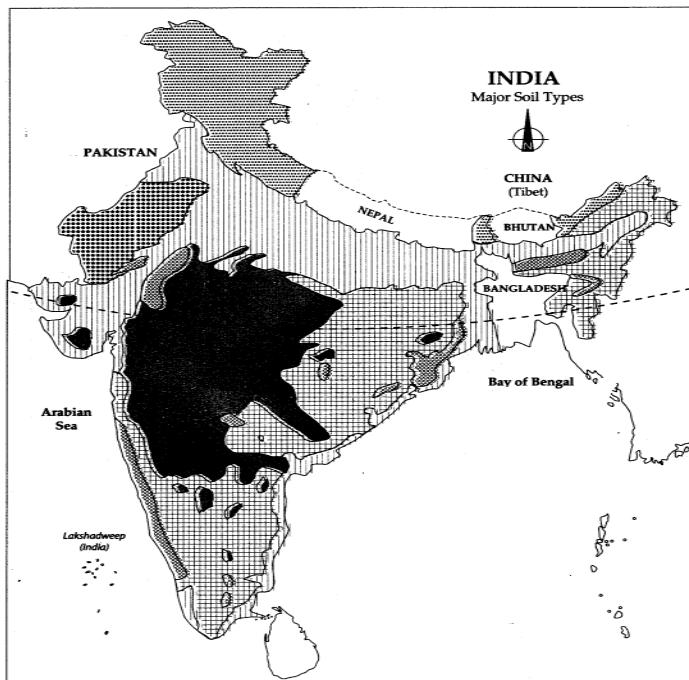
- A) Laterite soil
- B) Arid soil
- C) Black soil
- D) Red and yellow soil

7. This soil is found in the plateaus of Maharashtra, this soil is well known for their capacity to hold moisture and made of extremely fine particles.



- A) Laterite soil
- B) Black soil
- C) Red and yellow soil
- D) Forest soil

8. The area covering states like Uttar Pradesh & Bihar is the \_\_\_\_\_ soil type



- A) Black soil
- B) Alluvial soil
- C) Forest soil
- D) Laterite soil



9. Match List-I with List-II and select the correct answer from the codes given below the lists:

**List 1**

- A. Bewar
- B. Penda
- C. Koman
- D. Kuruwa

A) 3, 4, 2, 1

C) 4, 3, 1, 2

**List 2**

- 1. Odisha
- 2. Jharkhand
- 3. Andhra Pradesh
- 4. Madhya Pradesh

B) 4, 3, 2, 1

D) 3, 4 1 2

10. Match the following:-

<b>Column A</b>	<b>Column B</b>
A.SHELTER BELTS	i) Deep channels
B.Bad land	ii) Planting lines of trees to create shelter
C.Sheet erosion	iii) Land unfit for cultivation
D.Gullies	iv) Water flows as a sheet over large areas

A) A (ii),B (iii),C (iv),D (i)

B) A (iii),B (ii),C (i),D (iv)

C) A (ii),B (i),C (iii),D (iv)

D) A (iii),B (iv),C (i),D (ii)

11. Match the following

Column A	Column B
a) Primitive subsistence farming	i) Labour intensive
b) Commercial farming	ii) An example of commercial farming
c) Intensive subsistence farming	iii) Slash and burn agriculture
d) Plantation Cultivation	iv) High doses of modern inputs

A) A(ii), B (iii), C(iv), D (i)

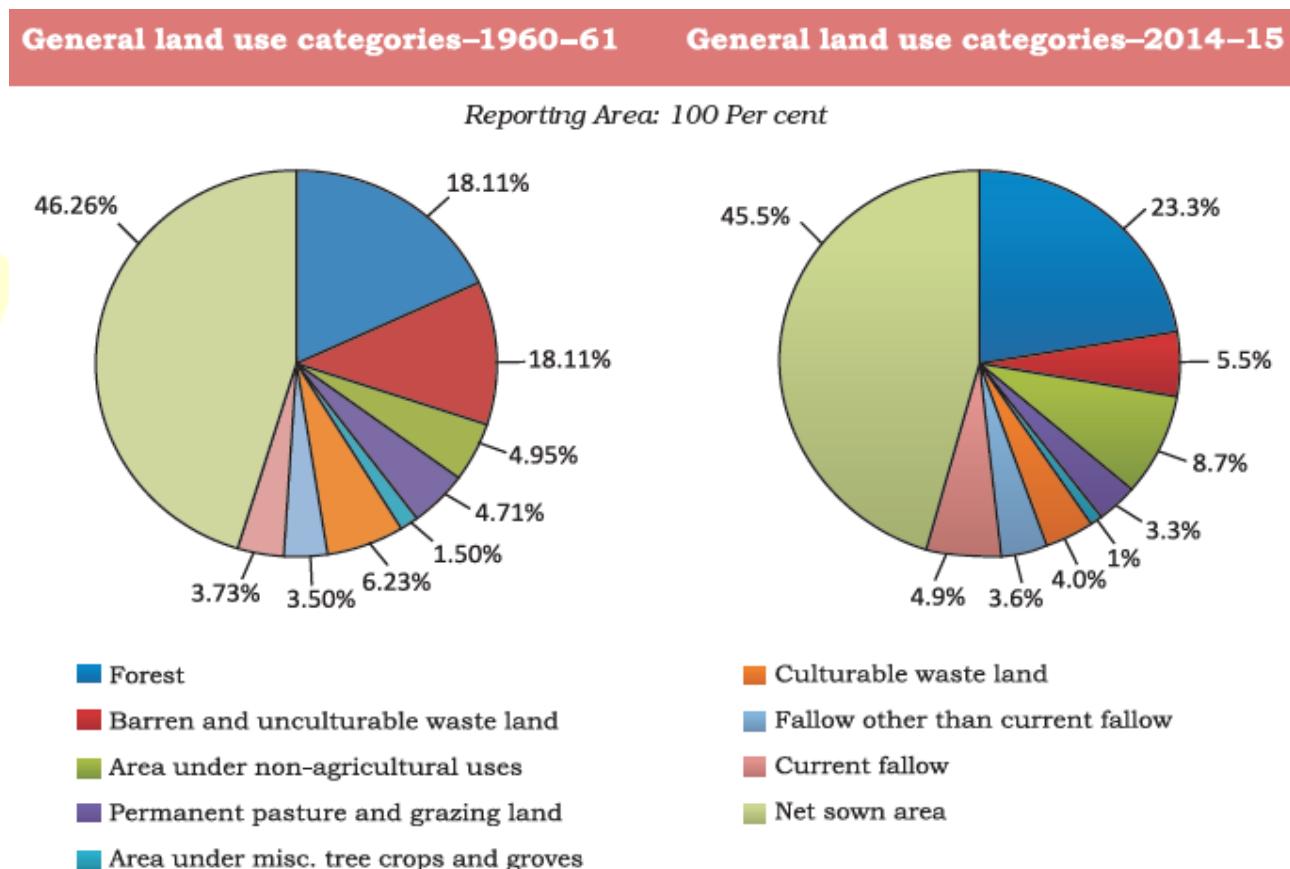
B) A (iii), B(ii), C(i), D(iv)

C) A (ii), B(i), C(iii), D(iv)

D) A (iii), B(iv), C(i), D(ii)



12. Study the following pie diagram and answer the following-



What percentage increase is seen in area under forest in the year 2014-15 from base year 1960-61?

- A) 5.19
- B) 3
- C) 4.1
- D) 5.16

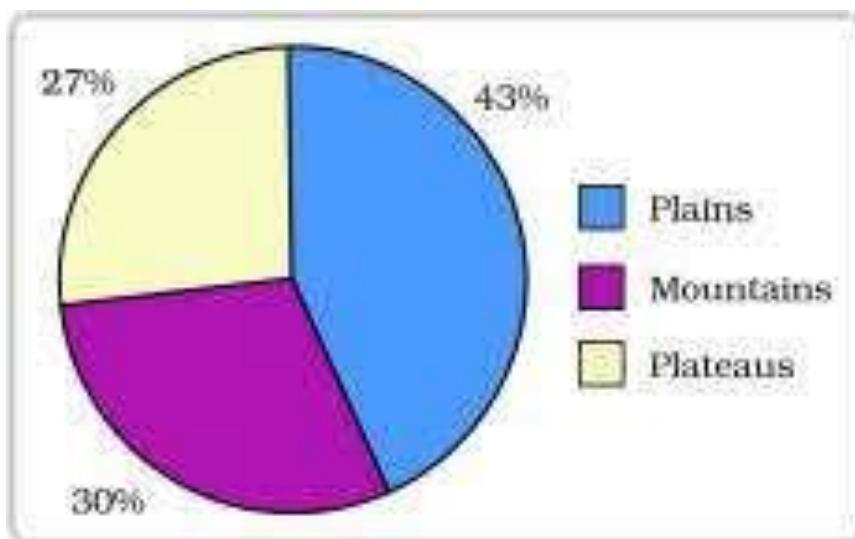
13. What percentage of our land should be under forest according to the National Forest Policy (1952)?

- (A) 33
- (B) 31
- (C) 22
- (D) 30

14. Indiscriminate use of resources has led to global ecological crisis. Which of the following is NOT associated with the statement?

- A) land degradation
- B) Ozone layer maintenance
- C) Environmental pollution
- D) Global warming

15. Interpret the following pie diagram and answer the following question-



What is the significance of 43 percent land under plains?

- A) It provides facilities for agriculture and industry
- B) It provides facilities for tourism
- C) It ensures perennial flow of some river
- D) It possesses rich reserves of minerals, fossil fuels and forests.

16. Which of the following is correctly matched?

A	B
i) Individual Resources:	A) Village commons ,grazing grounds, burial grounds
ii). Community Owned Resources:	B) own plots, houses, cars
iii). National Resources:	C) roads, canals, railways
iv). International Resources	D) open ocean

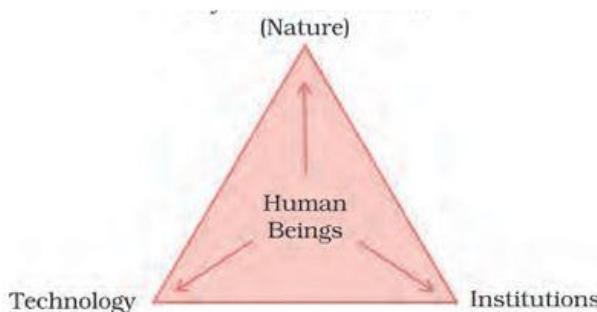
- A) i)-C ,ii) -D, iii)-B, iv)-A
- B) i)-D ,ii) -B, iii)-A, iv)-C
- C) i)-B ,ii) -A, iii)-C, iv)-D
- D) i)-A ,ii) -C, iii)-B, iv)-D

17. Which of the following is NOT correctly matched?

A	B
i)On the basis of origin	A) Flora and fauna
ii) On the basis of exhaustibility	B) renewable and non-renewable
iii) On the basis of ownership	C) individual, community, national and international
iv) On the basis of status of development	D) potential, developed stock and reserves.

- A) Only i-A
- B) Only ii-B
- C) ii-B and iii-C
- D) iii –C and iv-D

18. Observe the following image given below-



**Transformation of things available in our environment involves an interactive relationship between ..... ?**

- A). Nature and technology
- B). Nature, technology and institutions
- C). Nature and institutions
- D). Environment and human beings



19. What can be called a resource?

- A. Human environment
- B. Man Made products
- C. Extracts from environment that are technologically accessible, economically feasible and culturally acceptable
- D. Anything from which a product can be manufactured

20. What are fallow lands?

- A. Land left without cultivation for one or less than one agricultural year
- B. Land under miscellaneous tree crops groves
- C. Land put to non-agricultural uses
- D. Wastelands

21. Area sown more than once in an agricultural year plus net sown area is known as:

- A. Net sown area
- B. Forest area
- C. fallow area
- D. Gross cropped area

22. How can we solve the problems of land degradation?

- A. Afforestation
- B. More agriculture crops
- C. Try to grow plants in mountain areas
- D. Keep away from agriculture land

23. TRUE/ FALSE

Statement 1-Ninety-five per cent of our basic needs for food, shelter and clothing are obtained from land.

Statement 2- Land is an utmost important natural resources supporting vegetation, wild life, human life, etc.

- A. Only Statement 1 is true
- B. Only Statement 2 is true
- C. Both Statement 1 and Statement 2 are true
- D. Both Statement 1 and Statement 2 are false



#### 24. TRUE/ FALSE

Statement 1- Potential resources are the subset of the stock, which can be put into use with the help of existing technical ‘know-how’ but their use has not been started.

Statement 2- Potential resources are a type of natural resource that exist in a region and may be used in the future.

- A. Only Statement 1 is true
- B. Only Statement 2 is true
- C. Statement 1 is true but Statement 2 is false
- D. Statement 2 is true but Statement 1 is false

25. There is enough for everybody's need and not for anybody's greed," who among the following has given the above statement?

- A. Vinoba Bhave
- B. Mahatma Gandhi
- C. Jawaharlal Nehru
- D. Narendra Modi

26. Human beings have indiscriminately used resources which have. This has led to which of the following major problems.

- A) Depletion of resources for satisfying the greed of a few individuals.
- B) Accumulation of resources in few hands, which, divided the society into two segments i.e. haves and have nots
- C) Both A) and B)
- D) None of the above

27. Pick out the cause (from below) that enhances environmental degradation

- A) Planting of trees
- B. check on grazing
- C.Ban on use of plastic bags.
- D. Allowing increase in the level of exhaust fumes emitted by cars, buses, trucks, etc



28. Which of the following statements is/are incorrect?

1. Red soils are red not because of the diffusion of iron.
  2. Black soils can retain moisture for a long time.
  3. Laterite soils is a result of intense leaching owing to heavy rains
- A) 1 only  
B) 2 only  
C) 3 only  
D) All the above

29. Which of the following are correct about mountain soils?

1. Mountain soils are characterised by deposition of organic materials derived from vegetative cover.
  2. They are heterogeneous in nature
  3. They are immature soils
  4. They are clayey
- A) 1 and 2 only  
B) 2, 3 and 4 only  
C) 1, 2, 3 and 4  
D) 1, 2 and 3 only

30. The land left uncultivated for more than 5 agricultural years is referred to as

- A) Current fallow  
B) Fallow  
C) Culturable waste  
D) Permanent pasture

31. In the upper and Middle Ganga plain, two different types of alluvial soils have developed, viz, Khadar and Bhangar. Consider the following statements about these soil types and choose the correct ones.

1. Khadar is the new alluvium while Bhangar represents a system of older alluvium.
2. Khadar soil contains calcareous concretions while Bhangar soil completely lacks it.
3. The sand content in these soil decreases from west to east.



- A) 1, 2 and 3
- B) 1 and 2
- C) 2 and 3
- D) 1 and 3

32. The lower horizon of soil are occupied by Kankar due to increasing \_\_\_\_\_

- A) Magnesium content
- B) Potash and lime
- C) Calcium content
- D) Phosphoric

33. The texture of soil varies according to the mountain environment. They are loamy and silty in valley sides and coarse grained in the upper slopes

Identify the soil?

- A) Red and yellow soil –
- B) Laterite soil
- C) Forest soil
- D) Arid soil

34. RAVINES refers to the \_\_\_\_\_

- A) Bad land created at Godavari valley
- B) Bad land created at Kullu valley
- C) Bad land created at Chambal valley
- D) None of the above



## ANSWERS

Q. NO.	ANS.	Q. NO.	ANS.
1	C)	18	B)
2	A)	19	C)
3	A)	20	A)
4	D)	21	D)
5	D)	22	A)
6	B)	23	C)
7	B)	24	D)
8	B)	25	B)
9	C)	26	C)
10	A)	27	D)
11	D)	28	A)
12	A)	29	D)
13	A)	30	C)
14	B)	31	D)
15	D)	32	C)
16	C)	33	C)
17	A)	34	C)



## CHAPTER- AGRICULTURE

1. Facilities like irrigation,, awareness about modern techniques of agriculture, kisan credit cards, provision of crop insurance, personal accident insurance scheme, special weather bulletins and minimum support price are all a part of \_\_\_\_\_

- (A) Technical and institutional measures
- (B) Input measures
- (C) Physical measures
- (D) Human resources

2. . Complete the following table with correct information with regard to cultivation of Rubber :

Rubber	Type of Crop	Annual rainfall required ( in cm )	Temperature required for its growth ( in degrees ).
	A- ?	200 cm.	B- ?

- (A) A- Food crop ; B- Above 40°C
- (B) A- Non- Food crop; B- Above 25°C
- (C) A- Non- Food crop; B- Above 35°C
- (D) A- Food crop ; B- Above 20°C

3. Match the following items given in column I with those in column II.

Column I	Column II
A. Bajra	1. Black soil.
B. Cotton	2. Old alluvial soil
C. Maize	3. Well drained fertile soil
D. Jute	4. Sandy or Shallow black soil.

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



4. Which of the following crop is not a millet ?

- (A) Jowar
- (B) Maize
- (C) Ragi
- (D) Bajra

5. Complete the following table with correct information with regard to cultivation of Cotton :

Cotton	Cultivation season	Temperature required for its growth ( in degrees ).	Soil in which it grows
	A- ?	High	B - ?

- (A) A- Kharif      B- Black soil
- (B) A- Rabi      B-Black soil
- (C) A -Zaid      B- Alluvial soil
- (D) A-Rabi      B- Alluvial Soil

6. 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- October. In between the rabi and the kharif seasons, there is a short season during the summer months known as the Zaid season. Analyse the information given above and consider one of the following as the correct option:-

- (A) Commercial farming
- (B) Major seasons
- (C) Farming practices
- (D) Cropping pattern

7.

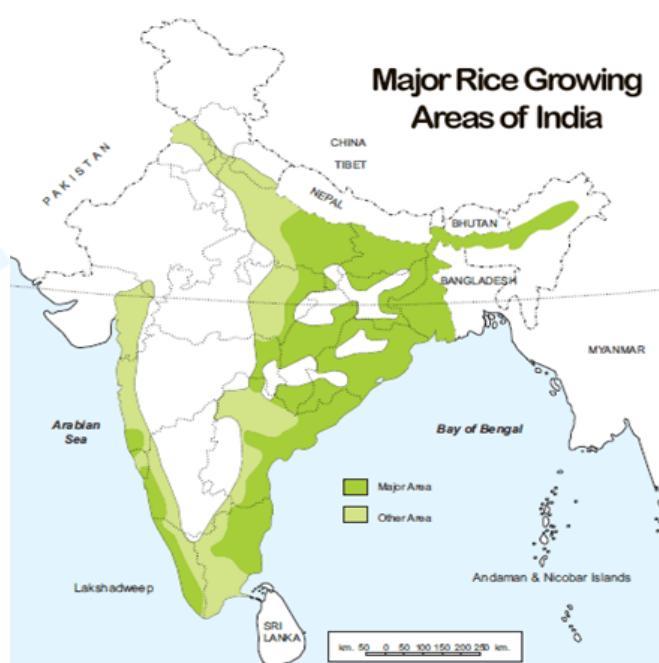


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Name the crop shown in the image.

- A. Wheat
- B. Rice
- C. Maize
- D. Pulses

8.



As per the map given which among the following is a minor area of rice production?

- A.Bihar                      B.Haryana  
C.West Bengal              D.Assam.

9.



The crop in the picture is the main source of

- A.gur  
B.molasses  
C.khandsari  
D.all the above.

10.



What type of agriculture is the picture portraying?

- A.primitive subsistence farming  
B.intensive subsistence farming  
C.commercial farming  
D.slash and burn farming



11. Which one of the statements is incorrect as regards to commercial farming?

- A) crops are grown for sale
- B) Family involved is growing crops
- C) Practiced in large land holdings
- D) Use of higher doses of modern inputs

12. Karnataka is famous for which plantation crops

- A) sugarcane
- B) Tea
- C) jute
- D) coffee

13. Choose the correct option for the riddle-

“I require high doses of biochemical.  
I am practiced in areas of high population.  
I produce good Yield with irrigation facilities.”

- A) Intensive farming
- B) Primitive subsistence farming
- C) Commercial farming
- D) All of the above

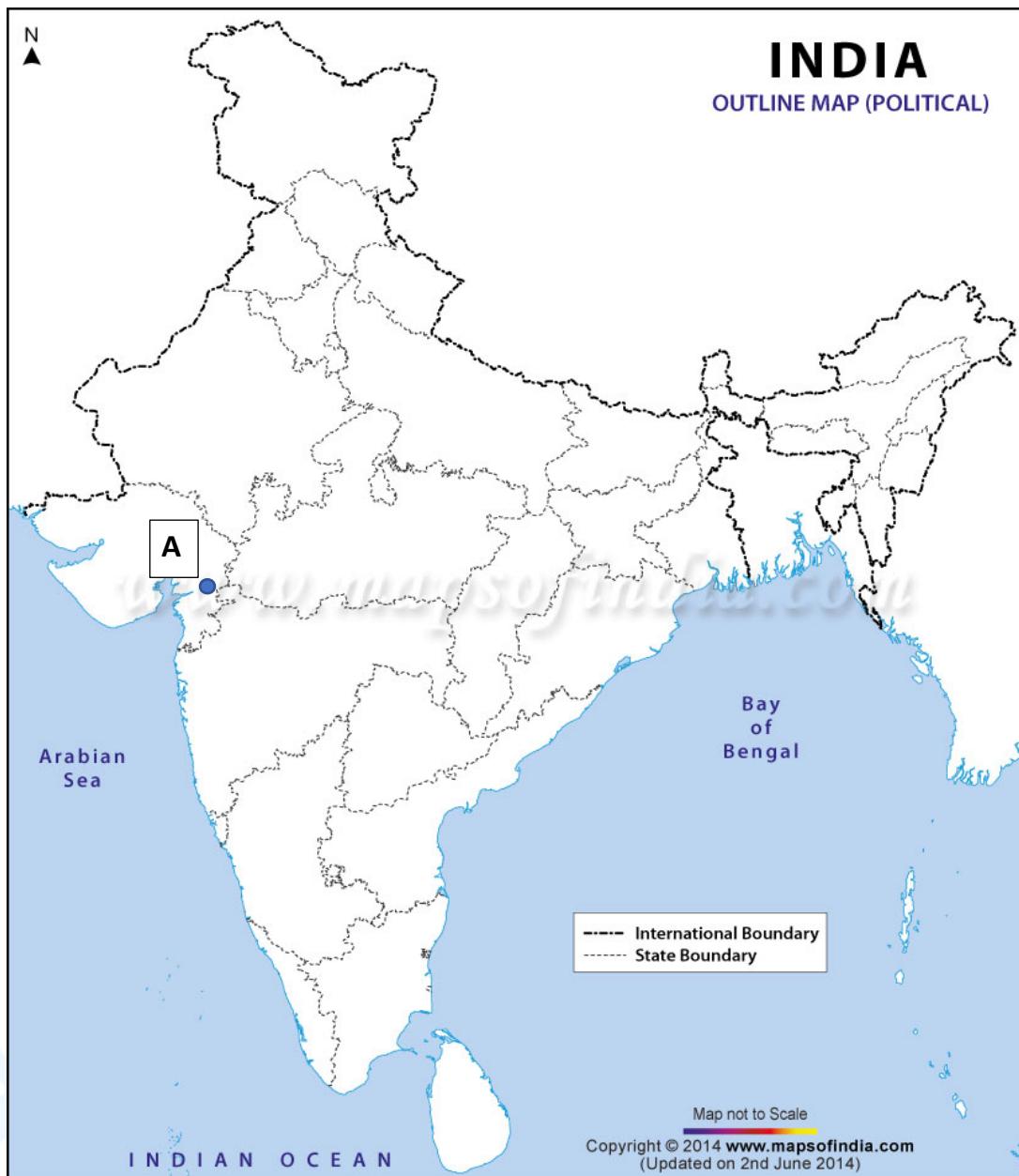
## ANSWERS

Q. NO.	ANS.	Q. NO.	ANS.
1	A)	8	B)
2	B)	9	D)
3	B)	10	C)
4	B)	11	B)
5	A)	12	D)
6	D)	13	A)
7	B)		



## CHAPTER- WATER (only Maps)

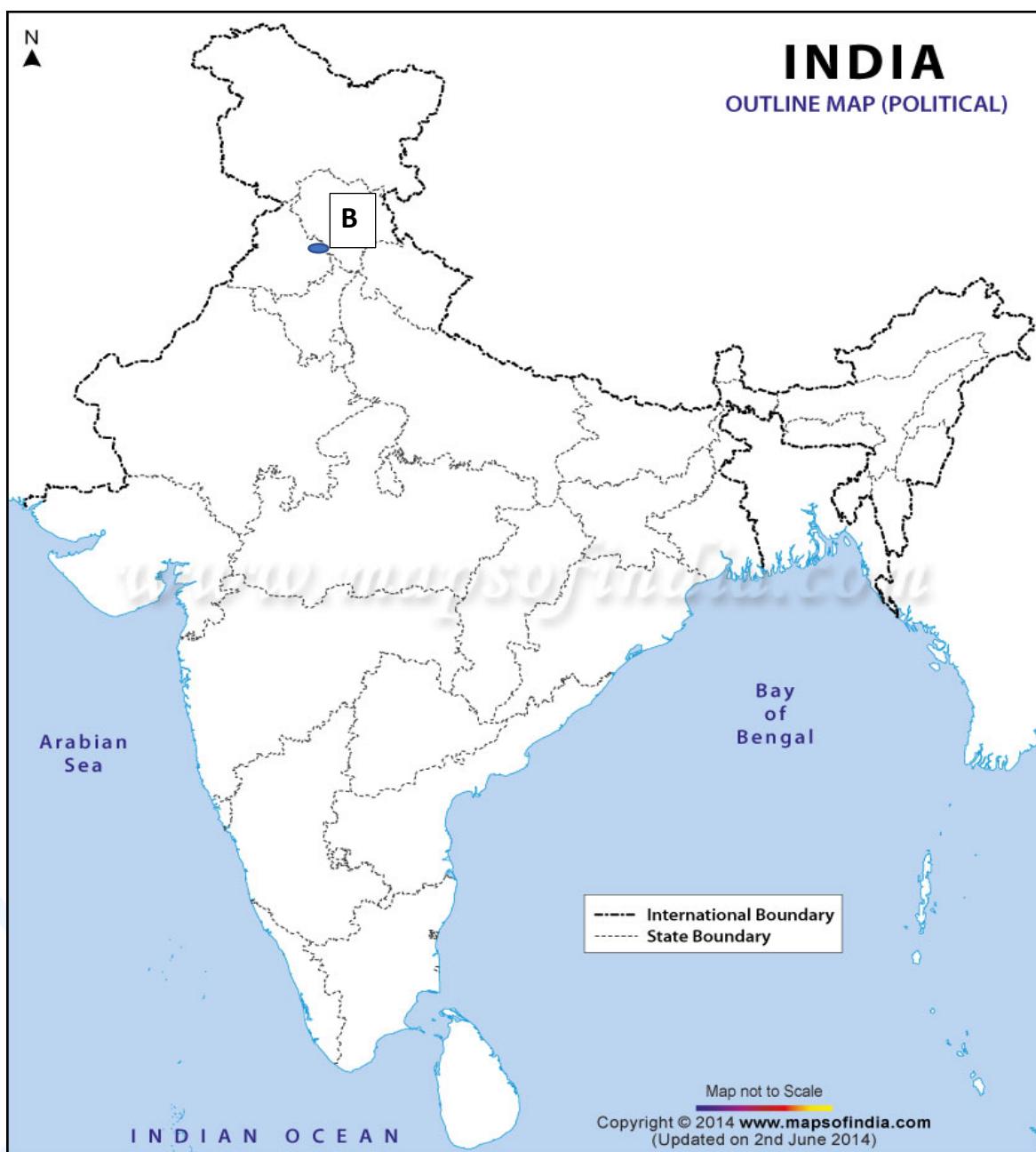
1. The place marked (A) in the map shows a multipurpose project that has become a cause of many new social movements.



- A. Bhakra nangal
- B. Sardar sarovar dam
- C. Hirakud dam
- D. Nagarjuna sagar dam



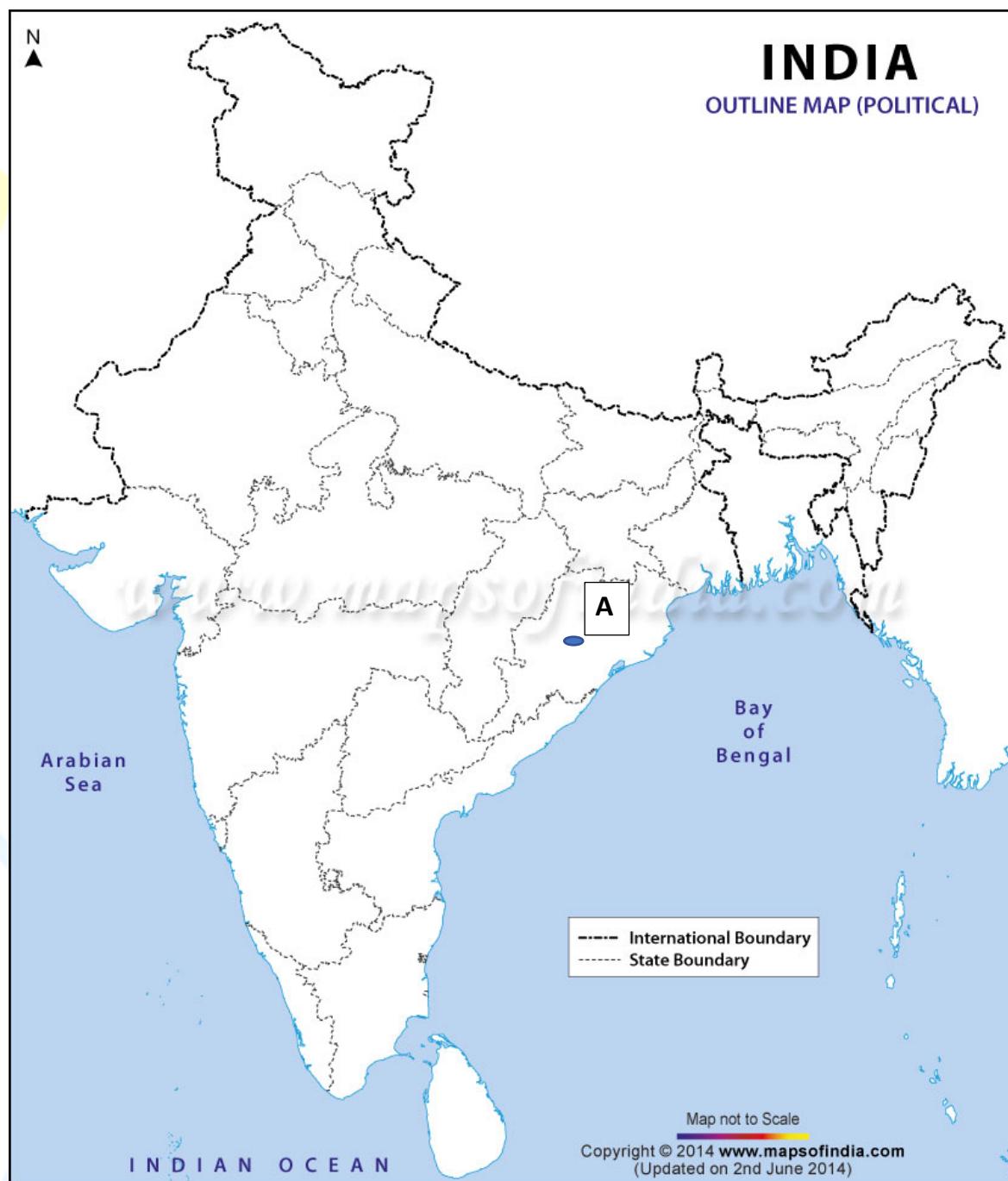
2. B on the given map of India shows the second tallest dam in Asia .Name the river on which it is built from the given options.



- A. Ravi
- B. Beas
- C. Sutlej
- D. Jhelum

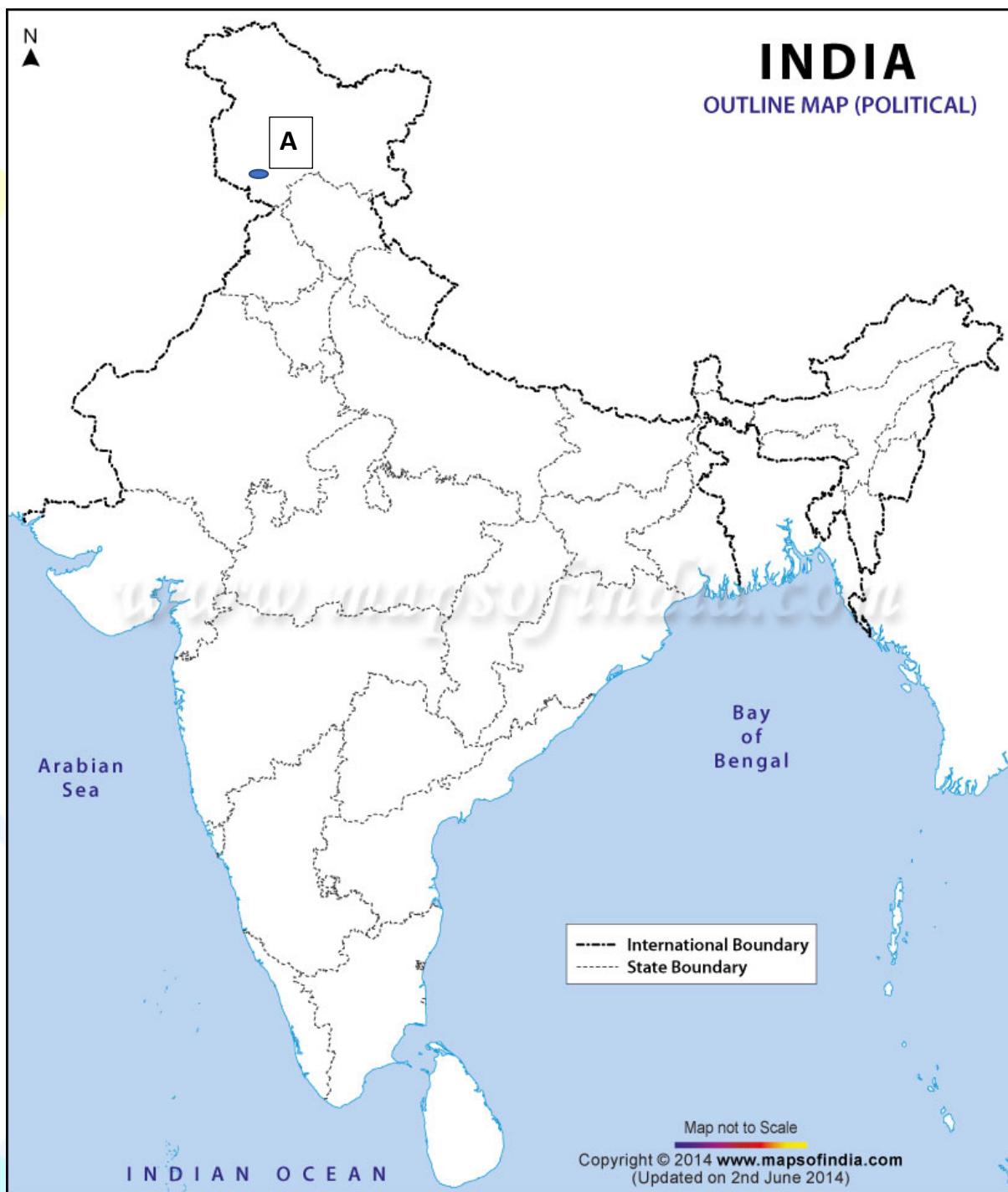


3. If you intend to visit Hirakund dam marked on the map as A, which one of the following states are you going to ?



- A. Tamil Nadu
- B. Rajasthan
- C. Telangana
- D. Odisha

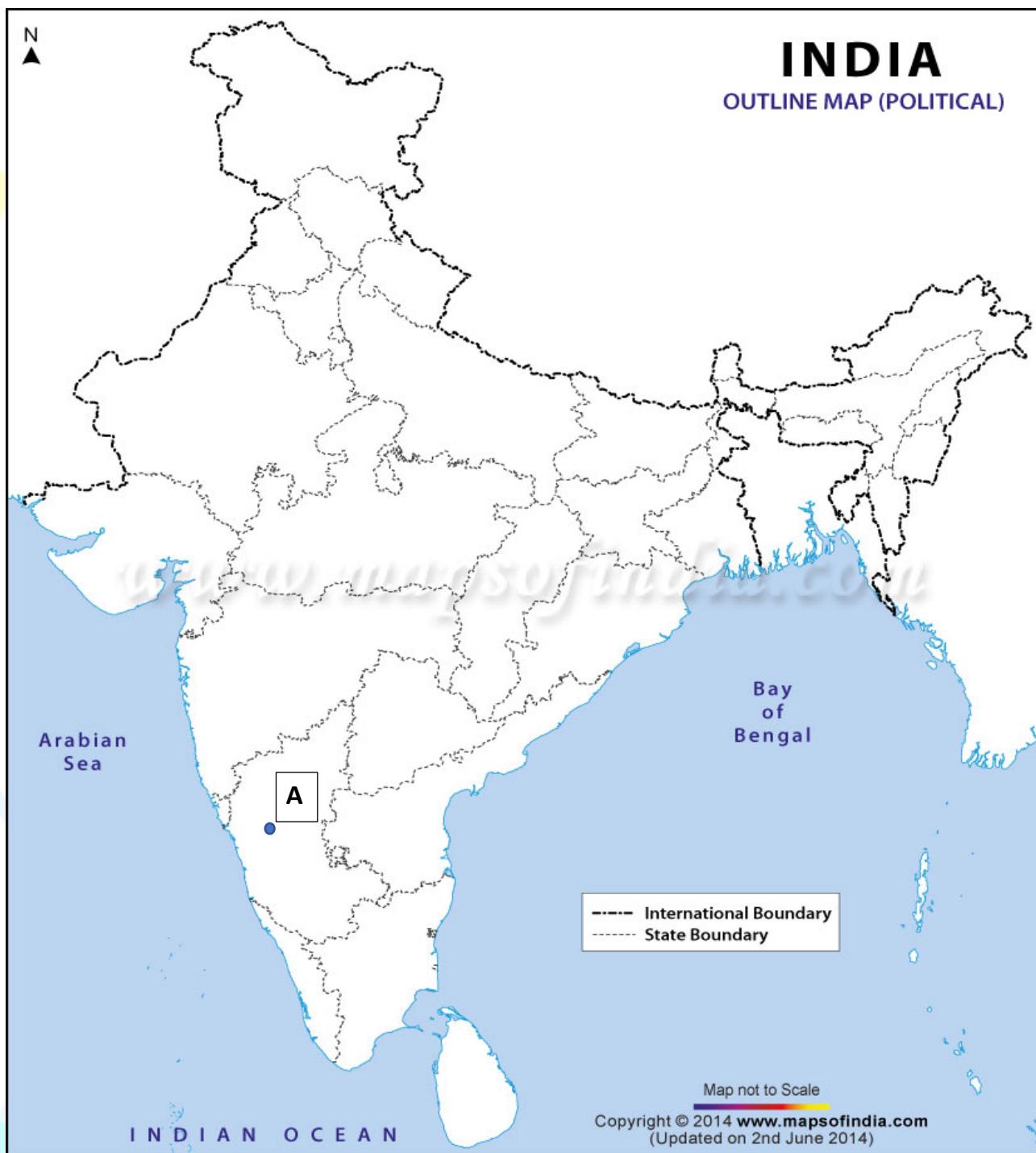
4. Name the Multi purpose project marked as A in the map, built on Chenab river in Jammu and Kashmir.



- A. Rana Pratap sagar
- B. Tehri dam
- C. Salal project
- D. Bhakra Nangal project



5. One of the oldest dams built on a tributary of river Krishna is marked as A . write the name in the blank \_\_\_\_\_.



- A. Nagarjuna sagar
- B. Tungabhadra
- C. Hirakud
- D. Rana Pratap sagar



## ANSWERS

Q. NO.	ANS.
1	B
2	C
3	D
4	C
5	B



## **ASSERTION AND REASONING**

### **CHAPTER- RESOURCES AND DEVELOPMENT**

**DIRECTION:** Mark the option which is most suitable:

- (A) If both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A).**
- (B) If both assertion (A) and reason (R) are true but reason (R) is not the correct explanation of assertion (A).**
- (C) Assertion (A) is true but reason (R) is false.**
- (D) Both assertion (A) and reason (R) are false.**

1 . **ASSERTION (A):** Public parks, picnic spots, playgrounds in urban areas are community owned resources.

**REASON (R) :** They are accessible to all the people living there.

2. **ASSERTION (A):** Land is a resource of utmost importance.

**REASON (R):** Land can be used for various purposes like agriculture and industry.

3. **ASSERTION (A) :** Non renewable resources are classified as continuous and biological resources.

**REASON(R) :** Wind is the example of continuous or flow resource.

4. **ASSERTION (A) :** Agenda 21 was signed in 1992 in Rio de Janeiro

**REASON(R):** Sustainable development focused on utilization of resources.

5. **ASSERTION (A) :** All the resources belong to the nation.

**REASON(R):** International institutions regulate the oceanic resources beyond 200 nautical miles of the Exclusive Economic Zone.



6. **ASSERTION (A)** : Human beings themselves are essential components of resources.

**REASON(R)**: They transform material available in our environment into resources and use them.

7. **ASSERTION (A)**: Biotic Resources are obtained from biosphere and have life such as human beings, flora and fauna.

**REASON(R)**: Abiotic Resources are those things which are composed of non-living things ,for example, rocks, air and metals.

8 . **ASSERTION (A)**: Individual Resources are owned privately by individuals like cars, houses, lands.

**REASON(R)** : Community resources are accessible to all the members of the community like burial grounds, village ponds etc.

9. **ASSERTION (A)**: Resources are not vital for any developmental activity.

**REASON(R)** : Excessive consumption and over utilisation of resources may lead to socio-economic and environmental problems.

10. **ASSERTION (A)**: Rajasthan and Gujarat have enormous potential for the development of wind and solar energy, but so far these have not been developed properly

**REASON(R)** : Materials in the environment which have the potential to satisfy human needs but human beings do not have the appropriate technology to access these, are included among developed resources.

11. **ASSERTION (A)**: Arid soil is found in Rajasthan and West Bengal.

**REASON(R)** : These areas have dry climate and high temperature.

12. **ASSERTION (A)**: Ploughing along the contour lines decelerates the flow of water down the slopes and controls soil erosion.

**REASON (R)** : Soil erosion is the washing away of top layer of soil or denudation of soil cover.



13. **ASSERTION (A):** Alluvial soils are very fertile

**REASON (R) :** Mostly these soils contain adequate proportion of potash, phosphoric acid, and lime

14. **ASSERTION (A):** Arid soil is unsuitable for cultivation .

**REASON(R) :** Arid soil is sandy in texture and saline in nature.

15. **ASSERTION (A):** Terrace cultivation is done in plains.

**REASON(R) :** Running water cuts through the clayey soils and makes deep channels as gullies. The land becomes good for cultivation of crops.

16. **ASSERTION (A):** The black soils are made up of extremely fine ie, clayey material.

**REASON(R) :** They are well known for their capacity to hold moisture.

## **CHAPTER-AGRICULTURE**

17. **ASSERTION (A):** Primitive Subsistence Farming is practised in areas of high population pressure on land

**REASON(R) :** This type of farming depends on monsoon.

18. **ASSERTION (A):** Primitive Subsistence Farming is also called ‘Slash and Burn’ agriculture.

**REASON(R) :** Farmers clear a patch of land for cultivation. When this piece of land loses its fertility, another piece of land is cleared for plantation.

19. **ASSERTION (A):** Land productivity is low in Primitive Subsistence Farming.

**REASON(R) :** It is labour-intensive farming, where high doses of biochemical inputs and irrigation are used

20. **ASSERTION (A):** Commercial Farming uses higher doses of modern inputs.

**REASON(R) :** Commercial Farming is done on a large piece of land



21. **ASSERTION (A):** Primitive Subsistence Farming is practised in very few parts of India

**REASON(R) :** This type of farming mainly depends on monsoon and natural fertility of soil.

22 . **ASSERTION (A):** First staple food crop of India is rice. In areas of less rainfall,it grows well with the help of irrigation.

**REASON(R) :** Our country is the fourth largest producer of rice in the world.

23. **ASSERTION (A):** Pulses are considered as a major source of protein in a vegetarian diet.

**REASON(R) :** Being leguminous crops they help in restoring the soil fertility by fixing nitrogen from the air.

24. **ASSERTION (A):** Tea cultivation is a labour intensive industry.

**REASON(R) :** It requires abundant, cheap and skilled labour to pluck the tender leaves throughout the year.

25. **ASSERTION (A):** Organic farming is much in vogue.

**REASON (R) :** In organic farming crops are grown using high doses of chemical fertilisers and insecticides.

26. **ASSERTION (A):** Pulses are grown in rotation with other crops.

**REASON(R) :** It helps in restoring soil fertility by fixing nitrogen from the air.

27. **ASSERTION (A):** Cotton cannot be grown in Assam.

**REASON(R) :** The crop needs bright sunshine and 210 frost free days for its growth.

28. **ASSERTION (A):** In the 1980s and 1990s a comprehensive land development programme was initiated which included both institutional and technological reforms.

**REASON(R) :** Green revolution was based on the use of package Technology.



## ANSWERS

Q. NO.	ANS.	Q. NO.	ANS.
1	A)	15	D)
2	A)	16	B)
3	D)	17	D)
4	B)	18	A)
5	B)	19	C)
6	A)	20	B)
7	B)	21	A)
8	B)	22	C)
9	D)	23	B)
10	C)	24	A)
11	A)	25	C)
12	B)	26	A)
13	A)	27	A)
14	A)	28	B)



## **CASE STUDY QUESTIONS**

### **CHAPTER- RESOURCES AND DEVELOPMENT**

#### **1 . Read the passage below and answer the questions that follow-**

Some human activities such as deforestation, overgrazing, mining and quarrying too have contributed significantly in land degradation. Mining sites are abandoned after excavation work is complete leaving deep scars and traces of over-burdening. In states like Jharkhand, Chhattisgarh, Madhya Pradesh and Odisha deforestation due to mining have caused severe land degradation. In states like Gujarat, Rajasthan, Madhya Pradesh and Maharashtra overgrazing is one of the main reasons for land degradation. In the states of Punjab, Haryana, western Uttar Pradesh, over irrigation is responsible for land degradation due to water logging leading to increase in salinity and alkalinity in the soil. Mineral processing like grinding of limestone for cement industry and calcite and soapstone for ceramic industry generate huge quantity of dust in the atmosphere. It retards the process of infiltration of water into the soil after it settles down on the land. In recent years, industrial effluents as waste have become a major source of land and water pollution in many parts of the country have contributed significantly in land degradation. There are many ways to solve the problems of land degradation. Afforestation and proper management of grazing can help to some extent. Planting of shelter belts of plants, control on over grazing, stabilisation of sand dunes by growing thorny bushes are some of the methods to check land degradation in arid areas. Proper management of waste lands, control of mining activities, proper discharge and disposal of industrial effluents and wastes after treatment can reduce land and water degradation in industrial and suburban areas.

1.1 . The cause of land degradation has been

- A) deforestation
- B) overgrazing
- C) mining
- D) all of the above

1.2 Deforestation due to mining has caused severe land degradation in which of the following states?

- A) Gujarat, Rajasthan, Madhya Pradesh and Maharashtra
- B) Jharkhand, Chhattisgarh, Madhya Pradesh and Odisha
- C) Kerala , Tamil Nadu, Karnataka and Odisha
- D) Meghalaya, Assam, Arunachal and Nagaland



1.3. In the states of Punjab, Haryana, western Uttar Pradesh, reason for land degradation is

- A) over irrigation
- B) overgrazing
- C) water logging
- D) over mining

1.4 Some of the methods to check land degradation in arid areas are

- A) Proper management of waste lands
- B) control of mining activities
- C) proper discharge and disposal of industrial effluents and wastes after treatment
- D) Planting of shelter belts of plants, control on overgrazing, stabilisation of sand dunes by growing thorny bushes

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

In Rio de Janeiro Earth Summit, In June 1992, more than 100 heads of states met in Rio de Janeiro in Brazil, for the first International Earth Summit. The Summit was convened for addressing urgent problems of environmental protection and socio economic development at the global level. The assembled leaders signed the Declaration on Global Climatic Change and Biological Diversity. The Rio Convention endorsed the global Forest Principles and adopted Agenda 21 for achieving Sustainable Development in the 21st century.

Agenda 21- It is the declaration signed by world leaders in 1992 at the United Nations Conference on Environment and Development (UNCED), which took place at Rio de Janeiro, Brazil. It aims at achieving global sustainable development. It is an agenda to combat environmental damage, poverty, disease through global co-operation on common interests, mutual needs and shared responsibilities. One major objective of the Agenda 21 is that every local government should draw its own local Agenda 21.

2.1 The Earth Summit June 1992 was convened

- A) to address the problem of environmental protection
- B ) to address the problem of socio economic development
- C) to endorse the Global Forest Principles
- D) all of the above



2.2. Significant contribution which was made at the Earth Summit at Rio de Janeiro, Brazil in 1992 was

- A) Sustainable development
- B) Resource conservation
- C) Resource planning
- D) Land degradation

2.3. ----- was adopted for achieving Sustainable Development at the Rio Convention in the 21st century.

- A) Agenda 21
- B) Tackling industrial effluents
- C) The global Forest Principles
- D) Global Climatic Change

2.4 Which one of the following is NOT a part of Agenda 21?

- A) combat environmental damages
- B) Reduce poverty
- C) control on diseases
- D) to fight terrorism

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

The village of Jhabua and the district of Jhabua have shown that it is possible to reverse land degradation. Tree density in Jhabua increased from 13 per hectare in 1976 to 1,272 per hectare in 1992; Regeneration of the environment leads to economic well-being, as a result of greater resource availability improved agriculture and animal care, and consequently increased incomes.

Average annual household income in Jhabua ranged from Rs 10,000-15,000 between 1979 and 1984; people's management is essential for ecological restoration. With people being made the decision-makers by the Madhya Pradesh government, 2.9 million hectares or about 1 per cent of India's land area, are being greened across the state through watershed management.

3.1 The village Sukhomanjiri is located in the state of \_\_\_\_\_

- A. Uttarakhand
- B. Andhra Pradesh
- C. Rajasthan
- D. Madhya Pradesh



3.2 Which one of the following is not helpful to reverse land degradation?

- A. Using high doses of fertilizers.
- B. Practicing crop rotation.
- C. Permaculture
- D. Developing Agro Forestry.

3.3 Benefits of Ecological Restoration .....

- A. Helps to solve challenges of water security
- B. Helps to solve challenges of food.
- C. Helps in securing livelihoods and well being.
- D. All of the above.

3.2 Which one of the following is not part of Watershed management?

- A. Percolation ponds
- B. Canals with cement lining.
- C. Check dams and Gully
- D. Diversion Drains.

#### **4. Read the text given below and answer the questions that follow:**

This is the most widely spread and important Soil. In fact, the entire northern plains are made of alluvial soil. These have been deposited by three important Himalayan river systems— the Indus, the Ganga and the Brahmaputra. These soils also extend in Rajasthan and Gujarat through a narrow corridor Alluvial soil is also found in the eastern coastal plains particularly in the deltas of the Mahanadi, the Godavari, the Krishna and the Kaveri river

4.1).Name the soil which is being described in the above paragraph

- A) Black soil
- B) Alluvial soil
- C) Laterite soil
- D) Forest soil

4.2). The soil mentioned in the para is \_\_\_\_\_

- A) Very dry
- B) Rocky
- C) Very fertile
- D) Red in colour



4.3) This soil is mainly good for cultivation of

- A) Sugar cane
- B) Paddy
- C) Wheat
- D) All of the above

4.4) This soil is found in

- A) Northern coastal plains
- B) Eastern coastal plains
- C) Southern coastal plains
- D) Western coastal plains

### **ANSWERS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Q 1</b>	<b>D</b>	<b>B</b>	<b>A</b>	<b>D</b>
<b>Q 2</b>	<b>D</b>	<b>A</b>	<b>A</b>	<b>D</b>
<b>Q 3</b>	<b>D</b>	<b>A</b>	<b>D</b>	<b>A</b>
<b>Q 4</b>	<b>B</b>	<b>C</b>	<b>B</b>	<b>B</b>



## CHAPTER- AGRICULTURE

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

Sustained uses of land without compatible techno-institutional changes have hindered the pace of agricultural development. Inspite of development of sources of irrigation most of the farmers in large parts of the country still depend upon monsoon and natural fertility in order to carry on their agriculture. For a growing population, this poses a serious challenge. Agriculture which provides livelihood for more than 60 per cent of its population, needs some serious technical and institutional reforms. Thus, collectivisation, consolidation of holdings, cooperation and abolition of zamindari, etc. were given priority to bring about institutional reforms in the country after Independence. ‘Land reform’ was the main focus of our First Five Year Plan. The right of inheritance had already lead to fragmentation of land holdings necessitating consolidation of holdings. The laws of land reforms were enacted but the implementation was lacking or lukewarm. The Government of India embarked upon introducing agricultural reforms to improve Indian agriculture in the 1960s and 1970s. The Green Revolution based on the use of package technology and the White Revolution (Operation Flood) were some of the strategies initiated to improve the lot of Indian agriculture. But, this too led to the concentration of development in few selected areas. Therefore, 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.

1.1 In order to tackle the various problems faced by the Indian agriculture especially the pressure of growing population, various \_\_\_\_\_ and \_\_\_\_\_ reforms have been initiated.

- A. political, institutional
- B. technological, institutional
- C. administrative, judicial
- D. executive, organisational

1.2 Which of the following is associated with Operation flood?

- A. Green revolution
- B. White Revolution
- C. Gene Revolution
- D. Blood less revolution



1.3 What was the main objective of the Green Revolution?

- A. Improvement in the conditions of the farmers
- B. increase in irrigated area.
- C. increase in the agricultural production
- D. mechanisation of farming.

1.4. Which of the following measures is not introduced by the government to improve agriculture.

- A. abolition of zamindari system
- B. consolidation of land holdings
- C. crop insurance
- D. maximum support price.

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

Globalisation is not a new phenomenon. It was there at the time of colonisation. In the nineteenth century when European traders came to India, at that time too, Indian spices were exported to different countries of the world and farmers of south India were encouraged to grow these crops. Till today it is one of the important items of export from India. During the British period cotton belts of India attracted the British and ultimately cotton was exported to Britain as a raw material for their textile industries. Under globalisation, particularly after 1990, the farmers in India have been exposed to new challenges. Despite being an important producer of rice, cotton, rubber, tea, coffee, jute and spices our agricultural products are not able to compete with the developed countries because of the highly subsidised agriculture in those countries. Today, Indian agriculture finds itself at the crossroads. To make agriculture successful and profitable, proper thrust should be given to the improvement of the condition of marginal and small farmers. The green revolution promised much. But today it's under controversies. It is being alleged that it has caused land degradation due to overuse of chemicals, drying aquifers and vanishing biodiversity. The keyword today is "gene revolution", which includes genetic engineering. In fact organic farming is much in vogue today because it is practised without factory made chemicals such as fertilisers and pesticides. Hence, it does not affect environment in a negative manner.

2.1 The given extract throws light on \_\_\_\_\_.

- A. Globalisation and the colonisation in agriculture.
- B. Impact of globalisation on agriculture.
- C. New Economic policy pertaining to agriculture.
- D. none of these.



2.2. Which of the following has been a direct disadvantage of globalisation to the farmer?

- A. increase in global competition with the developed countries.
- B. degradation of land due to the overuse of chemicals.
- C. Increased expenditure on buying HYV seeds.
- D. all the above.

2.3. The method of farming done without using any type of chemical fertiliser, urea, insecticides is known as \_\_\_\_\_.

- A. mixed farming
- B. organic farming
- C. sustainable farming
- D. inorganic farming

2.4. The key word today is “gene revolution” which includes genetic engineering. Which of the following is recognized as genetic engineering?

- A. powerful supplement in inventing insecticides and pesticides
- B. powerful supplement in inventing biological inputs and fertilisers
- C. powerful supplement in inventing new hybrid varieties of seeds
- D. powerful supplement in inventing organic and inorganic farming

### **3. Read the text given below and answer the questions that follow:**

Rabi crops are sown in winter from October to December and harvested in summer from April to June. Some of the important rabi crops are wheat, barley, peas, gram and mustard. Though, these crops are grown in large parts of India, states from the north and North-western parts such as Punjab, Haryana, Himachal Pradesh, Jammu and Kashmir, Uttarakhand and Uttar Pradesh are important for the production of wheat and other rabi crops. Availability of precipitation during winter months due to the western temperate cyclones helps in the success of these crops. However, the success of the green revolution in Punjab, Haryana, western Uttar Pradesh and parts of Rajasthan has also been an important factor in the growth of the above mentioned rabi crops.

Kharif crops are grown with the onset of monsoon in different parts of the country and these are harvested in September-October. Important crops grown during this season are paddy, maize, jowar, bajra, tur (arhar), moong, urad, cotton, Jute, groundnut and soyabean. Some of the most important rice growing regions are Assam, Andhra Pradesh, Telangana, Tamil Nadu, Kerala and Maharashtra, particularly the (Konkan coast) along with Uttar Pradesh and Bihar. Recently paddy has also become an important crop of Punjab and Haryana. In states like Assam, West Bengal and Odisha, three crops of paddy are grown in a year. These are Aus, Aman and Boro.



In between the rabi and the Kharif seasons there is a short season during the summer months known as the Zaid season. Some of the crops produced during ‘Zaid’ are the watermelon, muskmelon, cucumber, vegetables and fodder crops. Sugarcane takes almost a year to grow.

3.1. Read the combination showing the cropping season (Sown)

- X: June – July  
Y: October- December  
Z: Around March
- A. X-Rabi, Y-Kharif, Z-Zaid
  - B. X-Zaid, Y- Rabi, Z-Kharif
  - C. Kharif, Y-Zaid, Z-Rabi
  - D. X-Kharif, Y-Rabi, Z-Zaid

3.2. The three major cropping seasons of India are

- A. Aus, Aman, Boro
- B. Rabi, Kharif, Zaid
- C. Bhadva, Shravan, Vasant
- D. Summer, Winter, Monsoon

3.3. In between the two major seasons Indian farmers take a break during the summer season and grow \_\_\_\_\_ crops.

- A. Kharif
- B. Rabi
- C. zaid
- D. all of the above

3.4. Select the correct match-

Column I	Column II
a. Peas & Mustard	1. Harvested September-October
b. Arhar and Bajra	2. Harvested in April-June
	3. Harvested July - October

- A. a-3, b-1
- B. a-1, b-3
- C. a-2, b-1
- D. a-3, b-2



#### **4. Read the text given below and answer the questions that follow:**

Tea cultivation is an example of plantation agriculture. It is also an important beverage crop introduced in India initially by the British. Today, most of the tea plantations are owned by Indians. The tea plant grows well in tropical and sub-tropical climates endowed with deep and fertile well -drained soil, rich in humus and organic matter. Tea bushes require warm and moist frost -free climate all through the year. Frequent showers evenly distributed over the year ensure continuous growth of tender leaves. Tea is a labour-intensive industry. It requires abundant, cheap and skilled labour. Tea is processed within the tea garden; to restore its freshness. Major tea producing states are Assam, hills of Darjeeling and Jalpaiguri districts. West Bengal, Tamil Nadu and Kerala. Apart from these, Himachal Pradesh, Uttarakhand, Meghalaya, Andhra Pradesh and Tripura are also tea – producing states in the country. In 2017 India was the second largest producer of tea after China.

Indian coffee is known in the world for its good quality. The Arabica variety initially brought from Yemen is produced in the country. This variety is in great demand all over the world. Initially its cultivation was introduced on the Baba Budan Hills and even today its cultivation is confined to the Nilgiris in Karnataka, Kerala and Tamil Nadu.

**4.1.What is common between Tea and Coffee?**

- A.They are Beverages
- B.They are plantation crops
- C.They grow in Hilly regions
- D.All of the above

**4.2.Which of the following conditions can spoil tea crops?**

- A.Frequent rains widespread throughout the year
- B.Clayey soil which has a high-water holding capacity
- C.Deep fertile well -drained soil
- D.Warm, moist and frost-free climate

**4.3. India competes with \_\_\_\_ for its \_\_\_\_ of tea.**

- A.China, consumption
- B.Yemen, production
- C.China, Production
- D.Yemen, consumption

4.4.Taking a hint from the given picture: identify what are these women doing?



- A. Sowing the tea and coffee seeds
- B. Plucking coffee beans
- C. Pruning tea bushes
- D. Plucking tea leaves.

#### 5. Read the text given below and answer the questions that follow:

Sustained uses of land without compatible techno-institutional changes have hindered the pace of agricultural development. In spite of development of sources of irrigation most of the farmers in large parts of the country still depend upon monsoon and natural fertility in order to carry on their agriculture. For a growing population, this poses a serious challenge. Agriculture which provides livelihood for more than 60 per cent of its population, needs some serious technical and institutional reforms. Thus, collectivisation, consolidation of holdings, cooperation and abolition of zamindari, etc. were given priority to bring about institutional reforms in the country after Independence. ‘Land reform’ was the main focus of our First Five Year Plan.

5.1: Institutional reforms are-

- A. Changes brought by State governments to improve agriculture.
- B. Changes brought by Central government to improve agriculture.
- C. Changes brought by both Central and State government from time to time to improve agriculture.
- D. Green Revolution.

5.2 : Grouping of small land holdings into a bigger one is called-

- A. The ceiling on land holdings.
- B. Collectivisation.
- C. Co-operation farming.
- D. Consolidation of land holdings.



5.3 : Which of the following isn't included in the comprehensive land development programme of the 1980s and 1990s ?

- A. kisan credit card
- B. personal accident insurance scheme
- C. Minimum Support Price
- D. Fragmentation of land holdings.

5.4 : Land reform included-

- i. Abolition of Zamindari
- ii. Fragmentation of land holdings
- iii. Irrigation
- iv. Land ceiling

#### OPTIONS-

- A) i and ii
- B) ii and iii
- C) i and iv
- D) iii and iv

#### **6 . Read the text given below and answer the questions that follow:**

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. Some of the important rabi crops are wheat, barley, peas, gram and mustard. Though, these crops are grown in large parts of India, states from the north and north-western parts such as Punjab, Haryana, Himachal Pradesh, Jammu and Kashmir, Uttarakhand and Uttar Pradesh are important for the production of wheat and other rabi crops. Availability of precipitation during winter months due to the western temperate cyclones helps in the success of these crops. Kharif crops are grown with the onset of monsoon in different parts of the country and these are harvested in September-October. Important crops grown during this season are paddy, maize, jowar, bajra, tur (arhar), moong, urad, cotton, jute, groundnut and soyabean. Some of the most important rice-growing regions are Assam, West Bengal, coastal regions of Odisha, Andhra Pradesh, Telangana, Tamil Nadu, Kerala and Maharashtra, particularly the (Konkan coast) along with Uttar Pradesh and Bihar. In between the rabi and the kharif seasons, there is a short season during the summer months known as the Zaid season. Some of the crops produced during ‘zaid’ are watermelon, muskmelon, cucumber, vegetables and fodder crops.



6.1: Availability of \_\_\_\_\_ during winter months due to western temperate cyclones help in the success of the Green Revolution.

- A. Sunshine
- B. Precipitation
- C. Cold climate
- D. Hot climate

6.2: Crops grown during Rabi season are \_\_\_\_\_ and \_\_\_\_\_.

- A. Tea and Coffee
- B. Cotton and Jute
- C. Wheat and Peas
- D. Aus and Aman

6.3 : Kharif crops are harvested in:-

- A. September and October
- B. June and July
- C. April and June
- D. December and January

6.4 : Crops which are grown in states like Assam, Bengal and Odisha during kharif season are –

- A. Rice, Wheat and Maize
- B. Bajra, Rice and Wheat
- C. Aus, Aman and Boro
- D. Pulses, Cotton and Jute

### ANSWERS

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	<b>B</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>2</b>	<b>B</b>	<b>D</b>	<b>B</b>	<b>C</b>
<b>3</b>	<b>D</b>	<b>B</b>	<b>C</b>	<b>C</b>
<b>4</b>	<b>D</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>5</b>	<b>C</b>	<b>D</b>	<b>C</b>	<b>D</b>
<b>6</b>	<b>B</b>	<b>C</b>	<b>A</b>	<b>C</b>



## **POLITICAL SCIENCE**

### **MULTIPLE CHOICE QUESTIONS (MCQ)**

#### **CHAPTER- POWER SHARING**

1. Belgium successfully solved its problem by :-
  - A. Adopting policy of majoritarianism
  - B. Rejecting policy of accommodation
  - C. Respecting the interest of different communities
  - D. All the above
  
2. Which of the following was not a provision of the Act of 1956 passed in Sri Lanka?
  - A. Sinhala was recognised as the only official language
  - B. Buddhism was to be protected by the state
  - C. Provinces autonomy was given to Tamils
  - D. Sinhala's were favoured in government jobs
  
3. Reservation to weaker section and community government are the example of:
  - A. Power sharing between different organs of the government
  - B. Power Sharing among different social group
  - C. Power Sharing among Political parties, pressure groups and movements
  - D. All the above
  
4. Why power sharing between different organs of the government is being referred as the horizontal distribution of power?
  - A. Different organs of the government can exercise unlimited power
  - B. Different Organs of the government are placed at the same level and can check each other
  - C. Different levels of the government can exercise different power.
  - D. Different levels of the government can exercise unlimited power
  
5. Power sharing is desirable because it
  - A. generate awareness among people
  - B. increase percentage of voters
  - C. reduce the possibility of conflicts
  - D. increase pressure on government

6. Look at the given Sri Lanka map and mention the colored region where Sinhala speaking communities lived?



- A. Orange colour region
- B. Yellow colour region
- C. Dark brown colour region
- D. None of the above

7. Look at the given map of Belgium and mention the colour region where french speaking communities lived?



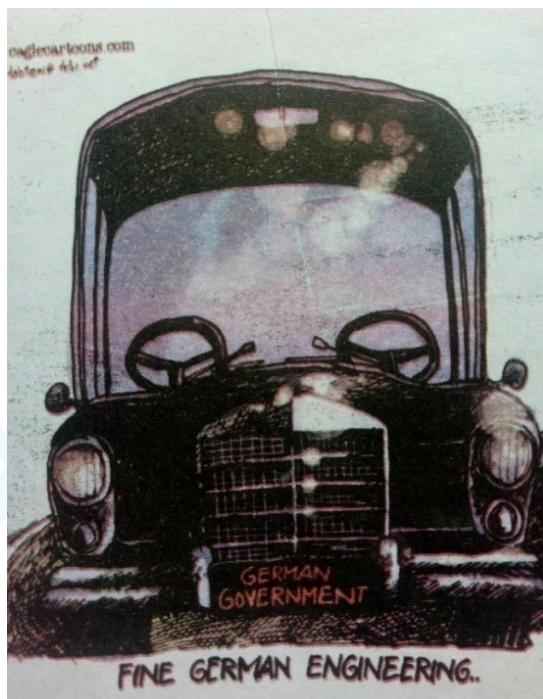
- A. Yellow colour region
- B. Blue colour region
- C. Red colour region
- D. None of the above

8. Look at the above building and name it?



- A. Indian parliament
- B. Sri Lanka parliament
- C. European parliament
- D. None of the above

9. Study the given image. Which of the following options best signifies the above cartoon?



- A. Problems of two party system
- B. A car with two steering
- C. Problems of a coalition government
- D. None of the above



10. Study the given caricature. Which of the following options best signifies this cartoon?



- A. Concentration of power in few hands
- B. Democracy is like a horse-cart
- C. Putin and Bush are good friends
- D. None of the above

11. Match list I with list II and select the correct answer using the codes below in the lists:

	List I	List II
1.	Dutch speaking people in Flemish region	a)40%
2.	French speaking people in Wallonia region	b)18%
3.	Sinhala speakers in Sri Lanka	c)59%
4.	Tamil speakers in Sri Lanka	d)74%

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



12. Match list I with list II and select the correct answer using the codes below in the lists:

	List I	List II
1.	Ethnic	a) Either only one or two level of the government
2.	Majoritarianism	b) A violent conflict between opposing groups within a country
3.	Civil war	c) Belief that the majority community should be able to rule a country
4.	Unitary system	d) A social division based on shared culture

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

13. Match list I with list II and select the correct answer using the codes below in the lists:

	List I	List II
1.	Power sharing	a) Power shared among different levels of the government
2.	Check and balances	b) Reduce the possibility of conflict between social groups
3.	Vertical divisions	c) Example of power sharing among different social groups
4.	Reserved constituencies	d) Power sharing among different organs of the government

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



14. Match list I with list II and select the correct answer using the codes below in the lists:

	List I	List II
1.	Belgium constitution amended	a)1992
2.	Sri Lanka as an Independent nation	b)Between 1970-1993
3.	Sinhala as the only official language	c)1948
4.	Decentralisation	d)1956

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

15. Match list I with list II and select the correct answer using the codes below in the lists:

	List I	List II
1.	Federalism	a)Power shared by different social groups
2.	Coalition government	b)When power is taken away from central & state government and given to local government
3.	Community government	c)is a system of the government in which power is divided between central authority and various constituent units of the country
4.	Decentralisation	d)Power shared by two or more political parties

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



16. .... was started in Sri Lanka due to distrust between the two communities.

- A. First world war
- B. Second world war
- C. Civil war
- D. Belgium war

17. .... has started power struggle demanding separate Eelam in Sri Lanka.

- A. Tamils
- B. Hindu
- C. Sinhala
- D. Muslims

## **CHAPTER- FEDERALISM**

18. When power is taken away from state governments and is given to local government, it is called

- A. Decentralisation
- B. Centralisation
- C. Panchayat Samiti
- D. Federalism

19. Which statement is not true about the Zila Parisad?

- A. All the panchayat samitis or mandals in a district together constitute the zilla (district) parishad.
- B. Most members of the zilla parishad are elected
- C. The members of this representative body are elected by all the panchayat members in that area.
- D. Zilla parishad chairperson is the political head of the zilla parishad.



20. Whose law prevails if there is conflict between the State government and Union government on the subject of concurrent list

- A. The Law made by the state government
- B. The law made by the both state and union government
- C. The laws made by the union government
- D. The laws would be cancelled

21. Which major step towards decentralisation was not taken in 1992.

- A. it is constitutionally mandatory to hold regular elections to local government bodies.
- B. At least 1/3 of all positions are reserved for women.
- C. The State governments are required to share some powers and revenue with local government bodies
- D. 2/3 seats are reserved for Other Backward classes.

22. What makes India a federal country?

- A. The distribution of powers between the union and state governments
- B. The distribution of powers between the two states governments
- C. The distribution of powers between the state and union territory
- D. None of these

23. .... list includes subjects of national importance such as defence of the country, foreign affairs etc.

- A. State list
- B. Union list
- C. Concurrent list
- D. Both A and B



24. Look at the given map of India and identify any three states which have been carved out of bigger states?



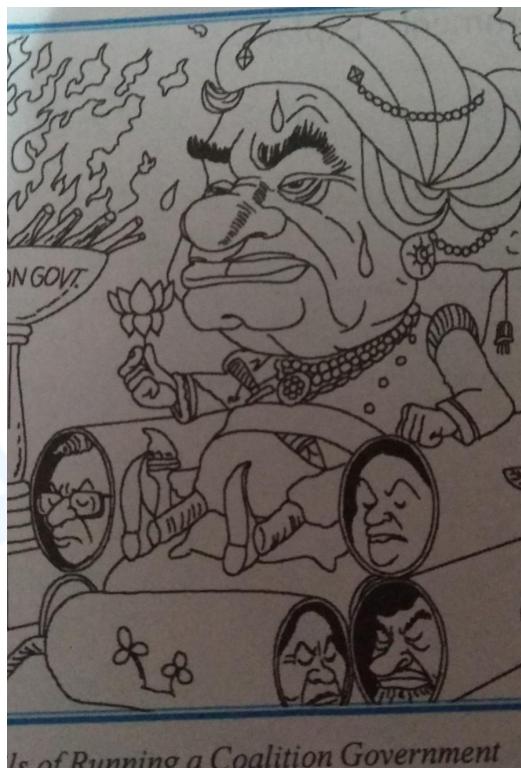
- A. Tamilnadu, Kerala, karnataka
- B. Chhattisgarh, Jharkhand, Uttarakhand
- C. Gujarat, Maharashtra, Karnataka
- D. None of the above

25. Study the given picture and find out which of the following options best signifies this cartoon?



- A. The state representatives are begging before the central government
- B. The central government is undermining the spirit of federalism
- C. A lady is distributing food to the beggars
- D. None of the above

26. Study the given cartoon and find out which one of the following leaders is shown in this cartoon?



- A. Rajiv Gandhi
- B. I.K.Gujral
- C. H.D. Dewe Gowda
- D. A.B.Vajpayee



27. Study the scheduled languages of India given in table below and find out the incorrect answer from the given options:

<b>STATEMENT - 4</b>			
<b>SCHEDULED LANGUAGES IN DESCENDING ORDER OF SPEAKERS' STRENGTH - 2011</b>			
S. No.	Language	Persons who returned the language as their mother tongue	Percentage to total population
1	2	3	4
1	Hindi	52,83,47,193	43.63
2	Bengali	9,72,37,669	8.03
3	Marathi	8,30,26,680	6.86
4	Telugu	8,11,27,740	6.70
5	Tamil	6,90,26,881	5.70
6	Gujarati	5,54,92,554	4.58
7	Urdu	5,07,72,631	4.19
8	Kannada	4,37,06,512	3.61
9	Odia	3,75,21,324	3.10
10	Malayalam	3,48,38,819	2.88
11	Punjabi	3,31,24,726	2.74
12	Assamese	1,53,11,351	1.26
13	Maithili	1,35,83,464	1.12
14	Santali	73,68,192	0.61
15	Kashmiri	67,97,587	0.56
16	Nepali	29,26,168	0.24
17	Sindhi	27,72,264	0.23
18	Dogri	25,96,767	0.21
19	Konkani	22,56,502	0.19
20	Manipuri	17,61,079	0.15
21	Bodo	14,82,929	0.12
22	Sanskrit	24,821	N

- A. Hindi - 43.63 %
- B. Kashmiri - 0.56%
- C. Kannada - 4.61%
- D. Gujarati - 4.58%



28. Study the given map of India and find out the newly formed Union territories in August, 2019.



- A. Delhi and Pudhicherry
- B. Ladakh and Jammu & Kashmir
- C. Lakshadweep and Telangana
- D. Jharkhand and Chattisgarh



29. Match list I with list II and select the correct answer using the codes below in the lists:

	List I	List II
1.	Union of India	a) Prime minister
2.	State	b) Sarpanch
3.	Municipal corporation	c) Governor
4.	Gram Panchayat	d) Mayor

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

30. Match list I with list II and select the correct answer using the codes below in the lists:

	List I	List II
1.	State list	a) Banking
2.	Union List	b) Trade
3.	Concurrent List	c) E-commerce
4.	Residuary subject	d) Forest

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

31. Match list I with list II and select the correct answer using the codes below in the lists:

	List I	List II
1.	Coming together federation	a) Spain
2.	Holding together federation	b) USA
3.	Zilaparishad	c) Urban areas
4.	Municipal corporation	d) District level

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



32. Match list I with list II and select the correct answer using the codes below in the lists:

	List I	List II
1.	Kannada language	a) Jammu and kashmir
2.	Maithili language	b) Meghalaya
3.	Bodo language	c) Jharkhand
4.	Dogri language	d) karnataka

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

33. Match list I with list II and select the correct answer using the codes below in the lists:

	List I	List II
1.	Subjects in state list	a) 52
2.	Subjects in Union List	b) 22
3.	Subjects in concurrent list	c) 61
4.	No of schedule languages	d) 97

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



## ANSWERS

Q. NO.	ANS.	Q. NO.	ANS.
1	C	18	A
2	C	19	C
3	B	20	C
4	B	21	D
5	C	22	A
6	B	23	B
7	C	24	B
8	C	25	B
9	C	26	D
10	A	27	C
11	A	28	B
12	D	29	D
13	C	30	C
14	A	31	B
15	C	32	B
16	C	33	A
17	A	—	—



## **ASSERTION AND REASONING**

### **CHAPTER-POWER SHARING**

**DIRECTION:** Mark the option which is most suitable:

- (A) If both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A).**
- (B) If both assertion (A) and reason (R) are true but reason (R) is not the correct explanation of assertion (A).**
- (C) Assertion (A) is true but reason (R) is false.**
- (D) Both assertion (A) and reason (R) are false.**

1. **Assertion(A):** Power sharing is good for democracy.

**Reason (R):** It helps to reduce the possibility of conflict between the social groups.

2. **Assertion(A):** The Belgian leaders recognized the existence of regional differences and cultural diversities.

**Reason(R):** Between 1970 and 1993 they amended their constitution four times so as to work out an arrangement that would enable everyone to live together within the same country.

3. **Assertion(A):** Horizontal distribution of power allows different organs of the government placed at same level to exercise different powers.

**Reason(R):** The separation ensures that different organs can exercise unlimited power.

4. **Assertion(A):** Sri Lanka emerged as an independent country in 1949.

**Reason(R):** The leaders of the Sinhala community sought to secure dominance over government by virtue of their majority.

5. **Assertion(A):** Community government in Belgium allows to share power among religious and linguistic groups.

**Reason(R):** In India there are legal and constitutional arrangements where by socially weaker sections and women are represented in the legislatures and administration.



## CHAPTER-FEDERALISM

6. **Assertion(A):** Besides Hindi there are 21 other languages recognized as scheduled languages by the constitution.

**Reason(R):** Restructuring the centre state relations is one more way in which federalism has been strengthened in practice.

7. **Assertion(A):** A major step towards decentralization was taken in 1992.

**Reason(R):** The constitution was amended to make the third tier of democracy more powerful and effective.

8. **Assertion(A):** Both the union as well as the state Governments can make laws on the subjects mentioned in concurrent list.

**Reason (R):** According to our constitution the state government has the power to legislate on these residuary subjects.

9. **Assertion(A):** Belgium shifted from a federal form of government to a unitary government.

**Reason(R):** Usually, a federation has two levels of government.

10. **Assertion(A):** When power is taken away from central and state governments and given to local governments it is called decentralisation.

**Reason (R):** At least one third of all positions are reserved for women in local government bodies.

## ANSWERS

1-A	2-A	3-C	4-D	5-B
6-B	7-A	8-C	9-D	10-B



## **CASE STUDY BASED QUESTIONS**

### **CHAPTER-POWER SHARING**

#### **1. Read the passage below and answer the questions that follow-**

Power is shared among different organs of government, such as the legislature, executive and judiciary. Let us call this horizontal distribution of power because it allows different organs of government placed at the same level to exercise different powers. Such a separation ensures that none of the organs can exercise unlimited power. Each organ checks the others. This results in a balance of power among various institutions. Last year we studied that in a democracy, even though ministers and government officials exercise power, they are responsible to the Parliament or State Assemblies. Similarly, although judges are appointed by the executive, they can check the functioning of executive or laws made by the legislatures. This arrangement is called a system of checks and balances.

1.1 Power sharing between different organs of the government is being referred as-

- A) horizontal distribution of power
- B) vertical division of power
- C) Union Government
- D) Community Government

1.2 Power Sharing is between –

- A) legislature, executive and parliament
- B) legislature, executive and judiciary
- C) legislature, high court and judiciary
- D) None of the above

1.3 It allows different organs of government placed at the same level to exercise different powers is known as-

- A) Circular distribution of power
- B) vertical distribution of power
- C) horizontal distribution of power
- D) All of the above

1.4 Judges are appointed by the executive, they can check the functioning of executive or laws made by the legislature known as-

- A) horizontal distribution of power
- B) vertical distribution of power
- C) Checks and balances
- D) All of the above



## 2. Read the passage below and answer the questions that follow-

Power may also be shared among different social groups, such as the religious and linguistic groups. ‘Community government’ in Belgium is a good example of this arrangement. In some countries there are constitutional and legal arrangements whereby socially weaker sections and women are represented in the legislatures and administration. This type of arrangement is meant to give space in the government and administration to diverse social groups who otherwise would feel alienated from the government. This method is used to give minority communities a fair share in power.

### 2.1 Power sharing means-

- A) System of political arrangement in which power is shared between ministers of the government.
- B) System of political arrangement in which power is shared between different organs of the government.
- C) System of political arrangement in which power is shared between different levels of the government.
- D) All of the above

### 2.2 Which one is not a benefit of Power sharing?

- A) Reduces the possibilities of conflicts between social groups
- B) Ensures political stability in the long run
- C) All the political parties get their expected share
- D) It upholds the spirit of democracy

### 2.3 Apart from the Central and State Government, there is a third type of government in Belgium called the

- A) Regional Government
- B) State Government
- C) Union Government
- D) Community Government

### 2.4 Which is not a feature of Community government?

- A) Apart from the Central and the State Government, this is a third type of government
- B) It is elected by the people belonging to one community that is Dutch, French, German speaking
- C) It is mainly based on cooperation and tolerance
- D) It does not have the power regarding cultural, educational and language related issues



### 3. Read the passage below and answer the questions that follow-

Sri Lanka emerged as an independent country in 1948. The leaders of the Sinhala community sought to secured dominance over government by virtue of their majority. As a result, the democratically elected government adopted a series of MAJORITARIAN measures to establish Sinhala supremacy. In 1956, an Act was passed to recognize Sinhala as the only official language, thus disregarding Tamil. The governments followed preferential policies that favoured Sinhala applicants for university positions and government jobs. A new constitution stipulated that the state shall protect and foster Buddhism.

3.1 In which country Majoritarianism is followed?

- A) Sri Lanka
- B) India
- C) Belgium
- D) None of the above

3.2 Most of the Sinhala speaking people in Sri Lanka are-

- A) Hindu
- B) Buddhist
- C) Telugu
- D) Christian

3.3 Name the most vibrant minority social group in Sri Lanka?

- A) Sinhala
- B) Buddhist
- C) Tamil
- D) Christian

3.4 Which of the following are the ethnic communities of Sri Lanka?

- A) Indian Tamils and Sri Lankan Tamils
- B) Tamils, Buddhists, Hindus
- C) Indian Tamils, Sri Lankan Tamils and Buddhists
- D) Sinhala speakers, Sri Lankan Tamils and Indian Tamils



#### 4. Read the passage below and answer the questions that follow-

Government measures, coming one after the other, gradually increased the feeling of alienation among the Sri Lankan Tamils. They felt that none of the major political parties led by the Buddhist Sinhala leaders were sensitive to their language and culture. They felt that the constitution between the Sinhala and Tamil communities strained over time. The Sri Lankan Tamils launched parties and struggles for the recognition of Tamil as an official language, for regional autonomy and equality of opportunity in securing education and jobs. But their demand for more autonomy to provinces populated by the Tamils was repeatedly denied. By 1980s several political organisations were formed demanding an independent Tamil Eelam (state) in northern and eastern parts of Sri Lanka. The distrust between the two communities turned into widespread conflict. It soon turned into a CIVIL WAR. As a result thousands of people of both the communities have been killed. Many families were forced to leave the country as refugees and many more lost their livelihoods.

##### 4.1 What is not the geographical location of Sri Lanka as compared to India?

- A) Sri Lanka is an island nation.
- B) It is about 20kms from Rameshwaram, the Southern coast of Tamil Nadu
- C) It lies in the Indian Ocean.
- D) None of the above.

##### 4.2 What happened when demand of Tamils, for more autonomy , repeatedly denied by the government?

- A) It soon turned into a Civil war. Thousands of people of both the communities have been killed.
- B) Many became refugees.
- C) It improved the social , cultural and economic life of the country.
- D) Both (A) and (B)

##### 4.3 Which of the following was not a provision of the Act of 1956 passed in Sri Lanka?

- A) It recognises Sinhala as the only official language
- B) The government followed preferential policies that favoured Sinhala applicants.
- C) A new constitution stipulated that the state should protect and foster Buddhism.
- D) Provincial autonomy was given to Tamils.

##### 4.4 The Sri Lankan Tamils launched parties and struggles for

- A) For regional autonomy
- B) Equality of opportunity in securing education and jobs.
- C) The recognition of Tamils as an official language.
- D) All of the above



## 5. Read the passage below and answer the questions that follow-

The Belgian leaders took a different path. They recognised the existence of regional differences and cultural diversities. Between 1970 and 1993, they amended their constitution four times so as to work out an arrangement that would enable everyone to live together within the same country. The arrangement they worked out is different from any other country and is very innovative. Apart from the Central and the State Government, there is a third kind of government. This ‘community government’ is elected by people belonging to one language community – Dutch, French and German-speaking – no matter where they live. This government has the power regarding cultural, educational and language-related issues. It is very complicated, even for people living in Belgium. But these arrangements have worked well so far. They helped to avoid civic strife between the two major communities and a possible division of the country on linguistic lines. When many countries of Europe came together to form the European Union, Brussels was chosen as its headquarters.

5.1 What was chosen as the headquarters of the European Union?

- A) Brussels
- B) Zurich
- C) Swiden
- D) France

5.2 Who elects the community government in Belgium?

- A) People belonging to one language community only
- B) By the leader of Belgium.
- C) The citizens of the whole country.
- D) The community leaders of the Belgium.

5.3 The community Government signifies:

- A) The powers of the government regarding community development.
- B) The powers of the government regarding law making for the community.
- C) The powers of the government regarding cultural, educational and language related issues.
- D) The government enjoys privileges to safeguard the interest of a particular community.

5.4 How many times the constitution of Belgium was amended?

- A) two times
- B) three times
- C) four times
- D) five times



## **CHAPTER- FEDERALISM**

### **6. Read the passage below and answer the questions that follow-**

The creation of linguistic States was the first and a major test for democratic politics in our country. Many old States have vanished and many new States have been created. Areas, boundaries and names of the States have been changed. In 1947, the boundaries of several old States of India were changed in order to create new States. This was done to ensure that people who spoke the same language lived in the same State. Some States were created not on the basis of language but to recognise differences based on culture, ethnicity or geography. These include States like Nagaland, Uttarakhand and Jharkhand. When the demand for the formation of States on the basis of language was raised, some national leaders feared that it would lead to the disintegration of the country. The Central Government resisted linguistic States for some time. But the experience has shown that the formation of linguistic States has actually made the country, more united. It has also made administration easier.

6.1 Select the two bases on which new states of India have been created

- (A) Religion and geography
- (B) Language and regional culture
- (C) Culture and religion
- (D) Language and community

6.2 Which state of India was first formed on the bases of language?

- (A) Karnataka
- (B) Tamil Nadu
- (C) Andhra Pradesh
- (D) Telangana

6.3 Here are four reactions to the language policy followed in India. Which are true in the case of India?

- (A) Language based states have divided us by making everyone conscious of their language.
- (B) The policy of accommodation has strengthened national unity.
- (C) The language policy has only helped to consolidate the dominance of English over all other languages.
- (D) It lead to the disintegration of the country



6.4 Which was the first test for democratic politics in our Country?

- (A) Caste problem
- (B) Language problem
- (C) Problems related to union territories
- (D) Creation of linguistic state

## 7. Read the passage below and answer the questions that follow-

The need for decentralisation was recognised in our Constitution. Since then, there have been several attempts to decentralise power to the level of villages and towns. Panchayat in villages and municipalities in urban areas were set up in all the States. But these were directly under the control of state governments. Elections to these local governments were not held regularly. Local governments did not have any powers or resources of their own. Thus, there was very little decentralisation in effective terms.

A major step towards decentralisation was taken in 1992. The Constitution was amended to make the third-tier of democracy more powerful and effective. Now it is constitutionally mandatory to hold regular elections to local government bodies. Seats are reserved in the elected bodies and the executive heads of these institutions for the Scheduled Castes, Scheduled Tribes and Other Backward Classes. At least one-third of all positions are reserved for women. An independent institution called the 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.

7.1 What is the basic idea behind decentralization?

- (A) There are a large number of problems and issues which are best settled at the local level.
- (B) Besides, at the local level it is possible for the people to directly participate in decision making. This helps to inculcate a habit of democratic participation
- (C) Local government is the best way to realise one important principle of democracy, namely local self-government.
- (D) All the above

7.2 Consider the following statements on the practice of federalism in India. Identify those which hold true for decentralisation after 1992.

- (A) B and C
- (B) A and C
- (C) A and D
- (D) B and D



7.3 In local self-government institutions at least one-third of all positions are reserved for?

- (A) Men
- (B) Women
- (C) Scheduled caste
- (D) Scheduled tribe

7.4 Which of these is incorrect, based on the Constitutional Amendment, 1992?

- (A) One-fourth of positions are reserved for women.
- (B) Regular elections should be held to the local government bodies.
- (C) Seats are reserved for SCs, STs and OBCs.
- (D) State Election Commission looks after these elections

## **8. Read the passage below and answer the questions that follow-**

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. This is a council consisting of several ward members, often called panch, and a president or sarpanch. They are directly elected by all the adult population living in that ward or village. It is the decision-making body for the entire village. The panchayat works under the overall supervision of the gram sabha. All the voters in the village are its members. It has to meet at least twice or thrice in a year to approve the annual budget of the gram panchayat and to review the performance of the gram panchayat.

The local government structure goes right up to the district level. A few gram panchayats are grouped together to form what is usually called a panchayat samiti or block or mandal. The members of this representative body are elected by all the panchayat members in that area. All the panchayat samitis or mandals in a district together constitute the zilla parishad. Most members of the zilla parishad are elected. Members of the Lok Sabha and MLAs of that district and some other officials of other district level bodies are also its members. Zilla parishad chairperson is the political head of the zilla parishad.

8.1 What is the third tier of government in India known as?

- (A) Village Panchayat
- (B) State government
- (C) Local self-government
- (D) Zila Parishad



### 8.2 Which statement is true about Panchayati Raj?

- (A) The Panchayat samiti and Zila Parishad should be constituted with directly elected member
- (B) Minimum age should be 18 year to contest the election at the panchayat level
- (C) For the financial review of Panchayats, the state finance commission is established
- (D) Election of Panchayati Raj institution is conducted under the guidance of the State Election Commission

### 8.3 Which government works at district level?

- (A) Panchayat Samiti
- (B) Zila Parishad
- (C) village Panchayat
- (D) Gram Panchayat

### 8.4 What was the main purpose behind bringing the Panchayati Raj system in India?

- (A) To Prevent Criminalization of Politics
- (B) Decentralization of the political power to the general public
- (C ) To reduce election Expences
- (B) Development of Villages

## 9. Read the passage below and answer the questions that follow-

The Constitution clearly provided a threefold distribution of legislative powers between the Union Government and the State Governments. Thus, it contains three lists: Union List includes subjects of national importance such as defence of the country, foreign affairs, banking, communications and currency. They are included in this list because we need a uniform policy on these matters throughout the country. Union List includes subjects of national importance such as defence of the country, foreign affairs, banking, communications and currency. They are included in this list because we need a uniform policy on these matters throughout the country. The Union Government alone can make laws relating to the subjects mentioned in the Union List. I State List contains subjects of State and local importance such as police, trade, commerce, agriculture and irrigation. The State Governments alone can make law relating to the subject mentioned in the state list. 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 laws on these subjects. If the laws conflict with each other the law made by the union government will prevail.



9.1 Both the union and the state government can make laws on the subjects mentioned in the:

- (A) Union list
- (B) State list
- (C) Concurrent list
- (D) None of the above

9.2 Which of the following is not a subject of the Union List?

- (A) Foreign affairs
- (B) Currency
- (C) Banking
- (D) Law and order

9.3 Which one of the following subjects is included in the concurrent list?

- (A) Banking
- (B) Trade
- (C) Police
- (D) Education

9.4 What makes India a federal country?

- (A) As per the Indian constitution, the nation follows a three-fold distribution of legislative powers
- (B) The distribution of powers between the union and state governments
- (C) there are three lists divided between the centre and state governments
- (D) all the above

## 10. Read the passage below and answer the questions that follow-

A second test for Indian federation is the language policy. Our Constitution did not give the status of national language to any one language. Hindi was identified as the official language. But Hindi is the mother tongue of only about 40 per cent of Indians. Therefore, there were many safeguards to protect other languages. Besides Hindi, there are 21 other languages recognised as Scheduled Languages by the Constitution. A candidate in an examination conducted for the Central Government positions may opt to take the examination in any of these languages. States too have their own official languages. Much



of the government work takes place in the official language of the concerned State. Unlike Sri Lanka, the leaders of our country adopted a very cautious attitude in spreading the use of Hindi. According to the Constitution, the use of English for official purposes was to stop in 1965. However, many non Hindi speaking States demanded that the use of English continue. In Tamil Nadu, this movement took a violent form. The Central Government responded by agreeing to continue the use of English along with Hindi for official purposes. Many critics think that this solution favoured the English speaking elite. Promotion of Hindi continues to be the official policy of the Government of India. Promotion does not mean that the Central Government can impose Hindi on States where people speak a different language. The flexibility shown by Indian political leaders helped our country avoid the kind of situation that Sri Lanka finds itself in.

10.1 How many languages are included in the Eight Schedule of the Indian Constitution?

- (A)15
- (B)22
- (C)20
- (D)21

10.2 Which language is recognised as the official language by the Constitution of India?

- (A)English
- (B)Hindi
- (C)Tamil
- (D) Sanskrit

10.3 According to the constitution, the use of English for official purpose was stop in Which year?

- (A) 1955
- (B)1965
- (C)1975
- (D)1985

10.4 Why Hindi was not given the status of national language?

- (A) Because there were only 40% people speaking Hindi language
- (B) To protect other language
- (C) Both of these
- (D) None of these



## **ANSWERS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	<b>B</b>	<b>C</b>	<b>B</b>	<b>D</b>
<b>2</b>	<b>D</b>	<b>A</b>	<b>B</b>	<b>A</b>
<b>3</b>	<b>C</b>	<b>D</b>	<b>B</b>	<b>B</b>
<b>4</b>	<b>C</b>	<b>D</b>	<b>D</b>	<b>D</b>
<b>5</b>	<b>D</b>	<b>B</b>	<b>B</b>	<b>C</b>
<b>6</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>C</b>
<b>7</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>D</b>
<b>8</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>9</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
<b>10</b>	<b>A</b>	<b>A</b>	<b>C</b>	<b>C</b>



# ECONOMICS

## **MULTIPLE CHOICE QUESTIONS (MCQ)**

### **CHAPTER- DEVELOPMENT**

1. The Developmental goal for a Landless agricultural labour is \_\_\_\_\_.
  - A. More days of work and better wages
  - B. Assured a high family income through higher support prices for their crops
  - C. they should be able to settle their children abroad.
  - D. Proper and developed Irrigational facilities for their crops.

2. Read this newspaper report and answer the questions that follow:

A vessel dumped 500 tons of liquid toxic wastes into open-air dumps in a city and in the surrounding sea. This happened in a city called Abidjan in Ivory Coast, a country in Africa. The fumes from the highly toxic waste caused nausea, skin rashes, fainting, diarrhea etc. After a month seven persons were dead, twenty in hospital and twenty-six thousand treated for symptoms of poisoning. A multinational company dealing in petroleum and metals had contracted a local company of the Ivory Coast to dispose of the toxic waste from its ship. Who are the people who benefitted in this situation?

- A. The People of the Ivory Coast.
  - B. Government of the Ivory Coast
  - C. The Local Company of the Ivory Coast to dispose of the toxic waste from its ship.
  - D. the Multinational company dealing with petroleum and metals.
3. If women are engaged in paid work, what difference does it make?
  - A. Their dignity in the household and society decreases
  - B. Household work of women decreases.
  - C. Income of the family is reduced.
  - D. their dignity in the household and society increases
4. Which of the following is least considered while taking up a new job
  - A. Income level
  - B. Job security
  - C. Dignity and respect
  - D. Distance from home.



5. What is the correct definition of Gross Domestic Product (GDP)?

- A. It is the total value of all the goods and services produced during a particular year.
- B. It is the total value of all final goods and services produced during a particular year.
- C. It is the total value of all intermediate goods and services produced during a particular year.
- D. It is the total value of all intermediate and final goods and services produced during a particular year.

6. Per capita income is:

- A. Income per family
- B. Income per person
- C. Income per earning member
- D. Income per month

7. Read the given data and find out which country has most equitable distribution of income.

**Monthly income of five families in country A and country B.**

	I	II	III	IV	V
A:	9500	9600	10000	10400	10500
B:	3000	2000	5000	4000	36000

- A. Country A
- B. Country B
- C. Country A and B
- D. None of these

8. Study the data and answer the following question.

**Some comparative data on Haryana, Kerala and Bihar**

State	Infant Mortality Rate per 1,000 live births (2016)	Literacy Rate %	Net Attendance Ratio (per 100 persons) secondary stage (age 14 and 15 years) 2013-14
		(2011)	
Haryana	33	82	61
Kerala	10	94	83
Bihar	38	62	43

Sources : Economic Survey 2017-18 Vol. 2. Government of India ; National Sample Survey Organisation. (Report No. 575).

Based on the data identify the most developed state.

- A. Bihar
- B. Kerala
- C. Haryana
- D. Kerala and Haryana.



9. Study the data and answer the following question.

**Some comparative data on Haryana, Kerala and Bihar**

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			2013-14
Haryana	33	82	61
Kerala	10	94	83
Bihar	38	62	43

Sources : Economic Survey 2017-18 Vol. 2. Government of India ; National Sample Survey Organisation. (Report No. 575).

Which state has the highest infant mortality rate?

- A. Bihar
- B. Kerala
- C. Haryana
- D. Bihar and Haryana.

10. Study the data and answer the following question.

**Some comparative data on Haryana, Kerala and Bihar**

State	Infant Mortality Rate per 1,000 live births (2016)	Literacy Rate % (2011)	Net Attendance Ratio (per 100 persons) secondary stage (age 14 and 15 years) 2013-14
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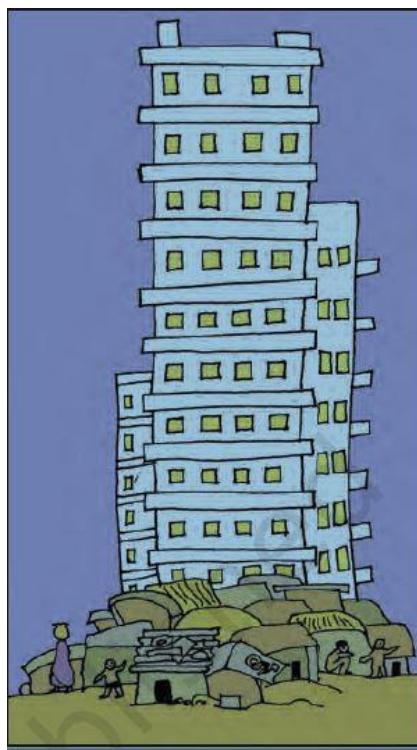
Sources : Economic Survey 2017-18 Vol. 2. Government of India ; National Sample Survey Organisation. (Report No. 575).

Why Does the State have the highest mortality rate?

- A. Lack of health facilities.
- B. Lack of food security
- C. Both
- D. None



11. Look at the picture below. What should be the developmental goals for such an area?



- A. Removing slums from this area
- B. Resettling the poor in the outskirts of the city
- C. Improving the living and sanitation conditions for the poor living in this area
- D. Constructing multi storey buildings in this area.

12. Match the following and choose the correct option given.

Column 1	Column 2
A. per capita Income	1. measures the proportion of literate population in the 7-and-above age group.
B. Infant Mortality rate	2. compares countries based on the educational levels of the people, their health status and per capita income.
C. Literacy rate	3. the total income of the country divided by its total population.
D. Human Development Index	4. indicates the number of children that die before the age of one year as a proportion of 1000 live children born in that particular year.

- A. A – 3, B – 4, C – 1, D – 2.
- B. A – 4, B – 3, C – 2, D – 1.
- C. A – 3, B – 1, C – 4, D – 2.
- D. A – 2, B – 4, C – 1, D – 3.



13. Match the following and choose the correct option.

CATEGORY OF PERSONS	DEVELOPMENTAL GOALS
a. Rich farmer with large land holdings	i. A regular job and a high income.
b. Farmer who depends only on rain for irrigation	ii. To get a good and proper education to her children.
c. A rural woman from a land-owning family	iii. Assured higher support price for their crops.
d. An unemployed urban youth	iv. improve irrigational facilities for his farm.

- A. a – ii, b – iii, c – iv, d – i.
- B. a – iii, b – iv, c – ii, d – i
- C. a – iii, b – ii, c – I, d – iv
- D. a – ii, b – iv, c – iii, d – i

14. Match the following

Problems faced by the farming sector	some possible measures
1. Unirrigated land	1. setting up agro-based mills
2. Debt burden	b. cooperative marketing societies
3. no jobs in the off season	c. Construction of canals by the Government
4. compelled to sell their grains to the local traders soon after harvest	d. Banks to provide credit with low interest

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

15. Choose the incorrect option from the pairs given below

- A. Prosperous Farmer from Punjab – High support price for his crop.
- B. Farmers depending on Rainfall for farming – Development of alternate sources of irrigation.
- C. An Urban Unemployed Youth – Regular Job with high wages.
- D. An urban girl from a Rich Family – Lots of leisure time to enjoy.



16. Based on the conflicting developmental goals, which of the following pairs are not correctly matched?

- A. More wages to workers - against the interests of the entrepreneur.
- B. Rich farmers want to sell food grains at high prices - poor workers want to purchase it at low prices.
- C. Construction of a dam means more and cheaper power for people - The tribals do not want to leave the place.
- D. Expansion of roads in the city - good for reducing traffic congestion.

### **CHAPTER- THE SECTORS OF INDIAN ECONOMY**

17. Ramesh owns a medical shop. He managed the shop with the help of an assistant. Once his son Mahesh finished his education, he also joined his father in the medical shop. Now both Ramesh and Mahesh managed the medical shop with the help of the assistant. Mahesh is

- A. Unemployed
- B. Underemployed
- C. Over employed
- D. employed.

18. Complete the following table with correct information with regard to the clues given:

Place of work	Nature of Employment	% of Working People
Own shops, Office, Clinics in market places with formal license	A - ?	15
Working in small workshops usually not registered with the government	B - ?	50

- A. A - Unorganised and B - Organised
- B. A - Service Sector and B - Secondary sector
- C. A - Organised and B - Unorganised
- D. A - Secondary Sector and B - Tertiary sector

19. In a village, 200 families are living. 65 families work on their own piece of land, 80 families work on the field of other farmers, 15 families run their own shops and 40 families work in a nearby factory to earn their livelihood. What percentage of villagers depend on the secondary sector?

- A. 20
- B. 30
- C. 25
- D. 40



20. If the price of fertilizers, pump sets go up, cost of cultivation of farmer will also go up and their profit will reduce. This shows the dependence of:

- A. Primary on secondary sector
- B. Secondary on tertiary sector
- C. Secondary on primary sector
- D. Primary on tertiary sector

21. A sugar mill owner purchased sugarcane from farmers, manufactured sugar from it and then sold it to wholesalers. Such kind of activities comes under:

- A. Primary sector
- B. Tertiary sector
- C. Secondary sector
- D. Service sector

22. Why is the tertiary sector becoming so important in India?

- (a) Government is taking the responsibility of providing the basic services.
  - (b) Development of agriculture and industry leads to the development of services such as transport, trade, storage and others.
  - (c) In India maximum population is dependent on agriculture that's why this sector dominates.
  - (d) As income level rise, certain sections of people start demanding many more services.
  - (e) Over the past decade or so, certain new services such as those based on information and communication technology have become important and essential.
- A. (a), (b), (c) & (d) are correct
  - B. (a), (b), (d) & (e) are correct
  - C. (b), (c), (d) & (e) are correct
  - D. (a), (b), (c), (d) & (e) all are correct

23. Look and the picture carefully and identify to which sector these occupations belong to.





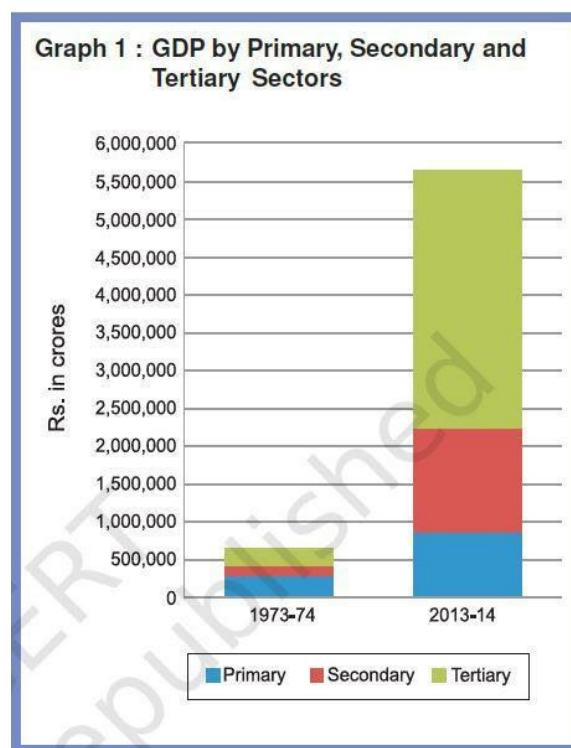
- A. Primary sector
- B. Secondary sector
- C. Tertiary sector
- D. Organised sector

24. Look at the picture carefully and identify to which sector these occupations belong to.



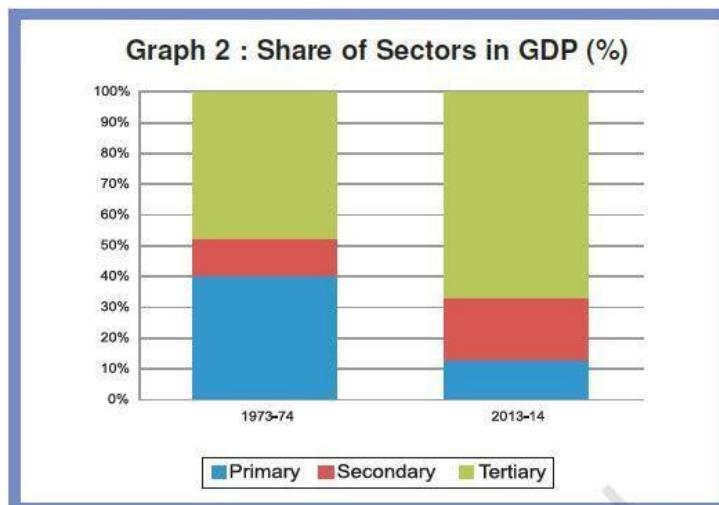
- A. Unorganised sector
- B. Primary sector
- C. Secondary sector
- D. Tertiary sector

25. Answer the following question by looking at the graph: What was the GDP of India in 2013-14?



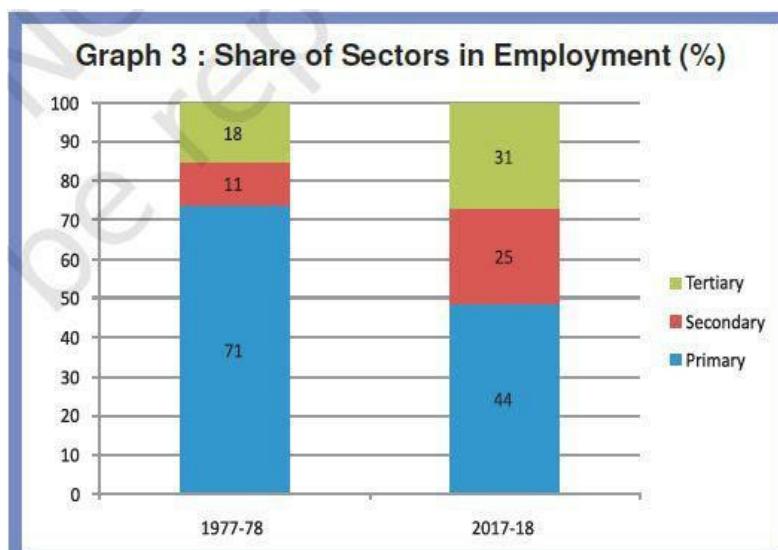
- A. ₹ 5,500,000 crores
- B. ₹ 5,700,000 crores
- C. ₹ 600,000 crores
- D. ₹5,600,000 crores

26. Look at the graph below and answer the following question. what is the percentage of share of the primary sector in the year 1973 - 74 and 2013 - 14?



- A. 11% and 20%
- B. 40% and 11%
- C. 49% and 69%
- D. 40% and 20%

27. Even though the share of Secondary and Tertiary sectors has increased in the last forty years (as you can see the graph given below) why has similar shift not taken place in the case of employment?





- A. It is because not enough jobs were created in the secondary and tertiary sectors.
- B. The Secondary and Tertiary sectors have to develop more.
- C. People in India are more attached to land and want to continue in agriculture.
- D. People are not interested in working in the secondary and tertiary sectors.

28. Match the following

<b>COLUMN A</b>	<b>COLUMN B</b>
1.Under employment	1.a. Secured job
2. Right to work	b. There are more people in agriculture than is necessary.
3. Employment in organised sector	c. No paid holidays
4. Employment to unorganised sector	d. 100 days of assured employment

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

29. Match the following.

<b>COLUMN 1</b>	<b>COLUMN 2</b>
1.Public Sector	1.a. This sector transforms one good into another by adding more value and utility.
2. Primary Sector	b. This sector provides useful services for other sectors.
3. Secondary Sector	c. This sector produces goods by exploiting natural resources.
4. Tertiary Sector	d. Is managed and controlled by the government to provide facilities for the people

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



30. Match the following

COLUMN 1	COLUMN 2
1.National development	1.is the average length of life of a person at the time of the birth.
2. National Income	b. refers to the ability of a country to improve the social welfare of the people.
3. Life expectancy at birth	c. the total number of children of age group 14 - 15 years attending school as a percentage of children in the same age group.
4. Net attendance ratio	d. refers to the value of the total goods and services produced within a country in a year.

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

31. Choose the incorrect option from the following

- A. Courier – Tertiary sector
- B. Fisherman – Primary sector
- C. Carpenter – Primary sector
- D. Banker – Tertiary sector

32. Choose the improper group from the following

- A. Maruti Suzuki, Tata Motors and Volkswagan
- B. Indian Railways, TSRTC, and Indian Airlines
- C. Agriculture, Lumbering and Mining
- D. BSNL, Hero Honda and Amul Dairy



## ANSWERS

Q. NO.	ANS.	Q. NO.	ANS.
1	A	17	B
2	C	18	C
3	D	19	A
4	D	20	A
5	B	21	C
6	B	22	B
7	A	23	C
8	B	24	B
9	A	25	D
10	C	26	B
11	C	27	A
12	A	28	D
13	B	29	A
14	A	30	C
15	D	31	C
16	D	32	D



## **ASSERTION AND REASON**

**DIRECTION:** Mark the option which is most suitable:

- (A) If both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A).**
- (B) If both assertion (A) and reason (R) are true but reason (R) is not the correct explanation of assertion (A).**
- (C) Assertion (A) is true but reason (R) is false.**
- (D) Both assertion (A) and reason (R) are false.**

## **CHAPTER- DEVELOPMENT**

**1. Assertion (A):** Kerala has a low Infant Mortality Rate.

**Reason (R):** Kerala lacks the provision of basic health and educational facilities.

**2. Assertion (A):** Developmental goals that people are not only about better income but also about other important things in life.

**Reason (R):** A safe and secure environment may allow more women to take up a variety of jobs or run a business.

**3. Assertion (A):** The availability of resources is a necessary condition for the development of any region, but mere availability of resources in the absence of corresponding changes in technology and institutions may hinder development.

**Reason (R):** There are many regions in our country that are rich in resources but these are included in economically backward regions.

**4. Assertion:** Different persons have different notions of development.

**Reason:** Each person seeks similar things. All persons seek things that are least important for them.

**5. Assertion:** India has experienced some significant changes in the contribution to GDP by the primary sector

**Reason:** In terms of GDP, the service sector emerged as the largest producing sector in India replacing the primary sector.



## CHAPTER- THE SECTORS OF INDIAN ECONOMY

6. **Assertion (A):** The service sector is gaining more importance in the global economy.

**Reason (R):** As income levels decrease, certain sections of people start demanding many more services like private schools, and hospitals, eating outlets, tourism, etc.

7. **Assertion (A):** Per Capita Income is calculated in US dollars.

**Reason (R):** US dollar is not considered as the medium of international exchange. It is accepted as a method of payment across the world

8. **Assertion:** A high average income is not indicative of the overall well-being or human development in a country.

**Reason:** Average income does not cover indicators like level of literacy rate, health facilities, and public facilities in a country.

9. **Assertion (A):** Disguised unemployment is hidden in contrast to someone who does not have a job and is clearly visible as unemployed. Everyone is working, no one is fully employed.

**Reason (R):** In actual fact, labor effort gets divided.

10. **Assertion (A):** In the public sector, the government owns most of the assets and provides all the services.

**Reason (R):** the purpose of the public sector is not first to earn profits but to promote public welfare.

## ANSWERS

Q. NO.	ANS.	Q. NO.	ANS.
1	C	6	C
2	B	7	C
3	B	8	A
4	C	9	B
5	D	10	A



## **CASE BASED QUESTIONS**

### **CHAPTER- DEVELOPMENT**

#### **1. Read the extract given below and answer the questions that follow:**

For comparing countries, their income is considered to be one of the most important attributes. Countries with higher income are more developed than others with less income. This is based on the understanding that more incomemeans more of all things that human beings need. Whatever people like, and should have, they will be able to get with greater income. So, greater income itself is considered to be one important goal. The rich countries, excluding countries of the Middle East and certain other small countries, are generally called developed countries.

1.1 Which country can be considered as a developed country in the modern world? Select your answer from the following statements.

- A. Countries which have accumulated huge amounts of wealth and always secures the future of their citizens. These countries are considered to be developed.
- B. Countries which are among the highest in the 'Human Development Index' are considered to be the developed countries.
- C. Only rich countries are considered to be developed because people have money to buy everything needed for human beings—both material and non-material.
- D. Iran is a rich country and therefore it is a developed country.

1.2 What is considered to be one of the most important attributes when we compare countries at the level of development?

- A. Industrial development
- B. Resources of the country
- C. Income
- D. Import-export

1.3 The Middle East countries even though are rich countries; but they are not considered as a developed country because

- A. Its high income is because of Oil exports and not because of development.
- B. It has all the facilities of a developed country because of its high income.
- C. Even after sufficient development they are still not considered as developed countries.
- D. It does not have many facilities so they are not treated as developed countries.



1.4 \_\_\_\_\_ is the total income of the country divided by its total population.

- A. Gross Income
- B. Per Capita Income
- C. Total Income
- D. Net Income

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

Suppose for the present that a particular country is quite developed. We would certainly like this level of development to go up further or at least be maintained for future generations. This is obviously desirable. However, since the second half of the twentieth century, a number of scientists have been warning that the present type, and levels, of development are not sustainable.

Groundwater is an example of renewable resources. These resources are replenished by nature as in the case of crops and plants. However, even these resources may be overused. For example, in the case of groundwater, if we use more than what is being replenished by rain then we would be overusing this resource.

Consequences of environmental degradation do not respect national or state boundaries; this issue is no longer region or nation specific. Our future is linked together. Sustainability of development is comparatively a new area of knowledge in which scientists, economists, philosophers and other social scientists are working together.

2.1. Pick out the cause that enhances environmental degradation.

- A. Planting trees
- B. Prevention of factory wastes getting mixed up with river water.
- C. Ban on using plastic bags
- D. Allowing an increase in the level of exhaust fumes emitted by cars, buses trucks etc.

2.2. Which of the following statement defines sustainable development?

- A. Sustainable use of natural resources without considering the need of future generations.
- B. The present generation fulfills its needs while considering the needs of the future generations as well.
- C. It means the utilisation of natural resources by the past, present and the future generations.
- D. To meet the needs of the future generations even if the needs of the present generation is not met.



2.3 What kind of development should be achieved by making a sincere attempt to preserve the environment and resources.

- A. Economic Development
- B. Social Development
- C. Sustainable Development
- D. Political Development

2.4. The future generation may not have sufficient resources as compared to the present generation because:

- A. Resources are being used judiciously by the present generation, which will make them exhausted.
- B. Resources are being used optimally by the present generation which will make them exhausted.
- C. Resources are being overused by present generation, which will make them exhausted
- D. Resources are not being used by the present generation, which will make them exhausted.

### **3. Read the extract given below and answer the questions that follow:**

Do you know that in India about 60 percent of the population belongs to the age group 5-29 years? Out of this, only about 51 per cent are attending educational institutions. The rest and particularly those aged less than 18 years may be at home or many of them may be working as child labourers. If these children are to attend schools, we will require more buildings, more teachers and other staff. A study conducted by the erstwhile Planning Commission estimates that nearly 20 lakh jobs can be created in the education sector alone. Similarly, if we are to improve the health situation, we need many more doctors, nurses, health workers etc. to work in rural areas. These are some ways by which jobs would be created and we would also be able to address the important aspects of development. Every state or region has potential for increasing the income and employment for people in that area. It could be tourism, or regional craft industry, or new services like IT. Some of these would require proper planning and support from the government. For example, the same study by the Planning Commission says that if tourism as a sector is improved, every year we can give additional employment to more than 35 lakh people.

3.1. The erstwhile Planning commission is now named as :

- A. Planned Commission
- B. NITI Aayojana
- C. NITI Aayog
- D. Planned Aayojana



3.2. The total number of children of age group 14 and 15 years attending schools as a percentage of total number of children in the same age group is called:

- A. Gross enrolment ratio
- B. Literacy rate
- C. Net attendance ratio
- D. None of these

3.3. Tertiary sector is becoming so important in India because :

- A. These activities do not produce a good by themselves.
- B. These activities help in the development of the primary and secondary sectors .
- C. These activities are an aid or support for the production process.
- D. These activities generate goods rather than services.

3.4. The primary sector continues to be the largest employer even now because:

- A. People barely manage to earn a living.
- B. Enough jobs were not created in the secondary and tertiary sectors.
- C. Government has not taken any responsibility for providing basic services.
- D. None of these

#### 4. Read the extract given below and answer the questions that follow:

##### Some comparative data on Kerala, Haryana and Bihar

State	Infant Mortality Rate per 1,000 live births (2017)	Literacy Rate %	Net Attendance Ratio (per 100 persons) secondary stage (age 14 and 15 years) 2013-14
		2011	
Haryana	30	82	61
Kerala	10	94	83
Bihar	35	62	43

Kerala, out of 1000 children born, 10 died before completing one year of age but in Haryana the proportion of children dying within one year of birth was 30, which is two times more than that of Kerala. On the other hand, the per capita income of Haryana is more than that of Kerala. Just think of how dear you are to our parents, think of how every one is so happy when a child is born. Now, try to think of parents whose children die before they even celebrate their first birthday. How painful it must be to these parents? Next, note the year to which this data pertains. It is 2017. So we are not talking of old times; it is 70 years after independence when our metro cities are full of high rise buildings and shopping malls. The



problem does not end with Infant Mortality Rate. The last column of table 1.4 shows around half of the children aged 14-15 in Bihar are not attending school beyond Class 8. This means that if you went to school in Bihar nearly half of your elementary class would be missing. Those who could have been in school are not there! If this had happened to you, you would not be able to read what you are reading now. How is it that the average person in Haryana has more income than the average person in Kerala but lags behind in these crucial areas? The reason is — money in your pocket cannot buy all the goods and services that you may need to live well. So, income by itself is not a completely adequate indicator of material goods and services that citizens are able to use. For example, normally, your money cannot buy you a pollution-free environment or ensure that you get unadulterated medicines, unless you can afford to shift to a community that already has all these things. Money may also not be able to protect you from infectious diseases, unless the whole of your community takes preventive steps. Even now, in many areas, children, particularly girls, are not able to go to high school because the government/ society has not provided adequate facilities. Kerala has a low Infant Mortality Rate because it has adequate provision of basic health and educational facilities. Similarly, in some states, the Public Distribution System (PDS) functions well. Health and nutritional status of people of such states is certainly likely to be better.

4.1. Identify the IMR of Haryana in 2017 and the literacy rate of Haryana in 2011 from the following options.

- A 30%, 82%
- B 94%, 62%
- C 40%, 94%
- D None of these

4.2 From the above passage , identify the reason behind the low infant mortality rate of kerala.

- A Status of people
- B Adequate provision of basic health and educational facilities
- C The per capita income is more
- D All of these

4.3. Identify the things that we cannot buy with money.

- A Pollution free environment
- B Protect us from infectious diseases
- C Clothes and cars
- D Both A and B

4.4. The passage given above is related to which of the following options?

- A Exhaustion of natural resources
- B Tax
- C Income and public facilities
- D All of these



## 5. Read the extract given below and answer the questions that follow:

### CRUDE OIL RESERVES

Regions/Countries	Reserves (2017) (Thousand Million Barrels)	Number of Years Reserves will last
Middle East	808	70
United States of America	50	10.5
World	1697	50.2

The table gives an estimate of reserves of crude oil (column1). More importantly, it also tells us for how many years the stock of crude oil will last if people continue to extract it at the present rate. The reserves would last only 50 years more. This is for the world as a whole. However, different countries face different situations. Countries like India depend on importing oil from abroad because they do not have enough stocks of their own. If prices of oil increase this becomes a burden for everyone.

There are countries like the USA which have low reserves and hence want to secure oil through military or economic power. The question of sustainability of development raises many fundamentally new issues about the nature and process of development.

5.1 The stock of Crude Oil for the world will last for how many more years?

- A. 70 years
- B. 60 years
- C. 40 years
- D. 50 years.

5.2 The reserve of Crude Oil available in the Middle is how many times more than the reserves in the USA?

- A. 15 times
- B. 16 times
- C. 14 times
- D. 17 times

5.3 Which among the following is a Judicious use of Crude Oil Reserves.

- A. Importing from other countries for domestic use.
- B. overuse of non renewable resources.
- C. Use of alternative sources of resources.
- D. None of these.

5.4 How do powerful countries secure oil for their use?

- A. Through military or economic power.
- B. By buying from the Middle East at higher prices.
- C. By using alternative sources of energy.
- D. Putting a restriction on usage of Crude oil in their territories.



## 6. Read the extract given below and answer the questions that follow:

One way to find out if we are properly nourished is to calculate what nutrition scientists call it BMI. This is easy to calculate. Let each student in the class find out his or her weight and height. Take the weight of each student in kilograms (kg). Then, take the height by drawing up a scale on the wall and measuring accurately with the head straight. Convert the height recorded in centimeters into meters. Divide the weight in kg by the square of the height. The number you get is called BMI. Then, look at the BMI-for-Age tables given on pages 90–91. A student's BMI could be within the normal range or less than that (underweight) or more (obesity). For example, if a girl student is 14 years and 8 month old and the BMI is 15.2, then she is undernourished. Similarly, if the BMI of a boy aged 15 years and 6 months is 28, then he is overweight. Discuss the life situation, food and exercise habits of students, in general, without body shaming anyone.

### 6.1 What is BMI?

- A. Body mass information
- B. Body mean information
- C. Body mean index
- D. Body mass index.

### 6.2 Identify the correct formula to calculate the BMI.

- A. Height / Weight<sup>2</sup>
- B. Weight / height<sup>2</sup>
- C. weight / height
- D. weight<sup>2</sup> / height

### 6.3 Rahul is 5 ft 6 inches tall and he weighs 82 kilos. Calculate his BMI.

- A. 23.5
- B. 29.2
- C. 27.6
- D. 21.3

### 6.4 According to Rahul's BMI, he is \_\_\_\_\_.

- A. Overweight
- B. Underweight
- C. Normal
- D. Obese.



## 7. Read the extract given below and answer the questions that follow:

"There are many activities that are undertaken by directly using natural resources. Since most of the natural products we get are from agriculture, dairy, fishing, forestry, this sector is also called agriculture and related sectors. The secondary sector covers activities in which natural products are changed into other forms through ways of manufacturing. This could be in a factory, a workshop, or at home. For example, using cotton fibre from the plant, we spin yarn and weave cloth. Since this sector gradually became associated with the different kinds of industries that came up, it is also called the industrial sector. After primary and secondary, there is a third category of activities that falls under the tertiary sector and are different from the above two. 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 support for the production process. For example, goods that are produced in the primary or secondary sector would need to be transported by trucks or trains and then sold in wholesale and retail shops. At times, it may be necessary to store these in godowns. Transport, storage, communication, banking, trade are some examples of tertiary activities. Since these activities generate services rather than goods, the tertiary sector is also called the service sector. The service sector also includes some essential services that may not directly help in the production of goods. For example, we require teachers, doctors, and those who provide personal services such as washermen, barbers, cobblers, lawyers, and people to do administrative and accounting work."

7.1 Secondary sector: Workers in a match factory, Tertiary sector: \_\_\_\_\_

- A. Beekeeper
- B. Milk vendor
- C. Handloom worker
- D. Tailor

7.2 Which is the correct option for classification based on nature of activities?

- A. Organised and unorganised sector
- B. Public sector and private sector
- C. Primary, secondary and tertiary sector
- D. None of these

7.3. "After primary and secondary, there is a third category of activities that falls under the tertiary sector and is different from the above two." Which of the following is incorrect regarding the given statement?

- A. These activities do not produce a good by themselves.
- B. These activities help in the development of the primary and secondary sectors.
- C. These activities are an aid or support for the production process.
- D. These activities generate goods rather than services.

7.4 Choose the incorrect pair:

- A. Call centre employee-Secondary sector
- B. IT specialists-Quaternary sector
- C. Potter-Primary Sector
- D. Money Lender-Tertiary sector



## **CHAPTER- THE SECTORS OF INDIAN ECONOMY**

### **8. Read the extract given below and answer the questions that follow:**

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. And the sum of production in the three sectors gives what is called the Gross Domestic Product (GDP) of a country. It is the value of all final goods and services produced within a country during a particular year. GDP shows how big the economy is. In India, the mammoth task of measuring GDP is undertaken by a central government ministry. This Ministry, with the help of various government departments of all the Indian states and union territories, collects information relating to total volume of goods and services and their prices and then estimates the GDP. When we produce a good by exploiting natural resources, it is an activity of the primary sector. The secondary sector in which natural products are changed into other forms through ways of manufacturing that we associate with industrial activity. After primary and secondary, there is a third category of activities that falls under the tertiary sector and is different from the above two. 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.

8.1. The money value of all the final goods and services produced within a country during a particular year is called :

- A. Gross domestic product
- B. Net domestic product
- C. National product
- D. Production of secondary sector.

8.2. Which sector has emerged as the largest producing sector in India?

- A. Primary sector
- B. Secondary sector
- C. Tertiary sector
- D. Science and technology sector

8.3. Information and communication technology is associated with:

- A. Primary sector
- B. Secondary sector
- C. Tertiary sector
- D. None of the above.

8.4. Life insurance is an activity of the :

- A. Primary sector
- B. Secondary sector
- C. Tertiary sector
- D. None of the above.



## 9. Read the extract given below and answer the questions that follow:

This sector is characterised by small and scattered units which are largely outside the control of the government. There are rules and regulations but these are not followed. Jobs here are low-paid and often not regular. There is no provision for overtime, paid leave, holidays, leave due to sickness etc. Employment is not secure. People can be asked to leave without any reason. When there is less work, such as during some seasons, some people may be asked to leave. A lot also depends on the whims of the employer. This sector includes a large number of people who are employed on their own doing small jobs such as selling on the street or doing repair work. Similarly, farmers work on their own and hire labourers as and when they require.

9.1 which sector are we talking about?

- A. Private sector
- B. Public sector
- C. Organised sector
- D. Unorganised sector

9.2 Which of the following is applicable for a worker, who works in the above mentioned sector?

- A. She gets medical allowance
- B. She got an appointment letter stating the terms and conditions of work when she joins work.
- C. She gets a regular salary at the end of the month.
- D. She is not paid for leave.

9.3. choose the correct meaning of the organised sector:

- A. It covers those enterprises where the terms of employment are regular.
- B. It is outside the control of the government.
- C. Jobs are not regular
- D. It provides low salaries.

9.4. Read the statements given below and choose the incorrect options:

- (a) There is no provision for overtime, paid leave, holidays,etc. in the organised sector.
- (b) workers in organised sector enjoy security of employment
- (c) organised sector covers those places of work where the terms of employment are regular.
- (d) workers in the organised sector expected to work only a fixed number of hours.

### Options:

- A Only (a) is incorrect
- B (a)and (b) both are incorrect
- C (b) ,(c) and (d) are incorrect
- D Only (d) is incorrect



## 10. Read the extract given below and answer the questions that follow:

Total income is not such a useful measure. Since, countries have different populations, comparing total income will not tell us what an average person is likely to earn. Are people in one country better off than others in a different country? Hence, we compare the average income which is the total income of the country divided by its total population. The average income is also called per capita income. In World Development Reports, brought out by the World Bank, this criterion is used in classifying countries. Countries with per capita income of US\$ 12,056 per annum and above in 2017, are called rich countries and those with per capita income of US\$ 955 or less are called low-income countries. India comes in the category of low middle income countries because its per capita income in 2017 was just US\$ 1820 per annum. The rich countries, excluding countries of Middle East and certain other small countries, are generally called developed countries.

10.1 Countries with per capita income of US\$ 12,056 per annum and above are called

- A Low income countries
- B Rich countries
- C Small countries
- D None of these

10.2 We compare the average income by -----

- A Total income of the country divided by the total population.
- B Total population multiplied by total income.
- C Both A and B
- D None of these

10.3 The rich countries exclude the countries of \_\_\_\_\_.

- A Middle East
- B Certain other small countries
- C Srilanka
- D All of these

10.4 The average income is:

- A Income per person
- B Income per family
- C Income per month
- D Income per earning person



## ANSWERS

	1	2	3	4
1	B	C	A	B
2	D	B	C	C
3	C	C	B	B
4	A	D	A	A
5	D	B	C	A
6	D	B	B	A
7	B	C	D	A
8	A	C	C	C
9	D	D	A	A
10	B	A	D	A