

**DIRECTORATE OF EDUCATION**  
**Govt. of NCT, Delhi**

**SUPPORT MATERIAL**  
**(2020-21)**

**SOCIAL SCIENCE**  
**(ENGLISH MEDIUM)**

**Class : IX**

Under the Guidance of

**Ms. Manisha Saxena**  
Secretary (Education)

**Mr. Binay Bhushan**  
Director (Education)

**Dr. Saroj Bala Sain**  
Addl. DE (School & Exam.)

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**MANISHA SAXENA  
IAS**



सत्यमेव जयते

सचिव ( शिक्षा )  
राष्ट्रीय राजधानी क्षेत्र  
दिल्ली सरकार

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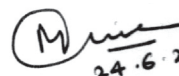
DO No.DE. 5/228/Exam/Message/S.M./2018  
Dated

**MESSAGE**

The importance of adequate practice during examinations can never be overemphasized. I am happy that support material for classes IX to XII has been developed by the Examination Branch of Directorate of Education. This material is the result of immense hard work, co-ordination and cooperation of teachers and group leaders of various schools. The purpose of the support material is to impart ample practice to the students for preparation of examinations. It will enable the students to think analytically & rationally, and test their own capabilities and level of preparation.

The material is based on latest syllabus prepared by the NCERT and adopted by the CBSE for the academic session 2020-21 and covers different levels of difficulty. I expect that Heads of Schools and Teachers will enable and motivate students to utilize this material during zero periods, extra classes and regular classes best to their advantage.

I would like to compliment the team of Examination Branch for their diligent efforts of which made it possible to accomplish this work in time. I also take this opportunity to convey my best wishes to all the students for success in their endeavours.

  
24.6.2020

(Manisha Saxena)

**BINAY BHUSHAN, IAS**



**Director**  
Education & Sports  
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**D.O. No.**

**Date :**

Dear Students,

Directorate of Education is committed to providing qualitative and best education to all its students. The Directorate is continuously engaged in the endeavor to make available the best study material for uplifting the standard of its students and schools.

Every year, the expert faculty of Directorate reviews and updates Support Material. The expert faculty of different subjects incorporates the changes in the material as per the latest amendments made by CBSE to make its students familiar with new approaches and methods so that students do well in the examination.

The book in your hand is the outcome of continuous and consistent efforts of senior teachers of the Directorate. They have prepared and developed this material especially for you. A huge amount of money and time has been spent on it in order to make you updated for annual examination.

Last, but not the least, this is the perfect time for you to build the foundation of your future. I have full faith in you and the capabilities of your teachers. Please make the fullest and best use of this Support Material.

  
**BINAY BHUSHAN**  
**DIRECTOR (EDUCATION)**

**Dr. (Mrs.) Saroj Bala Sain**

Addl. Director of Education  
(School / Exam / EVGB/IEB/ VOC.)



सत्यमेव जयते

Govt. of NCT of Delhi  
Directorate of Education  
Old Secretariat, Delhi-110054  
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D.O. No. PA/Addl.DE(Sch)/86

Date : 03-10-2019

I am very much pleased to forward the Support Material for classes IX to XII. Every year, the Support Material of most of the subjects is updated/revised as per the most recent changes made by CBSE. The team of subject experts, officers of Exam Branch, members of Core Academic Unit and teachers from various schools of Directorate has made it possible to make available unsurpassed material to students.

Consistence use of Support Material by the students and teachers will make the year long journey seamless and enjoyable. The main purpose to provide the Support Material for the students of government schools of Directorate is not only to help them to avoid purchasing of expensive material available in the market but also to keep them updated and well prepared for exam. The Support Material has always been a ready to use material, which is matchless and most appropriate.

I would like to congratulate all the Team Members for their tireless, unremitting and valuable contributions and wish all the best to teachers and students.

(Dr. Saroj Bala Sain)  
Addl.DE (School/Exam)



## Text of Article 51-A

### PART IVA FUNDAMENTAL DUTIES

51A. Fundamental duties.-It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

**मौलिक कर्तव्य की संख्या 11 है, जो इस प्रकार हैं :**

1. प्रत्येक नागरिक का यह कर्तव्य होगा कि वह संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्र गान का आदर करें।
2. स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखें और उनका पालन करें।
3. भारत की प्रभुता, एकता और अखंडता की रक्षा करें और उसे अक्षुण्ण रखें।
4. देश की रक्षा करें।
5. भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करें।
6. हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्व समझें और उसका निर्माण करें।
7. प्राकृतिक पर्यावरण की रक्षा और उसका संवर्धन करें।
8. वैज्ञानिक दृष्टिकोण और ज्ञानार्जन की भावना का विकास करें।
9. सार्वजनिक संपत्ति को सुरक्षित रखें।
10. व्यक्तिगत एवं सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करें।
11. माता-पिता या संरक्षक द्वारा 6 से 14 वर्ष के बच्चों हेतु प्राथमिक शिक्षा प्रदान करना (86वां संशोधन)।

# **THE CONSTITUTION OF INDIA**

## **PREAMBLE**

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

WE DO HEREBY GIVE TO OURSELVES THIS CONSTITUTION.



## भारत का संविधान

### उद्देशिका।

हम, भारत के लोग, भारत को एक [सम्पूर्ण प्रभुत्व - सम्पन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय, विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता

प्रतिष्ठा और अवसर की समता

प्राप्त करने के लिए,

तथा उन सब में व्यक्ति की गरिमा और [राष्ट्र की एकता और अखंडता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

हम दृढ़संकल्प होकर इस संविधान को आत्मार्पित करते हैं।

**DIRECTORATE OF EDUCATION**  
**Govt. of NCT, Delhi**

**SUPPORT MATERIAL**  
**(2020-21)**

**SOCIAL SCIENCE**  
**Class : IX**

**NOT FOR SALE**

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**PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS**



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**LIST OF GROUP LEADER AND SUBJECT EXPERTS  
FOR PREPARATION / REVIEW OF SUPPORT MATERIAL**

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**CLASS-IX**

**Subject : Social Science (English Medium)**

<b>Group Leader</b>	<b>Designation</b>	<b>School</b>
SH. Ghyoor Ahmad	HOS	Sarvodaya Bal Vidyalaya No.1 Jama Masjid, Delhi-110006

**Subject Experts**

<b>Name</b>	<b>Designation</b>	<b>School</b>
Sh. Aaditya Dayanand Krishna	TGT	Core Academic Unit, Old Sec., Delhi G.B.S.S., E-Block, Kamla Nagar Delhi-1207027
Sh. Hemendra Mohan Khan	TGT	Core Academic Unit, Old Sec., Delhi RSBV (Veer Udham Singh) Mandalwali, Delhi-1002001
Sh. Tarun Mishra	TGT	Core Academic Unit, Old Sec., Delhi G.B.S.S.S., Mukund Pur-1207236



# **Social Science**

## **Class IX-X (2020-21)**

### **(Code No. 087)**

#### **Rational**

Social Science is compulsory subject upto secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation- building.

The Social Science curriculum draws its content mainly from Geography, History, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society-over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view.

#### **Objectives**

The main objectives of this syllabus are:

- \* develop an understanding of the processes of change and development both in terms of time and space, through which human societies have evolved.
- \* make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- \* develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.
- \* deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.
- \* help learners understands and cherish the values enshrined in the

Indian constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

- \* deepen the knowledge and understanding of India's environment in its totality, their interactive process and effects on the future quality of people's lives.
- \* facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- \* develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process.
- help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations.
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms-cooperating with others, taking initiatives and providing leadership in solving others' problems.
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

<b>COURSE STRUCTURE CLASS IX</b>			
<b>Time : 3 Hrs.</b>		<b>Marks : 80</b>	
<b>No.</b>	<b>Units</b>	<b>Marks</b>	<b>Periods</b>
I	India and the contemporary world-1	20	
II	Contemporary India - I	20	
III	Democratic Politics - I	20	
IV	Economics	20	
	<b>TOTAL</b>	<b>80</b>	

COURSE CONTENT	
<b>Unit 1 : India and the Contemporary World - I</b>	
<b>60 Periods</b>	
Themes	Learning Objectives
<p>Section 1 : Events and Processes : (All the three themes are compulsory)</p> <p><b>I. The French Revolution :</b></p> <ul style="list-style-type: none"> <li>• French Society During the Late Eighteenth Century.</li> <li>• The Outbreak of the Revolution.</li> <li>• France Abolishes Monarchy and Becomes a Republic.</li> <li>• Did Women have a Revolution ?</li> <li>• The Abolition of Slavery</li> <li>• The Revolution and Everyday Life.</li> </ul> <p><b>II. Socialism in Europe and the Russian Revolution :</b></p> <ul style="list-style-type: none"> <li>• The age of social change</li> <li>• The Russian Revolution.</li> <li>• The February Revolution in Petrograd</li> <li>• What changed after October ?</li> <li>• The Global Influence of the Russian Revolution and the USSR.</li> </ul> <p><b>III. Nazism and the Rise of Hitler :</b></p> <ul style="list-style-type: none"> <li>• Birth of the Weimar Republic.</li> <li>• Hitler's Rise to Power</li> <li>• The Nazi Worldview</li> <li>• Youth in Nazi Germany</li> <li>• Ordinary People and the Crimes Against Humanity.</li> </ul> <p><b>Section 2 : Livelihoods, Economics and Societies.</b></p> <p><b>Any one theme of the following :</b></p> <p><b>IV. Forest Society and Colonialism :</b></p>	<p>In each of the themes in this unit students would get familiarized with distinct ideologies, extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.</p> <ul style="list-style-type: none"> <li>• Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>• Know the use of written, oral and visual material to recover the history of revolutions.</li> <li>• Explore the history of socialism through the study of Russian Revolution.</li> <li>• Familiarize with the different types of ideas that inspired the revolution.</li> <li>• Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>• Get familiarized with the speeches and writings of Nazi Leaders.</li> <li>• Discuss the social and cultural world of forest communities through the study of specific revolts.</li> </ul>



Themes	Learning Objectives
<ul style="list-style-type: none"> <li>• Why Deforestation ?</li> <li>• The Rise of Commercial Forestry</li> <li>• Rebellion in the Forestry.</li> <li>• Forest Transformation in Java.</li> </ul> <p><b>V. Pastoralists in the Modern World :</b></p> <ul style="list-style-type: none"> <li>• Pastoral Nomads and their Movements</li> <li>• Colonial Rule and Pastoral Life</li> <li>• Pastoralism in Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how oral traditions can be used to explore tribal revolts.</li> </ul> <ul style="list-style-type: none"> <li>• Highlight varying patterns of developments within pastoral societies in different places.</li> <li>• Analyse the impact of colonialism on forest societies, and the implication of scientific forestry.</li> <li>• Show the different processes through which agrarian transformation may occur in the modern world.</li> <li>• Analyse the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.</li> </ul>
<b>Unit 2 : Contemporary India – I</b>	
<b>55 Periods</b>	
Themes	Learning Objectives
<p><b>1. India</b></p> <ul style="list-style-type: none"> <li>• Size and Location</li> <li>• India and the World</li> <li>• India's Neighbours</li> </ul> <p><b>2. Physical Features of India :</b></p> <ul style="list-style-type: none"> <li>• Major Physiographic Divisions</li> </ul> <p><b>3. Drainage :</b></p> <ul style="list-style-type: none"> <li>• Major rivers and tributaries</li> <li>• Lakes</li> <li>• Role of rivers in the economy</li> <li>• Pollution of rivers</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of India in the Indian Subcontinent.</li> </ul> <ul style="list-style-type: none"> <li>• Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.</li> </ul> <ul style="list-style-type: none"> <li>• Identify the river systems of the country and explain the role of rivers in the human society.</li> </ul>

Themes	Learning Objectives
<p><b>4. Climate :</b></p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Climatic Controls</li> <li>• Factors influencing India's climate</li> <li>• The Indian Monsoon</li> <li>• Distribution of Rainfall</li> <li>• Monsoon as a unifying bond.</li> </ul> <p><b>5. Natural Vegetation and Wild Life :</b></p> <ul style="list-style-type: none"> <li>• Factors affecting Vegetation</li> <li>• Vegetation Types</li> <li>• Wild Life</li> <li>• Conservation.</li> </ul> <p><b>6. Population</b></p> <ul style="list-style-type: none"> <li>• Size</li> <li>• Distribution</li> <li>• Population Growth and Process of Population Change</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people.</li> <li>• Explain the importance and unifying role of monsoons.</li> <li>• Explain the nature of diverse flora and fauna as well as their distribution.</li> <li>• Develop concern about the need to protect the biodiversity of our country.</li> <li>• Analyse the uneven nature of population distribution and show concern about the large size of our population.</li> <li>• Identify the different occupations of people and explain various factors of population change.</li> <li>• Explain various dimensions of National Population Policy and understand the needs of adolescents as underserved group.</li> </ul>
<b>Unit 3 : Democratic Politics- I</b>	
Themes	Learning Objectives
<p><b>1. What is Democracy ? Why Democracy ?:</b></p> <ul style="list-style-type: none"> <li>• What is Democracy ?</li> <li>• Features of Democracy ?</li> <li>• Why Democracy ?</li> <li>• Broader Meaning of Democracy</li> </ul> <p><b>2. Constitutional Design :</b></p> <ul style="list-style-type: none"> <li>• Democratic Constitution in South Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Develop conceptual skills of defining democracy.</li> <li>• Understand how different historical processes and forces have promoted democracy.</li> <li>• Develop a sophisticated defence of democracy against common prejudices</li> <li>• Develop a historical sense of the choice and nature of democracy in India.</li> <li>• Understand the process of constitution making.</li> <li>• Develop respect for the Constitution and appreciation for Constitutional values.</li> </ul>

Themes	Learning Objectives
<ul style="list-style-type: none"> <li>• Why do we need a Constitution.</li> <li>• Making of the Indian Constitution.</li> <li>• Guiding values of the Indian Constitution.</li> </ul> <p><b>3. Electoral Politics :</b></p> <ul style="list-style-type: none"> <li>• Why Elections ?</li> <li>• What is our System of Elections ?</li> <li>• What makes elections in India democratic</li> </ul> <p><b>4. Working of Institutions :</b></p> <ul style="list-style-type: none"> <li>• How is the major policy decision taken ?</li> <li>• Parliament</li> <li>• Political Executive</li> <li>• Judiciary</li> </ul> <p><b>5. Democratic Rights :</b></p> <ul style="list-style-type: none"> <li>• Life without rights</li> <li>• Rights in a Democracy</li> <li>• Rights in the Indian Constitution</li> <li>• Expanding the scope of rights</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize Constitution as a dynamic and living document.</li> </ul> <ul style="list-style-type: none"> <li>• Understand representative democracy via competitive party politics.</li> <li>• Familiarize with Indian electoral system.</li> <li>• Reason out for the adoption of present Indian Electoral System.</li> <li>• Develop an appreciation of citizen's increased participation in electoral politics.</li> <li>• Recognize the significance of the Election Commission.</li> </ul> <ul style="list-style-type: none"> <li>• Get an overview of central governmental structures.</li> <li>• Identify the role of Parliament and its procedures.</li> <li>• Distinguish between political and permanent executive authorities and functions.</li> <li>• Understand the parliamentary system of executive's accountability to the legislature.</li> <li>• Understand the working of Indian Judiciary.</li> <li>• Recognize the need for rights in one's life.</li> <li>• Understand the availability / access of rights in a democratic system / government.</li> <li>• Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens.</li> <li>• Create awareness regarding the process of safe guarding rights.</li> </ul>

Unit 4 : Economics	50 Periods
Themes	Learning Objectives
<p><b>1. The Story of Village Palampur :</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Organization of production</li> <li>• Farming in Palampur</li> <li>• Non-farm activities of Palampur</li> </ul> <p><b>2. People as Resource :</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Economic activities by men and women</li> <li>• Quality of Population</li> <li>• Unemployment</li> </ul> <p><b>3. Poverty as a Challenge :</b></p> <ul style="list-style-type: none"> <li>• Two typical cases of poverty.</li> <li>• Poverty as seen by Social Scientists</li> <li>• Poverty Estimates</li> <li>• Vulnerables Groups</li> <li>• Interstate disparities</li> <li>• Global Poverty Scenario</li> <li>• Causes of Poverty</li> <li>• Anti-poverty measures</li> <li>• The Challenges Ahead</li> </ul> <p><b>4. Food Security in India :</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• What is Food Security ?</li> <li>• Why Food Security ?</li> <li>• Who are food insecure ?</li> <li>• Food Security in India ?</li> <li>• What is Buffer Stock ?</li> <li>• What is the Public Distribution System ?</li> <li>• Current Status of Public Distribution System</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with basic economic concepts through an imaginary story of a village.</li> </ul> <ul style="list-style-type: none"> <li>• Understand the demographic concepts</li> <li>• Understand how population can be as asset or a liability for the nation.</li> </ul> <ul style="list-style-type: none"> <li>• Understand poverty as a challenge.</li> <li>• Identify vulnerable group and interstate disparities.</li> <li>• Appreciate the initiatives of the government to alleviate poverty.</li> </ul> <ul style="list-style-type: none"> <li>• Understand the concept of food security.</li> <li>• Appreciate and analyse the role of government in ensuring food supply.</li> </ul>

**PROJECT WORK**  
**Class -IX (2019-20)**

**05 Periods**

**05 Marks**

1. Every student has to compulsorily undertake ***one project on Disaster Management.***
2. **Objectives :** The main objectives of giving project work on Disaster Management to the students are to :
  - a) Create awareness in them about different disasters, their consequences and management .
  - b) prepare them in advance to face such situations.
  - c) ensure their participation in disaster mitigation plans
  - d) enable them to create awareness and preparedness among the community.
3. The project work should also help in enhancing the Life Skills of the students.
4. If possible, various forms of art may be integrated in the project work.
5. In order to realize the expected objectives completely, it would be required of the Principals/ teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Reliefm Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate / Deputy Commissioners, Fire Service, Police, Civil Defense etc. In the area where the schools are located.
6. The distribution of marks over different aspects relating to Project Work is as follows :

S.No.	Aspects	Marks
a	Content accuracy, originality and analysis	2
b	Presentation and creativity	2
c	viva voice.	1

7. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
9. A summary Report should be prepared highlighting :
  - a) objectives realized through individual work and group interactions;
  - b) calendar of activities;
  - c) innovative ideas generated in the process ;
  - d) list of questions asked in viva voice.
10. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
11. The Project Report should be handwritten by the students themselves.
12. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

**PRESCRIBED BOOKS :**

1. India and the Contemporary World - I (History) - Published by NCERT
2. Contemporary India - I (Geography) - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a safer India - Part II, a textbook on Disaster Management for Class-IX Published by CBSE

**Note : Please procure latest reprinted edition (2019) of prescribed NCERT textbooks.**

**SOCIAL SCIENCE (CODE NO. 087)**  
**QUESTION PAPER DESIGN**  
**CLASS-IX (2019-20)**

**Time : 3 hours**

**Max. Marks : 80**

Sr. No.	Typology of Questions	Objective Type (1 mark)	SA (3 Marks)	LA (5 Marks)	Map Skill	Total Marks	Weight age %
1.	<b>Remembering</b> : Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	9	3	1	-	23	29%
2.	<b>Understanding</b> : Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	4	2	2	-	20	25%
3.	<b>Applying</b> : Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	3	1	2	-	16	20%
4.	<b>Analysing and Evaluating</b> : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.  Present and defend opinions by making judgements about information, validity of ideas, or quality of work based on a set of criteria.	2	1	1	-	10	12%
5.	<b>Creating</b> : Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	2	1	-	-	5	6.5%
6.	<b>Map Skill</b>				3+3	6	7.6%
	<b>Total</b>	1x20=20	3x8=24	5x6=30	6	80	100%

## INTERNAL ASSESSMENT

	Marks	Description				
Periodic Assessment	10 Marks	<table><tr><td>Pen Paper Test</td><td>5 marks</td></tr><tr><td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment etc.</td><td>5 marks</td></tr></table>	Pen Paper Test	5 marks	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment etc.	5 marks
		Pen Paper Test	5 marks			
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment etc.	5 marks					
Portfolio	5 marks	<ul style="list-style-type: none"><li>• Classwork</li><li>• Work done (Activities / Assignments)</li><li>• Reflections, Narrations, Journals etc.</li><li>• Achievements of the students in the subject throughout the year.</li><li>• Participation of the student in different activities like Heritage India Quiz</li><li>• Project Work.</li></ul>				
Subject Enrichment Activity	5 marks	<ul style="list-style-type: none"><li>• Project Work.</li></ul>				

## LIST OF MAP ITEMS CLASS-IX (2019-20)

### SUBJECT - HISTORY

#### Chapter - 1 : The French Revolution

Outline Political Map of France (For locating and labeling / Identification)

- Bordeaux
- Nantes
- Paris
- Narseilles

#### Chapter - 2 : Socialism in Europe and the Russians Revolution

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of First World War  
(Central Powers and Allied Powers)  
Central Powers - Germany, Austria - Hungary, Turkey (Ottoman Empire)  
**Allied Power** - France, England, Russia, U.S.A.



### **Chapter - 3 : Nazism and Rise of Hitler**

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of Second World War  
Axis Power - Germany, Italy, Japan  
Allied Powers - UK, France, Former, USSR, USA
- Territories under German expansion (Nazi Power)  
Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

### **SUBJECT - GEOGRAPHY (Outline Political Map of India)**

#### **Chapter - 1 : India - Size and Location**

- India - States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling)

#### **Chapter - 2 : Physical Features of India**

- Mountain Ranges : The Karakoram, The Zasker, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats
- Mountain Peaks – K2, Kanchan Junga, Anai Mudi
- Plateau – Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau
- Coastal Plains : Konkan, Malabar, Coromandal & Northern Circar ( Location and Labelling)

#### **Chapter - 3 : Drainage**

- Rivers : (Identification only)
  - The Himalayan River Systems - The Indus, The Ganges, and The Satluj
  - The Peninsular Rivers – The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi.
- Lakes : Wular, Pulicat, Sambhar, Chilika

#### **Chapter - 4 : Climate**

- Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

#### **Chapter -5 : Natural Vegetation and Wild Life**

- Vegetation Type : Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove - For identification only
- National Parks : Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
- Bird Sanctuaries : Bharatpur and Ranganthitto
- Wild Life Sanctuaries : Sariska, Mudumalai, Rajaji, Dechigam (Location and Labelling)

#### **Chapter - 6 Population (location and labelling)**

- The state having highest and lowest density of population
- The state having highest and lowest sex ratio
- Largest and smallest state according to area.

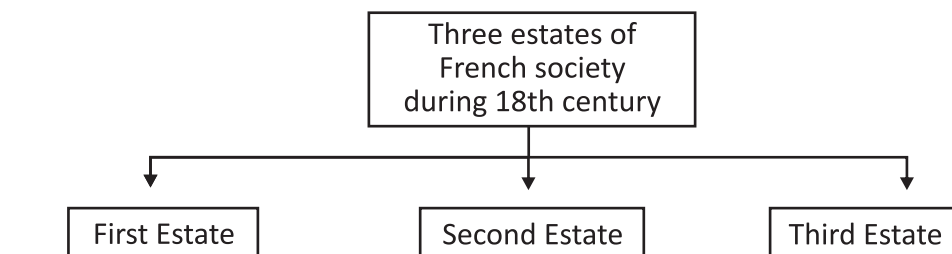
## INDEX

Ch. No.	Name of The Chapter	Page no.	Remark
HISTORY			
1.	The French Revolution		
2.	Socialism in Europe and The Russian Revolution		
3.	Nazism and The Rise of Hitler		
4.	Livelihoods; Economies and Societies		Any One out of the Two chapters
5.	Pastoralists in The Modern World		
GEOGRAPHY			
1.	India: Size and Location		
2.	Physical Features of India		
3.	Drainage		
4.	Climate		
5.	Natural Vegetation and Wild Life		
6.	Population		
POLITICAL SCIENCE			
1.	What is Democracy? Why Democracy?		
2.	Constitutional Design		
3.	Electoral Politics		
4.	Working of Institutions		
5.	Democratic Rights		
ECONOMICS			
1.	The Story of Village Palampur		
2.	People as Resource		
3.	Poverty as Challenge		
4.	Food Security in India		
Model Test Paper			
Marking Scheme			
Model Test paper Without solution-I			
Model Test paper Without solution-II			

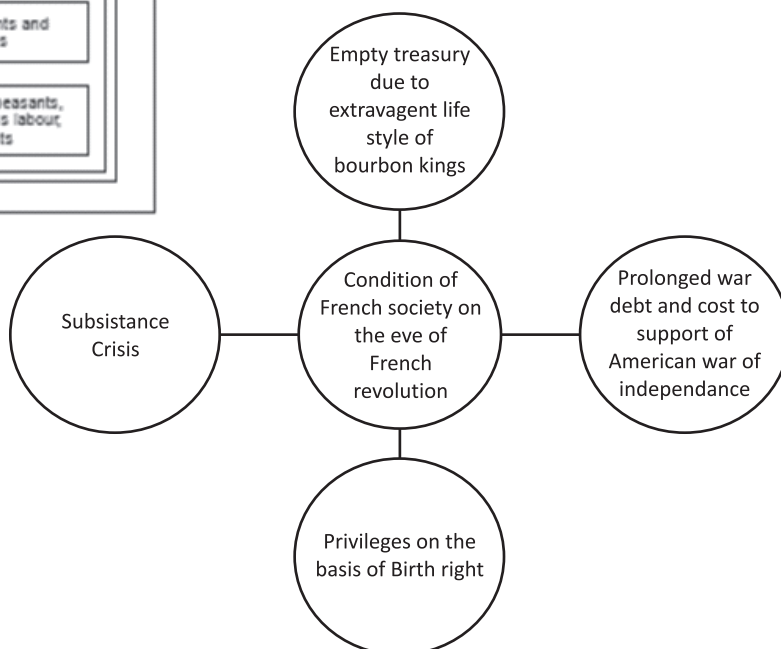
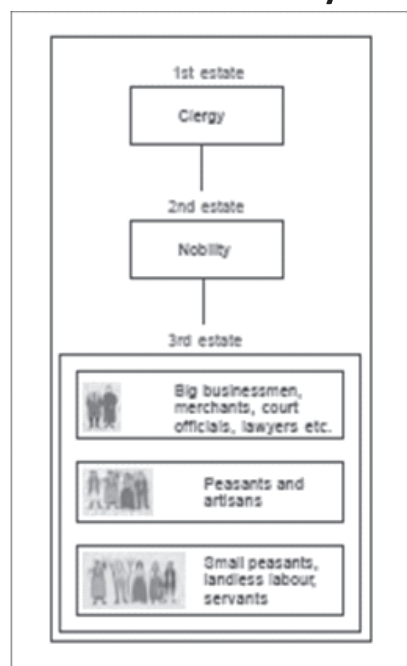
## CHAPTER – 1

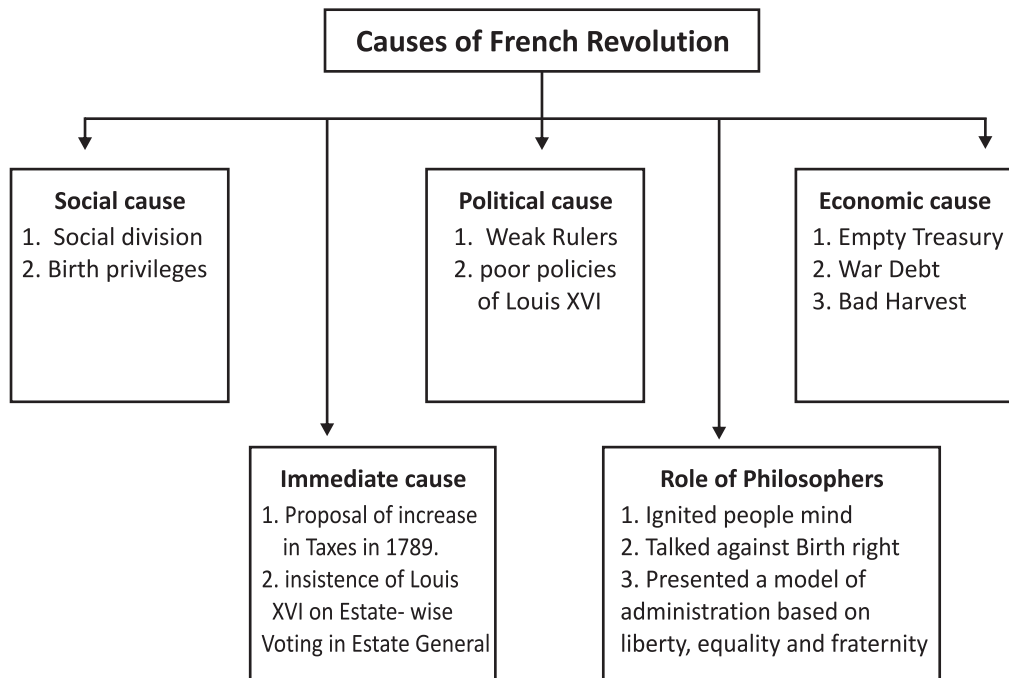
# THE FRENCH REVOLUTION

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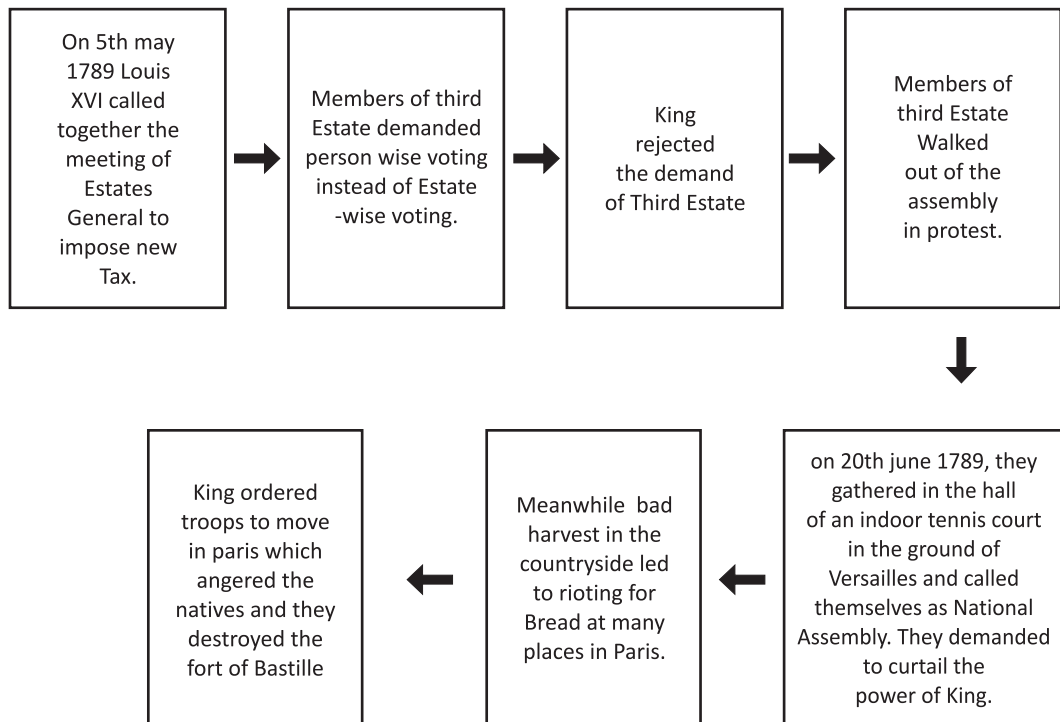


### Social Hierarchy

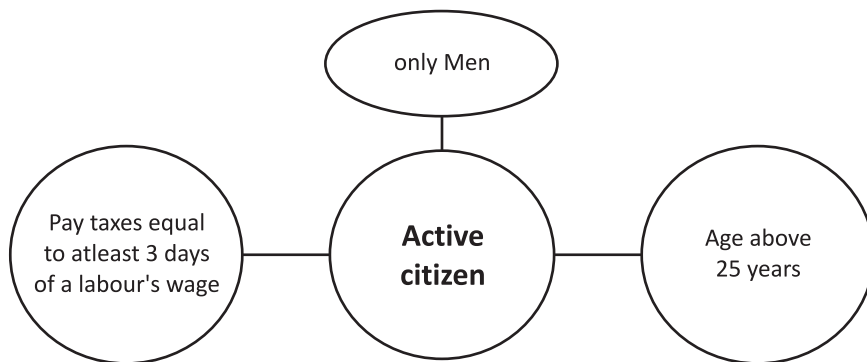




### Events of French revolution :-



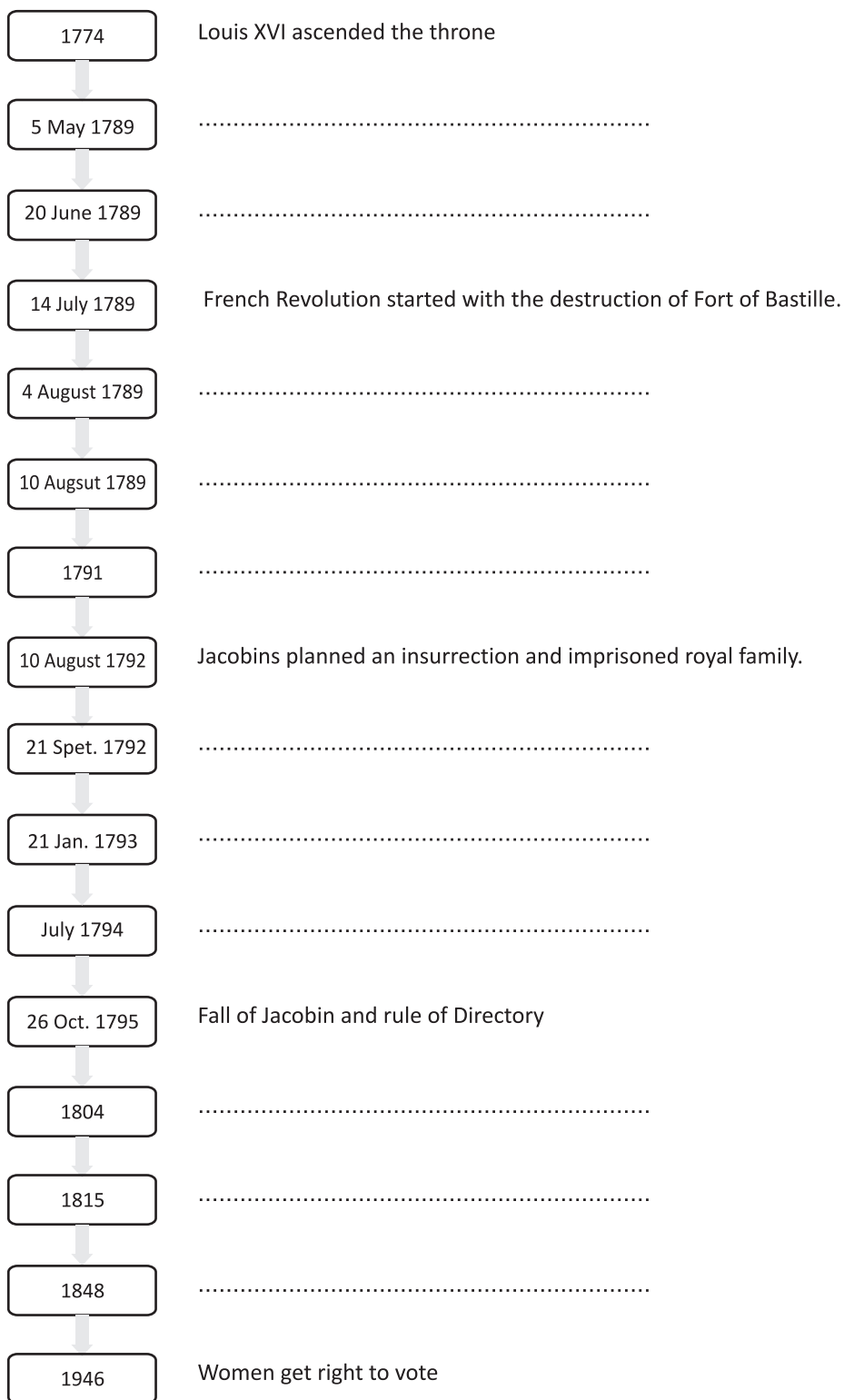
- On 14th July 1789 the agitated crowd stormed the Fort of Bastille, a symbol of tyranny of old regime, and destroyed it.
  - I. This triggered the chain of revolt across the country.
  - II. Faced with power of revolting subjects, Louis XVI accorded recognition to the National assembly and agreed to give up his power.
  - III. On 4th August 1789 all the feudal system of obligation and taxes were abolished by a decree.
  - IV. Churches' properties were confiscated and clergy too had to give up all the privileges.
  - V. The National Assembly drafted the constitution in 1791 and distributed the power in- legislature, executive and judiciary along with one person one vote principle.
- However voting was restricted to Active citizen only

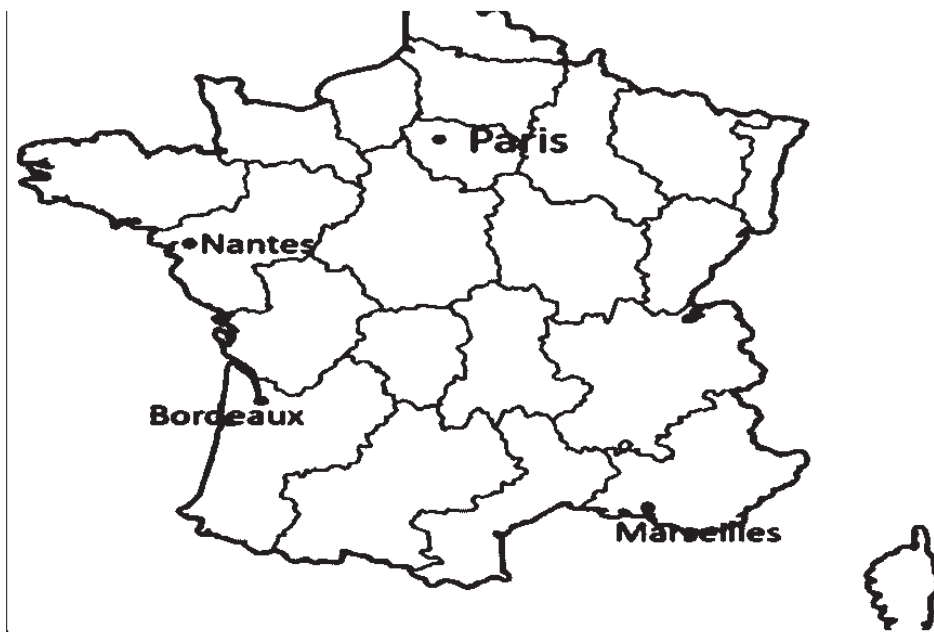


- Remaining men and women were classed as **passive citizen** who did not have any political right.
- Political clubs became a rallying point for the discussions on governmental policies in which **Jacobin club** emerged as the most favourite.

- The members of Jacobin club mainly belonged to the less prosperous sections of the society like- small shopkeepers, artisans, such as shoe maker, watch makers, painters, as well as servants and daily wage workers.
- Their leader was Maximilian **Robespierre** and they were called sans-culottes meaning without knee breeches.
- On 10th August 1792 Jacobins planned an insurrection and imprisoned the royal family.
- On 21st September 1792 it declared France a **Republic**.
- Louis XVI was sentenced to death on charge of '**Treason**' and was publically executed on 21st January 1793.
- The Jacobin leader Robespierre ruled ruthlessly from 1793 to 1794 and his reign was known as "**Reign of Terror**".
- In July 1794 Robespierre was convicted of excessivism and executed on Guillotine.
- The fall of Jacobin allowed the wealthier middle class to seize the power and ruled through an Executive, made up of five members, called **DIRECTORY** from 26th October 1795.
- However the frequent clash of directors with legislative council led to political instability.
- This paved the way for the rise of military dictatorship under Napoleon Bonaparte who ended directory in 1799 and became the 'First Council and later crowned himself as-The Emperor of France in 1804.
- Napoleon was defeated in the battle of Waterloo in 1815.
- The legacy of freedom, equality and fraternity that emerged out of French revolution remained the inspiring ideals of the following world.
- Slavery was finally abolished in 1848 from all the colonies of France.
- Women fought their own way to get right to vote in 1946 in France.

## French Revolution and subsequent events through the eyes of dates.





## QUESTIONS

### 1 MARKS QUESTIONS

- (1) Who was the king of France during French Revolution?
  - (a) Louis XIV
  - (b) Louis XV
  - (c) Louis XVI
  - (d) Louis XIII
- (2) In how many estates French society was divided during 18th century?
  - (a) One
  - (b) Two
  - (c) Three
  - (d) Four
- (3) Who wrote the book – ‘The Social Contract’?
  - (a) Rousseau
  - (b) Abbe Sieyas
  - (c) Mirabeau
  - (d) Montesquieu
- (4) When did Napoleon fight the ‘Battle of Waterloo’?
  - (a) 1804
  - (b) 1810
  - (c) 1832
  - (d) 1815
- (5) Name the tax directly paid to the state?
  - (a) Tithe
  - (b) Taille
  - (c) Both
  - (d) None of the above



- (6) In the year ..... Napoleon became the emperor of France.
- (7) ..... was the currency of France which was used till 1794.
- (8) The tax levied by Church of France was called.....
- (9) The reign of Maximilian Robespierre was termed as .....
- (10) France became republic in the year .....
- (11) What was Estate general?
- (12) What do you mean by the term 'subsistence crises'?
- (13) What do you understand by the term 'privilege by birth' in connection with French revolution?
- (14) When was slavery abolished from all the colonies of France?
- (15) What was rule of Directory in the history of French Revolution?

### **3/5 MARKS QUESTION**

- (1) What was condition of France when Louis XVI ascended the throne?
- (2) Explain- 'Third Estate'.
- (3) What laws were passed by National Assembly in France on 4th august 1789?
- (4) Describe the condition of women in 18th century French society? Does French revolution change any of it?
- (5) Describe the rise of Jacobin club in France?
- (6) What legacy was left behind by the French revolution for the world?
- (7) Explain the rise of Napoleon?
- (8) What was subsistence crisis in France? How it triggered the French Revolution?
- (9) Which rights were described as the "Natural and inalienable" by the French constitution of 1791?
- (10) "French Revolution didn't fulfil the aspiration of all the sections of society." Explain your answer with suitable argument.

## Answers

### 1 MARK QUESTIONS

- (1) (c) Louis XVI
- (2) (c) Three
- (3) (a) Rousseau
- (4) (d) 1815
- (5) (a) Tithe
- (6) 1804
- (7) Livares
- (8) Taille
- (9) Reign of Terror
- (10) 21 September 1792
- (11) Estate General was a political organisation in France prior to 1789 revolution in which all the Estates sent their representatives.
- (12) An extreme situation prevailed where the basic means of livelihood were endangered-called subsistence crisis.
- (13) The privilege of exemption from paying any taxes to church or state by the first and second Estate members of French revolution just because of their birth in that Estate was called 'privilege by birth'.
- (14) 1848
- (15) The fall of Jacobin allowed the wealthier middle class to seize the power and ruled through an Executive, made up of five members, called DIRECTORY.

### 3/5 MARKS QUESTIONS

- (1)
  - (i) Empty treasury,
  - (ii) Destruction of economic resources due to war,
  - (iii) Extravagant cost of living by the kings.
  - (iv) A debt of more than ten billion livres,
  - (v) A demand of interest by the lenders
- (2)
  - (i) The Third Estate was comprised of peasants, landless labours, teachers, lawyers etc.
  - (ii) It was the lowest strata of the French society,

- (iii) They didn't have any political rights,
- (iv) All the taxes imposed by state or church were to be paid by them only.
- (v) During French revolution they fought against birth rights and feudal privileges'.
- (3) (i) End of feudal system of obligation and taxes,
- (ii) Forced priestly class to give up their privileges'
- (iii) End of religious taxes like "tithe",
- (iv) Confiscation of church property.
- (4) (i) Worked for subsistence,
- (ii) They didn't have access to education or job training,
- (iii) They worked as laundresses, sold flower or even worked as domestic servant,
- (iv) Their wages were lower than men,
- (v) Though after French revolution their condition improved a bit yet they were eluded by general political right to vote till 1946.
- (5) (i) The revolutionary wars brought losses and economic hardship to the people,
- (ii) Political clubs became an important rallying point for people to discuss government policies and their own course of action,
- (iii) The most successful of these club was the Jacobean, whose members belong mainly - small shopkeepers, shoemakers, servants, daily-wage workers etc.
- (iv) Their leader was Maxmillian Robespierre who adopted red cap (a symbol of liberty) along with a trouser without knee breaches as worn by the dockyard labourer.
- (v) All this was done to show themselves apart from the wealthier class and nobility and to show solidarity with lower class which made them favourite.
- (6) The legacy left behind by the French revolution were –
  - (i) End of feudal privileges
  - (ii) The ideal of liberty
  - (iii) The principal of equality

- (iv) The sense of brotherhood
- (v) The idea of democracy
- (7) (i) After the fall of Jacobin govt, wealthier middle class once again got an opportunity to seize power,
- (ii) A new constitution denied the vote to non-propertied sections of society and had provisions for two legislative council ,a safeguard against concentration of power in one hand,
- (iii) This then appointed a five member executive, known as Directory.
- (iv) However the Directors often clashed with the legislative councils, who then sought to dismiss them
- (v) This political instability of directory paved the way for the rise of military dictator, Napoleon who between 1793 to 1796 conquered most of the central Europe and defeated Austria, Prussia and Russia to become national Hero.
- (8) (i) The production of food grain didn't keep pace with the rapid increase in population, so the price of bread rose rapidly.
- (ii) As wages were fixed for the workers, the rising price of bread got out of their reach,
- (iii) Situation worsen whenever there was drought or hail and thus an extreme situation prevailed where the basic means of livelihood were endangered-called subsistence crisis
- (iv) This situation triggered the bell of French Revolution as angry women stormed into the bakery shop after spending hours in long queues as cold winter had destroyed the harvest.
- (v) They marched towards the king's palace asking for bread, while their men were striking in tennis court for justice. This led to a chain of events which culminated in French Revolution.
- (9) (i) In 1791 the National Assembly completed the draft of the constitution.
- (ii) The constitution began with a declaration of Rights of Man and Citizen,
- (iii) Rights such as right to life, freedom of speech, freedom of opinion, equality before law were established as natural and inalienable rights.

- (iv) These rights were considered as a right by birth which cannot be taken away
- (v) It was the duty of state to protect each citizen's natural rights.
- (10) (i) French Revolution was fought by all unprivileged sections of the French society like-merchants, peasants, landless-labourers, women etc.
- (ii) All had their own believes and aspiration from French Revolution
- (iii) They aspired for a better life in terms of food and work,
- (iv) However it didn't fulfil those aspirations, like political rights was reserved for wealthy class, women had to fight for almost two century before they got voting rights in 1946.
- (v) Actually its very own principles of liberty and equality were violated when they denied the rights to its poor citizen, women and slaves who got emancipated ultimately in 1848.

## CHAPTER – 2

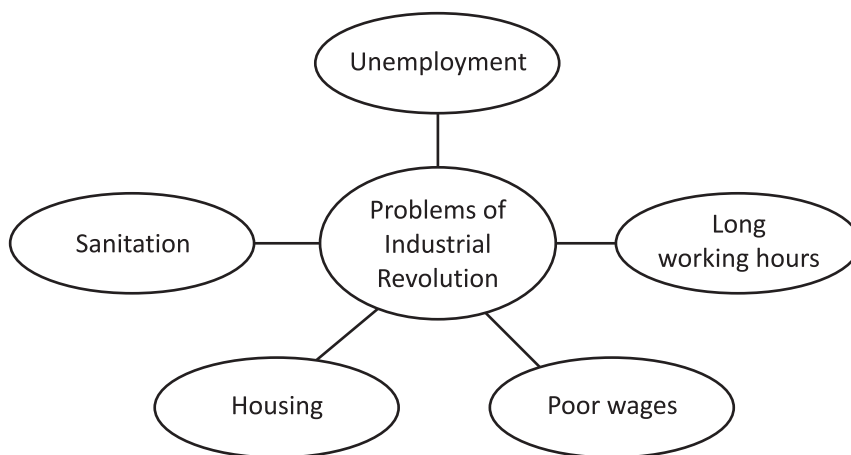
# SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION

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### POINTS TO REMEMBER:

- The French Revolution opened up the possibility of creating a dramatic change in the society.
- There were groups /ideas that looked to change society according to their thoughts and visions.
- Liberals, Radicals and Conservatives were three main groups and their main ideas were

Conservatives	Liberals	Radicals
(a) Opposed liberals and radicals. (b) Asserted that past must be respected. (c) Change should be slow.	(a) Tolerance of all religions (b) Opposed the uncontrolled powers of the king. (c) Supported the rights of the individuals (d) Supported a representative, elected parliamentary government and independent judiciary. (e) Did not support universal adult franchise (right of every citizen including women) (f) Supported private property.	(a) Government based on majority. (b) Opposed the privileges given to great landowners and wealthy factory owners. (c) Many of them also supported women's suffragette movements. (d) Supported private property but disliked concentration of property in the hands of a few.



- **SOCIALISM:** Socialists were against the **private property** but had differing ideas on how a society without property could operate. Some of visions of socialists are as follows:

- (1) **Robert Owen**- sought to build a cooperative community.
- (2) **Louis Blanc**- He wanted the government to encourage cooperatives and replace capitalist enterprises.
- (3) **Karl Marx and Fredrick Engels**- They argued that the industrial society was 'capitalist'. The capitalists owned the capital invested in the factories, and the profit of capitalists was produced by workers. Thus, capitalists exploit the workers.

**Marx** believed that this capitalist system would be triumphed by the workers and a socialist society would be established where all property would be socially controlled.

- **Autocracy**- The rule by the king with absolute powers.
- **Bloody Sunday**- over 100 workers were killed and 300 wounded, when the procession of workers near Winter Palace was attacked by the police. This incident is known as Bloody Sunday. It started a series of events that became known as the 1905 Revolution.
- **Duma**- Russian Parliament.
- **The First World War (1914-1918)**- The first World War was fought between
  - A. **The Central Powers** -Germany, Austria and Turkey, and
  - B. **Allied Powers**- France, Britain and Russia.
- **February Revolution**- In February, 1917, there was acute shortage of food in the workers' quarters. This led to many protests. Soldiers also joined the striking workers. Sensing trouble, the Tsar abdicated and a Provisional Government was formed. Thus, the monarch was brought down in the February Revolution of 1917.
- **April Theses**- In April 1917, the Bolshevik leader Vladimir Lenin returned to Russia from his exile. He presented three demands which are known as Lenin's April Theses. These were:
  - (i) The war (First World War) must be brought to a close.
  - (ii) Land must be transferred to the peasants.
  - (iii) Banks must be nationalized.

- **The Revolution of October, 1917:**

As the conflict between the Provisional Government and the Bolshevik grew, Lenin emphasized on the uprising against the government.

The uprising began on 24 October. By the nightfall, the city was under Bolshevik's control and the ministers had surrendered. Uprisings took place in other cities as well. This revolution is known as the October Revolution.

- **What changed after the Revolution of October, 1917**



- **Civil War:** After the Revolution, entire Russia was divided in three groups- viz.

- A. The Bolsheviks (the 'reds'),
- B. Socialist Revolutionaries (the 'greens') and
- C. The Tsarists (the 'whites')

A Civil War among these groups started in Russia. The 'greens' and the 'whites' were supported by France, USA, Britain and Japan. Looting, banditry, and famine became common during the Civil War.

- **Collectivisation:** Stalin started the Collectivisation programme in Russia. Under this, the peasants were forced to cultivate in **collective farms**



**(kolkhoz).** The bulk of land and implements were transferred to the ownership of collective farms. Peasants worked on the land, and the Kolkhoz profit was shared.





## QUESTIONS

### 1 Mark Questions

1. What were the views of liberals in 19th century Europe regarding universal adult franchise?
2. What was the root of all social evil, according to Socialists?
3. How the property was to be controlled in a socialist society?
4. Which party was renamed the Russian Communist Party after October Revolution of 1917?
5. Name the countries that sent their troops in the Russian Civil War to stop the growth of socialism in Russia?
6. Who sought to build a cooperative community called New Harmony in Indiana (USA)?
 

(a) Robert Owen	(b) Carl Marx
(c) Louis Blank	(d) Montesquieu

7. Who, in France, wanted the government to encourage cooperatives and replace capitalist enterprises?
  - (a) Rousseau
  - (b) Carl Marx
  - (c) Robert Owen
  - (d) Louis Blank
8. Who propounded the idea of a “communist society”?
  - (a) Carl Marx
  - (b) Robert Owen
  - (c) Rousseau
  - (d) Napoleon
9. Who was the emperor of Russia at the start of First World War?
  - (a) Louis XVI
  - (b) Vladimir Lenin
  - (c) Tsar Nicholas II
  - (d) Carl Marx
10. Which Revolution of Russia is related with ‘Bloody Sunday’?
  - (a) 1789
  - (b) 1905
  - (c) Feb 1917
  - (d) Oct 1917
11. The name of the elected consultative Parliament created after the 1905 Revolution was .....
12. ....led the Bolshevik group in Russia.
13. ....Revolution in Russia brought down monarchy.
14. The collective farms in Russia was known as .....
15. .... started the collectivization programme in Russia.

### 3/5 MARKS QUESTIONS

1. What were the main ideas of liberals in the 19th century Europe?
2. Differentiate between the ideas of liberals and radicals.
3. Describe the visions of early socialists.
4. What was Lenin’s April Theses?
5. What were the main changes that came after the Revolution of October, 1917?
6. How was the Russian society socialized?
7. Explain the main ideas of Karl Marx.
8. What were the political, social and economic conditions of Russia before 1905?
9. What were the impacts of First World War on Russia?
10. How was the Stalin’s collectivization programme implemented in Russia?

## ANSWERS

### 1 MARK QUESTIONS

1. Liberals did not believe in universal adult franchise. They felt men of property mainly should have the vote.
2. Private property.
3. Social control on all property.
4. The Bolshevik Party
5. France, USA, Britain and Japan
6. (a) Robert Owen
7. (d) Louis Blank
8. (b) Carl Marx
9. (c) Tsar Nicholas II
10. (b) 1905
11. Duma
12. Vladimir Lenin
13. February Revolution of 1917
14. Kolkhoz
15. Stalin

### SHORT/ LONG ANSWER TYPE QUESTIONS (3/5 MARKS)

1. Main ideas of Liberals were-
  - (a) Tolerance of all religions
  - (b) Opposed the uncontrolled powers of the king.
  - (c) Supported the rights of the individuals
  - (d) Supported a representative, elected parliamentary government and independent judiciary.
  - (e) Did not support universal adult franchise (right of every citizen including women)
  - (f) Supported private property.
- 2.

Liberals	Radicals
<ol style="list-style-type: none"><li>(a) Tolerance of all religions</li><li>(b) Opposed the uncontrolled powers of the king.</li><li>(c) Supported the rights of the individuals</li><li>(d) Supported a representative, elected parliamentary government and independent judiciary.</li><li>(e) Did not support universal adult franchise (right of every citizen including women)</li><li>(f) Supported private property.</li></ol>	<ol style="list-style-type: none"><li>(a) Government based on majority.</li><li>(b) Opposed the privileges given to great landowners and wealthy factory owners.</li><li>(c) Many of them also supported women's suffragette movements.</li><li>(d) Supported private property but disliked concentration of property in the hands of a few.</li></ol>

3. Socialists were against the **private property** but had differing ideas on how a society without property could operate. Some of visions of socialists are as follows:
- (1) **Robert Owen**- sought to build a cooperative community.
  - (2) **Louis Blanc**- He wanted the government to encourage cooperatives and replace capitalist enterprises.
  - (3) **Karl Marx and Fredrick Engels**-They argued that the industrial society was 'capitalist'. The capitalists owned the capital invested in the factories, and the profit of capitalists was produced by workers. Thus, capitalists exploit the workers. Marx believed that this capitalist system would be triumphed by the workers and a socialist society would be established where all property would be socially controlled.
4. In April 1917, the Bolshevik leader Vladimir Lenin returned to Russia from his exile. He presented three demands which are known as Lenin's April Theses. These were:
- (i) The war (First World War) must be brought to a close.
  - (ii) Land must be transferred to the peasants.
  - (iii) Banks must be nationalized.
5. Changes after the Revolution of October, 1917:
- (a) Private property eradicated. Most industries and banks were nationalized.
  - (b) Land was declared social property, land of nobility seized.
  - (c) Ban on use of old titles of aristocracy.
  - (d) Russia signed peace pact with Germany.
  - (e) Russia became a one-party state and the Russian Communist Party was the only party.
  - (f) Censorship in all aspects of life was imposed.
  - (g) Beginning of civil war in Russia.
6. Russian society was socialized by-
- (a) Nationalization of banks and industries.
  - (b) Collective farming.
  - (c) Central planning, beginning of Five Years Plans.
  - (d) An extended schooling system developed; arrangements were made for factory workers and peasants to enter universities.

- (e) Crèches were established in the factories.
  - (f) Availability of cheap public health care.
  - (g) Model living quarters for the workers.
7. Karl Marx added other ideas in the socialist ideas.
- (a) Socialists considered private property as the root of all social ills.
  - (b) Marx argued that industrial society was 'capitalist'. Capitalists owned the capital invested in factories, and the profit of capitalists was produced by workers.
  - (c) The workers had to overthrow capitalism and the rule of private property.
  - (d) After overthrowing the capitalism, a radically socialist society would be constructed where all property was socially controlled.
  - (e) Further, this would be a communist society and a communist society was the natural society of the future.
- 8.
- (a) Russia was an autocracy. The Tsar was not subject to parliament. Owing to heavy expenditure, the treasury was bankrupt.
  - (b) Russian society was divided into three classes, the clergy, nobility and the working class including peasants.
  - (c) Vast majority (about 85%) of Russia's people were agriculturists. They had to pay heavy taxes. Nobility, the crown and the Orthodox Church owned large properties. Peasants were deeply religious but they had no respect for the nobility. They wanted the land of the nobles to be given to them.
  - (d) Most industry was privately owned. The wages were minimum and the working hours were sometimes 15 hours. Thus, the condition of workers was miserable.
9. The impacts of First World War on Russia:
- (a) Defeats were shocking and demoralizing for Russia on 'eastern front'. There were over 7 million casualties by 1917. As they retreated, the Russian army destroyed crops and buildings to prevent the enemies from being able to live off the land. The destruction of crops and buildings led to over 3 million refugees in Russia.
  - (b) The war had a severe impact on industry. Supplies were cut to the industries and therefore, industrial production was down.

- (c) By 1916, railway lines began to break down.
  - (d) Able-bodied men were called up to the war. As a result, there were labour shortages.
  - (e) Large supplies of grain were sent to feed the army. For the people in cities, bread and flour became scarce.
10. Implementation of Stalin's collectivization programme:
- (a) The peasants were forced to cultivate in collective farms (kolkhoz) from 1929.
  - (b) The bulk of land and implements were transferred to the ownership of collective farms.
  - (c) Peasants worked on the land, and the kolkhoz profit was shared.
  - (d) Enraged peasants resisted the authorities and destroyed their livestock. The number of cattle fell by one-third between 1929 and 1931.
  - (e) Those who resisted were severely punished. Many of them were deported and exiled.

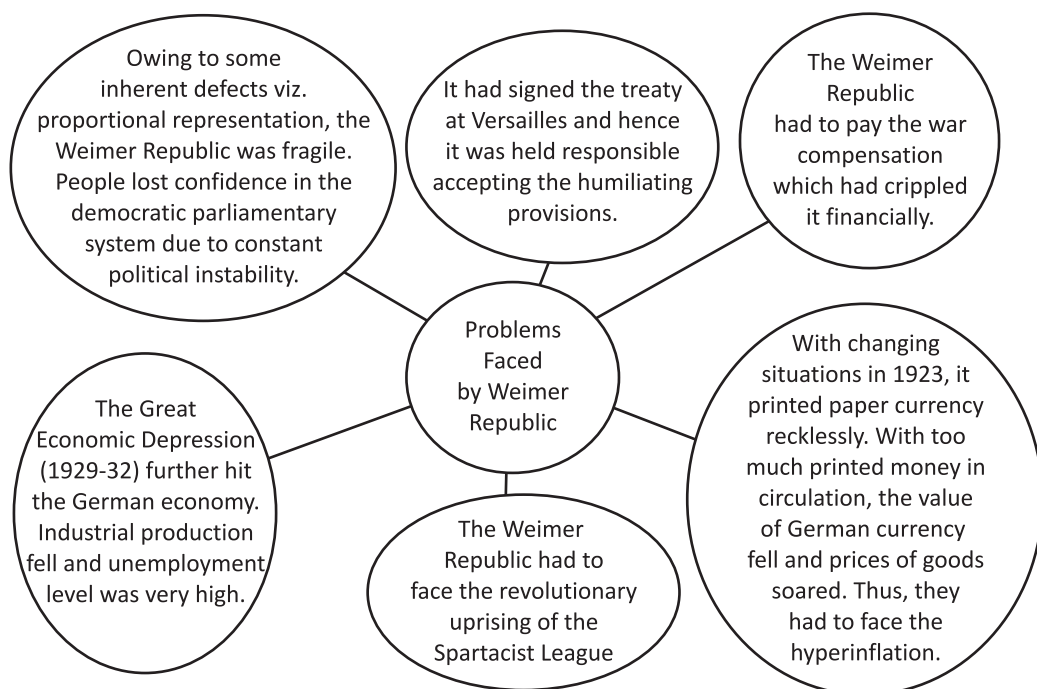
## CHAPTER – 3

# NAZISM AND THE RISE OF HITLER

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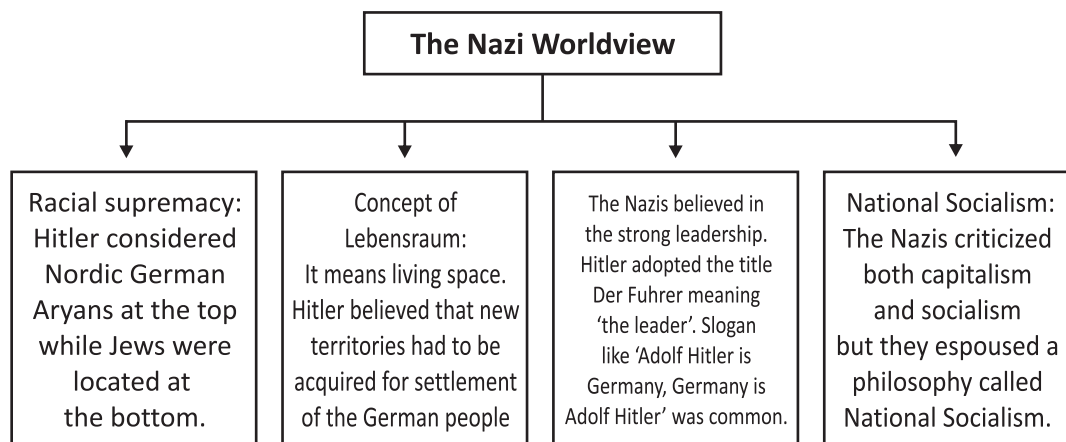
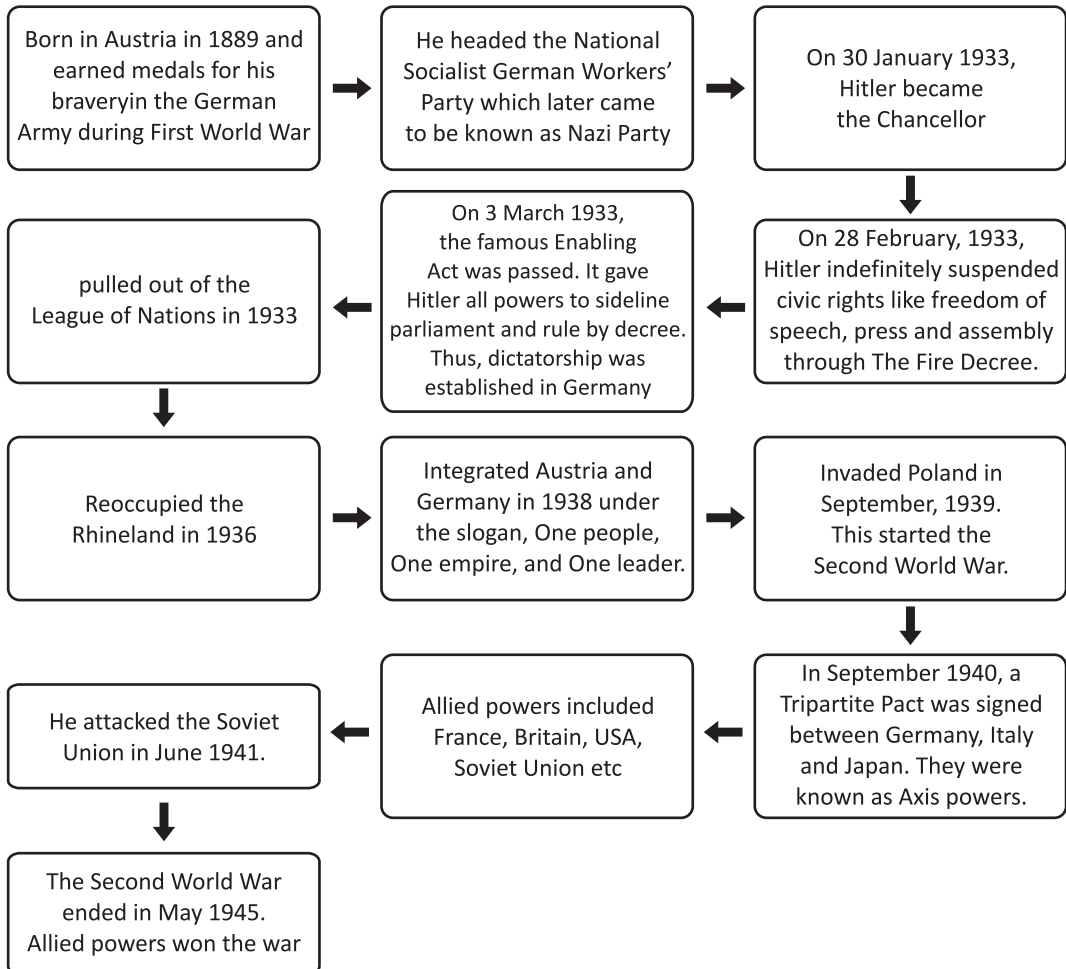
### POINTS TO REMEMBER:

- **The First World War (1914-1918)**- The first World War was fought between
  - A. **The Central Powers** -Germany, Austria and Turkey and
  - B. **Allied Powers** -France, Britain and Russia.
- **The Second World War (1939-1945)**- The second World War was fought between
  - A. **The Axis powers.** -Germany, Italy, Japan and
  - B. **Allied Powers** -France, Britain, Russia & USA.
- **Treaty of Versailles:** After the end of the First World War, Germany had to sign a harsh and humiliating treaty at Versailles with the Allied powers. Germany was demilitarized and it had to pay huge amount in compensation.
- **Weimer Republic:** After the defeat of Germany in World War I and abdication of the emperor, a democratic constitution with federal structure was set up in Germany. But, the Weimer Republic had to face **many problems**:





### Rise of Hitler :



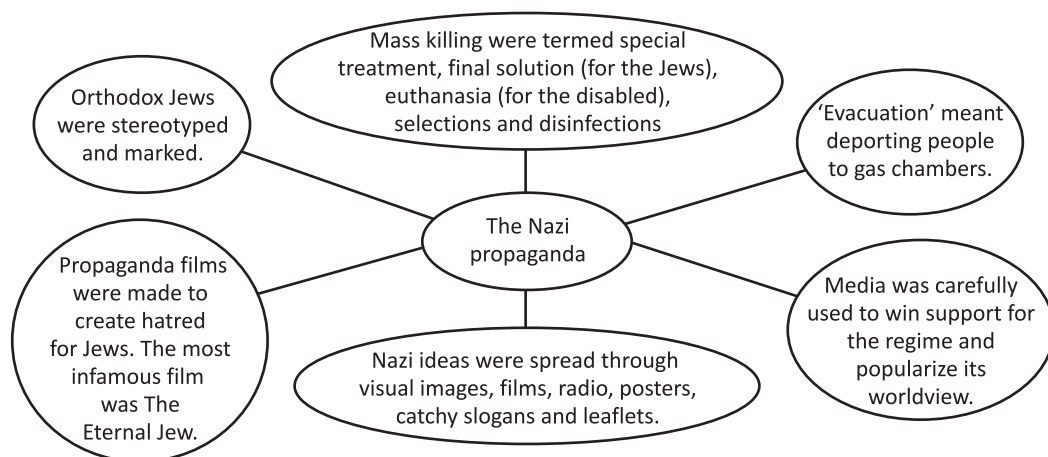
- **Youth in Nazi Germany:**

Hitler felt that a strong Nazi society could be established only by teaching children Nazi ideology. He took following steps to achieve this:

- a) Jews were dismissed from the schools.
- b) Children were segregated. Germans and Jews could not sit together. Subsequently, 'undesirable children'- Jews, the physically handicapped, Gypsies- were thrown out of schools.
- c) School textbooks were rewritten. Racial science was introduced to justify Nazi ideas of race.
- d) Children were taught to be loyal and submissive, hate Jews and worship Hitler.
- e) Youth organizations were made responsible for educating German youth in the 'spirit of National Socialism'.
- f) After a period of rigorous ideological and physical training, they joined the Labour Service. Then they have to serve in the armed forces and enter one of the Nazi organizations.

- **Women in the Nazi Germany:**

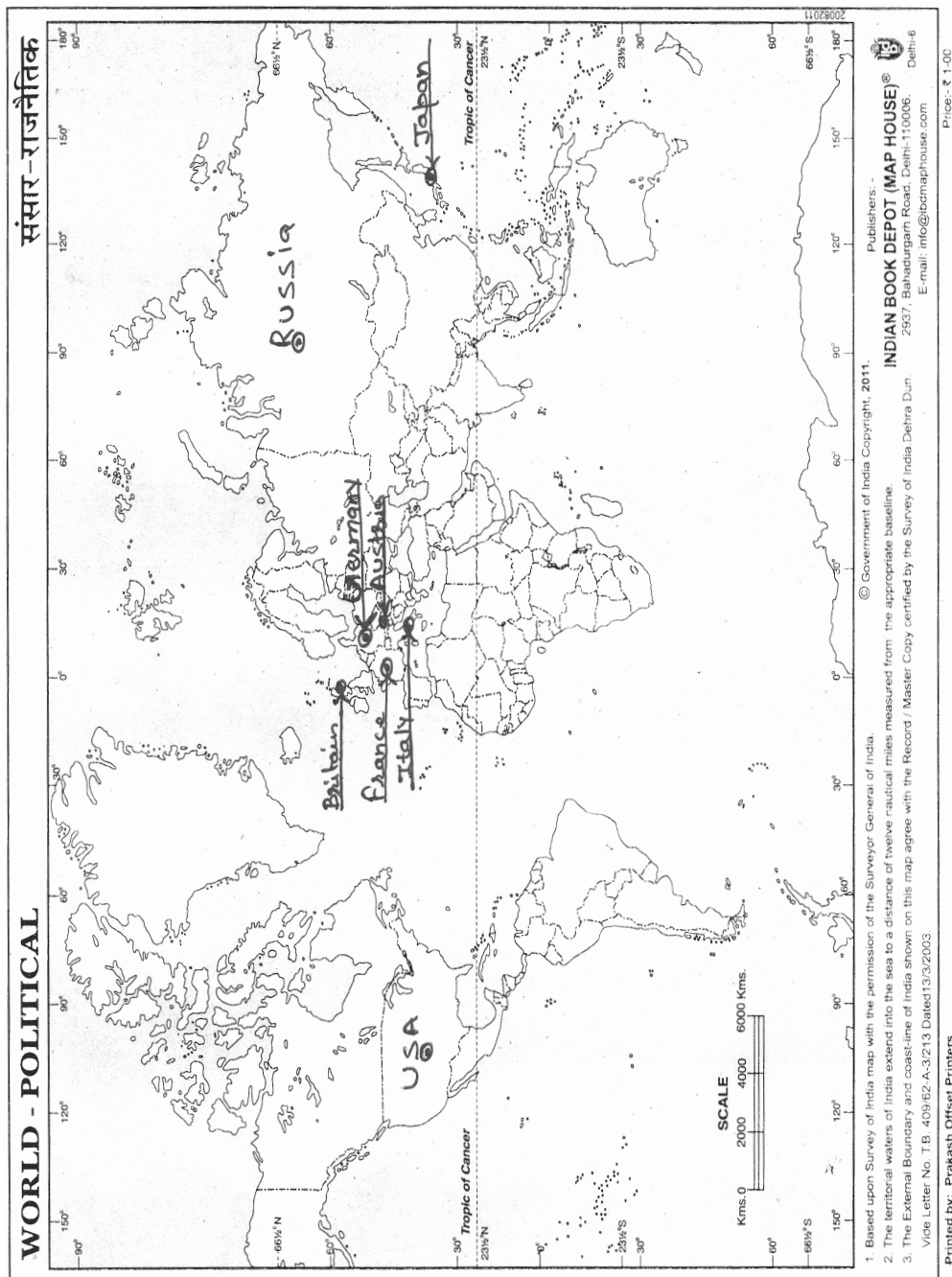
- a) Girls were taught to become good mothers and rear pure-blooded Aryan children.
- b) Girls had to maintain the purity of the race, distance themselves from Jews, look after the home, and teach their children Nazi ideology.
- c) Hitler said: 'In my state the mother is the most important citizen. But, in Nazi Germany all mothers were not treated equally.
- d) Women who bore racially undesirable children were punished and those who produced racially desirable children were awarded.
- e) Women were encouraged to produce many children.
- f) 'Aryan' women who deviated from the prescribed code of conduct were publically condemned, and severely punished.



- **Holocaust:** The mass killing of millions of Jews by the Nazi regime is known as the holocaust. Jews were taken to the gas chambers and were killed.
- **Expansion of Nazi power-**



- Political Map of World



## QUESTIONS

### 1 Mark Questions

- Which of these country was related to Allied powers-  
(a) Germany (b) Austria  
(c) Britain (d) Turkey
- Which Republic was born in Germany after the First World War?  
(a) Weimer (b) Czar  
(c) Burbo (d) Marrier
- What is name of the German Parliament?  
(a) Frankfurt (b) Duma  
(c) Estate General (d) Reichstag
- What was the name of secret state police during Nazi regime?  
(a) Yungfok (b) Red army  
(c) Gestapo (d) Greens
- When was Hitler born?  
(a) 1889 (b) 1789  
(c) 1810 (d) 1900
- Which peace treaty was signed by Germany after the WW 1?
- Mention the countries that were in Axis powers.
- What was suspended by Hitler through the Fire Decree?
- Which Act gave Hitler all powers to sideline Parliament and rule by decree?
- What was the concept of Lebensraum?
- The Second World War ended in the year .....
- The country which dropped atom bomb on Hiroshima in Japan was .....
- .....were the main targets of mass killing during Nazi regime.
- In the year ..... Hitler issued fire Decree.
- The party established by Hitler was known as .....

### 3/5 Marks Questions

- Mention the provisions of the treaty of Versailles?
- Describe the problems faced by the Weimer Republic.
- Explain the peculiar features of Nazi worldview.
- How were the youth educated during Nazi regime?
- What was the role of women during Nazi society?
- What was the ways of Nazi propaganda?
- Why did Nazism become a mass movement during the Great Depression?
- How were the Jews portrayed in Nazi propaganda?

## ANSWERS

### 1 Mark Questions

1. (c) Britain
2. (a) Weimer Republic
3. (d) Reichstag
4. (c) Gestapo
5. (a) 1889
6. Treaty of Versailles
7. Germany, Italy, Japan
8. 1929-32
9. The Enabling Act of 1933
10. Living space or the new territories to be acquired for settlement.
11. 1945
12. USA
13. Jews
14. 1933
15. Nazi party

### 3/5 Marks Questions

1.
  - (i) Germany was held responsible for the war and damages.
  - (ii) Germany was demilitarized.
  - (iii) It was forced to pay compensation amounting to £ 6 billion.
  - (iv) Resource-rich Rhineland was occupied by the Allied powers.
  - (v) Germany lost its overseas colonies, a tenth of its population, 13 percent of its territories, 75 per cent of its iron and 26 per cent of its coal to France.
2.
  - (i) It had signed the treaty at Versailles and hence it was held responsible accepting the humiliating provisions.
  - (ii) The Weimer Republic had to pay the war compensation which had crippled it financially.
  - (iii) The Weimer Republic had to face the revolutionary uprising of the Spartacist League. However, the uprising was crushed.
  - (iv) With changing situations in 1923, it printed paper currency recklessly. With too much printed money in circulation, the value of German currency fell and prices of goods soared. Thus, they had to face the hyperinflation.
  - (v) The Great Economic Depression (1929-32) further hit the German



economy. Industrial production fell and unemployment level was very high.

- (vi) Owing to some inherent defects viz. proportional representation, the Weimer Republic was fragile. People lost confidence in the democratic parliamentary system due to constant political instability.
- 3.
- (i) Racial supremacy: Hitler considered Nordic German Aryans at the top while Jews were located at the bottom.
  - (ii) Concept of Lebensraum: It means living space. Hitler believed that new territories had to be acquired for settlement of the German people.
  - (iii) The Nazis believed in the strong leadership. Hitler adopted the title Der Fuhrer meaning 'the leader'. Slogan like 'Adolf Hitler is Germany, Germany is Adolf Hitler' was common.
  - (iv) National Socialism: The Nazis criticized both capitalism and socialism but they espoused a philosophy called National Socialism.
4. Hitler felt that a strong Nazi society could be established only by teaching children Nazi ideology. He took following steps to achieve this:
- a) Jews were dismissed from the schools.
  - b) Children were segregated. Germans and Jews could not sit together. Subsequently, 'undesirable children'- Jews, the physically handicapped, Gypsies- were thrown out of schools.
  - c) School textbooks were rewritten. Racial science was introduced to justify Nazi ideas of race.
  - d) Children were taught to be loyal and submissive, hate Jews and worship Hitler.
  - e) Youth organizations were made responsible for educating German youth in the 'spirit of National Socialism'.
  - f) After a period of rigorous ideological and physical training, they joined the Labour Service. Then they have to serve in the armed forces and enter one of the Nazi organizations.
5. See the key points.
6. See the key points.
7. Following are the reasons for the growing popularity of Nazism during the Great Depression:
- (i) German economy was worst hit by the economic crisis because short-term loans were withdrawn when the Wall Street Exchange crashed in 1929.

- (ii) Owing to this, industrial production fell; workers lost their jobs or paid reduced wages. The number of unemployed rose phenomenally high.
  - (iii) The economic crisis created deep anxieties and fears in people. The middle classes, small businessmen, the self-employed, retailers were the worst hit. These sections of society were filled with the fear of being reduced to the ranks of the working class or of being unemployed.
  - (iv) In such a situation Nazi propaganda stirred hopes of a better future.
  - (v) Hitler himself was a great speaker. He promised to build a strong nation, undo the injustices of the Versailles treaty and employment to the people.
  - (vi) Hitler was projected as a messiah, a savior, as someone who had arrived to deliver people from their distress.
    - (i) Thus, owing to economic and political crises, and coupled with Nazi propaganda, Nazism became a mass movement.
- 8.
- (i) Jews had been stereotyped as killers of Christ and usurers.
  - (ii) They were shown with flowing beards wearing kaftans.
  - (iii) They were referred to as vermin, rats and pests.
  - (iv) Their movements were compared to those of rodents.
  - (v) Propaganda films were made to create hatred for Jews. The Most infamous film was The Eternal Jew.

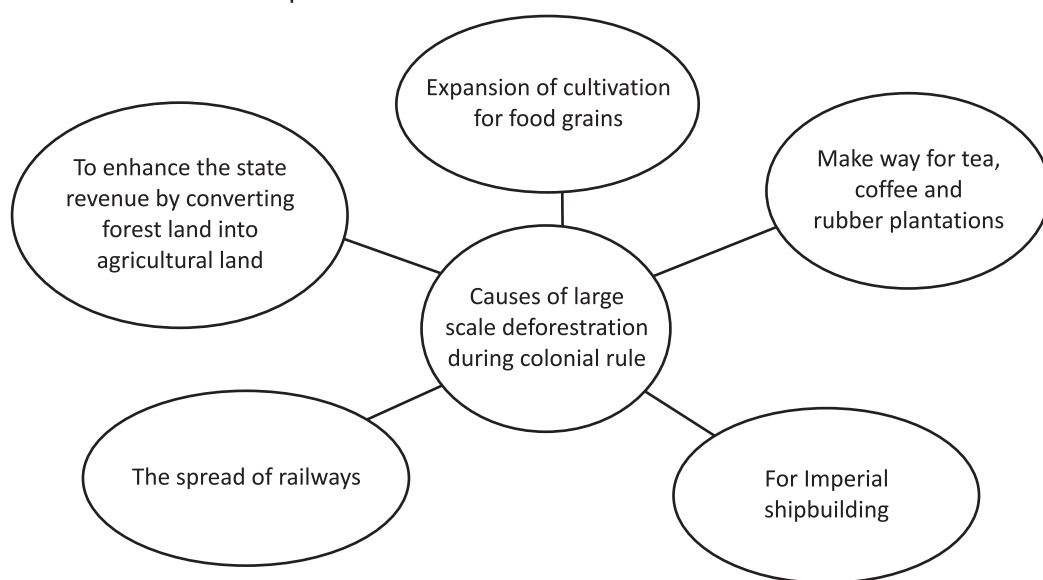


## CHAPTER – 4

### FOREST SOCIETY AND COLONIALISM

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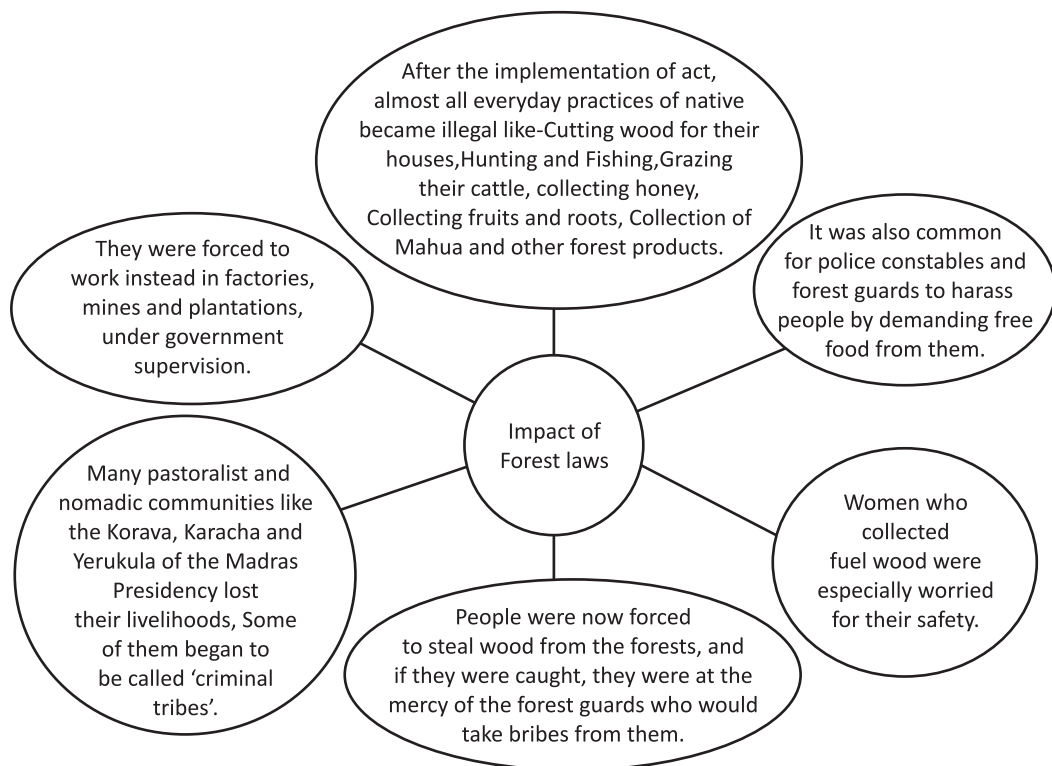
- Almost everything was available in the forest – leaves can be stitched together to make disposable plates and cups, the siadi (*Bauhinia vahlii*) creeper can be used to make ropes, and the thorny bark of the semur (silk-cotton) tree is used to grate vegetables. Oil for cooking and to light lamps can be pressed from the fruit of the Mahua tree.
- The comprehensive cutting down of trees is referred as Deforestation.
- Process of deforestation under colonial rule had become systematic and extensive.
- Between 1700 and 1995, the period of industrialization, 13.9 million sq km of forest or 9.3 per cent of the world's total area was cleared.



- The British were worried that the use of forests by local people and the reckless felling of trees by traders would destroy forests. So they decided to invite a German expert, Dietrich Brandis, for advice, and made him the first Inspector General of Forests in India.
- Brandis realized that a proper system had to be introduced to manage the forests and people had to be trained in the science of conservation.
  - I. Brandis set up the Indian Forest Service in 1864
  - II. He helped in formulating the first Indian Forest Act of 1865.
  - III. After the Forest Act was enacted in 1865, it was amended twice, once in 1878 and then in 1927.

- IV. The 1878 Act divided forests into three categories: reserved, protected and village forests.
- V. The best forests were called 'reserved forests'. Villagers could not take anything from these forests, even for their own use. For house building or fuel, they could take wood from protected or village forests.
- The Imperial Forest Research Institute was set up at Dehradun in 1906. The system they taught here was called 'scientific forestry'.
  - In scientific forestry, natural forests which had lots of different types of trees were cut down. In their place, one type of tree was planted in straight rows. This is called a plantation.
  - **Shifting cultivation or Swidden agriculture.**

Sl. No.	Place	Name of Shifting Agriculture
1	South –East Asia	Lading
2	Central America	Milpa
3	Africa	Chitemene or Tavy
4	Sri Lanka	Chena
5	India	Dhya, Penda, Jewar, Nevad, Jhum, Podu, Khandad and Kumri



- **In shifting cultivation,**
  - I. Parts of the forest are cut and burnt in rotation.
  - II. Seeds are sown in the ashes after the first monsoon rains, and the crop is harvested by October-November.
  - III. Such plots are cultivated for a couple of years and then left fallow for 12 to 18 years for the forest to grow back.
  - IV. A mixture of crops is grown on these plots
- **While the forest laws deprived people of their customary rights to hunt, hunting of big animals became a sport.**
  - I. The British saw large animals as signs of a wild, primitive and savage society. They believed that by killing dangerous animals the British would civilize India.
  - II. Over 80,000 tigers, 150,000 leopards and 200,000 wolves were killed for reward in the period 1875-1925.
  - III. A British administrator, George Yule, killed 400 tigers. Initially certain areas of forests were reserved for hunting.
- **From the medieval period onwards, we have records of Adivasi communities trading in**

I. Elephants	V. Spices
II. Hides, horns,	VI. Gums and resins
III. Silk cocoons,	VII. Fibers
IV. Ivory,	VIII. Bamboos
- **Bastar is located in the southernmost part of Chhattisgarh.**
  - I. It borders Andhra Pradesh, Orissa and Maharashtra.
  - II. A number of different communities live in Bastar such as Maria and Muria Gonds, Dhurwas, Bhatras and Halbas.
  - III. They speak different languages but share common customs and beliefs.
- Some villages' were allowed to stay on in reserved forest on the condition that they worked free for forest department in cutting and transporting trees from fires. These villages were called "forest villages" or "Van Gram"
- The initiative of revolt in Bastar region was taken by Dhurwas of Kanger forest once reservation was implemented.
- One of the important figures of this revolt was 'Gunda Dhur'.
- Though revolt was suppressed, in a major victory for the rebel,
  - I. work on reservation was suspended temporarily
  - II. The area to be reserved was reduced to roughly half of that planned before 1910.

- Java is now famous as a rice-producing island in Indonesia.
  - I. But once upon a time it was covered mostly with forests.
  - II. The Kalangs of Java were a community of skilled forest cutters and shifting cultivators.
  - III. The Dutch first imposed rents on land being cultivated in the forest and then exempted some villages from paying it if they work collectively to provide free labour and buffalos for cutting and transporting timber. This was known as Blandongdiensten (Blandong-dien-sten.)
- After the enacted forest law in Java by the Dutch,
  - I. Restricting villagers' access to forests.
  - II. Wood could only be cut for specified purposes like making river boats or constructing houses, and only from specific forests under close supervision.
  - III. Villagers were punished for grazing cattle in young stands, transporting wood without a permit, or travelling on forest roads with horse carts or cattle.
- The Samins protested this advancement of Dutch
  - A. They were led by Surontiko Samin who argued that state had not created the wind, water, earth and wood, so it could not own it any ask for taxes.
  - B. They protested by
    - I. Lying down on their land when the Dutch came to survey it,
    - II. Others refused to pay taxes or fines
    - III. They also refused to perform free labour.
- In Java, just before the Japanese occupied the region, the Dutch followed 'a scorched earth' policy, destroying sawmills, and burning huge piles of giant teak logs so that they would not fall into Japanese hands. The Japanese then exploited the forests recklessly for their own war industries, forcing forest villagers to cut down forests.
- In India, from Mizoram to Kerala, dense forests have survived only because villages protected them in sacred groves known as sarnas, devarakudu, kan, rai, etc.

## QUESTIONS

### 1 Mark Questions

- (1) Name the British official who killed 400 tigers during colonial rule?  
(a) Dietrich Brandis (b) George Yule  
(c) Surontiko Samin (d) Gunda Dhur
- (2) Name the river which flows across Bastar from east to west?  
(a) Ganga (b) Yamuna  
(c) Indrawati (d) Narmada
- (3) Which forest law categorised the forest in three category during colonial rule?  
(a) 1864 (b) 1878  
(c) 1890 (d) 1891
- (4) When was Indian forest service set up?  
(a) 1864 (b) 1878  
(c) 1890 (d) 1891
- (5) The Imperial Forest Research Institute was setup at-  
(a) Haridwar (b) Dehradun  
(c) Shimla (d) Sri Nagar
- (6) What is meant by scientific forestry?
- (7) Who was the first Inspector General of forest in India?
- (8) What was 'Van Gram'?
- (9) What was 'reserved forest' by the forest act of 1878?
- (10) Who were Kalangs of java?
- (11) ..... was the leader of Bastar revolt in India during colonial rule.
- (12) The first Forest act was enacted in.....
- (13) Shifting agriculture in Sri Lanka is called.....
- (14) Java is famous for the cultivation of ..... crop.
- (15) ..... was the leader of Samins revolt in Java against Dutch.

### 3/ 5 Marks Questions

- (1) Why cultivation expanded rapidly in the colonial period?
- (2) Why were British worried about deforestation by local people?
- (3) Discuss the effect of the forest Act.
- (4) Discuss some of the local terms and cultivation process of swidden agriculture.
- (5) In India, write main leader of forest communities rebelled against the British?

- (6) Discuss the importance of forests in our lives.
- (7) Where is Bastar located? What were the results of the Bastar rebellion?
- (8) What restrictions were imposed by the Dutch Government in Java Forest laws?
- (9) Discuss the classification of forests on the basis of forest act, 1878.
- (10) Why did European regard the shifting cultivation practice harmful for forests?
- (11) Explain the factors which prompted the Samins to revolt against the Dutch.
- (12) Mention the effects of various forest laws and policies which were adopted by the colonial rulers.
- (13) Discuss the causes of deforestation in India during the colonial rule.

## **Answers**

### **1 Mark Questions**

- (1) (b) George Yule
- (2) (c) Indrawati
- (3) (b) 1878
- (4) (a) 1864
- (5) (b) Dehradun
- (6) It is a system of cutting trees controlled by the forest department, in which old trees are cut and new ones planted
- (7) Dietrich Brandis
- (8) Some villages' were allowed to stay on in reserved forest on the condition that they worked free for forest department in cutting and transporting trees from fires. These villages were called "forest villages" or "Van Gram".
- (9) The best forests were called 'reserved forests' by the forest act of 1878. Villagers could not take anything from these forests, even for their own use.
- (10) The Kalangs of Java were a community of skilled forest cutters and shifting cultivators
- (11) Gunda Dhur
- (12) 1865
- (13) Chena
- (14) Rice
- (15) Surontiko Samin

### 3/5 Marks Questions

- (1)
  - a) production of commercial crops
  - b) need to feed the growing urban population
  - c) need for raw material
  - d) colonial govt. thought that forests were unproductive
  - e) Enhance the income of the state.
- (2)
  - a) use of forests by local people for various purposes.
  - b) The reckless felling of trees by traders
  - c) To fulfill their own requirements.
- (3) All the everyday practices became illegal. These are –
  - a) cutting wood for their houses,
  - b) grazing their cattle,
  - c) collecting fruits and roots,
  - d) hunting and fishing
- (4)
  - a. In India, Dhya, denda, Bewar, Nevad, Jhum, Podu, Khandad and Kumri are some of the local terms for swidden agriculture.
  - b. In shifting cultivation-
    - I. Parts of the forest are cut and burnt in rotation.
    - II. Seeds are sown in the ashes after the first monsoon rains,
    - III. The crop is harvested by October-November.
    - IV. Such plots are cultivated for a couple of years and then left fallow for 12 to 18 years for the forest to grow back.
    - V. A mixture of crops is grown on these plots.
- (5) The name of the leaders of some movements against the British are-
  - I. Siddhu and Kanu in the Santhal Parganas
  - II. Birsa Munda of Chhotanagpur
  - III. Alluri Sitarama Raju of Andhra Pradesh
- (6)
  - I. They provide raw materials
  - II. They provide food, fodder, fuel etc.
  - III. They prevent soil erosion and preserve the fertility
- (7) Bastar is located in the southernmost part of Chhattisgarh and borders Andhra Pradesh, Orissa and Maharashtra.

- I. Work on reserved forest was temporarily suspended.
  - II. Reserved area was reduced to roughly half of that planned
  - III. revolt inspired the other tribal people regarding to unjust policies
- (8) The java people were not -
- I. allowed to graze their cattle
  - II. transport wood without permission
  - III. allowed to travel on forest roads with horse carts
- (9)
- a. Reserved forests- villagers could not take anything
  - b. Protected forests – villagers could collect wood
  - c. Village forests- villagers could be use only domestic purpose
- (10)
- a. shifting cultivation made it harder to calculate taxes
  - b. European felt that these types of land could not grow trees for railway timber
  - c. Danger of the flames spreading and burning valuable timber
- (11)
- a. The Saminists laid down on their land when the Dutch surveyors came to reclassify communal and salary lands
  - b. They cut teak despite Dutch efforts to guard the forest.
  - c. They refused to pay taxes, fines to accept wages
  - d. They refused to leave rented or communal land when their leases expired
  - e. Some piled stones on the roads which they had been ordered to build
- (12) various restrictions
- a. impact on cultivation practices
  - b. various heavy taxes
  - c. loss of livelihood
  - d. displacement of the people
- (13) See the content



## CHAPTER – 5

### PASTROLISTS IN THE MODERN WORLD

#### POINTS TO REMEMBER :-

- Nomads are the people who do not live in one place but move from one area to another to earn their living.
- Pastoralists' are the people who breeds and takes care of animals.
- Bhabar is an area of dry forest below the foothills of Garhwal and Kumaun region.
- The vast meadows in the high mountains are called Bugyal .
- Kharif is the autumn crop, usually harvested between September and October.
- Rabi is the spring crop, usually harvested after March.
- Nomadic pastoralists move in group known as 'Caravan' or 'Kafila'.
- Some of the important pastoral nomads in India and world

<b><u>INDIA</u></b>		
<b>Sl no.</b>	<b>Name of pastoral nomadic community</b>	<b>Area (STATES)</b>
1	GUJJAR BAKARWAL	Jammu and Kashmir
2	GADDIS	Himachal Pradesh
3	BHOTIA	Uttarakhand
4	RAIKAS	Rajasthan
5	BANJARAS	Rajasthan , Madhya Pradesh
6	MALDHARIS	Gujarat
7	DHANGARS	Maharashtra
8	KURUMAS, KURUBAS, GOLLAS	Karnataka, Andhra Pradesh , Telangana
9	MONPAS	Arunachal Pradesh
<b><u>WORLD</u></b>		
1	MAASAI	Kenya, Tanzania
2	BEDOUINS	North Africa
3	BERBERS	North- Western Africa
4	TURKANA	Uganda
5	BORAN	Kenya
6	MURSH	Mauritania
7	SOMALI	Somalia
8	NAMA, ZULU	South Africa
9	BEZA	Egypt, Sudan

Reason for movement	Advantages	Exchange items
1. They don't have regular field to get food for the whole year. 2. In search of pasture and water for their animals 3. To protect themselves from harsh weather condition 4. To protect their livestock from harsh weather.	1. Gives sufficient time for natural restoration of vegetation. 2. It allows manure to the field. 3. Exchange of animal as well as animal product takes place 4. The seasonal interaction between two different communities ensures coexistence.	Meat, milk, wool, animal skin, other native products,

Reason for change of life under colonial rule	Impact
Colonial govt. converted pasture land into agricultural land to increase land revenue	Decline of pasture land made their life difficult and number of livestock decline
Forest acts were introduced to categorise forest and their products	Movement of pastoralists were severely restricted and entry was regulated by permit and fine was imposed on violation.
Criminal Tribes Act was passed in 1871	They were branded as criminal and can live in notified areas only under extreme surveillance of local police, movement was restricted by permit system
To maximise the revenue colonial govt imposed tax on land, canal water, salt, trade and even on animals	Each one was given pass. To enter a grazing tract a cattle herder had to show the pass and pay taxes making life difficult.

#### **Coping with the changes:**

- (a) They reduced the number of cattle in their herd,
- (b) Changed their direction of movement
- (c) Some began buying land and settling down
- (d) Some took to more extensive trading
- (e) Some lost their livestock and became labourer

- **In Africa Maasai** lost 60% of their pre-colonial land by the hands of Whites.
  - I. They were forbidden to enter into white locality
  - II. The restrictions and confinement to semi arid area with frequent drought, made their life difficult and they lost half of their livestock within two year 1933-1934.
  - III. Large areas of grazing land were also turned into game reserves like Massai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania.
  - IV. In 1885 Massailand was cut into half with an international boundary between British Kenya and German Tanganyika.
  - V. In 1919 Tanganyika came under British rule after the defeat of Germany in World War I.
  - VI. It attended independence in 1961 and united with Zanzibar to form Tanzania in 1964.

- Maasai society was divided into two social group- **Elders and Warrior**.
  - I. Elders formed the ruling group who met in periodic councils to
    - (a) Decide affairs of the community and
    - (b) Settle disputes.
  - II. The warrior consisted of young people, mainly responsible for (i) the protection of tribe and (ii) organise cattle raids -which was considered a wealth.
- The Britishers imposed restrictions on raiding and warfare and even appointed chiefs of different sub groups of Maasai who were made responsible for the affairs of the group.
- Due to the interfere of colonial government in the social system of Maasai change occur at two levels-
  - I. The traditional difference based on age, between the elders and warriors, was disturbed
  - II. A new distinction between wealthy and poor pastoralists was developed.

### 1 Mark Questions

1. Define Pastoral nomads?
2. List any one activity done by pastoral nomads for livelihood.
3. Who were the elders in the Massai pastoral nomads of Africa?
4. Why colonial government branded nomadic tribes as criminal?
5. Why Maasai were not allowed to enter in White area?
6. By which name a vast meadow in High Mountain is known?
  - (a) Bugyal
  - (b) Bhabar
  - (c) Khadar
  - (d) Caravan
7. Rabi crop is usually sown in which season?
  - (a) Summer
  - (b) Rainy
  - (c) Autumn
  - (d) Spring
8. Name the crop which is sown during monsoon and harvested before winter.
  - (a) Rabi
  - (b) Kharif
  - (c) Zaid
  - (d) none of the above
9. Name the place in Western Rajasthan where the camel fair is organised.
  - (a) Bharatpur
  - (b) Puskar
  - (c) Ajmer
  - (d) Jaisalmer
10. Maldharis pastoral nomads are found in which state of India-
  - (a) Rajasthan
  - (b) Maharashtra
  - (c) Gujarat
  - (d) Himachal Pradesh

11. .... act was passed by the colonial government to prohibit the movement of nomads.
12. In which country of Africa Massai Mara national park is situated .....
13. Raikas are the pastoral nomad found in the state of .....
14. An area of dry forest below the foothills of Garhwal and Kumaun region is known as .....
15. Gujjar Bakarwal usually migrates between ..... and ..... areas.

### 3/5 Marks Question

1. How the movement of Dhangar nomadic people help the agricultural land in Konkan area?
2. Name any two hunting game reserves developed in Kenya and Tanzania. How it affected the lives of Maasai pastoralists?
3. Explain how the movement of Kuruma and Kuruba community is inspired by the need of their cattle.
4. Give reason why nomadic pastoralists migrate?
5. How the life of pastoralists is affected by the passing of Forest laws?
6. Why did the colonial government want to convert pastureland into agricultural land?
7. How did the pastoral nomads cope up with the changes brought by forest acts?

## ANSWERS

### 1 Mark Questions

1. Pastoral nomads are the people who seasonally migrate from one place to another along with their cattle in search of food and water.
2. The means of livelihood for the nomadic people are-selling cattle, Meat, milk, wool, animal skin, other native products.
3. Elders formed the ruling group of Massai who met in periodic councils to (a) Decide affairs of the community and (b) Settle disputes.
4. Colonial government branded nomadic people as criminal as they were hard to keep an eye on them because of their constant movement.
5. Maasai people were considered uncivilised and barbaric; hence they were not allowed to enter in White's settlement.
6. (a) Bugyal
7. (d) Spring

8. (b) Kharif
9. (b) Puskar
10. (c) Gujarat
11. Forest Act or Criminal Tribes Act
12. Kenya
13. Rajasthan
14. Bhabar
15. Shivalik ranges and Kashmir

### 3/5 Marks Questions

1.
  - (a) Due to the lack of pasture during October-November Dhanger nomads starts on their move west.
  - (b) After a month march they reach Konkan which is a flourishing agricultural tract.
  - (c) Here the Konkani peasants welcome them with open heart as they have to make their field ready for Rabi crop.
  - (d) Dhanger flock manures the field and feed on the stubble,
  - (e) With the onset of monsoon they have to leave the Konkan and coastal area with their flock as the sheep could not tolerate the wet monsoon.
2.
  - (a) Massai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania.
  - (b) Maasai people were forbid to enter in this area for pasture or hunting games.
  - (c) This restricted their movement and was confined to relatively lesser area with even low resources.
  - (d) This led to the deterioration of pasture quality due to increased pressure.
  - (e) All this made their life even more difficult as feeding of cattle became a persistent problem leading to loss of cattle as well.
3.
  - (a) The movement of Kuruma and Kuruba community was totally inspired by the need of their cattle.
  - (b) These people change their place according to the weather condition.
  - (c) During dry weather they move toward the coastal area whereas with the onset of Monsoon they return back
  - (d) During monsoon coastal area become swampy that is liked by the

- buffalos only,
- (e) Other herds had to be shifted to the dry plateau at this time.
4. (a) They don't have regular field to get food for the whole year.  
(b) In search of pasture and water for their animals  
(c) To protect themselves from harsh weather condition  
(d) To protect their livestock from harsh weather.  
(e) To sell their animal products.
5. (a) Restriction on the entry in forest without permission  
(b) Prohibition of grazing of animals.  
(c) Issue of permit to enter in forest  
(d) Complete ban on the collection of fire wood or any other product from forest  
(e) Heavy fine were imposed in case of violation of rules.
6. (a) To increase the land revenue  
(b) For them pastureland were waste that needed to be brought under cultivation  
(c) With the increase in agricultural land it could produce more cotton, jute, wheat, etc for export  
(d) They want to safeguard forest for commercial purpose so they want to take over the area around it.  
(e) to control the movement of pastoral people.
7. (a) They reduced the number of cattle in their herd,  
(b) Change their direction of movement  
(c) Some began buying land and settling down  
(d) Some took to more extensive trading  
(e) Some lost their livestock and became labourer.

## MAP SKILLS

- Pastoral communities in India



- Pastoral communities in Africa



## CHAPTER – 1

### INDIA – SIZE AND LOCATION

India is located in the **Northern Hemisphere.**



- The latitudinal extent is from  $8^{\circ}4'$  N to  $37^{\circ}6'$  N.
- The longitudinal extent of the country is from  $68^{\circ}7'$  E to  $97^{\circ}25'$  E.



**Map is not on Scale. It is for indicative purpose only.**



- The **Tropic of Cancer** (**23° 30' N**) divides the country into almost two equal parts.

- The Standard Meridian of India (**82° 30'E**), which passes through **Mirzapur (in Uttar Pradesh)**, is taken as the standard time for the whole country.

- The Tropic of Cancer passes through the states of **Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, West Bengal, Tripura and Mizoram.**

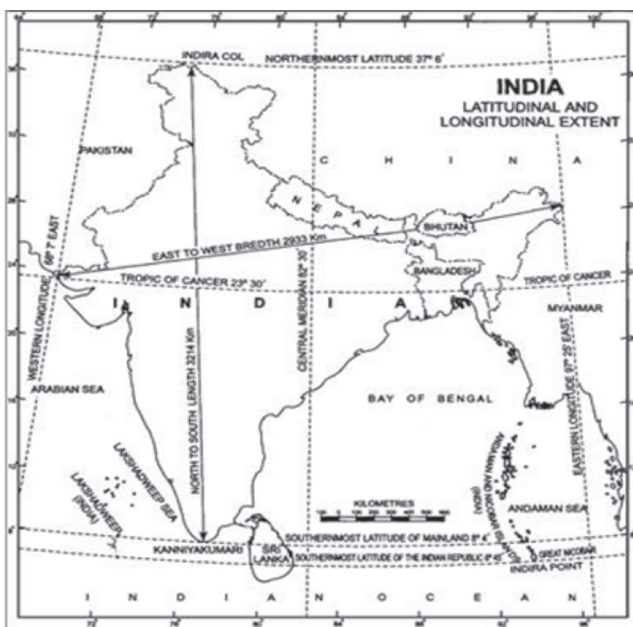


Map is not on Scale. It is for indicative purpose only.

- India has 29 states and 7 Union Territories.

- In terms of area, **Rajasthan** is the largest state and **Goa** is the smallest state in India.

- Total distance of the country from North (Kashmir) to South (Kanyakumari) is **3214 km** and from West (Gujarat) to East (Arunachal Pradesh) is 2933 km.



Map is not on Scale. It is for indicative purpose only.

- India shares its boundaries with **Pakistan** and **Afghanistan** in the northwest, **China (Tibet)**, **Nepal** and **Bhutan** in the north and **Myanmar** and **Bangladesh** in the east.

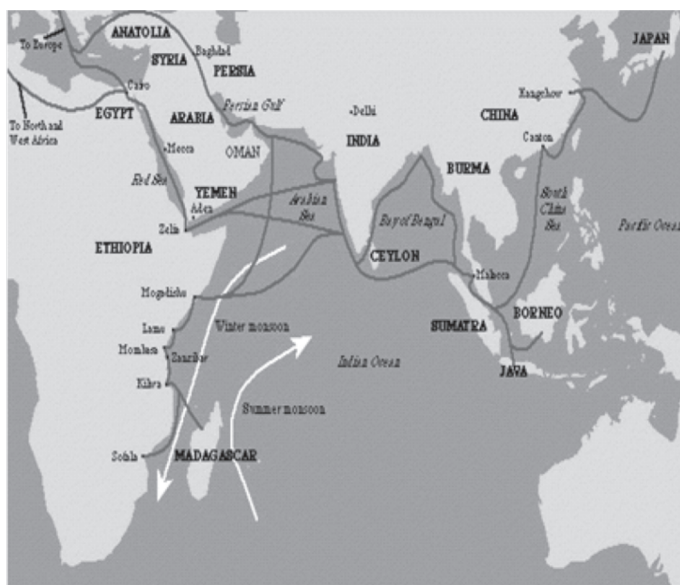
- **Sri Lanka** and **Maldives** are our two island neighbours.

- Sri Lanka is separated from India by a narrow channel of sea formed by the Palk Strait and the **Gulf of Mannar** while Maldives Islands are situated to the south of the Lakshadweep Islands.



Map is not on Scale. It is for indicative purpose only.

**Trade Route of Ancient India.**

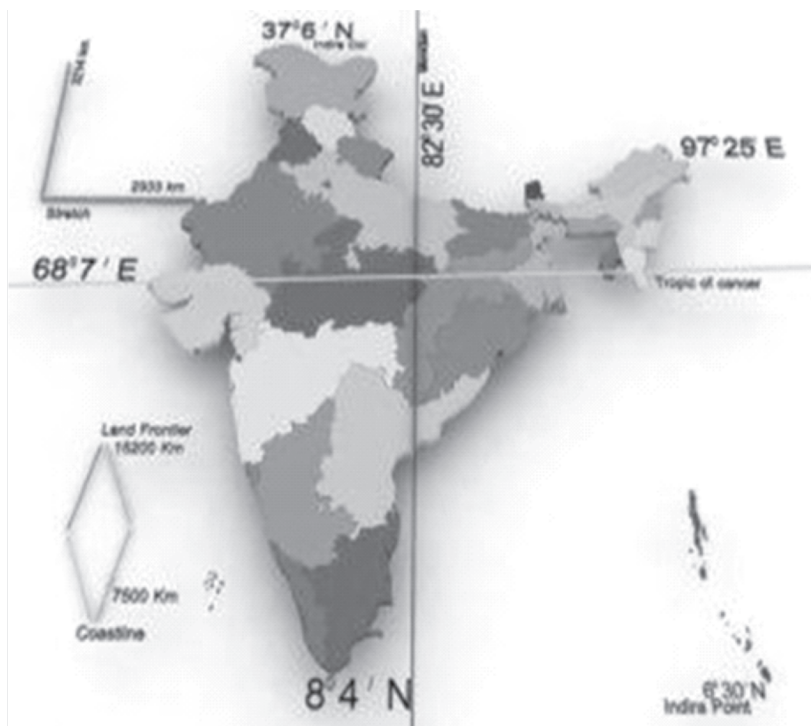


Map is not on Scale. It is for indicative purpose only.

- India is the **seventh largest country** (in terms of area) in the world.
- The area of India is **3.28 million square km**. India's total area accounts for about **2.4 percent** of the total geographical area of the world.
- India has a land boundary of about **15,200 km** and the total length of the coastline of the mainland including Andaman and Nicobar and Lakshadweep is **7,616.6 km**.

#### India's central location: Benefits

- The Indian landmass has a central location between the East and the West Asia.
- The trans Indian Ocean routes which connect the countries of Europe in the West and the countries of East Asia provide a strategic central location to India. This helps in International trade.
- The long coastline is economically beneficial for India.
- India is having an eminent position in the Indian Ocean which justifies the naming of the Ocean after it.



Map is not on scale. it is for indicative purpose only

## QUESTIONS

### Very Short Answer Type Questions (1 Mark)

1. Which latitudinal line divides our country into two equal parts?
2. What is the eastern longitudinal line of India?
3. If you want to go to Kavaratti, which Union Territory will you go to?
4. Which Union Territory of India is located in the Arabian Sea?
5. Which Union Territory of India is located in the Bay of Bengal?
6. The Latitudinal extent of India is-
  - a.  $6^{\circ}\text{N}$  to  $30^{\circ}\text{N}$
  - b.  $7^{\circ}5'$  to  $35^{\circ}5'\text{N}$
  - c.  $8^{\circ}4'\text{N}$  to  $37^{\circ}6'\text{N}$ .
  - d. None of these
7. The longitudinal extent of India is –
  - a.  $68^{\circ}7'\text{E}$  to  $97^{\circ}25'\text{E}$
  - b.  $68^{\circ}7'\text{E}$  to  $77^{\circ}30'\text{E}$
  - c.  $38^{\circ}8'\text{E}$  to  $97^{\circ}25'\text{E}$
  - d. None of these
8. The Tropic of cancer does not pass through-
  - a. Gujarat
  - b. Rajasthan
  - c. Madhya Pradesh
  - d. Goa
9. The Land Mass of India has an area of-
  - a. 3.28 million Square Km.
  - b. 5.29 million Square Km.
  - c. 2.30 million Square Km.
  - d. 9.36 million Square Km.
10. What percentage of the total geographical area of the world lies in India?
  - a. 2.1%
  - b. 2.2%
  - c. 2.3%
  - d. 2.4%
11. What is the position of India in the world in terms of area?
  - a. Fifth
  - b. Sixth
  - c. Seventh
  - d. Eight
12. India's Land boundary is about-
  - a. 10,500 Km
  - b. 12,600 Km
  - c. 15,200 Km
  - d. 17,900 Km
13. What is the Standard Meridian of India?
  - a.  $82^{\circ}30'\text{E}$
  - b.  $82^{\circ}30'\text{W}$
  - c.  $22^{\circ}20'\text{E}$
  - d.  $52^{\circ}30'\text{E}$
14. The Standard Meridian of India passes through-
  - a. Mirzapur
  - b. Indore
  - c. Mumbai
  - d. Nagpur

15. The Palk Strait is located between-
- India and Sri Lanka
  - India and Pakistan
  - India and Bangladesh
  - India and Maldives

**Short/Long Answer Type Questions (3/5 Marks)**

- Mention the countries that are bigger than India in terms of area.
- Mention the Indian states through which Tropic of Cancer passes.
- How long is the coast line of India? What are the two benefits of it?
- Why is there a difference of two hours in sunrise in Arunachal Pradesh and Gujarat?
- Why does India need the standard time?
- Mention the neighbouring countries of India. Also mention their direction of location from India.
- The central location of India at the head of the Indian Ocean is considered of great significance. Why?

**ANSWERS**

**Very Short Answer Type Questions (1 Mark)**

- Tropic of Cancer ( $23^{\circ} 30'$ )
- $97^{\circ} 25' E$
- Lakshadweep
- Lakshadweep
- Andaman and Nicobar Islands
- $8^{\circ} 4' N$  to  $37^{\circ} 6' N$ .
- $68^{\circ} 7' E$  to  $97^{\circ} 25' E$
- Goa
- 3.28 million Square Km.
- 2.4%

11. Seventh
12. 15,200 Km
13.  $82^{\circ} 30' E$
14. Mirzapur
15. India and Sri Lanka

**Short/ Long Answer Type Questions (3/5 Marks)**

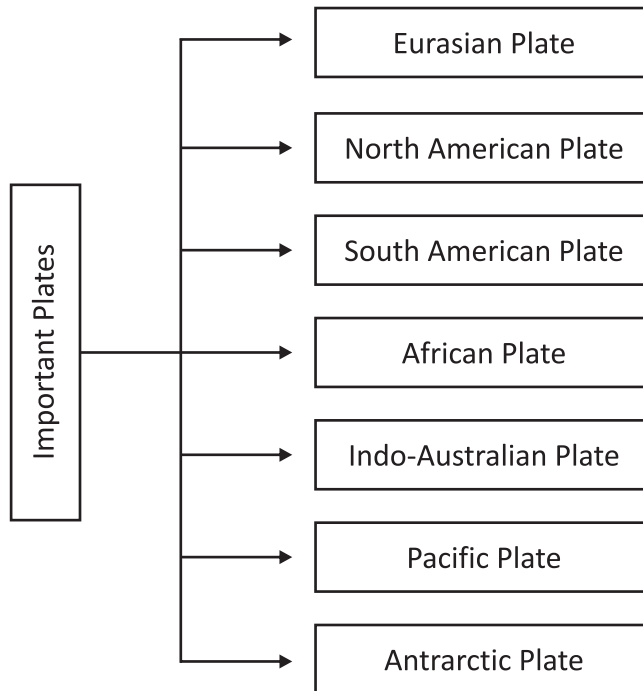
1.
  - (i) Russia
  - (ii) Canada
  - (iii) USA
  - (iv) China
  - (v) Brazil
  - (vi) Australia
2. Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, West Bengal, Tripura and Mizoram
3. Total length of India's coast line is 7516.6 km.  
Benefits:
  - (i) Ports can be established on coast line. This helps in international trade.
  - (ii) Sea is a good source of fish. This provides employment to millions of fishermen.
4.
  - (i) The longitudinal extent of India is from  $68^{\circ} 7' E$  to  $97^{\circ} 25' E$ . Thus, there is difference of around  $30^{\circ}$ .
  - (ii) The sun takes 4 minutes to cross one degree longitude.
  - (iii) Therefore,  $4 \times 30 = 120$  minutes i.e. 2 hours.
5.
  - (i) The longitudinal difference of India from west to east is around  $30^{\circ}$ .
  - (ii) This difference is equivalent to around 2 hours.
  - (iii) India is a very vast country. To bring uniformity in time it India needs to have only one standard time. Therefore,  $82^{\circ} 30' E$  has been accepted as the Standard Meridian of India.
6. India's neighbouring countries as per direction from India:
  - (i) Northwest- Pakistan and Afghanistan
  - (ii) North- China (Tibet), Nepal and Bhutan
  - (iii) East- Myanmar and Bangladesh
  - (iv) South (Island nations)- Sri Lanka and Maldives
7. See the key points

## CHAPTER – 2

### PHYSICAL FEATURES OF INDIA

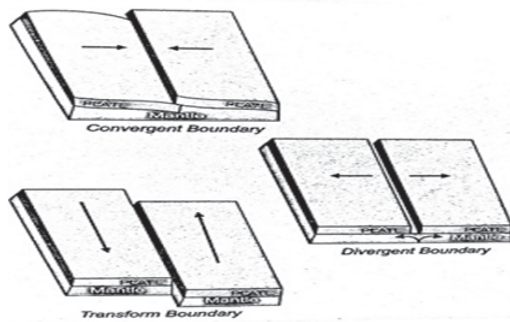
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- **Theory of plate tectonics:** This theory tries to explain the formation of physical features of the earth.
- According to this theory, the crust (upper part) of the earth has been formed out of **seven major plates**.



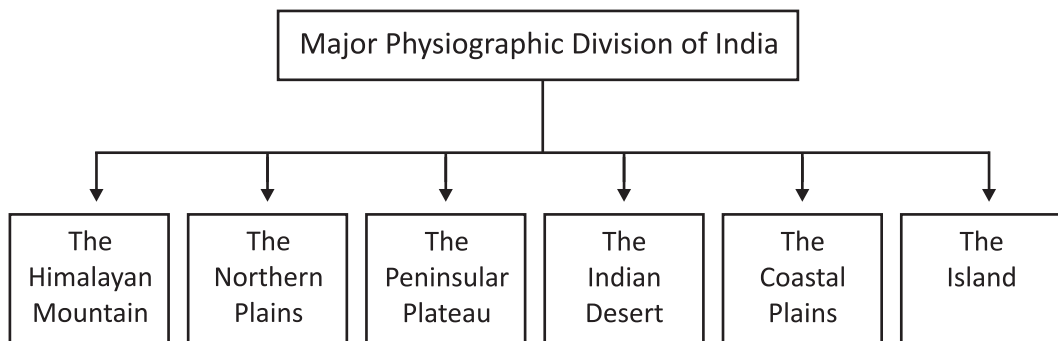
**Plate movements:** The plate movements have been classified into three types:

- Convergent Boundary:** Some plates come towards each other and form convergent boundary.
- Divergent Boundary:** Some plates move from each other and form divergent boundary.
- Transform Boundary:** When two plates come towards each other, they may collide and crumble, or one may slide under the other. At times, they may also move horizontally past each other and form transform boundary.



## PLATE BOUNDARIES

- The oldest landmass was (the peninsular part) was part of the **Gondwana land**.
- The Himalayan Mountains have uplifted out of the **Tethys Sea**.

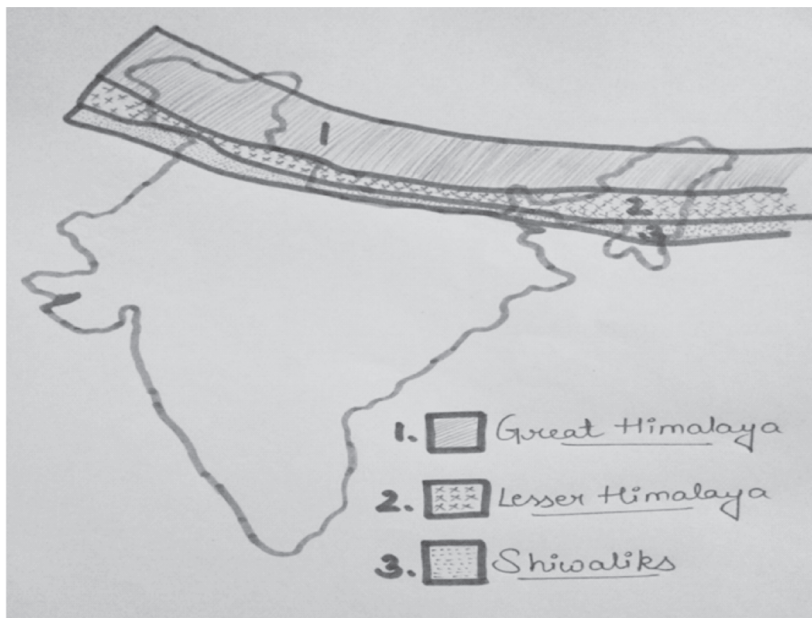


**Note :** Maps used in this chapter are not on Scale. It is for indicative purpose only.



# The Himalayan Mountains

- The Himalayas, geologically young and structurally fold mountains stretch over the northern borders of India.
- Total length of the Himalayas is 2400 Km. Their width varies from 400 Km in Kashmir to 150 Km in Arunachal Pradesh.
- The Himalayas consists of three parallel ranges in its **longitudinal extent**:
  - (a) **Great or Inner Himalayas or the Himadri**- It is the northern most range of the Himalayas. It is the most contiguous range and contains all the prominent Himalayan peaks. (Average height-6,000 metres). Some highest peaks include- Mount Everest, Kanchenjunga, Makalu, Naga Parbat etc.
  - (b) **Himachal (lesser Himalaya)**- The altitude varies between 3,700 and 4,500 metres. Pir Panjal, Dhauladhar and Mahabharat are important range. Famous valley of Kashmir is also in this range.
  - (c) **Shivaliks**- This is the outermost range of the Himalayas. The altitude varies between 900 and 1100 metres. The longitudinal valley lying between lesser Himalayas and the Shivaliks are known as Duns. Dehra Dun, Kotli Dun and Patli Dun are some of the well known Duns.
- Further, the Himalayas have been divided on the basis of regions from west to east.



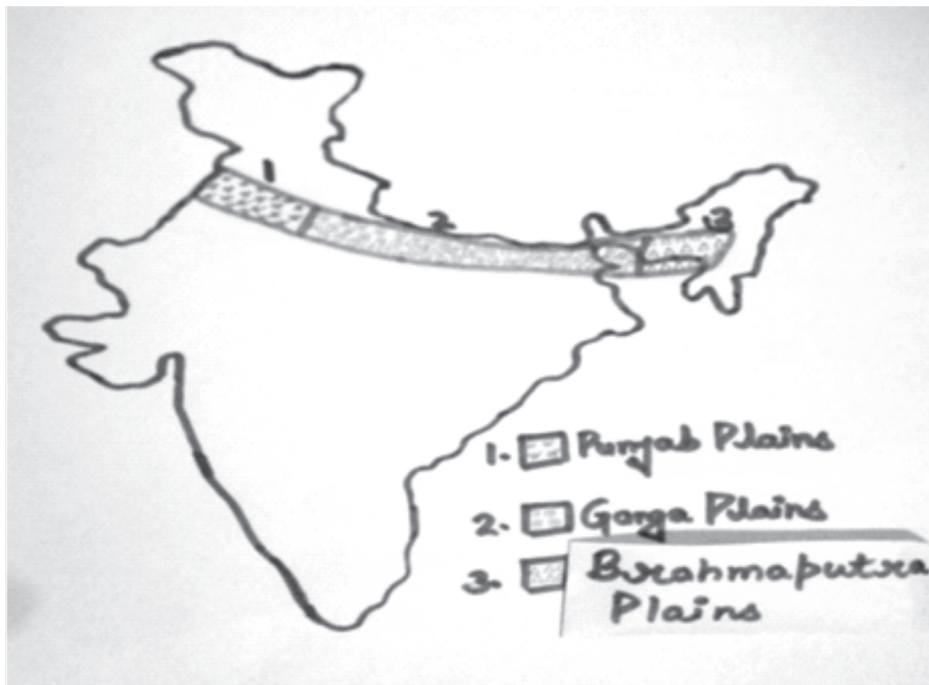
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Further, the Himalayas have been divided on the basis of regions from west to east. These divisions have been demarcated by river valleys. These are:

1. **Punjab Himalayas**- between Indus and Sutlej rivers.
2. **Kumaon Himalayas**- between Satluj and Kali rivers.
3. **Nepal Himalayas**- between Kali and Tista rivers.
4. **Assam Himalayas**- between Tista and Dihang rivers.

## The Northern Plain



**Note :** Maps used in this chapter are not on Scale. It is for indicative purpose only.

The Northern Plain has been formed by the interplay of the three major river systems, namely- **the Indus, the Ganga and the Brahmaputra** along with their tributaries.

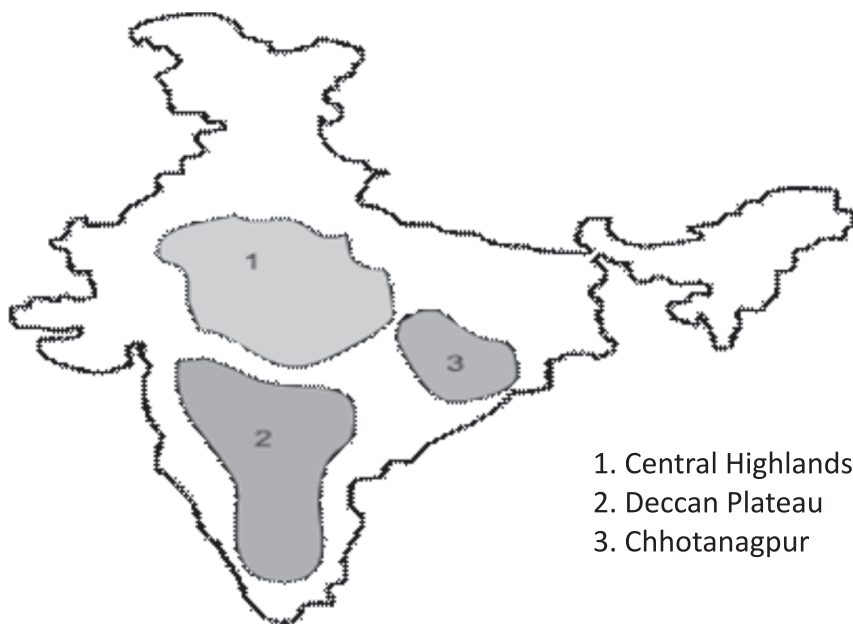
- This plain is formed of **alluvial soil**. It is agriculturally a very productive part of India.
- The northern Plain is broadly divided into **three sections**:
  - (a) **Punjab Plains**- This is the western part of the Northern Plain. It is formed by the Indus and its tributaries- the Jhelum, the Chenab, the Ravi, the Beas and the Satluj. This section of the plain is dominated by the doabs ( 'do' means two and 'ab' means water)

- (b) **The Ganga Plain**-It extends between Ghaggar and Teesta rivers. It is spread over the states of Haryana, Delhi, U.P., Bihar, Jharkhand and West Bengal.
- (c) **The Brahmaputra Plain**- This plain is formed by the Brahmaputra and its tributaries. It lies mainly in the state of Assam.

The Northern Plain can be divided into four regions according to the **variations in relief features**-

- (i) **Bhabar**- This region lies parallel to the slopes of the Shivaliks. The rivers, after descending from the mountains deposit pebbles in this region. All the streams disappear in this bhabar belt.
- (ii) **Terai**- It lies to the south of bhabar. The streams and rivers re-emerge here. It is a wet, swampy and marshy region.
- (iii) **Bhangar**- Bhangar is the largest part of the northern plain and is formed of the oldest alluvial soil. They lie above the flood plains of the rivers and present a terrace like feature. The soil in this region contains calcareous deposits locally known as **kankar**.
- (iv) **Khadar**- The floodplains formed by newer and younger deposits are called khadar. They are renewed almost every year and so are fertile.

### The Peninsular Plateau



**Note :** Maps used in this chapter are not on Scale. It is for indicative purpose only.

It is composed of the old crystalline, igneous and metamorphic rocks. It was part of the Gondwana land and thus, making it a part of the oldest landmass.

- The Peninsular Plateau consists of three broad divisions, namely, **the Central Highlands, Deccan Plateau and Chhotanagpur.**
- The black soil area of the peninsular plateau is known as **Deccan Trap.** This is of volcanic origin and hence the rocks are igneous.

## The Indian Desert



**Note : Maps used in this chapter are not on Scale. It is for indicative purpose only.**

- I. The Indian Desert is an undulating sandy plain covered with sand dunes.
- II. This region receives very low rainfall below 150 mm per year.
- III. It has arid climate with low vegetation.
- IV. Streams appear during the rainy season. **Luni** is the only large rivers in this region.
- V. Barchans (large shaped dunes) cover larger areas of the Indian Desert.

## The Coastal Plains



**Note :** Maps used in this chapter are not on Scale. It is for indicative purpose only.

Some of the important features of western coast and eastern coast are as follows:

### The western coast:

- (i) It is located between the Western Ghats and the Arabian Sea.
- (ii) It is relatively narrow.
- (iii) It consists of three sections. The northern part of the coast is called the Konkan, the central stretch is called the Kannad Plain while the southern stretch is referred to as the Malabar coast.

### The eastern coast:

- (i) It lies between the Eastern Ghats and the Bay of Bengal.
- (ii) This plain is wide and level.
- (iii) It is divided into two parts. In the northern part, it is referred to as the Northern Circar, while the southern part is known as the Coromandel Coast.
- (iv) Large rivers such as the Mahanadi, the Godavari, the Krishna and the Kaveri have formed extensive delta on this coast.

The **Chilka Lake** is the largest salt water lake in India. It is in the state of Odisha.



## Western Ghats and Eastern Ghats



**Note :** Maps used in this chapter are not on Scale. It is for indicative purpose only.

Western Ghats		Eastern Ghats	
(i)	The Western Ghats lie along the Arabian sea	(i)	The Eastern Ghats lie along the Bay of Bengal.
(ii)	They are continuous and can be crossed through passes only.	(ii)	They are discontinuous and irregular and dissected by rivers.
(iii)	Average height is 900-1600 metres.	(iii)	Average height is 600 metres
(iv)	Highest peak- <b>Anai Mudi</b> (2,695 metres)	(iv)	Highest peak- <b>Mahendragiri</b> (1,501 metres)

## THE ISLANDS



**Note :** Maps used in this chapter are not on Scale. It is for indicative purpose only.

The Islands in India is divided into two parts:

**Lakshadweep Islands:**

- a) This group of Islands is composed of small coral islands.
- b) It covers small area of 32 sq. km. Kavaratti island is the administrative headquarters of Lakshadweep.
- c) This island group has great diversity of flora and fauna.

**The Andaman and Nicobar islands:**

- a) These islands are located in the Bay of Bengal extending from north to south.
- b) The entire group of island is divided into two broad categories – The Andaman in the North and the Nicobar in the south.
- c) It is believed that these islands are an elevated portion of submarine mountains.
- d) These islands lie close to equator and experience equatorial climate and have thick forest cover.

**QUESTIONS**

**Very Short Questions (1 Mark)**

- 1. Out of which sea has the Himalaya uplifted?
- 2. Which peak of the Himalayas is the highest in India?
- 3. Mention the rivers by which Northern Plain of India has been formed.
- 4. By which name are the old and new alluvial soils known?
- 5. What is bhabar?
- 6. What do you understand by terai?
- 7. In how many parts is the Peninsular Plateau broadly divided?
- 8. Which group of Islands in India is composed of corals?
- 9. By which name is the area of land which is surrounded by water on three sides known?
- 10. Which hills and mountains demarcate the borders between India and Myanmar in the eastern part of India?
- 11. What do you understand by doab?
- 12. In which state is the Chilka Lake located?
- 13. The outer most Range of the Himalayas is called-
  - a. Himadri
  - b. Shiwalik
  - c. Duns
  - d. Himachal



14. The northern most range of the Himalayas is known as-
  - a. Himadri
  - b. Shiwaliks
  - c. Himachal
  - d. None of these
15. The Longitudinal valley lying between lesser Himalaya and the The Shiwaliks are known as-
  - a. Himachal
  - b. Duns
  - c. Pir Panjal
  - d. None of these
16. Which river marks the Eastern most boundary of the Himalayas?
  - a. Ganga
  - b. Indus
  - c. Braham Putra
  - d. Satluj
17. The Northern Plain has been formed by-
  - a. Alluvial Soil
  - b. Black Soil
  - c. Red Soil
  - d. None of these
18. Which river(s) is the tributary of the Indus
  - a. The Jhelum, The Chenab
  - b. The Beas, the Ravi
  - c. The Satluj
  - d. All of the above
19. Which of the following is Correct regarding Western Ghats:
  - a. They are newer, younger deposits of the flood plains.
  - b. They are continuous and can be crossed through passes only.
  - c. Both of the above
  - d. None of the above
20. Which of the following peaks is the highest of the Western Ghats?
  - a. Doda Betta
  - b. Mahendergiri
  - c. Javadi Hills
  - d. Anai Mudi
21. The Peninsular Plateau is formed of:
  - a. Alluvial Soil
  - b. Black Soil
  - c. Red Soil
  - d. Laterite Soil
22. The River Luni flows in –
  - a. The Northern Plain
  - b. Penisular Plateau
  - c. The Indian Desert
  - d. Western Ghats
23. Lake Chilka is located in-
  - a. Western coastal Plains
  - b. Eastern Coastal Plains
  - c. Western Ghats
  - d. None of these

24. Kavaratti is the Headquarters of-
- Andaman and Nicobar Islands
  - Bay of Bengal
  - Puducherry
  - Lakshdweep

**Short/Long Questions (3/5 Marks)**

- In how many groups are the plate movements classified? Explain.
- What are the main plates on earth?
- Mention the highest peaks of the Himalayas in India with their heights?
- Mention three features of Himadri?
- Mention three features of Himachal or lesser Himalaya.
- Mention three features of the Shiwaliks.
- Classify the Himalayas on the basis of river valleys.
- In how many sections is the Northern Plain broadly divided?
- Explain the features of the Northern Plain.
- Explain the features of the Peninsular Plateau.
- Differentiate between Western Ghats and Eastern Ghats?
- Explain the features of the Indian desert.
- Differentiate between Eastern Coastal Plains and Western Coastal Plains.
- Mention the features of the group of Islands in India.
- 'The Himalayas is like boon for India.' Explain.

**ANSWERS**

**Very short types (1 Mark)**

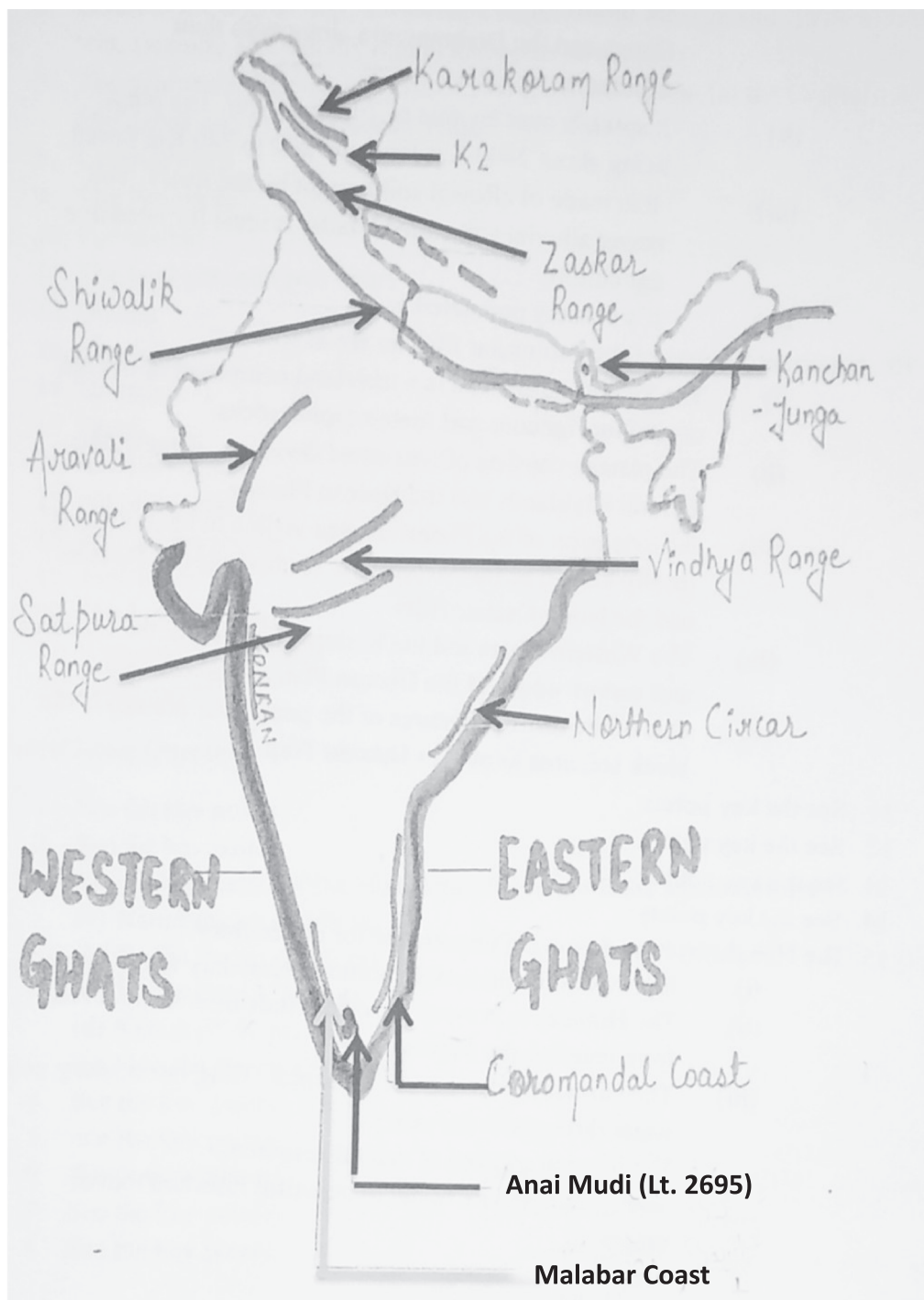
- Tethys
- Kanchenjunga
- The Indus, the Ganga and the Brahmaputra along with their tributaries.
- The old alluvial soil is known as bhangar and the new alluvial soil is known as khadar.
- The rivers, after descending from the mountains deposit pebbles in a narrow belt of about 8 to 16 km in width lying parallel to the slopes of the Shiwaliks. It is known as bhabar. All the streams disappear in the bhabar belt.
- South to the bhabar belt, the streams and rivers re-emerge and create a wet, swampy and marshy region known as terai.

7. The peninsular Plateau consists of two broad divisions- (a) the Central Highlands and (b) the Deccan Traps.
8. Lakshadweep
9. The Peninsula
10. Purvanchal
11. The land between two rivers
12. Odisha
13. Shiwalik
14. Himadri
15. Duns
16. Brahmaputra
17. Alluvial Soil
18. All of the above
19. They are continuous and can be crossed through passes only
20. Anai Mudi
21. Black Soil
22. The Indian Desert
23. Eastern Coastal Plains
24. Lakshadweep

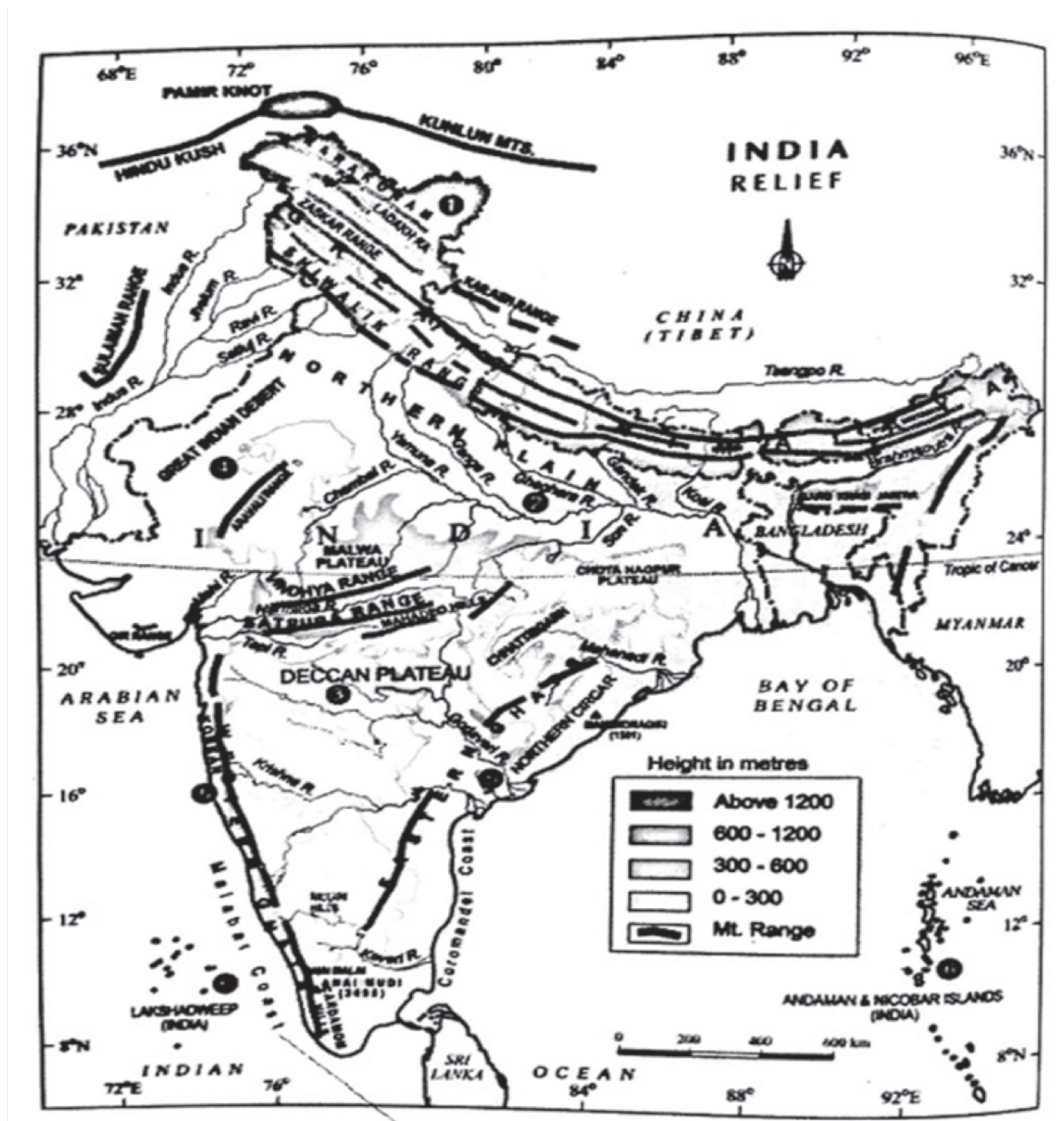
**Short/ Long Questions (3/5 Marks)**

1. See the key points.
2. See the key points.
3. The highest peaks of the Himalayas that are in India are as follows:
  - (a) Kanchenjunga (8598 m)
  - (b) Nanga Parbat (8126 m)
  - (c) Nanda Devi (7817 m)
  - (d) Kamet (7756 m)
  - (e) Namcha Barwa (7756 m)
4. See the key points.
5. See the key points.
6. See the key points.
7. See the key points.
8. See the key points.
9. Important features of the Northern Plain are as follows-

- (i) The Northern Plain has been formed by the interplay of the three major river systems, namely- the Indus, the Ganga and the Brahmaputra along with their tributaries.
  - (ii) It spreads over an area of 7 lakh sq. km. The plain being about 2400 Km long and 240 to 340 Km broad.
  - (iii) It is made of alluvial soil brought by the rivers. The newer alluvial soil called khadar is ideal for intensive agriculture.
  - (iv) It's densely populated area.
10. Important features of the Peninsular Plateau are as follows:
- (i) The Peninsular plateau is a tableland composed of the old crystalline, igneous and metamorphic rocks.
  - (ii) The plateau consists of two broad divisions, namely, the Central Highlands and the Deccan Plateau.
  - (iii) An extension of the Plateau is also visible in the northeast- locally known as the Meghalaya, Karbi-Anglong Plateau and the North Cachar Hills.
  - (iv) The Western Ghats and the Eastern Ghats mark the western and eastern edges of the Deccan Plateau respectively.
  - (v) One of the distinct features of the peninsular plateau is the black soil area known as Deccan Trap.
11. See the key points.
12. See the key points.
13. See the key points.
14. See the key points
15. The Himalayas have following importance for our country:
- (i) It provides the invincible northern boundary to our country.
  - (ii) The Himalayas prevent the cold winds from Central Asia from entering the subcontinent.
  - (iii) The Himalayan Rivers are perennial. Thus, our country gets water throughout the year.
  - (iv) Having rich sources of natural resources.
  - (v) The Himalayas are home to beautiful hills and tourist places.



**Note :** Maps used in this chapter are not on Scale. It is for indicative purpose only.



Note : Maps used in this chapter are not on Scale. It is for indicative purpose only.

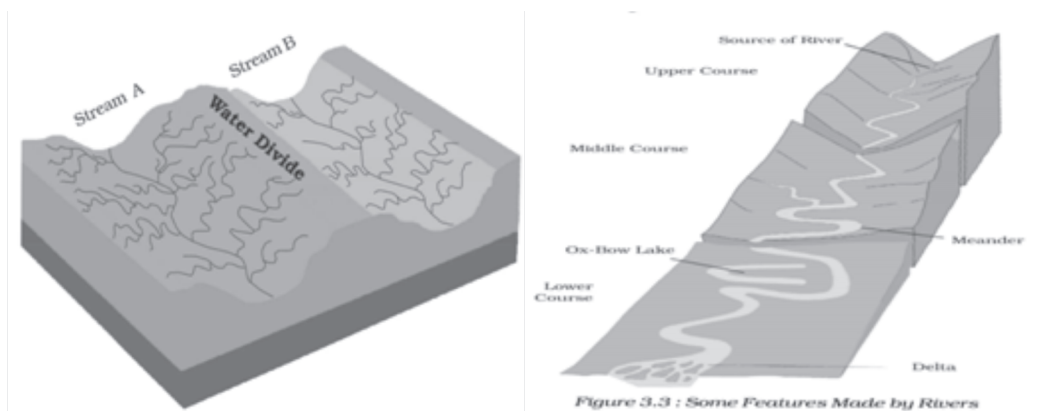
## CHAPTER – 3

# DRAINAGE

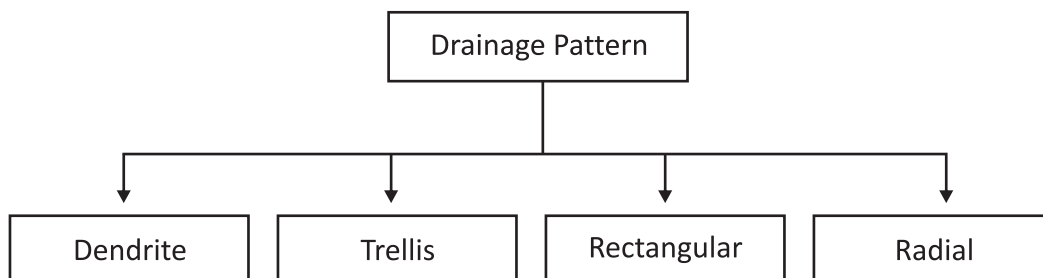
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### POINTS TO REMEMBER :

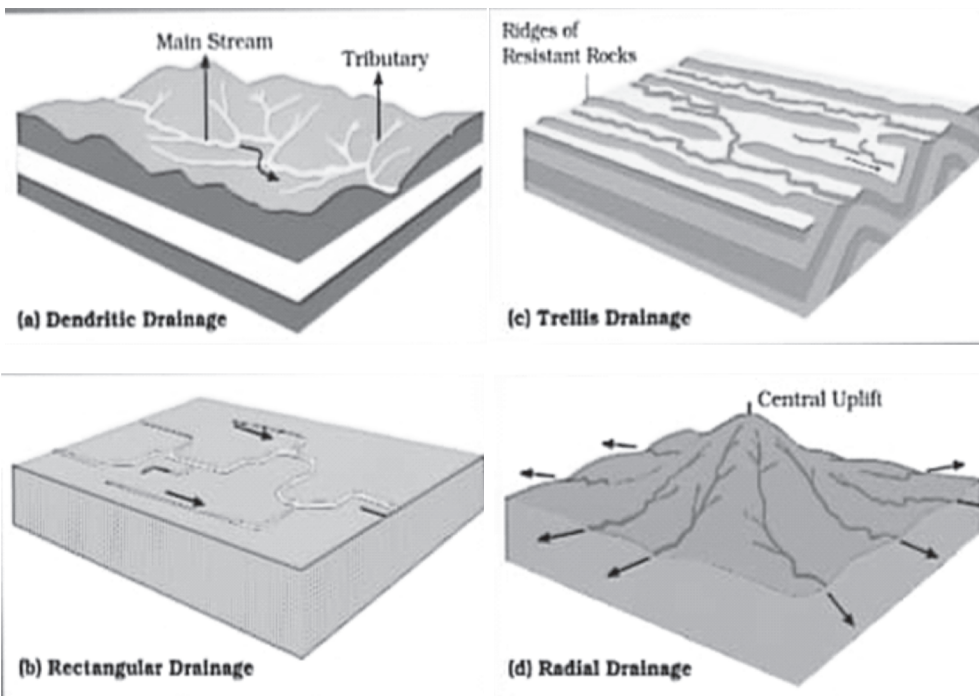
- The term **Drainage** describes the river system of an area.
- The area drained by a single river system is called a **Drainage Basin**.
- The world's largest drainage basin is of **Amazon River**.
- Any elevated area like mountain or an upland which separates two drainage basins is called **water divide**.



- The streams within a drainage basin form certain pattern called **drainage pattern**.





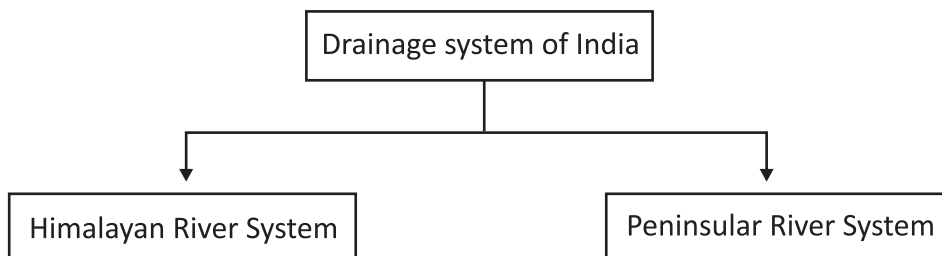


- **Dendrite pattern** develops where the river channel follows the slope of the terrain. The stream with its tributaries **resembles the branches of a tree**.
  - A river joined by its tributaries at approximately **right angle** develops a **trellis pattern**. It develops where hard and soft rocks exist parallel to each other.
  - A **rectangular drainage pattern** develops on a strongly rocky terrain.
  - The radial pattern develops when stream flow in **different directions from a central peak** or dome like structure.
  - The river which is filled with water throughout the year is called **Perennial River**.
  - A river along its tributaries is called **river system**.
  - The small river which joins a large river is called the **tributary** of the large river. eg. Yamuna, Kosi, Gandak etc. are the tributaries of Ganga River.
  - In its lower course river water is divided into many channels forming **distributaries**. Eg. Bhagirathi- Hoogly is the distributaries of Ganga river.
- I. In its **upper course** the speed of water is very high so it cuts the valley to form waterfall, V-shaped valley, rapids, gorges and canyon and carries silt with them.
  - II. In their **middle course** vertical erosion gives way to side erosion and hence forms alluvial fans, alluvial plains meander etc.
  - III. In its **lower course** rivers loses its carrying capacity due to absence of slope



and hence deposit all its silt and debris to form flood plain, braided channels, ox-bow lakes, delta etc.

- **Drainage system in India-**



Difference between Himalayan and Peninsular River System-

Himalayan River System	Peninsular River System
They are perennial (water throughout the year) as they are fed by the melting snow.	They are seasonal as they are fed on rain-water.
They have long course.	They have shorter course.
They are mostly flown through unstable areas of new fold mountains of Himalaya.	They are mostly flown through stable areas of Gondwana land.
They perform high erosion and depositional work in their course.	They don't perform these activities on such scale.


- The headwater of Ganga, called **Bhagirathi**, is joined by **Alaknanda** River at **Devaprayag** in Uttarakhand.
- At **Haridwar** the Ganga emerges from the mountains on to the plains.
- **Brahmaputra River** rises in **Tibet** east of **Mansarovar** Lake where it is known as '**Tsang Po**'.
- The Brahmaputra River enters India in **Arunachal Pradesh** where it is called '**Dihang**'.
- . In Tibet Brahmaputra River carries less volume of water and less silt as it passes through cold and dry area
- In Bangladesh it is known as '**Jamuna**'.
- In peninsular India west flowing rivers are **Narmada and Tapti** which forms **Estuaries** instead of delta.
- **Godavari River** is also called the "**Dakshin Ganga**".
- **Narmada River** originates from **Amarkantak Hills** in Madhya Pradesh and form '**Dhuadhar waterfall**' near Jabalpur (M.P.).
- River Kaveri makes the second biggest waterfall in India called- '**Shivsamudram**'.

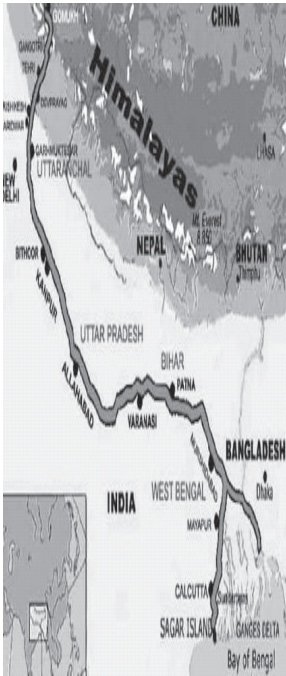
- India's biggest waterfall is **Jog waterfall** on **Sharavati** River in Karnataka.
- **Lakes** are not only a place of scenic beauty but also have socio-economic importance like-
  - I. Encourages Tourism
  - II. Generation of hydroelectricity.
  - III. Regulates the flow of river water.
  - IV. During excessive rainfall it controls the flood whereas during draught it ensures the supply of water.
  - V. Helps in balancing the aquatic ecosystem.
  - VI. They are also a source of salt manufacturing site.




**Note : Map is not on scale. It is for indicative purpose only.**


## Some information about river systems of India



Drainage Basin	Origin	Length	Tributary Rivers	Drainage area	Characteristics
Indus	<p>Mansarovar lake (Tibet)</p>  <p><b>Map is not on Scale. It is for indicative purpose only.</b></p>	2900 km	Sutlej, Beas, Ravi, Chenab, Jhelum	Jammu & Kashmir, Himachal Pradesh, Punjab, Pakistan	<p>a) One of the longest river of the world.</p> <p>b) Enters India in Ladakh,</p> <p>c) It originates from Mansarovar Lake in Tibet.</p> <p>d) It flows westward to enter India in Ladakh.</p> <p>e) Its tributary rivers are Zasker, Shyok, Sautlaj, vyas, Ravi, Jhelum etc.</p> <p>f) Total length of this river is approx 2900 km of which only a third is in India while rest is in Pakistan.</p> <p>g) It drains into Arabian Sea.</p>

Ganga	<p>Gangotri Glacier (Himalaya)</p>  <p><b>Map is not on Scale. It is for indicative purpose only.</b></p>	2500 km	<p>Yamuna, Ghaghara, Gandak, Kosi, Chambal</p> <p>Betwa, Son</p>	<p>Uttarakhand, Uttar Pradesh, Bihar, Bengal</p>	<p>a) Ambala is located on the water divide between Ganga and Brahmaputra river system.</p> <p>b) Average slope is 1m for every 6 km.</p> <p>c) Ganga is one of the most sacred and longest flowing river of India.</p> <p>d) It originates from Gangotri Glacier in Himalaya.</p> <p>e) The headwater of Ganga, called Bhagirathi is joined by Alaknanda River at Devaprayag in Uttarakhand</p>
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					<p>f) At Haridwar the Ganga emerges from the mountains on to the plains.</p> <p>g) Yamuna, Ghagara, Kosi, Chambal, Betwa, Son etc are some of the tributaries of it.</p> <p>h) It has a gentle slope of around 1 m for every 6 km.</p> <p>i) Its total length is around 2500 km.</p> <p>j) It drains in Bay of Bengal before which it forms</p>
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					<p>world's largest delta "Sundarban" with Brahmaputra River.</p> <p>k) The main stream of Ganga and Brahmaputra river form River Meghna in Bangladesh.</p>
Brahmaputra	<p>Mansarovar Lake (Tibet)</p>  <p><b>Map is not on Scale. It is for indicative purpose only.</b></p>	2900 km	Dihang, Lohit	Tibet, Arunachal Pradesh, Assam, Bangladesh	<p>a) It is slightly longer than Indus River.</p> <p>b) Most of its course lies outside India parallel to Himalaya.</p> <p>c) On reaching Namcha Barwa it takes "U" turn and enters India in</p>

					<p>Arunachal Pradesh.</p> <p>d) Brahmaputra River originates in Mansarovar Lake and mostly flows in Tibet parallel to Himalaya .</p> <p>e) Tibet is cold and dry region.</p>
Narmada	<p>Amarkantak Hills (Madhya Pradesh)</p>  <p><b>Map is not on Scale. It is for indicative purpose only.</b></p>	1312 km	Sakkar a, Dudhi, Tawa, Ganjal	Madhya Pradesh, parts of Gujarat	<p>a) It rises in the Amarkantak hills in Madhya Pradesh.</p> <p>b) It flows towards the west in a rift valley formed due to faulting.</p> <p>c) Forms Gorge in marble hills, and “Dhuandhar waterfall”</p>

Tapti	<p>Satpura range (Madhya Pradesh)</p>  <p><b>Map is not on Scale. It is for indicative purpose only.</b></p>	724 km	Purna, Girna, Panjhra	Madhya Pradesh, Gujarat, Maharashtra	<p>a) It rises in the Satpura ranges, in the Betul district of Madhya Pradesh.</p> <p>b) Flows parallel to Narmada river through rift valley.</p>
Godavari	<p>Slope of Western Ghats (Maharashtra)</p>  <p><b>Map is not on Scale. It is for indicative purpose only.</b></p>	1500 km	Purna, wardha, prahint a, manjar a, Vanga nga	Maharashtra Madhya Pradesh, Orissa, Andhra Pradesh, Telangana	<p>Longest river of south India. Also known as “South Ganga”</p>



Mahanadi	Highland of Chhattisgarh  <b>Map is not on Scale. It is for indicative purpose only.</b>	800 km	Shivnath, Mand, Daya	Orissa, Maharashtra, Chhattisgarh, Jharkhand	Drains in Bay of Bengal
Krishna	Mahabaleshwar (Maharashtra)  <b>Map is not on Scale. It is for indicative purpose only.</b>	1400 km	Tungabhadra, Koyna, Ghatprabha, Musi, Bhima	Maharashtra, Karnataka, Andhra Pradesh	Drains in Bay of Bengal
Cauvery	Brahmagiri Range (Western Ghats)	760 km	Amravati, Bhavni, Hemwadi,	Tamil Nadu, Kerala, Karnataka	Drains in Bay of Bengal

### 1 Mark Questions:

1. What is meant by Water Divide?
2. Which river is also known as “Dakshin Ganga”?
3. Which river drains in Arabian Sea and form Estuary? Write any two.
4. Which river form Dhuandhar waterfall?
5. Name the largest sweet water lake of India. Where is it situated?
6. Which salt water lake is situated in Rajasthan?
7. What is Lagoon?
8. Name two peninsular rivers of India which drains in Bay of Bengal?
9. Which river is called as “Sorrow of Bihar”?
10. Name two rivers of India which originates from Himalayan Mountain?
11. Which of the following rivers makes Delta?
  - a. The Ganga
  - b. Tapi
  - c. Narmada
  - d. None of these
12. Which of the following rivers make estuaries?
  - a. The Ganga
  - b. The Brahmaputra
  - c. The Indus
  - d. Narmada
13. Which of the following is correct regarding the Himalayan Rivers?
  - a. They are very Short
  - b. They are Perennial
  - c. They make estuaries
  - d. None of these
14. Which of the following is correct regarding the Narmada river?
  - a. It arises in the Himalayas
  - b. Its tributaries are very long
  - c. It flows in Uttar Pradesh and Bihar
  - d. It makes estuary.
15. Which of the following is longest Peninsular river?
  - a. Godavari
  - b. Mahanadi
  - c. Krishna
  - d. Kaveri
16. Which of the following is correct regarding Lakes?
  - a. A lake helps to regulate the water flow of a river.
  - b. It prevents flooding during heavy rainfall.
  - c. Lakes moderate the climate of the surroundings.
  - d. All of the above.
17. The Indian rivers are divided into two major groups: The Himalayan Rivers and.....
18. A river along with its tributaries may be called a .....

19. At ..... the Ganga emerges from the mountain on to the plains.
20. The river Son is a tributary of the river..... .
21. When river Ganga and the river Brahmaputra merges with each other, it is known as ..... .
22. The Delta formed by the Ganga and Brahmaputra is known as the ..... .

### **3/5 Mark Questions:**

1. Differentiate between Himalayan and Peninsular rivers?
2. Explain Indus River System.
3. List the characteristics of Ganga River System.
4. Why Brahmaputra River does not contain silt while passing long distance in Tibet?
5. Why lakes are important for human?
6. List the economic importance of rivers?
7. Explain the causes of river pollution?
8. What are Estuaries?
9. How tributaries are different from Distributaries?
10. Explain the drainage pattern of rivers with suitable example.

## **Answers**

### **1Mark Questions :**

1. Any elevated area like mountain or an upland which separates two drainage basins is called Water Divide.
2. Godavari River
3. Narmada River and Tapi river
4. Narmada River
5. Wular lake, in Jammu & Kashmir
6. Sambhar Lake
7. Salt water Lake which is separated from sea due to the barrier of sandbar.
8. Krishna River, Cauvery River
9. Kosi River
10. Ganga River, Indus River
11. Ganga
12. Narmada
13. They are Perennial

14. It makes Estuary
15. Godavari
16. All of the above
17. Peninsular
18. River system
19. Haridwar
20. Ganga
21. Meghna
22. Sunderban Delta

### 3/5 Mark Questions:

1. See the Key Points
2. See the Key Points
3. See the Key Points
4. See the Key Points
5. See the Key Points
6.
  - (i) One of the most important inland route for trade since ancient times.
  - (ii) A great source of irrigation which helps in the development of agriculture.
  - (iii) The alluvial soil along its bank is the most fertile soil to grow various commodities.
  - (iv) Due to the surplus production that it gives enables the other economic activities like setting up of manufacturing Industries and other related activities.
  - (v) Now a days it also acts as a major source of energy (i.e. hydroelectricity) which is the backbone of other economic activities.
7.
  - Demand in domestic as well as industrial use affected its quality.
  - Dumping of untreated Sewage Water from home and industries.
  - Excessive use of chemical fertilizers also pollutes the river bodies.
  - Industrial pollution combined with acid rain also pollutes river.
  - Excessive deforestation led to reduction in rainfall which ultimately affects the water level and pollutes the river.
8.
  - The part of river where it joins the sea and where fresh water of river and saline water of sea is mixed is called Estuary.

- It is formed when river drains into ocean or sea where steep slope is present.
- Due to the steep slope no depositional work by river takes place hence no delta is formed.

9.

Tributaries	Distributaries
The small river which joins a large river is called the <b>tributary</b> of the large river.	In its lower course river water is divided into many channels forming <b>distributaries</b>
It increases the water level of main river.	It reduces the water level of main river.
Yamuna, Kosi, Gandak etc. are the tributaries of Ganga River.	Bhagirathi- Hooghly is the distributary of Ganga river.

10. See the Key Points



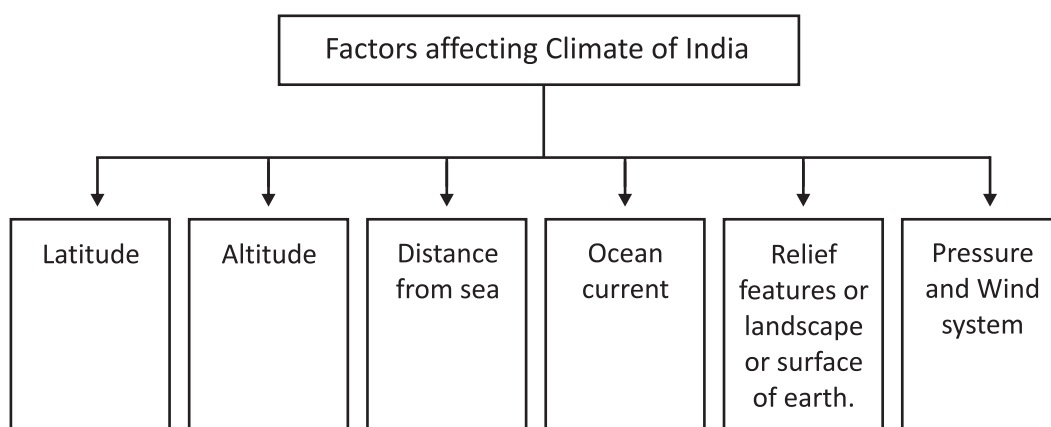
## CHAPTER – 4

### CLIMATE

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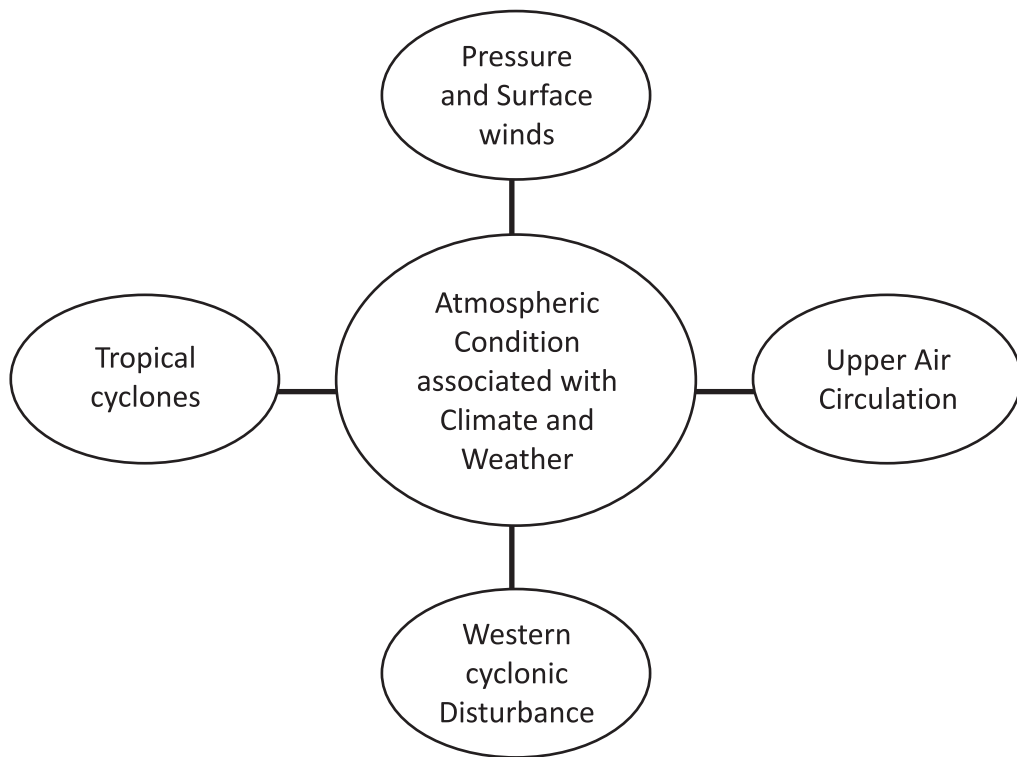
#### POINTS TO REMEMBER:

- The **atmospheric conditions, landforms and drainage** are the three basic **elements** of the any natural environment.
- **Weather** refers to the state of the atmosphere **over an area at any point of time**.
- Climate refers to the sum total of weather conditions and variations over a large area for a long period of time (more than thirty years).
- The **elements of weather and climate** are the same, i.e. **temperature, atmospheric pressure, wind, humidity and precipitation**.
- The weather conditions fluctuate very often even within a day. But there is some common pattern over a few weeks or months, i.e. days are cool or hot, windy or calm, cloudy or bright, and wet or dry.
- On the basis of the generalized monthly atmospheric conditions, the year is divided into seasons such as winter, summer or rainy seasons.



Sl no .	Factors affecting climate of India	How do they affect climate	Reason
1.	Latitude	The more we move away from equator, colder will be the climate.	Due to curvature of earth the amount of solar energy decreases as we move from equator to poles
2.	Altitude	As we move up in height colder will be the climate	As atmosphere become less dense and temperature decreases with increasing height
3.	Distance from sea	The more a place is at distance from sea the more extreme climatic condition it will have.	The moderating influence of sea (sea breeze) decreases with distance.
4.	Ocean current	The climatic condition of a coastal place is affected by the warm and cold current flowing past by	As cold or warm current accordingly modify the nature of onshore winds and affects the climate.
5.	Relief features or landscape or surface of earth.	Landscape like high mountain acts as barrier for cold or hot winds, they also cause precipitation or rain shadow on leeward.	Due to their size and height they can restrict the flow of winds and alter the climate of a place.
6.	Pressure and Wind system	They are dependent on the latitude and altitude of a place hence has effect on climate accordingly.	

- **The Tropic of Cancer passes through the middle of the country** from the Rann of Kutch (Gujarat) in the west to Mizoram in the east.
- Thus India's climate has characteristics of both **tropical as well as subtropical climates**.
- The Himalayas prevent the cold winds from Central Asia from entering the subcontinent. Therefore, we experience comparatively milder winters as compared to central Asia.



- India lies in the region of north easterly winds. These winds originate from the subtropical high-pressure belt of the northern hemisphere.
- Due to the rotation of earth winds deflects towards the right in the northern hemisphere and towards the left in the southern hemisphere by a force called **Coriolis force. This is also known as Ferrell's law.**
- **Jet streams** are a narrow belt of high altitude (above 12,000 m) westerly winds in the troposphere.
  - I. Their speed varies from about 110 km/h in summer to about 184 km/h in winter.
  - II. These jet streams are located approximately over 27°-30° north latitude,
  - III. They are also known as subtropical westerly jet streams.
  - IV. Over India, jet streams blow south of the Himalayas, all through the year except in summer.
  - V. In summer, the subtropical westerly jet stream moves north of the Himalayas with the apparent movement of the sun.
  - VI. An easterly jet stream, called the sub-tropical easterly jet stream blows over peninsular India, approximately over 14°N during the summer months.



**The western cyclonic disturbances experienced** in the north and north-western parts of the country are brought in by this westerly flow.

- I. The western cyclonic disturbances are weather phenomena of the winter months brought in by the westerly flow from the Mediterranean region.
- II. They usually influence the weather of the north and north-western regions of India.

**Al Nino** is a name given to the periodic development of a warm ocean current along the coast of Peru as a temporary replacement of the cold Peruvian current.

- I. It is a Spanish word meaning “The child” and refers to baby Christ, as this starts flowing during Christmas.
- II. The presence of Al Nino leads to an increase in sea surface temperature and weakening of the trade winds in the region.

There are following important facts to understand the Mechanism of the monsoons:

- I. The differential heating and cooling of land and water
- II. The shift of the position of Inter Tropical Convergence Zone (ITCZ) in summer
- III. The presence of the high-pressure area, in east of Madagascar due to low temperature.
- IV. The Tibetan plateau gets intensely heated during summer,
- V. The movement of the westerly jet stream to the north of the Himalayas
- VI. The presence of the tropical easterly jet stream over the Indian peninsula in summer.
- VII. Changes in the pressure conditions over the southern oceans.

The climate of India is strongly influenced by monsoon winds.

- I. The word monsoon is derived from the Arabic word ‘mausim’ which literally means season.
- II. ‘Monsoon’ refers to the seasonal reversal in the wind direction during a year.
- III. The sailors who came to India in historic times were one of the first to have noticed the phenomenon of the monsoon.
- IV. The Arabs, who had also come to India as traders named this seasonal reversal of the wind system ‘monsoon’.
- V. The monsoons are experienced in the tropical area roughly between 20° N and 20° S.

Around the time of its arrival, the normal rainfall increases suddenly and continues constantly for several days. This is known as the **'burst' of the monsoon**, and can be distinguished from the pre-monsoon showers.

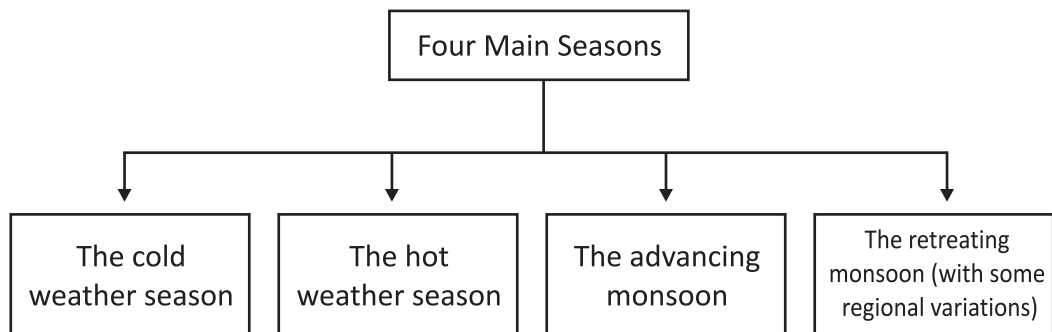
The monsoon arrives at the southern tip of the Indian peninsula generally by the first week of June. Subsequently, it splits into two branches— the Arabian Sea branch and the Bay of Bengal branch.

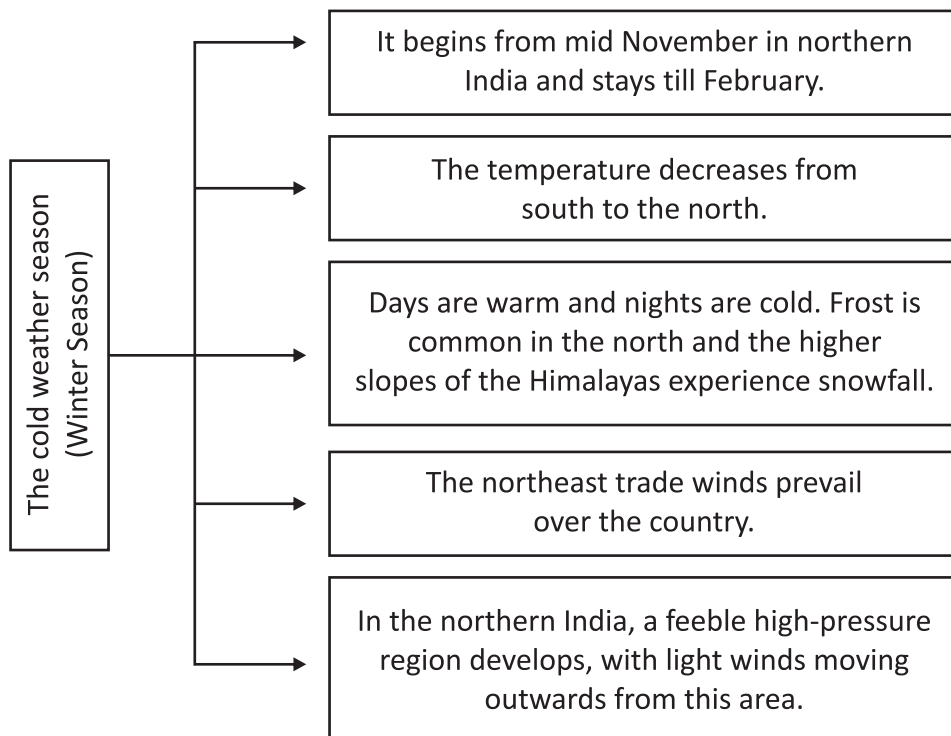
- I. The Arabian Sea branch reaches Mumbai about ten days later on approximately the 10th of June. This is a fairly rapid advance. By mid-June the Arabian Sea branch of the monsoon arrives over Saurashtra-Kutch and the central part of the country.
- II. The Bay of Bengal branch also advances rapidly and arrives in Assam in the first week of June. The lofty mountains cause the monsoon winds to deflect towards the west over the Ganga plains. The Arabian Sea and the Bay of Bengal branches of the monsoon merge over the northwestern part of the Ganga plains.

Delhi generally receives the monsoon showers from the Bay of Bengal branch by the end of June (tentative date is 29th of June). By the first week of July, western Uttar Pradesh, Punjab, Haryana and eastern Rajasthan experience the monsoon. By mid-July, the monsoon reaches Himachal Pradesh and the rest of the country.

**Withdrawal or the retreat of the monsoon is a more gradual process.** The withdrawal of the monsoon begins in northwestern states of India by early September. By mid-October, it withdraws completely from the northern half of the peninsula. The withdrawal from the southern half of the peninsula is fairly rapid. By early December, the monsoon is withdrawn from the rest of the country.

- The islands receive the very first monsoon showers, progressively from south to north, from the last week of April to the first week of May. The withdrawal, takes place progressively from north to south from the first week of December to the first week of January. By this time the rest of the country is already under the influence of the winter monsoon.





### The Hot Weather Season (The Summer Season):

- I. It begins from **March to May**.
- II. The summer months experience **rising temperature and falling air pressure** in the northern part of the country.
- III. A striking feature of the hot weather season is the '**Loo**'. 'Loo' is strong, gusty, hot, dry winds blowing during the day over the north and northwestern India.
- IV. **Dust storms** are common and sometime may bring light rain and cool breeze.
- V. During summer Sometimes **localized thunderstorm** along with violent wind, torrential downpours accompanied by hail occurs which is called '**Kaal Baisakhi**' in west Bengal.
- VI. Pre-monsoon showers are common especially, in Kerala and Karnataka. They help in the early ripening of mangoes, and are often referred to as '**mango showers**'.

### Advancing Monsoon (The Rainy Season):

- I. The duration of the monsoon is between 100- 120 days from early June to mid-September.

- II. By early June **the low pressure condition over northern plains** intensified.
- III. **It attracts the trade winds** of southern hemisphere.
- IV. These **trade winds originate over** warm subtropical area of Southern Ocean and enters India as South- west Monsoon.
- V. As these winds blow over Warm Ocean, they **bring abundant moisture** to the sub - continent and do precipitation.
- VI. The maximum rainfall of this season is received in the north-eastern part of the country. Mawsynram in the southern ranges of the Khasi Hills receives the highest average rainfall in the world.
- VII. When the axis of the monsoon trough lies over the plains, rainfall is good in these parts.
- VIII. On the other hand, whenever the axis shifts closer to the Himalayas, there are longer dry spells in the plains and widespread rain occurs in the mountainous catchment areas of the Himalayan rivers.
- IX. These heavy rains bring in their wake, devastating floods causing damage to life and property in the plains.
- X. The thickly populated deltas of the Godavari, the Krishna and the Kaveri are frequently struck by cyclones, which cause great damage to life and property.
- XI. Parts of western coast and northeastern India receive over about 400 cm of rainfall annually. However, it is less than 60 cm in western Rajasthan and adjoining parts of Gujarat, Haryana and Punjab. Rainfall is equally low in the interior of the Deccan plateau, and east of the Sahyadris. Owing to the nature of monsoons, the annual rainfall is highly variable from year to year.

#### **Retreating Monsoon (The Autumn Season):**

- I. During October-November the low pressure over northern plains(due to heat) become gradually weak and replaced by high pressure system (due to cooling effect of rain during monsoon).
- II. The south west monsoon winds weaken and gradually withdraw from northern plain.
- III. This retreat marked by clear skies and rise in temperature with moist land.
- IV. Owing to this condition of high temperature and humidity the weather became oppressive during day. This is commonly known as '**October Heat**'.

- V. Now low pressure condition transferred to Bay of Bengal and hence causes Cyclones to Eastern Coast of India.
- Monsoon is called the unifying bond of Indian Sub-Continent.
  - In fact India's fate rests on Monsoon.

## QUESTIONS

### Very Short Answer Type Questions (1 Marks each)

1. What type of climate India has?
2. What is climate?
3. Which type of climate is found mainly in the south and the South-East Asia?
4. In which places, there is a wide difference between day and night temperatures?
5. In which places, there is hardly any difference in day and night temperatures?
6. In Which months, most parts of the India received rainfall?
7. Which type of areas experience less contrasts in temperature conditions.
8. What is the originating point of North Easterly wind?
9. What is meant by Coriolis force?
10. What do you mean by Jet stream?
11. What is Inter Tropical Convergence Zone?
12. What is meant by 'pressure differences were negative' in terms of monsoon?
13. What is El-Nino?
14. Which region of India does not have a well - defined cold season?
15. What is a striking feature of the hot weather season?.
16. Which area receives the highest average rainfall in the world?
17. What is the most important factor in thunderstorms development?
18. Which is the highest wind velocity?
19. What is tool to measure the wind speed?
20. What is temperature?
21. The Storm in Summer Season in West Bengal is known as-
  - a. Mango Shower
  - b. Cool Breeze
  - c. Kaal Baishaki
  - d. Kaal Jetha
22. Which of the following places receives the highest rainfall in the world?
  - a. Guwahati

- b. Cherrapunji
  - c. Goa
  - d. Mawsynram
23. Which of the following causes rainfall during winters in North Western Parts of India?
- a. Cyclonic Depression
  - b. Western Disturbances
  - c. Retreating Monsoon
  - d. None of these

### **Short/Long Answer Type Questions(3/5 marks)**

1. What are the reasons behind the variety in lives of people – in terms of the food, clothes and houses?
2. Describe the major factors that effect the climate?
3. Discuss the role of earth's curvature in influencing climatic condition of a place.
4. What are the factors affecting climate of the India?
5. "The pressure and wind conditions over India are unique." Elaborate.
6. How many seasons are experienced in the India?
7. Analyse the role of Himalayas in influencing the climate of India.
8. Discuss the conditions of retreating monsoon.
9. 'In spite of abundant rainfall, India is a water thirsty land'. Why is it so?
10. Why does western parts of Rajasthan enjoy desert climate? Give reasons.
11. Why are the great variations in the climate of the India?
12. Describe the three main characteristics of the monsoon.

## **ANSWERS**

### **Very Short Answer Type Questions (1 Marks each)**

1. Monsoon
2. Climate refers to the average, or typical, weather conditions observed over a long period (above 30 years) of time for a given area.
3. Monsoon
4. Thar Desert, (in the day temperature may rise to 50°C, and drop down to near 15°C the same night)
5. Andaman and Nicobar islands or in Kerala. (Any other)
6. June to September

7. Coastal areas
8. These winds originate from the subtropical high-pressure belt of the northern hemisphere.
9. Coriolis force refers to the apparent force caused by the earth's rotation.
10. Jet stream are a narrow belt of high altitude (above 12,000 m) westerly winds in the troposphere. Their speed varies from about 110 km/h in summer to about 184 km/h in winter.
11. The Inter Tropical Convergence Zone (ITCZ,) is a broad trough of low pressure in equatorial latitudes. This is where the northeast and the southeast trade winds converge.
12. It means below average and late monsoons.
13. El Nino is a feature connected Southern Oscillation. it is the phenomenon in which a warm ocean current that flows past the Peruvian Coast, in place of the cold Peruvian current, every 2 to 5 years.
14. The peninsular region
15. 'Loo'
16. Mawsynram
17. Atmospheric stability
18. Tornado
19. Anemometer
20. Temperature is a measure of the internal thermal energy state of a substance.
21. Kaal Baishakhi
22. Mawsynram
23. Retreating Monsoon

### **Short/Long Answer Type Questions(3/5 marks)**

1.
  - a. variation in temperature
  - b. variation in atmospheric pressure
  - c. variation in wind
  - d. variation in humidity
  - e. variation in precipitation
2. Please see key points to remember
3.
  - a. The amount of solar energy received varies according to latitude.
  - b. air temperature generally decreases from the equator towards the poles.
  - c. atmosphere becomes less dense and temperature decreases.

4. Please see key points to remember
5.
  - a. **During winter:** High-pressure area north of the Himalayas, Cold dry winds blow from this region to the low-pressure areas over the oceans to the south.
  - b. **In summer:** A low-pressure area develops over interior Asia as well as over northwestern India. This causes a complete reversal of the direction of winds during summer.
6. Please see key points to remember
7.
  - a. Himalayas effectively intercept the summer monsoons coming from the Bay of Bengal and Arabian sea and cause precipitation in form of rain or snow
  - b. Himalayas prevent the cold continental air masses of central Asia from entering India
  - c. Himalayas are responsible for splitting the jet stream into two branches.
8. Please see key points to remember
9.
  - a. occurrence of rainfall in a few months
  - b. rapid runoff and the quick evaporation of rainwater
  - c. long breaks and delays in the monsoon
10.
  - a. during monsoon pass, the desert becomes warmer and increases their capacity to hold moisture instead of shedding moisture.
  - b. Aravalli hills run parallel to the Arabian sea and they do not act as a barrier.
11. The Indian climate is controlled by the following factors:
  - a. location
  - b. relief
  - c. surface winds
  - d. upper current
12.
  - a. seasonal reversal of direction in the wind system.
  - b. seasonal heavy rainfall and drought.
  - c. it unites the whole sub-continent in a single climate thread of monsoon.



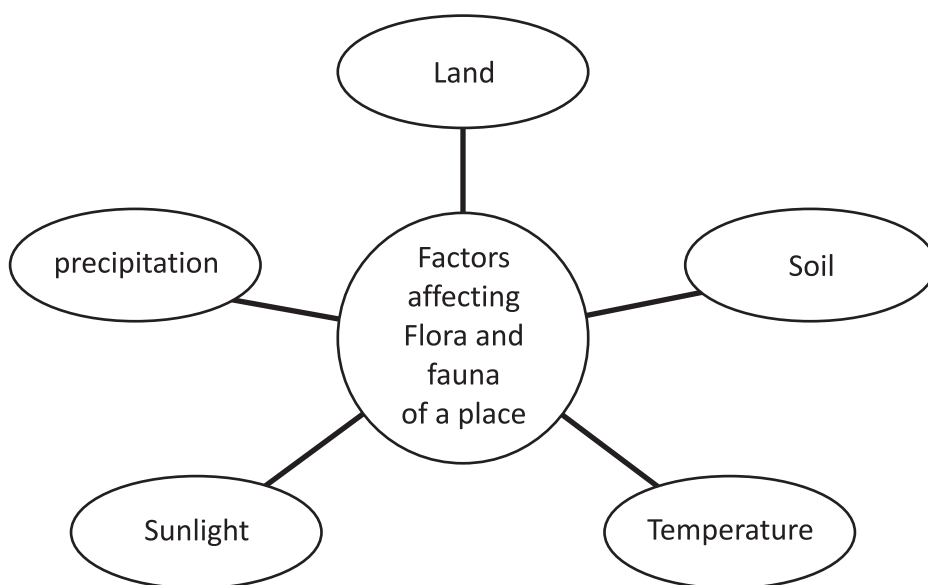
## CHAPTER – 5

# NATURAL VEGETATION AND WILD LIFE

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### POINTS TO REMEMBER :

- **Natural vegetation** refers to a plant community which has grown naturally without human intervention for a long time.
- Natural vegetation is also termed as “**Virgin Vegetation.**”
- On the basis of its residence it is of two types-
  - (a) **Endemic:** which are purely native
  - (b) **Exotic:** which are brought from some other place long ago
- The term **Flora** is used to denote plants of a particular region or period.
- Species of animals are referred as **Fauna.**



**Land** – nature of land influences type of vegetation as the undulating and rough terrains developed into a variety of natural wildlife as compared to fertile land which undergoes agricultural work.

**Soil** – different types of soil support different vegetation. Eg.sandy soil supports thorny bushes where as deltaic soil support mangrove vegetation.

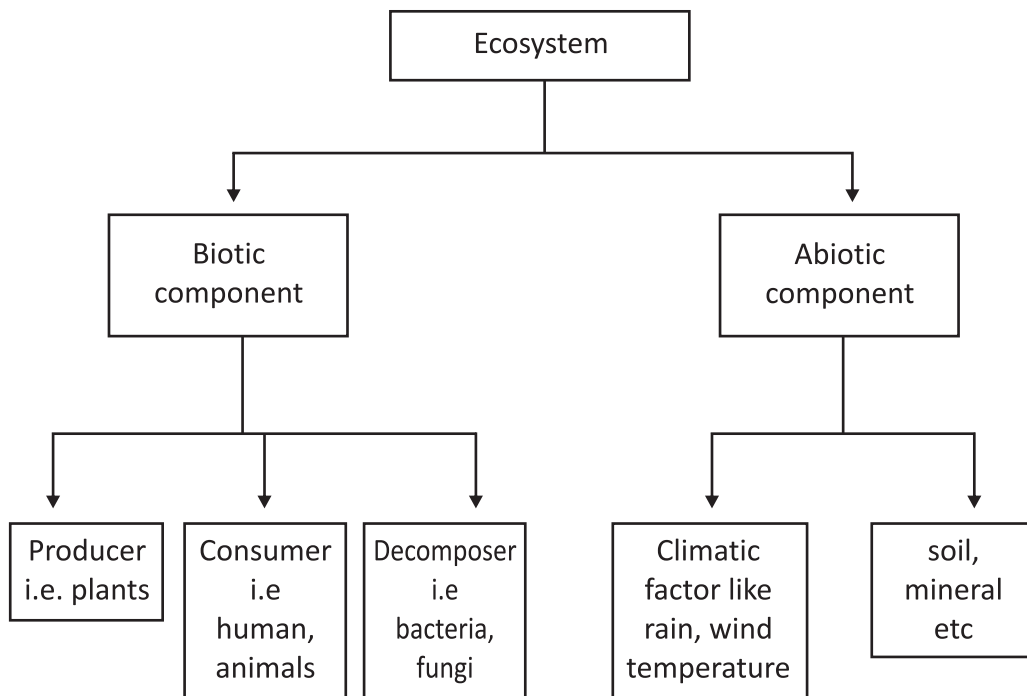
**Temperature-** as we can see that tropical area has variety of vegetation as

compared to temperate region. Moreover as we go to the higher altitude, vegetation cover changes from temperate forest to grassland to tundra and finally alpine type.

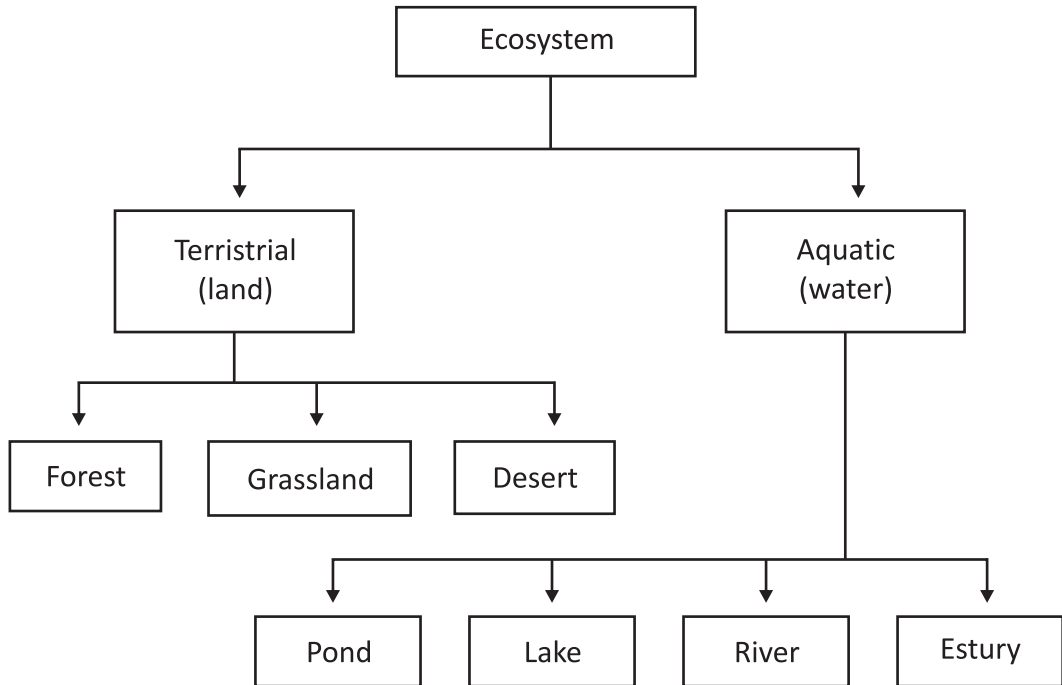
**Precipitation** – heavy rainfall areas have generally dense vegetation cover as compared to scanty rainfall areas.

**Sunlight**-it is observed that due to longer duration of sunlight trees grows faster in summer as compared to other season of year.

The system of interaction among biotic component and their interaction with abiotic component of a particular area is called Ecosystem. Eg. Pond ecosystem, river ecosystem, lake, forest, grassland etc.

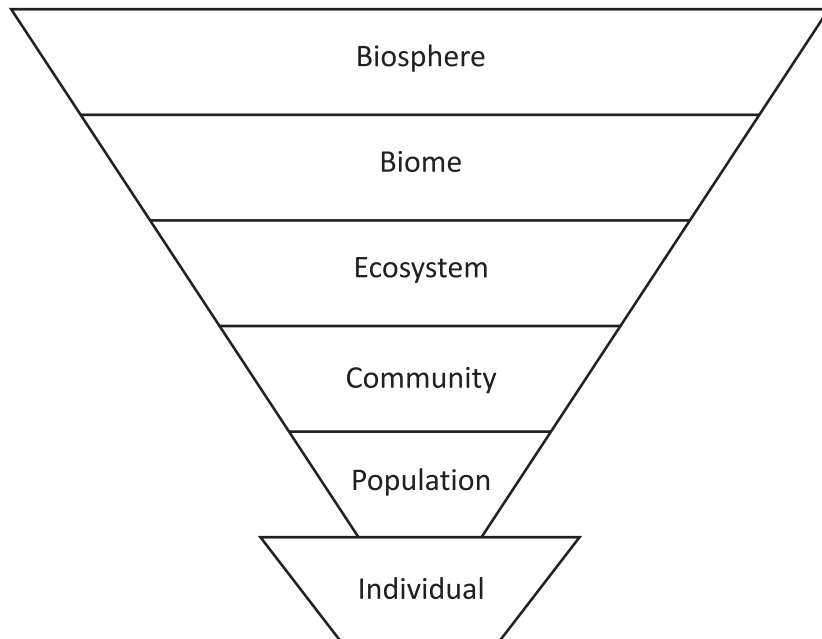


## Types of Ecosystem:



A very large ecosystem of an area having distinct types of flora and fauna is called **Biome**.

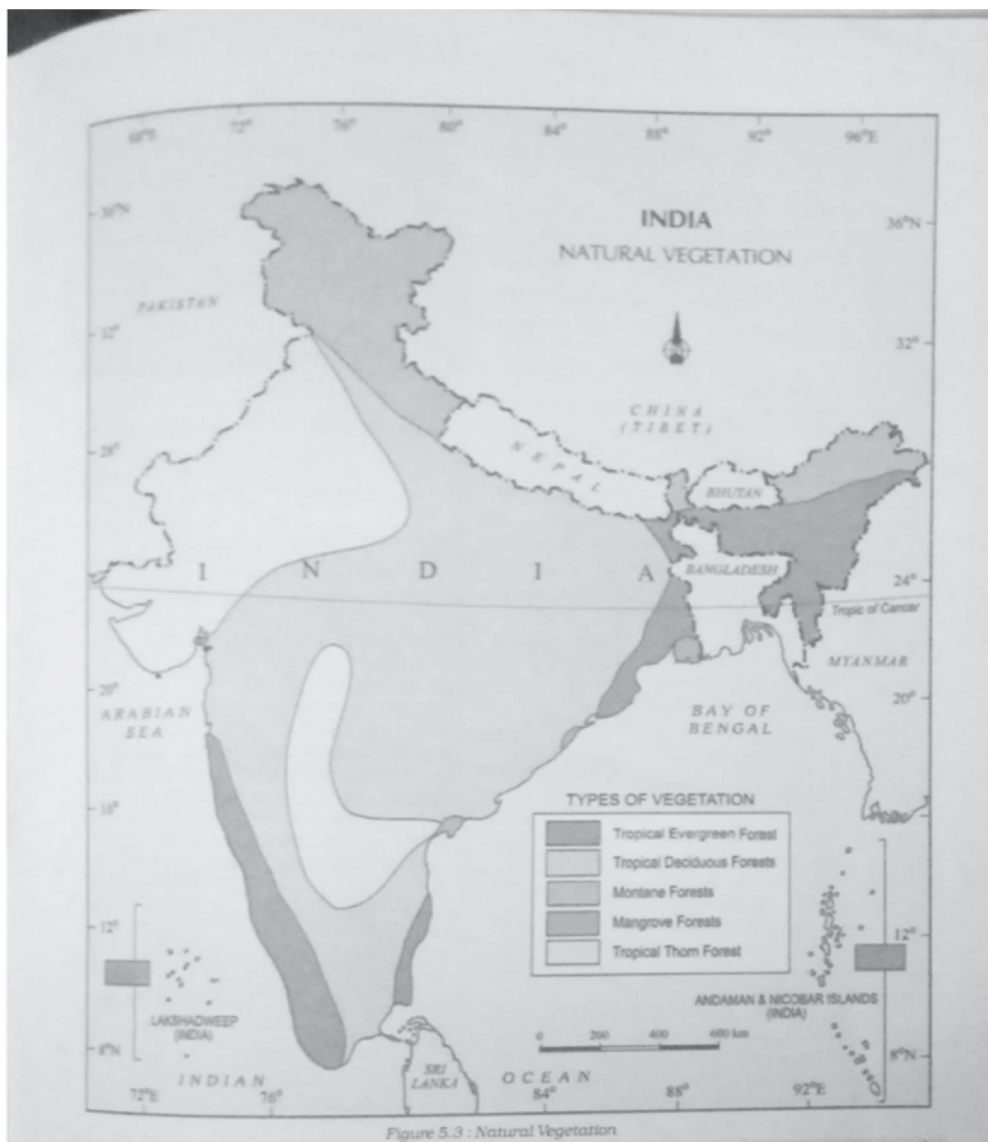
A relation between different systems:



• **Characteristics of different types of Natural vegetation:**

Types of Vegetation		Annual Rain fall	Characteristics	Important Vegetation	Important wild life	Found in States
<b>Tropical Evergreen Forest (Tropical rain forest)</b>		>200 cm	1. Warm and wet climate, 2. Trees shed leaves at different times of year 3. Height of Tree more than 60 m 4. Very dense & forms Canopy, 5. Woods are hard.	Ebony, Mahogany, Rosewood, Rubber, Cinchona	Elephant, Monkey, Lemur, Deer, Variety of birds, sloth, Scorpio, Snakes	Western Ghats, Andaman & Nicobar Island, Lakshadweep, Assam, Tamil Nadu
<b>Tropical Deciduous Forest (Monsoon forest)</b>	<b>Wet deciduous</b>	100 - 200 cm	1. Same variety of Tree. 2. Shed their leaves at the same time of Year. 3. Woods are moderately hard	Teak, Sal, Shisham, Bamboos, , Khair, Sandalwood, Arjun, Mulberry	Lion, Tiger, Deer, Pig, Elephant, Variety of birds, lizards, Snakes, Tortoise	Jharkhand, Orissa, Chhattisgarh, North-Eastern states
	<b>Dry Deciduous</b>	70 - 100 cm		Teak, Sal, Peepal, Neem		Bihar, Uttar Pradesh
<b>Thorn forest &amp; Bushes</b>		<70 cm	1, Mostly thorny bushes and Trees 2. Trees are deep rooted, 3. leaves modified into spine & stem have waxy coating to reduce loss of water	Acacia, Palm, Cacti, Euphorbia	Rats, Mice, Rabbits, Fox, Wolf, Wild Ass, Camel	Gujarat, Rajasthan, Arid area of Madhya Pradesh, Haryana Chhattisgarh

<b>Himalayan Montane Forest</b>	<b>At Height 1000-2000 m Wet-Temperature</b>	-----	1. Broad tree leaves 2. soft wood	Oak, Chestnuts	Kashmir Stag, Spotted Bear, Sheep, Jack Rabbit,	Jammu & Kashmir, Himachal Pradesh, Uttarakhand
	<b>1500m-3000m (Temperature)</b>	-----	1. cone shaped trees, 2. needle like leaves to protect from snow deposition, 3. at higher level grassland found	Pine, Deodar, Silver fir, Spruce, Cedar		
	<b>&gt;3600m (Alpine vegetation)</b>	----- -	1. grassland used by pastoral nomads of that area	Juniper, Pine, Birches	Red Panda, Snow Leopard	
	<b>Tundra Vegetation</b>	----- --	1. No trees or grassland are found	Mosses, Lichens	-----	
<b>Mangrove Forest (Tidal forest)</b>		----- --	1. sundari trees has root submerged in saline water, provide hard timber	Sundari, Palm, Coconut, Agar,	Bengal Tiger, Turtles, Crocodiles, Gharials, Snakes	Delta of Mahanadi, Kavari, Godavari, & West Bengal,



- **Wildlife Protection Act** was implemented in **1972** in India.
- India is **the only country** in the world that has **both Lion and Tiger**.
- **Gir forest** of Gujarat is the last remaining habitat of Asiatic lion.
- The country has around 90,000 animal species, 2000 species of bird, 2,546 species of fishes and 5-8% of world's amphibians, reptiles and mammals.
- **To protect the flora and fauna the government has taken followings steps-**
  - Fourteen biosphere reserves have been set up in the country to protect flora and fauna.

- II. Financial and technical assistance is provided to many Botanical Gardens by the government since 1992.
- III. Project Tiger, Project Rhino, Project Great Indian Bustard and many other eco developmental projects have been introduced
- IV. 89 National Parks, 490 Wildlife sanctuaries and Zoological gardens are set up to take care of Natural habitat of the fauna.

**Fourteen bio sphere reserves are:**

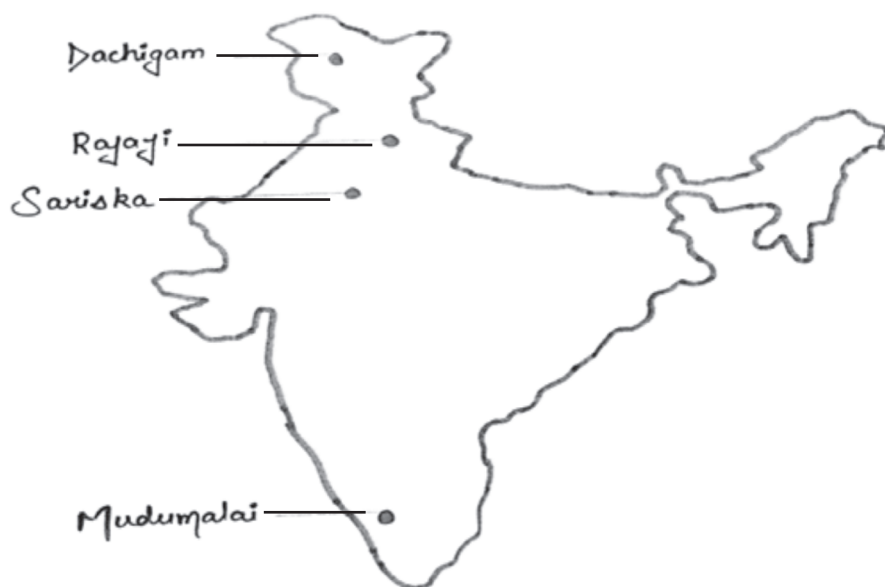
<b>Biosphere Reserve</b>	<b>Location State</b>	<b>Biosphere Reserve</b>	<b>Location State</b>
Sundarban	West Bengal	Simlipal	Orissa
Gulf of Mannar	Tamil Nadu	Dihang-Dibang	Arunachal Pradesh
The Nilgiris	Tamil Nadu, Kerala, Karnataka	Dibru Saikhowa	Assam
Nanda Devi	Uttarakhand	Agasthyamalai	Kerala, Tamil Nadu
Nokrek	Meghalaya	Kanchenjunga	Sikkim
Manas	Assam	Panchmari	Madhya Pradesh
Great Nicobar	Andaman and Nicobar Island	Achanakmar-Amarkantak	Madhya Pradesh, Chhattisgarh

- Relation between National park, Sanctuary and Biosphere Reserve-

<b>National Park</b>	<b>Sanctuary</b>	<b>Biosphere Reserve</b>
Habitat for particular plant or wild animal. Eg Jim Corbett National Park for tiger reserve.	A natural area reserved for species-oriented plant or animals. Eg Manas Bird Sanctuary	A natural area meant to reserve all form of life i.e over ecosystem oriented. Eg. Simlipal Bio Reserve

General size range is 0.04 to 3162 sq. km	General size range is 0.61 to 7818 sq. Km	The general size range is over 5670 sq. Km
Boundaries fixed by legislation	Boundaries are not inviolable	Boundaries fixed by legislation
Except buffer zone ,no interference	Limited interference	Except buffer zone no biotic interference
Tourism permissible	Tourism permissible	Tourism generally not permissible

## Wild-life Sanctuaries of India





## National Parks of India



## Bird Sanctuaries of India



Note: Maps are not all scale. Places shown in Map only be asked in Examination.

## India's National Park And Preserved Wildlife

Sl no.	National Parks	State	Establishment Year	Preserved Wildlife
1	Kaziranga	Assam	1974	One Horned Rhino, Elephant, Tiger
2.	Manas	Assam	1990	Roofed Turtle, Golden Langur
3.	Gir	Gujrat	1975	Asiatic Lion
4.	Hemis	Jammu & Kashmir	1981	Snow Leopard
5.	Bandipur	Karnataka	1974	Asian Elephant, Tiger
6.	Periyar	Kerala	1982	Nilgiri Languor, Flying Squirrel
7.	Eravikulam	Kerala	1978	Nilgiri Thar, Atlas Moth, Elephant
8.	Bandhavgarh	Madhya Pradesh	1982	Tiger, Leopard, Boars
9.	Kanha	Madhya Pradesh	1955	Tiger, Leopard, Elephant
10.	Madhav	Madhya Pradesh	1959	Indian Gazelle, Nilgai, Sambar
11.	Panna	Madhya Pradesh	1973	Tiger, Wolf, Chital, Wolf
12.	Keoladeo	Rajasthan	1981	Siberian Crane, Migratory Bird Species
13.	Ranthambore	Rajasthan	1980	Tiger, Leopard, Boars
14.	Sariska	Rajasthan	1982	Four Horned Deer, Caracal, Leopard
15.	Madumalai	Tamil Nadu	1940	Tiger, Leopard, Elephant, Vulture
16.	Corbett	Uttarakhand	1936	Tiger, Leopard, Elephant
17.	Nanda Devi	Uttarakhand	1988	Tiger, Leopard
18.	Valley Of Flowers	Uttarakhand	1980	Snow Leopard, Musk Deer, Red Fox
19.	Dudhwa	Uttar Pradesh	1977	Tiger, Rhino
20.	Sunderban	West Bengal	1984	Royal Bengal Tiger

### 1 Mark Questions:

1. Name any two trees found in tropical rain forest?
2. Which vegetation is important for commercial point of view?
3. In which state of India Asiatic Lion is found?
4. In which state Simlipal biosphere reserve is situated?
5. When was the Wild Life Protection Act passed in India?
6. Which type of forest is affected by the tides?
7. Name any two types of medicinal plant.
8. What is natural vegetation?
9. Why natural vegetation is called “virgin vegetation”?
10. What is Ecosystem?
11. Give any two products of rain forest.
12. A person has reached in a forest where there was dark even at noon. Where could he be?
13. A new boy admitted to your class told you that he belong to the state which is home of one horn rhino. For which state he was referring to?
14. The Term Flora refers to-
  - a. The species of animals
  - b. Plants of a particular region or Period
  - c. Human being of an area
  - d. None of these
15. The Fauna refers to
  - a. All the species of their world
  - b. Human beings of a country
  - c. Plants of a Particular region or Period
  - d. The species of Animal
16. Which of the following is correct?
  - a. The nature of land influence the type of Vegetation.
  - b. Different types of fsoils provide basis for different
  - c. Temperature, Humidity , Perecipation etc. affects the character and extent of Vegetation.
  - d. All of the above
17. In Which of the following state is the Kaziranga National Park Located?

- |                   |              |
|-------------------|--------------|
| a. Assam          | b. Bihar     |
| c. Madhya Pradesh | d. Karnataka |
18. A very large ecosystem on land having distinct type of vegetation and animal life is called a..... .
  19. Western Ghats are having ..... forests.
  20. Tropical evergreen forests grow in areas having more than ..... cm of rainfall.
  21. Ebony, mahogany, rosewood, rubber etc. are common tree of ..... .
  22. .... are the most wide spread forests of India.
  23. Trees of ..... Forests shed their leaves for about six to eight weeks in dry Summer.
  24. .... are found in the areas of coasts influenced by tides.

### 3/5 Mark Questions:

1. Explain the factors affecting natural vegetation of a place?
2. Differentiate between tropical rain forest and tropical deciduous forest?
3. Write a short note on the diversity of flora and fauna in India.
4. What is the need of conserving bio-diversity?
5. List five different types of forest products.
6. What are the steps taken by the government to protect wildlife?
7. Describe the variety of vegetation found in different altitude of Himalaya?
8. What are the causes of depletion of flora and fauna in India?
9. What will happen if all the tigers are dead?
10. Distinguish between thorn forests and mangrove forests on the basis of rainfall, vegetation and location.
11. Why tropical rain forest is called evergreen forest?

## Answers

### 1Mark questions

1. Ebony, Mahogany, Rosewood, Rubber, Cinchona(any two)
2. Tropical deciduous forest.
3. Gujarat
4. Orissa
5. 1972

6. Mangrove forest
7. Neem, Tulsi
8. Natural vegetation refers to a plant community which has grown naturally without human intervention for a long time.
9. As natural vegetation has grown without human aid and has been left undisturbed for long time, they are also referred as virgin vegetation.
10. The system of interaction among biotic component and their interaction with abiotic component of a particular area is called Ecosystem. Eg. Pond ecosystem, river ecosystem, lake, forest, grassland etc.
11. Timber ,rubber, medicine(cinchona)
12. Tropical evergreen forest.
13. Assam
14. Plants of particular region or period.
15. The species of animals.
16. All of the above
17. Assam
18. Biome
19. Tropical Evergreen Forests
20. 200cm
21. Tropical Evergreen Forests
22. Tropical Evergreen Forests
23. Tropical Deciduous Forests
24. Mangrove Forests

### **3/5 Mark questions:**

1. Please See key Points
2. Please See key Points
3. India has variety of flora and fauna Such as:
  - 89 National Parks, 490 Wildlife sanctuaries and Zoological Gardens are set up to take care of Natural habitat of the fauna. There are 14 biosphere reserves too.
  - Five different types of vegetation cover are found here which ranges from rainforest to thorny bushes as well as snow clad alpine vegetation.
  - India is rich in its fauna. It has approximately 90,000 of animal

species. The country has about 2,000 species of birds. They constitute 13% of the world's total. There are 2,546 species of fish, which account for nearly 12% of the world's stock. It also shares between 5 to 8 per cent of the world amphibians, reptiles and mammals.

- The elephants are found in the hot wet forests of Assam, Karnataka and Kerala.
- One-horned rhinoceroses live in swampy and marshy lands of Assam and West Bengal.
- Arid areas of the Rann of Kachchh and the Thar Desert are the habitat for wild ass and camels. Indian bison, nilgai (blue bull), chousingha (four horned antelope), gazel and different species of deer are some other animals found in India.
- India is the only country in the world that has both tigers and lions.
- Ladakh's freezing high altitudes are a home to yak, the shaggy horned wild ox weighing around one tonne, the Tibetan antelope, the bharal (blue sheep), wild sheep, and the kiang (Tibetan wild ass).
- In the rivers, lakes and coastal areas, turtles, crocodiles and gharials are found.
- Peacocks, pheasants, ducks, parakeets, cranes and pigeons are some of the birds inhabiting the forests and wetlands of the country.

4. Every species has a role to play in the ecosystem.

- (i) we have selected our crop from a biodiverse environment.
- (ii) we have got too many medicinal plant from this,
- (iii) the animals we have as our livestock is also selected from the large variety of fauna,
- (iv) Even insect help in pollination which we know is essential,
- (v) how can we forget in the role of microorganism which sustains the flow of energy for our survival.

5. (i) Timber from mahogany, sal, teak trees

(ii) Medicines from Sinchona, Arjun, Neem, Babool tree

(iii) Rubber from the latex of rubber tree

(iv) Wood Pulp are obtained from the softwood trees like spruce, pine, fir for making paper

(v) Firewood

(vi) Honey etc.

6. Please See key Points

7.

Types of Vegetation	Annual Rainfall	Characteristics	Important Vegetation	Important wild life
<b>Himalayan Montane Forest</b>	<b>At Height 1000-2000 m Wet-Temperate</b>	1. Broad tree leaves 2. soft wood	Oak, Chestnuts	Kashmir Stag, Spotted Bear, Sheep, Jack Rabbit,
	<b>1500m-3000m (Temperate)</b>	1. cone shaped trees, 2. needle like leaves to protect from snow deposition, 3. at higher level grassland found	Pine, Deodar, Silver fir, Spruce, Cedar	
	<b>&gt;3600m (Alpine vegetation)</b>	1. grassland used by pastoral nomads of that area	Juniper, Pine, Birches	Red Panda, Snow Leopard
	<b>Tundra Vegetation</b>	1. No trees or grassland are found	Mosses, Lichens	-----

8. Causes of depletion of flora and fauna are-

- (i) Hunting of animals by poachers for skin, tusks etc.
- (ii) Commercial exploitation of forest products for wood, medicines, paper etc
- (iii) Mining activity
- (iv) Pollution due to chemical industrial waste
- (v) Reckless cutting of forest to bring land under cultivation and inhabitation

9. (i) If all the tigers are dead at a place it will mean that a part of carnivores are absent.

(ii) it will result in the rise of number of deers, nilgai, and other herbivore animals.

(iii) with the rise in number they will be forced to move toward human settlement for food and graze the crop.

(iv) this will lead to the scarcity of food for human and may be catastrophic for its existence.

10.

### **Thorn Forests**

**1. Rainfall:-** Rainfall in these types of forests are somewhere 70cm or less.

**2. Vegetation:-** Babool, kiker, palm, cacti and acasia are the main plants.

**3. Location:-** Found in semi-arid regions of Gujrat, Rajasthan, Haryana and Uttar Pradesh.

### **Mangrove Forests**

**1. Rainfall:-** These types of forests develop in the deltaic region, and does not concern with the rainfall.

**2. Vegetation:-** Sundari is the major tree type in these types of forests. The others are Agar and Korea.

**3. Location:-** They are found in the deltas of Ganga, Mahanadi, Kaveri, Krishna and Godavari.

- 11.
- (i) These forest have plenty of varieties of vegetation .
  - (ii) These plants shed their leaves at different times of year.
  - (iii) Thus when one species of plant shed their leaves others still have their leaves intact.
  - (iv) In this way these forest always look full of greenery, and are so called evergreen forest.



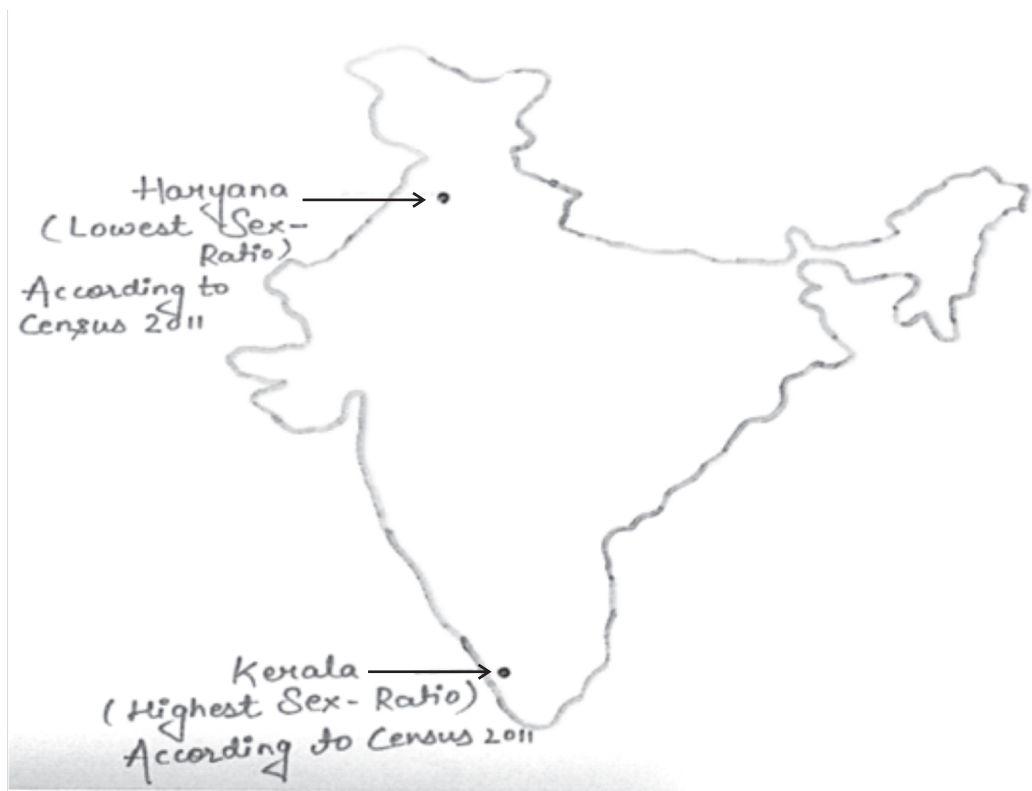
## CHAPTER – 6

# POPULATION

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### POINTS TO REMEMBER:

- The people are important to develop the economy and society.
- In India the first census was held in the year 1872. But the first complete census however was taken in the year 1881. Since then censuses have been held regularly every tenth year.
- India's population as on March, 2011 stood at 121 crore (presently more than 130 crore).
- India's population accounts for 17.5 per cent of the world population.
- Most populous state in India- Uttar Pradesh
- Least populous state in India- Sikkim.
- Population density of India-382 persons per square km.
- State with highest population density- Bihar (1102 persons per square km.)
- State with lowest population density- Arunachal Pradesh (17 only)





**Maps are not on scale. It is for indicative purpose only.**

- Only Bangladesh and Japan have higher average population densities than India.

\* **Processes of population change:**

There are three main processes of change of population:

1. **Birth rates:** number of live births per thousand persons in a year.
  2. **Death rates:** number of deaths per thousand persons in a year.
  3. **Migration:** movement of people across regions and territories. It is of two types:
    - i. Migration can be **internal** (within the country).
    - ii. Migration can be **international** (between the countries).
- Internal migration does not change the size of the population, but influences the distribution of population within the nation.
  - Migration plays a very significant role in changing the composition and distribution of population.
  - The main cause of the rate of growth of the Indian population has been the rapid **decline in death rates**.
  - Since 1981, birth rates have also started declining gradually, resulting in a gradual decline in the rate of population growth.
  - Mostly migrations have been from rural to urban areas because of the “**push**” factor e.g. adverse conditions of poverty and unemployment in rural

areas and the “**pull**” **factor** e.g. increased employment opportunities and better living conditions in the urban areas.

- In India, the rural-urban migration has resulted in a steady increase in the percentage of population in cities and towns. These are:

Years	Percentage	Million plus cities
2001	27.78	35
2011	31.80	53

- The urban population has increased from 17.29 per cent of the total population in 1951 to 31.80 per cent in 2011.

### **Age composition:**

Age composition is one of the most basic characteristics of a population. The population of a nation is generally grouped into three broad categories:

- i. **Children (below 15 years):** They are economically unproductive and need to be provided with food, clothing, education and medical care.
- ii. **Working Age (15-59):** They are economically productive and biologically reproductive. They comprise the working population.
- iii. **Aged (59 years):** They can be economically productive though they may have retired and they may be working voluntarily.

### **Sex Ratio:**

Sex ratio is defined as the **number of females per 1000 males** in the population. It is an important social indicator to measure the extent of equality between males and females in a society.

- The sex ratio in India is 940.
- The state having highest sex ratio- Kerala (1084)
- The state having lowest sex ratio- Haryana (977)

### **Literacy rates**

A person aged 7 years and above who can read and write with understanding in any language, is treated as literate.

### **\* Occupational Structure**

The distribution of the population according to different types of occupation is referred to as the occupational structure. Occupations are generally classified as primary, secondary, and tertiary. These are:

- i. **Primary activities** include agriculture, animal husbandry, forestry, fishing, mining and quarrying etc.
  - ii. **Secondary activities** include manufacturing industry, building and construction work etc.
  - iii. **Tertiary activities** include transport, communications, commerce, administration and other services.
- Government of India initiated the comprehensive Family Planning Programme in 1952 to improve individual health and welfare.
  - The NPP 2000 provides a policy framework for imparting free and compulsory school education up to 14 years of age, reducing infant mortality rate to below 30 per 1000 live births, achieving universal immunisation of children against all vaccine preventable diseases, promoting delayed marriage for girls, and making family welfare a people-centered programme.
  - The population growth rate of Chandigarh, Uttarakhand and Assam is around or equal to India's population growth rate (17%).
  - Census 2011 is the 15th national census of the country since 1872.
  - The population of India at 1210.2 million (121 crore) is almost equal to the combined population of USA, Indonesia, Brazil, Pakistan, Bangladesh and Japan.

### Very Short Answer Type Questions (1 Mark each)

#### Fill in the Blanks

1. Census in India is held regularly every.....
2. .... Is the largest state in India in terms of Population?
3. .... is the smallest state in India in terms of Population?
4. .... Is calculated as the number of Person per unit per area.
5. .... Is the number of live births per thousand person in year.
6. .... is the number of deaths per thousand persons in a year.
7. .... is defined as the number of females per 1000 males in the population.
8. The literacy rate in India as per census 2011 is.....
9. Who are the producers and consumers of earth's resources?
10. Mention the factor that plays significant role in changing the composition and distribution of population.

11. Which state has negative growth of population, according to Census 2011?
12. According to Census 2011, which state has highest growth rate?
13. According to Census 2011, which Union territory has highest growth rate during 2001-2011?
14. Which state has lowest growth rate of population according to Census 2011?
15. What is the population density of India?
16. When was the first official census in India held?
17. What is the slogan of census 2011?

### **Short/Long Answer Type Questions (3/5 Marks)**

1. Discuss the important components of population.
2. What are the reasons for gradual decline in the rate of population growth?
3. Discuss the basic features of population?
4. What are notable determinants of the population's social and economic structure?
5. Discuss the activities under the sector of the economy?
6. Explain the process of the census.
7. Discuss the main reasons responsible for migration.
8. Suggest the steps or measures to control the population growth of India.

## **ANSWERS**

### **Very Short Answer Type Questions (1 Mark Each)**

1. 10th Year
2. Uttar Pradesh
3. Sikkim
4. Population Density
5. Birth Rates
6. Death Rates
7. Sex Ratio
8. 74.04%
9. Human being
10. Migration
11. Nagaland -0.58%
12. Meghalaya 27.95 %

13. Dadra and Nagar Haveli 55.88%
14. Kerala 4.91%
15. 382 per square kilometer
16. 1881
17. 'Our census, our future'

### **Short/Long Answer Type Questions (3/5 Marks)**

1.
  - a. Sex ratio
  - b. Literacy rate
  - c. Health
  - d. Skills
2.
  - a. literacy rate
  - b. health facilities
  - c. family planning programme
3.
  - a. Population size and density
  - b. Population dispersion
  - c. Age structure
  - d. Birth rate
  - e. Death rate
4. See the key points.
5. See the key points.
6. Census is the most credible source of information on demographic, social and economic statistical data regarding the population. The process of the census are following:
  - a. Collecting
  - b. Compiling
  - c. Analysing
  - d. Evaluating
  - e. Publishing
  - f. Disseminating
7.
  - a. Employment

- b. Business
  - c. Education
  - d. Marriage
  - e. Natural disaster
- 8.
- (i) Raising the status of women
  - (ii) Spread of education
  - (iii) More employment opportunities for women
  - (iv) Urbanisation
  - (v) Family planning measures.

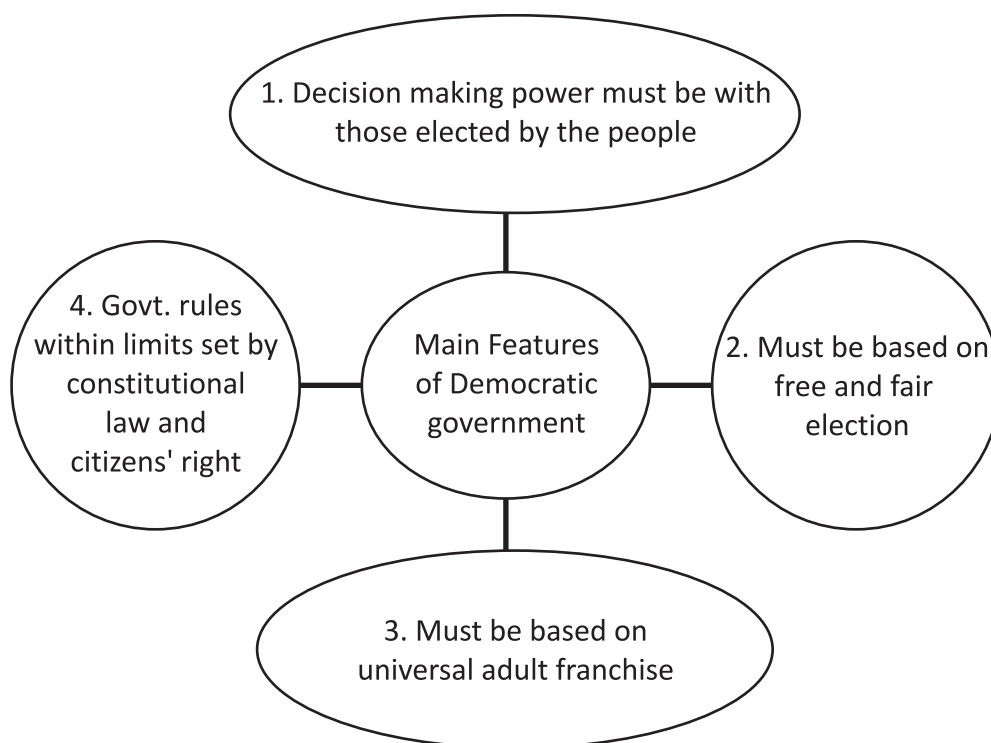
## CHAPTER – 1

# WHY DEMOCRACY ? WHAT DEMOCRACY?

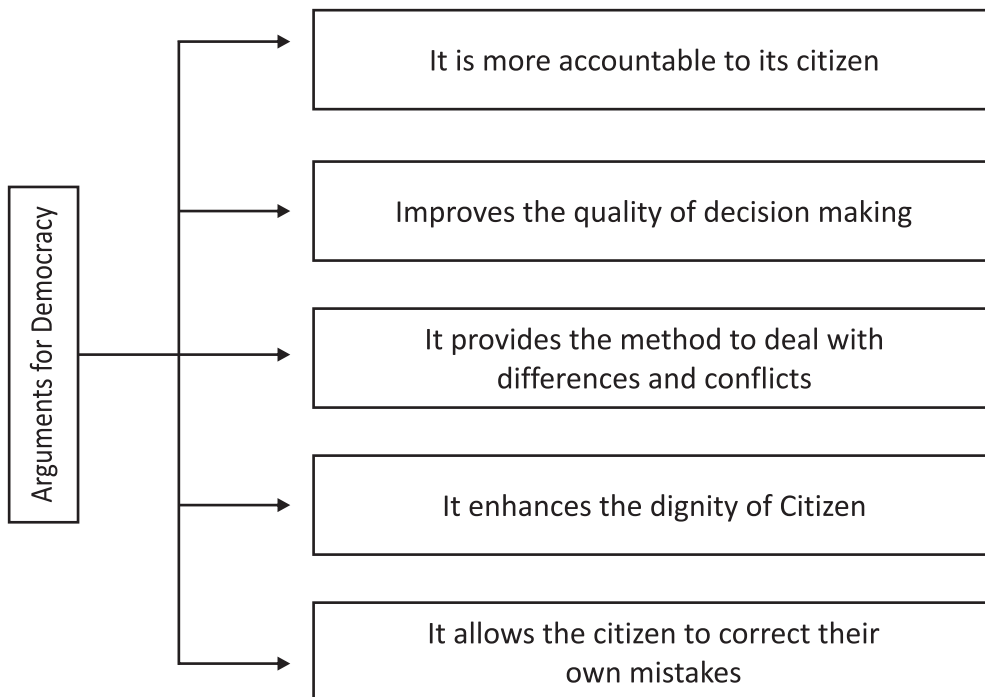
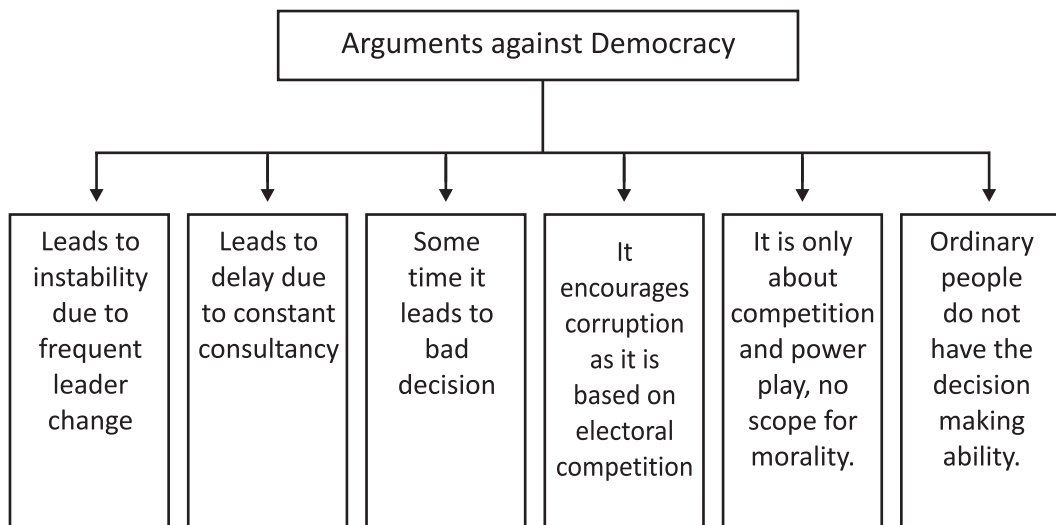
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### POINTS TO REMEMBER :-

- Democracy is taken from a Greek word- 'Demokratia' or Latin word- 'Democratia'
- In Greek- Demos means 'people' and Kratia means 'rule'. i.e. democracy means rule of people.
- In fact Democracy is said to be a form of government in which people elect their own ruler.
- "Democracy is a form of government of the people, for the people, by the people.- **Abraham Lincoln**.







Chinese parliament is *called-National People's Congress* which chooses its president.

- Every candidate has to take approval from Chinese Communist Party to contest election.
- In Pakistan **General Parvej Musharaff** led a military coup in October 1999.
  - I. In 2002 he issued a “Legal Framework Order” and changed the constitution of Pakistan.
  - II. According to this order President can dismiss the national and provincial assemblies.
  - III. Moreover work of civilian cabinet is supervised by a National Security Council which is dominated by military officers.
- Though Democratic form of government may not be a perfect form of government but it still is better than any other form of government.

Democracy is not just a form of government or just some form of institution but in broader sense it is a principle which should be inculcated in every sphere of life.

- A Democratic Decision involves consultation with and consent of all those who are affected by that decision.
- Those who are not powerful have same say in taking the decision as those who are powerful.
- This can apply to a government or a family or any other organisation.

### 1 Mark Questions

1. Who led the Military coup in Pakistan in October 1999?
  - (a) Yahiya khan
  - (b) General Parvej Musharaff
  - (c) Ikhtiyar khan
  - (d) Navaz Sharif
2. Name the leader who brought dictatorship in Germany?
  - (a) Lenin
  - (b) Carl Marx
  - (c) General Parvej Musharaff
  - (d) Hitler
3. Who said- “democracy is of the people, for the people and by the people.”?
  - (a) Abraham Lincoln
  - (b) J F Kanady
  - (c) George Bush
  - (d) Saddam Hussain
4. Which of these is not a democratic country?
  - (a) England
  - (b) India
  - (c) Myanmar
  - (d) America
5. In which of these country only the ruling party is allowed to contest in election-

- (a) France (b) America  
(c) Mexico (d) Germany
6. Who should have the ultimate decision making power in democracy?
  7. From where the term 'democracy' came from?
  8. Which section of society doesn't have the right to vote in Saudi Arabia?
  9. Write any one argument for democracy.

### **3/5 Marks Question**

1. Was Nepal a democratic country prior to 2006? Give reason in support of your answer.
2. Is Myanmar a democratic country? Justify your answer.
3. List the characteristics of democracy.
4. Define the term 'democracy' on the basis of its Latin origin.
5. What are the characteristics of a democratic government?
6. List few characteristics of an un-democratic form of government?
7. Give five arguments in support of democracy.
8. List any five arguments against democracy.
9. Will Change of leader strengthen democracy? Give argument in support of your answer.
10. Explain the broader meaning of democracy?

## **Answers**

### **1 Mark questions**

1. (b) Genral Parvej Musharaff
2. (d) Hitler
3. (a) Abraham Lincoln
4. (c) Myanmar
5. (c) Mexico
6. Representatives chosen by the citizen.
7. Latin/Greek
8. Female
9. Collective decision making/agree to disagree etc.

### 3/5 Mark Questions

1. No, prior to 2006 Nepal was not a democratic country. It is because-
  - (a) It doesn't have elected representatives
  - (b) Actual power was in the hand of king.
2. No Myanmar is not a democratic country because-
  - (a) There is military rule.
  - (b) There is no participation of people of that country in decision making,
  - (c) There is restriction on people's liberty.
3. Basic features of democracy are-
  - (a) Political freedom
  - (b) Equality of citizenship
  - (c) Separation of powers
  - (d) Pluralism
  - (e) Consciousness
4.
  - (a) Democracy is taken from a Latin word- 'Demokratia'.
  - (b) In Latin Demos means 'people' and Kratia means 'rule'. i.e. democracy means rule of people.
  - (c) Thus Democracy is a form of government in which people elect their own ruler.
5. The characteristics of democratic government are-
  - (a) Decision making power must be with those elected by the people
  - (b) It must be based on free and fair election at fixed interval
  - (c) It must be based on universal adult franchise
  - (d) Govt. should rule within limits set by constitutional law and citizens' right.
  - (e) Freedom of press and citizen rights
6. The characteristics of a non democratic government are-
  - (a) Only a few has the power of decision making
  - (b) Elections are absent or are not fair
  - (c) No place for opposition
  - (d) Curb on people's right
  - (e) Censorship
7. Argument in support for Democracy are-
  - (a) It is more accountable to its citizen

- (b) Improves the quality of decision making
  - (c) It provides the method to deal with difference and conflict
  - (d) It allows the citizen to correct their own mistakes
  - (e) It enhances the dignity of Citizen
8. Arguments against democracy are-
- (a) Leads to instability due to frequent leader change
  - (b) Leads to delay due to constant consultancy
  - (c) Some time it led to bad decision
  - (d) It encourages corruption as it is based on electoral competition
  - (e) It is only about competition and power play, no scope for morality.
9. Yes, change of leader will strengthen democracy as
- (a) Leader will have moral obligation to work for the citizen.
  - (b) If there won't be a fear of change it might led to irresponsible decisions
  - (c) It could even lead to the downfall of democracy as seen in the past.

OR

- No, change of leader will not strengthen democracy as-
- (a) It will lead to political instability
  - (b) Political leadership will be reluctant to take any strong decision and will take only populist decision
  - (c) They may sometime get disinterested to work for the people
- (Note: students should be encouraged to think both the positive as well as negative aspect of a situation before making decision.)
10. (a) Democracy is considered the best available form of government.
- (b) However in its broader sense is not just a political institution but a way of life.
- (c) It is rooted in our day to day life functioning where decisions are made that involve consultation with and consent of all those who are affected by decisions.
- (d) This apply to a family, a community or even a government
- (e) Thus it enables us to judge the present situation and its weaknesses and encourages marching towards betterment.

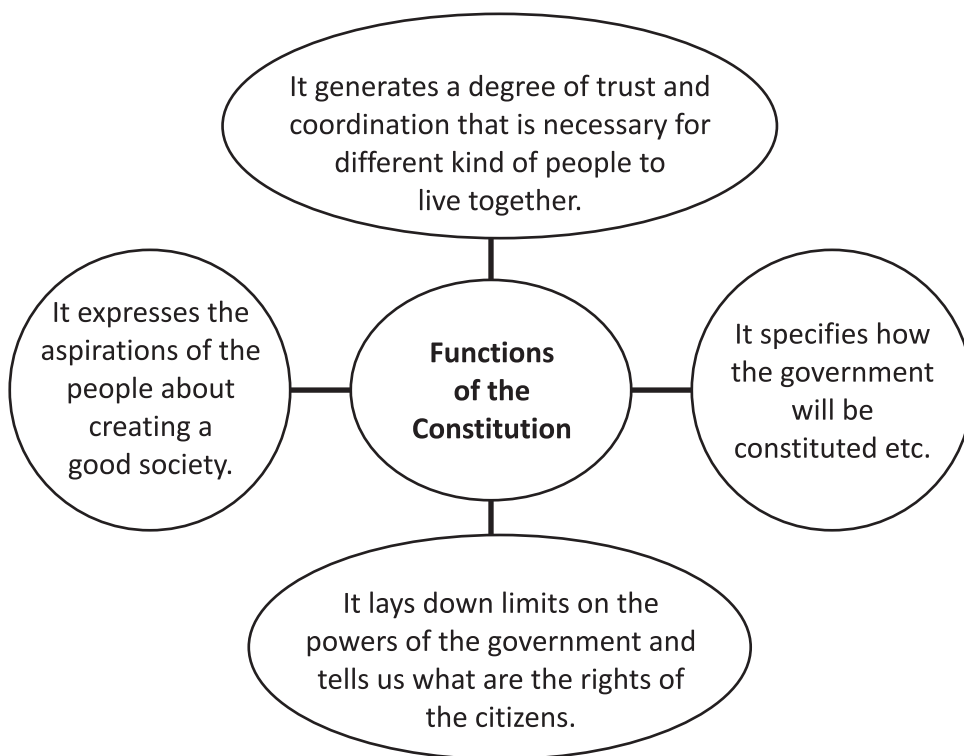
## CHAPTER – 2

# CONSTITUTIONAL DESIGN

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### Key Points to Remember:

The **constitution** of a country is set of **written rules** that are accepted by all people living together. Constitution is the **supreme law** that determines the relationship among citizens and also between the citizens and government.



All countries that have constitution are not necessarily democratic. But all countries that are democratic will have constitution.

### \* **Circumstances at the time of making of the Indian Constitution:**

- (i) India was still the colony of the Britain.
- (ii) Partition of the country on religious basis.
- (iii) Large scale violence; at least 10 lakh people were killed.
- (iv) Refugee problem
- (v) Merger of the princely states.
- (vi) Economically a poor country.

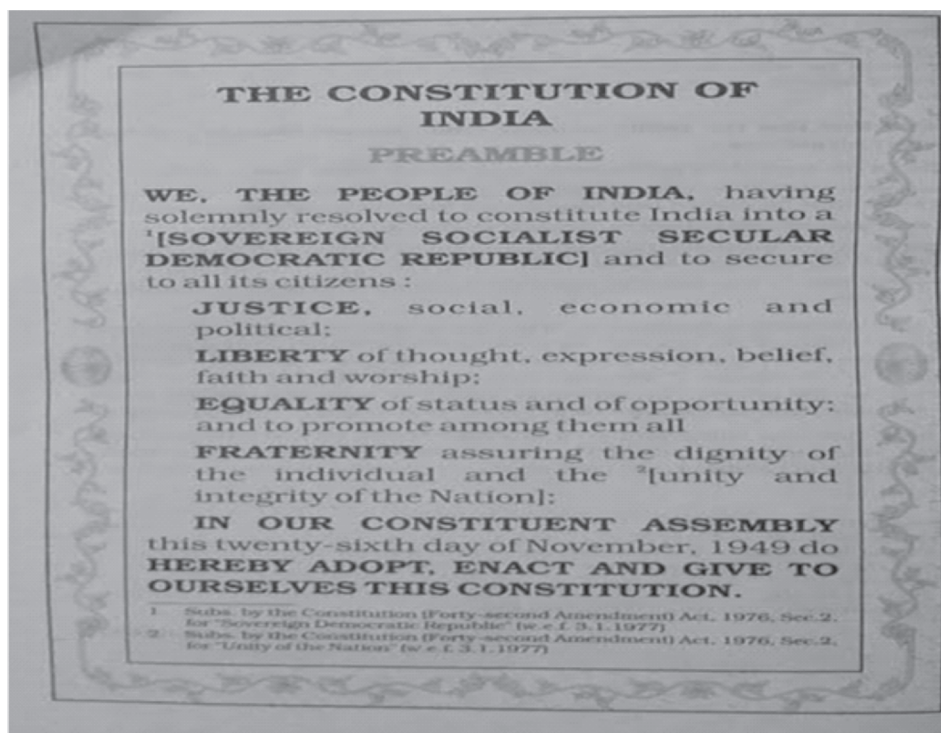
### Advantages to the makers of the Indian Constitution:

- (i) Consensus about what a democratic India should look like.
- (ii) In 1928, Motilal Nehru and eight other Congress leaders had drafted a constitution for India. Further, Karachi resolution of the Indian National Congress dwelt on how independent India should look like. Thus, the basic values were accepted by most of the leaders before the working of the Constituent Assembly.
- (iii) The familiarity with political institutions of colonial rule.
- (iv) Existence of colonial laws like the Government of India Act, 1935.
- (v) Learning from the various systems of the world.

The constitution of India was written by the **Constituent Assembly** comprising 299 members. It was adopted on November 26, 1949.

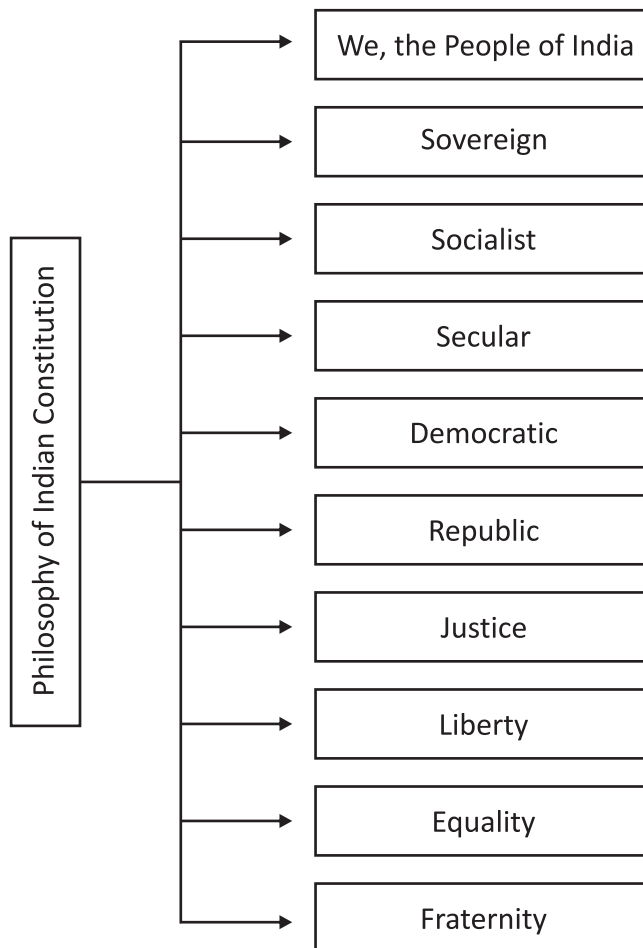
- The Constitution of India was implemented on January 26, 1950. To mark this day we celebrate January 26, as Republic Day every year.
- **Dr. B. R. Ambedkar was the chairman** of the Drafting Committee.
- **Dr. Rajendra Prasad was the President** of the Constituent Assembly.

## PREMBLE OF INDIAN CONSTITUTION



Purpose of the Preamble:

- It indicates the source from which the Constitution derives its authority. (We, the people of India.....)
- It states the objectives of the Constitution.
- It provides a standard to examine and evaluate any law and action of government, to find out whether it is good or bad.



**We the People of India:** The constitution has been drawn up and enacted by the people through their representatives, and not handed down to them by a king or any outside power.

**Sovereign:** People have supreme right to make decisions on internal as well as external matters. No external power can dictate the government of India.

**Socialist:** Wealth is generated socially should be shared equally by society.



Government should regulate the ownership of land and industry to reduce socio-economic inequalities.

**Secular:** Citizens have complete freedom to follow any religion. But there is no official religion. Government treats all religious beliefs and practices with equal respect.

**Democratic:** A form of government where people enjoy equal political rights, elect their rulers and hold them accountable. The government is run according to some basic rules.

**Republic:** The head of the state is an elected person and not a hereditary position.

**Justice:** Citizens cannot be discriminated on the grounds of caste, religion and gender. Social inequalities have to be reduced. Government should work for the welfare of all, especially of the disadvantaged groups.

**Liberty:** There are no unreasonable restrictions on the citizens in what they think, how they wish to express their thoughts and the way they wish to follow up their thoughts in action.

**Equality:** All are equal before the law. The traditional social inequalities have to be ended. We should ensure equal opportunity for all.

**Fraternity:** All of us should behave as if we are members of the same family. No one should treat a fellow citizen as inferior.

### **Process of Constitution Making in South Africa**

- Apartheid was the name of a system of racial discrimination unique to South Africa. The system of apartheid divided the people and labeled them on the basis of their skin colour.
- The white rulers treated all non-whites (native blacks, coloured and people migrated from India etc.) as inferiors. The non-whites did not have voting rights.
- The blacks, coloured and Indians fought against the apartheid system since 1950 under an umbrella organization called African National Congress(ANC)
- Finally, on 26 April, 1994, the apartheid government came to an end, paving the way for the formation of a multi-racial government.
- A constitution was framed which gave to its citizens the most extensive rights available in any country.
- Nelson Mandela, the hero of the struggle, was imprisoned for 28 years. His autobiography is 'The Long Walk to Freedom'.

## QUESTIONS

### Very Short Questions (1 Mark)

1. Name the autobiography of Nelson Mandela.  
(a) Main Kaimf  
(b) My Life  
(c) Journey to the center of Earth  
(d) The Long Walk to Freedom
2. Which party fought the liberation movement in South Africa?  
(a) Labour party  
(b) Bath Party  
(c) African National Congress (ANC)  
(d) Indian National Congress
3. Mention the main leader of South Africa who opposed Apartheid.  
(a) Abhraham Lincon  
(b) Nelson Mandela  
(c) Carl Lewis  
(d) Ben Johanson
4. When Motilal Nehru and eight other Congress leaders drafted a constitution for India?  
(a) 1928  
(b) 1931  
(c) 1947  
(d) 1900
5. In which magazine Mahatma Gandhi wrote his expectations from the constitution?  
(a) Yuganter  
(b) Poverty and Un-British Rule in India  
(c) Vande Mataram  
(d) Young India
6. Who was the chairman of the Drafting committee of the constitution?
7. Who was the President of the Constituent Assembly?
8. When was the constitution of India adopted by the constituent Assembly?
9. When did the constitution of India come into effect?
10. How many members were there in the Constituent Assembly?
11. From which colonial law, the constitution makers adopted many provisions in the constitution?

**Short/ Long Questions (3/5 Marks)**

1. What do you understand by Apartheid? Briefly Explain.
2. Briefly explain the liberation movement of South Africa.
3. What are the important functions of the constitution?
4. Briefly explain the following important words of the Preamble:
  - (i) Secularism
  - (ii) Republic
  - (iii) Sovereignty
  - (iv) Justice
  - (v) Equality
5. Why do we need constitution?
6. What do you understand by Constitutional Amendment?
7. What are the important features of the constitution of India?
8. Why do you think that the preamble contains the philosophy of the constitution?
9. What were the circumstances at the time of making of the Indian Constitution?
10. What were the advantages to the makers of the Indian Constitution?

**ANSWERS****Very Short Answer Type Questions (1 Mark each)**

1. The Long Walk to Freedom
2. African National Congress(ANC)
3. Nelson Mandela
4. 1928
5. Young India
6. Dr. B.R. Ambedkar
7. Dr. Rajendra Prasad
8. November 26, 1949
9. Januaary 26, 1950
10. 299
11. The Government of India Act, 1935

### Short/Long Questions (3/5 Marks)

1.
  - (i) Apartheid was the name of a system of racial discrimination unique to South Africa. The system of apartheid divided the people and labelled them on the basis of their skin colour.
  - (ii) The white rulers treated all non-whites (native blacks, coloured and people migrated from India etc.) as inferiors. The non-whites did not have voting rights.
  - (iii) The apartheid system was oppressive for the blacks. They were forbidden from living in white areas. Trains, buses, taxis, hotels, hospitals, schools and colleges, libraries, swimming pools, public toilets, were all separate for the whites and blacks. They could not even visit the churches where the white worshiped. They could not form associations or protest against the system.
2.
  - (i) The blacks coloured and Indians fought against the apartheid system since 1950. They launched protest marches and strikes.
  - (ii) The African National Congress (ANC) was the umbrella organisation that led the struggle against the policies of segregation.
  - (iii) Many sensitive whites also joined the ANC to protest against the apartheid system.
  - (iv) With increasing protest, the white regime changed its policies. Discriminatory laws were repealed. Ban on political parties and restrictions on media were lifted.
  - (v) Nelson Mandela was freed after 28 years of imprisonment.
  - (vi) Finally, at the midnight of 26 April 1994, the new national flag of the Republic of South Africa was unfurled marking the newly born democracy in the world.
3. See the key points.
4.
  - (i) Freedom to follow any religion. No official religion. Government treats all religions with equal respect.
  - (ii) If head of the state is an elected person, the state is known as Republic. For example, in India, the President is elected every five years.
  - (iii) It means the independent authority of a state. No external power can dictate the government of India.
  - (iv) There cannot be any discrimination on the grounds of caste, religion, gender etc. Social inequalities have to be reduced. Government should work for the welfare of all especially of the disadvantaged groups.

- (v) All are equal before the law and all citizens have the equal protection of law. The government should ensure equal opportunity for all.
5. See the key points
  6. A change in the constitution made by the supreme legislative body in a country is known as constitutional amendment. The Parliament of India can bring constitutional amendment in India.  
The constitution makers felt that it has to be in accordance with people's aspirations and changes in society. They did not see it as a sacred, static and unalterable law. That is why; our constitution is neither too rigid nor too flexible.
  7. Important features of Indian constitution are as follows:
    - (i) Our constitution is the longest known constitution.
    - (ii) It has been drawn from different sources and from several constitution of the world.
    - (iii) Our constitution is more flexible than rigid. Required constitutional amendments can be incorporated.
    - (iv) Provision of Fundamental rights and Fundamental duties.
    - (v) Provision of universal adult franchise.
    - (vi) Parliamentary form of government
    - (vii) Federal structure
    - (viii) Independent judiciary
  8. See the key points.
  9. See the key points.
  10. See the key points.

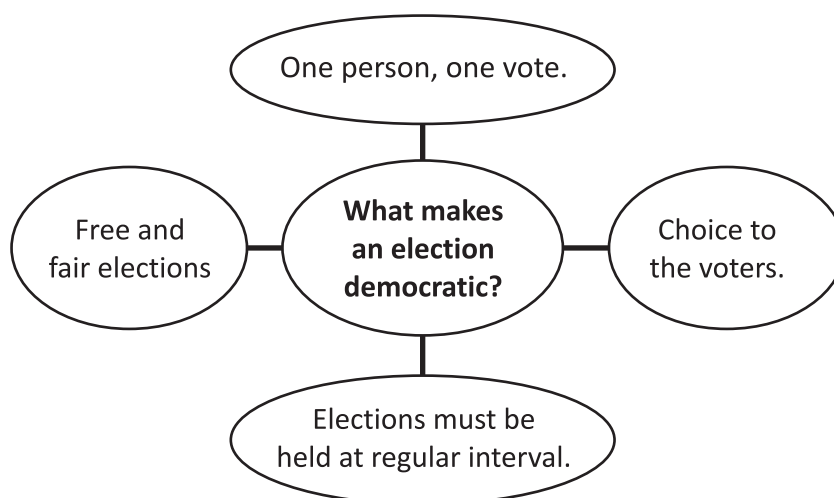
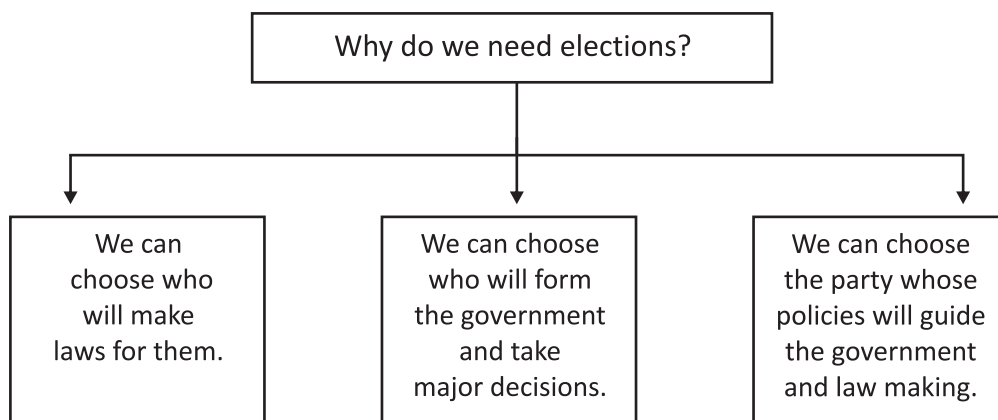
## CHAPTER – 3

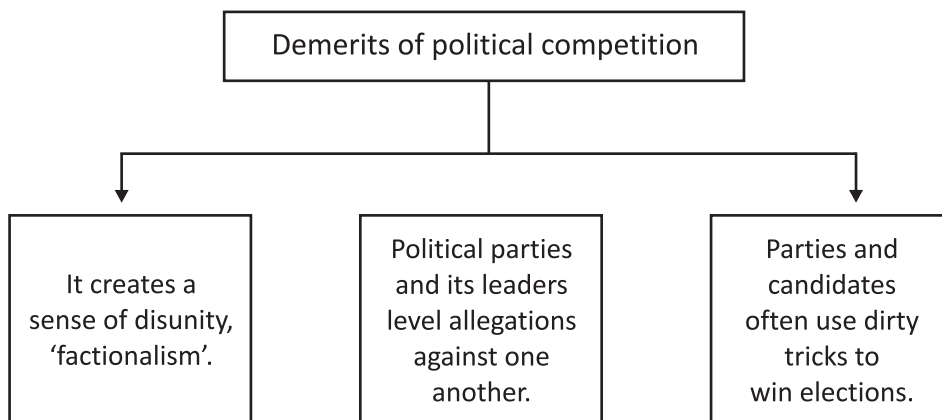
# ELECTORAL POLITICS

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### Key Points to Remember

- In a democracy it is neither possible nor necessary for people to govern directly in the present global scenario.
- The most common form of democracy in our times is for the people to govern through their representatives e.g. MP, MLA, Councilor, Pradhan.
- Elections are held regularly after every five years for Lok Sabha or Lower house of the Parliament and Vidhan Sabha (State Assembly), Panchayats, municipalities etc.





### **Electoral constituencies:**

The country is divided into different areas for purposes of elections. These areas are called electoral constituencies. E.g. our country is divided into 543 Lok Sabha constituencies. The same principle applies for State Legislative Assemblies, Panchayats and Municipalities.

### **Reserved Constituencies:**

There are some seats where only people of certain communities/castes can contest for elections. These are called reserved constituencies. For example- 84 seats are reserved for the Scheduled Castes (SC) and 47 for the Scheduled Tribes (ST) in the Lok Sabha.

**Voters' List:** This is a list of those who are eligible to vote. It is prepared much before the election. This is officially called the Electoral Roll and is commonly known as the Voters' List.

**Universal adult franchise** means all the citizens aged 18 years and above can vote in the elections.

**Model Code of Conduct:** All the candidates and their parties follow the Model Code of Conduct for election campaigns. According to this, Once elections are announced no party or candidate can:

- Use any place of worship for election propaganda
- Use government vehicles, aircrafts and officials for elections; and
- Ministers shall not lay foundation stones of any projects, take any big policy decisions or make any promises of providing public facilities.
- **Slogans:** Slogans are very important during election campaigns. Political Parties try to attract the attention of people through slogans. Some of the successful slogans given by different political parties in various elections are:

S.No.	Name of the Leader	Party	Slogan	Election Year
1	Indira Gandhi	Indian National Congress	Garibi Hatao (Remove poverty)	Lok Sabha elections, 1971
2	Jayaprakash Narayan	Janata Party	Save Democracy	Lok Sabha election, 1977
3	Left Front	Left Front	Land to the Tiller	West Bengal Assembly elections, 1977
4	N. T. Rama Rao	Telugu Desam Party	Protect the Self-Respect of the Telugus	Andhra Pradesh Assembly elections, 1983

### Process of Election in India

Formation of constituencies.

Preparation of Voters' list.

Declaration of date of Polling.

Filling of Nominations.

Scrutiny of Nominations.

Withdrawal of Nominations.

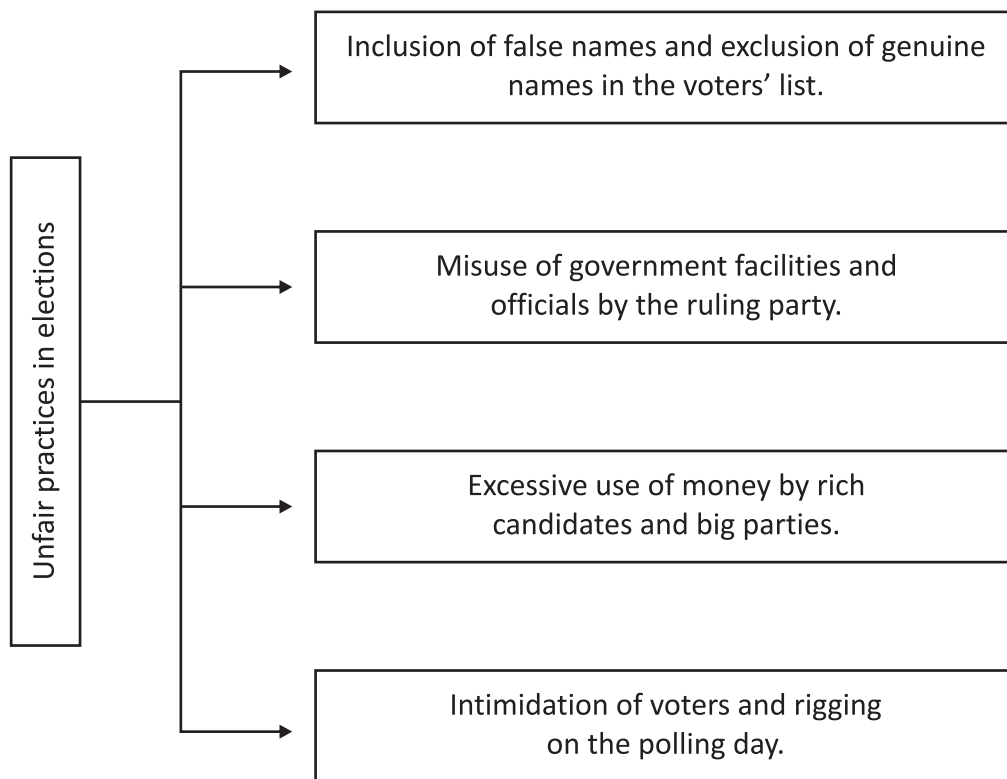
Election Campaign.

Polling (Election Day)

Re - Polling ( If required)

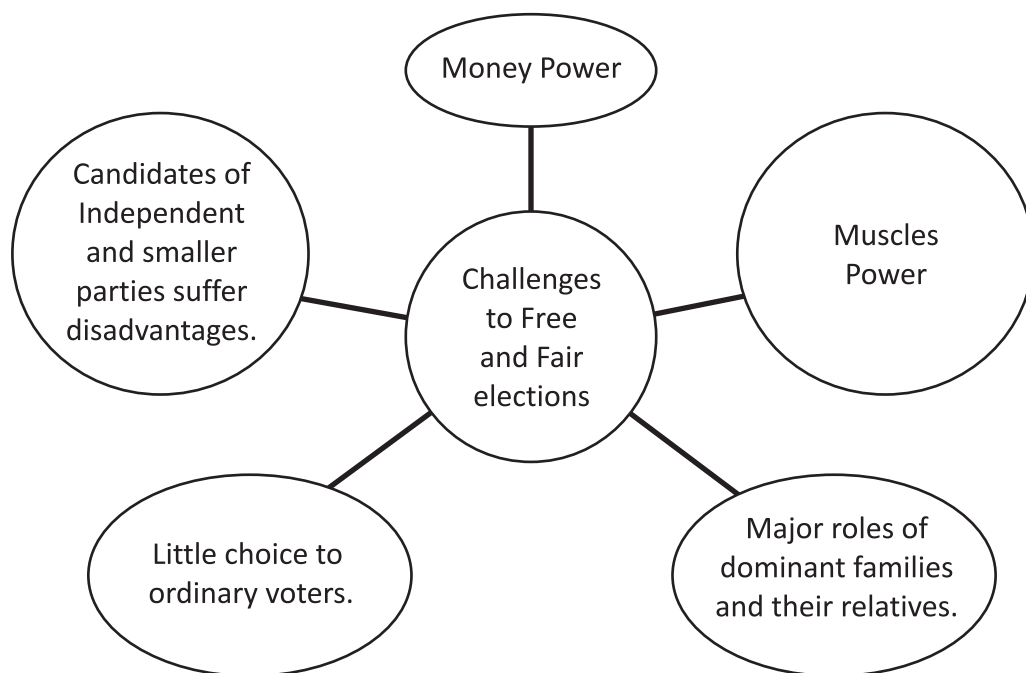
Counting of Votes and Declaration of Results.





### **Power and Functions of the Election Commission of India:**

- EC takes decisions on every aspect of conduct and control of elections from the announcement of elections to the declaration of results.
- It implements the Code of Conduct and punishes any candidate or party that violates it.
- During the election period, the Election Commission can order the government to follow some guidelines, to prevent use and misuse of governmental power to enhance its chances to win elections, or to transfer some government officials.
- When on election duty, government officers work under the control of the Election Commission and not the government



## QUESTIONS

### 1 Mark Questions

1. Who had formed the Lok Dal Party in Haryana?
 

(a) Chaudhary Devi Lal	(b) Bipin Chandra pal
(c) Lala Lajpat Rai	(d) Chaudhary Bhajan Lal
2. Who is responsible for the free and fair elections in India?
 

(a) Election commission of India	(b) Chaif Justice of India
(c) Lok Sabha Speaker	(d) Vice President
3. Who had given the slogan 'Garibi Hatao'?
 

(a) Jai Prakash Narayan	(b) Sanjay Gandhi
(c) Rajiv Gandhi	(d) Indira Gandhi
4. Which political party had given the slogan 'Save Democracy'?
 

(a) Samajwadi Party	(b) Bahujan samaj party
(c) Janta party	(d) Communist Party of India
5. How many seats are unreserved in the Lok Sabha?
 

(a) 400	(b) 543
(c) 215	(d) 412

6. What do you mean by Election?
7. Who gives reward or punishment to the political representative?
8. Which the Union Territories have a Legislative Assembly?
9. How do we find out if the people like their representatives or not?
10. How many seats are reserved for schedule castes and Schedule Tribes in Lok Sabha?
11. Write one of the features of a democratic election?
12. What is adult franchise?
13. What type of voting system is there in India?
14. What is EPIC?
15. Who has to fill a nomination form?
16. What is general election?
17. What is the primary desire of the political leaders?

### **3/5 Marks Questions**

1. Discuss the composition of Parliament of India?
2. Explain the electoral roll.
3. Discuss the distribution of seats in the Lok Sabha?
4. Discuss the election process.
5. Discuss the powers and functions of Election commission of India.
6. Explain the different types of representation in India.
7. Whether system of elections are democratic or not? Justify.
8. Describe the electoral constituencies.
9. What makes an election democratic?
10. Discuss the demerits of electoral competition or party politics?
11. Why do we need elections in democracy?
12. Describe the limitations and challenges to the free and fair elections.
13. Explain the Model Code of Conduct?
14. Briefly describe the activities that happen at the polling booth.

## **ANSWERS**

### **1 Mark Questions**

- 1.(a) Chaudhary Devi Lal
- 2.(a) Election commission of India

3. (d) Smt. Indira Gandhi.
4. (c) Janata Party.
5. (d) 412
6. Elections are all about political competition where people can choose their representatives at regular intervals and change them if they wish to do so.
7. The people or the Voters
8. NCT of Delhi and Puduchery
9. By Election
10. Currently, in the Lok Sabha, 84 seats are reserved for the Scheduled Castes and 47 for the Scheduled Tribes (as on 1 September 2012).
11. See the key points.
12. In India, all adult (18 years old and above) Citizens have the right to vote or elect their representatives without any discrimination.
13. First past the post.
14. Election Photo Identity Card.
15. Every person who wishes to contest an election has to file a 'nomination form'.
16. After the five years, Elections are held in all constituencies at the same time, either on the same day or within a few days.
17. Political leaders want to remain in power or get power and positions for themselves.

### **3/5 Marks Questions**

1. Parliament is the supreme legislative body of India. The Indian parliament comprises of the President and the two houses – Lok Sabha (House of the People or lower house of the Parliament) and Rajya Sabha (Council of States or upper house of the Parliament).
2. The electoral roll is a comprehensively compiled list which bears the names also details of voters in a specific constituency.
3. Total Seats (constituencies): 545 (543 elected + 2 nominated)
  - General: 412
  - Reserved for SC: 84
  - Reserved for ST: 47
  - Anglo Indians: 02 (nominated by the President of India)
4. See the key points.

5. See the key points.
6.
  - i. Member of Parliament or an MP (Lok Sabha)
  - ii. Member of Parliament or an MP (Rajya Sabha)
  - iii. Member of Legislative Assembly or an MLA
  - iv. Member of Legislative council or an MLC
  - v. Members of Panchayats and Municipalities/Municipal Corporation
7. Yes, because:
  - Elections are held regularly after every five years.
  - All the citizen use their right to vote.
  - During elections, the Election Commission monitors all the polling activities.
  - After completion the term of all the elected representatives comes to an end.
  - Elections are held in all constituencies at the same time, either on the same day or within a few days.
8. On the basis of voter's population, election commission has divided the country into different areas for the purposes of elections. These areas are called electoral constituencies. The voters who live in an area elect one representative from their constituency.
9. The minimum conditions of a democratic election are following:
  - Everyone should have one vote with equal weightage
  - Parties should offer some real choices to the voters
  - Elections must be held regularly
  - The candidate preferred by the people should get elected.
  - Elections should be conducted in a free and fair manner
10. Demerits of electoral competitions are:
  - It creates a sense of disunity and 'factionalism' in every locality.
  - Political parties and leaders often level allegations against one another.
  - Parties and candidates often use dirty tricks to win elections.
  - Pressure to win electoral fights does not allow sensible long-term policies to be formulated.
  - In respect of the above demerits or unhealthy competition some good people who may wish to serve the country do not enter this arena.

11. elections are considered essential in our times for any representative democracy because:
- In any large community, this is not possible that all the people can sit together every day and take all the decisions.
  - Nor is it possible for everyone to have the time and knowledge to take decisions on all matters.
  - People can choose or change their representatives according to their wish.
12. See the key points.
13. See the key points.
14. i. The election officials identify voter's identity  
ii. Put a mark on his/her finger and  
iii. Allow her to cast her vote.  
iv. An agent of each candidate is allowed to sit inside the polling booth to ensure that the voting takes place in a fair way.

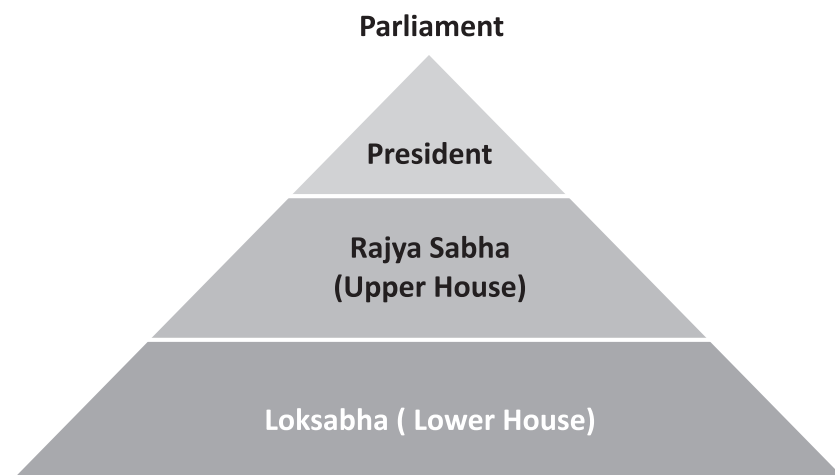
## CHAPTER – 4

# WORKING OF INSTITUTION

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### Key Points to Remember:

- In a democracy the representatives have to follow some rules and procedures because they have to work with and within institutions.
- Legislature, executive and judiciary play a key role in major decisions.
- President is the head of the state and is the highest formal authority in the country.
- Prime Minister is the head of the government and actually exercises all governmental powers. He takes most of the decisions in the Cabinet meetings.



### The Parliament: Legislature

In all democracies, an assembly of elected representatives exercises supreme political authority on behalf of the people. In India such a national assembly of elected representatives is called Parliament. At the state level this is called Legislature or Legislative Assembly.

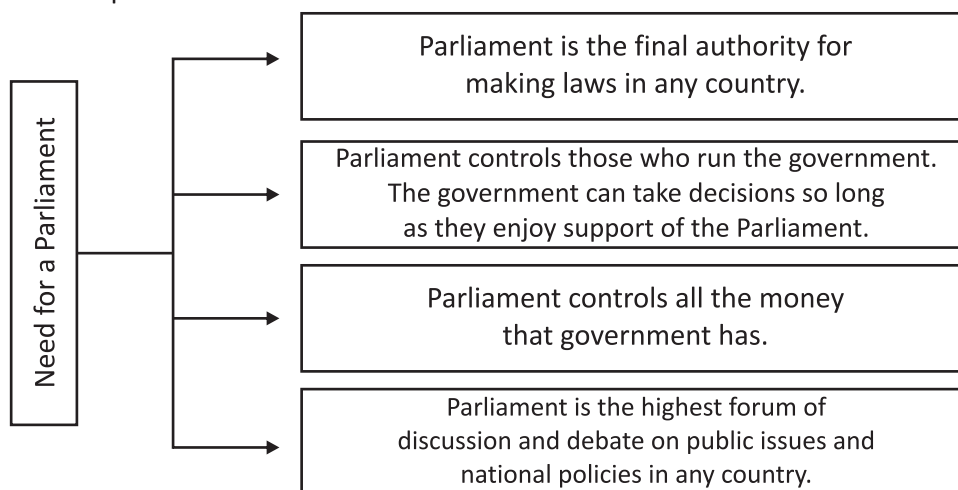
Parliament consists of the President and two Houses, Lok Sabha and Rajya Sabha.

### Lok Sabha versus Rajya Sabha: A comparison

Features	Lok Sabha	Rajya Sabha
Chamber/House	Lower Chamber/House	Upper Chamber/House
Total members	545	250
Elections	Directly elected by people	Elected by the MLAs
Tenure (in Years)	05	06
Dissolution	Dissolved in every 5 years.	Permanent, Cannot be dissolved
Nomination of members	02 members are nominated by the president of India from Anglo-Indian community	12 members are nominated by the President from literature, science art, and social service

### Lok Sabha Versus Rajya Sabha: Comparison of Powers

- (a) Any ordinary law has to be passed by both the Houses. But if there is difference between the Houses, the final decision is taken in a joint session. Owing to the larger number, the view of the Lok Sabha is likely to prevail.
- (b) Lok Sabha exercises more powers in money matters. The Rajya Sabha can suggest changes in such matters but the Lok Sabha has the final say in these matters.
- (c) The Lok Sabha controls the Council of Ministers. The government has to quit if they lose the confidence of the Lok Sabha. The Rajya Sabha does not have this power.





## Executive: Political and Permanent

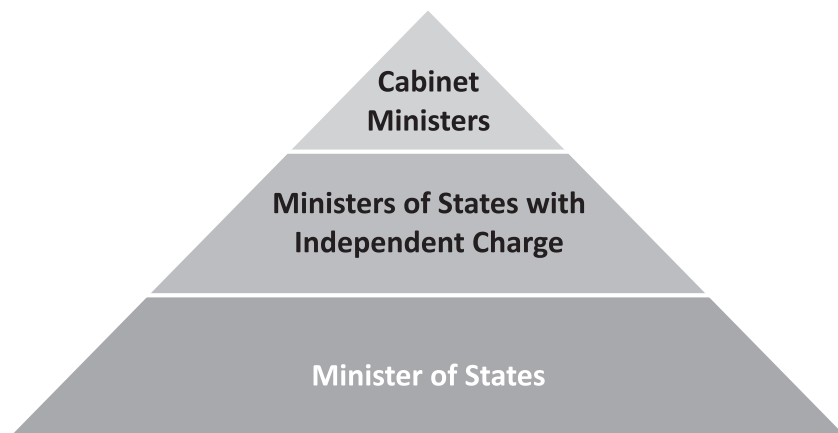
At different level of the government, there are some functionaries who take day-to-day decisions. All those functionaries are collectively known as the executive. They are called executive because they are in charge of the 'execution' of the policies of the government. Thus, when we talk about 'the government' we usually mean the executive.

Further, executive is classified in two categories- (a) Political Executive and, (b) Permanent Executive.

**The Political Executive** is elected by the people for specific periods (e.g.-5 years). Ministers fall in this category.

There are some people to assist the political executive in carrying out day-to-day administration. They are appointed for a long period of time. This is called **Permanent Executive or Civil Services**.

- **The President appoints the Prime Minister** and on the advice of the Prime Minister other ministers are appointed by the President.
- **The ministers should be the member of Parliament.** A person who is not the member of the Parliament can become the Minister but he has to get elected to one of the houses within six months.

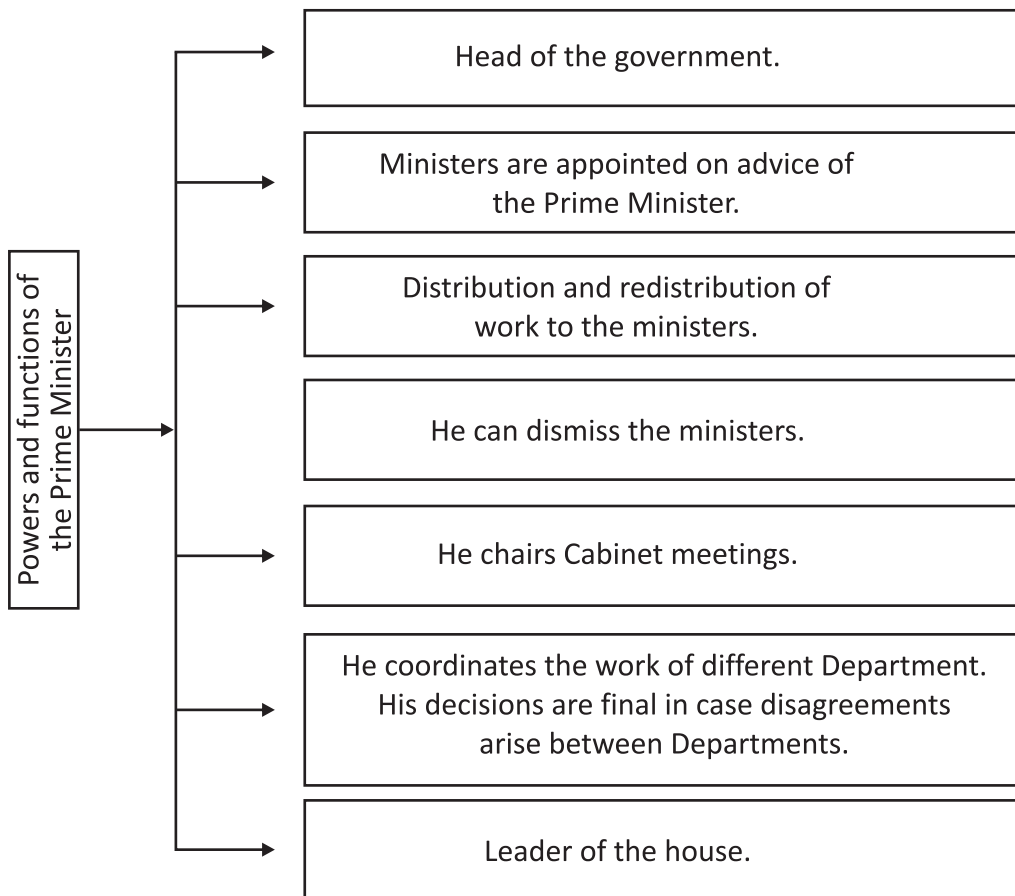


## The Council of Ministers

The Council of Minister is the official name for the body that includes all the ministers. It includes following three types of ministers:

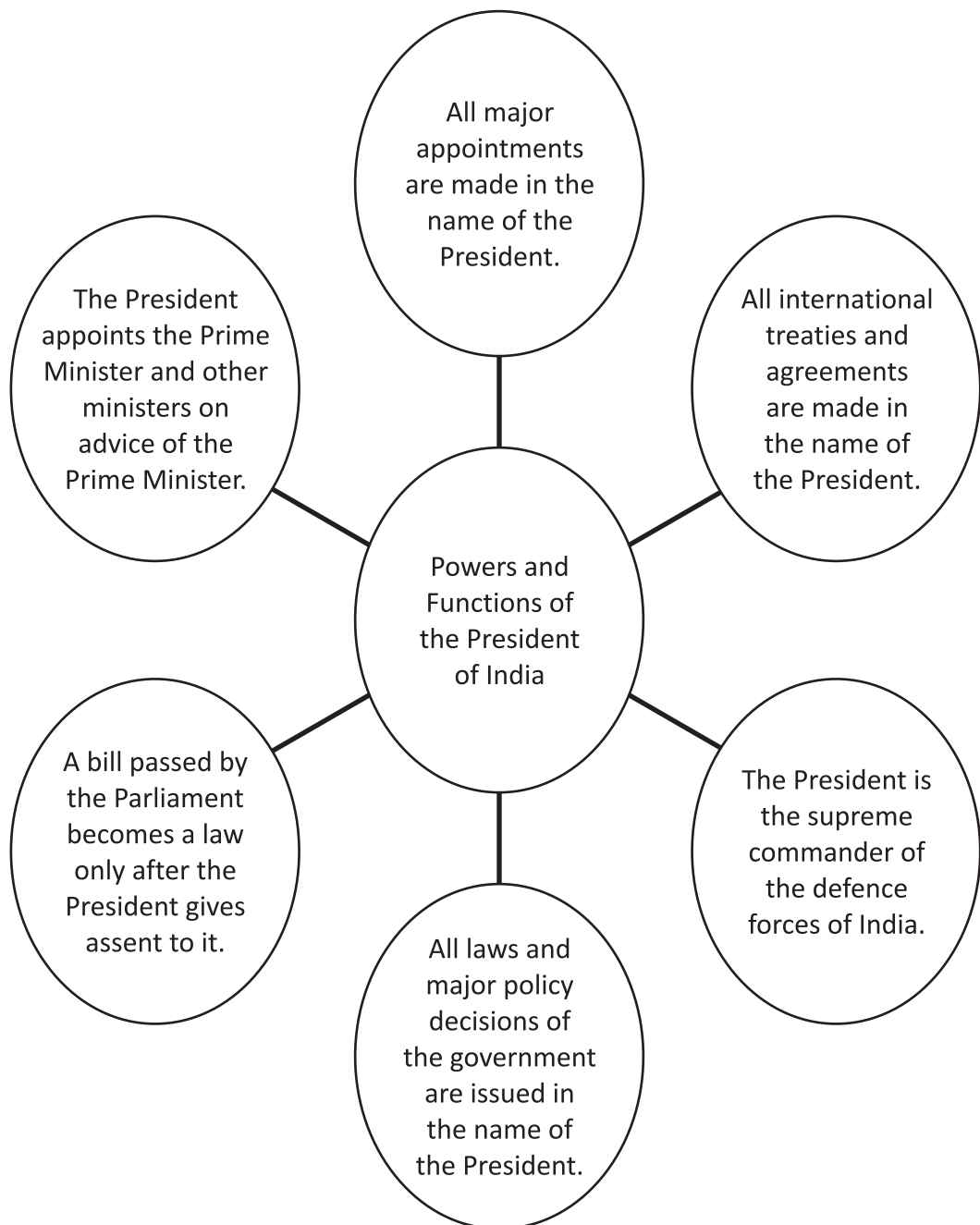
- (i) **Cabinet Ministers:** About 20 top-level ministers who are in charge of the major ministries.
- (ii) **Ministers of State with independent charge:** They are usually in-charge of small Ministries.

- (iii) **Ministers of State:** They are attached to and required to assist Cabinet Ministers.
- The parliamentary democracy is often called the **Cabinet form of government** because most of the important decisions are taken in Cabinet meetings.
  - **Collective Responsibility:** The ministers may have different views and opinions, but everyone has to own up to every decision of the Cabinet.
  - While the Prime Minister is the head of the government, the President is the head of the State.



- **Prime Ministerial form of government:** If Cabinet is the most powerful institution; within the Cabinet it is the Prime Minister who is the most powerful. The Prime Minister commands so much power in parliamentary democracy that parliamentary democracy is sometimes seen as Prime Ministerial form of government.

- **Election of the President:** The President is not directly elected by the people. The elected Members of Parliament (MPs) and the elected Members of the Legislative Assemblies (MLAs) elect the president.



### **The Mandal Commission :**

- The Government of India had appointed the Second Backward Classes Commission in 1979. It was headed by Sh. B.P. Mandal.
- It was asked to determine the criteria to identify the socially and educationally backward classes in India and recommend steps to be taken for their advancement.
- One of the main recommendation of the commission was that 27 per cent of government jobs be reserved for the socially and educationally backward classes.

**Indian Judiciary:** The Indian Judiciary consists of a Supreme Court for the entire nation, High Courts in the states, District Courts and the courts at the local level.

- **Integrated Judiciary:** India has an integrated judiciary. It means the Supreme Court controls the judicial administration in the country. Its decisions are binding on all other courts of the country.
- **Judicial Review:** The Supreme Court of India and the High Courts can determine the constitutional validity of any legislation or action of the executive in the country, whether at the Union level or at the state level, when it is challenged before them. This is known as the judicial review.
- **Public interest litigation (PIL):** The courts can give judgments and directive to protect public interest. Anyone can approach the courts if public interest is hurt by the actions of government. This is called public interest litigation.

### **Independence of Judiciary:**

An independent and powerful judiciary is considered essential for democracies. Independence of judiciary means that it is not under the control of the legislature or the executive. Indian judiciary is considered independent owing to the following reasons:

- The judges of the Supreme Court and the High Courts are appointed by the President on the advice of the Prime Minister and in consultation with the Chief Justice of the Supreme Court. In practice it means that the senior judges of the Supreme Court select the new judges of the Supreme Court and the High Courts and there is very little scope for interference by the political executive.
- A judge can be removed only by an impeachment motion passed separately by two-thirds members of the two Houses of the Parliament.
- The salary and allowances of the judges cannot be decreased except during emergency.
- The courts in India have the power of judicial review. They can declare

invalid any law of the legislature or the actions of the executive, whether at the Union level or at the state level, if they find such a law or action is against the Constitution.

- The power and the independence of the Indian judiciary allow it to act as the guardian of the Fundamental Rights.

## QUESTIONS

Very Short Answer Type Questions (1 Mark Each)

1. Who headed the Second Backward Classes Commission in 1979?  
(a) B P Mandal (b) D S Kothari  
(c) B P Singh (d) Chandrashekhar
2. Which govt. implemented the report of Mandal Commission Report?  
(a) Congress (b) BJP  
(c) Janta Dal (d) BSP
3. Which organ of the government makes laws in any country?  
(a) Judiciary (b) Legislature  
(c) Executive (d) None of these
4. Who can make new laws, change existing laws, or abolish existing laws and make new ones in their place in India?  
(a) Parliament (b) Judiciary  
(c) Election Commission Of India (d) RBI
5. Which of the houses of Parliament is more powerful than other?  
(a) Lok Sabha (b) Rajya Sabha  
(c) Both (d) None of These
6. What is SEBC?
7. Mention the types of executive.
8. Who is the most important political institution in our country?
9. Who is the head of state in India?
10. Who is the supreme commander of the defence forces of India?
11. India has which type of judiciary?
12. What is the independence of the judiciary?

Short/Long Answer Type Question (3/5 marks)

1. Mention the main three categories of reservation in India.

2. Explain the responsibilities of Mandal commission.
3. How major decisions regarding laws/policies are taken in the country?
4. Describe the responsibilities of the Government.
5. Why do we need a Parliament?
6. Describe the Council of Ministers.
7. Explain the powers of Prime Minister of India.
8. Which house of the Parliament is more powerful? Explain giving three reasons.
9. Differentiate between political executive and permanent executive.
10. Describe the powers and functions of the President of India.
11. How has the independence of judiciary been ensured in India?

## **ANSWERS**

### **1 Mark Questions**

1. (a) B.P. Mandal
2. (c) Janata Dal
3. (b) Legislature
4. (a) Parliament
5. (a) Lok Sabha
6. Socially and Educationally Backward Classes
7. Political and Permanent Executive
8. Prime Minister
9. President
10. President
11. Integrated judiciary
12. Judiciary is not under the control of the legislature or the executive.

### **3/5 marks Question**

1.
  - a. Scheduled Castes
  - b. Scheduled Tribes
  - c. Other backward Castes
2.
  - (a) To determine the criteria of socially and educationally backward classes.
  - (b) To identify the socially and educationally backward classes.

- (c) To recommend steps to be taken for the advancement of socially and educationally backward classes.
- 3. (a) Prime minister or Head of the ministry announces the intention regarding the particular matter.
- (b) Union Cabinet takes a formal decision.
- (c) Prime minister or Head of the ministry informs the Parliament about the decision.
- (d). The decision of the Cabinet is sent to the respective ministry or Department to make the draft or Bill.
- (e). Prime minister or Head of the ministry presents the Draft or Bill in Parliament for the discussion.
- (f) The Parliament either rejects or passes the bill. If passed by the Parliament, it is sent for the assent of the President.
- (g) With the assent of the President, a bill becomes a law.
- 4. Some of the responsibilities of the government are as follows:
  - a. Ensuring security to the citizens.
  - b. Providing facilities for education.
  - c. Providing facilities for Health.
  - d. Collection of the taxes.
  - e. spending money on development work
  - f. Formulation and implementation of several welfare schemes
- 5. See the key points.
- 6. See the key points.
- 7. See the key points.
- 8. See the key points.
- 9. See the key points.
- 10. See the key points.
- 11. See the key points.

## CHAPTER – 5

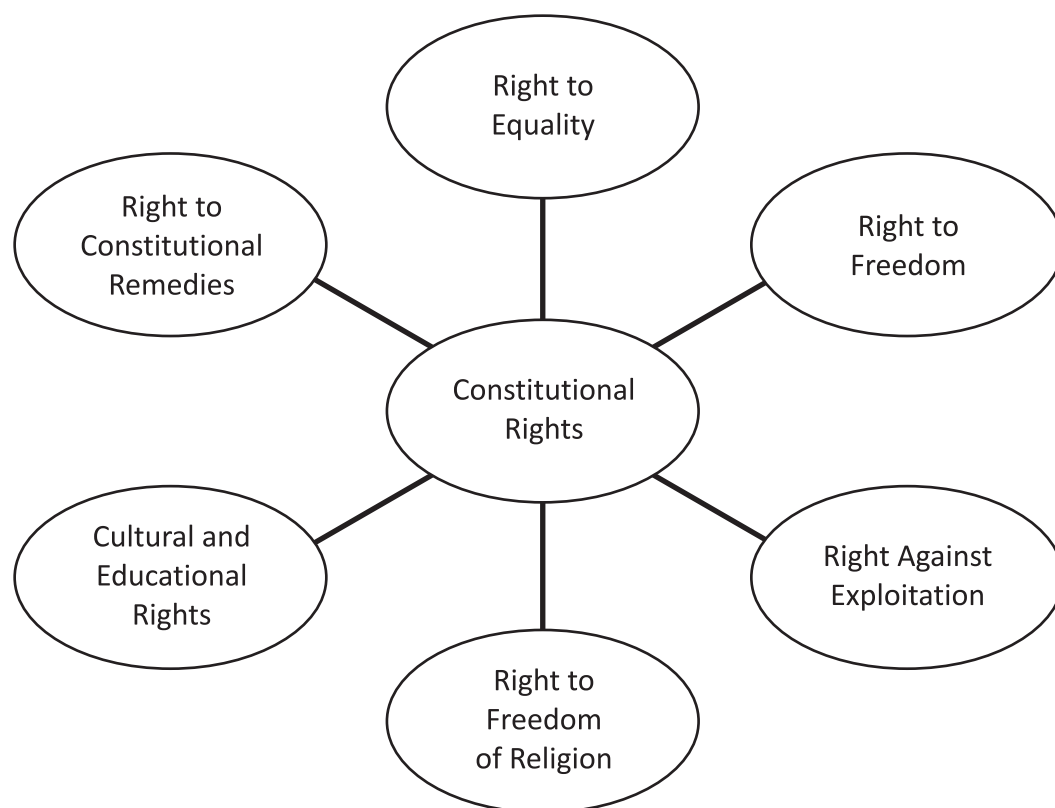
# DEMOCRATIC RIGHTS

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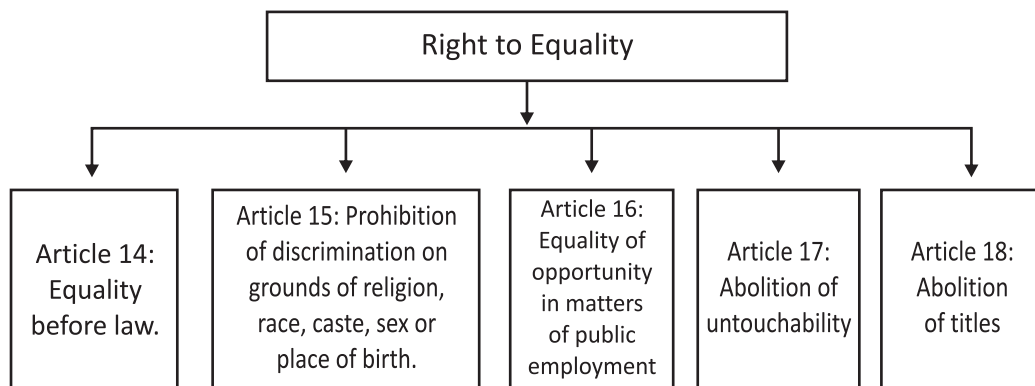
Rights are reasonable claims of persons recognized by society and sanctioned by law. Rights are necessary for the very sustenance of a democracy.

### Why do we need rights in a democracy?

- (i) People should have the right to express their opinion, form political parties and take part in the political activities. It is very necessary for the very sustenance of the democracy.
- (ii) Rights protect minorities from the oppression of the majority.
- (iii) Rights ensure freedom from the repressive laws and policies.
- (iv) Rights protect citizens from the excesses of the government machinery.







## Right to Equality

According to constitution, the state shall not deny to any person in India equality before law or the equal protection of law. **(Article-14)**

**Equality before law** means that the laws apply in the same manner to all, regardless of person's status. This is known as **rule of law**. It means that no person is above the law and every person is subjected to same laws.

**Equal protection of law** means the right to equal treatment in similar circumstances. No one should be favoured and no one should be placed under any disadvantage, if the circumstances are similar.

Further, the constitution provides that the state shall not discriminate against any citizen on grounds only of religion, race, caste, sex or place of birth. Every citizen shall have the access to public places like shops, restaurants, hotels and cinema halls. Similarly, there shall be no restriction with regard to the use of wells, tanks, bathing ghats, roads, playgrounds etc. **(Article- 15)**

All citizens have equality of opportunity in matters relating to employment or appointment to any position in the government. Though reservation benefits are provided to some sections of society but this is not against right to equality. Because equality does not mean giving everyone the same treatment, no matter what they need. Equality means giving everyone an equal opportunity to achieve whatever one is capable of. Sometimes it is necessary to give special treatment to someone in order to ensure equal opportunity. **(Article-16)**

The principle of non-discrimination extends to social life as well. The practice of untouchability has been abolished and its practice in any form is forbidden (Article-17). Further, the titles have also been abolished. **(Article-18)**



### Right to Freedom

The constitution of India provides all citizens the following rights (Ar.-19)

- (i) Freedom of speech and expression
- (ii) Freedom of assembly in a peaceful manner
- (iii) Freedom to form associations or unions
- (iv) Freedom of movement throughout the country
- (v) freedom to reside in any part of the country
- (vi) Freedom to practice any profession, or to carry on any occupation, trade or business.

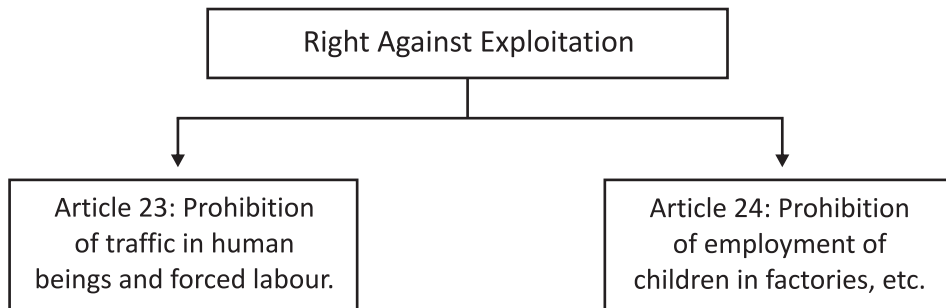
#### Right to life and personal liberty (Article-21):

The constitution says that no person can be deprived of his life or personal liberty except according to procedure established by law. It means that no person can be killed unless the court has ordered a death sentence. It also means that a government or police officer cannot arrest or detain any citizen unless he has proper legal justification.

#### Rights in case of arrest:

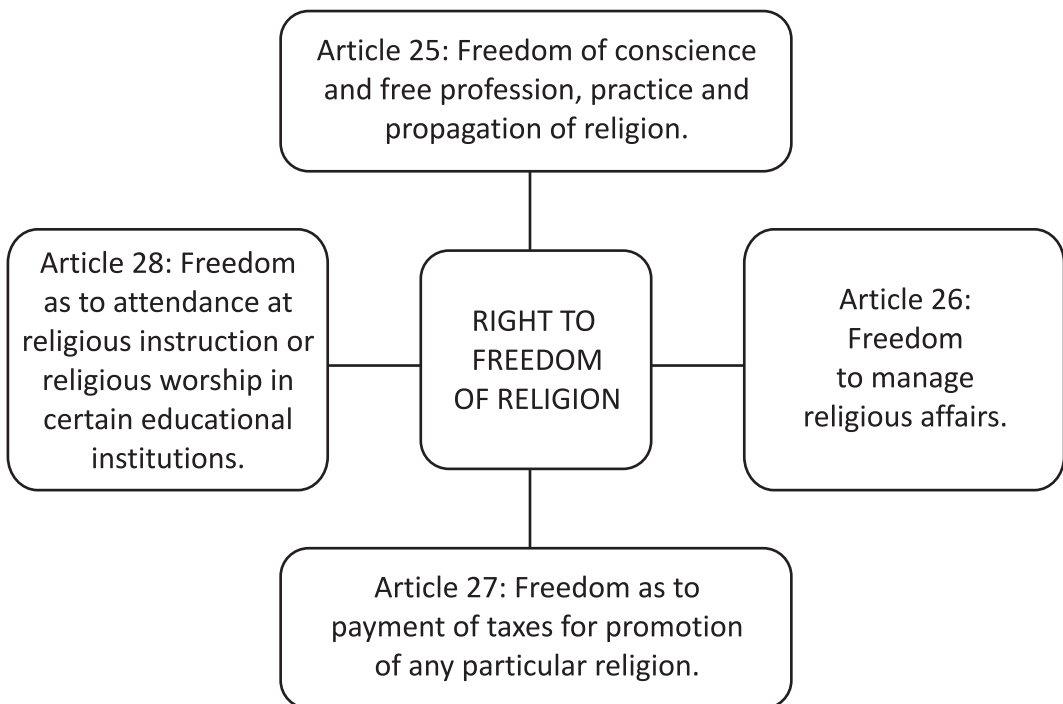
- (i) Arrested person(s) should be informed of the reasons for such arrest and detention.

- (ii) Arrested person shall be produced before the nearest magistrate within a period of 24 hours of arrest.
- (iii) Arrested person has the right to consult a lawyer or engage a lawyer for his defence.



### Right against exploitation (Article- 23 & 24)

- (i) Prohibition of 'traffic in human beings'. Traffic here means selling and buying of human beings, usually women, for immoral purposes.
- (ii) Prohibition on forced labour or begar in any form. Begar is a practice where the worker is forced to render services to the 'master' free of charge or at a nominal remuneration.
- (iii) Prohibition of child labour.



### **Right to freedom of religion (Article -25 to 28):**

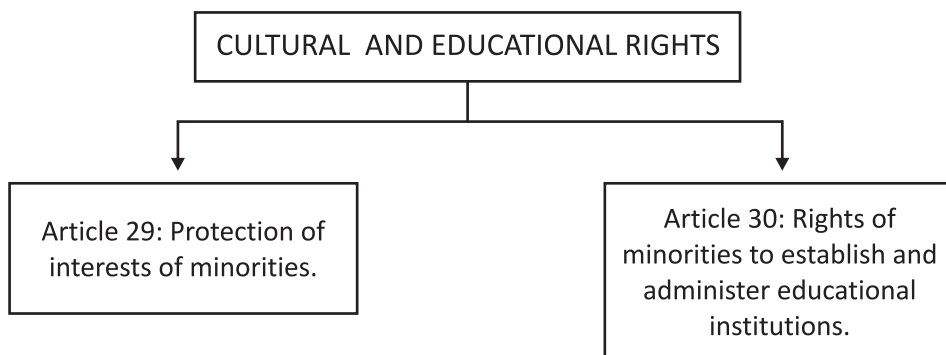
- (i) Every person has a right to profess, practice and propagate the religion he or she believes in.
- (ii) Every religious group or sect is free to manage its religious affairs.
- (iii) Every religious group has the right to establish and maintain institutions for religious and charitable purposes, and to own and acquire movable and immovable property.
- (iv) The government cannot compel any person to pay any taxes for the promotion or maintenance of any particular religion or religious institution.
- (v) There shall be no religious instruction in the government educational institutions.
- (vi) In educational institutions managed by private bodies no person shall be compelled to take part in any religious instruction or to attend any religious worship.

### **Secularism:**

India is a secular state. Secularism is based on the idea that the state is concerned only with relations among human beings, and not with the relation between human beings and God. Citizens have complete freedom to follow any religion. The constitution provides citizens comprehensive rights to profess, practice and propagate the religion he or she believes in. (Article- 25 to 28).

A secular state is one that does not establish any one religion as official religion. India has no official religion.

Indian secularism practices an attitude of a principled and equal distance from all religions. The state has to be neutral and impartial in dealing with all religions.



## Cultural and Educational Rights

The constitution provides following cultural and educational rights of the minorities:

- (i) Any section of citizens with a distinct language or culture has a right to conserve it.
- (ii) Admission to any educational institution maintained by government or receiving government aid cannot be denied to any citizen on the ground of religion or language.
- (iii) All minorities have the right to establish and administer educational institutions of their choice.

## Right to Constitutional Remedies

### Article 32: Remedies for enforcement of rights conferred by this Part.

Mere declarations of fundamental rights in the constitution are of no use, unless there is the means to make them effective. Article-32 provides a guaranteed remedy for the enforcement of these rights. We have a right to seek the enforcement of these rights. This is called right to constitutional remedies. Further, this itself is a fundamental right. This makes the fundamental rights effective.

It is possible that sometimes our rights may be violated by fellow citizens, private bodies or by the government. When any of our rights are violated we can seek remedy through courts. If it is a Fundamental Right, we can directly approach the Supreme Court or the High Court of a state.

The Supreme Court and the High Courts have the power to issue directions, orders, or writs for the enforcement of the Fundamental Rights. They can also award compensation to the victims and punishment to the violators.

Dr. Bhim Rao Ambedkar called the Right to Constitutional Remedies, ‘**the heart and soul**’ of our constitution.

An independent commission called **National Human Rights Commission** has been set up by law in 1993. It helps the victims secure their human rights especially fundamental rights.

### Very short questions (1 mark)

1. Who protects the Fundamental Rights of citizens?
  - (a) Courts
  - (b) Police
  - (c) Artists
  - (d) Cine Stars
2. Right to vote is which type of right?
  - (a) Political Right
  - (b) Religious Right
  - (c) Social Right
  - (d) Economic Right

3. When is the Human Rights day celebrated?  
 (a) 10th December (b) 10th September  
 (c) 11th January (d) 11th December
4. What do you understand by rights?
5. What is right to privacy?
6. What do you understand by right to Equality?
7. What do you understand by secular state?
8. What is Right to Education (RTE)?
9. What is Right to Information (RTI)?

### **Short /Long Questions (3/5 Marks)**

1. What are the fundamental Rights that have been given to every citizen in India?
2. What is Right to Equality? Explain.
3. What are the freedoms that come under Right to Freedom?
4. What are the important rights conferred under Right against Exploitation? Explain.
5. Briefly explain the right to Freedom of Religion?
6. Explain the rights envisaged under Cultural and Educational Rights?
7. What do understand by Right to Constitutional remedies?
8. How are the Fundamental Rights protected in the constitution?
9. Is India a secular state? Justify your answer.
10. Why did Dr. Bhim Rao Ambedkar call the Right to Constitutional Remedies as 'the heart and soul' of our constitution?
11. Why do we need rights in a democracy?
12. What is right to life?
13. What are the rights of a person in case of his arrest?
14. What are new rights provided to the citizens by the Constitution of South Africa?
15. Which of the Fundamental Right is being violated in the following circumstances:
  - (i) Children, under 14 years of age, are employed in the factory.
  - (ii) People are forced to work for free in Ramesh's village.
  - (iii) People are stopped from voting in Rahul's village.

- (iv) Varun is prohibited from building house in Mumbai who has migrated from Bihar.
- (v) Malati is stopped from fetching water from a village pond in the state of Tamilnadu.

## **ANSWERS**

### **1 Mark Questions**

1. Courts (High Court and Supreme Court)
2. Political right.
3. 10 December
4. Rights are reasonable claims of persons recognized by society and sanctioned by law.
5. Under this, citizens or their home cannot be searched , their phones cannot be tapped etc. (Right to privacy has been declared as Fundamental Right by the Supreme Court of India in 2017)
6. There should be no discrimination on the grounds of religion, race, caste, sex or place of birth.
7. A secular state is one that does not establish any one religion as official religion.
8. The governments are responsible for providing free and compulsory education to all children up to the age of 14 years.
9. Information can be accessed from government offices.

### **Short/Long Questions (3/5 Marks)**

1. See the key points.
2. See the key points.
3. See the key points.
4. See the key points.
5. See the key points.
6. See the key points.
7. See the key points.
8. See the key points.
9. See the key points.
10. See the key points.
11. See the key points.

12. See the key points
13. See the key points.
14. New rights given in the Constitution of South Africa:
  - (i) Right to privacy
  - (ii) Right to clean Environment
  - (iii) Right to have adequate housing
  - (iv) Right to have access to health care services, sufficient food and water.
15.
  - (i) Right against Exploitation.
  - (ii) Right against Exploitation.
  - (iii) Right to Freedom
  - (iv) Right to Freedom
  - (v) Right to Equality



## CHAPTER – 1

# THE STORY OF VILLAGE PALAMPUR

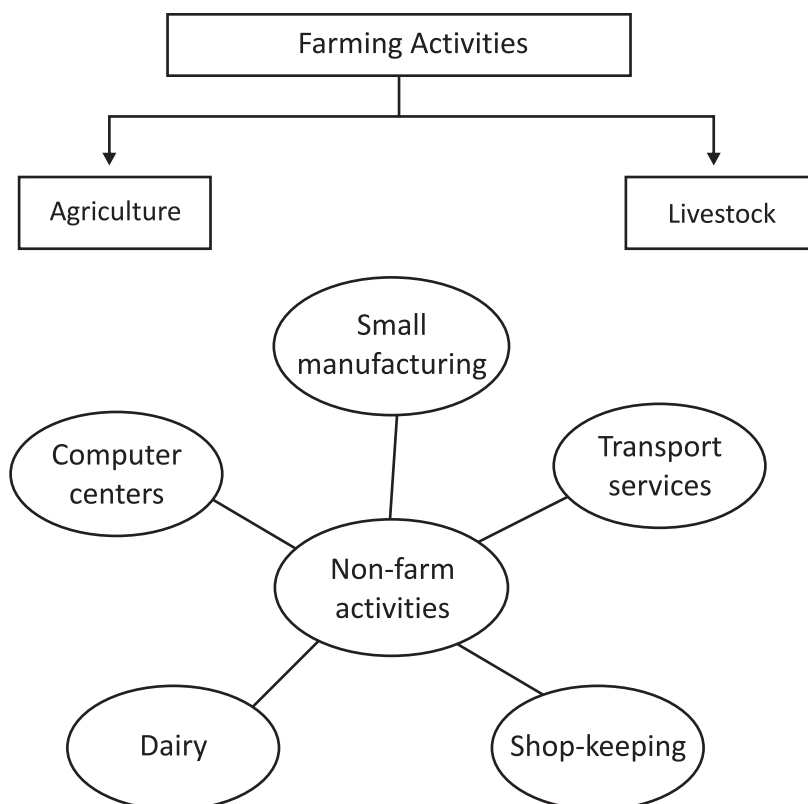
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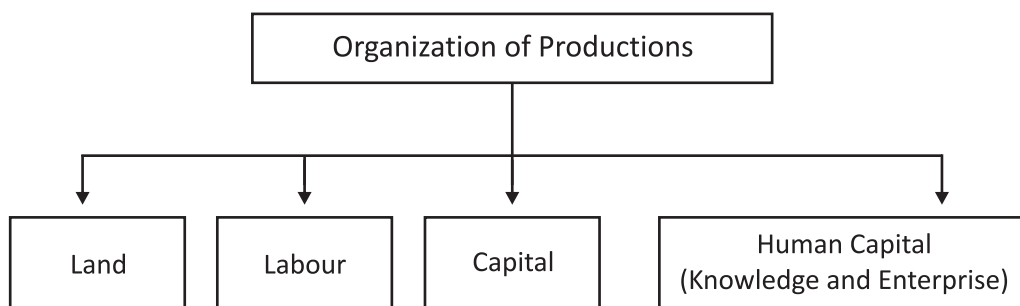
### POINTS TO REMEMBER:

- The story of the Palampur (imaginary village) is partly based on a research study carried out by Gilbert Etienne of a village in Bulandshahr district in Western Uttar Pradesh.

### Status of the Basic Infrastructural facilities in the Palampur-

- System of roads: Well-connected with neighbouring villages and towns
- Means of transport: Bullock carts, tongas, bogeys, motorcycles, jeeps, tractors and trucks.
- Electricity: Connection in most of the houses, Electricity powers all the tubewells in the fields and is used in various types of small businesses.
- Schools: Two primary schools and one high school.
- Health care centre. : One government Primary Health Centre and one private Dispensary.





- Farmers of Punjab, Haryana and Western Uttar Pradesh were the first to try out the modern farming methods in India.
- The aim of production is to produce the goods and services that people need. There are four requirements for production (factors of production) of goods and services. These are as follows:
  - a. **Land:** The term land is used in a wider sense. It does not mean only the surface of the soil, but also includes all those natural resources which are the free gifts of nature.
  - b. **Labour:** The aggregate of all physical and mental efforts by the man used in creation of goods and services.
  - c. **Capital:** Capital as a man made instrument of production. Capital may be divided into fixed capital e.g. machinery, tools, railways, tractors, factories etc., and working capital like raw materials & cash money.
  - d. **Human Capital** (knowledge and enterprise): Human capital is a measure of the skills, education, capacity and attributes of labour which influence their productive capacity and earning potential.
- The standard unit of measuring land is hectare. One hectare = 10000 square meters. In most parts of India, the units used for agriculture land measurements by farmers are Bigha, Bissa, Gattha, Guintha, Jareeb, etc.
- The agriculture crop year in India is from July to June. Agriculture seasons are classified into mainly three cropping seasons:

	Season	Period	Crops
1	Rainy season (Kharif)	July - October	Jowar , bajra, rice, maize, cotton, sugarcane, tobacco, etc.

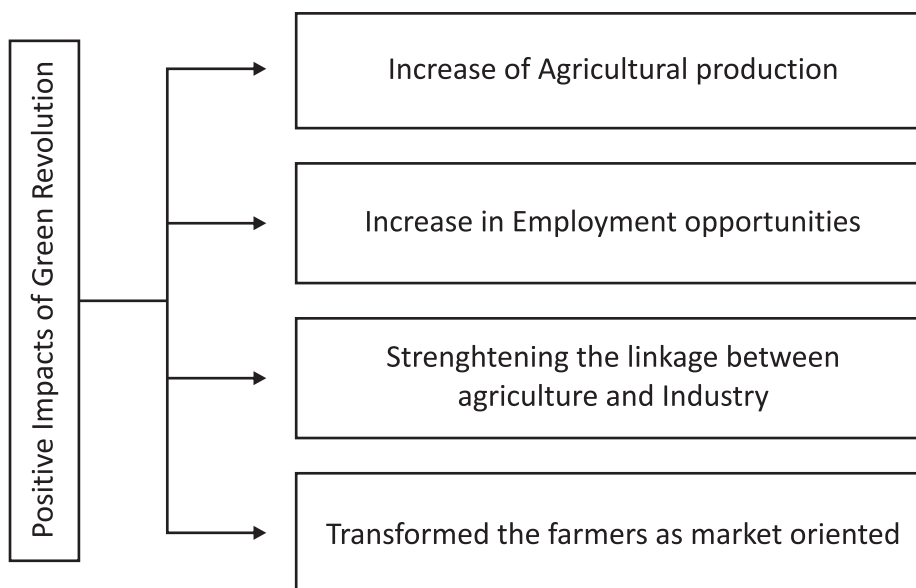
2	Winter season (Rabi)	October- March	Wheat, barley, gram, mustard, pulses, potatoes, etc.
3	Summer season (Zaid)	March - June	Watermelon, toris, cucumber, leafy & other vegetables and flowering.

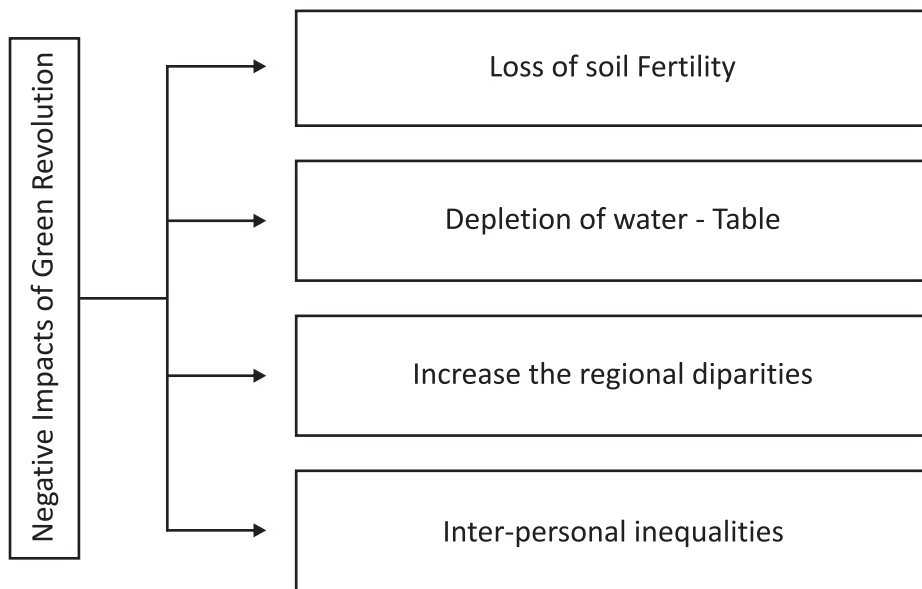
- **Multiple cropping** is the practice of growing more than one crop on a same piece of land during the crop year.
- Farming provides essential amenities like food for the people and fodder for the animals. It also provides the main source of raw materials to the secondary sector (manufacturing industries).
- Agriculture practices carried out in India from ancient period:- Traditional farming adheres to the traditional methods of agriculture. On the other hand, modern farming experiments with the implementation of the advanced technology. The basic difference between traditional and modern farming are as follows:-

<b>Bases of difference</b>	<b>Traditional farming</b>	<b>Modern farming</b>
Labour	Self and family	Hired labour
Seeds	Traditional seeds	High yielding varieties (HYVs) of seeds
Fertilizers	Cow-dung and other natural manure	Chemical fertilizers and pesticides

Ploughing and harvesting	Animals, bullocks	Machinery tractors and threshers
Sources of irrigation	Persian wheels were used by farmers to draw water from the wells, canals and rainfall	Tube wells or pump sets, canals, dams, tanks

**Green Revolution:** The great increase in the production of wheat and rice in India in the 1960s is known as Green Revolution. It could happen owing to the introduction of modern farming methods in India Such as use of HYV seeds, well developed irrigation system, use of pesticides and fertilizers, using Farm machinery etc.





### QUESTIONS

#### Very Short Answer Type Questions ( 1 Mark each )

1. What do you mean by multiple cropping?
2. Explain the purpose of the story of the village Palampur?
3. What is Green Revolution?
4. Who developed the HYV seeds of wheat?
5. What is the first requirement of production?
6. What are the items that come under physical capital?
7. Mention the sowing period of kharif crops?
8. Name of the states who first tried out the modern farming methods in India?
9. What is the main economic activity in Palampur?
10. Which of the following is a requirement for production of goods and services?
  - a. Land
  - b. Labour
  - c. Capital
  - d. All of these
11. What is the main production activity in Palampur?
  - a. Dairy
  - b. Transport
  - c. Farming
  - d. None of these

12. Wheat is a
  - a. Rabi Crop
  - b. Kharif Crop
  - c. Rabi and Kharif Crop
  - d. None of these
13. Why are farmers in Palampur able to grow three different crops in a year?
  - a. Farmer have enough money
  - b. Availability of cheap Labour
  - c. Well Developed irrigation
  - d. None of these
14. What is Multiple Cropping?
  - a. Growing rabi Crops
  - b. Growing more than one Crop on a piece of same land during the year.
  - c. Growing Different crop by different People
  - d. None of these
15. Which of the following is a non-farming activities in Palampur?
  - a. Dairy
  - b. Small Scale Manufacturing
  - c. Store Keeping
  - d. All of the above

**Short/ Long Answer Type Questions (3/5 Marks)**

1. What is the role of electricity in the farming of Palampur?
2. What are the main factors of production?
3. What are the farming and non- farming activities being carried out in Palampur?
4. Discuss the major steps taken by the government to improve agriculture in India?
5. What do you mean by modern farming methods?
6. Discuss the benefits of the Green Revolution?
7. Describe the weaknesses of Green Revolution?
8. Discuss the various types of resources?

## ANSWERS

### Very Short Answer Type Questions ( 1 Mark each )

1. When a field is used to grow two or more crops throughout the year.
2. The purpose of the story is to introduce some basic concepts relating to production, agricultural and non-agricultural activities.
3. The Green Revolution was a period when the productivity of wheat and rice increased drastically as result of new advances.
4. Prof. Norman Borlaug
5. Land
6. Tools, machines, buildings, Raw materials and cash-money
7. From July to October
8. Punjab, Haryana and Western Uttar Pradesh.
9. Farming
10. (d) All of these
11. (c) Farming
12. (a) Rabi crop
13. (c) Well Developed Irrigation
14. (b) Growing more than one Crop on a piece of same land during the year.
15. (d) All of the above

### Short /Long Answer Type Questions (3 and 5 marks)

1. (a) Used to run tube wells  
(b) Used in the manufacturing works  
(c) Used in their business for lighting, working fans and domestic appliances etc.
2. (a) Land  
(b) Labour,  
(c) Capital and  
(d) Human capital
3. (a) Farm activities: Agriculture , Livestock  
(b) Non-farm activities: Transport services, Shop-keeping, Trading, Dairy, Computer center, Small manufacturing e.g. jaggery manufacturing units
4. (i) Consolidation of holdings (ii) five year plan on agriculture (iii) minimum

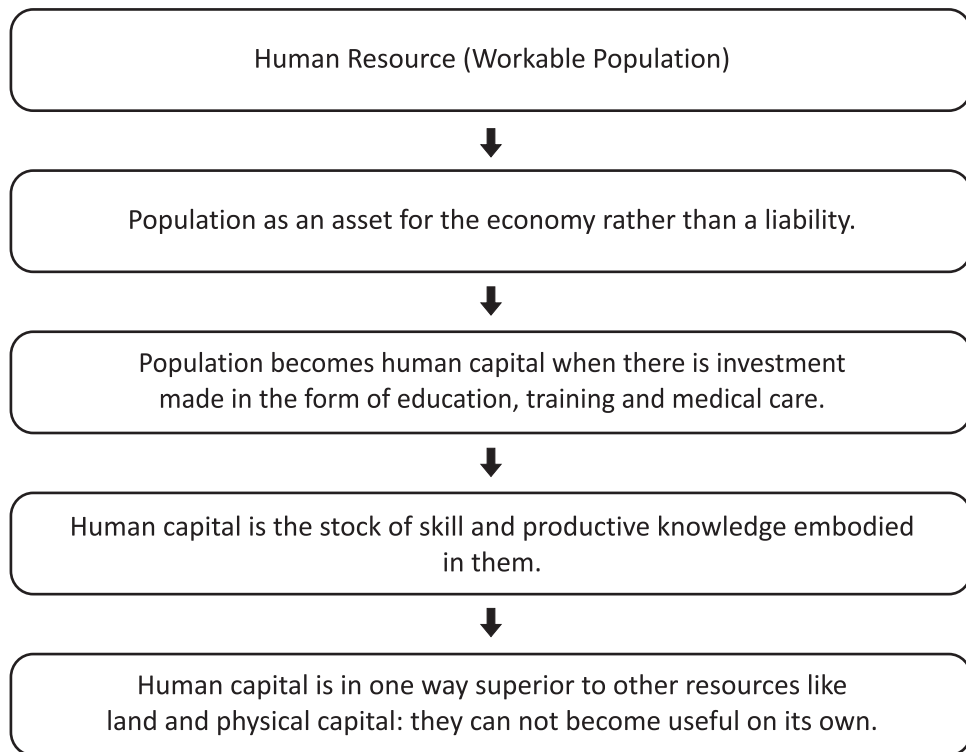
support price policy (iv) subsidy on agriculture (v) financial supports like Gramin Bank, Kisan Credit Card etc

5. HYVs of Seeds, farm machinery, fertilizers, pesticides, and different sources of irrigation
6.
  - (a) Increase in agricultural production
  - (b) Increase employment opportunities
  - (c) Strengthening the linkages between agriculture and industry
  - (d) Transformed the farmers as market oriented
7. Loss of soil fertility
  - Depletion of water - table
  - Increase the regional disparities
  - Widened the disparity in income
  - Inter-personal inequalities
  - No response from small and marginal farmers
8.
  - (a) Natural resources
  - (b) Man-made resources
  - (c) Human resource

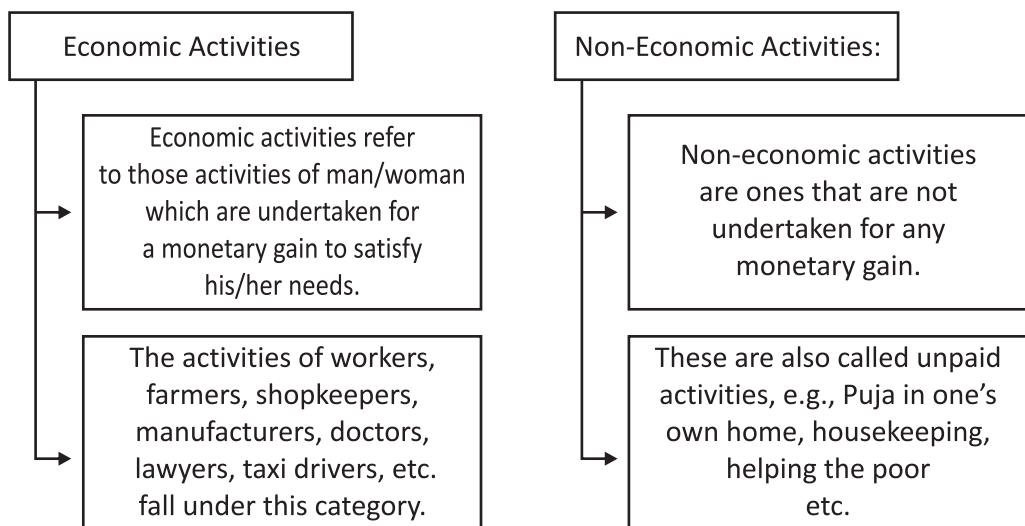


## CHAPTER – 2

### PEOPLE AS RESOURCE

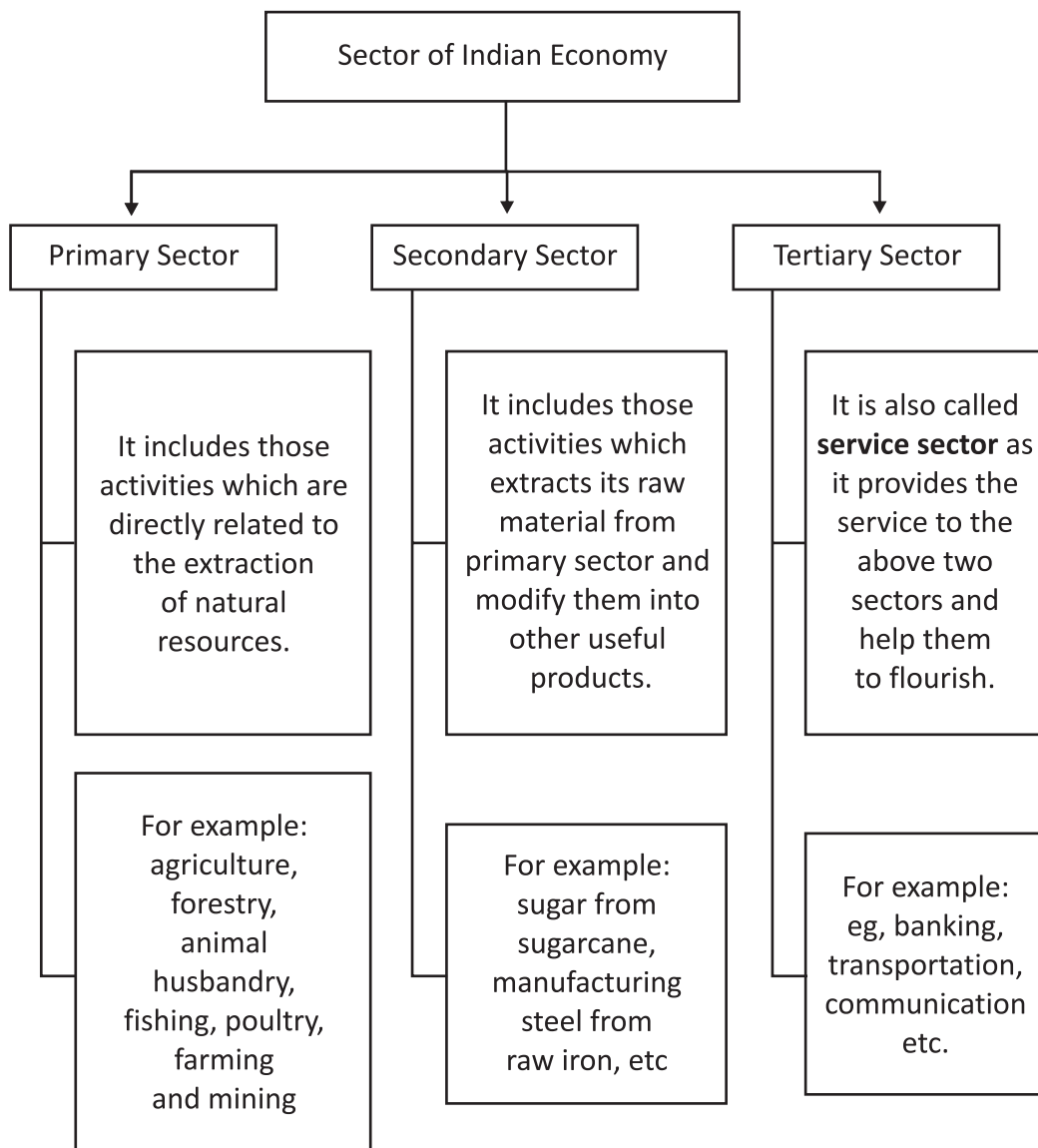


- Human beings perform many activities which can be grouped into Economic and Non-Economic.



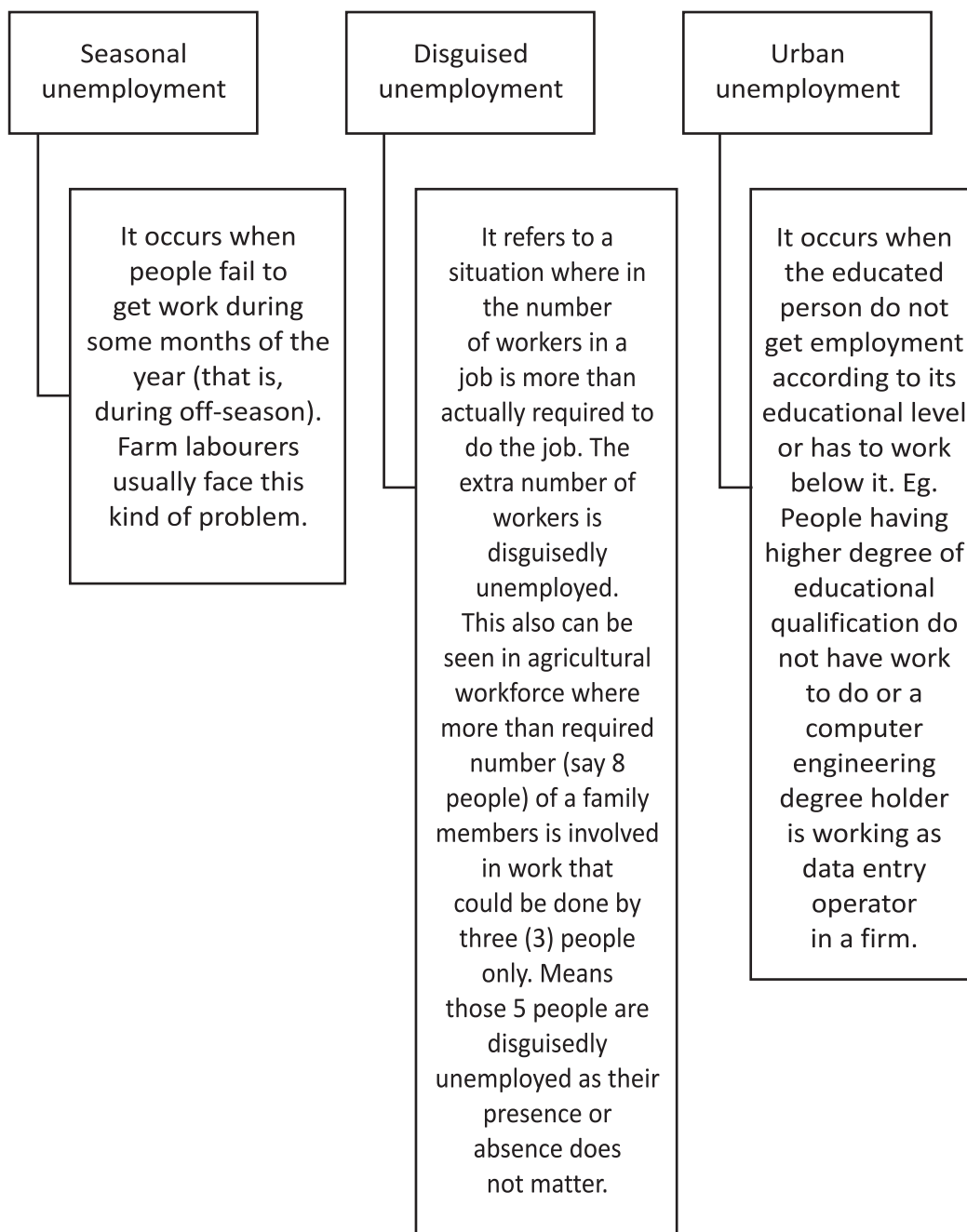
- Economic activities can be of two types: (a) **Market Activities** and (b) **Non-Market Activities**
  - I. Market activities are performed for remuneration i.e pay or profit. Eg. Agriculture activities for selling crop produced.
  - II. Non-market activities are the activities carried out for self-consumption or production of fixed assets. Eg. Kitchen garden
- **Human Capital:** Human capital is the stock of skill and productive knowledge embodied in human beings. Population (human beings) become human capital when it is provided with better education, training and health care facilities.
- **Human Capital Formation:** When the existing human resource is further developed by spending on making the workforce more educated and healthy, it is called human capital formation
- People as a resource is a way of referring to a country's workforce in terms of their existing skills and abilities.
- The quality of population depends upon the literacy rate, life expectancy and skills formation acquired by the people of the country.
- **Education** is the most important component of human resource development because-
  - I. It helps individual to make better use of economic opportunities available before him.
  - II. It contributes towards the growth of society and also enhances the national income, cultural richness and efficiency of governance.
  - III. Measures like Sarva Siksha Abhiyan (SSA), Mid Day Meal scheme (MDM) and Right to Education Act (RTE) have been introduced to push education at the farthest end.
- **Health** is another very important component of human resource development. Efficiency of workers largely depends on their health.
- If a person is healthy he would give his maximum output in his working hour resulting growth of economy.
- Japan is a country which lacks natural resources but due to its investment on human resource in the field of education and health it is one of the top developed countries.
- Due to historical and cultural reason there was a division of labour between men and women which is now on the verge of change.
- **Literacy rate** is the percentage of of population of an area at a particular time aged seven years or above who can read and write with understanding.

- **Life expectancy** is the average period that a person may expect to live.
- Birth rate is the number of live babies born per 1000 of population during a year.
- **Death rate** or mortality rate is the number of people die per 1000 of population during a year.
- Infant mortality rate is the number of deaths per 1000 live births of children under one year age.



## Unemployment

Unemployment is said to exist when people who are willing to work at the prevailing wage rates cannot find jobs. When we talk of unemployed people, we refer to those in the age group of 15-59 years. Children below 15 years of age and the old people above 60 are not considered while counting the number of unemployed.



## Impacts of Unemployment

- Unemployment leads to wastage of manpower resource.
- People who are an asset for the economy turn into a liability.
- There is a feeling of hopelessness and despair among the youth.
- Unemployment tends to increase economic overload.
- Unemployment has detrimental impact on the overall growth of an economy. Increase in unemployment is an indicator of a depressed economy.

## 1 Mark Questions

1. Sarva Siksha Abhiyan is started for which age group?
2. Who are educated unemployed?
3. List any two activities associated with primary sector.
4. In which resource Japan has invested much?
5. Name two factors on which the quality of population depends.
6. What steps have been taken by the state and local self- government to ensure compulsory primary education?
7. What step is taken to increase the admission intake in Primary education?
8. What is G.N.P stand for?
9. What is the aim of Mid - Day Meal scheme in schools?
10. What are non - market activities?
11. Which of the following is a primary economic activity?
  - a. Trade
  - b. Transport
  - c. Banking
  - d. Forestry
12. Which of the following is a tertiary economic activity?
  - a. Agriculture
  - b. Fishing
  - c. Trade
  - d. Manufacturing
13. Which of the following is a secondary economic activity?
  - a. Manufacturing
  - b. Education

- c. Trade
- d. Banking
- 14. Which of the following is Correct?
  - a. Education contributes towards the growth of society.
  - b. Education enhances the national Income.
  - c. Education increases the efficiency of government.
  - d. All of the above
- 15. Which of the following is Incorrect?
  - a. Literacy rate have increased in India from 1951 to 2019.
  - b. Literacy rate among female is higher than the male.
  - c. Kerala has the highest literacy rate in India.
  - d. None of these.
- 16. Who can be said to be unemployed in these following instances?
  - a. Sakal does not want to work.
  - b. Jeetu has done M.A but he is not getting jobs.
  - c. Neetu earns Rs 400 every day from household works.
  - d. All of the above.
- 17. Seasonal unemployment occurs in-
  - a. Education
  - b. Insurance
  - c. Agriculture
  - d. Health
- 18. Educated unemployment is a special feature in-
  - a. Rural Areas
  - b. Urban Areas
  - c. Coastal Areas
  - d. None of these

### **3/5 Mark Questions**

- 1. How Primary sector is different from secondary sector?
- 2. How education helps in the formation of Human Capital?
- 3. Does health also affect in the formation of human capital like education? Explain.
- 4. Write a short note on Sarva Siksha Abhiyan?

5. What is the meaning of Human capital formation?
6. What are the aims of National policy on Employment?
7. Distinguish between market and non- market activities.
8. Who are said to be unemployed? Explain different types of unemployment with suitable example.
9. Why are domestic services of house-women not treated as economic activities?
10. Why is human resource the most important resource? What steps can be taken to improve the quality of human resource?
11. How does unemployment have a detrimental impact on the overall growth of an economy?
12. "Unemployment is an economic as well as a social evil." Explain the statement.
13. Suggest five steps to eradicate unemployment from the society?
14. How human capital is superior to other resources? Explain.
15. How the employability in any sector indicates the economic growth of country?

## **Answers**

### **1 Mark questions**

1. 6-14 years of age group.
2. Those people who do not get employment according to their academic qualification or are working below its skill are called educated unemployed.
3. agriculture, forestry, animal husbandry, fishing, poultry, farming, mining.(any two)
4. Human resource
5. Literacy rate and Life Expectancy.
6. Sarva Siksha Abhiyan
7. RTE, Mid - Day Meal scheme, Bridge course etc.
8. Gross National Product.
9. To improve attendance and nutritional level of students.
10. Those activities which are done for self - consumption is called non-market activity.
11. (d) Forestry
12. (c) Trade

13. (a) Manufacturing
14. (d) All of the above
15. (b) Literacy rate among female is higher than males.
16. (b) Jeetu has done M.A but he is not getting jobs.
17. (c) Agriculture
18. (b) Urban Areas

### 3/5 Mark questions

1.
  - (a) Primary sector activity is related directly with natural resources but secondary sector activity is related to the products of primary sector.
  - (b) Primary sector extracts natural resources but secondary sector processes natural resources to finished or semi finished goods.
  - (c) Examples of primary sector are agriculture, forestry, animal husbandry where as examples of secondary sector are textile industry, iron and steel industry, sugar industry, paper industry.
2.
  - (a) Through education a person has all round development by which he could master the knowledge and skill.
  - (b) It makes a person suitable to perform a nice job and got respectable salary.
  - (c) It opens new avenues of opportunities.
3.
  - (a) Like education health is also an important factor in the development of human capital.
  - (b) Only a healthy person will give his optimum performance in the production and will help in the development of economy.
  - (c) An unhealthy person will be a liability for the organisation and will be waste as human resource.
4.
  - (a) Sarva Siksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education(UEE) in a time bound manner.
  - (c) It was started in 2001 by Atal Bihari Vajpayee government after modifying existing scheme like district Primary Education Programme (DPEP)
  - (d) The programme got legal backing after 86th constitutional amendment, which made free and compulsory elementary education to the children of 6-14 years of age, a fundamental Right.
5.
  - (a) When the existing human resource is further developed by spending



on making the workforce more educated and healthy, it is called human capital formation.

- (b) Like physical capital It increases the productivity of a country.
6. (a) to lay more emphasis on under privilege class of society.
- (b) to improve family welfare programmes and health services for them in urban as well as rural areas,
- (c) to make nutritional services accessible to all section of society,
- (d) Universalization of elementary education, opening of Navodaya schools in rural areas for meritorious students.
- (e) to make the population more efficient by making them skilled through various vocational as well as technical education.

7.

Market Activities	Non-Market Activities
They are done for remuneration or pay.	They are done for self pleasure.
Production of goods and services is for market.	Production is mainly for self consumption so mainly processing of primary goods.
It is driven by Market forces.	Has little or no effect of Market forces.
Eg. Doctor, engineer, rickshaw puller, etc.	Kitchen garden, gardening, etc.

8. When people in the age group of 15-59 years are willing to work at the prevailing wage rates but cannot find work, then he/she is said to be unemployed.

Different types of unemployment are:-

- (a) Seasonal unemployment
- (b) Disguised unemployment
- (c) Urban unemployment

(Explain each with example)

9. In India, most women generally look after domestic affairs like cooking of food, washing of clothes, cleaning of utensils, looking after children, etc. They are not treated as economic / productive activities. This is mainly because of two reasons:
- (a) Such activities are performed out of love and affection and hence their valuation is not possible.

- (b) They do not add to the flow of goods and services in the economy.
10. Existing 'human resource' is further developed by becoming more educated and healthy, which adds to the productive power of the country just like 'physical capital formation'. So, human resource is the most important resource. Steps to be taken to improve quality of human resource:
- (a) Quality of human resource can be improved through better education, food and healthcare facilities.
- (b) The quality of population depends upon the literacy rate, health of a person indicated by life expectancy and skill formation acquired by the people of the country.
11. (a) Wastage of manpower resource: In case of unemployment, manpower who is an asset for an economy turns into liability because utilisation of manpower becomes nil.
- (b) Economic overload: Unemployment tends to increase economic overload because dependence of unemployed on the working population increases. So the quality of life is adversely affected.
- (c) Unemployment leads to social waste: Inability of educated people who are willing to work to find gainful employment implies a great social waste. Increase in unemployment is an indicator of a depressed economy.
12. (a) Today, unemployment is considered one of the most threatening problems before the country.
- (b) The society is deprived of the goods and services that the unemployed people could have produced.
- (c) Unemployment among the educated persons is more serious. This is due to investments made in them.
- (d) Unemployment is not only an economic evil, it is a social problem too as it spreads social unrest and tension as unemployed people are a frustrated class of the society.
13. (a) Improved quality of education along with its Universalization
- (b) Imparting Vocational or skill education through curriculum.
- (c) Opening opportunities of self-employment in the form of small scale manufacturing units.
- (d) Financial assistance as well as incentive to start new avenues to the skilled
- (e) Percolating existing government scheme to the needy one.

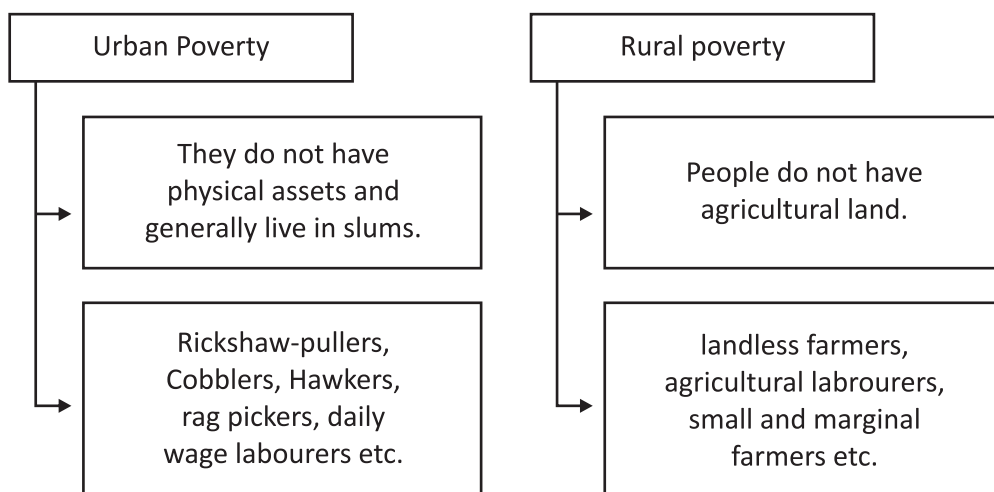
14. (a) No other resource can utilise itself as human do.  
(b) All the precious minerals and other resources will lie idle until human will extract them.  
(c) By its intellect and skill human can transform any resource for its utilisation.  
(d) Only human can invent unseen resources from the existing one  
(e) We have the example of Japan where there is an acute shortage of natural resources but due to its superior human resource it is one of the most advanced country of the world.
15. (a) There is a close relationship between the employability in a sector with the developmental level of a country.  
(b) If majority of population of a country is involved in primary sector that means it is underdeveloped as it doesn't have technology or lacks capital to convert natural resources for mass consumption.  
(c) If maximum workforce is involved in secondary sector i.e manufacturing it will be a developing Country as it has capital to manufacture but consumption level is still low or per capita income is Moderate,  
(d) Again if majority of employability is in tertiary force i.e service sector, it means country is developed. It is because consumption is high due to high per capita income. Due to which transportation of goods, through road, rail or even airways has flourished. More over banking facility will only sustain when there will be surplus income for the people.

## CHAPTER – 3

### POVERTY AS A CHALLENGE

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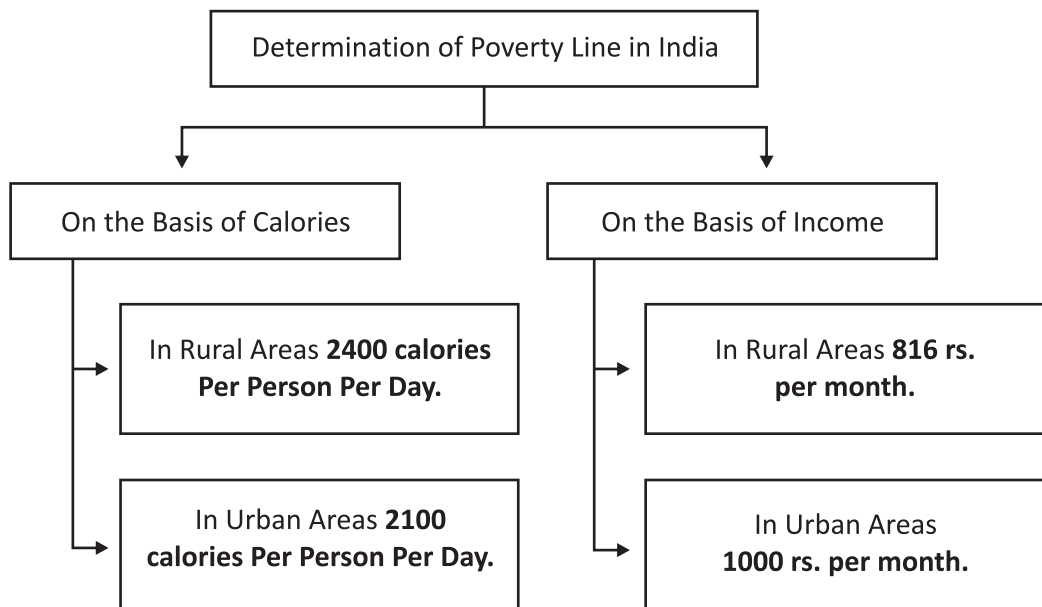
- **Poverty** refers to a situation in which a person is not able to get the minimum basic necessities of life e.g. food, clothing, shelter etc. for his or her sustenance.
- Every fifth Indian is poor. (Latest data of the World Bank). India is having the largest number of poor people in the world. However, latest report suggests that India is no longer a nation having largest number of poor people in the world. Nigeria overtook India as the country with the largest number of extreme poor. (The Times of India, June 27, 2018)



- Poverty as seen by social scientists:
  - (i) Poverty relates to the level of income and consumption.
  - (ii) Apart from this, poverty is looked through other social indicators like illiteracy level, lack of general resistance due to malnutrition, lack of access to healthcare, lack of job opportunities, lack of access to safe drinking water, sanitation etc.
- **Social exclusion:** According to this concept, poverty is seen in terms of the poor having to live only in a poor surrounding with poor people.
- **Vulnerability:** Vulnerability to poverty is a measure, which describes the greater probability of certain communities or individuals of becoming, or remaining, poor in the coming years.
- **Poverty Line:** A person is considered poor if his or her income or

consumption level falls below a given “minimum level” necessary to fulfill basic needs. This minimum level is referred to as Poverty Line.

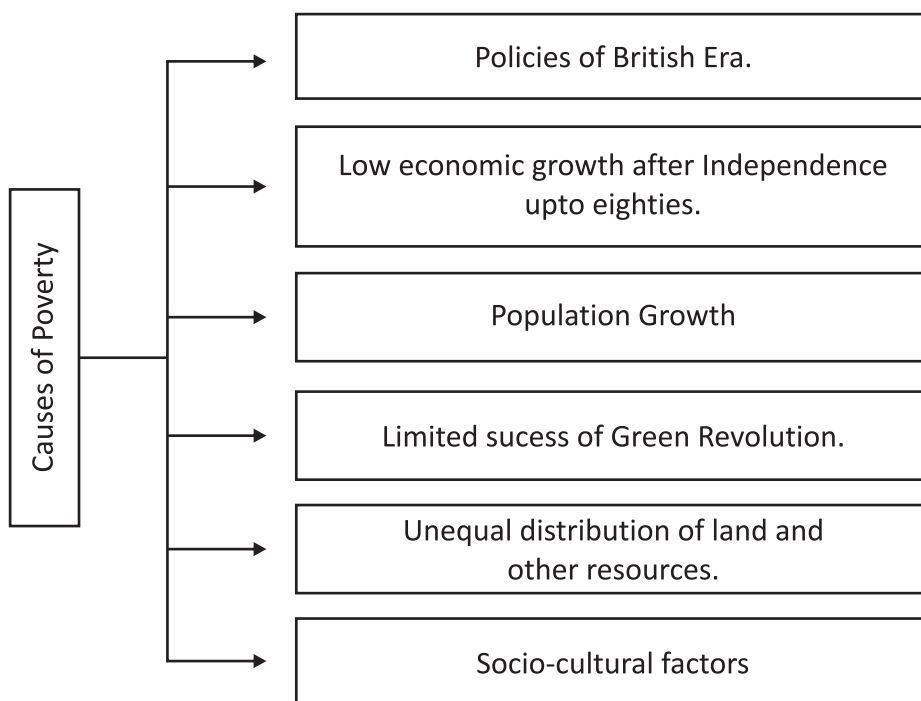
- **Determination of Poverty Line in India:**

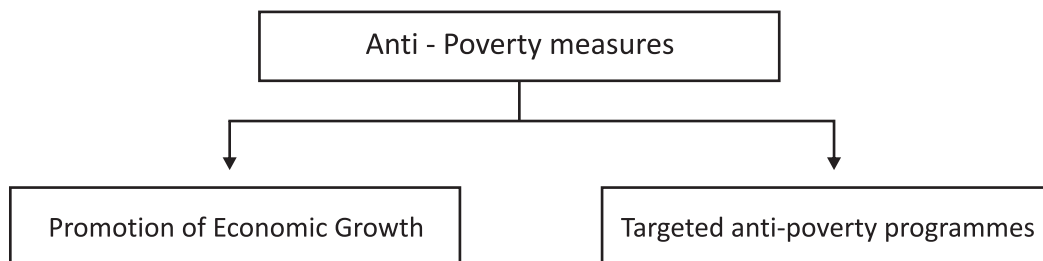


### **SOME INTERESTING FACTS**

The monetary expenditure per capita needed for buying the requisite calorie requirements in terms of food grains etc. is calculated. It is revised periodically taking into consideration the rise in prices. On the basis of these calculations, for the year 2011-12, the poverty line for a person was fixed at Rs. 816 per month for the rural areas and Rs.1000 for the urban areas. These estimates were given by Tendulkar committee. However, the then Planning Commission (now NITI Aayog) had appointed another committee in 2012 under the chairmanship of C. Rangrajan. The Rangarajan Committee submitted its report in June, 2014. It raised the Poverty Line for rural area to **Rs. 972** and for urban areas to **Rs. 1407**. (Source- niti.gov.in)

- **Vulnerable Groups:** Schedule Tribes (ST), Schedule Castes (SC), Agricultural Labourers and Casual Labourers are the most vulnerable groups in India.
- **Inter-State Disparities:** The proportion of poor people is not the same in every state. Bihar and Odisha are the poorest states in India.
- **Poverty decline in states-reasons:**
  - (i) Punjab and Haryana- Due to high agricultural growth rates.
  - (ii) Kerala- owing to more focus on human resource development.
  - (iii) West Bengal- Land reforms.
  - (iv) Andhra Pradesh and Tamil Nadu- Public distribution of food grains.
- **National Sample Survey Organisation (NSSO)** - This organisation estimates the poverty line periodically (normally every five years) by conducting sample surveys.
- **Global Poverty Scenario:** According to the World Bank definition, a person living on less than 1.90 US Dollar per day is poor. According to the most recent estimates, in 2013, 10.7 percent of the world's population lived on less than 1.9 US Dollar a day. (Source-worldbank.org)
- The Sustainable Development Goals (SDG) of the United Nations calls for ending the extreme poverty by 2030.





### Promotion of Economic Growth

- There is a strong link between economic growth and poverty reduction. Economic growth widens opportunities and provides the resources needed to invest in human development. However, the poor may not be able to take advantage from the opportunities created by economic growth. Growth also increases the government revenues and consequently, it could afford the programs for poverty reduction. That is why these two strategies are also known as complementary to each other.

### Targeted Anti-Poverty Programs

- Mahatma Gandhi National Rural Employment Guarantee Act – 2005.
- Prime Minister Rozgar Yojana
- Swarnajayanti Gram Swarozar Yojana
- Pradhan Mantri Gramodaya Yojana
- Antyodaya Anna Yojana

**Economic growth and poverty reduction: interconnection:** The economic growth up to the early eighties, 1980s and 1990s and the level of poverty is a direct evidence of connection between economic growth and poverty reduction. But, the question arises how the growth helps in the reduction of poverty? Conceptually, rapid economic growth works through two channels:

- (i) It creates well-paid jobs and raises real wages. Both factors raise incomes of poor households thereby directly reducing the poverty. Further, with increased income, the households are able to spend in education and health services. This spending in education and health helps in the reduction of poverty in the long run. More income leads to more investment in businesses and industries thereby creating more employment, and consequently reduction in poverty.
- (ii) Rapid economic growth leads to growth in government revenues. The government uses these increased revenues in running various

welfare programmes. It is because of the increasing revenue that India could afford Mahatma Gandhi National Rural Employment Guarantee Scheme and near universal Public Distribution System (PDS).

### **Mahatma Gandhi National Rural Guarantee Act- 2005**

- (a) Aim- Assuring employment to every rural household.
- (b) Minimum 100 days of assured employment in a year.
- (c) One-third jobs are reserved for women.
- (d) If an applicant is not provided employment within fifteen days he/she is entitled to a daily unemployment allowance.
- (e) Wage as per the Minimum Wages Act.

### **Prime Minister Rozgar Yojana (PMRY)**

- (i) Started in 1993.
- (ii) Aim- To create self-employment opportunities for educated unemployed youth in rural and small towns.
- (iii) Help in setting up small business and industries.

### **The challenges ahead and new approaches in poverty reduction**

The Sustainable Development Goals (SDG) of the United Nations calls for ending the extreme poverty by 2030. In this context, reduction of poverty requires innovative approaches in our country. Further, with development, it is expected that the definition of poverty would change. Though, we have been able to maintain high economic growth in the last 20 years, but this has not resulted in creating large number of employment. Further, we need to make anti-poverty schemes more effective. Following new approaches are worth mentioning here:

- (i) Jan Dhan Yojana, Aadhar and Mobile (JAM)-This trinity could play an important role in widening the reach of the government to the vulnerable sections. This would prevent the leakages in the distribution in the long run.
- (ii) Universal Basic Income- It is considered as an alternative to various state subsidies for poverty alleviation (Economic Survey, 2017). Though it is still at discussion level, the Universal Basic Income envisages paying the beneficiaries directly into their bank accounts to help reduce leakage.



## QUESTIONS

### Very Short Answer Type Questions:

1. Name the two poorest states in India.
2. What is poverty?
3. What is poverty line?
4. What is the accepted average calorie requirement for a person per day in urban areas?
5. Why is calorie requirement of a person in rural area higher than the calorie requirement of a person of urban area?
6. Which organization in India carries the periodical survey for the estimation of poverty?
7. Which standard is used by the World Bank for the estimation of poverty line?
8. Mention any two social groups that are most vulnerable to poverty.
9. Why has Kerala succeeded in reducing poverty?
10. What is the main reason for the poverty reduction in Punjab and Haryana?
11. What is the historical reason for the widespread poverty in India?
12. 'The current anti-poverty strategy of the government is based broadly on two planks'. Mention these two planks.
13. Which Act guarantees minimum 100 days employment per person per year in rural areas?
14. Which scheme has been started to create self-employment opportunities for educated unemployed youth in rural areas?
15. Which of the following is not a cause of poverty?
  - a. Landlessness
  - b. Unemployment
  - c. Economic Growth
  - d. Illiteracy
16. What does vulnerability mean with reference to poverty?
  - a. Probability of certain communities or individuals of becoming or remaining poor in the coming year.
  - b. Poor's living with Poor's.
  - c. Both of the above
  - d. None of the above.
17. Poverty line is measured on the basis of

- a. Income
  - b. Consumption
  - c. Literacy
  - d. A and B both
18. Which of the following is an anti-poverty strategy of the government?
- a. Promotion of economic Growth
  - b. Targeted anti – poverty programmes
  - c. Both of the above
  - d. None of these
19. Which of the following is a feature of MNREGA-2005?
- a. 100 days assured employment every year
  - b. Employment within 15 days of notice
  - c. Unemployment allowance in case of no-work provided
  - d. All of the above
20. Who can be vulnerable group in India?
- a. Rural Agricultural labour Household
  - b. Urban casual labour household
  - c. Both of the above
  - d. None of them

### **Short/ Long Answer Type Questions**

- 1. How is poverty seen by social scientists?
- 2. How is poverty line determined in India?
- 3. 'The proportion of people below poverty line is not same for all social groups and economic categories in India'. Explain.
- 4. What are the main reasons of poverty in India?
- 5. Describe the current anti-poverty strategy of the government in India?
- 6. Mention the important features of Mahatma Gandhi National Rural Employment Guarantee Act-2005.
- 7. Mention the important features of Prime Minister Rozgar Yojana.
- 8. Suggest some ways to reduce poverty in India.
- 9. Why do you think that the results of poverty alleviation programmes in India have been mixed? Give reasons.
- 10. Why do you find a strong link between economic growth and poverty reduction in India? Give reasons.

## ANSWERS

1. Bihar and Odisha
2. See the key Points.
3. See the key points.
4. 2100 calorie
5. Because, people living in rural areas engage themselves in more physical work than the people of urban areas.
6. National Sample Survey Organisation.
7. The World Bank uses a uniform standard for poverty line: minimum availability of the equivalent of USD 1.90 (at present) per person per day.
8. Schedule Tribes (ST) and Schedule Castes (SC).
9. By focusing more on human resource development.
10. High agricultural growth rates.
11. Low level of economic development during the British era.
12. (a) promotion of economic growth and, (b) targeted anti-poverty programmes.
13. Mahatma Gandhi National Rural Employment Guarantee Act-2005.
14. Prime Minister Rozgar Yojana (PMRY)
- 15.(c) Economic Growth
- 16.(a) Probability of certain communities or individuals of becoming or remaining poor in the coming year
- 17.(d) Both A and B
- 18.(c) Both of the above
- 19.(d) All of the above
- 20.(c) Both of the above

### Short/Long Answer Type Questions (3/5 Marks)

1. See the key points.
2. See the key points.
3.
  - (i) Data suggests that some social groups and economic categories are more vulnerable than others in India.
  - (ii) Among the social groups, Schedule Tribes and Schedule Castes households are most vulnerable groups.
  - (iii) Similarly, among the economic groups, the most vulnerable groups are the rural agricultural labour households and the urban casual

labour households.

- (iv) The proportion of people below poverty line in these groups is much higher than the national average in India

4. See the key points.

5. See the key points.

6. See the key points.

7. See the key points.

8. (a) More than half of our country's population is still dependent on agriculture. It is, therefore, we need to invest more in the agricultural sector and increase the productivity.
- (b) Increasing stress on universal free elementary education.
- (c) By empowering the women and the economically weaker sections of society.
- (d) Controlling the population growth.
- (e) Any other suggestion.

9. The reasons are:

- (i) Lack of proper implementation of the schemes.
- (ii) Lack of right targeting. However, with the implementation of Aadhar, it is expected that the targeting will be more effective in future.
- (iii) Overlapping of various schemes.
- (iii) Corruption is another aspect which has hindered the effectiveness of anti-poverty programmes.

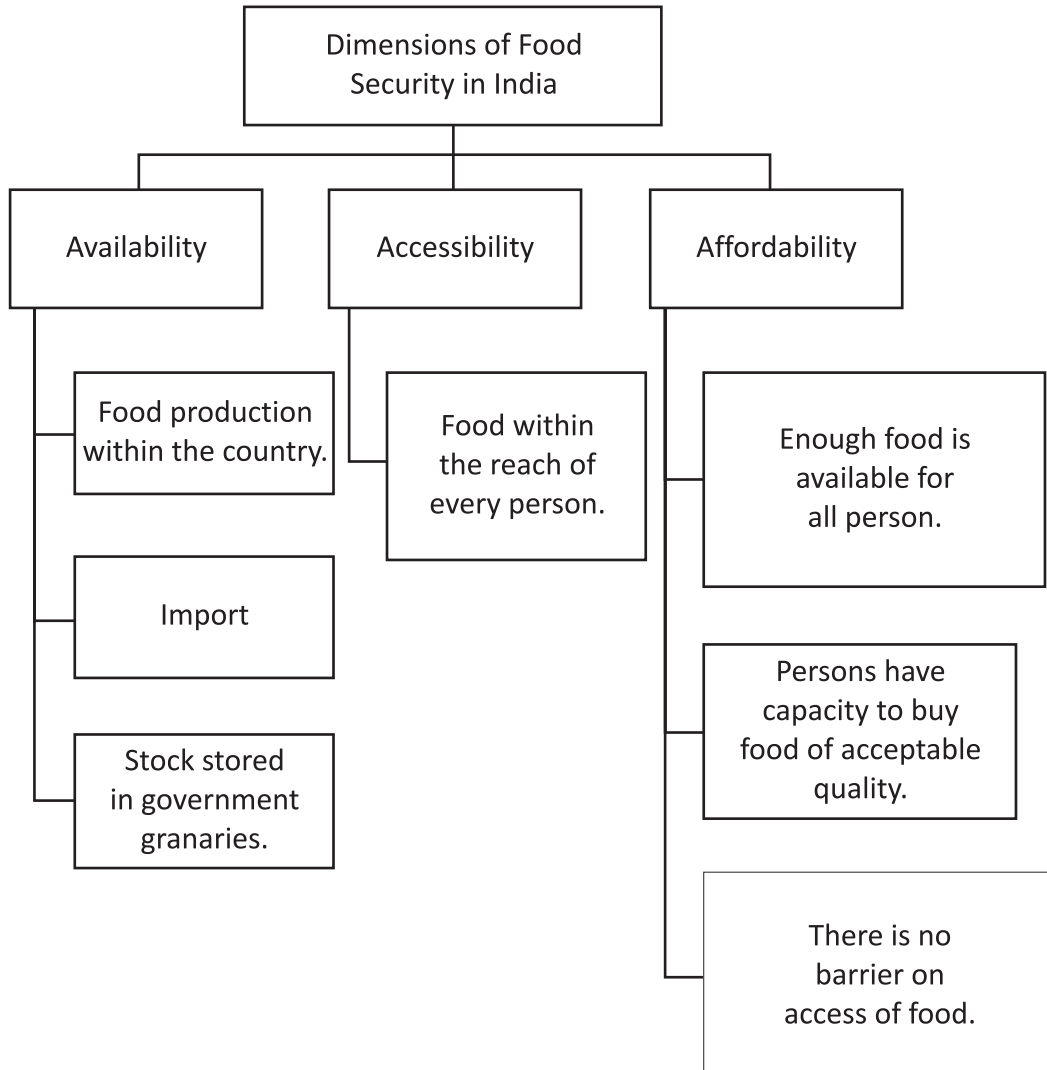
10. Yes, there is a strong link between the economic growth and poverty reduction in India. The reasons are:

- (a) India witnessed low economic growth up to the early eighties and the poverty estimates remained the same in during this period.
- (b) The Economic growth rate jumped significantly in the 1980s and 1990s. The higher growth rates helped significantly in the poverty reduction.
- (c) Economic growth widens opportunities and provides the resources needed to invest in human development. Increased government revenue leads to more spending in poverty alleviation programmes.
- (d) People take advantage from the opportunities created by economic growth which further brings prosperity in the country.

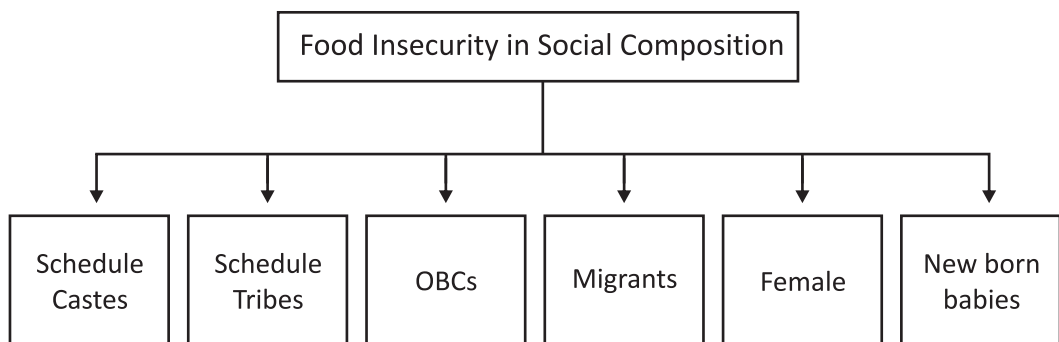
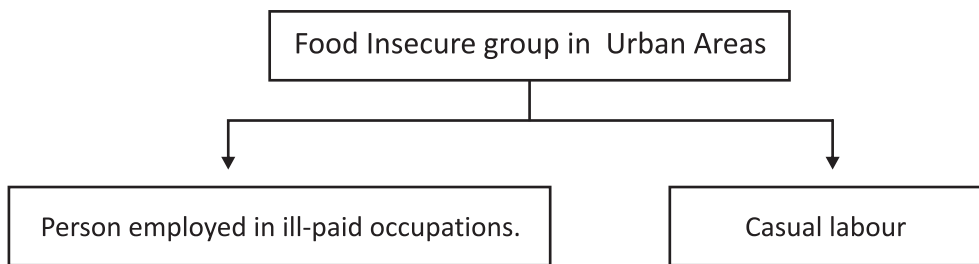
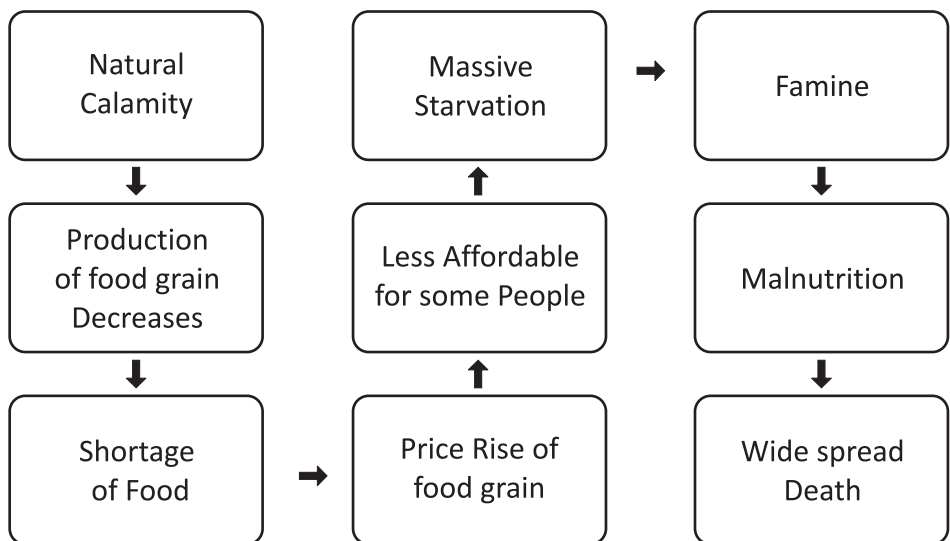
## CHAPTER – 4

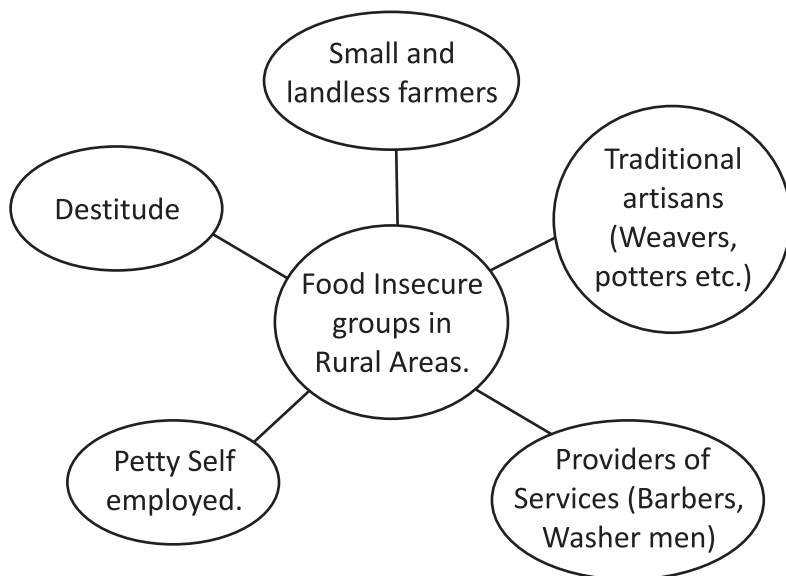
# FOOD SECURITY IN INDIA

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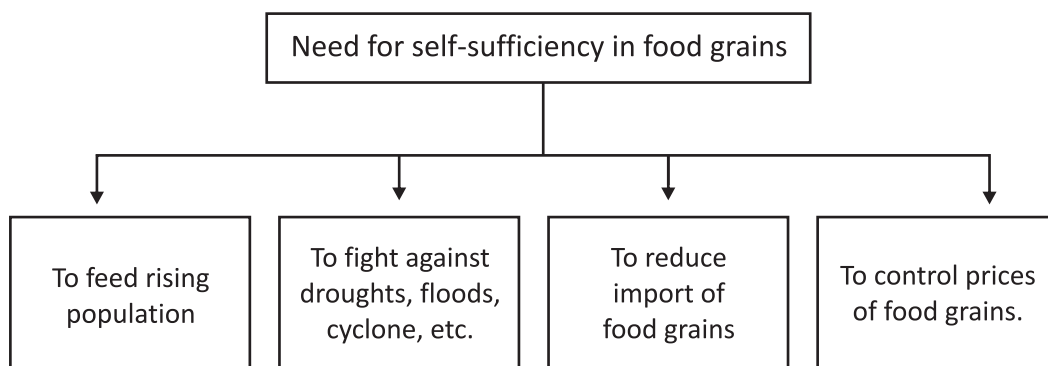


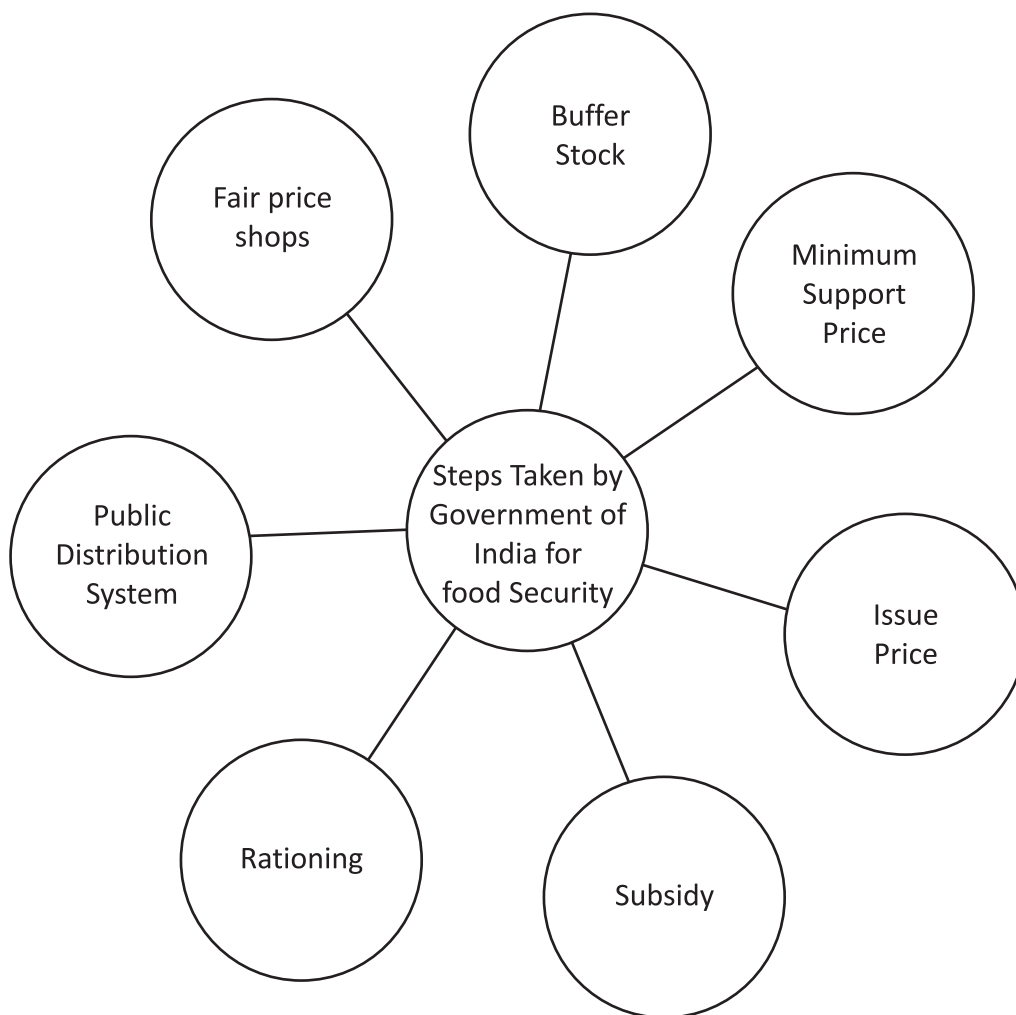
- The poorest section of the society remains food insecure all the times.
- People above poverty line might also feel food insecure in times of natural calamity like earthquake, drought, flood, tsunami etc.





- **Hunger** is an aspect of not just indicating food insecurity and poverty but also brings poverty.
- The attainment of food security involves eliminating current hunger and reducing the risk of future hunger.
- **Hunger has chronic and seasonal dimensions:**
  - I. Poor people suffer from chronic hunger due to very low income and are food insecure all the times.
  - II. In rural areas Seasonal hunger is caused by the seasonal nature of agricultural activities.
  - III. In urban areas, seasonal hunger occurs because of the casual type of work like construction worker won't get work during rainy season.





- Buffer Stock is the stock of food grains (wheat and rice) procured by the government through the Food Corporation of India (FCI).
- The FCI purchases wheat and rice for the government from the farmers of surplus states at pre-announced prices. This price is called '**Minimum Support Price**' (MSP).
- The grains stored in Buffer Stocks are distributed in deficit areas and among the poor strata of society at a price lower than the market price known as **Issue Price**.
- **Subsidy** is a payment that a government makes to a producer to supplement the market price of a commodity. It keeps consumer prices low while maintain a higher income for producers.



- Rationing in India dates back to 1940's against the backdrop of Bengal famine, but was revived in the wake of acute food shortage during 1960's before **Green Revolution**.
- Around mid 1970's three important food intervention programmes were introduced:
  - I. Public Distribution System for food grain (PDS)
  - II. Integrated child Development Services (ICDS)
  - III. Food for Work (FFW)
- **Public Distribution System (PDS)** refers to a system through which the food procured by the FCI is distributed among the poor through government regulated ration shops by using Ration cards.
- There are about 5.5 Lakh ration shops all over the country also known as Fair Price Shop, which keeps stock of food grain, sugar etc which are sold at lower than market price.
- There are three kinds of Ration Cards-
  - I. Antyodaya card – for the poorest of poor
  - II. BPL Card - for those below poverty line
  - III. APL Card – for all other
- National Food Security Act, 2013 was passed to provide food and nutritional security at affordable price to 75% of rural population and 50% of urban population.
- **A co-operative society is an** autonomous group of people who unite at their own will to meet their common economic, social, and cultural need through a jointly owned and democratically controlled company.
- These co-operative societies (co-op) along with several non-governmental organisations (NGO) also play an important role in ensuring food security by setting up shops to sell low priced goods to people. Eg. Amul, Mother Dairy etc.
- The Green Revolution which increased the quantity of food production by using high yielding variety of seeds and modern agricultural technique has been a torch bearer in ensuring the food security in India.
- In India National Sample Survey Organisation (NSSO) has the responsibility to collect data of Economic survey.
- Features of different programmes introduced for ensuring Food Security in India:

Name of Scheme	Year of Introduction	Target group
Public Distribution System (PDS)	Up to 1992	Universal
Revamped PDS (RPDS)	1992	Remote and Backward Areas all over country
Targeted PDS (TPDS)	1997	BPL APL
Antyodaya Anna Yojana (AAY)	2000	Poorest of Poor
Annapurna Yojana (APY)	2000	Indigent (poverty stricken) senior citizen
National Food Security Act	2013	Priority Household
Mid Day Meal	1995	For students upto 8 <sup>th</sup> Class

### **The Role of Cooperative in Food Security**

- The cooperative societies set up shops to sell low priced goods to poor people.
- In Delhi, Mother Dairy is making strides in providing of milk and vegetables to the consumers at controlled rate decided by Government of Delhi.
- Amul is another success story of cooperative in milk and milk Products from Gujarat. It has brought the White Revolution in country.
- In Maharashtra, Academy of Developmental Science (ADS) has facilitated a network of NGOs for setting up grain banks in different regions.

### **1 Mark Questions**

1. What is the meaning of food security?
2. When was the great famine of Bengal occurred in India?
3. Name any two state of India facing acute food scarcity?
4. Name the types of starvation?
5. List two factors of food security in India?
6. What is Buffer stock?
7. What is PDS?
8. What are the different types of Ration Cards?
9. When could general public suffer with food insecurity?
10. When was rationing system started?

11. Why are employment schemes organised?
12. What is the need of fair price shop?
13. What is the target group of APY?
14. Why government gives subsidy?
15. Who is a food insecure in India?
  - a. Traditional Artisan
  - b. Petty Self-employed
  - c. Both are correct
  - d. Both are Wrong
16. What is Buffer Stock?
  - a. Stock of Food Grain
  - b. Stock of textbooks
  - c. Both are correct
  - d. Minimum Support Price
17. Food Security is ensured by government in India-
  - a. By Buffer Stock
  - b. By Public Distribution System
  - c. Both are correct
  - d. None of these
18. Buffer Stock is prepared by in India by-
  - a. Food Corporation of India
  - b. Food Supply of India
  - c. Food Procurment of India
  - d. None of these

### 3/5 Mark Questions

1. Explain the dimension of food security?
2. How food security has been ensured in India?
3. What is meant by MSP? How it help in food security?
4. Explain the impact of Green Revolution on food security?
5. Differentiate between seasonal and chronic hunger.
6. List any three characteristics of Public Distribution System?
7. What is the need of maintaining Buffer Stock?
8. How calamities affect food security?
9. Explain any five food based programmes undertaken by the government?
10. Explain the role of co-operative society in ensuring food security.
11. Describe the steps used by the government to become self -sufficient in food grains.

## Answers

### 1Mark questions

1. Food security means availability, accessibility and affordability of food to all people at all times.

2. 1943
3. Bihar, Orissa, Jharkhand, West Bengal (any two)
4. (i) Seasonal (ii) Acute
5. (i) Buffer stock (ii) Public Distribution System
6. Buffer Stock is the stock of food grains (wheat and rice) procured by the government through the Food Corporation of India (FCI).
7. Public Distribution System (PDS) refers to a system through which the food procured by the FCI is distributed among the poor through government regulated ration shops by using Ration cards.
8. There are three kinds of Ration Cards-
  - (a) Antyodaya card – for the poorest of poor
  - (b) BPL Card - for those below poverty line
  - (c) APL Card – for all others
9. During Earthquake, Drought, Flood, Tsunami and Famine due to bad harvest could eventually led to food insecurity even to affluent people of society.
10. 1940s
11. To ensure food and nutritional to people residing below poverty level.
12. To ensure distribution of food grain to even the poorest of poor at lower than market price.
13. Indigent (poverty stricken) senior citizen.
14. To make sure that price of commodity should be in the reach of poorest people.
- 15.(c) Both are correct
- 16.(a) Stock of food grains
- 17.(c) Both are correct
- 18.(a) Food Corporation of India

### 3/5 Mark Questions

1. The dimension of food security are-
  - Availability of food
  - Accessibility (meaning within reach)
  - Affordability (meaning having enough money to buy sufficient, safe and nutritious food)
2. (a) Self sufficiency in food through Green Revolution and modern technology in agriculture,

- (b) By maintaining Buffer Stock for present and future need,
  - (c) A well planned distribution system like PDS to ensure food in the neighbourhood.
3. The Food Corporation of India (FCI) purchases wheat and rice for the government from the farmers of surplus states at pre-announced prices. This price is called 'Minimum Support Price' (MSP).  
It helps in ensuring food security by several means-
- For farmers it gives surety to their crop price and will be encouraged to grow certain crop.
  - For government it ensures that they should have enough crop to buy for their buffer stock and public welfare programmes,
  - For public this ensures that prices of a commodity will be stable and within their reach
4. (i) It made India self sufficient in crop production.  
(ii) After Green Revolution no food scarcity was felt even during adverse weather conditions  
(iii) with the increase in per hector crop production as well as extension of agricultural activities in dis-advantaged area it ensured regular food supply.

Sl no.	Seasonal hunger	Chronic hunger
1.	It arises due to seasonal nature of activity like farming or casual work	It arises due to low income throughout the year because of little or no work.
2.	It is temporary.	It is permanent.
3.	It may or may not have nutritional deficiency.	It certainly led to nutritional deficiency.

6. PDS is the most important step taken by the government of India towards ensuring food security.
- (i) It procures grain from FCI and distributes among the impoverished section of society.
  - (ii) There are almost 4.6 Lakh shops under PDS system reaching the farthest corner of country.
  - (iii) It distributes food grain through ration card and undergoes changes according to the need of society.

7.
  - (i) It ensures continuous supply of commodities to fair priced shops,
  - (ii) It is the stock of country which can be used during any calamity,
  - (iii) It helps farmer to sell their surplus crop at a respectable price.
8.
  - (i) Due to natural calamities the production of crops decreases which led to food scarcity in that area.
  - (ii) Due to scarcity food price rises up,
  - (iii) at this point some disadvantaged section of society will be deprived of food,
  - (iv) if the calamity existed for long time it will eventually lead to starvation and famine.
  - (v) it may ultimately lead to widespread death due to weakness or weak immune system.
9. Five food based programmes undertaken by the government are
  - I. Mid Day Meal Scheme
  - II. Food for work programme
  - III. AAY
  - IV. APY
  - V. National Food Security Act- 2013
10.
  - (i) co-operative society opens low priced shops for distribution of food grains to the poor people.
  - (ii) It ensures food security to all sections of society,
  - (iii) Steps were taken to bring less fertile land into agricultural field,
  - (iv) Setting up of Grain Bank was possible only due to the intervention of co-ops
  - (v) They help in awareness programmes and skill development in rural areas.
11.
  - (i) Organisational and technological improvement
  - (ii) Emphasis on agriculture in 5 year plan,
  - (iii) Undertaking measures to expand agricultural land,
  - (iv) Encouragement of Green Revolution
  - (v) by making canals and using machines it revolutionised agriculture work.

## Practice Paper 1

- Q.1 Which among the following is the most suitable argument in favour of Democracy? 1
- a) Keep Changing the leaders
  - b) No Place of Ethics
  - c) Rule of Law and respect of Rights
  - d) The Elected leaders are not aware about the Interest of Common people.
- Q.2 “There is less chance of Famine and Hunger in Democracy.” Which of the following reason for making this argument is not correct? 1
- a) Opposition Parties can draw attention of Government towards Hunger.
  - b) Independent newspapers can report news the state of famine in different parts of the country.
  - c) The government is afraid of losing in next Election.
  - d) People have the freedom to accept and conduct any religious argument.
- Q.3 What is the function of Constituent assembly? 1
- a) Proposal for amendment in the Constitution to be presented in Parliament.
  - b) Try to pass the Constitution in Parliament.
  - c) To write a new Constitution for the country.
  - d) None of the above.
- Q.4 Which of the following is a part of Model Code of Conduct? 1
- a) Ban on use of a Shrine for campaigning.
  - b) Ban on use of official vehicle, aircraft or officers in election.
  - c) Ban of key policy decision of Government.
  - d) All of the above.
- Q.5 Which of the following is included in Permanent Executive? 1
- a) Prime Minister
  - b) People of Administrative Services
  - c) Council of Ministers
  - d) President
- Q.6 What was said by Dr. Ambedkar about Right of Constitutional Remedies. 1
- a) Mind

- b) Body
  - c) Artery and Vein
  - d) Heart and Soul
- Q.7 Who among the following is not food – insecure? 1
- a) Landless
  - b) Salaried Employee
  - c) Traditional Craftsman
  - d) Beggar
- Q.8 Which of the following statement is True about Economic Growth? 1
- a) Economic growth helps to decrease the Poverty.
  - b) Economic growth helps to increase the Poverty.
  - c) Economic growth helps to increase the Unemployment.
  - d) None of the above
- Q.9 Which among the following is included in Primary Sector of economic activity? 1
- a) Trade
  - b) Transport
  - c) Manufacturing
  - d) Agriculture
- Q.10 Which of the among the following is a positive impact of Green Revolution? 1
- a) Decrease in fertility of Soil.
  - b) Decrease in Water level of Ground water.
  - c) Lack of HYV.
  - d) None of the above

**Fill in the Blanks with most appropriate answer from Q.11 to Q.17. 1x7=7**

- Q.11 The number of female per thousand male is called.....
- Q.12 The roots of plants of ..... vegetation submerged in water.
- Q.13 The temporary warm ocean current that in generated in place of cold ocean current is called.....
- Q.14 The Delta formed by the Ganga and the Brahmaputra river is known as.....
- Q.15 The longest river in Indian Desert is .....
- Q.16 In terms of area the position of India in the world is .....
- Q.17 Rubber plant is associated with ..... type of vegetation.
- Q.18 Name two philosophers whose ideas inspired the French Revolution.



- Q.19 What is meant by KholKhoz with reference to Russia. 1
- Q.20 By which law Hitler was given the power to sideline parliament and rule by decree? 1

OR

Name the republic formed in Germany after First World War.

### Section B

- Q.21 Write the impact of Green Revolution on the following- 3
- a. Income of farmer
  - b. Food Security in India
  - c. Quality of Soil
- Q.22 Read the following Situation and identify the type of Unemployment :- 3
- a. Six members of Dinesh's family are involved in the agriculture work. No impact could be seen on the gross production even if two of them wouldn't work.
  - b. Ramesh lives in village and remain unemployed for three to four month in a year.
  - c. Umesh has studied M.B.B.S but till now has not got any job.

- Q.23 "There is independent Judiciary in India." Comment. 3

OR

"The position of Prime Minister is supreme in parliamentary form of government? Justify.

- Q. 24 Differentiate between Eastern Ghats and Western Ghats? 3

OR

Write a short note on the Northern Plain of India?

- Q.25 Suggest any three ways to reduce river Pollution? 3
- Q.26 Why the period of 1793 to 1794 termed as 'Reign of Terror' in France? Give Reason. 3

OR

Describe the role of philosophers in bringing French Revolution.

- Q.27 Describe the contribution of Karl Marx in the history of Socialist ideas. 3
- Q.28 If you were a Jew student during Nazi rule in Germany which kind of discrimination you would have faced or seen? 3

### Section – C

Q.29 Write a short essay on the forest revolt of Bastar. 5

OR

Why the nomadic people move from one place to another? Give Reason.

Q.30 Explain the process of Advancing Monsoon and Retreating Monsoon. 5

Q.31 Do you agree with the view that Election commission of India is Independent and fair. Justify this statement. 5

OR

What are the main challenges to conduct free and fair election in India?

Q.32 Read the following situations and state which type of fundamental Right is violated- 5

- a. Ramesh was forbidden to form employee association in his office.
- b. Rakesh was asked to do forced labour.
- c. Untouchability is prevalent in the village of Dinesh.
- d. Raju, aged 12, works in a hotel.
- e. Pinkesh was lured to convert to another religion.

Q.33 Write the main causes of Poverty in India? 5

OR

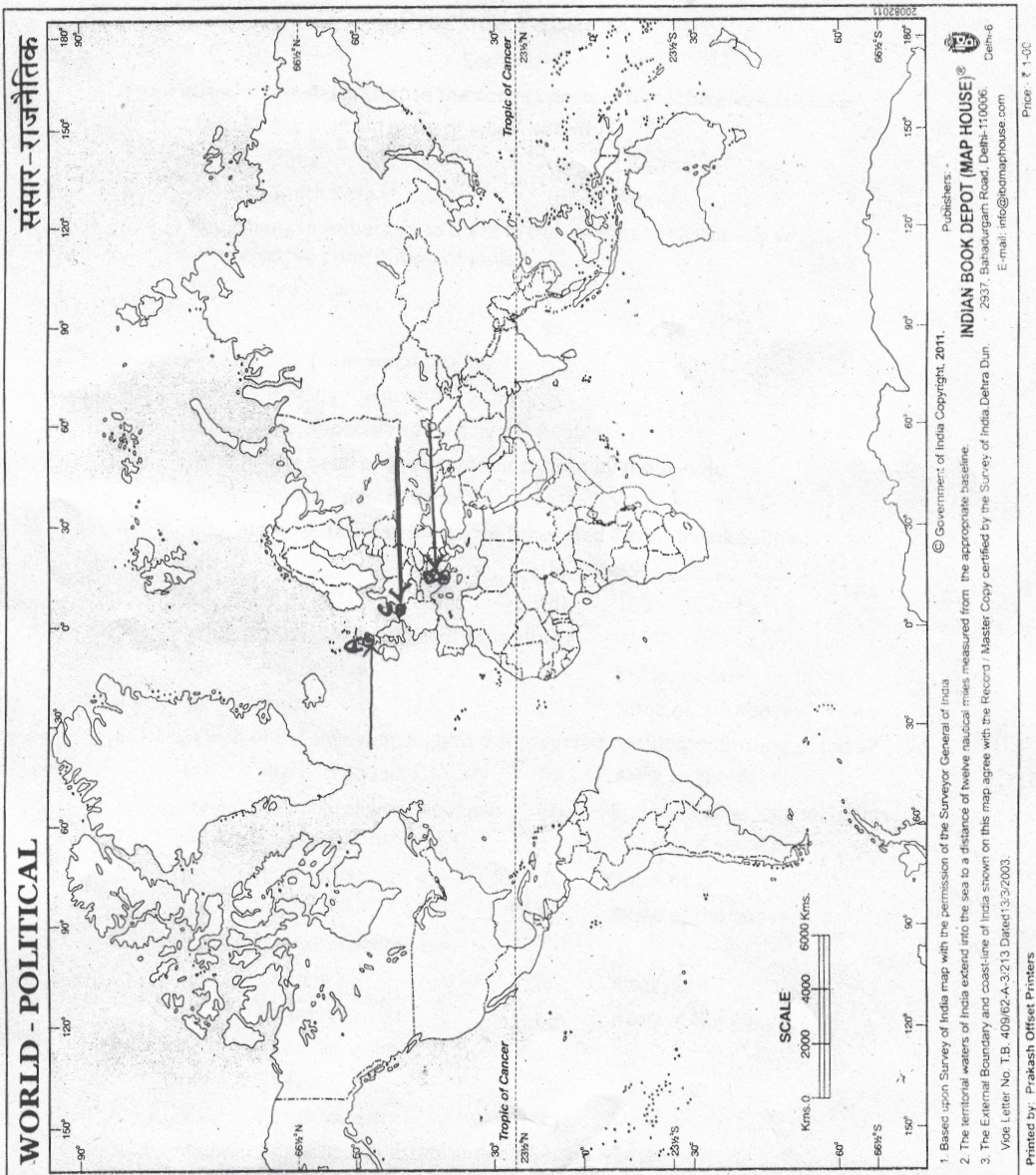
Write main characteristics of Mahatma Gandhi National Rural Employment Act 2005.

Q.34 Write a short note on the role of co-operative societies in ensuring food security in India? 5

### Section D

Q. 35. A On the given Political Map of World A, B and C. are indicated. Identify the points with the help of given information and write their names on the line given. 1x6=6

- A. The Country which was associated with allied Powers in the First World War.
- B. The country which was associated with Axis Powers in Second World War.
- C. The country which was occupied by Nazi Germany.
- B. On the Political map of India locate the following places with appropriate symbol and write the name –
  - a. Sikkim
  - b. Kaziranga National Park
  - c. Indian State with highest population Density.



## Practice Paper -2

### Section –A

From question no. 1-10, choose the correct answer from the given choices-

1. Janu PF is a political party of which country? 1x20=20  
(a) China (b) Zimbabwe  
(c) South Korea (d) Russia
2. How many members were there in the constituent assembly which prepared the constitution of India?  
(a) 299 (b) 300  
(c) 301 (d) 290
3. What is the meaning of republic?  
(a) Rule by the people  
(b) Major decision taken by the people  
(c) The head of the country is chosen by the people  
(d) Rule by descendents.
4. How many seats are reserved for Scheduled Castes in Lok Sabha?  
(a) 84 (b) 89  
(c) 90 (d) 100
5. What is the main function of legislature?  
(a) Making law (b) Enforcing law  
(c) both (d) None of the above
6. Which of the following Right is not provided by the constitution of India?  
(a) Right to equality (b) Right to liberty  
(c) Right to religious hooligan (d) Cultural and educational rights
7. Writ is issued by-  
(a) High court (b) Supreme court  
(c) Both (d) None of the above.
8. Tithe was a tax collected by-  
(a) Church (b) King/state  
(c) Farmers (d) None of the above
9. Robert Owen was related with-  
(a) Radical (b) Liberalism  
(c) Conservatism (d) Socialism
10. Weimer Republic was established in Germany after-

- |     |                     |     |                   |
|-----|---------------------|-----|-------------------|
| (a) | First world war     | (b) | Second world war  |
| (c) | Economic depression | (d) | None of the above |

**Fill in the blank with appropriate words in Question No. 11-16-**

11. Raw material and cash currency are called ..... capital.
12. Animal husbandry comes under ..... Sector of economy.
13. In the urban areas the daily requirement of calorie intake is prescribed as ..... Calorie per person per day.
14. The rate of the crop which is announced by the government before it is sown by the farmers is called .....
15. The total area of India is only..... Percent of the total geographical area of the world.
16. The land boundary of India is approximately ..... km.

**From question no. 17-20 write the answer of the questions-**

17. What is “Kaal Baishakhi”?
18. Name the warm and dry wind which blows in the northern plains of India during summer season?
19. Which of the natural vegetation of India is most important in terms of trade?
20. How the migration affects the population of a place?

**Section-B**

21. How was the life of women in French society during 18th century? 8x3=24
22. Write a short note on—“The bloody Sunday”?
23. ‘The seed of Second World War was sown in the treaty of Versailles.’ Analyse the statement.
24. Differentiate between Eastern Ghats and Western Ghats?
25. What is jet stream? How it affects the climate of India?
26. Read the following statements and state which of the fundamental rights is violated in each situation-
  - (a) Practice of untouchability in the village of Ramesh.
  - (b) Chotu, aged 10 year, is working in a hotel.
  - (c) Dinesh was arrested and was not allowed to take service of an advocate.

- 27. List any three advantages of green revolution.
- 28. How seasonal hunger is different from chronic hunger?

**Section-C**

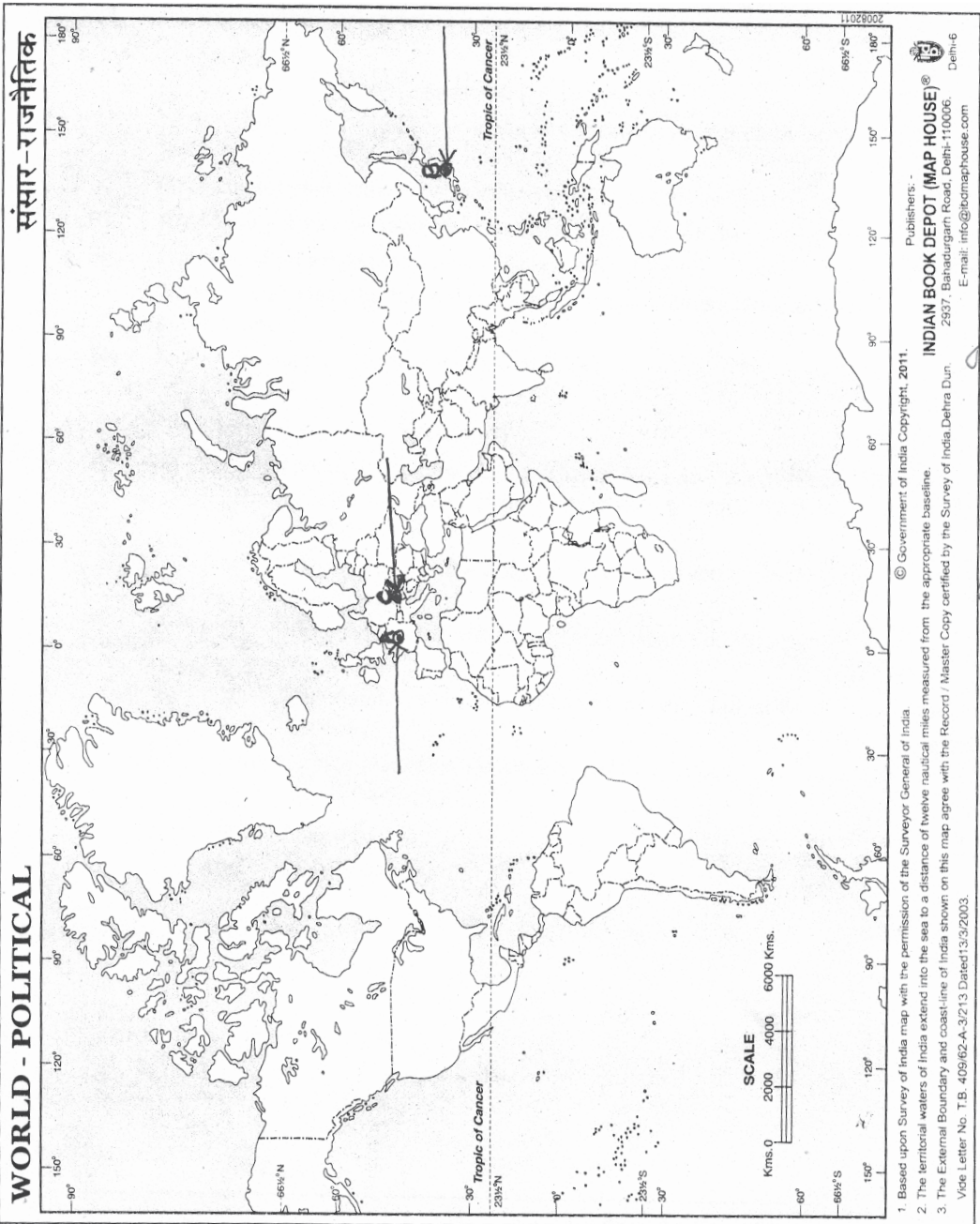
**6x5=30**

- 29. What were the similarities between the forest management of Bastar and Java?
- 30. Differentiate between the Himalayan Rivers and the peninsular rivers?
- 31. What are the challenges to conduct free and fair elections in India?
- 32. Explain briefly the rights and duties of the President of India.
- 33. What do you mean by the unemployment? Explain different types of unemployment.
- 34. Analyse the major causes of poverty in India?

**Section- D**

- 35. (A) On the political map of world three points A, B and C are marked. Identify these with the help of given information and name them on the line marked with them-
  - (a) The country which was the part of allied powers during First World War.
  - (b) The country which was the part of axis powers during Second World War.
  - (c) The country which was occupied by the Nazi army of Germany.
- (B) On the political map of India locate and label the following –
  - (a) Chottanagpur Plateau.
  - (b) Chilka lake
  - (c) The smallest state of India in terms of area.





## Practice Paper -3

### Section-A

20x1=20

From question no. 1-10, choose the correct answer from the given choices-

1. Who wrote the book-“The Social Contract”?  
(a) Dante (b) Lock  
(c) Rousseau (d) Marks
2. The period in France termed as “the reign of terror” was from-  
(a) 1789-90 (b) 1791-92  
(c) 1793-94 (d) 1795-96
3. Which of the following is not a democratic country-  
(a) India (b) USA  
(c) Syria (d) England
4. Pak Strait is situated between-  
(a) India & Pakistan (b) India & China  
(c) India & Sri Lanka (d) India & Maldeev
5. The origin of Narmada River is at-  
(a) Satpura (b) Amarkantak  
(c) Brahmgi (d) Himalaya
6. Which of these is not a socialist?  
(a) Montesquieu (b) Robert Owen  
(c) Louis Blank (d) None of these
7. Which of the following is not a characteristic of democracy?  
(a) Decisions are taken by the elected representatives  
(b) Fraud In election  
(c) One person- one vote  
(d) Rule of law
8. Which of the following step encourages the education -  
(a) Sarv Siksha Abhiyan (b) Mid Day Meal scheme  
(c) Both (d) None of the above
9. In 1928 the constitution of India was written under the leadership of :-  
(a) Moti Lal Nehru (b) Jawahar Lal Nehru  
(c) Mahatma Gandhi (d) Vallabh Bhai Patel



10. In which one of the following state poverty ratio is the maximum-
- |                   |                    |
|-------------------|--------------------|
| (a) Assam         | (b) Madhya Pradesh |
| (c) Uttar Pradesh | (d) Bihar          |

**Fill in the blank with appropriate words in Question No. 11-17-**

11. The hot and dry wind that blows in the Northern plains of India during summer is called.....
12. The specific type of flora and fauna living in a large ecosystem is called.....
13. The number of persons living in a unit area of land is called.....
14. Growing more than one crop on a piece of land in a year is called.....
15. .... seeds are used in the modern agricultural method.
16. Tools, machines, buildings etc are called..... capital.
17. The Standard Meridian of India passes through ..... in Uttar Pradesh.

**From question no. 18-20 write the answer of the questions-**

18. On whom the small farmers of village Palampur were dependent for procurement of capital?
19. What do you mean by Buffer stock?
20. List any two non agricultural activities of Palampur?

**Section–B**

21. The preamble of Indian constitution is called the philosophy of constitution, Explain.
22. What is model code of conduct? Explain.
23. Describe the role of education in the formation of human capital.
24. Describe the condition that prevail during retreat of monsoon.
25. Write any three features of Himalayan Rivers.
26. 'French revolution occurs due to philosophers.' Do you agree with the statement? Justify your answer.
27. Write any three expected roles of women in Nazi Germany.
28. What three major changes were undertaken by the Bolsheviks just after October revolution in Russia?

### Section-C

29. Write the main features of Mahatma Gandhi national rural employment guarantee act-2005?
30. Write a short note on the role of co-operative societies in ensuring availability of food and related articles.
31. Write down the main powers and functions of Prime Minister of India?
32. Explain the 'Right to Freedom' as described in the constitution of India.
33. Describe the Northern plains of India.
34. Explain the causes of deforestation during colonial rule.

Or

Explain the changes that occurred in the life of pastoralists during colonial rule.

### Section- D

- 35 (A) On the political map of world three points A, B and C are marked. Identify these with the help of given information and name them on the line marked with them-
  - (a) The country which was the part of central powers during First World War.
  - (b) The country which was the part of allied powers during Second World War.
  - (c) The country which was occupied by the Nazi army of Germany.
- (B) On the political map of India locate and label the following –
  - (a) Area receiving less than 20 cm rainfall.
  - (b) Corbett national park
  - (c) Indian state having highest sex ratio.

