



**पुर्णा International School**

Shree Swaminarayan Gurukul, Zundal

**CLASS – IX**

**SOCIAL STUDIES**

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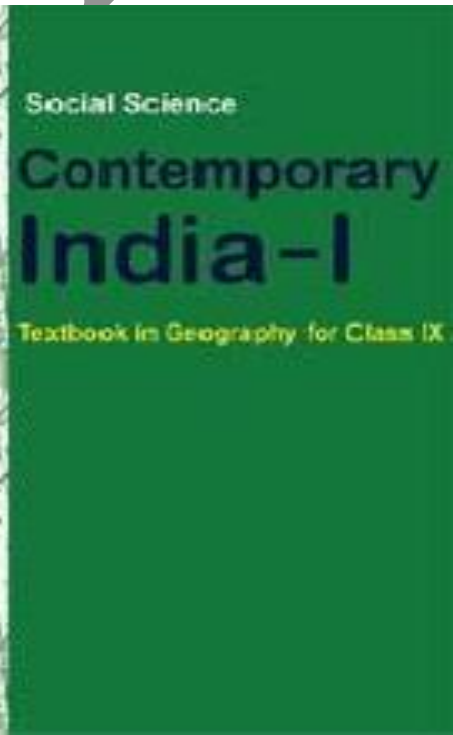
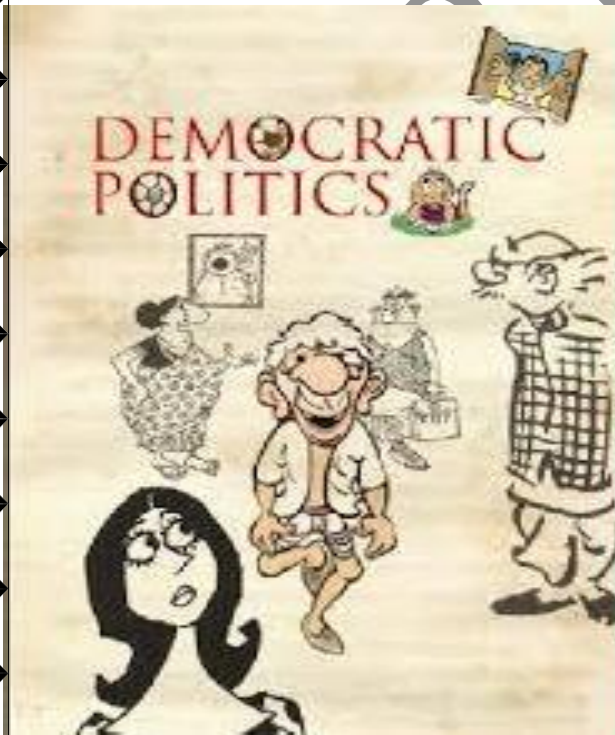
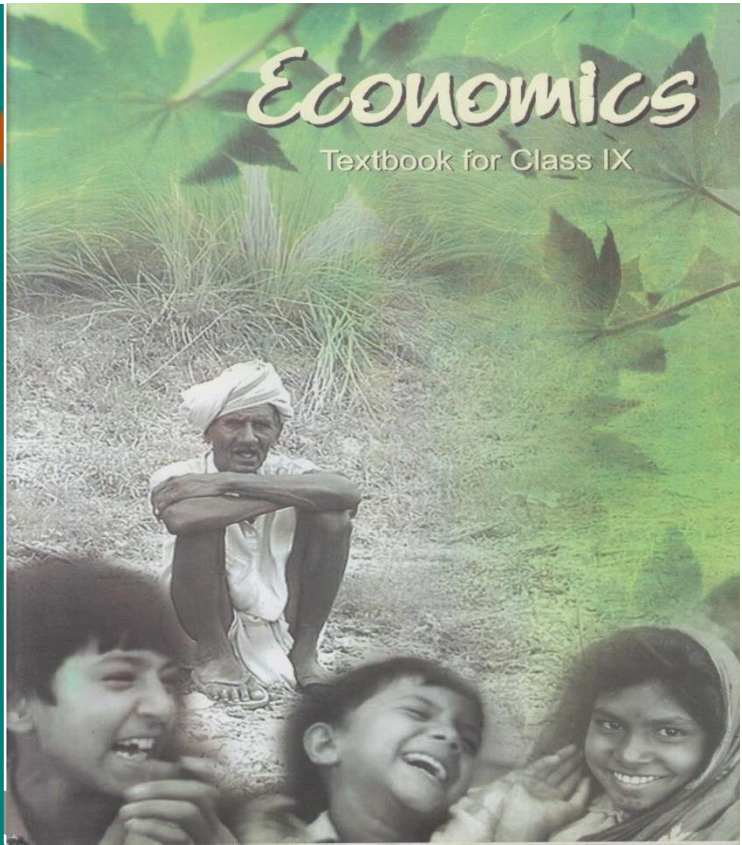
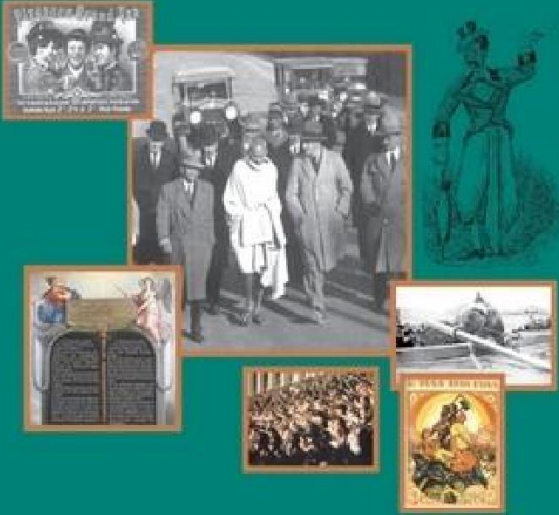
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Social Science

India and the Contemporary World -  
Textbook in History for Class IX



# Chapter 1

## The French Revolution



**Ques 1. Describe the circumstances leading to the outbreak of revolutionary protest in France.**

Ans :- The circumstances leading to the outbreak of revolutionary protest in France were:

→ Social Inequality: French society in the eighteenth century was divided into three estates namely The Clergy, The nobility and third estates. First two estates, that is, the clergy and the nobility enjoyed certain privileges by birth. They were exempt from paying taxes. The Third estate comprises of businessmen, merchants, Peasants and artisans, labours had to pay taxes to the state.

→ Political Causes: Long years of war had drained the financial resources of France. France had a debt of more than 2 billion livres. To meet its regular expenses, such as the cost of maintaining an army, the court, running government offices or universities, the state was forced to increase taxes which angered the people.

→ Economic Problems: The population of France also increased from 23 million in 1715 to 28 million in 1789. Food grains were now in great demand. The price of bread shot up. Wages did not keep pace with rising prices. This led to subsistence crisis.

→ Strong Middle Class: A new middle class emerged educated and wealthy during the eighteenth century. They believed that no group in society should be given privileges by birth. Ideas of equality and freedom were put forward by philosophers. The ideas of these philosophers were discussed intensively in salons and coffee houses and spread among people.

→ Immediate Causes: On 5 May, 1789, Louis XVI called together an assembly of Estates General to pass proposals for new taxes. Third estates protested against this proposal but as each estate has one vote, the king rejected this appeal. They walked out of the assembly.

**2. Which groups of French society benefited from the revolution? Which groups were forced to relinquish power? Which sections of society would have been disappointed with the outcome of the revolution?**

Ans : It was the richer members of the third estate who mostly benefited from the French Revolution. The clergy and the nobility were forced to relinquish (surrender) their power. The poor class of third estate and women would have been disappointed with the outcome of the revolution as the promise of equality, discussed during the revolution was not given. The poorer classes had no right to vote.

**3. Describe the legacy of the French Revolution for the peoples of the world during the nineteenth and twentieth centuries.**

Ans :- The ideas of liberty and democratic rights were the most important legacy of the French Revolution. These spread from France to the rest of Europe during the nineteenth century, where feudal systems were abolished. It inspired the Germans, Italians, and Austrians to overthrow their oppressive regimes. The French Revolution inspired the struggling nations of Asia and Africa who were groaning under the oppression of European colonialism. Tipu Sultan and Rajaram Mohan Roy are two examples of individuals who responded to ideas coming from French revolution.

**4. Draw up a list of democratic rights we enjoy today whose origins could be traced to the French Revolution.**

Ans : We can trace the origin of the following democratic rights we enjoy today to the French revolution:

- Right to Equality before law
- Freedom of Speech and expression
- Right against exploitation
- Right to justice

**5. Would you agree with the view that the message of universal rights was beset with contradictions? Explain.**

Ans : Yes, the message of universal rights was beset with contradictions:

→ Law is the expression of the general will. All citizens have the right to participate in its formation, personally or through their representatives. - In this line, it is stated that every citizen has the right to participate in the law however only men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were given voting right. The remaining men and all women were classed as passive citizens and were deprived of voting rights.

Hence, the message of universal rights was not very clear. The Constitution is only available for the rich. Women were totally neglected in decision making.

#### **6. How would you explain the rise of Napoleon?**

Ans : After Robespierre's rule came to an end a directory was formed to avoid concentration of power in one individual. Members of the directory often fought among themselves leading to total chaos and political instability. This created a political vacuum in France. This was a conducive situation and Napoleon Bonaparte took the reign of power as a military dictator. Napoleon saw his role as a moderniser of Europe. He introduced many laws such as the protection of private property and a uniform system of weights and measures provided by the decimal system.

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## Chapter-2

### Socialism in Europe & The Russian Revolution

#### **1. What were the social, economic and political conditions in Russia before 1905?**

Ans : The Social, economic and political conditions in Russia before 1905 was backward:

→ Social Conditions: 85% of Russia's population was agriculturist. The industry was existent, but rarely in which most of was privately owned. Workers were divided on the basis of their occupation. They mainly migrated to cities for employment in factories. The peasant community was deeply religious but did not care much about the nobility. They believed that land must be divided amongst themselves.

→ Economic Condition: Russia was going through bad period economically. Prices of essential good rises while real wages decreased by 20% leading to the famous St.Petersburg strike. This strike started a series of events that are together known as the 1905 Revolution. During this revolution, there were strikes all over the country, universities closed down, and various professionals and workers established the Union of Unions, demanding the establishment of a constituent assembly.

→ Political Condition: Political parties were illegal before 1914. The Russian Social Democratic Workers Party was founded in 1898 by socialists who respected Marx's ideas. In 1903, this party was divided into two groups - Mensheviks and Bolsheviks. The Bolsheviks, who were in majority, were led by Lenin who is regarded as the greatest thinker on socialism after Marx.

#### **2. In what ways was the working population in Russia different from other countries in Europe, before 1917?**

Ans : The working population in Russia was different from other countries in Europe before 1917 because not all Russian workers migrated from the villages to work in the industrial sector. Some of them continued to live in villages and went to work daily, to the towns. They were a divided group, socially and professionally, and this showed in their dress and manners too. Metal workers were the "aristocrats" of the working class because their occupation demanded more training and skill. Nevertheless, the working population was united on one front - strikes against work conditions and employer tyranny.

#### **3. Why did the Tsarist autoeracy collapse in 1917?**

Ans : The Tsar first dismissed the initial two Dumas and then packed the parliament with the conservatives. During the First World War, the Tsar took decisions without consulting the Duma. Large scale casualties of Russian soldiers in the war further alienated the people from the Tsar. Burning of crops and buildings by the retreating Russian armies created a huge shortage of food in Russia. All of these led to the collapse of the Tsarist autoeracy in 1917.

#### **4. Make two lists: one with the main events and the effects of the February Revolution and the other with the main events and effects of the October Revolution. Write a paragraph on who was involved in each, who were the leaders and what was the impact of each on Soviet history.**

Ans : February Revolution:



- 22nd February: Factory lockout on the right bank took place,
- 25th February: Duma was dissolved.
- 27th February: Police Headquarters ransacked. Regiments support the workers. Formation of Soviet.
- 2nd March: The Tsar abdicated his power. The Soviet and Duma leaders formed a Provisional Government for Russia.

The February Revolution had no political party at its forefront. It was led by the people themselves. Petrograd had brought down the monarchy, and thus, gained a significant place in Soviet history. Trade Unions grew in number.

October Revolution:

- 16th October: A Military Revolutionary Committee was appointed by Soviet.
- 24th October: The uprising against provisional government begins. Military Revolutionary Committee controls the city by night and ministers surrender. The Bolshevik gained power. The October Revolution was primarily led by Lenin and his subordinate, Trotskii and involved the masses who supported these leaders. It marked the beginning of Lenin's rule over the Soviet, with the Bolsheviks under his guidance.

### **5. What were the main changes brought about by the Bolsheviks immediately after the October Revolution?**

Ans : The main changes which were brought about by the Bolsheviks immediately after the October Revolution:

- Banks and Industries were nationalised.
- Land was declared social property, thereby allowing peasants to seize it from the nobility.
- In urban areas, houses were partitioned according to family requirements
- Old aristocratic titles were banned, and new uniforms were designed for the army and the officials.
- New uniforms were introduced for the army and the officials.

### **6. Write a few lines to show what you know about:**

- (i) **Kulaks**
- (ii) **The Duma**
- (iii) **Women workers between 1900 and 1930.**
- (iv) **The Liberals.**
- (v) **Stalin's collectivization programme.**

Ans : (i) It is the Russian term for wealthy peasants who Stalin believed were hoarding grains to gain more profit. By 1927-28 the towns of Soviet Russia were facing an acute problem of grain supplies. Kulaks were thought to be partly responsible for this. Also to develop modern farms and run them along industrial lines the Party under the leadership of Stalin thought it was necessary to eliminate Kulaks.

(ii) During 1905 Revolution, the Tsar allowed the creation of an elected consultative parliament in Russia. This elected consultative parliament in Russia was called Duma.

(iii) They made up 31% of the factory labour force by 1914 but were paid almost half and three-quarters of the wages given to men. However, interestingly, it was the women workers who led the way to strikes during the February Revolution.

(iv) They espoused a nation that was tolerant towards all religions; one that would protect individual rights against the government. Although the liberals wanted an elected parliamentary form of governance, they believed that the right to vote must only belong to men, and that too the

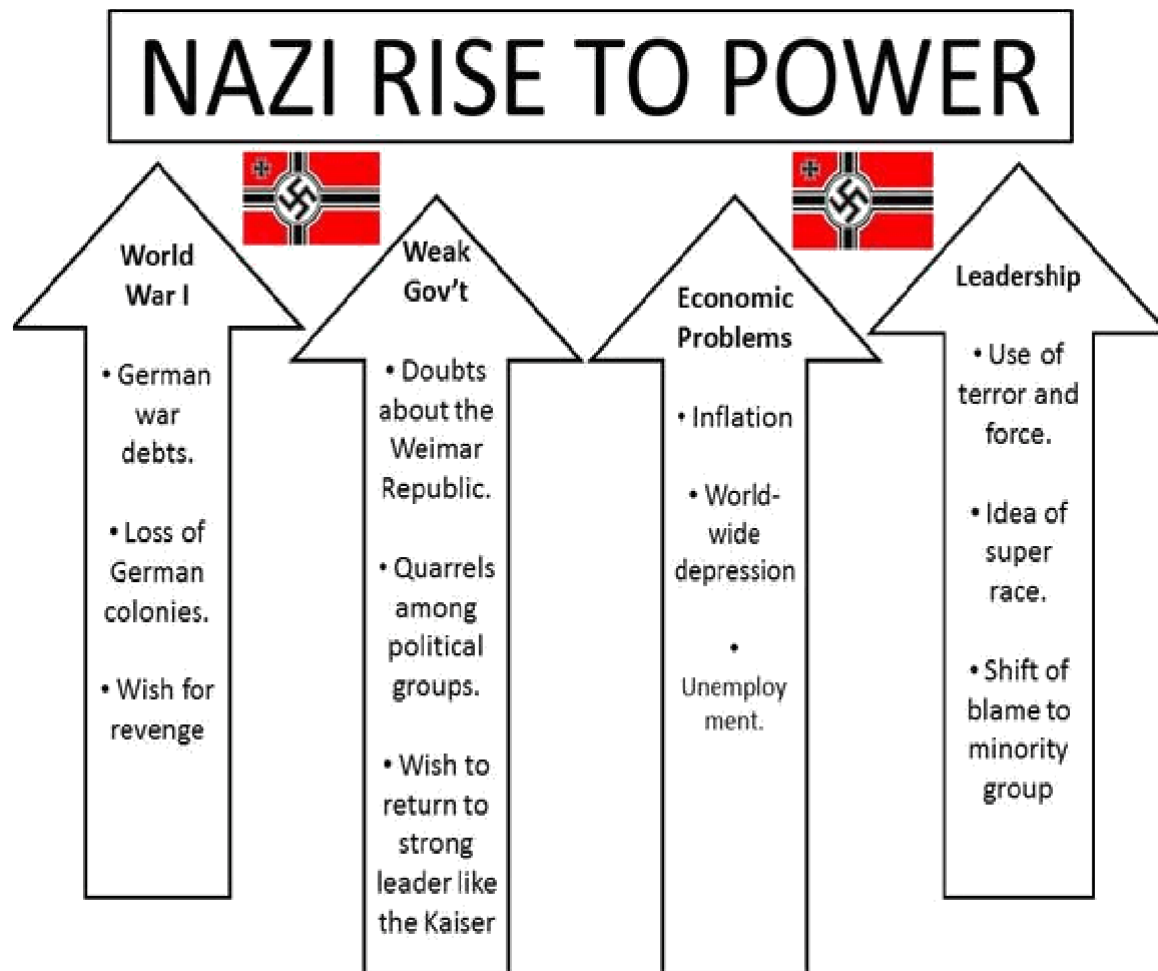
ones who were property holders.

(v) Stalin believed that collectivization of agriculture would help in improving grains supplies in Russia. He began collectivization in 1929. All peasants were forced to cultivate in collective farms (kolhoz). The bulk of land and implements were transferred to the ownership of the collective farm. Many peasants protested such attempts and destroyed livestock to show their anger. Collectivization did not bring the desired results in the food supply situation turned even worse in subsequent years.

PUNYA

## CHAPTER 3

### NAZISM & THE RISE OF HITLER



**Ques 1: Describe the problems faced by the Weimar Republic.**

Ans : The problems faced by the Weimar Republic were:

→ Versailles treaty: The Versailles Peace Treaty at the end of the First World War dispossessed Germany of its territories, its resources and its pride as a nation. He also had to pay 6 billion pounds as war compensation. In spite of the harsh terms, the Weimar Republic accepted the humiliating treaty, thereby making it unpopular amongst the German masses.

→ Economic Crisis: The German state was financially crippled due to overwhelming war debts which had to be paid in gold. Subsequently gold reserves depleted and value of German mark fell. Prices of essential goods rose dramatically.

→ Political defects: The Weimar Republic was weak due to inherent constitutional irregularities such as proportional representation and Article 48 (which gave the President the power to impose emergency and rule by decree). The democratic parliamentary system seemed to give the people no solutions or benefits in the times of the severe economic crisis.

**Ques 2. Discuss why Nazism became popular in Germany by 1930.**

**Ans :** Nazism became popular in Germany by 1930 due to lot of reasons:

→ The most apparent being the Great Depression. The Weimar Republic did little to remedy the country's economic downfall, and Hitler was presented as a saviour to the humiliated German people living in economic and political crises.

→ The powerful speeches of Hitler in which he sought to build great nation, undo the injustice of the Versailles Treaty, restore the dignity of German people and provide employment for all stirred hopes in people.

→ Nazi propaganda was unique. Red banners with the Swastika, Nazi salute and the rounds of applause attracted the people making Nazism very popular.

**Ques 3. What are the peculiar features of Nazi thinking?**

**Ans :** The peculiar features of Nazi thinking were

→ A belief in racial hierarchy and Lebensraum or living space.

→ Nordic German Aryans were at the top, while the Jews formed the lowest rung of the racial ladder.

→ They believed that only the strongest race would survive and rule.

→ New territories must be gained for enhancing the natural resources and power of Germany.

**Ques 4. Explain why Nazi propaganda was effective in creating a hatred for Jews.**

**Ans :** Nazi propaganda was effective in creating hatred for the Jews: → The Nazis used the language and media effectively with great care. The racial theory put forward by the Nazis that the Jews belonged to a lower race and as such were undesirable.

→ The traditional Christian hatred for the Jews, because they were accused to have killed Christ, was fully exploited by the Nazis in order to make the Germans pre-judicial against Jews.

→ The Nazis injected hatred against the Jews even in the minds of the children from the very beginning during the days of their schooling. The teachers who were Jews were dismissed and Jews children were thrown out of the schools. Such methods and new ideological training to the new generation of children went a long way in making the Nazis' propaganda quite effective in creating hatred for the Jews.

→ Propaganda films were made to create hatred for the Jews. Orthodox Jews were stereotyped and marked. For example, one such film was 'The Eternal Jew'.

**Ques 5. Explain what role women had in Nazi society. Return to Chapter 1 on the French Revolution. Write a paragraph comparing and contrasting the role of women in the two periods.**

**Ans :** Role of women in Nazi society followed the rules of a largely patriarchal or male-dominated society. Hitler hailed women as "the most important citizen" in his Germany, but this was true for only Aryan women who bred pure-blood, "desirable" Aryans. Motherhood was the only goal they were taught to reach for, apart from performing the stereotypical functions of managing the household and being good wives. This was in stark contrast to the role of women in the French Revolution where women led movements and fought for rights to education and equal wages. They were allowed to form political clubs, and schooling was made compulsory for them after the French Revolution.

**Ques 6. In what ways did the Nazi state seek to establish total control over its people ?**

**Ans :** The Nazis established control over its people by various means: → They used different propaganda through posters or films to glorify their behaviour.

→ Media was carefully used to win support for the regime and popularise it.

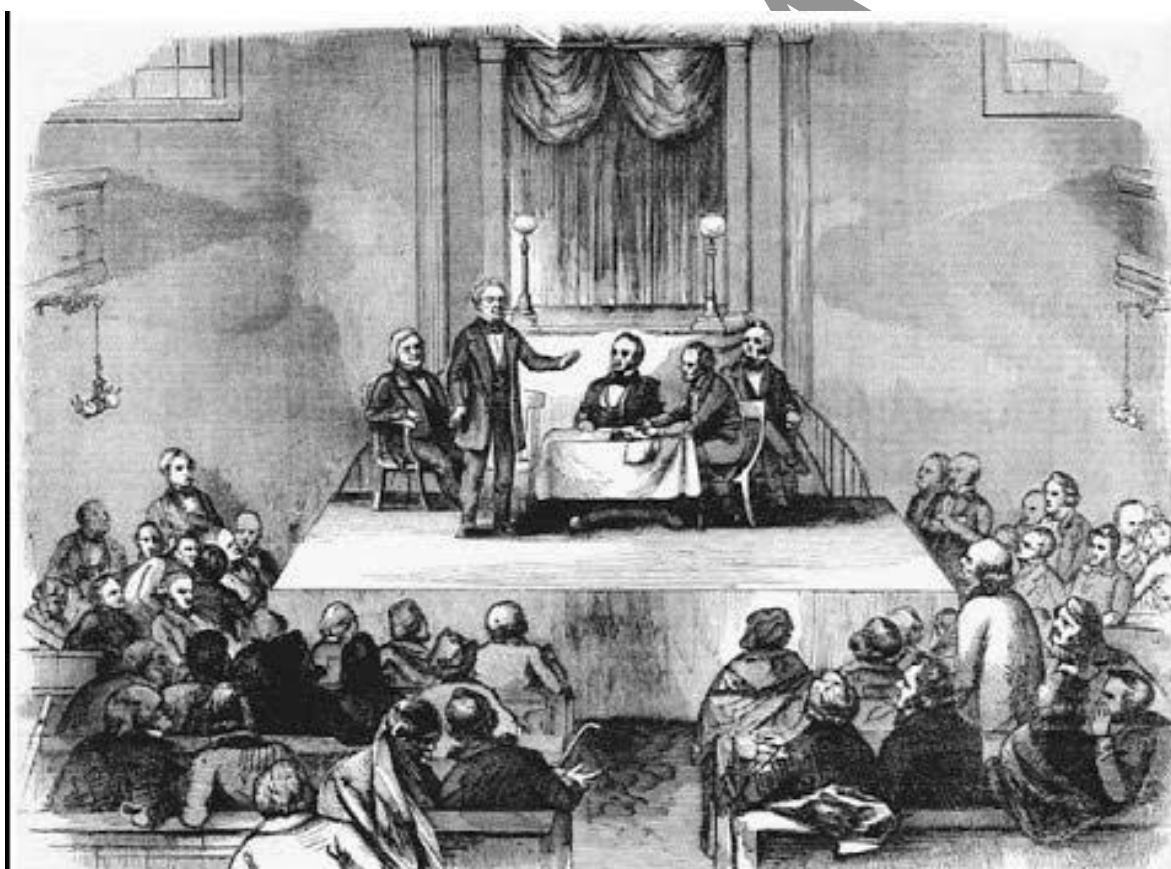
→ Nazism worked on the minds of the people, tapped their emotions and turned their hatred and anger against those marked as 'undesirable'.

→Special surveillance and security forces to control and order society in ways that the Nazis wanted, was created.

→The police forces had powers to rule with impunity. Genocide also created an atmosphere of fear and repression which helped them to establish total control over its people.

## CHAPTER 4

### FOREST SOCIETY & THE COLONIALISM



#### **Land to be improved-**

- As population increased over the centuries and the demand for food went up, peasants extended the boundaries of cultivation by clearing forests.
- The British encouraged the production of commercial crops like jute, sugar, wheat and cotton for their industries as raw material.
- The British thought that forests were unproductive land as they yielded no revenue nor agricultural produce. Cultivation was viewed as a sign of progress.
- Oak forests in England were disappearing. There was no timber supply for the ship building industry. Forest resources of India were used to make ships for the Royal Navy.

### **Leepers on the track**

- Spread of railways required two things :
- land to be cleared to lay railway tracks
- wood as fuel for locomotives and for railway line sleepers.

### **Plantations**

- Large areas of natural forests were cleared for tea, coffee and rubber plantations. Thus land was given to planters at cheap rates.

### **COMMERCIAL FORESTRY**

The British were worried that the use of forests by local people and the reckless felling of trees by traders would destroy forests and hence invited German expert Dietrich Brandis as first Inspector General of Forests in India.

Brandis set up the Indian Forest Service in 1864 and helped formulate the Indian Forest Act of 1865. The Imperial Forest Research Institute was set up in Dehradun in 1906.

Scientific forestry was taught there. In the scientific forestry system, forests with different kinds of trees were replaced by plantations. Forest management plans were made by forest officials. They planned how much of the forest had to be cut and how much had to be replanted.

**The Forest Acts** divided forests into

Reserved forests :	These were the best forests villagers could not enter these forests.
Protected forests, Village forests	Villagers could take wood for fuel and house building from here.

### **Forest Rules and Cultivation**

Shifting cultivation or swidden agriculture was the agricultural practice in many parts of Asia, Africa and South America. The colonial foresters did not favour this system as it made it difficult for the government to calculate taxes. In addition, the forest officials saw in it the danger of fire and also that no trees could grow on this kind of land.

Lives of the forest people and nearby villagers depended upon the forests. Their various needs of fuel, fodder and even food were dependent on forests. As these people were not allowed to use forest, their life became difficult.

**Hunting and Forest Laws** : The forest laws stopped the villagers from hunting in the forests but encouraged hunting as a big sport. They felt that the wild animals were savage, wild and primitive, just like the Indian society and that it was their duty to civilise them.

**New Trade and New Employment** : New opportunities opened in trade as the forest department took control of the forests, e.g., the Mundurucu peoples of the Brazilian Amazon. With the colonial influence trade was completely regulated by the government. Many large European trading firms were given the sole right to trade in forest products of a particular area.

**Ques 1. Discuss how the changes in forest management in the colonial period affected the following groups of people :**

- (i) Shifting cultivators
- (ii) Nomadic and pastoralist communities
- (iii) Firms trading in timber/forest produce

**(iv) Plantation owners**

**(v) Kings/British officials engaged in hunting.**

**Ans** (i) Shifting cultivators practise slash and burn agriculture. In this practise, parts of the forest are cut and burnt in rotation. European foresters regarded this practice as harmful for the forests. They felt that such land could not be used for growing trees for railway timber and was dangerous while being burnt as it could start a forest fire. This type of cultivation also made difficult for the government to calculate taxes. Thus, Colonial government banned shifting cultivation. As a result, many communities were forcibly displaced from their homes in the forests. Some had to change occupations, while some resisted through large and small rebellions.

(ii) The reservation of forest areas by the British Government also sealed the fate of many nomadic and pastoral communities like the Korava, Karacha and Yerukula of the Madras Presidency lost their means of livelihood. Earlier these people and their cattle depended totally on the forest from which they were deprived because of the new forest management. Some of these communities began to be called 'criminal tribes' and were forced to work in factories, mines, and plantations under government supervision. Thus, these people were forced to operate within new systems and reorganize their lives.

(iii) Firms trading in timber products were given the sole trading rights to trade in the forest products of particular areas. They made huge profits and became richer. The entire timber and forest trade passed on to them. They became powerful and began to cut down indiscriminately.

(iv) Plantation owners found that more and more forest land could be cleared for plantations. The British had made it very clear that their system of forestry would be scientific forestry, i.e., plantations. Plantation owners began to reap profits as the British government gave large areas of forest land to European planters.

(v) While the forest dwellers were deprived of their right to hunt deer, partridges and a variety of small animals, the Indian Kings and British officials were allowed to hunt freely in the reserved forests. Under the colonial rule, the hunting increased to such an extent that various species became extinct. A large number of tigers, leopards, wolves were killed as sporting trophy. Hunting or shikar became a sport. Later the environmentalists and conservators realized many species of animals needed to be protected and not killed.

**Ques 2. What are the similarities between colonial management of the forests in Bastar and in Java?**

**Ans.** The similarities between colonial management of the forests in Bastar and Java were :

- Forest laws were enacted in Java and Bastar.
- These laws restricted villagers' access to forests.
- Timber could be cut from only specified forests and under close supervision.
- Villagers were punished for entering forests and collecting forest products without permit.
- Permits were issued to the villagers for entry into forests and collection of forest products.
- Both had a forest service.
- Both followed a system of forestry which was known as scientific forestry.
- In both places Forest Acts meant severe hardship for villagers. Their everyday practices — cutting wood for their houses, grazing their cattle, collecting fruits and roots, hunting and fishing became illegal.
- Constables and forests guards began to harass people.

**Ques 3. Between 1880 and 1920, forest cover in the Indian subcontinent declined by 9.7 million hectares, from 108.6 million hectares to 98.9 million hectares. Discuss the role of the following factors in this decline :**

**(i) Railways**

**(ii) Shipbuilding**

**(iii) Agricultural expansion**

**(iv) Commercial farming**

**(v) Tea/Coffee plantations**

**(vi) Adivasis and other peasant users.**

**Ans.** (i) Railways played a vital role in the decline of the forest cover in India. For laying railway tracks forest land had to be cleared. Apart from clearing area for tracks, railway locomotives required timber for fuel and sleepers. For all these needs forests had to be cut down. The British government gave contracts to individuals to supply the required quantity of timber. These individuals cut down trees indiscriminately.

(ii) By the end of 19th century, oak forests in England had almost disappeared. This created a shortage of timber for the Royal Navy. If the imperial power was to be protected and maintained, the building of ships was the first priority. So, search parties were sent to explore the forest resources of India. A large number of sleepers began to be exported to England annually. This further led to the indiscriminate cutting of trees year after year which caused deforestation on a massive scale.

(iii) Population was on the rise and the demand for food increased. Peasants extended the boundaries of cultivation by clearing forests. This gave them more land available for cultivation. In addition, there was great demand for cash crops such as tea, cotton, jute, sugar, etc., which were needed to feed the industries of England.

(iv) The British directly encouraged the production of commercial crops like jute, sugar, wheat and cotton. The demand for these crops increased in the 19th century in Europe, where foodgrains were needed to feed the growing urban population and raw materials were required for industrial production. Hence, large tracts of forest land were cleared to make land available for commercial farming.

(v) The colonial state thought that forest land was unproductive. It did not yield agricultural produce nor revenue. Large areas of natural forests were hence cleared to make way for tea, coffee and rubber plantations to meet Europe's growing need for these commodities. The colonial government took over the forests and gave vast areas to European planters at cheap rates. The areas were enclosed and cleared of forests and planted with tea or coffee.

(vi) The Adivasis and other peasant users, gather forest products and graze their cattle. Their livelihood mainly came from forest produce. This does not destroy the forests except sometimes in shifting agriculture. In fact, now the new trends that promote forest conservation tend to involve local villagers in conservation and preservation. The adivasis and other peasant communities regard the forests as their own and even engage watchmen to keep a vigil over their forests.

**Ques 4. Why are forests affected by wars?**

**Ans.** Forests are affected by wars and this often leads to deforestation. Forests during wars are freely cut to meet the needs of war. Forests are an important resource and hence during wars they are destroyed by their own country under the 'a scorched earth policy'. This prevents the enemy from using this resource. Many villagers used this opportunity to expand cultivation in the forest



**Chapter 1**  
**DEMOCRACY IN THE CONTEMPORARY WORLD**



**Ques 1 Which of the following does not lead to the spread of democracy?**

- a. Struggle by the people
- b. Invasion by foreign countries
- c. End of colonialism
- d. People's desire for freedom

**Ans :** (b) Invasion by foreign countries

**Ques 2 Which of the following statements is true about today's world?**

- a. Monarchy as a form of government has vanished .
- b. The relationship between different countries has become more democratic than ever before.
- c. In more and more countries rulers are being elected by the people.
- d. There are no more military dictators in the world.

**Ans :** (c) In more and more countries rulers are being elected by the people.

**Ques 3 Use one of the following statements to complete the sentence:**

Democracy in the international organisations requires that ...

- a. The rich countries should have a greater say.
- b. Countries should have a say according to their military power.
- c. Countries should be treated with respect in proportion to their population.
- d All countries in the world should be treated equally.

**Ans :** (d) All countries in the world should be treated equally..

**Ques 5: What are the difficulties people face in a non-democratic country?**

**Ans :** The difficulties people face in a non-democratic country are:

- No freedom to elect their rulers.
- People can't form organisation or organise protest against the rulers.
- No freedom of speech and expression.
- Don't have any say in government policies
- Civic rights are curtailed.

**Ques 6: Which freedoms are usually taken away when a democracy is overthrown by the military?**

**Ans :** The freedoms which are taken away when a democracy is overthrown by the military:

- Freedom of electing their rulers.
- Freedom of speech, expression and protest against any governmental policies.
- People can't form political parties or organisations.

**Ques 7 Which of the following positions can contribute to democracy at the global level? Give reasons for your Ans in each case.**

**a.** My country gives more money to international institutions. Therefore, I want to be treated with more respect and exercise more power.

**Ans :** a. If any country gives more money to international institutions and its citizens want more respect and more power, it would not contribute to democracy at the global level. Every country and its citizens enjoy equal status whether it is a poor or a rich country. Equality is the basic principle of democracy.

**b.** My country may be small or poor. But my voice must be heard with equal respect, because these decisions will affect my country.

**Ans :** b. This position totally contribute to democracy at the global level as Democracy give equal right to every people. The wealth and size of a country doesn't matter in global democracy.

**c.** Wealthy nations will have a greater say in international affairs. They cannot let their interests suffer just because they are outnumbered by poor nations.

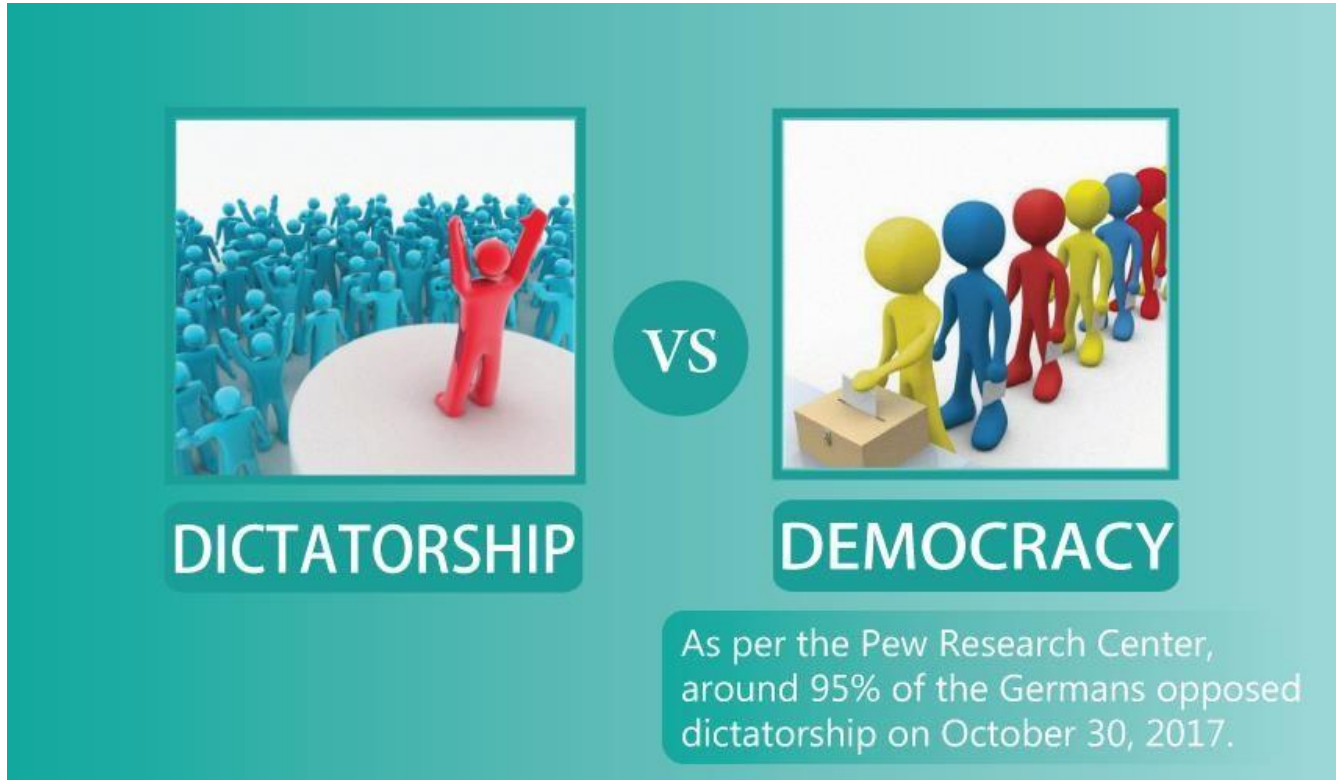
**Ans :** c. This position does not lead to democracy at the global level because there should be no distinction between the rich nations and the poor nations. All nations are equal in democracy.

**d** Big countries like India must have a greater say in international organisations.

**Ans :** d. No, this position can't contribute to democracy because the sizes or the geographical area of a country can't determine the status of a nation in global democracy.

## CHAPTER 2

### WHAT IS DEMOCRACY? WHY DEMOCRACY



**Ques 1** Here is some information about four countries. Based on this information, how would you classify each of these countries? Write 'democratic', 'undemocratic' or 'not sure' against each of these.

**(a) Country A:** People who do not accept the country's official religion do not have a right to vote.

**Ans (a)** Undemocratic

**(b) Country B:** The same party has been winning elections for the last twenty years.

**Ans (b)** Not sure

**(c) Country C:** Ruling party has lost in the last three elections.

**Ans (c)** Democratic

**(d) Country D:** There is no independent election commission.

**Ans (d)** Undemocratic

**Ques 2** Here is some information about four countries. Based on this information, how would

you classify each of these countries? Write 'democratic', 'undemocratic' or 'not sure' against each of these.

(a) **Country P: The parliament cannot pass a law about the army without the consent of the Chief of Army.**

**Ans (a)** Undemocratic

(b) **Country Q: The parliament cannot pass a law reducing the powers of the judiciary.**

**Ans (b)** Democratic

(c) **Country R: The country's leaders cannot sign any treaty with another country without taking permission from its neighbouring country.**

**Ans (c)** Undemocratic

(d) **Country S: All the major economic decisions about the country are taken by officials of the central bank which the ministers cannot change.**

**Ans (d)** Undemocratic

**Ques 3 Which of these is not a good argument in favour of democracy? Why?**

- (a) **People feel free and equal in a democracy.**
- (b) **Democracies resolve conflict in a better way than others.**
- (c) **Democratic government is more accountable to the people.**
- (d) **Democracies are more prosperous than others.**

**Ans:** Option 'D' Democracies are more prosperous than others is not a good argument in favour of democracy as there are many countries such as Sri Lanka, India which opted for democracy but not prosperous where other countries such as China or Saudi Arabia which have communist and monarchy rule respectively are more prosperous. The prosperity of any country depends on the correct policies of government. It also depends on the availability of natural resources not with the form of government. Democracy can't guarantee prosperity.

**Ques 4 Each of these statements contains a democratic and an undemocratic element. Write out the two separately for each statement.**

(a) **A minister said that some laws have to be passed by the parliament in order to conform to the regulations decided by the World Trade Organisation (WTO).**

**Ans (a):** A minister said that some laws have to be passed by the parliament –Democratic element to the regulations decided by the World Trade Organisation (WTO). – Undemocratic element.

(b) **The Election Commission ordered re-polling in a constituency where large-scale rigging was reported.**

**Ans (b):** The Election Commission ordered re-polling in a constituency – Democratic element large-scale rigging was reported – Undemocratic element

**(c) Women's representation in the parliament has barely reached 10 per cent. This led women's organisations to demand one-third seats for women.**

**Ans (c):** This led women's organisations to demand one-third seats for women. –Democratic element  
Women's representation in the parliament has barely reached 10 percent. – Undemocratic element

**Ques 5 Which of these is not a valid reason for arguing that there is a lesser possibility of famine in a democratic country?**

- (a) Opposition parties can draw attention to hunger and starvation.**
- (b) Free press can report suffering from famine in different parts of the country.**
- (c) Government fears its defeat in the next elections.**
- (d) People are free to believe in and practise any religion.**

**Ans:** Option 'd' is not a valid reason for arguing that there is a lesser possibility of famine in a democratic country. This is because practising a religion has nothing to do with preventing famine.

**Ques 6 There are 40 villages in a district where the government has made no provision for drinking water. These villagers met and considered many methods of forcing the government to respond to their need. Which of these is not a democratic method?**

- (a) Filing a case in the courts claiming that water is part of right to life.**
- (b) Boycotting the next elections to give a message to all parties.**
- (c) Organising public meetings against government's policies.**
- (d) Paying money to government officials to get water.**

**Ans:** Option 'd', which advocates paying the government officials money, is an undemocratic method.

**Ques 7 Write a response to the following arguments against democracy:**

- (a) Army is the most disciplined and corruption-free organisation in the country. Therefore army should rule the country.**
- (b) Rule of the majority means the rule of ignorant people. What we need is the rule of the wise, even if they are in small numbers.**
- (c) If we want religious leaders to guide us in spiritual matters, why not invite them to guide us in politics as well. The country should be ruled by religious leaders.**

**Ans:** A democracy is the government elected by the people, from among the people themselves. The Army is integral in protecting the country, but it is not elected by the people; hence, it cannot form a democratic government. The second statement is not true as all people are intelligent to some extent. The third statement is dangerous because bringing religion into politics can cause serious conflict.

**Ques 8 Are the following statements in keeping with democracy as a value? Why?**

- (a) Father to daughter: I don't want to hear your opinion about your marriage. In our family**

**children marry where the parents tell them to.**

**Ans (a):** This statement of father is undemocratic as every adult has right to choose their life partner. The father does not have right to impose their choice on daughter.

**(b) Teacher to student: Don't disturb my concentration by asking me Ques in the classroom.**

**Ans (b):** This statement also is not under democratic setup. The student have right to ask Ques. This is undemocratic if his right is denied.

**(c) Employee to the officer: Our working hours must be reduced according to the law.**

**Ans (c):** The third statement is democratic as it calls for a rule of law which is beneficial for the employees.

**Ques 9 Consider the following facts about a country and decide if you would call it a democracy. Give reasons to support your decision**

**(a) All the citizens of the country have right to vote. Elections are held regularly.**

**Ans (a):** This is democracy as only democratic setup allows right to vote and also election at regular time period.

**(b) The country took loan from international agencies. One of the conditions for giving loan was that the government would reduce its expenses on education and health.**

**Ans (b):** A democratic country has to look after the welfare of its people. The condition of reducing of expenses on health and education is against the welfare of the people.

**(c) People speak more than seven languages but education is available only in one language, the language spoken by 52 percent people of that country.**

**Ans (c):** In democracy, education is available in all languages as it basic right. Official language can be the language of majority of people.

**(d) Several organisations have given a call for peaceful demonstrations and nation-widestrikes in the country to oppose these policies. Government has arrested these leaders.**

**Ans (d):** In a democracy people have right to express their opinion in peaceful manner. It is undemocratic behaviour.

**(e) The government owns the radio and television in the country. All the newspapers have to get permission from the government to publish any news about government's policies and protests.**

**Ans (e):** This is undemocratic nature as in democracy freedom of press and media is must. If government own radio and television then freedom of press violated.

## Chapter- 3

### Constitutional design

#### WHAT IS A CONSTITUTION?

- Constitution is a set of written rules that are accepted by all people living together in a country. It is the supreme law that determines the relationship among people living in a territory and also the relationship between the people and government.
- It generates a degree of trust and coordination among the people.
- It specifies powers of the government and how it should function.
- It limits the powers of the government and ensures certain rights to the people

**Ques 1:** Here are some false statements. Identify the mistake in each case and rewrite these correctly based on what you have read in this chapter.

**(a)** Leaders of the freedom movement had an open mind about whether the country should be democratic or not after independence.

**Ans (a):** Leaders of the freedom movement had a consensus that the country should be a democratic nation after independence.

**(b)** Members of the Constituent Assembly of India held the same views on all provisions of the Constitution.

**Ans (b):** Members of the Constituent Assembly of India held the same views on the basic principles of the constitution.

**(c)** A country that has a constitution must be a democracy.

**Ans (c):** A country that is a democracy must have a constitution.

(d) Constitution cannot be amended because it is the supreme law of a country.

**Ans (d):** Constitution can be amended to keep up with the changes in aspirations of the society.

**Ques 2. Which of these was the most salient underlying conflict in the making of a democratic constitution in South Africa?**

- (a) Between South Africa and its neighbours
- (b) Between men and women
- (c) Between the white majority and the black minority
- (d) Between the coloured minority and the black majority

**Ans: (d)** Between the coloured minority and the black majority

**Ques 3. Which of these is a provision that a democratic constitution does not have?**

- (a) Powers of the head of the state
- (b) Name of the head of the state
- (c) Powers of the legislature
- (d) Name of the country

**Ans: (b)** Name of the head of the state

**Ques 4. Match the following leaders with their roles in the making of the Constitution:**

- (a) Motilal Nehru i President of the Constituent Assembly
- (b) B.R. Ambedkar ii Member of the Constituent Assembly
- (c) Rajendra Prasad iii Chairman of the Drafting Committee
- (d) Sarojini Naidu iv Prepared a Constitution for India in 1928

**Ans (a)** Motilal Nehru (iv) Prepared a Constitution for India in 1928

- (b) B.R. Ambedkar (iii) Chairman of the Drafting Committee
- (c) Rajendra Prasad (i) President of the Constituent Assembly
- (d) Sarojini Naidu (ii) Member of the Constituent Assembly

**Ques 5. Read again the extracts from Nehru's speech 'Tryst with Destiny' and Ans the following:**

- (a) Why did Nehru use the expression "not wholly or in full measure" in the first sentence?



**Ans (a):** Nehru used the expression “not wholly or in full measure” because according to him the task of building a nation is a gargantuan task which cannot be fulfilled in one’s lifetime.

**(b) What pledge did he want the makers of the Indian Constitution to take?**

**Ans (b):** The pledge that he wanted the makers of the Indian Constitution to take was to dedicate their lives to the service of India, the Indian people and the humanity at large.

**(c) “The ambition of the greatest man of our generation has been to wipe every tear from every eye”. Who was he referring to?**

**Ans (c):** He was referring to Mahatma Gandhi.

**Ques 6. Here are some of the guiding values of the Constitution and their meaning. Rewrite them by matching them correctly.**

**(a) Sovereign i Government will not favour any religion.**

**(b) Republic ii People have the supreme right to make decisions.**

**(c) Fraternity iii Head of the state is an elected person.**

**(d) Secular iv People should live like brothers and sisters.**

**Ans (a) Sovereign (ii) People have the supreme right to make decisions.**

**(b) Republic (iii) Head of the state is an elected person.**

**(c) Fraternity (iv) People should live like brothers and sisters.**

**(d) Secular (i) Government will not favour any religion.**

**Ques 7. A friend from Nepal has written you a letter describing the political situation there. Many political parties are opposing the rule of the king. Some of them say that the existing constitution given by the monarch can be amended to allow more powers to elected representatives. Others are demanding a new Constituent Assembly to write a republican constitution. Reply to your friend giving your opinions on the subject.**

**Ans:** In my opinion second option is best. Making small amendments does not shift whole power in hands of representatives. This does not make total responsibility on elected representatives what will happen in next years. So, a new and well drafted constitution is right choice.

**Ques 8. Here are different opinions about what made India a democracy. How much importance would you give to each of these factors?**

**(a) Democracy in India is a gift of the British rulers. We received training to work with representative legislative institutions under the British rule.**

**Ans (a):** Democracy in India is a gift of the British rulers. We received training to work with representative legislative institutions under the British rule.

**(b) Freedom Struggle challenged the colonial exploitation and denial of different freedoms to Indians.**

Free India could not be anything but democratic.

**Ans (b):** Freedom struggle was important in spreading the idea of nationalism in India and inculcating the practice of making decisions by consensus.

(c) We were lucky to have leaders who had democratic convictions. The denial of democracy in several other newly independent countries shows the important role of these leaders.

**Ans (c):** The leaders had the desire to give freedoms to the people. India's freedom struggle is the only example of a bloodless freedom struggle in the contemporary history. This could be possible because our nationalist leaders had the maturity to listen to others' views.

**Ques 9. Read the following extract from a conduct book for 'married women', published in 1912. 'God has made the female species delicate and fragile 'both physically and emotionally, pitifully incapable of self-defence. They are destined thus by God to remain in male protection – of father, husband and son – all their lives. Women should, therefore, not despair, but feel obliged that they can dedicate themselves to the service of men'. Do you think the values expressed in this para reflected the values underlying our constitution? Or does this go against the constitutional values?**

**Ans:** The values expressed in this para is totally contradictory to the values underlying our constitution. Here, women are treated as weak while in our constitution men and women both are treated equal. The governmental policies also favour women to bring them in mainstream.

**Ques 10. Read the following statements about a constitution. Give reasons why each of these is true or not true.**

**(a) The authority of the rules of the constitution is the same as that of any other law.**

**Ans (a):** Not True. Constitution is the supreme law. It describes how government elects and their powers, rights of citizens and their protection. This is totally different than any other law.

**(b) Constitution lays down how different organs of the government will be formed.**

**Ans (b):** True. Constitution defines the role of the legislature, the executive and the judiciary and how they should be formed and by whom.

**(c) Rights of citizens and limits on the power of the government are laid down in the constitution.**

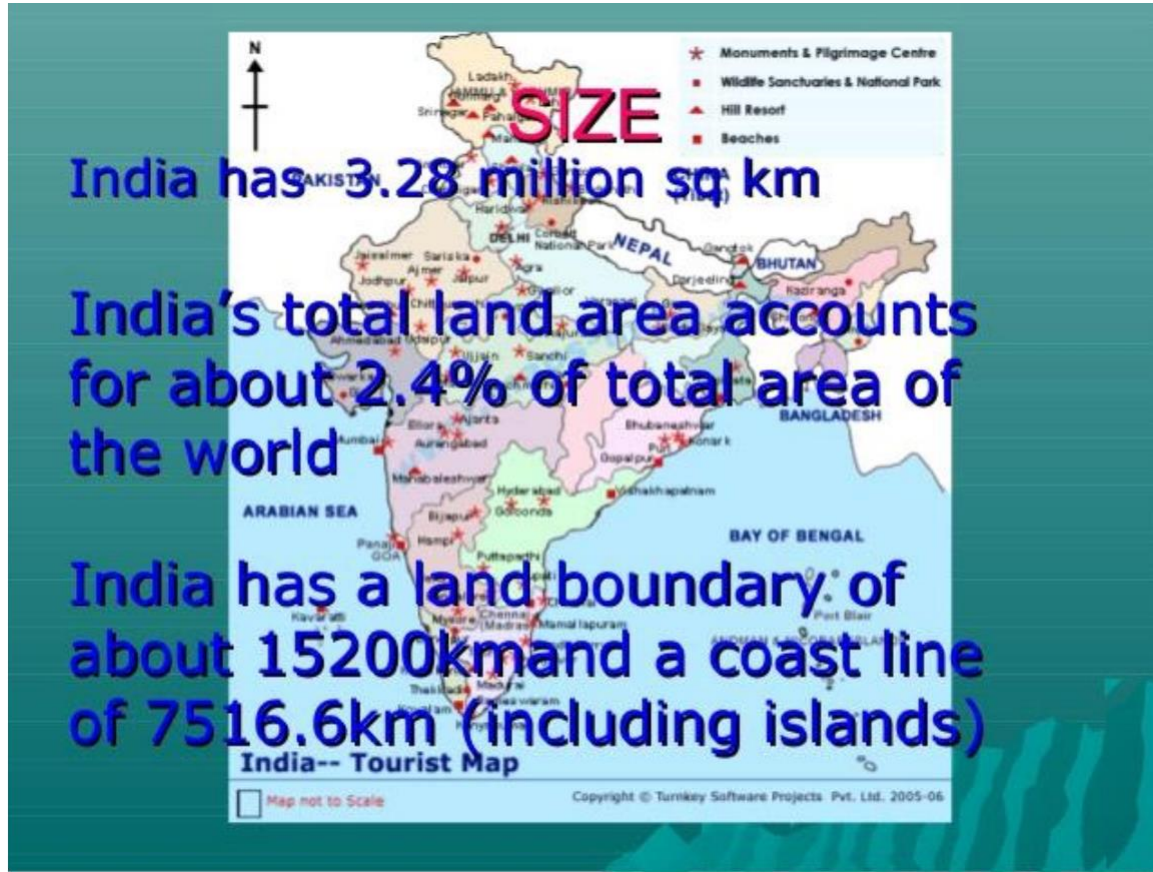
**Ans (c):** True. Constitutional setup limits the power of government through different institutions and also talks about the right of citizens.

**(d) A constitution is about institutions, not about values**

**Ans (d):** Not True. The Constitution contains all the values which the institutions have to promote. The Preamble to the Constitution is a shining example of this and states clearly that justice, liberty, equality and fraternity have to be promoted. Secularism has to be followed and socialism and democracy should be the basis of the government.

## Chapter-1

### INDIA – Size and Location



Ques 1: Choose the right Ans from the four alternatives given below.

(i) The Tropic of Cancer does not pass through

- (a) Rajasthan
- (b) Orissa
- (c) Chhattisgarh
- (d) Tripura

Ans: (c) Orissa

(ii) The easternmost longitude of India is

- (a) 97° 25' E
- (b) 68° 7' E

(c) 77° 6' E

(d) 82° 32' E

Ans: (a) 97°25'E

(iii) Uttarakhand, Uttar Pradesh, Bihar, West Bengal and Sikkim have common frontiers with

(a) China

(b) Bhutan

(c) Nepal

(d) Myanmar

Ans: (c) Nepal

(iv) If you intend to visit Kavarati during your summer vacations, which one of the following Union Territories of India you will be going to

(a) Puducherry

(b) Lakshadweep

(c) Andaman and Nicobar

(d) Diu and Daman

Ans: (c) Lakshadweep

(v) My friend hails from a country which does not share land boundary with India. Identify the country.

(a) Bhutan

(b) Tajikistan

(c) Bangladesh

(d) Nepal

Ans: (b) Tajikistan

Ques 2: Ans the following Ques briefly.

(i) Name the group of islands lying in the Arabian sea.

Ans (i): Lakshadweep

(ii) Name the countries which are larger than India.

Ans (ii): Russia, Canada, China, USA, Brazil and Australia

**(iii) Which island group of India lies to its south-east?**

**Ans (iii):** Andaman and Nicobar group of islands.

**(iv) Which island countries are our southern neighbours?**

**Ans (iv):** Maldives, Sri Lanka.

**Ques 3: The sun rises two hours earlier in Arunachal Pradesh as compared to Gujarat in the west but the watches show the same time. How does this happen?**

**Ans:** The longitudinal gap between Arunachal Pradesh and Gujarat is about 30°. Due to this, there is time lag of about two hours between these states. Since Arunachal Pradesh is in the east hence the sun rises earlier here; compared to in Gujarat. The Indian Standard Time is taken from the time of Standard Meridian of India and hence the watches show the same time in both the states

**Ques 4: The central location of India at the head of the Indian Ocean is considered of great significance. Why?**

**Ans:** The central location of India at the head of the Indian Ocean is considered of great significance because –It has given India a strategic advantage due to the Trans Indian ocean routes which connect the countries of Europe in the West and the countries of East Asia. This helps India to establish close contact with West Asia, Africa and Europe from the Western coast and with the Southeast and East Asia from the Eastern coast. The vast coastline and the natural harbours have benefitted India in carrying out trade and commerce with its neighbouring and distant countries since ancient times. It has given India a distinct climate than the rest of the Asian Continent. No other country has such a long coastline on the Indian Ocean as India. It is India's eminent position in the Indian Ocean which has given the name of an Ocean after it.

**Ques 5: Identify the following with the help of map reading.(i) The Island groups of India lying in the Arabian Sea and the Bay of Bengal.**

**Ans (i) Lakshadweep**

**(ii) The countries constituting Indian Subcontinent.**

**Ans (ii):** Countries which make the Indian subcontinent are Pakistan in the north-west, India at the core, Nepal in the north, Bhutan in the north-east and Bangladesh in the east.

**(iii) The states through which the Tropic of Cancer passes.**

**Ans (iii):** Tropic of Cancer passes through the states of Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, West Bengal, Tripura and Mizoram.

**(iv) The northernmost latitude in degrees.**

**Ans (iv):** 37°6' N

**(v) The southernmost latitude of the Indian mainland in degrees.**

**Ans (v):** 8°4' N

**(vi) The eastern and the western most longitude in degrees.**

**Ans (vi):** Western – 68°7' E, Eastern – 97°25' E

**(vii) The place situated on the three seas.**

**Ans (vii):** Kanyakumari

**(viii) The strait separating Sri Lanka from India.**

**Ans (viii):** The Palk Strait.

**(ix) The Union Territories of India.**

**Ans (ix):** Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Lakshadweep, Puducherry (Pondicherry).

### **PROJECT/ACTIVITY**

**(i) Find out the longitudinal and latitudinal extent of your state.**

**(ii) Collect information about the 'Silk Route'. Also find out the new developments, which are improving communication routes in the regions of high altitude.**

## Chapter-2

### Physical Features of India



**Ques 1: Choose the right Ans from the four alternatives given below.**

(i) A landmass bounded by sea on three sides is referred to as

- (a) Coast
- (b) Island

- (c) Peninsula
- (d) none of the above

Ans: (c) Peninsula

(ii) Mountain ranges in the eastern part of India forming its boundary with Myanmar are collectively called as

- (a) Himachal
- (b) Uttarakhand
- (c) Purvachal
- (d) none of the above

Ans: (c) Purvanchal

(iii) The western coastal strip, south of Goa is referred to as

- (a) Coromandel
- (b) Konkan
- (c) Kannad
- (d) Northern Circar

Ans: (b) Kannad

(iv) The highest peak in the Eastern Ghats is

- (a) Anai Mudi
- (b) Kanchenjunga
- (c) Mahendragiri
- (d) Khasi.

Ans: (c) Mahendragiri

**Ques 2: Ans the following Ques briefly.**

**(i) What are tectonic plates?**

Ans (i): Large fragments of the Earth's crust torn due to the rising currents are called tectonic plates.

**(ii) Which continents of today were part of the Gondwana land?**

Ans (ii): South America, part of Africa (South Africa including Madagascar), part of Asia (India, Arabia, Malaya), Australia and Antarctica continents were parts of the Gondwana land.



**(iii) What is the bhabar?**

**Ans (iii):** The Bhabar is that narrow belt of the plain which is covered with pebbles and lies along the foothills of the Shiwaliks from the Indus to the Teesta.

**(iv) Name the three major divisions of the Himalayas from north to south.**

**Ans (iv):** The Great or the Inner Himalayas or the Himadri, the Middle Himalayas or the Himachal, and the Outer Himalayas or the Shiwaliks.

**(v) Which plateau lies between the Aravali and the Vindhyan ranges?**

**Ans (v):** The Malwa plateau lies between the Aravali and the Vindhya Ranges.

**(vi) Name the island group of India having coral origin.**

**Ans (vi):** Lakshadweep Islands is the island group of India having coral origin

**Ques 3: Distinguish between**

**(i) Converging and diverging tectonic plates**

**Ans (i):** Converging Tectonic Plates Diverging Tectonic Plates When tectonic plates move towards each other, they are called converging plates. When tectonic plates move away from each other, they are called diverging plates. They collide or crumble or one of them slides under the other while moving towards each other. They do not collide or crumble while moving away from each other. Converging plates cause folds. Diverging plates cause fractures in the crust.

**(ii) Bhangar and Khadar**

**Ans (ii):** Bhangar Khadar. These are the older alluvium or old soil and form the largest part of the Northern Plains. The newer and younger deposits of the flood plains. Renewed every Year. Lies above flood plains of rivers. Is newer, younger deposit of flood. Presents a terrace like feature. Contains calcareous deposits locally known as Kankar. Less fertile More fertile

**(iii) Western Ghats and Eastern Ghats**

**Ans (iii):** Western Ghats Eastern Ghats Mark the western edge of the Deccan Plateau Mark the eastern edge of the Deccan Plateau Continuous, can be crossed through the passes only. Discontinuous, irregular and dissected by rivers draining into the Bay of Bengal. Higher; average elevation is 900–1600 meters Lower; average elevation is 600 meters This range is a source of many larger rivers. No big river originates from this range. It experiences orographic rain mostly in summer due to the summer monsoons. The climate is hot and moist. It receives rain both in summer and winter, especially in winter through winter monsoons. However, here the rain is lesser than the western strip. Soil is highly fertile. Rice, spices, rubber and fruits like coconuts, cashew nuts etc. are grown Soil is not as fertile as western ghats. Rice, ground nuts, cotton, tobacco, coconuts etc. are grown

**Ques 4: Describe how the Himalayas were formed.**

**Ans:** According to the Theory of Plate Tectonics, the Earth's crust was initially a single, giant super-continent called Pangea. Its northern part was the Angara land and the southern part was the Gondwana land. The convectional currents split the crust into a number of pieces, thus leading to the

drifting of the Indo-Australian plate after being separated from the Gondwana land, towards north. The northward drift resulted in the collision of the plate with the much larger Eurasian Plate. Due to this collision, the sedimentary rocks which accumulated in the geosyncline known as the Tethys were folded to form the mountain system of western Asia and Himalaya.

**Ques 5: Which are the major physiographic divisions of India? Contrast the relief of the Himalayan region with that of the Peninsular plateau.**

**Ans:** The major physiography divisions of India are:

- (i) The Himalayan Mountains
  - (ii) The Northern Plains
  - (iii) The Peninsular Plateau
  - (iv) The Indian Desert
  - (v) The Coastal Plains
  - (vi) The Islands
- The Himalayan Region

The Peninsular Plateau Young fold mountains made from the uplift of the strata formed by the sedimentary rocks. Created from igneous and metamorphic rocks after splitting of Gondwanaland. Consists of the loftiest mountains and deep valleys Consists of broad and shallow valleys, and rounded hills The ranges have I-shaped and U-shaped valleys. It has horsts, rift valleys and troughs. It is the origin of perennial rivers. It has rainfed, seasonal rivers. From the point of view of geology, this region forms an unstable zone

This region forms a stable zone.

**Ques 6: Give an account of the Northern Plains of India.**

**Ans:** The Northern Plains have been formed from the alluvium that the mountain rivers deposited here. This turned the soil on the surfaced land fertile for growing a rich harvest of variety of crops. This led to the development of the Indus River Valley Civilisation. The soil was further aided by favourable climate and constant water supply from the rivers. Between the mouths of the Indus and the Ganga-Brahmaputra, the North Indian Plain covers a distance of 3200 km. It is 300 to 150 km wide at some places. The North Indian Plains have the Indus river system in the west and the Ganga-Brahmaputra river system in the east. The first includes Jhelum, Chenab, Ravi, Beas, Satluj. The Indus flows into the Arabian Sea. The second includes Ganga, its tributaries and the Brahmaputra which combine as Meghna as they drain into the Bay of Bengal. They form the world's largest and fastest growing delta. The difference in relief has led the North Indian Plains to be divided into four zones:

- (i) Bhabhar,
- (ii) Tarai,
- (iii) Bangar and,
- (iv) Khadar.

**Ques 7: Write short notes on the following.**

**(i) The Indian Desert**

Ans (i): The Indian desert lies towards the western margins of the Aravali Hills. It is an undulating sandy plain covered with sand dunes called barchans. This region receives very low rainfall below 150 mm per year (15 cm). It has arid climate with low vegetation cover. Streams appear during the rainy season. Soon after they disappear into the sand as they do not have enough water to reach the sea. Luni is the only large river in this region.

**(ii) The Central Highlands**

Ans (ii): The part of the peninsular plateau lying to the north of the Narmada River covering a major area of the Malwa plateau is known as the Central Highlands. The Vindhyan range is bounded by the Central Highlands on the south and the Aravali range on the northwest. The flow of the rivers draining this region, namely the Chambal, the Sind, the Betwa and Ken is from southwest to northeast, thus indicating the slope. The Central Highlands are wider in the west but narrower in the east. The eastward extensions of this plateau are locally known as the Bundelkhand and Baghelkhand. The Chotanagpur plateau marks the further eastward extension, drained by the Damodar River.

**(iii) The Island groups of India**

Ans (iii): India has 2 main island groups, namely Lakshadweep and Andaman and Nicobar island. The Lakshadweep consists of many small islands located opposite the Kerala coast in the Arabian Sea. The islands of this group are formed of coral deposits called 'atolls' in Malayalam which refer to their ring or 'horse-shoe' shape. The Andaman and Nicobar Islands, on the other hand, are larger in size. They are more in number and more widely scattered. There are about 200 islands in the Andaman group and 19 islands in the Nicobar group.

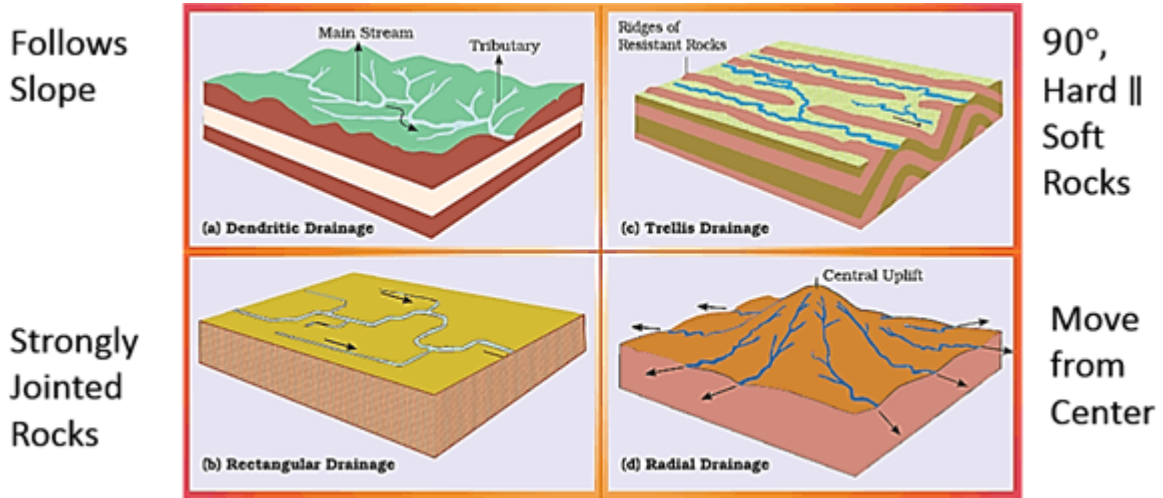
**MAP SKILLS**

**On an outline map of India show the following.**

- (i) Mountain and hill ranges – the Karakoram, the Zaskar, the Patkai Bum, the Jaintia, the Vindhya range, the Aravali, and the Cardamom hills.**
- (ii) Peaks – K2, Kanchenjunga, Nanga Parbat and the Anai Mudi.**
- (iii) Plateaus, Chotanagpur and Malwa**
- (iv) The Indian Desert, Western Ghats, Lakshadweep Islands**

## Chapter-3

### Drainage



**Ques 1: Choose the right Ans from the four alternatives given below.**

**(i) Which one of the following describes the drainage patterns resembling the branches of a tree?**

- (a) Radial**
- (b) Dendritic**
- (c) Centrifugal**
- (d) Trellis**

**Ans: (b) Dendritic**

**(ii) In which of the following states is the Wular lake located?**

- (a) Rajasthan**
- (b) Uttar Pradesh**
- (c) Punjab**
- (d) Jammu and Kashmir**

**Ans: (d) Jammu and Kashmir**

**(iii) The river Narmada has its source at**

- (a) Satpura**

- (b) Brahmagiri
- (c) Amarkantak
- (d) Slopes of the Western Ghats

**Ans:** (c) Amarkantak

(iv) Which one of the following lakes is a salt water lake?

- (a) Sambhar
- (b) Dal
- (c) Wular
- (d) Gobind Sagar

**Ans:** (a) Sambhar

(v) Which one of the following is the longest river of the Peninsular India?

- (a) Narmada
- (b) Krishna
- (c) Godavari
- (d) Mahanadi

**Ans:** (c) Godavari

(vi) Which one amongst the following rivers flows through a rift valley?

- (a) Mahanadi
- (b) Tungabhadra
- (c) Krishna
- (d) Tapi

**Ans:** (d) Tapi

**Ques 2:** Ans the following Ques briefly.

(i) What is meant by a water divide? Give an example.

**Ans (i):** Any upland or a mountain separating two adjoining drainage basins is known as water divide. An example of water divide is the Western Ghats.

(ii) Which is the largest river basin in India?

**Ans (ii):** The Ganga river basin is the largest river basin in India.

(iii) Where do the rivers Indus and Ganga have their origin?

**Ans (iii):** The Indus river has its origin in Tibet near the Mansarovar Lake while the Ganga River has its origin in Gangotri Glacier in Uttaranchal.

**(iv) Name the two headstreams of the Ganga. Where do they meet to form the Ganga?**

**Ans (iv):** Alaknanda and Bhagirathi are the two headstreams of the Ganga. They both meet to form the Ganga at Devprayag.

**(v) Why does the Brahmaputra in its Tibetan part have less silt, despite a longer course?**

**Ans (v):** The Brahmaputra river, which is known as Tsangpo in Tibet, receives very little volume of water in Tibet so it carries little silt there. But once it enters India, Brahmaputra is fed by heavy rains, and it carries a lot of water and silt.

**(vi) Which two Peninsular rivers flow through troughs?**

**Ans (vi):** The two rivers that flow through troughs are Narmada and Tapi. They form estuaries while entering the sea.

**(vii) State some economic benefits of rivers and lakes.**

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**Ans (vii):** River is very beneficial for agricultural purpose and generating hydro electricity. It provides fisheries, inland channels for transport. Lakes like the Sambhar Lake provide edible salt. They also help develop tourism and provide recreation.

**Ques 3:** Below are given names of a few lakes of India. Group them under two categories

– Natural and created by human beings.

- (a) Wular
- (b) Dal
- (c) Nainital
- (d) Bhimtal
- (e) Gobind Sagar
- (f) Loktak
- (g) Barapani
- (h) Chilika

- (i) Sambhar
- (j) Rana Pratap Sagar
- (k) Nizam Sagar
- (l) Pulicat
- (m) Nagarjuna Sagar
- (n) Hirakund

**Ans:**

**Natural Lakes: Wular, Dal, Nainital, Bhimtal, Chilika, Pulicat, Sambhar, Barapani, Loktak**

**Created by human beings: Gobind Sagar, Hirakud, Rana Pratap Sagar, Nagarjuna Sagar, Nizam Sagar**

**Ques 4: Discuss the significant difference between the Himalayan and the Peninsular rivers.**

**Ans:**

**Himalayan Rivers Peninsular Rivers**

**Originate from Himalayas Originate in the Deccan Plateau**

**These are perennial rivers. These are seasonal rivers.**

**They receive water from rain as well as from melted snow from the lofty mountains.**

**These rivers are dependent upon rainfall. During the dry season, even the large rivers have reduced flow of water**

**Ques 5: Compare the east flowing and the west flowing rivers of the Peninsular plateau.**

**Ans:**

**East Flowing Rivers West Flowing Rivers**

**Major rivers flowing eastwards: Mahanadi, Godavari, Krishna, Kaveri**

**Only two long rivers flow westwards:**

**Narmada, Tapi**

**These rivers drain in the Bay of Bengal. These rivers drain in the Arabian sea.**

**Carry greater amount of sediments, so form**

**deltas at their mouths**

**Carry lesser amount of sediments, so form**

**estuaries at their mouths**

**Greater number of tributaries Lesser number of tributaries**

**These river flow not through very deep**

**canals.**

**These rivers flow in troughs.**

**Ques 6: Why are rivers important for the country's economy?**

**Ans:**

- The rivers important for the country's economy because:**
- It is source of natural fresh water which is required for the survival of most of the animals including human.**
- The water from the rivers is used for various domestic, industrial and agricultural purposes.**
- The presence of rivers boosts trade and commerce by helping in the easy transport of goods. They are also a potential source of energy.**
- The water from rivers is used for running hydro-electric dams.**
- It is also used for navigation and transport thus, important for commercial activities.**
- It also provide fishing and great scenic and recreational value. Thus, serve as good tourist spots.**

**Map Skills**

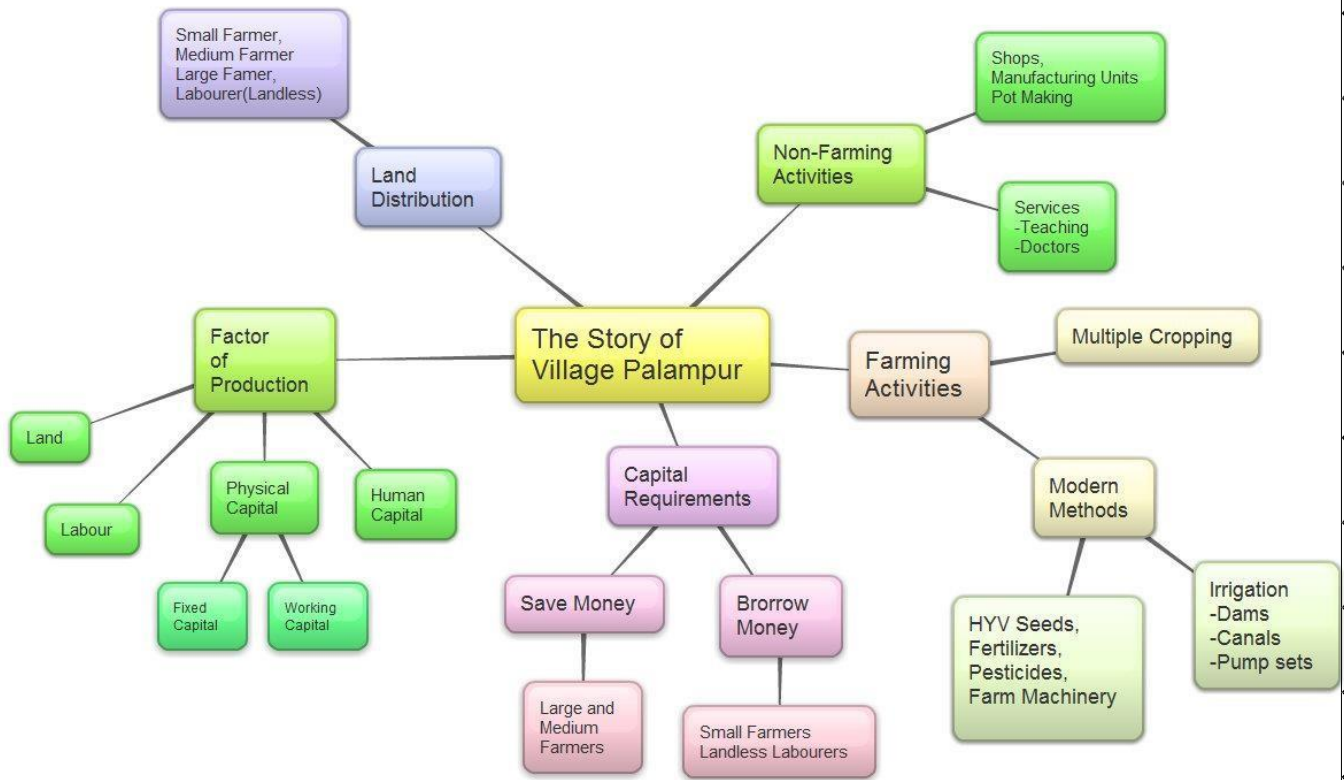
**(i) On an outline map of India mark and label the following rivers: Ganga, Satluj, Damodar, Krishna, Narmada, Tapi, Mahanadi, and Brahmaputra.**

**(ii) On an outline map of India mark and label the following lakes: Chilika Sambhar, Wular, Pulicat, Kolleru.**



## CHAPTER-1

### The Story Of Village Palampur



**Questions 1:** Every village in India is surveyed once in ten years during the Census and some of details are presented in the following format. Fill up the following based on information on Palampur.

(a) LOCATION:

**Answer (a):** LOCATION: Bulandshahar district, Western Uttar Pradesh

(b) TOTAL AREA OF THE VILLAGE:

**Answer (b):** TOTAL AREA OF THE VILLAGE: 226 hectares

(c) LAND USE (in hectares)

**Answer (c):** LAND USE (in hectares): **Cultivated Land Land not available for cultivation ( Area covering dwellings, roads, ponds, Irrigated Unirrigated grazing ground) 200 hectares – 26 hectares**

(d) FACILITIES:

**Answer (d):** FACILITIES: **Educational 2 primary schools and 1 high school**

**Medical 1 primary health centre and 1 private dispensary**

**Market Raiganj and Shahpur**

**Electricity Supply** Most of the houses have electric connections. Electricity powers all the tube wells in the fields and is used in various types of small businesses.

**Communication** Well-connected with neighbouring villages and towns. 3 kms from Raiganj. All-weather road connects it to Raiganj and further on to Shahpur. Many kinds of transport like bullock carts, *tongas*, bogeys, motorcycles, jeeps, tractors and trucks are present.

**Nearest Town** Shahpur

**Question 2:** Modern farming methods require more inputs which are manufactured in industry. Do you agree?

**Answer:** Modern farming methods involve the use of high-yielding variety seeds. These seeds require a combination of chemical fertilisers and pesticides, agricultural implements like tractors, and proper irrigation facilities like electric tube wells to produce the best results. All these elements are manufactured in industries. Hence, it would be right to say that modern farming methods make use of a greater number of industrial outputs as compared to traditional farming methods.

**Question 3:** How did the spread of electricity help farmers in Palampur?

**Answer:** The spread of electricity has helped the farmers of Palampur village in the following ways :

- Most of the houses have electric connections.
- Electricity is used to run tubewells in the fields.
- Electricity is used in various types of small business.

**Question 4:** Is it important to increase the area under irrigation? Why?

**Answer:** India is an agricultural country. Nearly two-thirds of the people are dependent on farming for their livelihood. But of the total cultivated area in the country, a little less than 40 per cent is irrigated even today. In the remaining areas, farming is largely dependent on rainfall which is irregular and uncertain. Modern farming methods cannot be used in the absence of assured adequate water supplies. India cannot achieve the goal of self-sufficiency in food grains unless the area under irrigation is increased.

**Question 5:** Construct a table on the distribution of land among the 450 families of Palampur.

**Answer:** **Number of families Land (hectare)** 150 0

240 Less than 2

60 More than 2

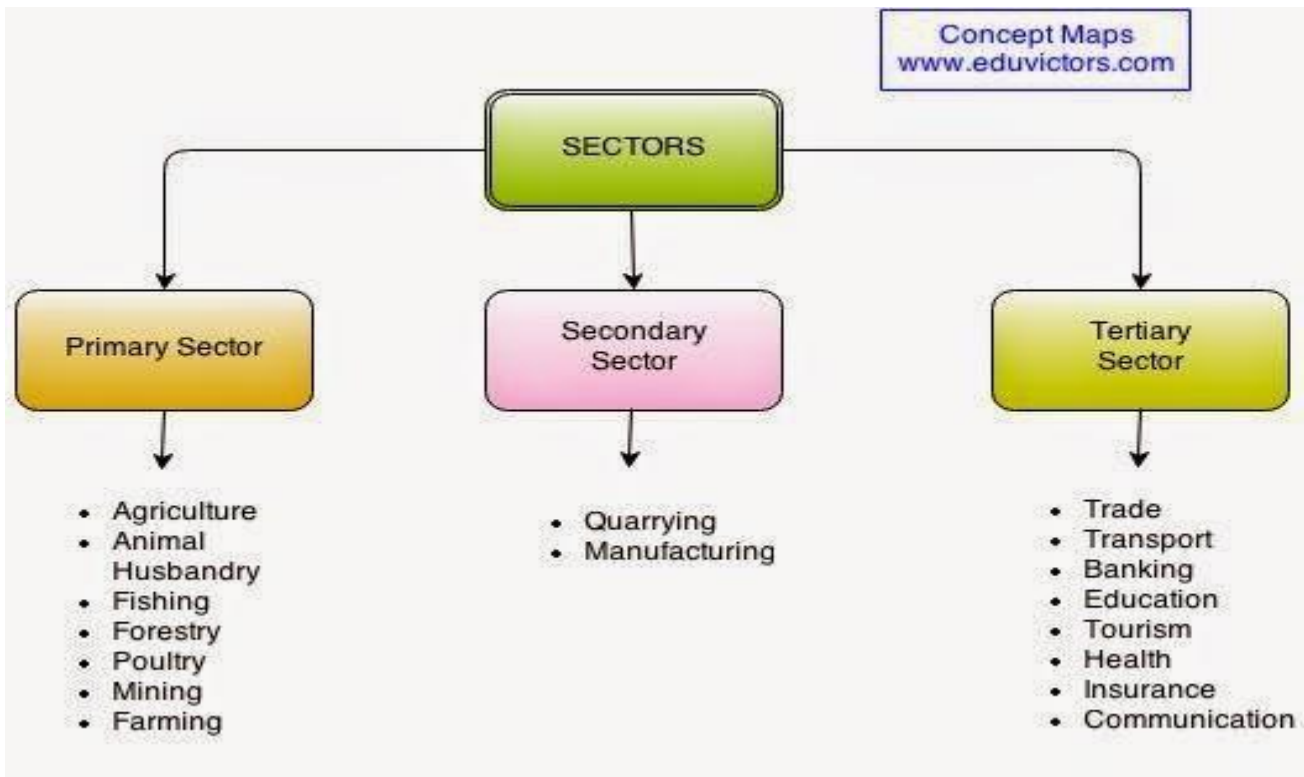
**Question 6:** Why are the wages for farm labourers in Palampur less than minimum wages?

**Answer:**

Farm workers at Palampur village get lower wages than the minimum wages fixed by the government. The minimum wages for a farm labourer is fixed at Rs 115 per day. But farm labourer get only Rs. 70 – 80. This happens because of heavy competition for work among the farm labourers at Palampur village.

## CHAPTER-2

### People As Resource



**Question 1:** What do you understand by ‘people as a resource’?

**Answer:** People as a resource is a way of referring to the country’s working population in terms of their existing productive skills and abilities.

**Question 2:** How is human resource different from other resources like land and physical capital?

**Answer:** Human resource makes use of other resources like land and physical capital to produce an output. The other resources cannot become useful on their own. This is the reason why human resource is considered to be superior to the other resources.

**Question 3:** What is the role of education in human capital formation?

**Answer:** Education is the most important component of human resource development.

Proper education and training enable the formation of this human capital. An educated population is an asset, a resource.

Education enhances the quantity and quality of individual productivity, which in turn adds to the growth of the economy.

It develops personality and sense of national consciousness among the people which are important for rapid economic growth.

**Question 4:** What is the role of health in human capital formation?

**Answer:** Health plays an important role in human capital formation. A healthy person is more likely to realize his full potential and can become an asset for the economy. An unhealthy person is less likely to realize his potential and can become a liability for the economy.

**Question 5:** What part does health play in the individual’s working life?

**Answer:** The health of an individual helps him to realise his potential and also gives him the ability to fight illness. An unhealthy individual is a liability to his place of work. The health of a person is directly related to his efficiency. As compared to an unhealthy individual, a healthy person can work more efficiently and with greater productivity.

**Question 6:** What are the various activities undertaken in the primary sector, secondary sector and tertiary sector?

**Answer:** Primary sector comprises activities related to the extraction and production of natural resources. Agriculture, forestry, animal husbandry, fishing, poultry farming, mining and quarrying are the activities undertaken in this sector. Secondary sector comprises activities related to the processing of natural resources. Manufacturing is included in this sector. Tertiary sector comprises activities that provide support to the primary and secondary sectors through various services. Trade, transport, communication, banking, education, health, tourism, insurance, etc., are examples of tertiary activities.

**Question 7:** What is the difference between economic activities and non-economic activities?

**Answer:** Activities that add value to the national income are called economic activities. These have two parts – market activities (production for pay or profit) and non-market activities (production for self consumption). Non-economic activities are the ones that do not add to the national income; for example, an individual performing domestic chores.

**Question 8:** Why are women employed in low paid work?

**Answer:** Education and skill are the major determinants of the earning of any individual in the market. Due to gender discrimination, women are generally denied the education and the necessary skills to become worthy contributors to the national income. As a result, a majority of women have meagre education and low skill formation. This is one of the reasons why they get paid less than men.

**Question 9:** How will you explain the term unemployment?

**Answer:** Unemployment is a situation in which people who are able and willing to work at the going wages cannot find jobs. An individual is termed as unemployed if he or she is part of the workforce of a country, and is capable and willing to work for payment, but is unable to do so.