



पुर्णिमा International School

Shree Swaminarayan Gurukul, Zundal

CLASS – X

SUB – S. ST

SPECIMEN COPY

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Social Science

Civics: Democratic Politics

1. Power sharing
2. Federalism
3. Democracy and Diversity
4. Gender, Religion and Caste
5. Popular Struggles and Movements
6. Political Parties
7. Outcomes of Democracy
8. Challenges to Democracy

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(Democratic Politics – II)

Question 1:

What are the different forms of power sharing in modern democracies? Give an example of each of these.

Answer 1:

Different forms of power sharing in modern democracies:

Horizontal division of power: It is the sharing of power among the different organs of government. The division of government into the executive, the legislature and the judiciary is an example of horizontal division of power. In such a power sharing arrangement, different organs of government, placed at the same level, exercise different powers. This separation of powers ensures that no organ exercises unlimited power. Each organ checks the others, thereby putting in place a system of checks and balances. The division of power between the Council of Ministers headed by the Indian Prime Minister, the Parliament of India and the Indian Supreme Court is an example of this kind of power sharing.

Vertical division of power: It is the sharing of power among governments at different levels — a general government for the entire country and governments at the provincial or regional level. For example, in India, the Constitution defines the way power is to be shared between the Central or Union government and the various State governments. There are certain matters on which only the Central government can take decisions, while there are others on which only an individual state government has an exclusive right for decision making.

Division of power among social groups: Power can also be shared among different groups which differ socially. The system of 'community government' in Belgium is an example of this type of power division. This government is elected by people belonging to one language community (Dutch, French and German-speaking), and has the power to take decisions regarding cultural, educational and language related issues. The system of reserved constituencies in India is another example.

Social Science

(Democratic Politics – II)

Division of power between political parties, pressure groups and movements:

Political parties are the organisations which aim to control power by contesting elections. In a democracy, citizens have the freedom to choose among the various contenders for power (the different political parties or the different alliances comprising political parties). Such a freedom of choice entails competition among the different parties, which in turn ensures that power does not remain in one hand, and is shared among different political parties representing different ideologies and social groups.

Pressure groups and movements also share governmental power, either through participation in governmental committees or by influencing the decision-making process.

Question 2:

State one prudential reason and one moral reason for power sharing with an example from the Indian context.

Answer 2:

A prudential reason for power sharing is that it leads to an avoidance of conflict between social groups. Since social conflict often leads to violence and political instability, power sharing is a good way to ensure the stability of political order. In India, seats have been reserved in legislatures for the socially weaker sections keeping in mind this prudential reason for power sharing.

A moral reason for power sharing is that it upholds the spirit of democracy. In a truly democratic setup, the citizens too have a stake in governance. In India, the citizens can come together to debate and criticise the policies and decisions of the government. This in turn puts pressure on the government to rethink its policies and reconsider its decisions. This active political participation is in keeping with the moral reason for power sharing.

Social Science

(Democratic Politics – II)

Question 3:

After reading this chapter, three students drew different conclusions. Which of these do you agree with and why? Give your reasons in about 50 words.

Thomman – Power sharing is necessary only in societies which have religious, linguistic or ethnic divisions.

Mathayi – Power sharing is suitable only for big countries that have regional divisions.

Ouseph – Every society needs some form of power sharing even if it is small or does not have social divisions.

Answer 3:

Ouseph's statement is the most logical, and thus, should be agreed on. Power sharing not only prevents conflict between various groups in the society but it also inculcates a sense of worth in the citizens. The people will be more satisfied with the government if they have a say in the decision-making process.

Question 4:

The Mayor of Merchtem, a town near Brussels in Belgium, has defended a ban on speaking French in the town's schools. He said that the ban would help all non-Dutch speakers integrate in this Flemish town. Do you think that this measure is in keeping with the spirit of Belgium's power sharing arrangements? Give your reasons in about 50 words.

Answer 4:

This measure is not in keeping with Belgium's power sharing arrangements. The arrangements seek to maintain peace between the French and Dutch-speaking communities. By banning French, the mayor will cause civil unrest. Both the languages should be made acceptable in the town's schools. This bilingual education system will be a better way to integrate the people of the town.

Social Science

(Democratic Politics – II)

Question 5:

Read the following passage and pick out any one of the prudential reasons for power sharing offered in this.

"We need to give more power to the panchayats to realise the dream of Mahatma Gandhi and the hopes of the makers of our Constitution. Panchayati Raj establishes true democracy. It restores power to the only place where power belongs in a democracy – in the hands of the people. Given power to panchayats is also a way to reduce corruption and increase administrative efficiency. When people participate in the planning and implementation of developmental schemes, they would naturally exercise greater control over these schemes. This would eliminate the corrupt middlemen. Thus, Panchayati Raj will strengthen the foundations of our democracy."

Answer 5:

"When people participate in the planning and implementation of developmental schemes, they would naturally exercise greater control over these schemes. This would eliminate the corrupt middlemen."

Question 6:

Different arguments are usually put forth in favour of and against power sharing. Identify those which are in favour of power sharing and select the answer using the codes given below? Power sharing:

- A. reduces conflict among different communities
- B. decreases the possibility of arbitrariness
- C. delays decision making process
- D. accommodates diversities
- E. increases instability and divisiveness
- F. promotes people's participation in government
- G. undermines the unity of a country

Social Science

(Democratic Politics – II)

(a)	A	B	D	F
(b)	A	C	E	F
(c)	A	B	D	G
(d)	B	C	D	G

Answer 6:

(a)	A	B	D	F
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Question 7:

Consider the following statements about power sharing arrangements in Belgium and Sri Lanka.

- A.** In Belgium, the Dutch-speaking majority people tried to impose their domination on the minority French-speaking community.
- B.** In Sri Lanka, the policies of the government sought to ensure the dominance of the Sinhala-speaking majority.
- C.** The Tamils in Sri Lanka demanded a federal arrangement of power sharing to protect their culture, language and equality of opportunity in education and jobs.
- D.** The transformation of Belgium from unitary government to a federal one prevented a possible division of the country on linguistic lines.

Which of the statements given above are correct?

- (a) **A, B, C and D**
- (b) **A, B and D**
- (c) **C and D**
- (d) **B, C and D**

Answer 7:

- (d) **B, C and D**

Social Science

(Democratic Politics – II)

Question 8:

Match list I (forms of power sharing) with List II (forms of government) and select the correct answer using the codes given below in the lists:

List I		List II	
1.	Power shared among different organs of government	A.	Community government
2.	Power shared among governments at different levels	B.	Separation of powers
3.	Power shared by different social groups	C.	Coalition government
4.	Power shared by two or more political parties	D.	Federal government

	1	2	3	4
(a)	D	A	B	C
(b)	B	C	D	A
(c)	B	D	A	C
(d)	C	D	A	B

Answer 8:

	1	2	3	4
(c)	B	D	A	C

Social Science

(Democratic Politics – II)

Question 9:

Consider the following two statements on power sharing and select the answer using the codes given below:

- A. Power sharing is good for democracy.
- B. It helps to reduce the possibility of conflict between social groups.

Which of these statements are true and false?

(a) A is true but B is false

(b) Both A and B are true

(c) Both A and B are false

(d) A is false but B is true

Answer 9:

(b) Both A and B are true



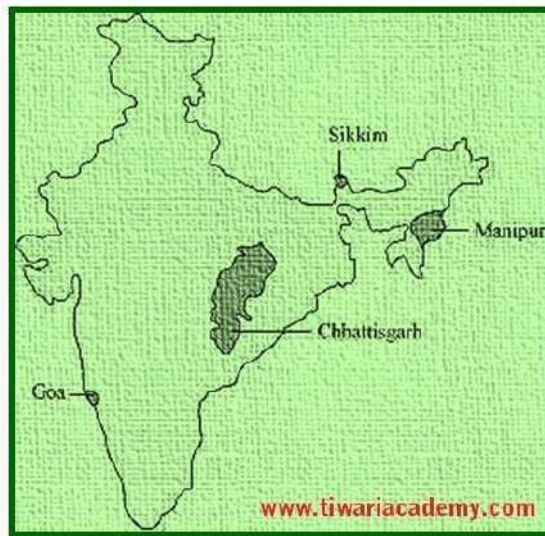
Social Science

(Chapter – 2) (Federalism)
(Democratic Politics – II)

Question 1:

Locate the following States on a blank outline political map of India:
Manipur, Sikkim, Chhattisgarh and Goa

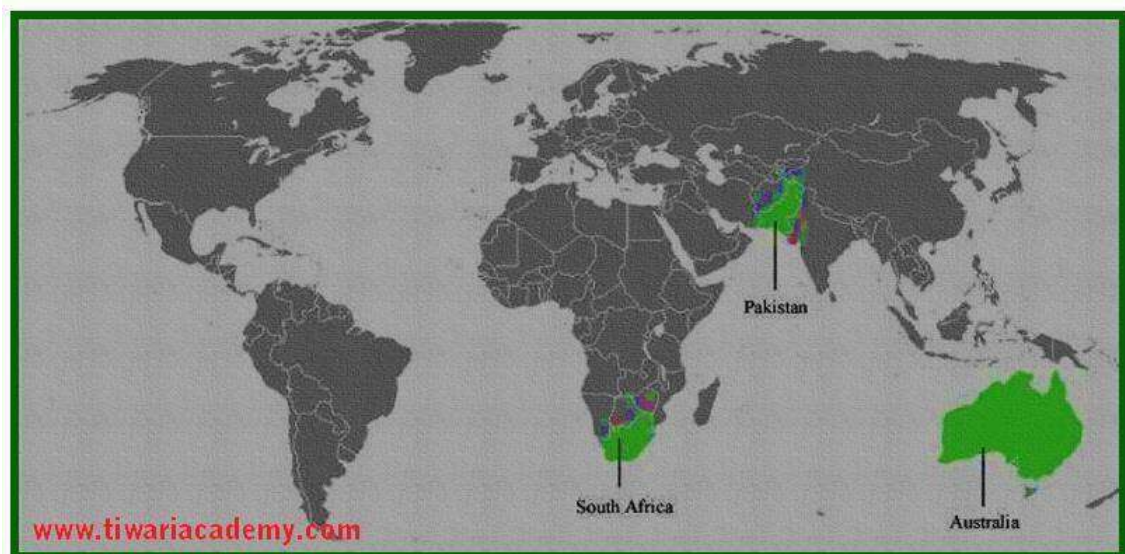
Answer 1:



Question 2:

Identify and shade three federal countries (other than India) on a blank outline political map of the world.

Answer 2:



Social Science

(Chapter – 2) (Federalism) (Democratic Politics – II)

Question 3:

Point out one feature in the practice of federalism in India that is similar to and one feature that is different from that of Belgium.

Answer 3:

In India, just like in Belgium, the central government has to share its powers with the regional governments. However, unlike India, Belgium has a community government in addition to the central and the state government.

Question 4:

What is the main difference between a federal form of government and a unitary one? Explain with an example.

Answer 4:

In a federal form of government, the central government shares its powers with the various constituent units of the country. For example, in India, power is divided between the government at the Centre and the various State governments.

In a unitary form of government, all the power is exercised by only one government. For example, in Sri Lanka, the national government has all the powers.

Question 5:

State any two differences between the local government before and after the constitutional amendment in 1992.

Answer 5:

Local governments BEFORE the Constitutional amendment in 1992	Local governments AFTER the Constitutional amendment in 1992
Elections were not held regularly.	It is mandatory to hold regular elections to local government bodies.
Local governments did not have any powers or resources of their own.	The State governments are required to share some powers and revenue with local government bodies.

Social Science

(Chapter – 2) (Federalism) (Democratic Politics – II)

Question 6:

Fill in the blanks:

Since the United States is a _____ type of federation, all the constituent States have equal powers and States are _____ vis-à-vis the federal government. But India is a _____ type of federation and some States have more power than others. In India, the _____ government has more powers.

Answer 6:

Since the United States is a coming together type of federation, all the constituent States have equal powers and States are strong vis-à-vis the federal government. But India is a holding together type of federation and some States have more power than others. In India, the Central government has more powers.

Question 7:

Here are three reactions to the language policy followed in India. Give an argument and an example to support any of these positions.

Sangeeta: The policy of accommodation has strengthened national unity.

Arman: Language-based States have divided us by making everyone conscious of their language.

Harish: This policy has only helped to consolidate the dominance of English over all other languages.

Answer 7:

Sangeeta's reaction is better than those of the other two. Unlike Sri Lanka (where the language of the majority has been promoted), the Indian polity has given equality of status to all the major languages spoken in the country. This has led to the avoidance of social conflict on linguistic basis. The policy of accommodation has made administration of States easier. It has also ensured a larger participation in the government's activities by people who speak various languages.

Social Science

(Chapter – 2) (Federalism) (Democratic Politics – II)

Question 8:

The distinguishing feature of a federal government is:

- (a) National government gives some powers to the provincial governments.
- (b) Power is distributed among the legislature, executive and judiciary.
- (c) Elected officials exercise supreme power in the government.
- (d) Governmental power is divided between different levels of government.

Answer 8:

(d) Governmental power is divided between different levels of government.

Question 9:

A few subjects in various Lists of the Indian Constitution are given here. Group them under the Union, State and Concurrent Lists as provided in the table below.

- A. Defence
- B. Police
- C. Agriculture
- D. Education
- E. Banking
- F. Forests
- G. Communications
- H. Trade
- I. Marriages

Union List	-
State List	-
Concurrent List	-

Answer 9:

Union List	Defence, Banking, Communications
State List	Police, Agriculture, Trade
Concurrent List	Education, Forests, Marriages

Social Science

(Chapter – 2) (Federalism) (Democratic Politics – II)

Question 10:

Examine the following pairs that give the level of government in India and the powers of the government at that level to make laws on the subjects mentioned against each. Which of the following pairs is not correctly matched?

(a)	State government	State List
(b)	Central government	Union List
(c)	Central and State government	Concurrent List
(d)	Local governments	Residuary powers

Answer 10:

(d)	Local governments	Residuary powers
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Question 11:

Match List I with List II and select the correct answer using the codes given below the lists:

List I	List II
1. Union of India	A. Prime Minister
2. State	B. Sarpanch
3. Municipal	C. Governor
4. Gram Panchayat	D. Mayor

	1	2	3	4
(a)	D	A	B	C
(b)	B	C	D	A
(c)	A	C	D	B
(d)	C	D	A	B

Answer 12:

	1	2	3	4
(c)	A	C	D	B

Social Science

(Chapter – 2) (Federalism)
(Democratic Politics – II)

Question 12:

Consider the following statements.

- A.** In a federation the powers of the federal and provincial governments are clearly demarcated.
- B.** India is a federation because the powers of the Union and State Governments are specified in the Constitution and they have exclusive jurisdiction on their respective subjects.
- C.** Sri Lanka is a federation because the country is divided into provinces.
- D.** India is no longer a federation because some powers of the states have been devolved to the local government bodies.

Which of the statements given above are correct?

- (a) **A, B** and **C**
- (b) **A, C** and **D**
- (c) **A** and **B** only
- (d) **B** and **C** only

Answer 12:

- (c) **A** and **B** only

Social Science

(Chapter – 3) (Democracy and Diversity)
(Democratic Politics – II)

Question 1:

Discuss three factors that determine the outcomes of politics of social divisions.

Answer 1:

Three factors which determine the outcomes of politics of social divisions:

The people's perception of their identities

When this is singular, the accommodation of other identities becomes difficult.

Representation of a community by political leaders

While representing a community, if politicians raise demands that are constitutional, then it is easier to accommodate those demands.

The government's reaction

If the reasonable demands of a community are suppressed by the government, then it leads to social divisions, which in turn threaten the integrity of the country.

Question 2:

When does a social difference become a social division?

Answer 2:

When different social differences overlap, one particular social difference gains in prominence. This leads to the creation of social division and tension. For example, in Northern Ireland, the social differences of class and religion overlap each other. The catholics are usually the ones who are poor, while the protestants are the ones who are well off. The religious differences are accentuated by this overlap. As a result, there are conflicts between the two religious groups.

In other words, a social difference becomes a social division when it coincides with other social differences, which in turn serve to heighten the said difference.

Social Science

(Chapter – 3) (Democracy and Diversity) (Democratic Politics – II)

Question 3:

How do social divisions affect politics? Give two examples.

Answer 3:

A combination of social divisions and politics can be really dangerous. A democracy involves competition among various political parties. As their competition tends to divide society, if they start competing in terms of some existing social divisions, then it can convert those social divisions into political divisions, which can lead to conflict, violence and even disintegration of the country. An example of this is the disintegration of Yugoslavia into six independent countries.

However, the combination of social divisions and politics is not always negative. The political expression of social divisions allows marginalised and disadvantaged social groups to express their grievances and ask the government to rectify them. The system of reservation of seats in Indian legislatures for the socially disadvantaged has allowed such social groups to have an adequate representation in the decision making process.

Question 4:

_____ social differences create possibilities of deep social divisions and tensions.

_____ social differences do not usually lead to conflicts.

Answer 4:

Overlapping social differences create possibilities of deep social divisions and tensions.

Cross cutting social differences do not usually lead to conflicts.

Social Science

(Chapter – 3) (Democracy and Diversity) (Democratic Politics – II)

Question 5:

In dealing with social divisions which one of the following statements is NOT correct about democracy?

- (a) Due to political competition in a democracy, social divisions get reflected in politics.
- (b) In a democracy it is possible for communities to voice their grievances in a peaceful manner.
- (c) Democracy is the best way to accommodate social diversity.
- (d) Democracy always leads to disintegration of society on the basis of social divisions.

Answer 5:

- (d) Democracy always leads to disintegration of society on the basis of social divisions.

Question 6:

Consider the following three statements.

- A. Social divisions take place when social differences overlap.
- B. It is possible that a person can have multiple identities.
- C. Social divisions exist in only big countries like India.

Which of the statements is/are correct?

- (a) A, B and C
- (b) A and B
- (c) B and C
- (d) Only C

Answer 6:

- (b) A and B

Social Science

(Chapter – 3) (Democracy and Diversity) (Democratic Politics – II)

Question 7:

Arrange the following statements in a logical sequence and select the right answers by using the code given below.

- A. But all political expression of social divisions need not be always dangerous.
- B. Social divisions of one kind or the other exist in most countries.
- C. Parties try to win political support by appealing to social divisions.
- D. Some social differences may result in social divisions.

- (a) D, B, C, A
- (b) D, B, A, C
- (c) D, A, C, B
- (d) A, B, C, D

Answer 7:

- (a) D, B, C, A

Question 8:

Among the following, which country suffered disintegration due to political fights on the basis of religious and ethnic identities?

- (a) Belgium
- (b) India
- (c) Yugoslavia
- (d) Netherlands

Answer 8:

- (c) Yugoslavia

Social Science

(Chapter – 3) (Democracy and Diversity) (Democratic Politics – II)

Question 9:

Read the following passage from a famous speech by Martin Luther King Jr. in 1963. Which social division is he talking about? What are his aspirations and anxieties? Do you see a relationship between this speech and the incident in Mexico Olympics mentioned in this chapter?

"I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. Let freedom ring – when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children – black men and white men, Jews and Gentiles, Protestants and Catholics – will be able to join hands and sing in the words of the old Negro spiritual: 'Free at last! Free at last! Thank God Almighty, we are free at last!' I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'we hold these truths to be self-evident: that all men are created equal'."

Answer 9:

In this extract, Rev. Martin Luther King Jr. is talking about racism in USA. He is referring to the segregation policies adopted by the Whites towards the Coloured people. He aspires for a country where there will be security for all; where racial abuse will not occur; and where everyone will be treated as equal irrespective of the colour of their skin. This speech and the incident at the Mexico Olympics are both part of a movement that wanted to highlight the plight of the African-American people.

Social Science

(Chapter – 4) (Gender, Religion and Caste) (Democratic Politics – II)

Question 1:

Mention different aspects of life in which women are discriminated or disadvantaged in India.

Answer 1:

In India, women are discriminated and disadvantaged in the following ways:

- (a) They are not provided adequate education. Thus, the literacy rate among women is just 54%.
- (b) Most of the labour done by them is unpaid. Where they are paid for their work, they receive lesser wages than men.
- (c) Due to the preference for the boy child, female foeticide is practiced in many parts of the country.

Question 2:

State different forms of communal politics with one example each.

Answer 2:

Different forms of communal politics:

- (a) **The expression of communal superiority in everyday beliefs**
Militant religious groups are a good example of this.
- (b) **The desire to form a majoritarian dominance or a separate state**
Separatist leaders and political parties in Jammu and Kashmir and Central India are an example of this.
- (c) **The use of religious symbols and leaders in politics to appeal to the voters**
This technique is applied by many politicians to influence voters from the two largest religious communities in the country.
- (d) In addition to all this, communal politics can take the form of **communal violence and riots**, like the riots in Gujarat in 2002.

Social Science

(Chapter – 4) (Gender, Religion and Caste) (Democratic Politics – II)

Question 3:

State how caste inequalities are still continuing in India.

Answer 3:

Caste inequalities have not completely disappeared from India. Even today, most people marry within their own caste or tribe. Despite constitutional prohibition, untouchability has not ended completely. Education is not easily available to the so called 'low castes'. Economic status is closely linked to the caste system. In modern India, like in pre-independence India, the poor are mostly the 'low castes' while the rich are the 'high castes', thereby showing that caste inequalities are still continuing in India.

Question 4:

State two reasons to say that caste alone cannot determine election results in India.

Answer 4:

Caste alone cannot determine election results in India because:

No parliamentary constituency has a clear majority of one single caste.

No party wins all the votes of a particular caste.

Question 5:

What is the status of women's representation in India's legislative bodies?

Answer 5:

When it comes to representation of women in legislative bodies, India is among the bottom group of nations in the world. Women's representation has always been less than 10% in Lok Sabha and 5% in the State Assemblies.

On the other hand, the situation is different in the case of local government bodies. As one-third of seats in local government bodies (panchayats and municipalities) is reserved for women, there are more than 10 lakh elected women representatives in rural and urban local bodies.

Social Science

(Chapter – 4) (Gender, Religion and Caste) (Democratic Politics – II)

Question 6:

Mention any two constitutional provisions that make India a secular state.

Answer 6:

Two constitutional provisions that make India a secular state are:

The Constitution **provides** to all individuals and communities **freedom to profess, practice and propagate any religion**, or not to follow any.

The Constitution **prohibits discrimination on grounds of religion**.

Question 7:

When we speak of gender divisions, we usually refer to:

- (a) Biological difference between men and women
- (b) Unequal roles assigned by the society to men and women
- (c) Unequal child sex ratio
- (d) Absence of voting rights for women in democracies

Answer 7:

- (b) Unequal roles assigned by the society to men and women

Question 8:

In India seats are reserved for women in

- (a) Lok Sabha
- (b) State Legislative Assemblies
- (c) Cabinets
- (d) Panchayati Raj bodies

Answer 8:

- (d) Panchayati Raj bodies

Social Science

(Chapter – 4) (Gender, Religion and Caste) (Democratic Politics – II)

Question 9:

Consider the following statements on the meaning of communal politics. Communal politics is based on the belief that:

- A. One religion is superior to that of others.
- B. People belonging to different religions can live together happily as equal citizens.
- C. Followers of a particular religion constitute one community.
- D. State power cannot be used to establish the domination of one religious group over others.

Which of the statements is/are correct?

- (a) A, B, C and D
- (b) A, B and D
- (c) A and C
- (d) B and D

Answer 9:

- (c) A and C

Question 10:

Which among the following statements about India's Constitution is wrong? It

- (a) prohibits discrimination on grounds of religion
- (b) gives official status to one religion
- (c) provides to all individuals freedom to profess any religion
- (d) ensures equality of citizens within religious communities

Answer 10:

- (b) gives official status to one religion

Question 11:

Social divisions based on _____ are peculiar to India.

Answer 11:

Social divisions based on caste are peculiar to India.

Social Science

(Chapter – 4) (Gender, Religion and Caste)
(Democratic Politics – II)

Question 12:

Match List I with List II and select the correct answer using the codes given below the Lists:

	List I		List II
1.	A person who believes in equal rights and opportunities for women and men	A.	Communalist
2.	A person who says that religion is the principal basis of community	B.	Feminist
3.	A person who thinks that caste is the principal basis of community	C.	Secularist
4.	A person who does not discriminate others on the basis of religious beliefs	D.	Castiest

	1	2	3	4
(a)	B	C	A	D
(b)	B	A	D	C
(c)	D	C	A	B
(d)	C	A	B	D

Answer 12:

	1	2	3	4
(b)	B	A	D	C

Social Science

(Chapter – 5) (Popular Struggles and Movements) (Democratic Politics – II)

Question 1:

In what ways do pressure groups and movements exert influence on politics?

Answer 1:

Pressure groups and movements exert influence on politics in a variety of ways.

- (i) They try to gain public support and sympathy for their cause by carrying out information campaigns, organising meetings, filing petitions, etc.
- (ii) By organising strikes and disruptions, they seek to make the government take note of their demands.
- (iii) They also influence decision-making by lobbying.
- (iv) The issues raised by them often influence the policies of political parties.

Question 2:

Describe the forms of relationship between pressure groups and political parties?

Answer 2:

The relationship between political parties and pressure groups can take different forms.

- (i) Pressure groups are often formed and led by politicians and political parties. Most trade unions and students' organisations in India are either established by, or affiliated to one or the other major political party.
- (ii) Political parties sometimes grow out of movements. Parties like DMK and AIADMK were formed this way.
- (iii) Many a times, the issues raised by pressure or movement groups are taken up by political parties, leading to a change in the policies of the parties.

Question 3:

Explain how the activities of pressure groups are useful in the functioning of a democratic government.

Answer 3:

Pressure groups are important in the functioning of a democratic government as they provide an opportunity for marginalised people to voice their opinions. In some cases, the government's opinion might be biased by a small group of rich and powerful people. It is here that pressure groups step in and force the government to make policies which will benefit certain other sections of society as well.

Social Science

(Chapter – 5) (Popular Struggles and Movements) (Democratic Politics – II)

Question 4:

What is a pressure group? Give a few examples.

Answer 4:

A pressure group is an organisation which attempts to influence government policies through protests and demonstrations. Pressure groups are formed when people with similar opinions get together for similar objectives. Examples of pressure groups are FEDECOR and BAMCEF.

Question 5:

What is the difference between a pressure group and a political party?

Answer 5:

The major difference between pressure groups and political parties is that unlike political parties, pressure groups do not aim to directly control or share political power.

Question 6:

Organisations that undertake activities to promote the interests of specific social sections such as workers, employees, teachers, and lawyers are called _____ groups.

Answer 6:

Organisations that undertake activities to promote the interests of specific social sections such as workers, employees, teachers, and lawyers are called sectional interest groups.

Question 7:

Which among the following is the special feature that distinguishes a pressure group from a political party?

- (a) Parties take political stances, while pressure groups do not bother about political issues.
- (b) Pressure groups are confined to a few people, while parties involve larger number of people.
- (c) Pressure groups do not seek to get into power, while political parties do.
- (d) Pressure groups do not seek to mobilise people, while parties do.

Answer 7:

(c) Pressure groups do not seek to get into power, while political parties do.

Social Science

(Chapter – 5) (Popular Struggles and Movements) (Democratic Politics – II)

Question 8:

Match List I (organisations and struggles) with List II and select the correct answer using the codes given below the lists:

	List I		List II
1.	Organisations that seek to promote the interests of a particular section or group	A.	Movement
2.	Organisations that seek to promote common interest	B.	Political parties
3.	Struggles launched for the resolution of a social problem with or without an organisational structure	C.	Sectional interest groups
4.	Organisations that mobilise people with a view to win political power	D.	Public interest groups

	1	2	3	4
(a)	C	D	B	A
(b)	C	D	A	B
(c)	D	C	B	A
(d)	B	C	D	A

Answer 8:

	1	2	3	4
(b)	C	D	A	B

Question 9:

Match List I with list II and select the correct answer using the codes given below the lists:

	List I		List II
1.	Pressure group	A.	Narmada Bachao Andolan
2.	Long-term movement	B.	Asom Gana Parishad
3.	Single issue movement	C.	Women's Movement
4.	Political party	D.	Fertilizer dealers' association

	1	2	3	4
(a)	D	C	A	B
(b)	B	A	D	C
(c)	C	D	B	A
(d)	B	D	C	A

Answer 9:

	1	2	3	4
(a)	D	C	A	B

Social Science

(Chapter – 5) (Popular Struggles and Movements) (Democratic Politics – II)

Question 10:

Consider the following statements about pressure groups and parties.

- A. Pressure groups are the organised expression of the interests and views of specific social sections.
- B. Pressure groups take positions on political issues.
- C. All pressure groups are political parties.

Which of the statements given above are correct?

- (a) A, B and C
- (b) A and B
- (c) B and C
- (d) A and C

Answer 10:

- (b) A and B

Question 11:

Mewat is one of the most backward areas in Haryana. It used to be a part of two districts, Gurgaon and Faridabad. The people of Mewat felt that the area will get better attention if it were to become a separate district. But political parties were indifferent to this sentiment. The demand for a separate district was raised by Mewat Educational and Social Organisation and Mewat Saksharta Samiti in 1996. Later, Mewat Vikas Sabha was founded in 2000 and carried out a series of public awareness campaigns. This forced both the major parties, Congress and the Indian National Lok Dal, to announce their support for the new district before the assembly elections held in February 2005. The new district came into existence in July 2005.

In this example what is the relationship that you observe among movement, political parties and the government? Can you think of an example that shows a relationship different from this one?

Answer 11:

From the example of Mewat, we can infer that movements take up issues which have been ignored by political parties. Political parties may then be influenced by these demands when they frame their own manifestoes. Finally, the party which comes to power ends up implementing steps which fulfil these demands.

Social Science

(Chapter – 5) (Popular Struggles and Movements) (Democratic Politics – II)

The six-year long Assam movement (1979-1985), led by the All Assam Students Union (AASU), was aimed against the infiltration of foreigners from Bangladesh into Assam. At the end of this movement, the State Assembly was dissolved, the government was dismissed, and fresh elections were held. The Asom Gana Parishad, formed out of the AASU, contested and won the elections, forming the Government of Assam. In this example, we see a political party being formed out of a pressure group, which then goes on to form the government.

Social Science

(Chapter – 6) (Political Parties)
(Democratic Politics – II)

Question 1:

State the various functions political parties perform in a democracy.

Answer 1:

Functions performed by political parties in a democracy:

Group together a large number of similar opinions, thereby providing a direction in which policies can be formulated

Contest elections, providing the voters a choice between different policies

Winning party forms and runs the government

Losing parties form the opposition, and keep a check on the working of the government

Play a decisive role in making laws, especially by debating them in the legislature.

Shape public opinion by raising and highlighting issues

Provide people a way to access government machinery and welfare schemes

Question 2:

What are the various challenges faced by political parties?

Answer 2:

Various challenges faced by political parties:

Lack of internal democracy

This is caused by the concentration of power in the hands of a few leaders. As a result, positions at the top are reserved for the leaders' relatives (dynastic succession) or people close to them.

Increased dependence on money and muscle power

This causes the party policies to be moulded by groups which supply these to the party.

Failure to provide a meaningful choice to the voters

This is because of the decline in fundamental, ideological differences among parties in most parts of the world.

Social Science

(Chapter – 6) (Political Parties)
(Democratic Politics – II)

Question 3:

Suggest some reforms to strengthen parties so that they perform their functions well?

Answer 3:

Some reforms which could strengthen political parties are:

A law should be established to regulate the internal affairs of parties, thereby making them more transparent.

Women should be given at least one-third tickets.

The state should fund election campaigns, thereby eliminating lobbying groups and unfair competition.

Question 4:

What is a political party?

Answer 4:

A political party is a group of people who follow an ideology and thus come together to contest elections and hold power in the government.

Question 5:

What are the characteristics of a political party?

Answer 5:

Characteristics of a political party are:

The presence of a central ideology which defines what it stands for.

Policies arising from this ideology; the party promises to implement these if it is voted to power.

The presence of a leader, the party workers and supporters.

Social Science

(Chapter – 6) (Political Parties)
(Democratic Politics – II)

Question 6:

A group of people who come together to contest elections and hold power in the government is called a _____.

Answer 6:

A group of people who come together to contest elections and hold power in the government is called a political party.

Question 7:

Match List I (organisations and struggles) with List II and select the correct answer using the codes given below the lists:

List I		List II	
1.	Congress Party	A.	National Democratic Alliance
2.	Bharatiya Janata Party	B.	State party
3.	Communist Party of India (Marxist)	C.	United Progressive Alliance
4.	Telugu Desam party	D.	Left Front

	1	2	3	4
(a)	C	A	B	D
(b)	C	D	A	B
(c)	C	A	D	B
(d)	D	C	A	B

Answer 7:

	1	2	3	4
(c)	C	A	D	B

Social Science

(Chapter – 6) (Political Parties)
(Democratic Politics – II)

Question 8:

Who among the following is the founder of the Bahujan Samaj Party?

- A. Kanshi Ram
- B. Sahu Maharaj
- C. B.R. Ambedker
- D. Jotiba Phule

Answer 8:

- A. Kanshi Ram

Question 9:

What is the guiding philosophy of the Bharatiya Janata Party?

- A. Bahujan Samaj
- B. Revolutionary democracy
- C. Integral humanism
- D. Modernity

Answer 9:

- D. Modernity

Question 10:

Consider the following statements on parties.

- A. Political parties do not enjoy much trust among the people.
- B. Parties are often rocked by scandals involving top party leaders.
- C. Parties are not necessary to run governments.

Which of the statements given above are correct?

- (a) A, B and C
- (b) A and B
- (c) B and C
- (d) A and C

Answer 10:

- (b) A and B

Social Science

(Chapter – 6) (Political Parties) (Democratic Politics – II)

Question 11:

Read the following passage and answer the questions given below:

Muhammad Yunus is a famous economist of Bangladesh. He received several international honours for his efforts to promote economic and social development for the benefit of the poor. He and the Grameen Bank he started, jointly received the Noble Peace Prize for 2006. In February 2007, he decided to launch a political party and contest in the parliamentary elections. His objective was to foster proper leadership, good governance and build a new Bangladesh. He felt that only a political party different from the traditional ones would bring about new political culture. His party would be democratic from the grassroots level.

The launching of the new party, called Nagarik Shakti (Citizens' Power), has caused a stir among the Bangladeshis. While many welcomed his decisions, some did not like it. "Now I think Bangladesh will have a chance to choose between good and bad and eventually have a good government," said Shahedul Islam, a government official. "That government, we hope, would not only keep itself away from corruption but also make fighting corruption and black money a top priority."

But leaders of traditional political parties who dominated the country's politics for decades were apprehensive. "There was no debate (over him) winning the Nobel, but politics is different – very challenging and often controversial," said a senior leader of the Bangladesh Nationalist Party. Some others were highly critical. They asked why he was rushing into politics. "Is he being planted in politics by mentors from outside the country," asked one political observer.

Do you think Yunus made a right decision to float a new political party?

Do you agree with the statements and fears expressed by various people? How do you want this new party organised to make it different from other parties? If you were the one to begin this political party how would you defend it?

Answer 11:

Yunus made a right decision to launch a political party and contest in the parliamentary elections. It's a human tendency when a competitor comes in front of anybody, people look for excuses to quit the person out of the field. When there are more than one parties in the country, people have choice to select between good and bad. The new party should promote proper leadership, good governance and should be capable of bringing about new healthy political culture. Last but not least it should be democratic from the grassroots level.

Social Science

(Chapter – 7) (Outcomes of Democracy)
(Democratic Politics – II)

Question 1:

How does democracy produce an accountable, responsive and legitimate government?

Answer 1:

Democracy produces an accountable, responsive and legitimate government by giving the citizen the right to examine the process by which decisions are made. These decisions are made according to norms and procedures which make the decisions more acceptable to the people. Added to this is the basic fact that in a democracy, the people have a right to elect their own government, and the candidate which is elected is thought to be capable enough to fulfil the demands of the people.

Question 2:

What are the conditions under which democracies accommodate social diversities?

Answer 2:

Democracies accommodate social diversities when it is well understood that democracy is not just the rule of the majority, and that the rule of the majority is not just the rule of a single religious or social community.

Question 3:

Give arguments to support or oppose the following assertions:

- Industrialised countries can afford democracy but the poor need dictatorship to become rich.
- Democracy can't reduce inequality of incomes between different citizens.
- Government in poor countries should spend less on poverty reduction, health, education and spend more on industries and infrastructure.
- In democracy all citizens have one vote, which means that there is absence of any domination and conflict.

Answer 3:

Industrialised countries can afford democracy but the poor need dictatorship to become rich. This statement is incorrect as can be seen from the examples of India and Zimbabwe. In 1947, India was included in the Third World nations, but now, it is one of the fast-growing

Social Science

(Chapter – 7) (Outcomes of Democracy) (Democratic Politics – II)

economies in the world. On the other hand, Zimbabwe, which was a fairly prosperous nation, has run into huge international debt with the progression of Robert Mugabe's regime.

Democracy can't reduce inequality of incomes between different citizens. This statement is incorrect. The Minimum Wages Act enacted by the government and other policies which regulate the basic price at which agricultural producers and small industries sell their goods, have helped increase the per capita income of the country, thereby making its citizens more prosperous.

Government in poor countries should spend less on poverty reduction, health, education and spend more on industries and infrastructure. This is not a wise option as in poor countries, the people cannot afford health and education services.

In democracy all citizens have one vote, which means that there is absence of any domination and conflict. This is not true as conflict can be eliminated only in an ideal situation. In real democracies, though every person has one vote, there are divisions among the people. These divisions lead to conflict

Question 4:

Identify the challenges to democracy in the following descriptions. Also suggest policy/institutional mechanism to deepen democracy in the given situations:

- Following a High Court directive a temple in Orissa that had separate entry doors for dalits and non-dalits allowed entry for all from the same door.
- A large number of farmers are committing suicide in different states of India.
- Following allegation of killing of three civilians in Gandwara in a fake encounter by Jammu and Kashmir police, an enquiry has been ordered.

Answer 4:

The challenge to democracy in the first statement is to provide equal status to all its citizens in spite of their caste.

The challenge to democracy in the second instance is providing farmers with subsidies which will help them to earn profits and have a satisfactory level of livelihood.

The challenge to democracy is to preserve the people's trust in government arms like the police.

Social Science

(Chapter – 7) (Outcomes of Democracy)
(Democratic Politics – II)

Question 5:

In the context of democracies, which of the following ideas is correct – democracies have successfully eliminated:

- A. conflicts among people
- B. economic inequalities among people
- C. differences of opinion about how marginalised sections are to be treated
- D. the idea of political inequality

Answer 5:

- D. the idea of political inequality

Question 6:

In the context of assessing democracy which among the following is odd one out. Democracies need to ensure:

- A. free and fair elections
- B. dignity of the individual
- C. majority rule
- D. equal treatment before law

Answer 6:

- C. majority rule

Question 7:

Studies on political and social inequalities in democracy show that

- A. democracy and development go together
- B. inequalities exist in democracies
- C. inequalities do not exist under dictatorship
- D. dictatorship is better than democracy

Answer 7:

- B. inequalities exist in democracies

Social Science

(Chapter – 7) (Outcomes of Democracy)
(Democratic Politics – II)

Question 8:

Read the passage below:

Nannu is a daily wage earner. He lives in Welcome Mazdoor Colony, a slum habitation in East Delhi. He lost his ration card and applied for a duplicate one in January 2004. He made several rounds to the local Food & Civil Supplies office for the next three months. But the clerks and officials would not even look at him, leave alone do his job or bother to tell him the status of his application. Ultimately, he filed an application under the Right to Information Act asking for the daily progress made on his application, names of the officials, who were supposed to act on his application and what action would be taken against these officials for their inaction. Within a week of filing application under the Right to Information Act, he was visited by an inspector from the Food Department, who informed him that the card had been made and he could collect it from the office. When Nannu went to collect his card next day, he was given a very warm treatment by the Food & Supply Officer (FSO), who is the head of a Circle. The FSO offered him tea and requested him to withdraw his application under the Right to Information, since his work had already been done.

What does Nannu's example show? What impact did Nannu's action have on officials? Ask your parents their experiences when they approach government officials to attend to their problems.

Answer 8:

Nannu's example shows that government officials shun away from their duties and look for all possible excuses to get rid of their work. It's because they have job security. Usually they work when they get pressure from their seniors or they get fear of losing job or some action being taken against them, as it happened in Nannu's case.

"Once my parents also went to a government hospital to take my grandmother to the doctor, where the doctors were gossiping and having tea party with their colleagues and the patients were waiting for long for them. My father got really upset seeing all that. He went inside the C.E.O. room and complained against all the doctors who were not doing duties properly and immediately a meeting was called and a strict action was taken against them".

Social Science

(Chapter – 1) (Resources and Development)
(Contemporary India – II)

Question 1:

Multiple choice questions:

- (i). Which one of the following type of resource is iron ore?
- | | |
|---------------|-------------------|
| (a) Renewable | (b) Flow |
| (c) Biotic | (d) Non-renewable |

Answer:

(d) Non-renewable

- (ii). Under which of the following type of resource can tidal energy be put?
- | | |
|-------------------|--------------------|
| (a) Replenishable | (b) Abiotic |
| (c) Human-made | (d) Non-recyclable |

Answer:

(a) Replenishable

- (iii). Which one of the following is the main cause of land degradation in Punjab?
- | | |
|---------------------------|---------------------|
| (a) Intensive cultivation | (b) Over irrigation |
| (c) Deforestation | (d) Overgrazing |

Answer:

(b) Over irrigation

- (iv). In which one of the following states is terrace cultivation practised?
- | | |
|-----------------------------|-----------------|
| (a) Punjab | (b) Haryana |
| (c) Plains of Uttar Pradesh | (d) Uttarakhand |

Answer:

(d) Uttarakhand

Social Science

(Chapter – 1) (Resources and Development)
(Contemporary India – II)

- (v). In which of the following states is black soil found?
- | | |
|-----------------------|---------------|
| (a) Jammu and Kashmir | (b) Rajasthan |
| (c) Gujarat | (d) Jharkhand |

Answer:

- (c) Gujarat

Question 2:

Answer the following questions in about 30 words.

- (i). Name three states having black soil and the crop which is mainly grown in it.

Answer:

Maharashtra, Madhya Pradesh and Chhattisgarh are some states where black soil is found and cotton is the main crop grown on black soil.

- (ii). What type of soil is found in the river deltas of the eastern coast? Give three main features of this type of soil.

Answer:

Alluvial soil is found in the river deltas of the eastern coast. Alluvial soil is rich in potash, phosphoric acid and lime. It has a high water retention capacity and it is highly fertile soil.

- (iii). What steps can be taken to control soil erosion in the hilly areas?

Answer:

Terrace farming and shelter belt plantation can be done to prevent soil erosion in hilly areas.

Social Science

(Chapter – 1) (Resources and Development)
(Contemporary India – II)

(iv). What are the biotic and abiotic resources? Give some examples.

Answer:

Biotic Resources – All living organisms in our environment are called biotic resources. For example, trees, animals, insects, etc.

Abiotic Resources – All non-living things present in our environment are termed as abiotic resources. For example – earth, air, water, metals, rocks, etc.

Question 3:

Answer the following questions in about 120 words.

(i). Explain land use pattern in India and why has the land under forest not increased much since 1960-61?

Answer:

About 45% of land is used as net sown area, i.e. for farming. About 22% of the land is under forest and the rest of the land is used for various purposes; like housing, recreation and industrial activities. Increasing population and subsequent increase in demand for resources is the main reason that forested land has not increased much during this period.

(ii). How have technical and economic development led to more consumption of resources?

Answer:

Economic development creates demand for various resources and technical development gives the knowhow to exploit those resources. Thus, technical and economic development; together lead to more consumption of resources.

Social Science

(Chapter – 2) (Forest and Wildlife Resources) (Contemporary India –II)

Question 1:

Multiple choice questions.

- (i). Which of these statements is not a valid reason for the depletion of flora and fauna?
- (a) Agricultural expansion.
 - (b) Large scale developmental projects.
 - (c) Grazing and fuel wood collection.
 - (d) Rapid industrialisation and urbanisation.

Answer:

- (c) Grazing and fuel wood collection

- (ii). Which of the following conservation strategies do not directly involve community participation?

- (a) Joint forest management
- (b) Chipko Movement
- (c) Beej Bachao Andolan
- (d) Demarcation of Wildlife sanctuaries

Answer:

- (d) Demarcation of Wildlife sanctuaries

Question 2:

Match the following animals with their category of existence.

Animals / Plants	Category of existence
1. Black buck	(a) Extinct
2. Asiatic elephant	(b) Rare
3. Andaman wild pig	(c) Endangered
4. Himalayan brown bear	(d) Vulnerable
5. Pink head duck	(e) Endemic

Answer:

- 1 - (c) 2 - (d) 3 - (e) 4 - (b) 5 - (a)

Social Science

(Chapter – 2) (Forest and Wildlife Resources)
(Contemporary India –II)

Question 3:

Match the following.

1. Reserved forests	(a) Other forests and wastelands belonging to both government and private individuals and communities.
2. Protected forests	(b) Are regarded as most valuable as far as the conservation of forest and wildlife resources
3. Unclassed forests	(c) Forest lands are protected from any further depletion

Answer:

1 - (b)

2 - (c)

3 - (a)

Question 4:

Answer the following questions in about 30 words.

(i). What is biodiversity? Why is biodiversity important for human lives?

Answer:

The variety of flora and fauna in a given geographical area is called biodiversity of that area. Each species on this earth lives in a system of interdependencies on various biotic and abiotic factors. Human beings also depend on several biotic and abiotic factors for their survival. We may be directly taking some resources from certain species, but we indirectly depend on many other species. Hence, biodiversity is important for human lives.

(ii). How have human activities affected the depletion of flora and fauna? Explain.

Answer:

Various human activities have resulted in a decline of forest cover. Vast tracts of forest had been cleared to make way for farmland and for making new houses, factories and infrastructure. Mining is another human activity which has destroyed forest in a vast area. Thus, human activities have resulted in significant depletion of flora and fauna.

Social Science

(Chapter – 2) (Forest and Wildlife Resources)
(Contemporary India –II)

Question 5:

Answer the following questions in about 120 words.

(i). Describe how communities have conserved and protected forests and wildlife in India?

Answer:

Many local communities have recognized the significance of conservation for their long term survival. Local communities are contributing significantly in conservation at many places. For example; the Bishnois of Rajasthan protect black buck, Chinkara and Peacocks quite zealously. Nature worship is an age old tradition of many tribes. By doing so, they help in conservation of forest. Chipko movement is another example of community initiative in conservation. Joint Forest Management has been practiced in Orissa since 1988 and has bore fruits for conservation.

(ii). Write a note on good practices towards conserving forest and wildlife.

Answer:

All the good practices towards conservation of forest and wildlife should include an active participation from all the stakeholders. Government agencies, local inhabitants, industrialists and wildlife enthusiasts are the important stakeholders in forest management. The government should formulate rules and regulations and provide system and machinery to implement conservation programmes. The local inhabitants should always be included in the conservation programme, because their survival depends on it. Industrialists and wildlife enthusiasts should also be taken under the fold of conservation programmes. A coordinated effort by all the stakeholders will give better results.

Social Science

(Chapter – 3) (Water Resources)
(Contemporary India –II)

Question 1:

Multiple choice questions

(i) Based on the information given below classify each of the situations as ‘suffering from water scarcity’ or ‘not suffering from water scarcity’.

- (a) Region with high annual rainfall.
- (b) Region having high annual rainfall and large population.
- (c) Region having high annual rainfall but water is highly polluted.
- (d) Region having low rainfall and low population.

Answer:

- (a) Not suffering from water scarcity
- (b) Suffering from water scarcity
- (c) Suffering from water scarcity
- (d) Not suffering from water scarcity

(ii) Which one of the following statements is not an argument in favour of multi-purpose river projects?

- (a) Multi-purpose projects bring water to those areas which suffer from water scarcity.
- (b) Multi-purpose projects by regulating water flow help to control floods.
- (c) Multi-purpose projects lead to large scale displacements and loss of livelihood.
- (d) Multi-purpose projects generate electricity for our industries and our homes.

Answer:

- (ii) (c) Multi-purpose projects lead to large scale displacements and loss of livelihood.

Social Science

(Chapter – 3) (Water Resources)
(Contemporary India –II)

(iii) Here are some false statements. Identify the mistakes and rewrite them correctly.

- (a) Multiplying urban centres with large and dense populations and urban lifestyles have helped in proper utilisation of water resources.
- (b) Regulating and damming of rivers does not affect the river's natural flow and its sediment flow.
- (c) In Gujarat, the Sabarmati basin farmers were not agitated when higher priority was given to water supply in urban areas, particularly during droughts.
- (d) Today in Rajasthan, the practice of rooftop rainwater water harvesting has gained popularity despite high water availability due to the Rajasthan Canal.

Answer:

- (a) Multiplying urban centres with large and dense populations and urban lifestyles have caused the over exploitation of water resources.
- (b) Regulating and damming of rivers affect their natural flow and causes the sediment to settle at the bottom of the reservoir.
- (c) In Gujarat, the Sabarmati basin farmers were agitated when higher priority was given to water supply in urban areas, particularly during droughts.
- (d) Today in Rajasthan, the practice of rooftop rainwater harvesting is on the decline due to the Rajasthan canal.

Question 2:

Answer the following questions in about 30 words.

- (i) Explain how water becomes a renewable resource.

Answer:

All water that is used primarily ends up in the sea. From there, it enters the hydrological cycle in the form of water vapour. Freshwater is renewed by this cycle when precipitation occurs. Hence, water is a renewable resource.

Social Science

(Chapter – 3) (Water Resources)
(Contemporary India –II)

(ii) What is water scarcity and what are its main causes?

Answer:

Water scarcity or water stress occurs when water availability is not enough to match the demand for water. It is caused by an increase in population, growing demand for water, and unequal access to it.

(iii) Compare the advantages and disadvantages of multi-purpose river projects.

Answer:

Multipurpose river projects help in irrigation, electricity production, flood control, inland navigation and fish breeding. However, the reservoirs destroy local flora and fauna. Many native villages are submerged, and people lose their livelihood, with little or no hope of rehabilitation.

Question 3:

Answer the following questions in about 120 words.

(i) Discuss how rainwater harvesting in semi-arid regions of Rajasthan is carried out.

Answer:

Houses in the semi – arid regions of Rajasthan have traditionally constructed tanks for storing drinking water. They are big and are a part of the well-developed rooftop rainwater harvesting system. The tanks are constructed inside the main house or the courtyard, and are connected to the sloping roofs of the houses through a pipe. The rain falling on the rooftop travels down and is stored in the tanks. The first spell of rain is not collected as this water cleans the roof and the pipes. The rainwater from the subsequent spells is collected. This water is used till the next rainy season, and is a reliable source of water even after other sources have dried up. The tanks also help in cooling the houses as rooms built around them have generally low temperatures due to conduction.

Social Science

(Chapter – 3) (Water Resources)
(Contemporary India –II)

(ii) Describe how modern adaptations of traditional rainwater harvesting methods are being carried out to conserve and store water.

Answer:

Traditional methods of rainwater harvesting like ‘the rooftop method’ are becoming popular in India. In Gendathur village, Mysore, about 200 households have adopted the rooftop rainwater harvesting method, thereby making the village rich in rainwater. The state of Tamil Nadu has made it compulsory for all the houses to have rooftop rainwater harvesting structures. Defaulters are severely punished.

Social Science

(Chapter – 4) (Agriculture)
(Contemporary India – II)

Question 1:

Multiple choice questions

(i). Which one of the following describes a system of agriculture where a single crop is grown on a large area?

- (a) Shifting Agriculture
- (b) Plantation Agriculture
- (c) Horticulture
- (d) Intensive Agriculture

Answer:

- (b) Plantation Agriculture

(ii). Which one of the following is a rabi crop?

- (a) Rice
- (b) Gram
- (c) Millets
- (d) Cotton

Answer:

- (b) Gram

(iii). Which one of the following is a leguminous crop?

- (a) Pulses
- (b) Jawar
- (c) Millets
- (d) Sesamum

Answer:

- (a) Pulses

Social Science

(Chapter – 4) (Agriculture)
(Contemporary India – II)

(iv). Which one of the following is announced by the government in support of a crop?

- (a) Maximum support price
- (b) Minimum support price
- (c) Moderate support price
- (d) Influential support price

Answer:

- (b) Minimum support price

Question 2:

Answer the following questions in 30 words.

(i). Name one important beverage crop and specify the geographical conditions required for its growth.

Answer:

Tea is an important beverage crop. To grow well, the tea plant needs tropical or sub tropical climates, and deep and fertile well-drained soil which is rich in humus and organic matter.

(ii). Name one staple crop of India and the regions where it is produced.

Answer:

Rice is a staple food crop of India. It grows in the plains of north and north-east India, coastal areas and the deltaic regions.

(iii). Enlist the various institutional reform programmes introduced by the government in the interest of farmers.

Answer:

The various institutional reform programmes introduced by the government for the benefit of farmers are – Minimum Support Price policy, provision for crop insurance, subsidy on agricultural inputs and resources such as power and fertilisers, Grameen banks, Kissan Credit Card and Personal Accident Insurance Scheme.

Social Science

(Chapter – 4) (Agriculture)
(Contemporary India – II)

(iv). The land under cultivation has got reduced day by day. Can you imagine its consequences?

Answer:

A declining area of land under cultivation coupled with increasing population can lead to serious food grain shortages. This would in turn increase imports of food grains, thereby causing the economy to reel under huge debts.

Question 3:

Answer the following questions in about 120 words.

(i) Suggest the initiative taken by the government to ensure the increase in agricultural production.

Answer:

To ensure increase in agricultural production, the government prioritised collectivisation, consolidation of holdings, cooperation and abolition of zamindari system. 'Land reform' was the main focus of the First Five Year Plans. In the 1960s and 1970s, agricultural reforms were the order of the day. The Green Revolution and the White Revolution (Operation Flood) were aimed at improving Indian agricultural productivity. During the 1980s and 1990s, a comprehensive land development programme was initiated. Under this, various technical and institutional reforms were introduced by the government for the benefit of farmers, e.g., Minimum Support Price policy, provision for crop insurance, subsidy on agricultural inputs and resources such as power and fertilisers, Grameen banks, Kissan Credit Card, Personal Accident Insurance Scheme, and special weather bulletins and agricultural programmes like 'Krishi Darshan' on national television.

(ii) Describe the impact of globalisation on Indian agriculture.

Answer:

The impact of globalisation on Indian agriculture has been felt since colonial times. Raw cotton and spices were important export items from India. In 1917, Indian farmers revolted in Champaran against being forced to grow indigo in place of food grains, in order to supply dye to Britain's flourishing textile industry. Thus, globalisation has had its boons and banes for Indian agriculture.

Social Science

(Chapter – 4) (Agriculture)
(Contemporary India – II)

Post liberalisation, Indian farmers face new challenges in the form of competition from highly subsidised agriculture of developed nations. This prompts the need for making Indian agriculture successful and profitable by improving the conditions of small and marginal farmers, countering the negative effects of Green Revolution, developing and promoting organic farming, and diversifying cropping pattern from cereals to high-value crops.

(iii) Describe the geographical conditions required for the growth of rice.

Answer:

Rice is a kharif crop grown in the plains of north and north-eastern India, coastal areas and deltaic regions. It requires high temperatures (above 25°C) and high humidity with annual rainfall above 100 cm. In areas with less rainfall, it grows with the help of irrigation via canals and tubewells.

Social Science

(Chapter – 5) (Minerals and Energy Resources) (Contemporary India –II)

Question 1:

Multiple choice questions

(i). Which one of the following minerals is formed by decomposition of rocks, leaving a residual mass of weathered material?

- (a) coal (b) bauxite (c) gold (d) zinc

Answer:

- (b) bauxite

(ii). Koderma, in Jharkhand is the leading producer of which one of the following minerals?

- (a) bauxite (b) mica (c) iron ore (d) copper

Answer:

- (b) mica

(iii). Minerals are deposited and accumulated in the stratas of which of the following rocks?

- (a) sedimentary rocks (b) metamorphic rocks
(c) igneous rocks (d) none of the above

Answer:

- (a) sedimentary rocks

(iv). Which one of the following minerals is contained in the Monazite sand?

- (a) oil (b) uranium (c) thorium (d) coal

Answer:

- (c) thorium

Social Science

(Chapter – 5) (Minerals and Energy Resources)
(Contemporary India –II)

Question 2:

Answer the following questions in about 30 words.

(i). Distinguish between the following in not more than 30 words.

- (a) Ferrous and non-ferrous minerals
- (b) Conventional and non-conventional sources of energy.

Answer:

- (a) Minerals containing iron are called ferrous minerals, e.g., iron ore and manganese. Minerals which do not contain iron are called non-ferrous minerals, e.g., bauxite, lead and gold.
- (b) Conventional sources of energy are generally exhaustible and polluting, e.g., firewood, coal and petroleum. Non – conventional sources of energy are usually inexhaustible and non-polluting, e.g., solar, wind, tidal and atomic energy.

(ii). What is a mineral?

Answer:

A mineral is a homogeneous, naturally occurring substance with a definable interior structure. Minerals are formed by a combination of elements, and the mining of some minerals is very profitable.

(iii). How are minerals formed in igneous and metamorphic rocks?

Answer:

In igneous and metamorphic rocks, molten/liquid and gaseous minerals are forced upwards into the cracks. They then solidify and form veins or lodes.

(iv). Why do we need to conserve mineral resources?

Answer:

Mineral resources need to be conserved because they are limited. It takes billions of years for them to be replenished in nature. Continued extraction of ores leads to increasing costs of extraction and a decrease in quality as well as quantity.

Social Science

(Chapter – 5) (Minerals and Energy Resources)
(Contemporary India –II)

Question 3:

Answer the following questions in about 120 words.

(i) Describe the distribution of coal in India.

Answer:

The distribution of coal in India is more abundant on the eastern side of the country. In India, coal occurs in rock series of two main geological ages—Gondwana and tertiary. While Gondwana coal is about 200 million years old, tertiary deposits are approximately 55 million years old.

The major resources of Gondwana (metallurgical) coal are located in the Damodar valley (West Bengal, Jharkhand), Jharia, Raniganj and Bokaro.

The Godavari, Mahandi, Son and Wardha valleys also contain coal deposits. Tertiary coals occur in the north-eastern states of Meghalaya, Assam, Arunachal Pradesh and Nagaland.

(ii) Why do you think that solar energy has a bright future in India?

Answer:

Being a tropical country, India has an abundance of sunlight. Hence, there are huge possibilities of tapping solar energy. Solar energy is a non-conventional source of energy, but it is gaining popularity in rural and remote areas whose households' dependence on firewood and dung cakes is reduced as a result. This in turn helps in conserving environment and ensuring an adequate supply of manure in agriculture.

Social Science

(Chapter – 6) (Manufacturing Industries) (Contemporary India –II)

Question 1:

Multiple choice questions

(i) Which one of the following industries uses limestone as a raw material?

- (a) Aluminium (b) Cement (c) Sugar (d) Jute

Answer:

- (b) Cement

(ii) Which one of the following agencies markets steel for the public sector plants?

- (a) HAIL (b) SAIL (c) TATA Steel (d) MNCC

Answer:

- (b) SAIL

(iii) Which one of the following industries uses bauxite as a raw material?

- (a) Aluminium (b) Cement (c) Jute (d) Steel

Answer:

- (a) Aluminium

(iv) Which one of the following industries manufactures telephones, computer, etc.?

- (a) Steel (b) Electronic
(c) Aluminium (d) Information Technology

Answer:

- (b) Electronic

Social Science

(Chapter – 6) (Manufacturing Industries) (Contemporary India –II)

Question 2:

Answer the following briefly in not more than 30 words.

(i) What is manufacturing?

Answer:

Manufacturing is the process in which goods are produced after processing the various raw materials. The raw materials themselves may be manufactured products.

(ii) Name any three physical factors for the location of the industry.

Answer:

Physical factors essential in deciding the location of an industry are – availability of raw materials, availability of capital and the proximity to the market.

(iii) Name any three human factors for the location of an industry.

Answer:

Human factors essential in deciding the location of an industry are – availability of cheap labour, availability of services such as consultants and financial advice, and resources for maintaining labour.

(iv) What are basic industries? Give an example.

Answer:

Basic industries are those which supply their raw materials to industries which manufacture other goods. An example is the iron and steel industry which supplies steel to the automobile industry.

(v) Name the important raw materials used in the manufacturing of cement?

Answer:

The important raw materials used in the manufacturing of cement are: limestone, silica, alumina and gypsum. Apart from these, coal, electric power and rail transportation are also needed.

Social Science

(Chapter – 6) (Manufacturing Industries) (Contemporary India –II)

Question 3:

Write the answers of the following questions in 120 words.

(i) How are integrated steel plants different from mini steel plants? What problems does the industry face? What recent developments have led to a rise in the production capacity?

Answer:

Integrated steel plants are different from mini steel plants in many aspects. An integrated steel plant is large and handles everything in one complex—from integrating raw materials to steel making, rolling and shaping. On the other hand, a mini steel plant is smaller, has electric furnaces, uses steel scrap and sponge iron, and has re-rollers that use steel ingots as well. It produces mild and alloy steel of given specifications.

The problems faced by this industry are: (a) high production costs and limited availability of coking coal; (b) lower productivity of labour; (c) irregular supply of energy; and (d) poor infrastructure.

Recent developments that have led to a rise in the production capacity of this industry are liberalisation and Foreign Direct Investment, with help from private entrepreneurs.

(ii) How do industries pollute the environment?

Answer:

Industrial pollution of the environment is of four types: air, water, land and noise. Air pollution is caused by smoke released by chemical and paper factories, brick kilns, refineries and smelting plants, and burning of fossil fuels in factories ignoring pollution norms. Water pollution is caused by the discharging of organic and inorganic industrial wastes and effluents into rivers. This form of pollution is caused by paper, pulp, chemical, textile, dyeing, petroleum refineries, tanneries and electroplating industries. The major solid wastes released into rivers in India are fly ash, phospo - gypsum, and iron and steel slags. Thermal pollution of water is another form of water pollution, caused by the emission of hot water from factories and thermal plants into rivers and ponds. Dumping of solid wastes renders the soil infertile and useless too. Lastly, noise pollution results from industrial and construction activities, machinery, generators, and saws, pneumatic and electric drills.

Social Science

(Chapter – 6) (Manufacturing Industries) (Contemporary India –II)

(iii) Discuss the steps to be taken to minimise environmental degradation by industry?

Answer:

The steps to be taken to minimise environmental degradation by industry are as follows:

- (a) To control water pollution, industrial effluents need to be treated on all three levels (primary, secondary and tertiary); the use of water for processing should be minimised via reuse and recycling; rainwater can be harvested to meet water requirements, and ground water usage should be regulated by law.
- (b) For the minimisation of air pollution, smoke stacks should be fitted to factories with electrostatic precipitators, fabric filters, scrubbers and inertial separators. Also, smoke can be reduced by using oil or gas instead of coal.
- (c) Noise pollution can be controlled by fitting generators with silencers, redesigning machinery to reduce noise, and using earplugs and earphones besides other noise absorbing material.

Social Science

(Chapter – 1) (The Rise of Nationalism in Europe) (India and the Contemporary World – II)

Question 1:

1. Write a note on:

- a) Guiseppe Mazzini
- b) Count Camillo de Cavour
- c) The Greek war of independence
- d) Frankfurt parliament
- e) The role of women in nationalist struggles

Answer 1:

(a) Guiseppe Mazzini: He was an Italian revolutionary who played a significant role in promoting the idea of a unified Italian state. He believed that nations were the natural units of mankind, and so Italy (which was then divided into a number of small states and kingdoms) had to be forged into a single unified republic. During the 1830s, he strived to put together a coherent programme for such a unitary Italian Republic. He also set up two secret societies, namely Young Italy and Young Europe. These societies helped in the dissemination of his ideas.

(b) Count Camillo de Cavour: Of the seven states of Italy, only Sardinia-Piedmont was ruled by an Italian princely house. When the revolutionary uprisings of 1831 and 1848 failed to unite Italy, the responsibility to establish a unified Italy fell upon this Italian state. King Victor Emmanuel II was its ruler and Cavour was the Chief Minister. Cavour led the movement to unite the separate states of nineteenth-century Italy. He engineered a careful diplomatic alliance with France, which helped Sardinia-Piedmont defeat the Austrian forces in 1859, and thereby free the northern part of Italy from the Austrian Habsburgs.

(c) The Greek war of independence: This was a successful war of independence waged by Greek revolutionaries between 1821 and 1829 against the Ottoman Empire. The Greeks were supported by the West European countries, while poets and artists hailed Greece as the cradle of European civilisation. Finally, the Treaty of Constantinople of 1832 recognised Greece as an independent nation.

(d) Frankfurt parliament: It was an all-German National Assembly formed by the middle-class professionals, businessmen and prosperous artisans belonging to the different German regions. It was convened on 18 May, 1848 in the Church of St. Paul, in the city of Frankfurt. This assembly drafted a constitution for a German nation to be headed by a monarchy subject to a parliament. However, it faced opposition from the aristocracy and military. Also, as it was dominated by the middle classes, it lost its mass support base. In the end, it was forced to disband on 31 May, 1849.

Social Science

(Chapter – 1) (The Rise of Nationalism in Europe) (India and the Contemporary World – II)

(e) The role of women in nationalist struggles: Artistic representations of the French Revolution show men and women participating equally in the movement. Liberty is personified as a woman; also, liberal nationalism propounded the idea of universal suffrage, leading to women's active participation in nationalist movements in Europe. Although women had actively participated in nationalist struggles, they were given little or no political rights; an example being the Frankfurt parliament where women were admitted only as observers to stand in the visitors' gallery.

Question 2:

What steps did the French revolutionaries take to create a sense of collective identity among the French people?

Answer 2:

The French revolutionaries took many important steps to create a sense of collective identity among the French people. Ideas of la patrie (the fatherland) and le citoyen (the citizen) popularised the notion of a united community enjoying equal rights under a constitution. A new French flag replaced the royal standard. The Estates General was renamed the National Assembly and was elected by a group of active citizens. A central administrative system made uniform laws for the entire nation, and regional dialects were discouraged in favour of French as the national language.

Question 3:

Who were Marianne and Germania? What was the importance of the way in which they were portrayed?

Answer 3:

Marianne and Germania were respective female allegories for the French and the German nation. They stood as personifications of ideals like 'liberty' and 'the republic'. The importance of the way in which they were portrayed lay in the fact that the public could identify with their symbolic meaning, and this would instil a sense of national unity in them.

Social Science

(Chapter – 1) (The Rise of Nationalism in Europe)
(India and the Contemporary World – II)

Question 4:

Briefly trace the process of German unification.

Answer 4:

The process of German unification was continued by Prussia after the defeat of the liberal, middle-class Germans at the hands of the aristocrats and the military in 1848. Its chief minister Otto von Bismarck carried out this process with the help of the Prussian army and bureaucracy. Over seven years, Prussia fought three wars with Austria, Denmark and France. These wars culminated in Prussian victory and German unification. William I, the Prussian king, was proclaimed German Emperor in January 1871, at Versailles.

Question 5:

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

Answer 5:

Napoleon introduced several changes to make the administrative system more efficient in the territories ruled by him. He formulated the Civil Code of 1804, also known as the Napoleonic Code. It did away with privileges based on birth. This law established equality before law, and also secured the right to property. Napoleon shortened administrative divisions, abolished the feudal system, and freed peasants from manorial dues and serfdom. Transport and communications were improved too.

Social Science

(Chapter – 1) (The Rise of Nationalism in Europe)
(India and the Contemporary World – II)

DISCUSS

Question 1:

Explain what is meant by the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals?

Answer 1:

The 1848 revolution of the liberals refers to the various national movements pioneered by educated middle classes alongside the revolts of the poor, unemployed and starving peasants and workers in Europe. While in countries like France, food shortages and widespread unemployment during 1848 led to popular uprisings, in other parts of Europe (such as Germany, Italy, Poland and the Austro-Hungarian Empire), men and women of the liberal middle classes came together to voice their demands for the creation of nation-states based on parliamentary principles. In Germany, for example, various political associations comprising middle-class professionals, businessmen and prosperous artisans came together in Frankfurt to form an all-German National Assembly. This Frankfurt parliament drafted a constitution for a German nation to be headed by a monarchy subject to a parliament. Though such liberal movements were ultimately suppressed by conservative forces, the old order could never be restored. The monarchs realised that the cycles of revolution and repression could only be ended by granting concessions to the liberal-nationalist revolutionaries.

The political, social and economic ideas supported by the liberals were clearly based on democratic ideals. Politically, they demanded constitutionalism with national unification—a nation-state with a written constitution and parliamentary administration. They wanted to rid society of its class-based partialities and birth rights. Serfdom and bonded labour had to be abolished, and economic equality had to be pursued as a national goal. The right to property was also significant in the liberals' concept of a nation based on political, social and economic freedom.

Question 2:

Choose three examples to show the contribution of culture to the growth of nationalism in Europe.

Answer 2:

Apart from wars and territorial expansion, culture also played a crucial role in the development of nationalism. Romanticism was a European cultural movement aimed at developing national unity by creating a sense of shared heritage and common history. The Romantic artists' emphasis on emotions, intuition and mystical feelings gave shape and expression to nationalist sentiments. The strength of art in promoting nationalism is well exemplified in the role played

Social Science

(Chapter – 1) (The Rise of Nationalism in Europe) (India and the Contemporary World – II)

by European poets and artists in mobilising public opinion to support the Greeks in their struggle to establish their national identity.

Folk songs, dances and poetry contributed to popularising the spirit of nationalism and patriotic fervour in Europe. Collecting and recording the different forms of folk culture was important for building a national consciousness. Being a part of the lives of the common people, folk culture enabled nationalists to carry the message of nationalism to a large and diverse audience. The Polish composer Karol Kurpinski celebrated and popularised the Polish nationalist struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.

Language also played a distinctive role in developing nationalist feelings in Europe. An example of this is how during Russian occupation, the use of Polish came to be seen as a symbol of struggle against Russian dominance. During this period, Polish language was forced out of schools and Russian language was imposed everywhere. Following the defeat of an armed rebellion against Russian rule in 1831, many members of the clergy in Poland began using language as a weapon of national resistance. They did so by refusing to preach in Russian, and by using Polish for Church gatherings and religious instruction. The emphasis on the use of vernacular language, the language of the masses, helped spread the message of national unity.

Question 3:

Through a focus on any two countries, explain how nations developed over the nineteenth century.

Answer 3:

The development of the German and Italian nation states in the nineteenth century

Political fragmentation: Till the middle of the nineteenth century, the present-day nations of Germany and Italy were fragmented into separate regions and kingdoms ruled by different princely houses.

Revolutionary uprisings: Nineteenth-century Europe was characterised by both popular uprisings of the masses and revolutions led by the educated, liberal middle classes. The middle classes belonging to the different German regions came together to form an all-German National Assembly in 1848. However, on facing opposition from the aristocracy and military, and on losing its mass support base, it was forced to disband.

Social Science

(Chapter – 1) (The Rise of Nationalism in Europe) (India and the Contemporary World – II)

In the Italian region, during the 1830s, revolutionaries like Giuseppe Mazzini sought to establish a unitary Italian Republic. However, the revolutionary uprisings of 1831 and 1848 failed to unite Italy.

Unification with the help of the army: After the failure of the revolutions, the process of German and Italian unification was continued by the aristocracy and the army. Germany was united by the Prussian chief minister Otto von Bismarck with the help of the Prussian army and bureaucracy. The German empire was proclaimed in 1871.

The Italian state of Sardinia-Piedmont played a role similar to that played by Prussia. Count Camillo de Cavour (the Chief Minister) led the movement to unite the separate states of nineteenth-century Italy with the help of the army and an alliance with France. The regions annexed by Giuseppe Garibaldi and his Red Shirts joined with the northern regions to form a united Italy. The Italian nation was proclaimed in 1861. The Papal States joined in 1870.

Question 4:

How was the history of nationalism in Britain unlike the rest of Europe?

Answer 4:

The history of nationalism in Britain was unlike that in the rest of Europe in the sense that it was forced down upon the masses. There was no concept of a British nation prior to the eighteenth century. The region was in fact inhabited by different ethnic groups (English, Welsh, Scot, Irish). Each group had its own cultural and political tradition. However, as the English state grew in terms of wealth, importance and power, it was able to extend its influence over the other states of the islands. The English parliament, which had seized power from the monarchy, played a crucial role in doing away with the ethnic distinctions and uniting the different groups into a British nation-state, with England at its centre. The ethnic nationalities were, directly or indirectly, forced to join the English state to form the United Kingdom of Great Britain. The symbols of new Britain—the British flag, the national anthem and the English language were widely popularised, while the distinctive identities of the other joining states were systematically suppressed. English culture dominated the British nation, while the other states became mere subsidiaries in the Union. Thus, nationalism in Britain did not come about as a result of the people's desire to unite or countrywide movements for the same, but from the decisions of the people in power.

Social Science

(Chapter – 1) (The Rise of Nationalism in Europe)
(India and the Contemporary World – II)

Question 5:

Why did nationalist tensions emerge in the Balkans?

Answer 5:

Nationalist tensions emerged in the Balkans because of the spread of ideas of romantic nationalism as also the disintegration of the Ottoman Empire that had previously ruled over this area. The different Slavic communities in the Balkans began to strive for independent rule. They were jealous of each other and every state wanted more territory, even at the expense of others. Also, the hold of imperial power over the Balkans made the situation worse. Russia, Germany, England, Austro-Hungary all wanted more control over this area. These conflicts ultimately led to the First World War in 1914.

Social Science

(Chapter – 2) (The Nationalist Movement in Indo - China) (India and the Contemporary World-II)

Question 1:

Write a note on:

- (a) What was meant by the ‘civilising mission’ of the colonisers?
- (b) Huynh Phu So.

Answer 1:

(a) The “civilising mission” of the colonisers was an imperial disguise for controlling colonies. European powers assumed that their civilisation was the most advanced, and that it was their humanitarian concern to spread it around the world, even if this was done by force. Europeans became the self-professed carriers of light to the colonies, rejecting the latter’s inherent traditions, religions and cultures as outdated. Also, education was viewed as a “civilising” tool, but fearing retaliation, the colonisers—the French in Vietnam, the British in India, did not want to give full access to the colonised people to Western education. They were aware that Western education might instill democratic ideals and a desire for independence. Hence, the “civilising mission” was marred by double standards and sheer hypocrisy.

(b) Huynh Phu So was a revolutionary leader who started an anti-French movement known as the Hoa Hoa. He was declared the “Mad Bonze” and put in a mental asylum by the French. He performed miracles and helped the poor; condemning unnecessary expenses, gambling, intoxication and the sale of child brides. Interestingly, he was declared sane in 1941, but was exiled to Laos after the doctor treating him also became his follower.

Question 2:

Explain the following:

- (a) Only one-third of the students in Vietnam would pass the school-leaving examinations.
- (b) The French began building canals and draining lands in the Mekong delta.
- (c) The government made the Saigon Native Girls School take back the students it had expelled.
- (d) Rats were most common in the modern, newly built areas of Hanoi.

Answer 2:

(a) Only one-third of the students in Vietnam would pass the school-leaving examinations because the French colonial administration followed a deliberate policy of failing students in their final year examinations so that they could not qualify for better-paid jobs. Only the wealthy Vietnamese could afford enrolment in these expensive schools, and to add to that, very few would pass the school-leaving examinations.

Social Science

(Chapter – 2) (The Nationalist Movement in Indo - China) (India and the Contemporary World–II)

(b) The French began building canals and draining lands in the Mekong delta for increased cultivation. This was done under a garb to “civilise” Vietnam on a European model, but it was actually an economic idea meant to increase rice production and subsequent export of rice to the international market.

(c) When the French principal of the Saigon Native Girls School expelled the students protesting another student's expulsion, there was widespread remonstrance. Considering the gravity of the situation, the government decided to control the intensity of the protests by providing an outlet—making the school take back the students.

(d) Rats were most common in the modern, newly built areas of Hanoi because the modern and apparently hygienic sewage system provided ideal breeding grounds for rodents apart from being a good transport system as well, for the rats. Sewage from the old city was drained out into the river or overflowed in the streets during heavy rains. The large sewers now became a protected breeding and living space for rats. Hanoi, despite its “modernity”, became the chief cause of the plague in 1903.

Question 3:

Describe the ideas behind the Tonkin Free School. To what extent was it a typical example of colonial ideas in Vietnam?

Answer 3:

The ideas behind the Tonkin Free School were predominantly based on policies of westernisation. Students were taught science, hygiene and French, and were encouraged to adopt Western styles of dressing.

This school was a typical example of colonial ideas in Vietnam on account of the aforementioned. It rejected traditional Vietnamese education and lifestyle, and promoted western ideals and living.

Question 4:

What was Phan Chu Trinh's objective for Vietnam? How were his ideas different from those of Phan Boi Chau?

Answer 4:

Phan Chu Trinh's objective for Vietnam was to make it a democratic republic, along the western ideals of liberty. He accused the French of not following their own national ideals, and demanded for the setting up of legal and educational institutions alongside the development of agriculture and industries.

Unlike Phan Boi Chau, Phan Chu Trinh was extremely opposed to the monarchy. Hence, their ideas had at their roots this fundamental difference.

Social Science

(Chapter – 2) (The Nationalist Movement in Indo - China)
(India and the Contemporary World–II)

DISCUSS

Question 1:

With reference to what you have read in this chapter, discuss the influence of China on Vietnam's culture and life.

Answer 1:

The influence of China on Vietnam's culture and life was multifarious before the French colonised Vietnam. Even when the latter gained independence in 1945, the rulers maintained the use of Chinese governance systems and culture. The elites were vastly influenced by Chinese culture and life, as has been elucidated in Phan Boi Chau's book "The History of the Loss of Vietnam". Chinese language and Confucianism were followed by the upper classes in Vietnam. In 1911, when the Chinese Republic was set up, Vietnamese students followed suit in organising the Association for the Restoration of Vietnam. Vietnamese men also kept their hair long—a Chinese tradition.

Question 2:

What was the role of religious groups in the development of anti-colonial feeling in Vietnam?

Answer 2:

Religious groups played a very significant role in the development of anti-colonial feeling in Vietnam. Vietnam's religious beliefs were a mix of Buddhism, Confucianism and local customs. Christianity looked down upon their reverence for the supernatural. In 1868, the Scholars' Revolt protested against the tyrannical spread of Christianity, and though the movement was defeated, it inspired others to follow suit. The Hoa Hoa movement in 1939 drew upon popular religious ideas of the nineteenth century, and its leader Huynh Phu So was a famous entity. These groups were not in tandem with political parties which tended to look down upon their activities with discomfort. Nevertheless, religious movements were successful in arousing anti-imperialist tendencies in the Vietnamese people.

Social Science

(Chapter – 2) (The Nationalist Movement in Indo - China) (India and the Contemporary World–II)

Question 3:

Explain the causes of the US involvement in the war in Vietnam. What effect did this involvement have on life within the US itself?

Answer 3:

The US got involved in the war in Vietnam because it feared that a communist government would come to power in Vietnam after the National Liberation Front formed a coalition with the Ho Chi Minh government in the north, against Ngo Dinh Diem's regime. US policy-planners feared a spread of communism to other countries in the area.

This involvement in the Vietnam War affected life within the US itself because of widespread public dissent. Only university graduates were exempt from compulsory service in the army and this caused even more anger amongst the minorities and working-class families.

Question 4:

Write an evaluation of the Vietnamese war against the US from the point of

- (a) a porter on the Ho Chi Minh trail.
- (b) a woman soldier.

Answer 6:

The chapter already gives you a detailed account of the Nationalist Movement in Vietnam. You can also refer to some additional material on America's war on Vietnam. Try looking for this material in your library. Try to understand and analyze the reasons that led to the war and the kind of impact it had on the people, i.e., people on both sides of the war.

This research will give you a better perspective to attempt the answers to such questions.

Social Science

(Chapter – 2) (The Nationalist Movement in Indo - China)
(India and the Contemporary World–II)

Question 5:

What was the role of women in the anti-imperial struggle in Vietnam? Compare this with the role of women in the nationalist struggle in India.

Answer 5:

Women played a crucial role in the anti-imperial struggle in Vietnam. Women who rebelled against social conventions were idealised and rebel women of the past were likewise celebrated. Trieu Au was a popular figure in nationalist tales. In the 1960s, women were represented as brave soldiers and workers. They assisted in nursing wounded soldiers, constructing underground tunnels and fighting the enemy. Interestingly, between 1965 and 1975, 70-80% of the youth working on the Ho Chi Minh trail were women.

Compared to this very direct and active participation of Vietnamese women in the anti-imperial struggle, India women did not play a very dynamic role in the nationalist struggle of India against Great Britain. They followed Gandhian ideals of boycotting foreign goods and picketing liquor shops, but mainstream politics was controlled by men; although women like Sarojini Naidu, Kamla Nehru and Kasturba Gandhi were keenly involved.

Social Science

(Chapter – 3) (Nationalism in India) (India and the Contemporary World-II)

Question 1:

Explain:

- (a) Why growth of nationalism in the colonies is linked to an anti-colonial movement.
- (b) How the First World War helped in the growth of the National Movement in India.
- (c) Why Indians were outraged by the Rowlatt Act.
- (d) Why Gandhi ji decided to withdraw the Non-Cooperation Movement.

Answer 1:

(a) Colonisation affected people's freedom, and nationalist sentiments surged during the process of struggle against imperial domination. The sense of oppression and exploitation became a common bond for people from different walks of life, and this resulted in the growth of nationalist ideals. Thus, growth of nationalism in the colonies is linked to anti-colonial movements.

(b) During the First World War, the British army conducted forced recruitment from rural areas in India. To finance the defence expenditure, high custom duties and income taxes were imposed. Also, during 1918-19 and 1920-21, crops failed in many parts of India, thereby resulting in acute food shortages. All this caused extensive anger and opposition against the British colonial rule, and the national movement of India headed towards a stronger, more definitive direction.

(c) The Rowlatt Act was passed hurriedly through the Imperial Legislative Council despite opposition from Indian members. It gave the government autocratic powers to repress political activities besides allowing it to detain political prisoners without a trial, for two years. The Indian were outraged by this act as it was clearly undemocratic and oppressive, and hurt national sentiments and dignity.

(d) Gandhi ji decided to withdraw the Non-Cooperation Movement due to various incidents of violence perpetrated by the masses, especially the Chauri Chaura incident in 1922 where the people clashed with the police, setting a police-station on fire. Gandhi ji felt that the people were not yet ready for a mass struggle, and that satyagrahis needed to be properly trained for non-violent demonstrations.

Social Science

(Chapter – 3) (Nationalism in India)
(India and the Contemporary World-II)

Question 2:

What is meant by the idea of satyagraha?

Answer 2:

The idea of satyagraha implies a unique method of mass agitation that emphasises the power of truth, and the need to search for truth. It upholds the belief that if the cause is true and the fight is against injustice, then there is no need for physical force or coercion against the oppressor. Satyagraha is synonymous with non-violent agitation, where an appeal is made to the oppressor's conscience to search for justice. Gandhi ji believed that this dharma of non-violence could be the cause of national unity and harmony.

Question 3:

Write a newspaper report on:

- (a) The Jallianwala Bagh massacre
- (b) The Simon Commission

Answer 3:

(a) The Jallianwala Bagh massacre—facts—on 13 April, 1919, General Dyer blocked the exit points from the enclosed ground of Jallianwala Bagh where a large crowd had gathered—some to protest against the British government's repressive measures, others to attend the annual Baisakhi fair. Dyer's objective was to "produce a moral effect" and terrorise satyagrahis. Hundreds of innocent people including women and children were killed on this day in the indiscriminate firing by British soldiers. This led to large scale strikes, clashes with police and attacks on government buildings by the enraged Indian people.

(b) The Simon Commission—facts—it arrived in India in 1928 and faced protest slogans of "Go Back Simon". It was because this body was to suggest constitutional changes in Indian governance, but it did not have any Indian members. The Congress and the Muslim League jointly demonstrated against it. Lord Irwin announced a vague "dominion status" for India to quell the movement, leading to a Round Table Conference in October, 1929.

Social Science

(Chapter – 3) (Nationalism in India)
(India and the Contemporary World-II)

Question 4:

Compare the images of Bharat Mata in this chapter with the image of Germania in Chapter 1.

Answer 4:

The image of Bharat Mata as painted by Abanindranath Tagore shows her as bestowing learning, food and clothing. She bears aesthetic quality as denoted by the mala held by her. This is similar to the image of Germania as painted by Philip Veit, where she holds a sword, but looks more feminine. The other painting of Bharat Mata is more manly in its representation. In it, she is shown as bearing power and authority as denoted by the lion and elephant beside her. The latter image is more akin to the image of Germania by Lorenz Clasen, where she wields a sword and shield, and looks ready to fight.

Social Science

(Chapter – 3) (Nationalism in India)
(India and the Contemporary World-II)

DISCUSS

Question 1:

List all the different social groups which joined the Non-Cooperation Movement of 1921. Then choose any three and write about their hopes and struggles to show why they joined the movement.

Answer 1:

The different social groups that joined the Non-Cooperation Movement of 1921 were the urban middle class comprising lawyers, teachers and headmasters, students, peasants, tribals and workers. Peasants, tribals and workers joined the movement from the countryside. They did so with hopes of self-emancipation. Peasants rebelled against talukdars and landlords who demanded high rents and also forced them to do begar or free labour. Tribal peasants revolted against the enclosure of large forest tracts by the British government, which left them devoid of a livelihood as well as traditional rights. Plantation workers, on the other hand, desired freedom to move about and retain links with the villages they came from. All three believed that Gandhi Raj would come with the Non-Cooperation Movement, and this would mark an end to their sorrows. Hence, they joined the anti-colonial struggle.

Question 2:

Discuss the Salt March to make clear why it was an effective symbol of resistance against colonialism.

Answer 2:

The Salt March was an effective symbol of resistance against colonialism because it was done in revolt against a commodity—salt, used by the rich and the poor alike. The tax on salt, and the government monopoly over its production was a severely oppressive administrative move. The Salt March was effective also because Gandhi ji met a large number of commoners during the march and he taught them the true meaning of swaraj and non-violence. By peacefully defying a law and making salt against government orders, Gandhi ji set forth an example to the whole nation of how the oppressor could be confronted in a non-violent manner. This also led to the Civil Disobedience Movement in 1930.

Social Science

(Chapter – 3) (Nationalism in India)
(India and the Contemporary World-II)

Question 3:

Imagine you are a woman participating in the Civil Disobedience Movement. Explain what the experience meant to your life.

Answer 3:

A woman participating in the Civil Disobedience Movement—facts—salt manufactured; foreign cloth boycotted; liquor shops picketed; peaceful satyagrahis attacked, including women and children; brutal repression, many women went to jail as well; mostly from high castes and rich families; saw national service as a sacred duty

Question 4:

Why did political leaders differ sharply over the question of separate electorates?

Answer 4:

Political leaders differed sharply over the question of separate electorates because of differences in opinion. While those supporting the cause of minorities and the dalits believed that only political empowerment would resolve their social backwardness, others like Gandhi ji thought that separate electorates would further slow down the process of their integration into society. Also, it was feared that the system of separate electorates would gradually divide the country into numerous fragments because every community or class would then ask for separate representations.

Social Science

(Chapter – 4) (The Making of a Global World) (India and the Contemporary World–II)

Question 1:

Give two examples of different types of global exchanges which took place before the seventeenth century, choosing one example from Asia and one from the Americas.

Answer 1:

Examples of the different types of global exchanges which took place before the seventeenth century:

- i) Textiles, spices and Chinese pottery were exchanged by China, India and Southeast Asia in return for gold and silver from Europe.
- ii) Gold and foods such as potatoes, soya, groundnuts, tomatoes and chillies were first exported from the Americas to Europe.

Question 2:

Explain how the global transfer of disease in the pre-modern world helped in the colonisation of the Americas.

Answer 2:

The global transfer of disease in the pre-modern world helped in the colonisation of the Americas because the Native American Indians were not immune to the diseases that the settlers and colonisers brought with them. The Europeans were more or less immune to small pox, but the Native Americans, having been cut off from the rest of the world for millions of years, had no defence against it. These germs killed and wiped out whole communities, paving the way for foreign domination. Weapons and soldiers could be destroyed or captured, but diseases could not be fought against.

Social Science

(Chapter – 4) (The Making of a Global World) (India and the Contemporary World-II)

Question 3:

Write a note to explain the effects of the following:

- (a) The British government's decision to abolish the Corn Laws.
- (b) The coming of rinderpest to Africa.
- (c) The death of men of working-age in Europe because of the World War.
- (d) The Great Depression on the Indian economy.
- (e) The decision of MNCs to relocate production to Asian countries.

Answer 3:

(a) The British government's decision to abolish the Corn Laws resulted in losses for the agricultural sector, but progress in the industrial sector. Food began to be imported more cheaply into Britain, and thousands of workers involved in cultivation became unemployed. However, consumption increased and the industrial sector grew, with more workers being available in cities than in rural areas.

(b) The coming of rinderpest to Africa caused a loss of livelihood for countless Africans. Using this situation to their advantage, colonising nations conquered and subdued Africa by monopolising scarce cattle resources to force Africans into the labour market.

(c) The death of men of working age in Europe because of the World War reduced the able-bodied workforce in Europe, leading to a steady decline in household incomes and a consequent struggle to meet the living expenditure by families whose men were handicapped or killed.

(d) The Great Depression had a major impact on the Indian economy. Between 1928 and 1934, it reduced Indian imports and exports by nearly half. Wheat prices too fell by 50% during this time. More than the urban areas, the agricultural sector (which dominated livelihoods in rural lands) was badly hit by the Great Depression.

(e) The decision of MNCs to relocate production to Asian countries led to a stimulation of world trade and capital flows. This relocation was on account of low-cost structure and lower wages in Asian countries. It also benefitted the Asian nations because employment increased, and this resulted in quick economic transformation as well.

Social Science

(Chapter – 4) (The Making of a Global World)
(India and the Contemporary World–II)

Question 4:

Give two examples from history to show the impact of technology on food availability.

Answer 4:

The impact of technology on food availability was manifold in the late nineteenth century. Faster railways, lighter wagons and larger ships helped transport food more cheaply and quickly from production units to even faraway markets. Also, refrigerated ships helped transport perishable foods such as meat, butter and eggs over long distances.

Question 5:

What is meant by the Bretton Woods Agreement?

Answer 5:

The Bretton Woods Agreement was finalised in July 1944 at Bretton Woods in New Hampshire, USA. It established the International Monetary Fund and the World Bank to preserve global economic stability and full employment in the industrial world. These institutions also dealt with external surpluses and deficits of member nations, and financed post-war reconstructions.

Social Science

(Chapter – 4) (The Making of a Global World)
(India and the Contemporary World–II)

Discuss

Question 6:

Imagine that you are an indentured Indian labourer in the Caribbean. Drawing from the details in this chapter, write a letter to your family describing your life and feelings.

Answer 6:

Indentured Indian labourers in the Caribbean—facts—signed a contract stating that they would return to India after working for five years at a plantation; belonged to eastern Uttar Pradesh, Bihar, central India and the dry districts of Tamil Nadu; migrants took up the overseas jobs hoping to escape poverty and oppression in their home villages; migrants were not even informed about the long sea voyages, and some unwilling ones were abducted as well; also known as “the new system of slavery”; harsh living and working conditions; few legal rights; many escaped into the wilds; some developed new art forms for expression; some returned home after the contract period, while others stayed on

Question 7:

Explain the three types of movements or flows within international economic exchange. Find one example of each type of flow which involved India and Indians, and write a short account of it.

Answer 7:

The three types of movements or flows within the international economic exchange are trade flows, human capital flows and capital flows or investments. These can be explained as—the trade in agricultural products, migration of labour, and financial loans to and from other nations.

India was a hub of trade in the pre-modern world, and it exported textiles and spices in return for gold and silver from Europe. Many different foods such as potatoes, soya, groundnuts, maize, tomatoes, chillies and sweet potatoes came to India from the Americas after Columbus discovered it.

In the field of labour, indentured labour was provided for mines, plantations and factories abroad, in huge numbers, in the nineteenth century. This was an instrument of colonial domination by the British.

Lastly, Britain took generous loans from USA to finance the World War. Since India was an English colony, the impact of these loan debts was felt in India too. The British government increased taxes, interest rates, and lowered the prices of products it bought from the colony. Indirectly, but strongly, this affected the Indian economy and people.

Social Science

(Chapter – 4) (The Making of a Global World) (India and the Contemporary World–II)

Question 8:

Explain the causes of the Great Depression

Answer 8:

The Great Depression was a result of many different factors. The post-war global economy was weak. Also, agricultural over-production proved to be a nuisance, which was made worse by falling food grain prices. To counter this, farmers began to increase production and bring even more produce to the markets to maintain their annual incomes. This led to such a glut of food grains that prices plummeted further and farm produce was left to rot. Most countries took loans from the US, but American overseas lenders were wary about the same. When they decreased the amount of loans, the countries economically dependent on US loans faced an acute crisis. In Europe, this led to the failure of major banks and currencies such as the British pound sterling. In a bid to protect the American economy, USA doubled import duties. This worsened the world trade scenario. All these factors contributed to the Great Depression. It affected USA the worst on account of its being a global loan provider and the biggest industrial nation.

Question 9:

Explain what is referred to as the G-77 countries. In what ways can G-77 be seen as a reaction to the activities of the Bretton Woods twins?

Answer 9:

G-77 countries is an abbreviation for the group of 77 countries that demanded a new international economic order (NIEO); a system that would give them real control over their natural resources, without being victims of neo-colonialism, that is, a new form of colonialism in trade practised by the former colonial powers.

The G-77 can be seen as a reaction to the activities of the Bretton Woods twins (the International Monetary Fund and the World Bank) because these two institutions were designed to meet the financial needs of industrial and developed countries, and did nothing for the economic growth of former colonies and developing nations.

Social Science

(Chapter – 5) (The Age of Industrialisation) (India and the Contemporary World-II)

Question 1:

Explain the following:

- (a) Women workers in Britain attacked the Spinning Jenny.
- (b) In the seventeenth century merchants from towns in Europe began employing peasants and artisans within the villages.
- (c) The port of Surat declined by the end of the eighteenth century.
- (d) The East India Company appointed *gomasthas* to supervise weavers in India.

Answer 1:

(a) Women workers in Britain attacked the Spinning Jenny because it speeded up the spinning process, and consequently, reduced labour demand. This caused a valid fear of unemployment among women working in the woollen industry. Till date, they had survived on hand spinning, but this was placed in peril by the new machine.

(b) In the seventeenth century, merchants from towns in Europe began employing peasants and artisans within the villages because production in urban areas could not be increased due to the presence of powerful trade guilds. These maintained control over production, regulated prices and competition, and restricted the entry of new people in the trade. Monopolisation was also a common tactic. In the countryside, there were no such rules, and impoverished peasants welcomed these merchants.

(c) The port of Surat declined by the end of the eighteenth century on account of the growing power of European companies in trade with India. They secured many concessions from local courts as well as the monopoly rights to trade. This led to a decline of the old ports of Surat and Hoogly from where local merchants had operated. Exports slowed and local banks here went bankrupt.

(d) The East India Company appointed *gomasthas* to supervise weavers in India to establish a more direct control over the weavers, free of the existing traders and brokers in the cloth trade. The *gomasthas* were the paid servants who supervised the weavers, collected supplies and examined the quality of cloth. The *gomasthas* ensured that all management and control of the cloth industry came under the British. This helped in eliminating competition, controlling costs and ensuring regular supplies of cotton and silk products.

Social Science

(Chapter – 5) (The Age of Industrialisation)
(India and the Contemporary World–II)

Question 2:

Write True or False against each statement:

- (a) At the end of the nineteenth century, 80 per cent of the total workforce in Europe was employed in the technologically advanced industrial sector.
- (b) The international market for fine textiles was dominated by India till the eighteenth century.
- (c) The American Civil War resulted in the reduction of cotton exports from India.
- (d) The introduction of the fly shuttle enabled handloom workers to improve their productivity

Answer 2:

- (a) False
- (b) True
- (c) False
- (d) True

Question 3:

Explain what is meant by proto-industrialisation.

Answer 3:

Proto-industrialisation is the phase of industrialisation that was not based on the factory system. Before the coming of factories, there was large-scale industrial production for an international market. This part of industrial history is known as proto-industrialisation.

Social Science

(Chapter – 5) (The Age of Industrialisation)
(India and the Contemporary World-II)

Discuss

Question 1:

Why did some industrialists in nineteenth-century Europe prefer hand labour over machines?

Answer 1:

Some industrialists in nineteenth-century England preferred hand labour over machines because there was no labour shortage in the market, and as a result, there was no problem of high wage costs either. Industrialists did not wish to replace hand labour with machines that would require large capital investment. Also, in industries where the production and amount of labour required were dependent on the seasons, hand labour was preferred for its lower costs. Apart from this, many goods could only be manufactured by hand. Machines could provide mass quantities of a uniform product. But the demand was for intricate designs and shapes; this required human skill, and not mechanical technology. Handmade products also stood for refinement and class status. It was commonly believed that machine-made goods were for export to the colonies.

Question 2:

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

Answer 2:

After establishing political power, the East India Company successfully procured regular supplies of cotton and silk textiles from Indian weavers via a series of actions. These actions were aimed at eliminating competition from other colonial powers, controlling costs and ensuring regular supplies of cotton and silk goods for Britain.

Firstly, it appointed *gomasthas* or paid servants to supervise weavers, collect supplies and examine textile quality.

Secondly, it disallowed Company weavers from dealing with other buyers. This was ascertained by a system of giving advances to the weavers for procuring raw materials. Those who took these loans could not sell their cloth to anyone but the *gomasthas*.

Social Science

(Chapter – 5) (The Age of Industrialisation) (India and the Contemporary World-II)

Question 3:

Imagine that you have been asked to write an article for an encyclopaedia on Britain and the history of cotton. Write your piece using information from the entire chapter.

Answer 3:

Britain and the History of Cotton

During the seventeenth and eighteenth centuries, merchants would trade with rural people in textile production. A clothier would buy wool from a wool stapler, carry it to the spinners, and then, take the yarn to the weavers, fuller and dyers for further levels of production. London was the finishing centre for these goods. This phase in British manufacturing history is known as proto-industrialisation. In this phase, factories were not an essential part of industry. What was present instead was a network of commercial exchanges.

The first symbol of the new era of factories was cotton. Its production increased rapidly in the late nineteenth century. Imports of raw cotton sky-rocketed from 2.5 million pounds in 1760 to 22 million pounds in 1787. This happened because of the invention of the cotton mill and new machines, and better management under one roof. Till 1840, cotton was the leading sector in the first stage of industrialisation.

Most inventions in the textile production sector were met with disregard and hatred by the workers because machines implied less hand labour and lower employment needs. The Spinning Jenny was one such invention. Women in the woollen industry opposed and sought to destroy it because it was taking over their place in the labour market.

Before such technological advancements, Britain imported silk and cotton goods from India in vast numbers. Fine textiles from India were in high demand in England. When the East India Company attained political power, they exploited the weavers and textile industry in India to its full potential, often by force, for the benefit of Britain. Later, Manchester became the hub of cotton production. Subsequently, India was turned into the major buyer of British cotton goods.

During the First World War, British factories were too busy providing for war needs. Hence, demand for Indian textiles rose once again. The history of cotton in Britain is replete with such fluctuations of demand and supply.

Social Science

(Chapter – 5) (The Age of Industrialisation)
(India and the Contemporary World–II)

Question 4:

Why did industrial production in India increase during the First World War?

Answer 4:

Industrial production in India increased during the First World War because British mills became busy with tending to war needs. Manchester imports decreased, and Indian mills suddenly had a huge home market to supply. Later, they were also asked to supply war needs such as jute bags, cloth for army uniforms, tents, leather boots, saddles and other items. There was so much demand that new factories had to be set up even when old ones ran on multiple shifts. Industrial production boomed with the employment of new workers and longer working hours.

Social Science

(Chapter – 6) (Work, Life and Leisure)
(India and the Contemporary World–II)

Question 1:

Give two reasons why the population of London expanded from the middle of the eighteenth century.

Answer 1:

The city of London was a magnet for the migrant populations due to the job opportunities provided by its dockyards and industries. By 1750, one out of every nine people of England and Wales lived in London. So, the population of London kept expanding through the eighteenth and nineteenth centuries.

During the First World War, London began manufacturing motor cars and electrical goods. This increased the number of large factories, which in turn increased the number of people coming to the city in search of work.

Question 2:

What were the changes in the kind of work available to women in London between the nineteenth and the twentieth century? Explain the factors which led to this change.

Answer 2:

Changes in the kind of work available to women in London between the nineteenth and the twentieth century were primarily based on industrial and technological advancements. Consequently, women had to work in households for a living, and this led to an increase in the number of domestic servants. Some women also began to earn by lodging out rooms, tailoring, washing or making matchboxes. With the coming of the First World War though, women once again joined the industrial sector.

Social Science

(Chapter – 6) (Work, Life and Leisure)
(India and the Contemporary World-II)

Question 3:

How does the existence of a large urban population affect each of the following? Illustrate with historical examples.

- (a) A private landlord
- (b) A Police Superintendent in charge of law and order
- (c) A leader of a political party

Answer 3:

(a) The existence of a large urban population means that there would be greater number of individuals in need of a place to stay. This increased demand for places of residence is profitable for private landlords who can then rent out rooms at high rates. In nineteenth-century London, individual landowners made huge profits by taking advantage of the helplessness of the hordes of migrants in the city who needed a place to live.

(b) The existence of a large urban population means that there are increased cases of crimes, social conflict and rebellion. Police are responsible for maintaining the law and order. Hence, a police superintendent would definitely have increased work on his/her hands. In nineteenth-century London, policemen had a tough time controlling crime during the migrant influx. In the 1870s, there were 20,000 criminals living in London. The job of a policeman was made more complex in hunting down pick-pockets, thieves, cheats and tricksters whose numbers kept multiplying.

(c) The existence of a large urban population implies the simultaneous presence of several social problems, such as problems of housing, food, water, etc. These issues become political issues when they are taken up by political parties. A political party and its leaders can mobilise the masses to support them in these political causes. This was the case in nineteenth-century London as well.

Social Science

(Chapter – 6) (Work, Life and Leisure)
(India and the Contemporary World-II)

Question 4:

Give explanations for the following:

- (a) Why well-off Londoners supported the need to build housing for the poor in the nineteenth century.
- (b) Why a number of Bombay films were about the lives of migrants.
- (c) What led to the major expansion of Bombay's population in the mid-nineteenth century?

Answer 4:

(a) Well-off Londoners supported the need to build housing for the poor in the nineteenth century on account of three reasons: one-room houses of the poor came to be seen as the breeding ground of diseases, and hence, a threat to public health; fire hazards became a worry in these over-crowded, badly ventilated, unhygienic homes; lastly, there was a widespread fear of social disorder, especially after the 1917 Russian Revolution. Housing schemes were undertaken to avoid a rebellion by the poor.

(b) Bombay became an attractive destination for people seeking jobs after the British administration replaced Surat with Bombay as its principal western port. The consequent increase in trade and industries led to a great influx of people. Thus, migrants were (and still are) an important facet of Bombay. Most of the people in the film industry were migrants themselves, and wanted to portray the plight of this class of people through films. Thus, a number of Bombay films were about the lives of migrants.

(c) In mid-seventeenth century, Bombay became East India Company's principal western port, replacing Surat. Later, by the end of the nineteenth century, it had become an important administrative as well as industrial centre. All through these years, the prospects for trade and commerce, and employment kept increasing, thereby making Bombay an attractive destination for migrants.

Social Science

(Chapter – 6) (Work, Life and Leisure)
(India and the Contemporary World-II)

DISCUSS

Question 1:

What forms of entertainment came up in nineteenth century England to provide leisure activities for the people.

Answer 1:

Forms of entertainment that came up in nineteenth-century England to provide leisure activities for the people were aplenty. For the upper classes, an annual “London Season” was one of the sources of leisure. It comprised the opera, the theatre and classical music events. For the working classes, pubs, discussions and meetings for political action served the same purpose. Libraries, art galleries and museums were new types of entertainment brought about through the utilisation of state money. Music halls and cinema theatres too became immensely popular with the lower classes. Industrial workers were encouraged to undertake seaside vacations to rejuvenate from the banes of working in the polluting environment of factories.

Question 2:

Explain the social changes in London which led to the need for the Underground railway. Why was the development of the Underground criticised?

Answer 2:

The development of suburbs as a part of the drive to decongest London led to the extension of the city beyond the range where people could walk to work. Though these suburbs had been built, the people could not be persuaded to leave the city and stay far away from their places of work in the absence of some form of public transport. The Underground railway was constructed to solve this housing problem.

The development of the Underground was criticised because underground travelling was considered risky. Many felt that it added to the mess and unhygienic conditions of the city. Also, to clear the path for the construction of the Underground, a number of houses were destroyed. This led to the displacement of a great number of London poor.

Social Science

(Chapter – 6) (Work, Life and Leisure)
(India and the Contemporary World-II)

Question 3:

Explain what is meant by the Haussmanisation of Paris. To what extent would you support or oppose this form of development? Write a letter to the editor of a newspaper, to either support or oppose this, giving reasons for your view.

Answer 3:

Haussmanisation of Paris refers to the re-building of Paris by Baron Haussmann in the mid-eighteenth century. When Louis Napoleon III came to power, he appointed Haussmann as the chief architect of the new city. He laid out new streets, straight sidewalks, boulevards and open avenues, and planted full-grown trees. Haussmann's architectural plans had positives as well as negatives. His name has become a representation of forcible reconstruction to enhance the beauty of a city and impose order. This is because his plans led to the displacement of 350,000 people from the centre of Paris. This included many poor people who were now rendered homeless.

Nevertheless, this "Haussmanisation of Paris" had its boons too. Public works employed nearly one in five working people. Haussmann's work was criticised by the wealthy and poor alike during his time, but Paris became a symbol of civic pride for the French and it became the nucleus of many new architectural, social and intellectual developments that influenced other parts of the world in the twentieth century.

Question 4:

To what extent does government regulation and new laws solve problems of pollution? Discuss one example each of the success and failure of legislation to change the quality of

- (a) public life
- (b) private life

Answer 4:

Government laws play an important role in controlling the rates of pollution in a city. However, simply passing laws is not enough. They need to be properly enforced as well. It is also a fact that people tend to find ways of getting around laws. So, apart from legislations, government also needs to carry out intensive public awareness programmes aimed at educating the public about the need and ways of controlling pollution; and about how they too have a stake in environmental governance. Example to show the success of legislation to change the quality of

Public life - The Bengal Smoke Nuisance Commission, established as per the Bengal Smoke Nuisance Act of 1905, was successful in controlling industrial smoke in colonial Calcutta.

Social Science

(Chapter – 6) (Work, Life and Leisure) (India and the Contemporary World–II)

Private life - The British government passed the Clean Air Act in 1956. This law was aimed at controlling domestic sources of smoke pollution, and to do so, it introduced the concept of smokeless zones. In these areas, smokeless fuels had to be burnt. As a result, air pollution in British cities was substantially reduced. Example to show the failure of legislation to change the quality of Public life - By the 1840s, British cities such as Derby, Leeds and Manchester had smoke control laws in place. However, these laws did not succeed much in controlling smoke emission. Since smoke is not easy to monitor or measure, it was easy for factory and steam engine owners to get away with small adjustments to their machinery, and this did nothing to stop smoke.

Private life - During the colonial period, a huge population depended on dung and wood as fuel in their daily life. This was an important source of air pollution in Calcutta. Though successful in controlling industrial smoke, the Bengal Smoke Nuisance Commission found it difficult to control this domestic smoke.

[Note: The following can also be a possible answer to the second part of this question.]

Example to show the success of legislation to change the quality of

Public life - The British state used public funds to provide for entertainment forms such as museums, art galleries and libraries for the working classes.

Private life - British administrative officials built houses in new suburbs for fulfilling the housing needs of the working classes. Example to show the failure of legislation to change the quality of

Public life - The Underground railway enhanced transport, but caused the demolition of many houses, rendering their inhabitants homeless.

Private life - The availability of one-room tenements and no housing facilities for a major part of the industrial revolution time period caused the family to get divided into smaller units. There were even cases where rural people had to leave their families behind and live alone in the urban areas where they worked.

Social Science

(Chapter – 7) (Print Culture and the Modern World)
(India and the Contemporary World-II)

Question 1:

Give reasons for the following:

- (a) Woodblock print only came to Europe after 1295.
- (b) Martin Luther was in favour of print and spoke out in praise of it.
- (c) The Roman Catholic Church began keeping an Index of Prohibited books from the mid-sixteenth century.
- (d) Gandhi said the fight for *Swaraj* is a fight for liberty of speech, liberty of the press, and freedom of association.

Answer 1:

(a) Woodblock print was invented around the sixth century in China. It came to Europe, along with Marco Polo, in 1295. Marco Polo returned to Italy after many years of exploration in China, and he brought the knowledge of woodblock print with him on his return.

(b) Martin Luther was in favour of print and spoke out in praise of it because print media helped popularise and spread his ideas. In 1517, he wrote the Ninety Five Theses, criticising the practices and rituals of the Roman Catholic Church. These writings were immediately reproduced in vast numbers and read widely. His translation of the New Testament was also accepted and read by thousands. This was only possible due to the improvements in print technology which had allowed even the working classes to gain access to books.

(c) The Roman Catholic Church began keeping an index of Prohibited books from the mid-sixteenth century because its authority was being put in danger by the several individual and distinctive readings and questionings of faith prompted by the easily accessible popular religious literature. To supplement its inquisition and repression of heretical ideas, the Roman Catholic Church exercised strict control over publishers and booksellers, and also began to keep an Index of Prohibited Books from 1558.

(d) Gandhi said the fight for *Swaraj* is a fight for liberty of speech, liberty of the press, and freedom of association because he considered these to be powerful modes of expression and cultivation of public opinion. The denial of these freedoms was not compatible with the idea of self rule and independence. Hence, the fight for these freedoms, according to him, was intrinsically a fight for *Swaraj* or self rule.

Social Science

(Chapter – 7) (Print Culture and the Modern World)
(India and the Contemporary World–II)

Question 2:

Write short notes to show what you know about:

- (a) The Gutenberg Press
- (b) Erasmus's idea of the printed book
- (c) The Vernacular Press Act

Answer 2:

(a) The Gutenberg Press: It was established by Johann Gutenberg. By 1448, he had perfected the system of printing with olive and wine presses, using contemporary technological innovations. The first book that he printed was the Bible, making 180 copies in 3 years.

Although these books were printed, a unique touch remained in the handmade decorations of the front page, illuminated borders and purchaser-specified designs. The Gutenberg Press was the first-known printing press in the 1430s.

(b) Erasmus's idea of the printed book: He was critical of the print medium. He believed that though some books do provide worthwhile knowledge, others are simply a bane for scholarship.

Erasmus accused printers of publishing books that were not mere trifling but "stupid, slanderous, scandalous, raving, irreligious and seditious". He also felt that large numbers of such books reduce the value of the quality writings.

(c) The Vernacular Press Act: Modelled on the Irish Press Laws, it was passed in 1878. This law gave the government tyrannical rights to censor reports and editorials in the vernacular press.

If a seditious report was published and the newspaper did not heed to an initial warning, then the press was seized and the printing machinery confiscated. This was a complete violation of the freedom of expression.

Social Science

(Chapter – 7) (Print Culture and the Modern World)
(India and the Contemporary World–II)

Question 3:

What did the spread of print culture in nineteenth century India mean to:

- (a) Women
- (b) The poor
- (c) Reformers

Answer 3:

(a) Women:

The spread of print culture in nineteenth-century India brought about educational reforms for women. Liberal husbands and fathers educated their womenfolk at home or sent them to schools for women. Women who had been restricted to a domestic life for generations, now found a new medium of entertainment. They also began to write articles for journals, in favour of women's education and literacy. Some even wrote books; *Rashsundari Devi's* autobiography "*Amar Jiban*" was the first full-length autobiography, published in 1876. Conservatives believed that education and reading would make women widows, or corrupt them. Many women learnt to read and write in secret in such traditionalist environments.

(b) The poor:

They benefitted from the spread of print culture in India on account of the availability of low-price books and public libraries. Enlightening essays were written against caste discrimination and its inherent injustices. These were read by people across the country. On the encouragement and support of social reformers, over-worked factory workers set up libraries for self-education, and some of them even published their own works, for example, *Kashibaba* and his "*Chhote Aur Bade Sawal*".

(c) Reformers:

Print culture's popularity was an advantage for social and religious reformers as they could now spread their opinions, through newspapers and books, across the masses. These ideas could then be debated upon by different groups of people. Reformist ideas were put forward in the local, everyday languages of the common people so as to create a wider platform for the same.

Social Science

(Chapter – 7) (Print Culture and the Modern World)
(India and the Contemporary World–II)

Discuss

Question 1:

Why did some people in eighteenth century Europe think that print culture would bring enlightenment and end despotism?

Answer 1:

Some people in eighteenth-century Europe thought that print culture would bring enlightenment and end despotism. It's easy and cheap availability meant that literacy would no longer be restricted to the upper classes. While the clergy and monarchs feared the enlightenment that a vast reading public would gain, reformers like Martin Luther welcomed the change. They felt that it would mark an end to the blind adherence to the rulers' ideology. This can be seen in the French Revolution as well. The print medium allowed the ideals of freedom, equality and brotherhood set forth by Rousseau and Voltaire in their writings to reach the public. It created a new culture of dialogue and debate that initiated the working class into questioning and re-evaluating social customs and norms. The power of reason that the public gained initiated social reform, and brought an end to despotism.

Question 2:

Why did some people fear the effect of easily available printed books? Choose one example from Europe and one from India.

Answer 2:

The people who feared the effect of easily available printed books were the ones who held some power, whether in terms of religion, caste, class or politics. The fear was that their power and authority would get eroded if ideas questioning their power and authority gained mass popularity. In Europe, for example, the Roman Catholic Church conveyed its sense of apprehension for the print medium by stating that the promotion of new "printed" readings of faith would lead to blasphemous questionings of faith and encourage heretical ideas. It considered itself to be the sole authority for interpreting religion. Hence, it set up the Index of Prohibited Books in 1558 to repress any published material that it felt corroded this authority.

In India, apart from the colonial government which did its bit in regulating and suppressing newspapers and books that questioned and criticised colonial authority, the religious leaders and the upper castes also displayed their fear of the print medium. They understood that their religious and social superiority was in danger due to the easily accessible "printed" ideas contradicting their systems of beliefs. They knew that the popularisation of such ideas would incite people to rebellion.

Social Science

(Chapter – 7) (Print Culture and the Modern World)
(India and the Contemporary World – II)

Question 3:

What were the effects of the spread of print culture for poor people in nineteenth century India?

Answer 3:

The poor people benefitted from the spread of print culture in India on account of the availability of low-price books and public libraries. Enlightening essays were written against caste discrimination and its inherent injustices. These were read by people across the country. On the encouragement and support of social reformers, over-worked factory workers set up libraries for self-education, and some of them even published their own works, for example, *Kashibaba* and his “*Chhote Aur Bade Sawal*”.

Question 4:

Explain how print culture assisted the growth of nationalism in India.

Answer 4:

Print culture assisted the growth of nationalism in India by providing easy access to nationalist ideals and ideas of freedom and equality to the masses. Social reformers could now print their opinions in newspapers, which sparked off public debates. The power of reason made the common people question the authority of colonial power. Interestingly, when the British tried to censor and control print media, nationalist newspapers grew in number everywhere in the country. They reported on colonial misrule and encouraged people to participate in nationalist activities. Attempts to censor anti-colonial publications aroused militant protests as well.