



**For  
Teachers  
only**

**Solutions to**  
*Me 'n' Mine*  
**Social Science**

**PULLOUT WORKSHEETS**  
**FOR CLASS IX**  
**First Term**

By

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# **HISTORY**

**(First Term)**

## WORKSHEET-1

1. Napoleon Bonaparte was a military dictator, who ruled France between 1799 and 1874.
2. The French Revolution began on the morning of 14 July, 1789, in the city of Paris.
3. Taille was a tax paid by the third estate directly to the state. Tithe was a kind of tax, extracted by the church from the peasants during the pre-revolution period.
4. Monarchy was abolished and Republic was instituted on September 21, 1792.
5. The system of estates in French society was based on the Feudal system. It was divided into three estates or classes. The clergy and the nobility belonged to the First and Second Estates respectively. They were the privileged classes. They enjoyed exemption from paying taxes to the state. The third estate constituted of businessmen, manufacturers, traders, peasants, artisans and professionals. This class formed the unprivileged section of the society. Peasants had to render services to the lord—to work in his house and fields—to serve in the army or to participate in building roads.
6. The third estate consisted of peasants artisans, workers, professionals, businessmen, merchants etc. who made up about 90 per cent of the French population This estate was the unprivileged section of the society. The members enjoyed no political rights and social status. Instead, they had to bear the burden of taxes.

The church too extracted its share of taxes called *tithe* from the peasants and finally, all the members of the third estate had to pay taxes to the state. These included a direct tax, called *taille* and a number of indirect taxes which were levied on articles of everyday consumption like salt or tobacco. Thus, the burden of financing activities of the state through taxes was borne by the third estate alone.

7. The 18th century witnessed the emergence of revolutionary thinkers such as John Locke, Jean Jacques Rousseau and Montesquieu. Their revolutionary ideas encouraged people to fight for their rights. The idea of a society based on freedom, equal laws and opportunities for all were put forward by philosophers such as John Locke and Jean Jacques Rousseau. In his book *Two Treatises of Government*, Locke sought to refute the doctrine of the divine and absolute right of the monarch.

Rousseau carried the idea forward by proposing a form of government based on social contract between people and their representatives.

Montesquieu, in his book, *The Spirit of the Laws* proposed a division of power within the government between the legislative, the executive and the judiciary. The ideas of these philosophers were discussed intensively in salons and coffee houses and spread among people through books and newspapers. This paved the way to revolution of 1789.

## WORKSHEET-2

1. Peoples' militia broke into a number of government buildings in search of arms.
2. Montesquieu was a French philosopher. he wrote the book *The Spirit of the Laws*.
3. Guillotine is a device, instituted in the regime of Robespierre, consisting of two poles and a blade. With it, the guilty were beheaded.

4. The representatives of the third estate viewed themselves as spokesmen for the entire French nation. On 20 June, they assembled in the hall of an indoor tennis court in the grounds of Versailles. They declared themselves a National Assembly and swore not to disperse till they had drafted a Constitution for France that would limit the powers of the monarch. They were led by Mirabeau and Abbe Sieyes. Although born in a noble family Mirabeau always disapproved a society of feudal privilege. He brought out a journal and delivered powerful speeches to the crowds assembled at Versailles.
5. In the countryside, the rumours spread from village to village that the lords of the manor had hired bands of brigands who were on their way to destroy the ripe crops. Due to the fear of the rumours, peasants in several districts seized hoes and pitchforks and attacked chateaux. They looted hoarded grains and burnt documents containing records of manorial dues. A large number of nobles fled from their homes, many of them migrated to the neighbouring countries.
6. The Draft of the Constitution was completed by the National Assembly in 1791. Its main object was to limit the powers of the monarch. Now, these powers were not concentrated in the hands of one person but were separated and assigned to different institutions—the legislature, executive and judiciary. This made France a Constitutional monarchy. Under National Assembly the members were indirectly elected. All the citizens did not have the rights to vote. Only men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were given the right to vote. To qualify as an elector and then as a member of the National Assembly a man had to belong to the highest bracket of tax payers. The Constitution began with a Declaration of the Rights of Man and Citizen. The state protected the rights of the citizen.

### WORKSHEET-3

1. Napoleon Bonaparte was defeated at Waterloo.
2. Louis XVI ascended the throne of France in 1774.
3. John Locke wrote *Two Treatises of Government*.
4. The period from 1793 to 1794 is referred to as the 'Reign of Terror'. Robespierre followed a policy of severe control and punishment. All those whom he saw as being 'enemies' of the republic—ex-nobles and clergy, members of other political parties, even members of his own party who did not agree with his methods—were arrested, imprisoned and then tried by a revolutionary tribunal. If the court found them guilty, they were beheaded. Robespierre's government issued laws placing a maximum ceiling on wages and prices. Meat and bread were rationed. Peasants were forced to sell their grains at the prices fixed by the government. All citizens were forced to eat the equality bread *i.e.*, a loaf made of whole wheat. Churches were shutdown and their buildings were converted into barracks or offices.
5. Robespierre was very keen to establish equality in France. He did a lot in this direction:
  - (a) Meat and bread were rationed.
  - (b) Peasants were forced to transport their grain to the cities and sell it at prices fixed by the government.
  - (c) The use of more expensive white flour was prohibited. All citizens were required to eat equality bread, *i.e.*, a loaf made of whole wheat.
  - (d) Instead of traditional Monsieur (Sir) and Madame (Madam) all French men and women were henceforth called Citoyen and Citoyenne (citizen).

6. Political clubs became an important meeting point for people who wished to discuss government policies and plan their own forms of action. The most successful of these clubs was that of the Jacobins, which got its name from the convent of St Jacobin Paris. The members of the Jacobin Club belonged mainly to the less prosperous sections of society like small shopkeepers, artisans such as shoemakers, pastry cooks, watch-makers, printers, servants and daily-wage workers. Their leader was Maximilian Robespierre. Their dress code was long striped trousers similar to those worn by dock workers. This was to set themselves apart from the fashionable sections of society (nobles who wore knee breeches). It was a way of declaring the end of the power exercised by the wearers of knee breeches. These Jacobins came to be known as the *sans-culottes*, literally meaning 'those without knee breeches'. Sans-culottes men wore in addition the red cap that symbolised liberty.

#### WORKSHEET-4

1. Only men above 25 years of age, who paid taxes equal to at least 3 days of a labourer's wage, were given the status of active citizens.
2. Slavery was abolished in the year 1848 in French colonies.
3. The abolition of slavery was the most revolutionary social reform of the Jacobin regime.
4. French men came to be known as Citoyens.
5. The positive changes which came in France with the abolition of censorship are as follow:
  - (a) With the Declaration of Rights of Man and Citizen, freedom of speech and expression was considered to be a natural right.
  - (b) Newspapers, pamphlets, books and printed pictures flooded the towns of France from where they travelled into the countryside.
  - (c) Freedom of press also meant that opposing views of events could be expressed. Each side sought to convince the others of its position through the medium of print.
  - (d) Plays, songs and festive processions attracted large number of people.
6. The outbreak of revolutionary protest in France was a culmination of social, political, intellectual and economic factors.

Firstly, the system of estates in France was marked by gross inequalities. The clergy and the nobility which were the privileged classes were exempted from paying taxes. The third estate which formed a majority of the population had to bear the burden of taxes. Hence, they were profoundly discontented.

Secondly, Louis XVI, the King of France, was an inefficient and a weak ruler. He believed in autocratic rule and led a life of luxury.

Thirdly, the eighteenth century witnessed the emergence of revolutionary ideas of the political philosophers. The philosophers refuted the theory of divine right of the kings and absolute monarchy and proclaimed the doctrine of equality of man and sovereignty of the people. They played a vital role in exposing the evils of the old regime.

Fourthly, while the masses were dying for want of foodstuffs, the members of royal family, nobles and clergy were spending money extravagantly. Consequently, the discontent of the peasantry and the middle classes created an explosive situation.

Fifthly, the economic crises made the situation worst. People could no longer tolerate the King's tyranny. They stormed Bastille and with it absolute monarchy came to an end in France.



7. The main points of the Declaration of Rights of Man and Citizen are:
- (a) Men are born and remain free and equal in rights.
  - (b) The aim of every political association is the preservation of the natural and inalienable rights of man, these are liberty, property, security and resistance to oppression.
  - (c) The source of all sovereignty resides in the nation; no group or individual may exercise authority that does not come from the people.
  - (d) Liberty consists of the power to do whatever is not injurious to others.
  - (e) Law is the expression of the General Will. All citizens have the right to participate in its formation, personally or through their representatives. All citizens are equal before it.

### WORKSHEET-5

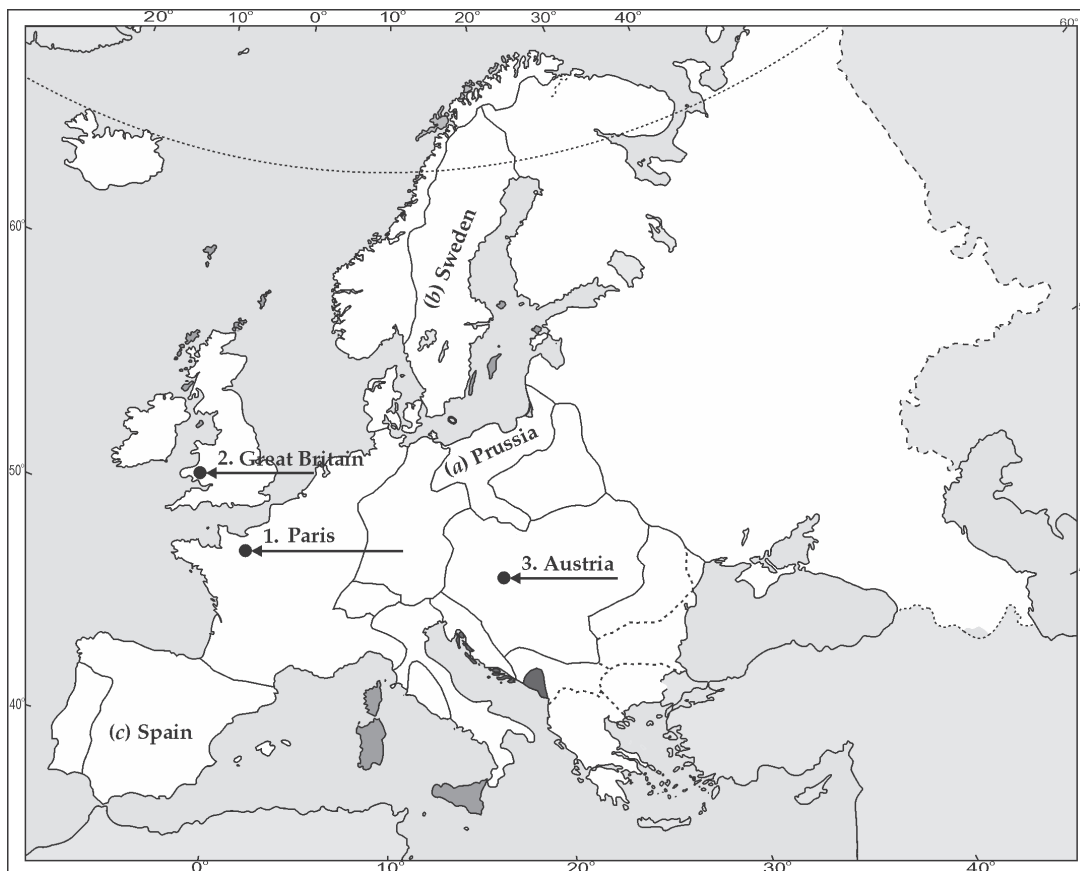
1. Sceptre is a symbol of royal power.
2. (c) Reign of terror
3. (b) To limit the power of the monarch
4. (a) The Broken Chain.
  - (b) It stands for the act of becoming free.
  - (c) Chains were used to fetter slaves.
5. (a) The Constitution of 1791 limited the power of the monarch. These powers, were now separated and assigned to different institutions such as the legislature, executive and judiciary.
  - (b) The Constitution of 1791 vested the power to make laws in the National Assembly which was indirectly elected.
  - (c) The Constitution began with a Declaration of the Rights of Man and Citizen. Rights such as the right to life, freedom of speech, freedom of opinion, equality before law were established as 'natural and inalienable' rights. It meant that they belonged to each human being by birth.
6. The peasants were the worst sufferers under the autocratic rule of Louis XVI. They formed about 90 per cent of the population. But only a small number of them owned the land of their own. About 60 per cent of the land was owned by nobles, the Church and other richer members of the third estate.

The peasants had to work hard to earn their living. They had to bear the burden of heavy taxes. They were bound to render free services to the lord—to work in their house and fields—to serve in the army or to participate in building roads. The Church too extracted its share of taxes called *tithe* from the peasants. All these factors made the life of the peasants very pathetic. When the revolution broke out they participated in it wholeheartedly.

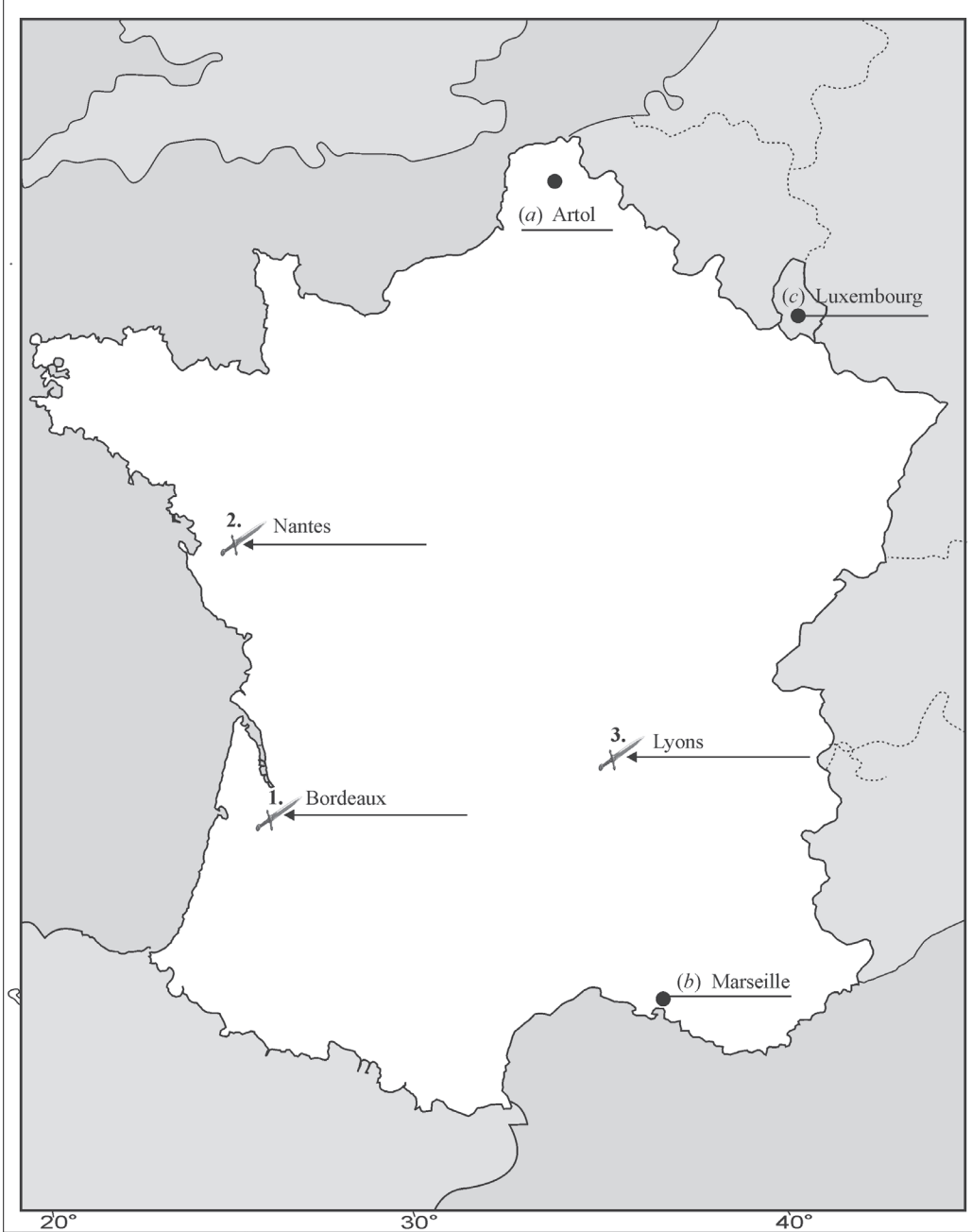


**WORKSHEET-6**

1.



2.



### Chapter Test

1. A unit of currency
2. Robespierre
3. Rousseau
4. (a) Woman's political activities were encouraged
5. (b) Blue-white-red
6. (c) Liberty

7. The positive changes which came in France with the abolition of censorship are as follow:
- With the Declaration of Rights of Man and Citizen, freedom of speech and expression was considered to be a natural right.
  - Newspapers, pamphlets, books and printed pictures flooded the towns of France from where they travelled into the countryside.
  - Freedom of press also meant that opposing views of events could be expressed. Each side sought to convince the others of its position through the medium of print.
  - Plays, songs and festive processions attracted large number of people.
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- Rousseau carried the idea forward by proposing a form of government based on social contract between people and their representatives.
- Montesquieu, in his book, *The Spirit of the Laws* proposed a division of power within the government between the legislative, the executive and the judiciary. The ideas of these philosophers were discussed intensively in salons and coffee houses and spread among people through books and newspapers. This paved the way to revolution of 1789.
9. The revolutionary government introduced several laws in order to bring improvement in the lives of women:
- State schools were created and schooling was made compulsory for all girls.
  - Their fathers could no longer force them into marriage against their will. Marriage was made into a contract entered into freely and registered under civil law.
  - Divorce was made legal, and could be applied by both men and women.
  - Women could now be trained for jobs, could become artists or run small businesses.

### FORMATIVE ASSESSMENT

#### WORKSHEET-7

- |                     |                           |                 |
|---------------------|---------------------------|-----------------|
| A. 1. noble, feudal | 2. Estates General, taxes | 3. Red, liberty |
| 4. treason          | 5. wages, prices          |                 |
| B. 1. T             | 2. F                      | 3. T            |
|                     | 4. F                      | 5. F            |

#### WORKSHEET-8

- |            |           |           |           |           |
|------------|-----------|-----------|-----------|-----------|
| A. (1)–(b) | (2) – (e) | (3) – (a) | (4) – (c) | (5) – (d) |
| B. (1)–(d) | (2) – (a) | (3) – (e) | (4) – (c) | (5) – (b) |



## WORKSHEET-9

1. (a) January 9, 1905 became the dress rehearsal for the Revolution of 1917.  
(b) On this day, thousands of peaceful workers were killed and wounded by the troops of the Czar, when they came to present a petition to him.  
(c) This started disturbance throughout Russia including the army and navy. It prepared the people for revolution.
2. (a) Reduction in the working day to eight hours; (b) An increase in wages.
3. The Czar, Nicholas II had imposed the use of the Russian language on them. He tried to demolish their culture. They were not considered equal citizens like the Russians.
4. (a) They wanted changes in the old order.  
(b) They supported the ideas of religious tolerance.
5. Socialists considered private property as the main cause for class division. That is why they favoured abolition of private property. Individuals owned the property that gave employment but the properties were concerned only with personal gains and not with the welfare of those who made the property productive. Therefore, capitalism with its profit motive became the main target of the socialists to abolish it completely. They highlighted collective social interests and campaigned for it.
6. Karl Marx argued that industrial society was 'capitalist'. It meant that the capitalists owned the capital invested in factories and the profit of the capitalists was produced by the workers. So, the conditions of workers could not improve as long as this profit was accumulated by the capitalists. In order to come out of capitalism, workers had to overthrow it. Marx believed that in order to free themselves from the capitalist exploitations, workers had to construct a communist society where all property was socially controlled.

## WORKSHEET-10

1. (a) The freedom to speak freely.  
(b) The freedom of press.  
(c) The freedom to form association.
2. Cheka was an Extraordinary Commission which was used to find out the opponents of the Bolshevik Party and used to punish them. It was a kind of secret police organisation, later called OGPU and NKVD.
3. (a) Peace should be established in the country and every peasant should be given land.  
(b) The industries should be under the control of workers.  
(c) The non-Russian communities should enjoy equal status and the entire powers should be put in the hands of the Soviets.
4. Kerensky failed to feel the pulse of the nation. People wanted peace, but he tried to continue the war. The non-Russian nationals failed to get an equal status under his Government.
5. Three features of Russian economy are as follows:  
(a) A major proportion (about 85%) of people in the empire earned their living from agriculture.

- (b) The cultivators produced for the market as well as for their own needs and Russia was a major exporter of grain.
  - (c) Most of the industries were the private properties of the industrialists.
6. The Socialist Revolutionary Party was formed by the socialists who were active in the countryside. It was formed in 1900. This party struggled for peasant's rights and demanded that land belonging to nobles be transferred to the peasants. This notion of the socialist revolutionaries was disapproved by Social Democrats. Lenin felt that peasants were not one united group. Some were poor while others rich. Hence, they could not be part of a socialist movement. The party thus got divided into Bolsheviks (majority) and Mensheviks (minority).
7. The liberals wanted to change society. They wanted a nation which tolerated all religions. They opposed the uncontrolled power of dynastic rulers. They wanted to safeguard the rights of individuals against governments. They argued for a representative elected parliamentary government but they did not believe in universal Adult Franchise. They were not in favour of giving voting rights to women.
- On the contrary, the radicals wanted a nation in which government was based on the majority of a country's population. They favoured women's suffragette movements. Unlike liberals, they opposed the privileges of great landowners and wealthy factory owners.
8. The First World War had a severe impact on the Russian industries. Russia's own industries were few in number and the country was cut off from other suppliers of industrial goods by German control of the Baltic Sea. Industrial equipments disintegrated more rapidly in Russia than in any part of Europe. By 1916, railway lines began to break down. Able-bodied men were called up to the war. As a result there was shortage of labour. Small workshops, which produced essentials were shutdown. Large quantity of grains were sent to feed the army. In the city, supply of bread and flour became scarce.

### WORKSHEET-11

1. Nomadism is a type of lifestyle of those people who do not live at one place but keep moving from one area to another to earn their living.
2. (c)      3. (a)
4. (a) The personality shown in the picture is of Tsar Nicholas II.
  - (b) He ruled the Russian Empire in 1914.
  - (c) Besides the territory around Moscow, the Russian Empire included current day Finland, Latvia, Lithuania, Estonia, parts of Poland, Ukraine and Belarus. It stretched to the Pacific and comprised today's Central Asian states, as well as Georgia, Armenia and Azerbaijan.
5. (a) The Kerensky government was not popular as it failed to meet the needs of the people. The people wanted Russia to withdraw from the First World War, but Kerensky could not do it.
  - (b) The peasants demanded a redistribution of land, but Kerensky failed. So, peasants formed land committees to seize land between July and September 1917.
  - (c) Other unfulfilled demands were giving control of the workers' industries and giving equal status to non-Russian nationalities.
6. Stalin started collectivisation programme in order to increase production. Under his collectivisation programme, peasants were forced to cultivate in collective farms, *i.e.*, *Kolkhoz*. The bulk of land and implements were transferred to the ownership of

collective farms. Peasants worked on the land and the *Kolkhoz*, profits was shared. In spite of collectivisation, production did not increase immediately.

Stalin's collectivisation programme enraged peasants. They resisted the authorities and destroyed their livestock. Those who resisted collectivisation were severely punished.

### WORKSHEET-12

1. (c)      2. (d)      3. (d)      4. (b)      5. (a)
6. The First World War proved fatal to the Russian empire. Russia's armies lost badly in Germany and Austria between 1914 and 1916. The defeats were shocking and demoralising. There were over 7 million casualties by 1917. As the Russian army retreated, they destroyed crops and buildings to prevent the enemy from being able to live off the land. The destruction of crops and buildings led to over 3 million refugees in Russia. The situation discredited the government and the Tsar. Soldiers did not wish to fight such a war.  
The war ruined Russian industries. Industrial equipments disintegrated rapidly in Russia. There were labour shortages and small workshops producing essentials were shutdown.
7. Role of Bolsheviks in building a socialist society:
  - (a) The Bolsheviks made banks and industries nationalised.
  - (b) They permitted peasants to cultivate the socialised land. Bolsheviks used confiscated lands to demonstrate what collective work could be.
  - (c) A process of centralised planning was introduced. Officials assessed how the economy could work and set targets for a five year period. On this basis they made the Five Year Plans.
  - (d) Centralised planning led to economic growth. It resulted in increase of industrial production. New factory sites came into being.
  - (e) An extended schooling system developed and arrangements were made for factory workers and peasants to enter universities.
  - (f) Creches were established in factories for the children of women workers.

### WORKSHEET-13

1. The Tsarist autocracy collapsed in 1917 due to the interplay of many factors like social, economic and political.
  - (a) The Russian state under Tsar Nicholas II was completely unsuited to the needs of modern times. The Tsar still believed in the autocratic rule of the king. Members were recruited on the basis of privileges and patronage and not on merit.
  - (b) The hopes and efforts of the gradual changes and democratic Constitutional government after the 1905 Revolution ended in failure.
  - (c) The condition of the peasants and workers, who formed large population, was miserable.
  - (d) The Tsar had built a vast empire and imposed Russian language and culture on diverse nationalities.
  - (e) The Tsar was supported only by the nobility and upper layers of the society. The rest of the population was hostile to him. The liberal ideas of the west and growth of socialist ideology led to the formation of many social groups. These groups infused revolutionary spirits among workers and peasants. They started protesting against the Tsarist regime, which finally collapsed in 1917. Russia became a socialist country.
2. Main events:
  - In February 1917, acute food shortages were felt in the workers' quarters, located on the right bank of the river Neva.

- On February 22, a lockout took place at a factory on the right bank. The next day, workers in fifty factories called a strike in sympathy. Demonstrating workers crossed from the factory quarters to the centre of the capital—the Nevskii Prospekt. Demonstrators dispersed by the evening due to the curfew, imposed by the government but they came back on the 24th and 25th.
- On 25 February, the government suspended the Duma. The demonstrators resented this step and organised huge demonstration on the left bank on the 26th.
- Police headquarters were ransacked on 27th February. The streets thronged with people raising slogans about bread, wages, better hours and democracy.
- Many army regiments joined the strike and the capital came into the hands of demonstrators.

Main effects:

- On March 2, the Tsar abdicated.
  - Soviet leaders and Duma leaders formed a Provisional Government to run the country.
  - Thus, the February Revolution marked the end of Tsardom in Russia.
3. Many changes were brought about by the Bolsheviks soon after the October Revolution.
    - (a) The Bolsheviks under Lenin declared land as social property and peasants were allowed to seize the land of the nobility.
    - (b) In cities large houses were partitioned according to family requirements.
    - (c) Use of old title was banned.
    - (d) All the banks and industries were nationalised.
    - (e) New uniforms were designed for the army officials. The Soviet hat (budeonovka) came into use as a result of a clothing competition organised in 1918.
  4.
    - (a) *Kulaks* were well-to-do peasants of Russia. In 1927-28, the towns in Soviet Russia faced acute shortage of grains. The state under Stalin blamed the *Kulaks* for this shortage. Many *Kulaks* were raided under the collectivisation programme. The land of *Kulaks* was taken away and converted into large modern farms. Resistance from *Kulaks* was met severely. Many were deported and exiled.
    - (b) The Duma was the elected consultative Parliament set-up after the Revolution of 1905. Setting up of Duma made Russia a Constitutional monarchy. Tsar Nicholas II dissolved the first Duma within 75 days. Three other Duma were elected. Tsar changed the voting laws and packed the third Duma with conservatives and politicians. Liberals and Radicals were kept out of it. Many members of the Duma became a part of the Provisional Government.
    - (c) Women workers in Russia made up 31% of the factory labour force by 1914. They formed the unprivileged class having no political status nor political rights. They were discriminated, were paid less wages than men. However, women were in the forefront in agitation and strikes for better and equal wages, improvement in working conditions and voting rights. They were a source of inspiration for the male co-workers. On February 22, 1917 women led the way to strike. Due to their active and significant role, February 22 is celebrated as International Women's Day.
    - (d) Under Stalin's collectivisation programme, peasants were forced to cultivate in collective farms, *i.e.*, *Kolkhoz*. The bulk of land and implements were transferred to the ownership of collective farms. Peasants worked on the land and the *Kolkhoz* profit was shared. In spite of collectivisation, production did not increase immediately.



## Chapter Test

1. (b)      2. (a)      3. (d)      4. (b)      5. (d)
6. The First World War had a severe impact on the Russian industries. Russia's own industries were few in number and the country was cut off from other suppliers of industrial goods by German control of the Baltic Sea. Industrial equipments disintegrated more rapidly in Russia than in any part of Europe. By 1916, railway lines began to break down. Able-bodied men were called up to the war. As a result there was shortage of labour. Small workshops, which produced essentials were shutdown. Large quantity of grains were sent to feed the army. In the city, supply of bread and flour became scarce.
7. Stalin started collectivisation programme in order to increase production. Under his collectivisation programme, peasants were forced to cultivate in collective farms, *i.e.*, *Kolkhoz*. The bulk of land and implements were transferred to the ownership of collective farms. Peasants worked on the land and the *Kolkhoz*, profits was shared. In spite of collectivisation, production did not increase immediately.  
Stalin's collectivisation programme enraged peasants. They resisted the authorities and destroyed their livestock. Those who resisted collectivisation were severely punished.
8. The Tsarist autocracy collapsed in 1917 due to the interplay of many factors like social, economic and political.
  - (a) The Russian state under Tsar Nicholas II was completely unsuited to the needs of modern times. The Tsar still believed in the autocratic rule of the king. Members were recruited on the basis of privileges and patronage and not on merit.
  - (b) The hopes and efforts of the gradual changes and democratic Constitutional government after the 1905 Revolution ended in failure.
  - (c) The condition of the peasants and workers, who formed large population, was miserable.
  - (d) The Tsar had built a vast empire and imposed Russian language and culture on diverse nationalities.
  - (e) The Tsar was supported only by the nobility and upper layers of the society. The rest of the population was hostile to him. The liberal ideas of the west and growth of socialist ideology led to the formation of many social groups. These groups infused revolutionary spirits among workers and peasants. They started protesting against the Tsarist regime, which finally collapsed in 1917. Russia became a socialist country.

## FORMATIVE ASSESSMENT

### WORKSHEET-14

- |               |              |             |            |         |
|---------------|--------------|-------------|------------|---------|
| A. 1. commune | 2. autocracy | 3. 31, less | 4. Austria | 5. food |
| B. 1. F       | 2. T         | 3. F        | 4. F       | 5. T    |

### WORKSHEET-15

- |              |           |           |           |           |
|--------------|-----------|-----------|-----------|-----------|
| A. (1) – (c) | (2) – (a) | (3) – (e) | (4) – (b) | (5) – (d) |
| B. (1) – (c) | (2) – (d) | (3) – (a) | (4) – (e) | (5) – (b) |



## WORKSHEET-16

1. (a) Germany had lost the World War I. The revenge guided the Germans and hence the rise of Hitler in Germany.  
 (b) Germany did not tolerate the harsh terms of the Treaty of Versailles. Hitler promised the Germans to abrogate the provisions if he was voted to power.  
 (c) The people of Germany were against Communism, therefore they were in favour of any Government which was against Communism.
2. France, Great Britain and later joined by the USSR and the USA and other friendly nations.
3. A camp was a place where people were isolated and detained without due process of law. Such a camp was surrounded by electric barbed wire fences.
4. In November and December 1941, the German advance on Moscow met with stubborn resistance and the invasion was repulsed.
5. After the end of the Second World War an International Military Tribunal at Nuremberg was set-up to prosecute Nazi war criminals for crimes against peace, for war crimes and crimes against humanity. The Nuremberg Tribunal only eleven leading Nazis sentenced to death. Others were imprisoned for life. The retribution did come, yet the punishment of the Nazis was far short of the brutality and the extent of their crimes. The allies did not want to be as harsh on defeated Germany as they had been after the First World War.
6. (a) Adolf Hitler.  
 (b) Nazism.  
 (c) German defeat horrified him and the Versailles Treaty made him furious. He took pledge to restore the prestige of Germany.

## WORKSHEET-17

1. In August, 1945.
2. Hiroshima and Nagasaki.
3. (a) **Fascism:** Fascism is a word of Italian origin. For the first time, it was used for the movement started under the leadership of Mussolini.  
 (b) **Nazism:** The term Nazism is derived from the name of the party (The National Socialist German Workers' Party or Nazi) which Hitler founded.
4. Germany fought the World War I against the group comprising England, France and Russia.
5. Ruhr was the leading industrial area of Germany.
6. The group comprising of Germany, Italy and Japan was known as the Axis Powers during the World War II.
7. Three events that led to the destruction of democracy in Germany are:
  - (a) On 30 January 1933, the highest position in the cabinet of ministers was given to Hitler. After acquiring power, Hitler set out to dismantle structures of the democratic rule.

- (b) A mysterious fire that broke out in the German Parliament building in February gave him a golden opportunity. The Fire Decree of 28 February 1933 suspended civic rights like freedom of speech, press and assembly that had been guaranteed by the Weimar Constitution.
  - (c) On 3 March 1933, the famous Enabling Act was passed which established dictatorship in Germany. All political parties and trade unions were banned except for Nazi Party. The state established complete control over the economy, media, army and judiciary.
8. (a) Nazis believed that there was no equality between people, but only a racial hierarchy. They favoured blonde, blue-eyed, Nordic German Aryans and kept them at the top. But they were intolerant towards Jews whom they kept at the lowest rung. They considered Jews as the arch enemies of the Aryans. They wanted to throw them out of Germany.
- (b) Hitler glorified war. He glorified the use of force and brutality and stressed that a nation could achieve its objectives through struggles only.
  - (c) Nazism believed in one party, one leader and its autocratic rule. It strongly disapproved democratic ideas.
9. The impact of the First World War on Europe:
- (a) The war had a devastating impact on the entire continent both psychologically and financially.
  - (b) Europe, a continent of creditors turned into debtors. As a result, Weimar Republic was made to pay for the sins of the old empire.
  - (c) The First World War left a deep impact on the European society and polity. Soldiers came to be placed above civilians. Politicians and publicists laid great stress on the need for men to be aggressive, strong and masculine. The media glorified trench life.
  - (d) Aggressive war propaganda and national honour occupied a prominent place in the public sphere while popular support grew for conservative dictatorships that had recently come into being.

### WORKSHEET-18

1. Euthanasia means mass killing of the disabled.
2. A camp where people were isolated and detained without due process of law. This type of camp was surrounded by electric barbed wire fences.
3. Blitzkrieg means lightning war. It was conducted by Germany with great speed.
4. Hitler was born in Austria.
5. Charles Darwin and Herbert Spencer.
6. (a) Hitler promised to build a strong nation, to undo the injustice of the Treaty of Versailles and to restore the dignity of the German people.

  - (b) He promised employment for those looking for work and a secure future for the youth.
  - (c) He promised to weed out all foreign influences and resist all foreign 'conspiracies' against Germany.

7. As soon as Hitler became the dictator of Germany, he began to take drastic steps one after another:
  - (a) He banned all political parties and trade unions. Only Nazi Party and its affiliates remained in existence.
  - (b) He established complete control over the economy, media, army and judiciary.

- (c) Special surveillance and security forces were created to control and order society in ways that the Nazis *i.e.*, Hitler wanted.
  - (d) Apart from the already existing regular police in green uniform and the SA or the Storm Troopers, these included the Gestapo (secret state police), the SS (the protection squads), criminal police and the Security Service (SD). People could now be detained in Gestapo torture chambers, rounded up and sent to concentration camps, deported at will or arrested without any legal procedures.
8. The Nazis wanted to create an exclusive racial community of pure Germans. Nazis wanted only a society of 'pure and healthy Nordic Aryans'. To execute their plan they wanted to eliminate those who were seen as 'undesirable'. Nordic Aryans alone only considered 'desirable'. Only they were seen as worthy of prospering and growing against all others who were classed as 'undesirable'.

Jews, Gypsies and blacks living in Nazi Germany were considered as inferior and undesirable. So they were widely persecuted. When Germany occupied Poland and parts of Russia, captured civilians were forced to work as slave labour. Many of them died simply through hard work and starvation. Jews remained the worst sufferers in Nazi Germany as they were blamed as killers of Christ. They lived in separately marked areas called ghettos. They were often persecuted through periodic organised violence, and expulsion from the land. From 1933 to 1938 the Nazis terrorised, pauperised and segregated the Jews, compelling them to leave the country. From 1939–1945 the Nazis aimed at concentrating them in certain areas and eventually killing them in gas chambers in Poland. Those who remained faced the Holocaust. Anti-Jewish propaganda appeared in Nazi German shops and restaurants.

### WORKSHEET-19

1. A book written by Adolf Hitler, literally means 'My Struggle'.
2. June 22, 1941.
3. The supporters of the Weimer Republic were called the November Criminals.
4. On 27 February 1933.
5. The war Germany had waged against the selected groups and the civilians of Europe.
6. Hitler was a powerful speaker. His passion and his words moved people. He made several promises to the people of Germany. He promised to build a strong nation, undo the injustice of the Versailles Treaty and restore the dignity of the German people. He promised employment for those looking for work and a secure future for the youth. He promised to weed out all foreign influences and resist all foreign 'conspiracies' against Germany.
7. Hitler was intolerant of the injustices of the Versailles Treaty. He promised to himself and the people of Germany to restore the dignity of the nation. During the Great Depression, Nazism became a mass movement. After 1929, banks collapsed and businesses shutdown, workers lost their jobs and the middle classes were threatened with destitution. In such a situation, Nazi propaganda stirred hopes of a better future. In 1928, the Nazi Party got no more than 2.6% votes in the German Parliament. By 1932, it had become the largest party with 37% votes.

On 30 January 1933, Hitler was offered the Chancellorship of Germany. Having acquired huge power, he was set out to dismantle the structures of democratic rule. On 3rd March 1933, the famous Enabling Act was passed. This Act established dictatorship in Germany.

It gave Hitler all powers to sideline Parliament and rule by decree. All political parties and trade unions were banned except for the Nazi Party and its affiliates.

8. The Weimar Republic had to face a number of problems from the very beginning:
- (a) Many Germans held the new republic responsible not only for the defeat of Germany in the First World War but also for the national humiliation at the Treaty of Versailles. Thus, it carried the burden of war guilt and, therefore, was not welcomed by its own people.
  - (b) From the beginning, the Republic was financially weak by the war compensation imposed on Germany.
  - (c) The Republic could not win the support of the big industrialists and militarists. The former distrusted it whereas the latter resented the loss of territory and the foreign control of German soil.
  - (d) The Weimar Republic also faced problems like unemployment, acute food shortages and inflation.

### WORKSHEET-20

1. (a) It is a Nazi concentration camp.
  - (b) Nazis established it to isolate and detain Jews here without due process of law. It was actually death camp where Jews were charred in gas chambers.
  - (c) It was surrounded by electrified barbed wire fences.
2. (a) Hitler regarded women very important citizens. But at the same time he was not in favour of giving them equal status in Nazi Germany. Women's role was limited to reproduction and home. They were the bearers of the Aryan race and culture.
  - (b) Yes, it is true.
  - (c) Children would be affected by the suffering in the first place.
3. (a) All boys between the ages of six and ten went through a preliminary training in Nazi ideology.
  - (b) The oath taken by the boys at the end of their training was—"In the presence of this blood banner which represents our Fuhrer I swear to devote all my energies and my strength to the saviour of our country, Adolf Hitler. I am willing and ready to give up my life for him, so help me God."
  - (c) The oath was addressed to Adolf Hitler.

### Chapter Test

1. (a)    2. (a)    3. (c)    4. (a)    5. (c)
6. Hitler was a powerful speaker. His passion and his words moved people. He made several promises to the people of Germany. He promised to build a strong nation, undo the injustice of the Versailles Treaty and restore the dignity of the German people. He promised employment for those looking for work and a secure future for the youth. He promised to weed out all foreign influences and resist all foreign 'conspiracies' against Germany.
7. The German economy was badly hit by the Great Economic Depression. Its impact can be viewed in the following ways:

- (a) By 1932, industrial production was reduced to 40% of the 1929 level.
  - (b) Workers lost their jobs or were paid reduced wages.
  - (c) Unemployment became a grave problem. Unemployed youths played cards or simply sat at street corners or desparately queued up at the local employment exchange.
8. Hitler was intolerant of the injustices of the Versailles Treaty. He promised to himself and the people of Germany to restore the dignity of the nation. During the Great Depression, Nazism became a mass movement. After 1929, banks collapsed and businesses shutdown, workers lost their jobs and the middle classes were threatened with destitution. In such a situation, Nazi propaganda stirred hopes of a better future. In 1928, the Nazi Party got no more than 2.6% votes in the German Parliament. By 1932, it had become the largest party with 37% votes.

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### FORMATIVE ASSESSMENT

#### WORKSHEET-21

- |                        |                                  |
|------------------------|----------------------------------|
| 1. Enabling            | 2. Hjalmer Schacht, state-funded |
| 3. Stalingrad          | 4. Wall Street Exchange          |
| 5. Condemned, punished | 6. Slave                         |
| 7. Messiah, saviour    | 8. Concentration                 |
| 9. Vermin, pests       | 10. Nazi                         |

#### WORKSHEET-22

1. T    2. F    3. F    4. T    5. T    6. F    7. F    8. T    9. F    10. T







**GEOGRAPHY**  
**(First Term)**



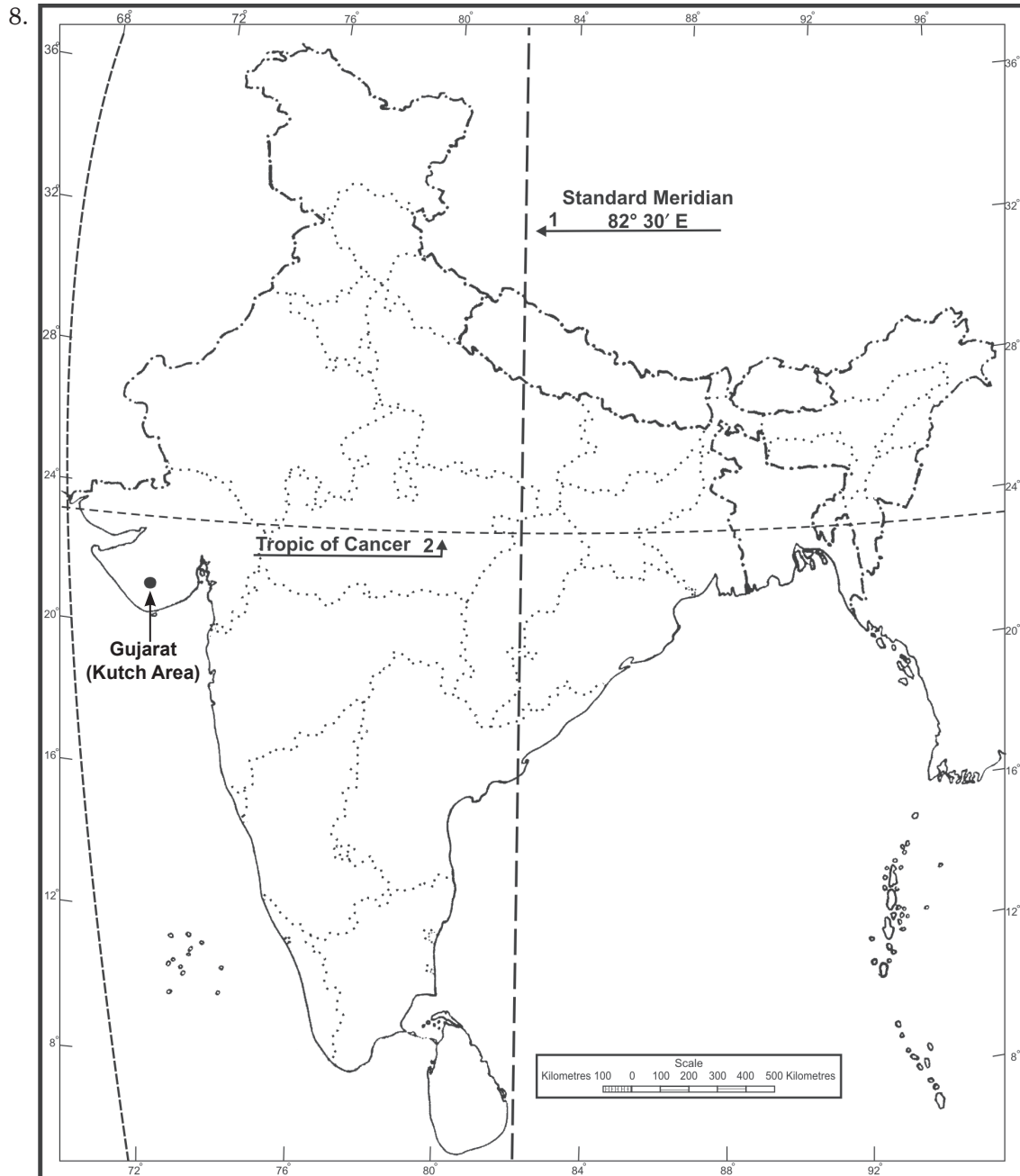
## WORKSHEET-23

1. Southern most tip of mainland – Kanniyakumari  
Southern most tip of Indian union – Indira point.
2. Strait is a narrow passage of water connecting two larger water bodies.
3. 15,200 kms.
4. The earth in its rotation covers  $15^\circ$  of longitude in 1 hour (or a distance of  $1^\circ$  longitude in 4 min). So, the places located on different longitudes have different local times. In order to have a uniform system of finding time, world has been divided into 24 times zones. Each of  $15^\circ$  longitude and the central longitude of each time zone is chosen as standard meridian which must be in multiple of  $15^\circ$  or  $7\frac{1}{2}^\circ$ . Since  $82\frac{1}{2}^\circ$  E is central longitude of India, it is selected as standard meridian and local time is IST of whole country (IST is  $5\frac{1}{2}$  hrs ahead of Greenwich Meantime).
5. Difference between duration of day and night at equator is zero because days and nights are always of 12 hrs duration on the equator, but this duration goes on increasing towards the poles where days and nights are of 6 months duration. Kanniyakumari is located near the equator, the difference between the duration of day and night is about 45 min which is hardly felt but in Kashmir the difference is about 4 to 5 hrs. Therefore, it is felt.
6. The latitudinal extent of India is ( $37^\circ 6' - 8^\circ 4'$ ) about  $29^\circ$  and longitudinal extent ( $97^\circ 25' - 68^\circ 7'$ ) about  $29^\circ$ . Therefore, both are equal. In terms of kms the average distance of  $1^\circ$  latitude is about 111 km which remains same everywhere but the distance of  $1^\circ$  longitude is 111 km at the equator and becomes zero at the poles. The east-west distance is measured between  $24^\circ$  and  $28^\circ$  N latitude where the average distance of  $1^\circ$  longitude is about 100 kms. In km. the latitudinal extent is  $29 \times 111 =$  about 3200 kms and longitudinal extent is  $29 \times 100 =$  about 2900 kms. Therefore, there is a difference of 300 kms in them.
7. The earth rotates on its axis from west to east. The time of places located in east is ahead from that of places in west. The longitudinal difference between easternmost and westernmost parts of India is about  $30^\circ$  ( $97^\circ 25' - 68^\circ 7' = 29^\circ 18'$  or about  $30^\circ$ ). Hence the time difference between them is nearly 2 hours. ( $1^\circ$  of longitude take 4 min to rotate)

## WORKSHEET-24

1. South east — Andaman & Nicobar islands. South-west — Lakshadweep islands.
2. Smallest state — Goa. Largest state — Rajasthan.
3. Madhya Pradesh and Punjab.
4. Pakistan in the west; Bangladesh and Myanmar (Burma) in the east; China, Tibet, Nepal and Bhutan in the north; and Sri Lanka in the south.
5. 2 hours.
6. India shares its land boundaries with Pakistan and Afghanistan in north-west; China (Tibet), Nepal, Bhutan in north; Myanmar, Bangladesh in east; Maldives and Sri Lanka are our southern island neighbours.

7. Latitudinal and longitudinal extent of India is  $30^\circ$ .
- (a) Latitudinal extent influences duration of day and night.
  - (b) Longitudinal extent influences time.



## Chapter Test

- 3.28 million sq kms.
- Indian mainland.** A continuous area of landmass stretching from Jammu and Kashmir to Kanniyakumari and from Gujarat to Arunachal Pradesh.  
**Indian union.** Several states are under the central government, but independent in state affairs. Indian Union consists of all states and union territories.
- (a) Northern and eastern hemisphere
- (b)  $82^{\circ}30' E$
- (a)  $97^{\circ}25' E$
- (b) Andhra Pradesh
- Palk Strait and Gulf of Mannar
- The earth in its rotation covers  $15^{\circ}$  of longitude in 1 hour (or a distance of  $1^{\circ}$  longitude in 4 min). So, the places located on different longitudes have different local times. In order to have a uniform system of finding time, world has been divided into 24 time zones. Each of  $15^{\circ}$  longitude and the central longitude of each time zone is chosen as standard meridian which must be in multiple of  $15^{\circ}$  or  $7\frac{1}{2}^{\circ}$ . Since  $82\frac{1}{2}^{\circ} E$  is central longitude of India, it is selected as standard meridian and local time is IST of whole country (IST is  $5\frac{1}{2}$  hrs ahead of Greenwich Meantime).
- The Indian landmass has a central location between east and west Asia.
  - The trans-Indian ocean routes connect countries of the Europe and countries of west and east Asia provide a strategic central location to India.
  - India has established close contact with west Asia, Africa and Europe from western and with south-east and east Asia from eastern coast.
  - Opening of Suez Canal in 1869 reduced the distance between India and Europe by 7000 kms.The various passes across the mountains in the north have provided passages to the ancient travellers. The ideas of the Upanishads and the Ramayana, the stories of Panchtantra, the Indian numerals and the decimal system thus could reach many parts of the world.
- Difference between duration of day and night at equator is zero because days and nights are always of 12 hrs duration on the equator, but this duration goes on increasing towards the poles where days and nights are of 6 months duration. Kanniyakumari is located near the equator, the difference between the duration of day and night is about 45 min which is hardly felt but in Kashmir the difference is about 4 to 5 hrs. Therefore, it is felt.

## FORMATIVE ASSESSMENT

### WORKSHEET-25

A.	Column I	Column II	
1.	Tropic of Cancer	$68^{\circ} 7' E$ and $97^{\circ} 25' E$	(10)
2.	Standard meridian	$23^{\circ} 30' N$	(1)
3.	Southernmost point of India	$37^{\circ} 6' N$	(5)

4. Southernmost point of mainland	8° 4' N	(4)
5. Northernmost point	6° 4' N	(3)
6. Easternmost meridian	68° 7' E	(7)
7. Westernmost meridian	0°	(8)
8. Prime meridian	97° 25' E	(6)
9. Latitudinal extent	82° 30' E	(2)
10. Longitudnal extent	8° 4' N and 37° 6' N	(9)

B. Column I	Column II	
1. Bihar	Sri Lanka	(3)
2. Sikkim	Nepal	(1)
3. Tamil Nadu	Bhutan	(2)
4. West Bengal	Afghanistan	(5)
5. Jammu and Kashmir	Bangladesh	(4)

### WORKSHEET-26

- A. (i) 3.28 million sq. km  
(ii) 7th largest country  
(iii) Russia  
(iv) Million square km
- B. 1. Rajasthan 2. Uttar Pradesh 3. Tibet 4. Northern neighbour 5. Maritime 6. West Asia

### WORKSHEET-27

Across:

1. WEST
3. MADHYA PRADESH
5. NEPAL
7. JHARKHAND
9. MYANMAR

Down:

2. UTTARAKHAND
4. SEVEN
6. KERALA
8. ANDAMAN
10. CHANDIGARH

### WORKSHEET-28

Do yourself.

## WORKSHEET-29

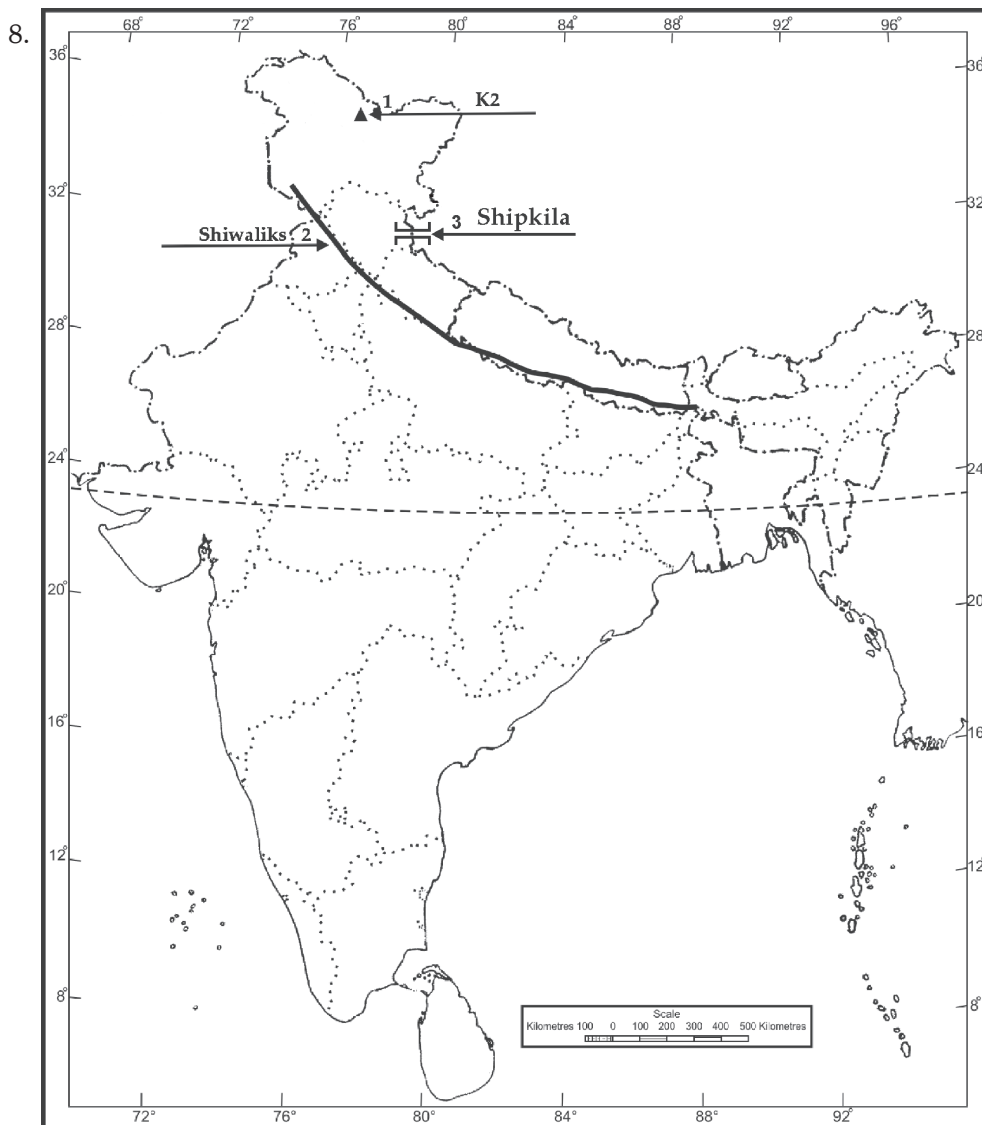
1. Convergent plate boundary led to the creation of the Himalayan mountains.
2. Peninsular part of India.
3. Most of earthquakes and volcanoes occur at the plate margins.
4. At a transform boundary, a plate moves in a direction that is parallel to the boundary line.
5. Plate Tectonic Theory—The earth's outer shell consists of a series of rigid plates known as the lithosphere. These plates move in response to convectional currents within the mantle. The interactions of the plates at their boundaries yield earthquakes, volcanic activity, ocean trenches, island chains, mountain ranges and other features.  
Continental Drift Theory—In the year 1912, German meteorologist Alfred Wegener developed his Theory of Continental Drift. According to Wegener, the earth was composed of several giant plates called tectonic plates.
6. The three types of plate movements are:
  - (a) Convergent boundary—Some plates come towards each other and form convergent boundary.
  - (b) Some plates move away from each other and form divergent boundary. They may either collide or crumble.
  - (c) Plates may move horizontally past each other and join transform boundary.
7. The convectional currents split the crust into a number of pieces, thus leading to the drifting of the Indo-Australian plate after being separated from the Gondwanaland, towards north. The northward drift resulted in the collision of the plate with the much larger Eurasian plate. Due to this collision, the sedimentary rocks which were accumulated in the geosyncline, known as the Tethys were folded to form the mountain system of Western Asia and Himalayas.

## WORKSHEET-30

1. The Himalayas represents the loftiest and one of the rugged mountain barriers of the world.
2. 1. Mount Everest (Nepal) 2. Kanchenjunga (Sikkim) 3. Nanga Parbat (Kashmir) 4. Nanda Devi (Uttarakhand) 5. Namcha Barwa (Tibet).
3. Ganga, Indus and Brahmaputra rivers.
4. The earth's outer shell consists of a series of rigid plates known as the lithosphere. These plates move in response to convection currents within the mantle. The interactions of the plates at their boundaries yield earthquakes, volcanic activity, ocean trenches, island chains, mountain ranges and other features.
5. A supercontinent of the Southern Hemisphere made up of the landmasses that currently are India, Australia, Antarctica, and South America. According to the theory of plate tectonics, Gondwanaland separated from Pangaea and broke up into the current continents.
6. The Peninsular plateau constitutes one of the ancient landmasses on earth's surface. The Himalayas and northern plains are recent landforms. They form an unstable zone while

Peninsular plateau has stable land blocks. The northern plains are formed of alluvial deposits. The Peninsular plateau composed of igneous and metamorphic rocks.

7.	Himadri	Himachal
	1. Northernmost range.	1. South of Himadri.
	2. Continuous range with loftiest peak and average height of 6000 metres.	2. Most rugged mountain system and average height is 3700 and 4500 metres.
	3. Composed of granite.	3. Composed of highly compressed and altered rocks.
	4. Example: Kanchenjunga.	4. Example: Pir Panjal Range.



9. Himalayas stretch over northern boundaries of India. Their ranges run in west-east direction from Indus to Brahmaputra. Himalayas covers a distance of 2400 km, width varies from 400 km in Kashmir to 150 km in Arunachal Pradesh.

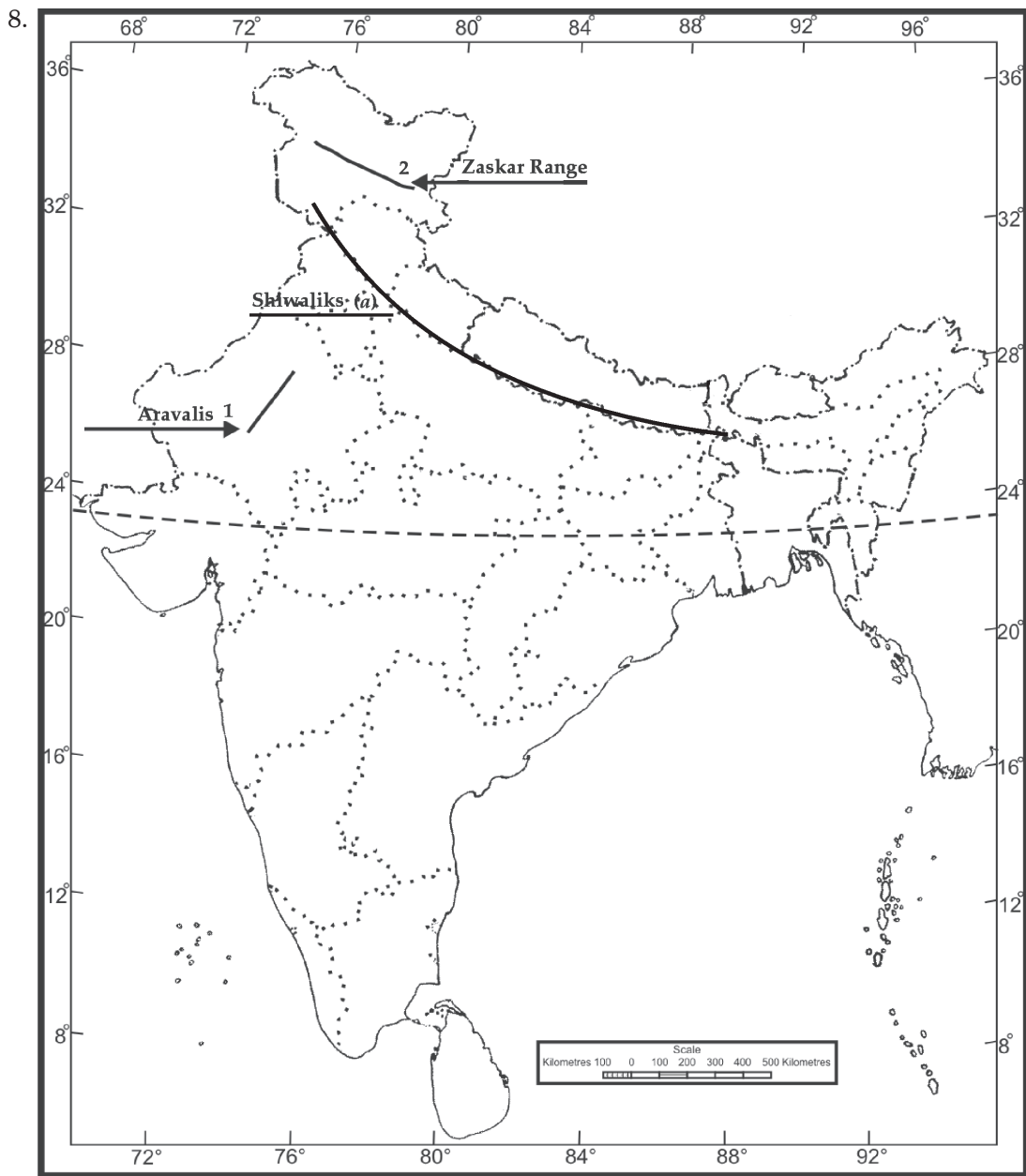
The Himalaya consists of three parallel ranges in its longitudinal extent.

- (a) The northernmost range is known as the Great or Inner Himalayas or the '*Himadri*'.
- (i) It is the most continuous range consisting of the loftiest peaks with an average height of 6000 metres.
  - (b) The range lying to the south of the Himadri forms the most rugged mountain system and is known as *Himachal* or lesser Himalaya.
    - (i) The ranges are mainly composed of highly compressed and altered rocks.
    - (ii) The altitude varies between 3700 and 4500 metres and the average width is of 50 km.
  - (c) The outermost range of Himalayas is called the Shivaliks.
    - (i) They extend over a width of 10–50 km and have an altitude varying between 900 and 1100 metres.

### WORKSHEET-31

1. Himalayas are called Young fold mountains because they were formed comparatively recently in earth's history. The sediments beneath the ocean floor were folded due to compression and were lifted to form fold mountains.
2. Two glaciers – Gangotri and Siachen. Two passes – (a) Shipkila pass. It is a mountain pass and border post on the India-China border. The river Sutlej enters India (from Tibet) through this pass. It is located in Kinnaur district in the state of Himachal Pradesh. (b) Bomdila pass in the state of Arunachal Pradesh.
3. In these ranges the most famous hill stations are found – Shimla, Dalhousie, Mussoorie, Nainital and Darjeeling.
4. The most recently formed are the lower foothills known as the Shivaliks which consist of unconsolidated sedimentary rock that are susceptible to erosion and, therefore, prone to landslides.
5. Hills of Purvanchal are Patkai, Naga, Manipur and Mizo hills.
6. The Purvanchal or the Eastern hills:
  - (a) These hills running through the north-eastern states are mostly composed of strong sandstones which are sedimentary rocks. They are covered with dense forests.
  - (b) They mostly run as parallel ranges and valleys.
  - (c) The Purvanchal comprises the Patkai hills, the Naga hills, Manipur hills and the Mizo hills.
7. The outermost range of the Himalayas is called the Shivaliks. These ranges are composed of unconsolidated sediments brought down by rivers from the main Himalayan ranges located farther north. These valleys are covered with thick gravel and alluvium.  
The longitudinal valley lying between lesser Himalaya and the Shivaliks are known as Duns.  
Dehra Dun, Kotli Dun and Patli Dun are some of the well-known Duns.





### WORKSHEET-32

1. Alfred Wegner.
2. A narrow gap or opening between high mountains through which communication takes place.
3. A tributary adds water and silt to the main river, originates from glaciers, does not change its course, for example, river Yamuna is a tributary of river Ganga. A distributary is a main river, breaks up into streams, takes away the water from the main river.

4. Dudhwa National Park is located in the terai region in UP. It is also a tiger reserve.

5.

<b>Bhangar</b>	<b>Khadar</b>
1. Highland composed of old alluvium.	1. Lowland composed of new alluvium.
2. Always above the level of floodplain.	2. Flooded almost every year, new alluvium is deposited.
3. Contains calcareous deposits – kankar and not suited for agriculture.	3. Clayey soil – very fertile and intensive agriculture is practised.

6. **Bhabar**—The rivers, after descending from the mountains deposit pebbles in a narrow belt of about 8 to 16 kms width lying parallel to the slopes of the Shiwaliks.

**Terai**—South of this belt, the streams and rivers re-emerge and create a wet, swampy and marshy region. This is a thickly forested region full of wildlife.

7. The northern plains are formed by the interplay of three major river systems—Indus, Ganga, Brahmaputra with its tributaries. This plain is formed of alluvial soil. It is a densely populated plain. With a rich soil cover combined with adequate water supply and favourable climate, it is agriculturally a very productive part of India.

The Western part of the northern plain is referred to as the Punjab plains. Formed by the Indus and its tributaries, the larger part of this plain lies in Pakistan. This section of the plain is dominated by the *doabs*. The Ganga plain extends between Ghaggar and Teesta rivers. It is spread over the states of northern India. The northern plains are generally described as flat land with no variations in its relief.

The northern plains can be divided into four regions. The rivers, after descending from the mountain deposit pebbles in a narrow belt of about 8 to 16 kms width lying parallel to the slopes of the Shiwaliks. It is known as *bhabar*. All the streams disappear in this *bhabar* belt. South of this belt, the streams and rivers re-emerge and create a wet, swampy and marshy region known as *terai*. This was a thickly forested region full of wildlife.

The largest part of the northern plain is formed of older alluvium. They lie above the floodplains of the rivers. This part is known as *bhangar*. The soil in this region contains calcareous deposits locally known as *kankar*. The newer, younger deposits of the floodplains are called *khadar*. They are renewed almost every year and so are fertile, thus ideal for intensive agriculture.

### WORKSHEET-33

1. The alluvial land between two converging rivers, especially the area between the Ganges and Yamuna in Northern India.
2. Northern plain is made up of the alluvial soil brought down by the rivers. This soil is very soft and fertile. The plain is soft, level and flat. Therefore, wells, tube wells and canals can be dug for irrigation. Due to proper irrigation, it is the largest producer of foodgrains in India and most productive part of India.
3. It is a flat elevated land; a plateau.
4. Geologically, the Peninsular plateau constitutes one of the ancient landmasses on earth's surface. It is a tableland composed of old crystalline igneous and metamorphic rocks. It

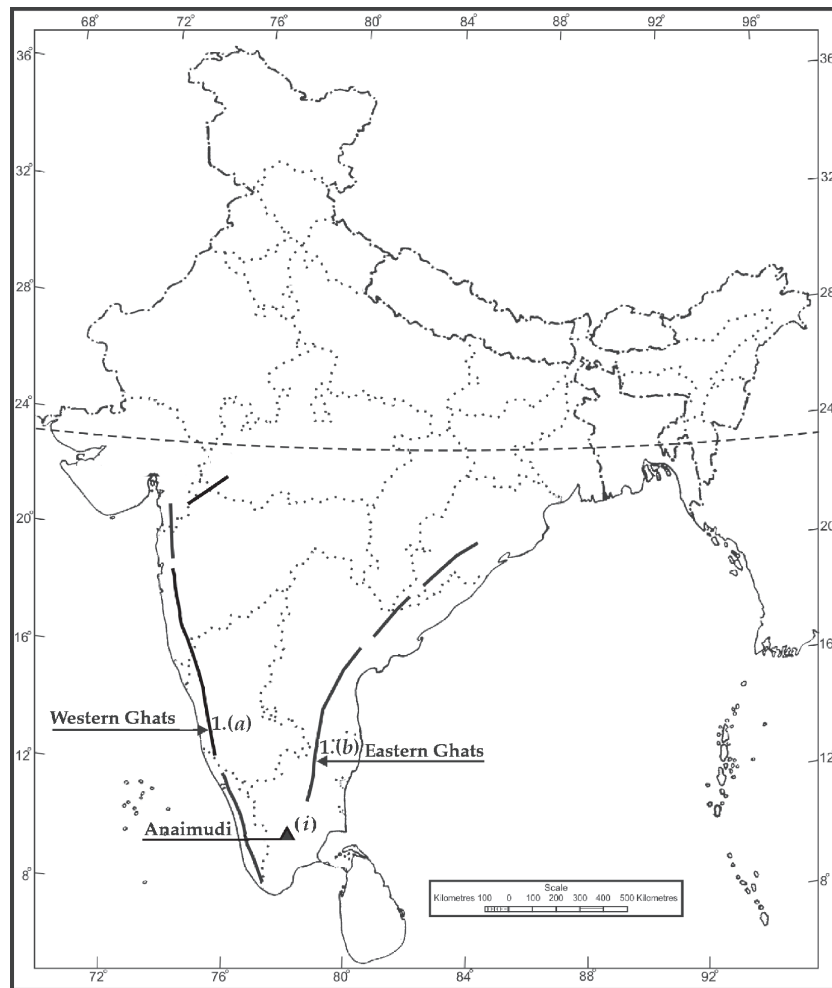
was formed due to the breaking and drifting of Gondwanaland, thus making it a oldest landmass.

It has two divisions — Central Highland and Deccan Plateau.

5. Central highlands:

- (a) The part of the Peninsular plateau lying to the north of the Narmada river covering a major area of the Malwa plateau is known as the Central Highlands.
- (b) The Vindhya range is bounded by the Central Highlands on the south and Aravalis on the north-west.
- (c) The westward extension gradually merges with the sandy and rocky desert of Rajasthan.
- (d) The flow of the rivers draining this region, namely the Chambal, the Sind, the Betwa and the Ken is from southwest to northeast.
- (e) The Central Highlands are wider in the west but narrower in the east.
- (f) The eastward extensions of this plateau are locally known as the Bundelkhand and Baghelkhand. The Chhotanagpur plateau marks the further eastward extension, drained by the Damodar river.

6.



### WORKSHEET-34

1. Udhagamandalam is popularly known as Ooty, is a town, a municipality and the district capital of the Nilgiris district in the Indian state of Tamil Nadu.
2. The northwestern part of the plateau is made up of lava flows or igneous rocks known as the Deccan Trap. The rocks are spread over the whole of Maharashtra and parts of Gujarat and Madhya Pradesh, thereby making it one of the largest volcanic regions in the world.
3. The Aravali Hills lie on the western and northwestern margins of the peninsular plateau. These are highly eroded hills and are found as broken hills. They extend from Gujarat to Delhi in a southwest-northeast direction.
4. The Indian desert lies towards the western margins of the Aravali hills. It is an undulating sandy plain covered with sand dunes. This region receives very low rainfall below 150 mm per year. It has arid climate with low vegetation cover. Streams appear during the rainy season. Luni is the only largest river in this region.
5. This plain is very important to India in many ways:
  - (a) This plain is made up of the alluvial soil brought down by the rivers. This soil is very soft and fertile. Major crops such as wheat, rice, sugarcane, pulses, oil seeds and jute are grown here. This plain is called the food bowl of India.
  - (b) The plain is soft, level and flat. Therefore wells, tube-wells and canals can be dug for irrigation. Due to proper irrigation, it is the largest producer of foodgrains in India.
  - (c) This plain gets sufficient rainfall. There are many rivers, streams and lakes. There is also rich vegetation. These factors affect the climate and make it tolerable. The climate of the northern plain is very cold in winter and very hot in summer.
  - (d) This is one of the most thickly populated plain of the world. The most thickly populated States of India—Uttar Pradesh and Bihar—lie in this plain.
  - (e) This plain is very important for the economic development of India. The land being even, the transportation and communication is easy. This plain has a network of railways and roads. Some important industries like iron and steel, jute, cement, sugar and textile are spread evenly over the whole region.

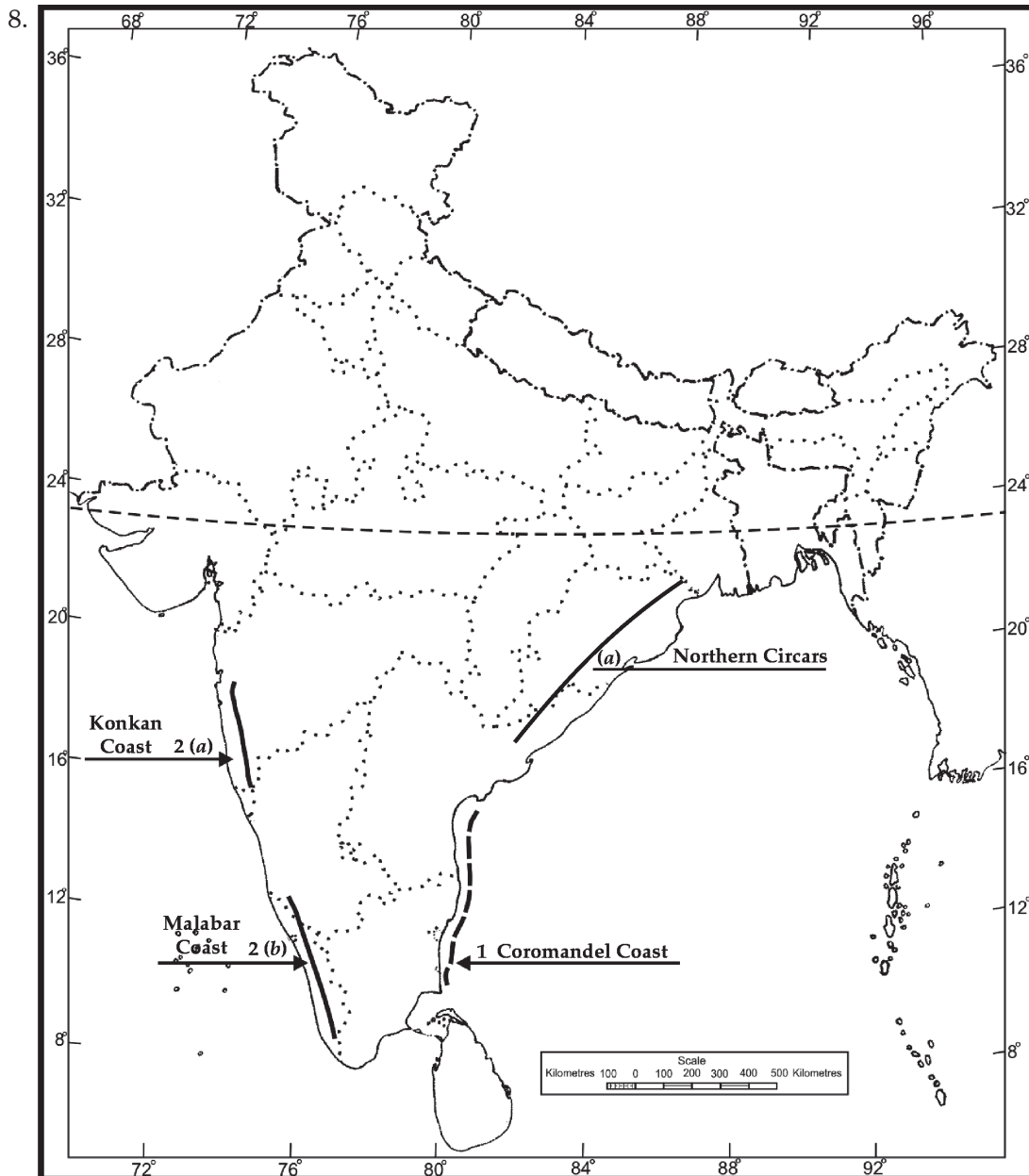
### WORKSHEET-35

1. (a) Barrier reef – A long, narrow ridge of coral or rock parallel to and relatively near a coastline, separated from the coastline by a lagoon too deep for coral growth.  
(b) Fringing reef – A coral reef formed close to a shoreline.  
(c) Atolls – A ringlike coral island and reef that nearly or entirely encloses a lagoon (a body of water cut off from the open sea by coral reefs or sand bars).
2. They are crescent-shaped shifting sand dune.
3. (a)            4. (b)            5. (b)

Western coastal strip	Eastern coastal strip
1. Plain sandwiched between the Western Ghats and Arabian Sea.	1. Plain located between Eastern Ghats along Bay of Bengal.
2. Narrow Plain	2. Plain is wider and levelled.
3. Plain is drained by many short and swift streams which are unable to form deltas.	3. Big rivers like Mahanadi, Godavari, Krishna form large deltas.

7. Lakshadweep islands lie close to Malabar coast of Kerala. This group is composed of small coral islands covers an area of 32 sq km. Kavaratti is administrative headquarter of Lakshadweep.

Andaman and Nicobar islands are elongated chain of islands located in Bay of Bengal. They are bigger in size, and are more numerous and scattered. Andaman is in north and Nicobar is in south. These islands lie close to equator and experience equatorial climate and have thick forest cover.



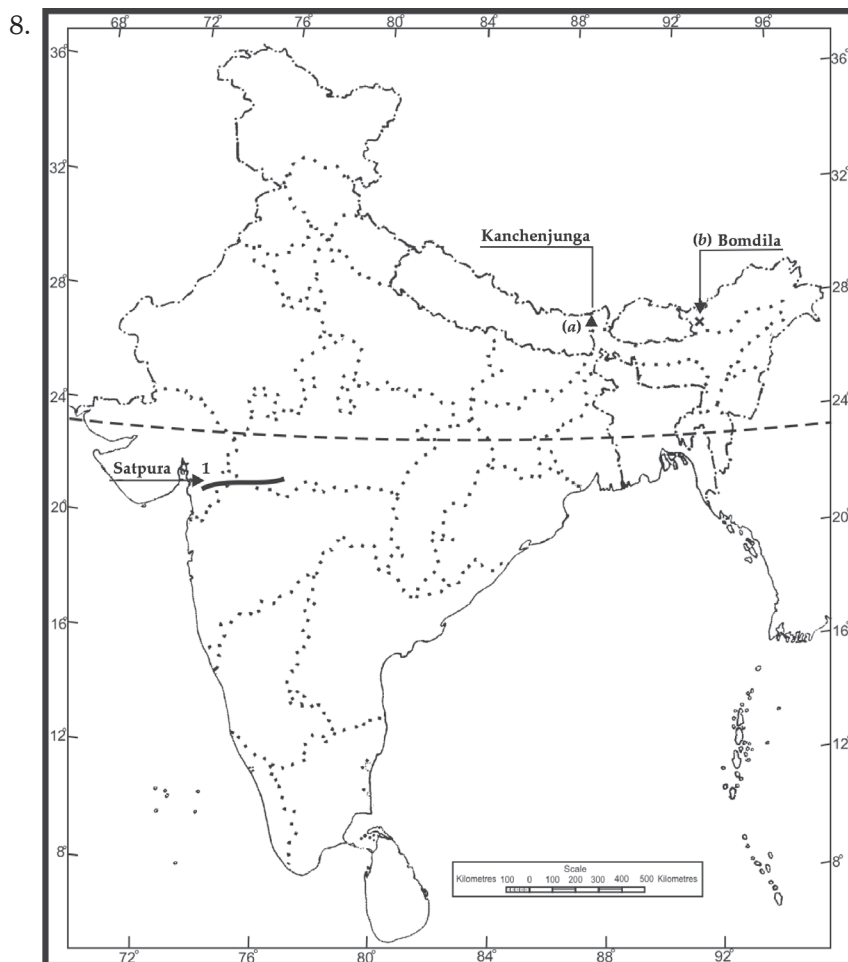
## Chapter Test

1. (a)      2. (d)      3. (b)      4. (d)      5. (c)

6.

Relief of Himalayan region	Relief of Peninsular plateau
1. Young fold mountain.	1. Oldest landmass.
2. Consists of three parallel ranges	2. Consists of Central highland and Deccan plateau
3. Composed of sedimentary rocks.	3. Composed of igneous and metamorphic rocks.

7. (a) Northern mountains are a major source of water and forest wealth.  
 (b) Northern plains are granaries of the country. They provide base for early civilization.  
 (c) The Deccan plateau is a storehouse of minerals.  
 (d) The coastal region and island groups provide sites for fishing and port activities.



9. The northern plains are formed by the interplay of three major river systems—Indus, Ganga, Brahmaputra with its tributaries. This plain is formed of alluvial soil. It is a densely populated plain. With a rich soil cover combined with adequate water supply and favourable climate, it is agriculturally a very productive part of India.

The Western part of the northern plain is referred to as the Punjab plains. Formed by the Indus and its tributaries, the larger part of this plain lies in Pakistan. This section of the plain is dominated by the *doabs*. The Ganga plain extends between Ghaggar and Teesta rivers. It is spread over the states of northern India. The northern plains are generally described as flat land with no variations in its relief.

The northern plains can be divided into four regions. The rivers, after descending from the mountain deposit pebbles in a narrow belt of about 8 to 16 kms width lying parallel to the slopes of the Shiwaliks. It is known as *bhabar*. All the streams disappear in this *bhabar* belt. South of this belt, the streams and rivers re-emerge and create a wet, swampy and marshy region known as *terai*. This was a thickly forested region full of wildlife.

The largest part of the northern plain is formed of older alluvium. They lie above the floodplains of the rivers. This part is known as *bhangar*. The soil in this region contains calcareous deposits locally known as *kankar*. The newer, younger deposits of the floodplains are called *khadar*. They are renewed almost every year and so are fertile, thus ideal for intensive agriculture.

### FORMATIVE ASSESSMENT

#### WORKSHEET-36

- A. 1. Divergent—North American and Eurasian Plate  
2. Convergent/Collision plate, Indo-Australian and the Eurasian Plate  
3. Transform—North American Plate and the Pacific Plate
- B. Andaman and Nicobar is an island arc complex. Island arcs are formed when two oceanic lithospheres collide. About 100 million years ago, Cretaceous—the Indian plate broke off from Gondwana and started moving northward and it collided with the Burmese plate and as the subduction occurred between the two plates, the islands emerged.

#### WORKSHEET-37

Across:

1. ISLAND
3. PENINSULA
5. KHADAR
6. DESERT
8. TERAI
10. BHABAR

Down:

2. TRIBUTARY
4. BHANGAR
7. DISTRIBUTARY
9. DOAB

#### WORKSHEET-38

- |                 |                |                |                 |
|-----------------|----------------|----------------|-----------------|
| A. 1. Sandstone | 2. India       | 3. Himachal    | 4. Uttarakhand  |
| 5. Peaks        | 6. Wider plain | 7. Maharashtra | 8. Mahendragiri |
| 9. Khadar       | 10. Luni       |                |                 |



B. Column I	Column II
1. Bomdila Pass	Arunachal Pradesh (1)
2. Nathula Pass	Himachal Pradesh (3)
3. Shipkila Pass	Maharashtra (5)
4. Karakoram Pass	Sikkim (2)
5. Thal Ghat	Jammu and Kashmir (4)

**WORKSHEET-39**

ASSAM  
KUMAON  
SATPURA  
ZANSKAR

JAVADI  
PIRPANJAL  
SHIWALIKS

KARAKORAM  
PURVANCHAL  
VINDHYA

**WORKSHEET-40**

Across:

1. FOLD
3. DIVERGENT
4. RIFT
5. FAULT
6. PLATE TECTONIC
9. TRANSFORM

Down:

2. LITHOSPHERE
7. CONVERGENT
8. MAGMA
10. PLATE

**WORKSHEET-41**

Do yourself.

**WORKSHEET-42**

Do yourself.

**WORKSHEET-43**

Do yourself.



## WORKSHEET-44

1. The entire area in which the river and its tributaries flow is known as drainage basin or river system.
2. The higher area separating two drainage basins is called a water divide or water shed.
3. Ganga-Brahmaputra.
4. Peninsular rivers are seasonal as they depend on rainfall.
5. Indus water treaty signed in 1960 between India and Pakistan.
6. **Gorge.** In hilly areas river passes through a bed of hard rocks, its main action is cutting resulting in narrow steep side valley. Examples – Satluj, Indus, Brahmaputra, Gandak, Kosi cut deep gorges in the Himalayas.
7. The states drained by Ganga are UP, Bihar, Delhi, Uttarakhand, Bengal, MP.
8. River Brahmaputra is marked by huge deposits of silt on its bed causing the river bed to rise. River also shifts its channels frequently.
9. Estuary is the widening channel of a river where it nears the sea, with a mixing of fresh water and salt (tidal). In other words, an estuary is an arm or inlet of the sea at the lower end of a river, while a delta is a triangular alluvial deposit at the mouth of a river.
10. The reservoir on the river Sutlej, was formed after the hydel dam at Bhakra was constructed. To maintain the level of water, the flow of river Beas was channelised to Guru Gobind Sagar by the Beas-Sutlej link which was accomplished in 1976.
11. Because the Coastal plains between Western Ghats and Arabian Sea are narrow.
12. Water divide is formed in Western Ghats in Peninsular India.

## WORKSHEET-45

1. Drainage basin
2. Upper course
3. Dendritic pattern
4. Narmada
5. Trellis
6. Seasonal
7. Drainage basins are classified on the basis of:
  - (a) Slope of the land
  - (b) Underlying rock structure
  - (c) Climate conditions of the area
8. (a) **Drainage Pattern:** 1. Dendritic Drainage 2. Radial Drainage.
  - (b) **Features:**
    1. Dendritic Drainage Pattern—It develops where the river channel follows the slope of the terrain, or the stream with its tributaries resembles the branches of tree.
    2. Radial Drainage Pattern—It develops when streams flow in different directions from a central peak or dome-like structure.

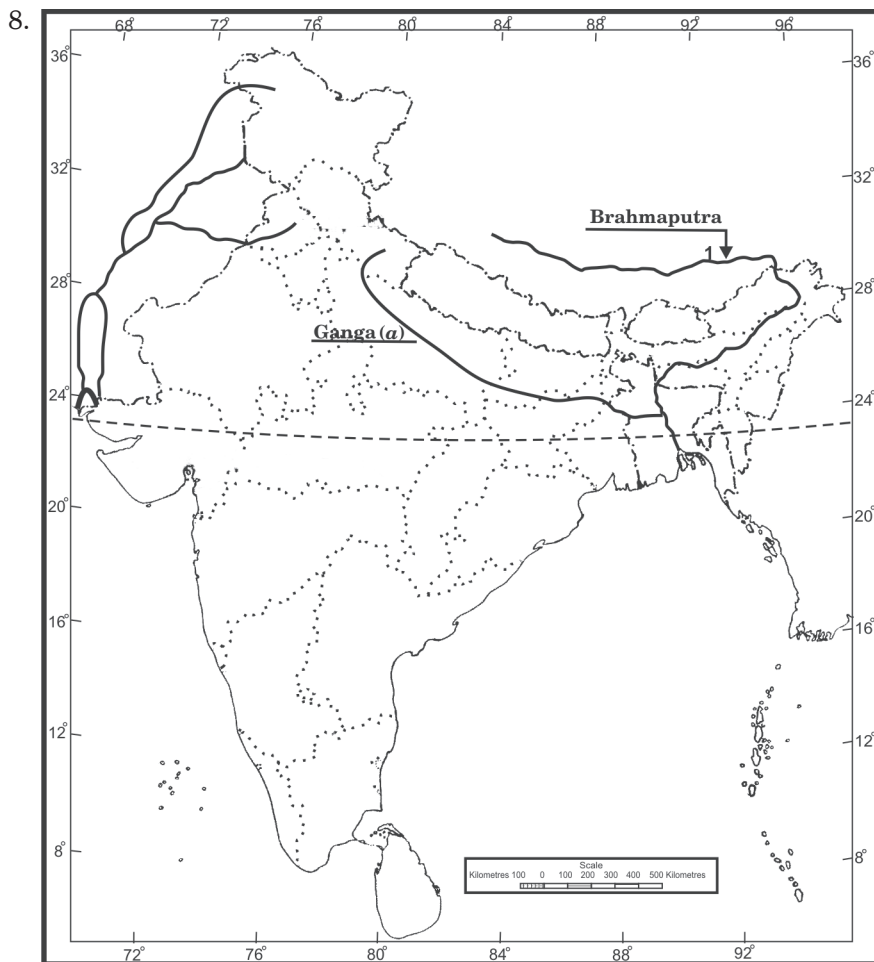
9.	<b>Himalayan rivers</b>	<b>Peninsular rivers</b>
	1. Rivers are perennial in nature.	1. Rivers are seasonal in nature.
	2. Rivers are of glacial origin.	2. Rivers are rainfed.
	3. Rivers have longer course.	3. Rivers have shorter course.

### WORKSHEET-46

1. Ganga and Brahmaputra
2. A river along with its tributaries
3. Satluj and Beas
4. Gangotri glacier
5. Majuli
6. Dendritic
7. Source—It rises in Tibet (near lake Mansarovar).  
Tributaries—Satluj, Chenab.  
Areas drained and feature—Jammu and Kashmir. River Indus is one of the longest rivers of the world.
8. Tributaries—Yamuna, Ghaghara  
Length—2500 km.  
The two features are:  
(a) River forms dendritic pattern.  
(b) Forms Sunderban delta—most fertile, world's fastest and largest growing delta.
9. River Brahmaputra rises in Tibet east of Mansarovar lake.  
Features:  
(a) It has braided channel in its entire length in Assam and forms riverine islands.  
(b) It has huge deposits of silt on its bed causing the river bed to rise and cause floods in Assam and Bangladesh.

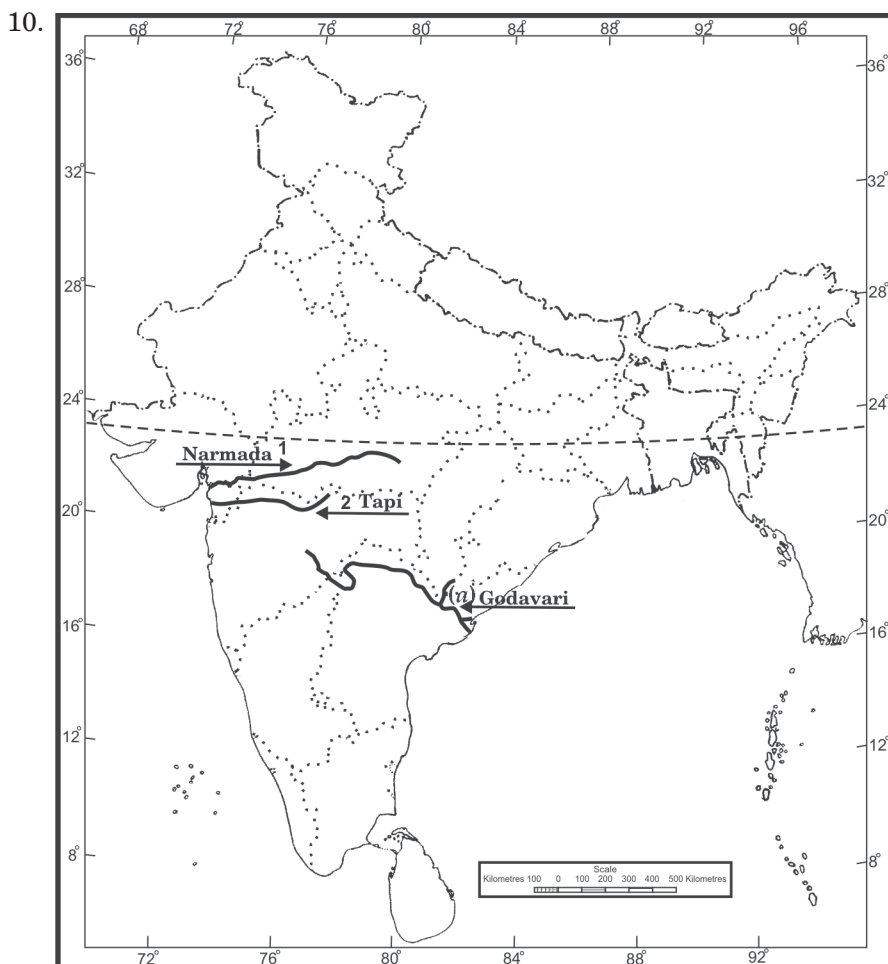
### WORKSHEET-47

1. Mahanadi and Godavari
2. Narmada and Tapi
3. Godavari, Narmada and Tapi
4. Ganga and Godavari
5. Narmada
6. Mahanadi, Godavari, Krishna, Kaveri
7. Narmada and Tapi rivers drain into Arabian Sea. They are only long rivers which flow west and make estuaries.



**WORKSHEET-48**

1. Amarkantak hills
2. Marble rocks
3. Trellis
4. Satpura range
5. Gujarat, Madhya Pradesh and Maharashtra
6. Because the Coastal plains between Western Ghats and Arabian Sea are narrow.
7. Water divide is formed in Western Ghats in Peninsular India.
8. (a) It rises in Amarkantak hills in Madhya Pradesh.
  - (b) 1. Tributaries are very short.
  2. They mostly join at right angles.
9. (a) The Tapi river rises in the Satpura ranges and in the Betul district of Madhya Pradesh.
  - (b) It also flows in a rift valley parallel to the Narmada but it is much shorter in length.
  - (c) Its basin covers parts of Madhya Pradesh, Gujarat and Maharashtra.

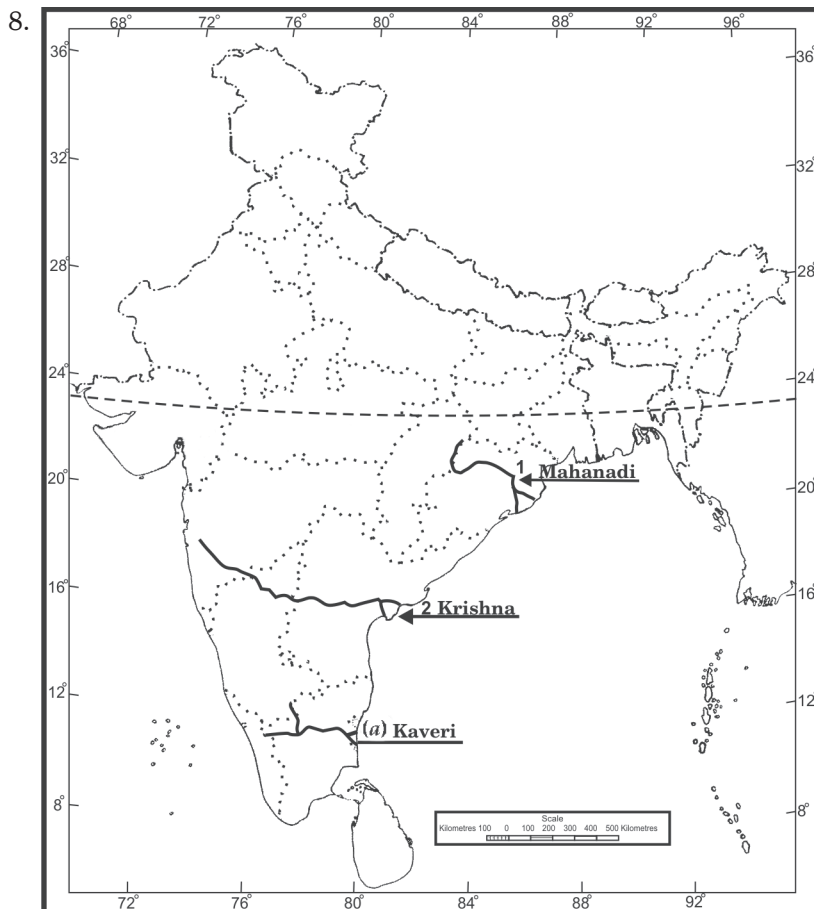


### WORKSHEET-49

1. Western Ghats
2. 1500 km
3. Maharashtra
4. River Periyar and river Penganga
5. 860 km.
6. Jharkhand, Chhattisgarh and Odisha
7. Chhattisgarh
8. Because of its length and the area it covers, it is also called '*Dakshin Ganga*'.  
Tributaries — Manjra, Wainganga.
9. (a) The Mahanadi rises in the highlands of Chhattisgarh. It flows through Odisha to reach the Bay of Bengal.  
(b) The length of the river is about 860 km.  
(c) Its drainage basin is shared by Maharashtra, Chhattisgarh, Jharkhand and Odisha.
10. Do yourself.

## WORKSHEET-50

1. Mahabaleshwar
2. 1400 km.
3. River Musi and river Tungabhadra
4. Tapti and Krishna
5. Kaveri
6. (a) Rising from a spring near Mahabaleshwar, the Krishna flows for about 1400 km and reaches the Bay of Bengal.  
(b) The Tungabhadra, the Koyana, the Ghatprabha, the Musi and the Bhima are some of its tributaries.  
(c) Its drainage basin is shared by Maharashtra, Karnataka and Andhra Pradesh.
7. The river Kaveri makes the second biggest waterfall in India. It is known as Shivasamudram. The hydroelectric power generated from the falls is supplied to Mysore, Bengaluru and the Kolar Gold Field.



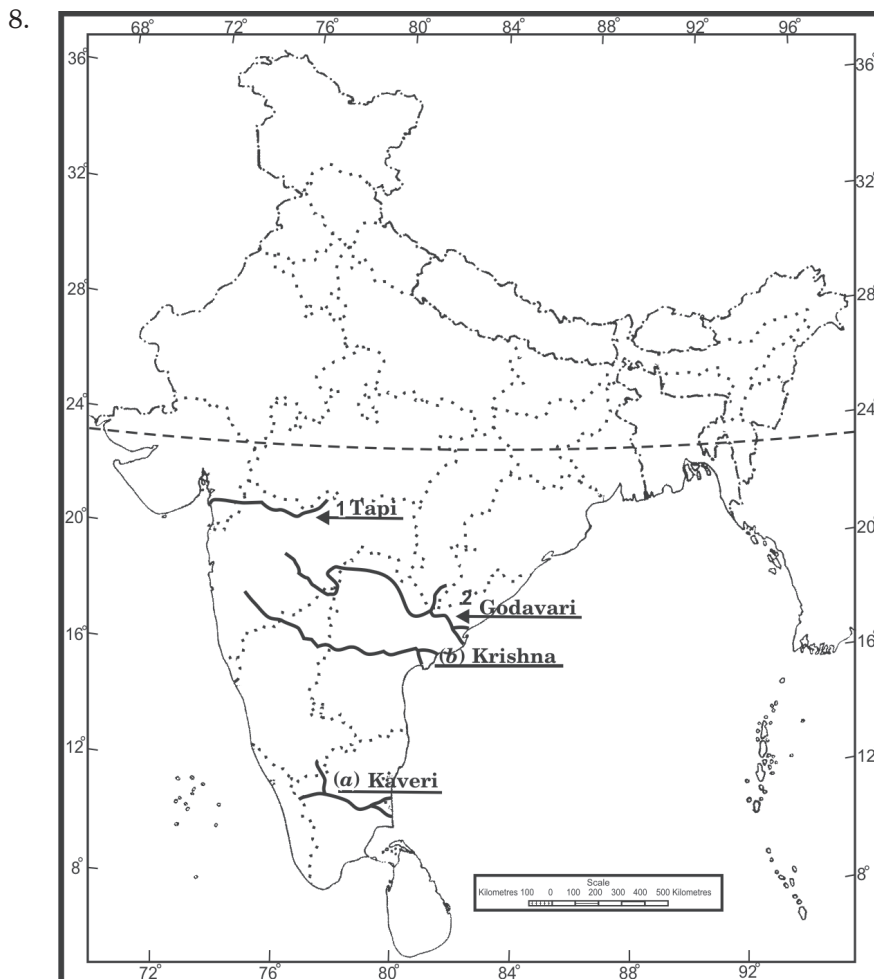
**WORKSHEET-51**

- |                             |                         |
|-----------------------------|-------------------------|
| 1. Godavari                 | 2. Godavari and Krishna |
| 3. Jog Fall                 | 4. Narmada and Tapi     |
| 5. Karnataka and Tamil Nadu |                         |

6.

East flowing peninsular rivers	West flowing peninsular rivers
1. Rivers flow from west to east and enter the Bay of Bengal.	1. Rivers flow from east to west and enter Arabian Sea.
2. Rivers form deltas along the eastern coast.	2. Rivers form estuaries along the western coast.
3. Rivers have longer course.	3. Rivers have shorter course.
4. Examples—Godavari, Mahanadi.	4. Examples—Narmada, Tapi.

7. Narmada is the largest west flowing river. It flows through Vindhya Range-Satpura-Maikal range. River flows through the states of Madhya Pradesh and Gujarat.





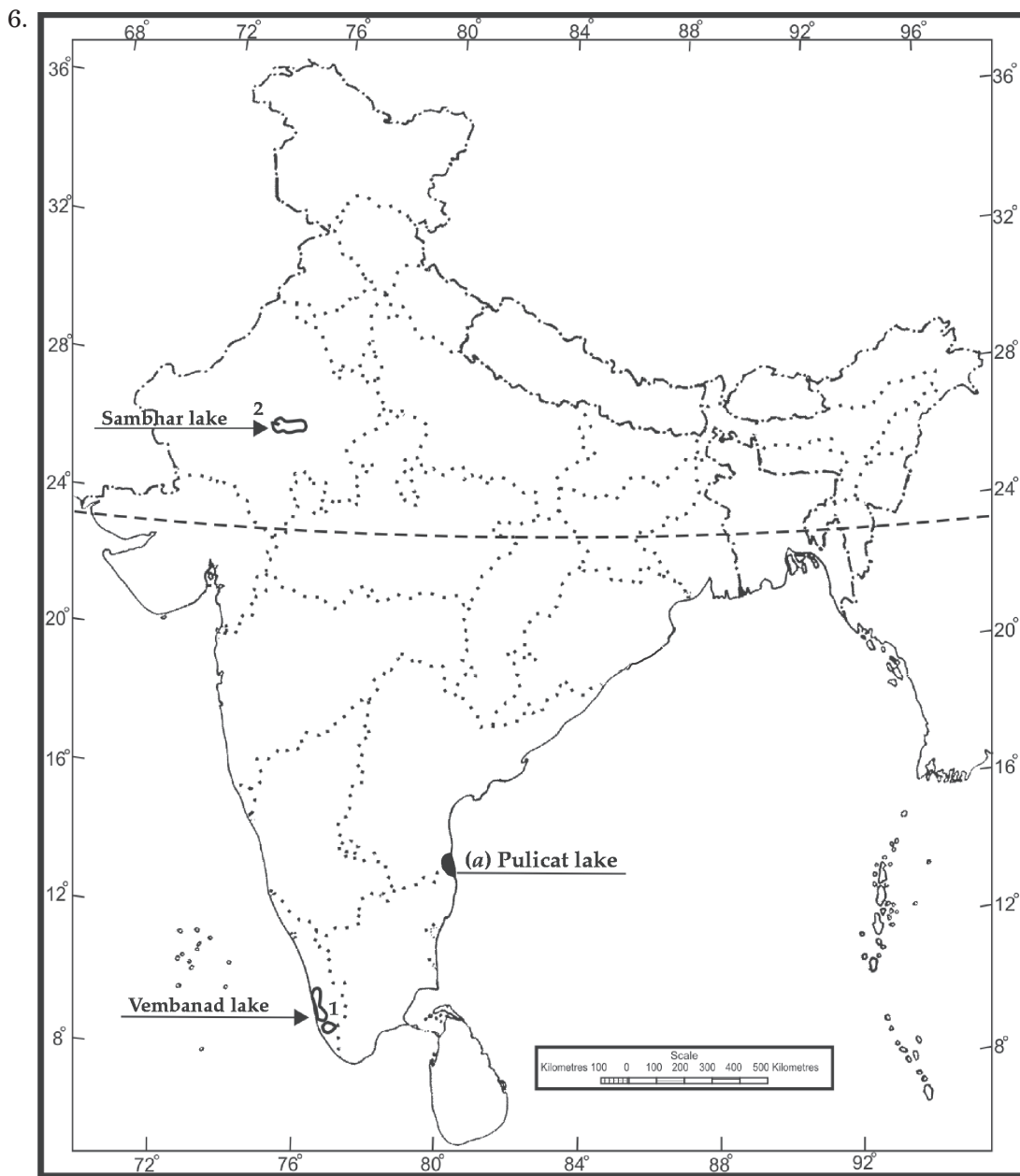
**WORKSHEET-52**

1. Wular lake
2. Odisha
3. India has many lakes. These differ from each other in the size and other characteristics. Most lakes are permanent; some contain water only during the rainy season, like the lakes in the basins of inland drainage of semi-arid regions. There are some of the lakes which are the result of the action of glaciers and ice sheets, while the others have been formed by wind, river action and human activities.

4.

<b>Natural lake</b>	<b>Artificial lake</b>
1. It is formed due to action of wind, glaciers.	1. It is a lake made by man.
2. It is a low-lying part of earth's surface in which rainwater, run-off accumulates.	2. Man-made or artificial water bodies are generally called reservoirs, tanks and ponds.
3. These lakes are deeper.	3. These lakes are small and shallow.

5. Lakes are of great value to human beings:
- (a) A lake helps to regulate the flow of a river.
  - (b) During heavy rainfall, it prevents flooding and during the dry season, it helps to maintain an even flow of water.
  - (c) Lakes can also be used for developing hydel power.
  - (d) They moderate the climate of the surroundings.
  - (e) They maintain the aquatic ecosystem.
  - (f) They enhance natural beauty which help to develop tourism and provide recreation.



**WORKSHEET-53**

1. Natural
2. (a) They were used for domestic activities.
  - (b) Most civilisations came up along the river banks.
  - (c) They have been important for trade within countries.
3. (a) Agriculture      (b) Industrial      (c) Electricity

4. Increasing population
5. GAP-I and GAP-II
6. Growing demand of water affects quality and quantity of water.
7. Rivers are highly important for the country's economy.
  - (a) They make soil rich and fertile.
  - (b) The river banks have attracted settlers from ancient times. These settlements have now become big cities.
  - (c) They are used for developing hydel power.
  - (d) They prevent flood during heavy rainfall.
  - (e) They moderate the climate of the surroundings.
  - (f) They help develop tourism and provide recreation.
8. (a) Rivers are considered significant particularly to a country like India where agriculture is the main source of livelihood of majority of its population.
  - (b) Most rivers flow all the year round and, therefore, irrigation is possible.
9. (a) Increasing domestic needs.
  - (b) Increasing agricultural demand for water from rivers affects its quality (water draining from fields consists of chemical fertilisers, pesticides).
  - (c) Industries dump waste, without proper treatment thus affecting the quality of river water.

### Chapter Test

1. Kalleru lake (Andhra Pradesh)
2. Western ghats

<b>Himalayan rivers</b>	<b>Peninsular rivers</b>
1. Rivers are perennial in nature.	1. Rivers are seasonal in nature.
2. Rivers are of glacial origin.	2. Rivers are rainfed.
3. Rivers have longer course.	3. Rivers have shorter course.

4. Rivers are highly important for the country's economy.
  - (a) They make soil rich and fertile.
  - (b) The river banks have attracted settlers from ancient times. These settlements have now become big cities.
  - (c) They are used for developing hydel power.
  - (d) They prevent flood during heavy rainfall.
  - (e) They moderate the climate of the surroundings.
  - (f) They help develop tourism and provide recreation.
5. River Brahmaputra rises in Tibet east of Mansarovar lake.
 

Features:

  - (a) It has braided channel in its entire length in Assam and forms riverine islands.

(b) It has huge deposits of salt on its bed causing the river bed to rise and cause floods in Assam and Bangladesh.

6. Do yourself.

**FORMATIVE ASSESSMENT**

**WORKSHEET-54**

1. A. Dendritic                      B. Trellis                      C. Radial                      D. Rectangular  
2. Do yourself.                      3. Do yourself.

**WORKSHEET-55**

- A. Upper course                      B. Middle course                      C. Lower course  
B. 1. (1) V-shaped                      2. (4) broad                      3. (6) meanders  
          (2) steeply                      (5) oxbow lakes                      (7) delta  
          (3) zig-zag

**WORKSHEET-56**

- A. 1. Braided channel                      2. Delta

B.

River	Area	Feature
1. Indus	Madhya Pradesh (5)	largest Peninsular river (4)
2. Brahmaputra	Western Ghats (4)	one of the longest rivers (1)
3. Ganga	Uttarakhand (3)	forms largest riverine islands (2)
4. Godavari	Jammu and Kashmir (1)	forms Sunderban delta (3)
5. Narmada	Arunachal Pradesh (2)	forms estuary (5)

**WORKSHEET-57**

Do yourself.

**WORKSHEET-58**

Do yourself.

**WORKSHEET-59**

Across:	Down:
1. RIVER	2. GORGES
4. SOURCE	3. WATERSHED
6. MOUTH	5. VALLEY
9. FLOODPLAIN	7. ALLUVIAL FAN
10. WATERFALLS	8. CATCHMENT

**WORKSHEET-60**

- A. 1. F                      2. T                      3. F                      4. T                      5. F  
6. T                      7. F                      8. T                      9. F                      10. T  
B. 1. 71%                      2. East                      3. floods                      4. scarcity                      5. Agriculture

**WORKSHEET-61**

- A. 1. Seasonal                      2. Longer course                      3. Deposits                      4. Bangladesh  
5. Narmada                      6. Vembanad                      7. Artificial lake                      8. Delta  
9. radial                      10. Ganga

B.

Lake	Feature	Areas/river
1. Osman Sagar lake	It is named after the second Pandava called Bhima of the famous epic Mahabharata. (2)	Naintal (2)
2. Bhimtal lake	It is an artificial lake located in the state of Rajasthan in India. (3)	River Luni (3)
3. Pushkar lake	It is the main source of water supply to the twin cities of Hyderabad and Secunderabad. (1)	River Musi (1)
4. Vembanad lake	It is a popular destination for the eco-tourism. (5)	River Mahanadi (5)
5. Chilika lake	It is a lake in Kerala. (4)	Kottayam (4)

**WORKSHEET-62**

- A. Do yourself.                      B. Do yourself.

**WORKSHEET-63**

- A. Do yourself.                      B. Do yourself.                      C. Do yourself.





**POLITICAL SCIENCE**  
**(First Term)**

## WORKSHEET-64

1. Manipur, Mizoram, Nagaland, Arunachal Pradesh.
2. They remained silent, always in silence.
3. He was a trade union leader. In the election of 1990, he was elected President of Poland.
4. President Allende addressed himself mainly to the workers because they were the ones who elected him as the leader of the Socialist Party of Chile and then the President. He took several policy decisions to help the poor and the workers. They included reform of the educational system, free milk for children and redistribution of land to the landless farmers. These policies were not liked by the rich. Hence, they were unhappy with Allende.
5. Pinochet's government tortured and killed several people who supported Allende and those who wanted democracy to be restored. These included General Bachelet who refused to join the military coup. His family was put in prison and tortured. However, more than three thousand people were killed by the military. Many more were reported to be missing. Nobody knows what happened to them.
6. On 11 September 1973, there was a military coup in Chile. The coup was led by an Army General Pinochet. The government of the United States of America was unhappy with Allende's government and supported the coup. Pinochet became the President of Chile and ruled for 17 years. From a government which was elected by the people, the power shifted to the military officers. These officials did whatever they liked. They were not questioned. It led to the establishment of dictatorship in Chile. Pinochet's government killed and tortured those who supported Allende and those who wanted to restore democracy.

## WORKSHEET-65

1. After the fall of USSR, all the Eastern European countries became independent.
2. Germany, Lithuania, Belarus, Slovakia, Ukraine.
3. Poland.
4. (a) **Dictatorship:** It refers to that form of government where the ruler has an unrestricted authority. In this form of government a single man rules the entire country. All the powers are concentrated in his hand. People enjoy no freedom of thought and expression.  
(b) **Democracy:** Democracy is a form of government that allows people to choose their rulers and form the government. In a democracy, only leaders elected by the people rule the country and the people have the freedom to express views, freedom to organise and freedom to protest. Thus it is a government that works for the welfare of the people and can be voted out by them.

5. Women in most of the countries lagged behind men. They were not considered to be equal with men. Their political representation was negligible. They were restricted to home and hearth. Hence, they were given voting right much later than men.

But in India, adult citizens began to enjoy voting rights from the very day the country became independent. The Constitution of India guarantees Universal Adult Franchise for all citizens without any discrimination. The Constitution makers felt that the freedom struggle had prepared the masses for universal adult suffrage and that this would help encourage a democratic mindset and break the clutches of traditional caste, class and gender hierarchies.



6. It is not at all good to elect someone President for life because it will give absolute/unlimited power to him/her which will not be good for the country and its people. The President with unrestricted power will always ignore the welfare of his country and in this way the government will be unpopular. The very essence of democracy would be perished and dictatorship would prevail.

Hence, in my opinion, it is better to elect someone President of the country by holding regular elections after every few years. This will keep a check on the President and he will always think for the betterment of the country.

#### WORKSHEET-66

1. Polish United Worker's Party ruled Poland in 1980.
2. Allende Salvador was the President of Chile in 1970.
3. A direct vote in which an entire electorate accepts or rejects a particular proposal is known as Referendum.
4. (a) Lech Walesa  
(b) (i) Establishment of solidarity as an independent trade union. (ii) Negotiations with Walesa resulted in an agreement in April, 1989 for free elections. Solidarity contested all the 100 seats of the Senate and won 99 of them. (iii) In October 1990, Poland contested its first presidential elections in which more than one party could contest. Walesa was elected the President of Poland. In this way, Poland became a democratic country.
5. The UN is a global association of nations of the world to help cooperation in international law, security, economic development and social equity. The UN Secretary General is its chief administrative officer. The UN Security Council, an organ of the UN, is responsible for maintaining peace and security among countries. It can put together an international army and take actions against the wrongdoer.
6. Michelle Bachelet, the daughter of General Alberto Bachelet, who was an officer in the Chilean Air Force during Allende's regime, was elected President of Chile in January, 2006. A medical doctor and a moderate socialist, Michelle became the first woman to be a Defence Minister in Latin America. In the presidential elections she defeated one of Chile's richest men.
7. Three differences between democratic countries and non-democratic countries:
  - (a) In democratic countries, representatives are elected by the people who make laws and frame policies of the government. In non-democratic countries, there is absence of elected representatives as there is only one man rule.
  - (b) In democratic countries, civil liberties are granted to all its citizens. This ensures right to form political party. In non-democratic countries, civil liberties are curtailed. The citizens do not enjoy any freedom of thought and expression.
  - (c) In democratic countries, rule of law is ensured. Law is supreme and all people are treated equally before law. In non-democratic countries, rule of law prevails because the dictator is treated as supreme law giver.

#### WORKSHEET-67

1. Allende Salvador was the founder leader of the Socialist Party of Chile.
2. Pinochet military dictatorship came to an end in 1988.
3. The Workers of Lenin Shipyard in the city of Gdansk went on a strike on 14 August 1980.
4. Lech Walesa was elected the President of Poland in 1990.

5. Democracy expanded during the 20th century, especially after the Second World War. There are several reasons behind it. It is generally said that democracy has spread because people consider it to be the best form of government. It is true no doubt, but at the same time we can say that democracy could not have spread if people did not prefer it and start struggles in their countries for its establishment.

There are also factors like social, economic and political conditions which are internal to that country. Democracy is often the outcome of struggles against economic inequalities in the country. Those people who are excluded from the mainstream of the society and are subjected to face various inequalities see hope in democracy. They think that democracy would provide them basic privileges and also pave the way to participate in the government. This prepares them for struggles for the establishment of democracy in their countries.

6. When a democratic government is overthrown by the military, the freedom of the people falls in peril:
- (a) People are denied freedom of speech. They are not allowed to express their views freely. They are also not allowed to form political associations and organise protests and political action.
  - (b) People cannot choose or change their rulers.
  - (c) Anyone who speaks against the leaders or the party or the government, can be put in prison. Thus, people in a non-democratic country have to suffer a lot. They do not enjoy even the basic rights.
7. No. International organisations like UNO do not function in a democratic manner. This is evident from the following facts:
- (a) The UNO as a world body has 192 members with each country having one vote in the UN General Assembly. It meets regularly in yearly sessions under a president who is elected from among the representatives of the member countries. All discussions take place in General Assembly. In that sense, the UN would appear to be a democratic organisation. But the General Assembly cannot take any decision about what actions should be taken in a conflict between different countries.
  - (b) The fifteen-member Security Council of the UN takes such crucial decisions. The Council has five permanent members—US, Russia, UK, France and China. Ten other members are elected by the General Assembly for two-year terms. The real power is vested with five permanent members. The permanent members especially the US, contribute most of the money needed for the maintenance of the UN. Each permanent member has veto power. It means that the Council cannot take a decision if any permanent member says no to that decision. This is again not democratic.
  - (c) International Monetary Fund (IMF) is one of the biggest moneylenders for any country in the world. Its 173 member states do not have equal voting rights. The vote of each country is weighed by how much money it has contributed to the IMF.
  - (d) The President of the World Bank has always been a citizen of the US. This is against democratic norms.

### WORKSHEET-68

1. General Jaruzelshki imposed martial law in Poland in December 1981.
2. The President of the World Bank is always a citizen of USA.
3. (c)            4. (a)
5. Kwame Nkrumah, the son of a goldsmith and a teacher by profession, played an active role in making Ghana, a country in western Africa, independent in 1957. It was among the first countries in Africa to gain independence and the credit goes to Kwame Nkrumah.

After independence, Nkrumah became the first Prime Minister of Ghana (from 1957 to 1966). He was a friend of Jawaharlal Nehru and an inspiration for democrats in Africa.

However, Nkrumah deviated from the path of democracy by electing himself President for life. Due to his desire for absolute power, a military coup occurred in Ghana and it ceased to be a democratic country.

6. The three democratic governments, Allende's Chile, Walesa's Poland and Michelle's Chile, differ in their approach towards social and economic matters. Allende preferred government control on all big industries and the economy. Walesa wanted the market to be free from government interference. Michelle stands in the middle on this issue.

Yet, these three governments shared some basic features. Power was exercised by governments elected by the people and not by the army, unelected leaders or any external power. The people enjoyed some basic political freedoms.

7. Poland was under the communist rule in 1980. The people had no right even to freely choose their leader of the communist party. The workers in the Polish factories were suffering from the ruthless oppression of the government. On 14 August 1980, the workers of Lenin shipyard in the city of Gdansk went on strike. The main cause behind the strike was the demand to take back a crane operator, a woman worker, who was dismissed unjustly from service. This strike was illegal as independent trade unions were not allowed in Poland. As the strike continued, Lech Walesa joined the strike. He emerged as the leader of the striking workers. They demanded right to form independent trade unions.

The movement became so popular that the government had to surrender. The workers led by Walesa signed a 21-point agreement which agreed to the workers' demand. After the agreement was signed a new independent trade union known as 'Solidarity' was formed. It was the first time an independent trade union was formed in any of the communist states. Within a year, Solidarity swept across Poland and had about one crore members.

Another wave of strikes, again organised by Solidarity, began in 1988. This time the Polish government was weaker. Another round of negotiations with Walesa resulted in an agreement in April, 1989 for free elections. Solidarity contested all the 100 seats of the Senate and won 99 of them. In October, 1990 Poland had its first presidential elections in which more than one party could contest. Walesa was elected the President of Poland.

### WORKSHEET-69

1. It is true that some outside forces also played a major role in the spread of democracy in the world. But it could not have spread if people of that country did not like it and had not struggled in their countries for its establishment. Therefore, the second statement is absolutely true to spread the idea of democracy.
2. **I agree with friend 2.** It is true that no outside force can promote democracy in a country until and unless the people of that country want to establish democracy and struggle for it. Moreover, any outside interference in the state's internal affairs will be opposed by the people. Democracy should not be imposed on a country by an outside power as in the long run people won't tolerate interference of other country in its internal affairs.
3. United States of America and Russia were considered the most powerful nations by all other nations who initiated to form the United Nations Organisation (UNO) after the World War II. No doubt, in present circumstances, the United States of America is known as the superpower. Manytimes, US takes decisions without consulting others, for example, recent attack on Osama Bin Laden in Pakistan.

Actually, US is among the five Permanent Members of the Security Council of the UNO (US, UK, Russia, China, France). The real power is with five permanent members as these nations only have the 'Veto' power. The permanent members, especially the United States contribute most of the money needed for the maintenance of the United Nations organisation. The President of the World Bank has always been a citizen of the United States who is conventionally nominated by the Treasury Secretary.

After the collapse of the Soviet Union, the United States only appears to be the superpower in the world. America's dominance affects the working of the International Organisations.

The US invaded Iraq without any consultations. Mr. Saddam Hussein, the President of Iraq, was dismissed from power and an interim government was installed in his place. The people of Iraq had to suffer. No one took action against the US though the war on Iraq was declared illegal by the UN Secretary General. So, we agree the United States of America is indeed a 'Superpower'.

4. Myanmar (Burma) gained freedom from colonial rule in 1948 and became a democratic country. But the democratic rule ended in 1962 with a military coup.

Elections were held for the first time in 1990 after almost 30 years. The National League for Democracy, led by Aung San Suu Kyi won the election. But the military leaders of Myanmar refused to step down and did not recognise the results of the elections.

Political activists accused of even the most trivial offences have been jailed. Anyone caught publicly airing views or issuing statements critical of the regime can be sentenced up to twenty years in prison.

Because of the coercive policies of the military-ruled government in Myanmar, about 10 lakh people in that country have been uprooted from their homes.

### Chapter Test

1. (c)            2. (b)            3. (a)            4. (a)
5. On 11 September 1973, there was a military coup in Chile. The coup was led by an Army General Pinochet. The government of the United States of America was unhappy with Allende's government and supported the coup. Pinochet became the President of Chile and ruled for 17 years. From a government which was elected by the people, the power shifted to the military officers. These officials did whatever they liked. They were not questioned. It led to the establishment of dictatorship in Chile. Pinochet's government killed and tortured those who supported Allende and those who wanted to restore democracy.
6. Three differences between democratic countries and non-democratic countries:
- (a) In democratic countries, representatives are elected by the people who make laws and frame policies of the government. In non-democratic countries, there is absence of elected representatives as there is only one man rule.
- (b) In democratic countries, civil liberties are granted to all its citizens. This ensures right to form political party. In non-democratic countries, civil liberties are curtailed. The citizens do not enjoy any freedom of thought and expression.
- (c) In democratic countries, rule of law is ensured. Law is supreme and all people are treated equally before law. In non-democratic countries, rule of law prevails because the dictator is treated as supreme law giver.

7. No. International organisations like UNO do not function in a democratic manner. This is evident from the following facts:
- (a) The UNO as a world body has 192 members with each country having one vote in the UN General Assembly. It meets regularly in yearly sessions under a president who is elected from among the representatives of the member countries. All discussions take place in General Assembly. In that sense, the UN would appear to be a democratic organisation. But the General Assembly cannot take any decision about what actions should be taken in a conflict between different countries.
  - (b) The fifteen-member Security Council of the UN takes such crucial decisions. The Council has five permanent members—US, Russia, UK, France and China. Ten other members are elected by the General Assembly for two-year terms. The real power is vested with five permanent members. The permanent members especially the US, contribute most of the money needed for the maintenance of the UN. Each permanent member has veto power. It means that the Council cannot take a decision if any permanent member says no to that decision. This is again not democratic.
  - (c) International Monetary Fund (IMF) is one of the biggest moneylenders for any country in the world. Its 173 member states do not have equal voting rights. The vote of each country is weighed by how much money it has contributed to the IMF.
  - (d) The President of the World Bank has always been a citizen of the US. This is against democratic norms.

### FORMATIVE ASSESSMENT

#### WORKSHEET-70

Do yourself

#### WORKSHEET-71

Do yourself

#### WORKSHEET-72

- A. (a)–5, (b)–6, (c)–9, (d)–10, (e)–12, (f)–11, (g)–14, (h)–13, (i)–4,  
 (j)–1, (k)–16, (l)–8, (m)–17, (n)–15, (o)–7, (p)–2, (q)–3
- B. 1. (b)      2. (a)      3. (b)      4. (a)      5. (c)

#### WORKSHEET-73

Do yourself



## WORKSHEET-74

1. Women of Indonesia, Thailand, India and Japan have the right to vote, but women of Saudi Arabia do not have.
2. Citizens have freedom of opinion, expression and discussion. They can criticize officials, government or the socio-economic order. They can also organize meetings, campaigns on public issues or demonstrate against government.
3. Where there is no political freedom, there is no democracy. If people are arrested, as Aung San Suu Kyi was put under house arrest, for expressing their views there is no democracy.
4. In August, 2002 Pervez Musharraf issued a Legal Framework Order that amended the Constitution of Pakistan. According to this order, the President can dismiss the national or provincial assemblies. The work of the civilian cabinet is supervised by a National Security Council which is dominated by military officers. After passing this law, the elections were held to the national and state assemblies. So, Pakistan has had elections, elected representatives have some powers. But the final power rested with military officials and General Musharraf himself.

5. Pakistan under General Pervez Musharraf should not be called a democracy because of the following reasons:

Under Musharraf, rulers were not elected by the people. People might have elected their representatives to the national and provincial assemblies but those elected representatives were not really the rulers. They could not take the final decisions. The power to take final decisions rested with the army officials and General Pervez Musharraf himself and none of these were elected by the people. This happens in many dictatorial form of governments.

6. Mexico got independence in 1930. Since then it holds elections after every six years to elect its President. The country has never been under a military rule. But until 2000 every election was won by a party known as Institutional Revolutionary Party (PRI). Opposition parties did contest elections no doubt but never got success. The PRI used many dirty practices to win elections. All those who were employed in government offices had to attend its party meetings. Teachers of government schools used to force parents to vote for PRI. Media largely ignored the activities of opposition political parties except to criticise them. Sometimes the polling booths were shifted from one place to another in the last moment which made it difficult for people to cast their votes. The PRI spent huge money in the campaign for its candidates.

## WORKSHEET-75

1. (a) The rule of majority means the rule of ignorant people. What we need is the rule of the wise even if they are in small numbers.  
(b) Democracy is all about political competition and power play. There is no scope for morality.
2. Under dictatorship (monarchy or military rule), the rulers do not involve people at all in decision-making. That is why the decisions there are likely to be wrong.



3. Three arguments in favour of democracy are:
  - (a) A democratic government is a better form of government because it is a more accountable form of government.
  - (b) Democracy improves the quality of decision-making.
  - (c) In democracy, no one is a permanent winner. No one is a permanent loser. Different groups can live with one another peacefully.
4. Three arguments against democracy are:
  - (a) Leaders keep on changing in a democracy. This leads to instability.
  - (b) Democracy is all about political competition and power play. There is no scope for morality.
  - (c) So many people have to be consulted in a democracy. This leads to delays.
5. There are several countries which deny equal right to vote to their citizens:
  - (a) In Saudi Arabia, women do not have right to vote.
  - (b) Estonia has made its citizenship rules in such a way that people belonging to Russian minority find it difficult to get right to vote.
  - (c) In Fiji, the electoral system is such that the vote of an indigenous Fiji has more value than that of an Indian-Fijian.
6. The economists think that this was a result of different government policies in the two countries. The existence of democracy in India made the Indian government respond to food scarcity which the Chinese government did not. The economists also point out that a large-scale famine has never occurred in an independent and democratic country. If China too had multiparty elections, an opposition and a free press to criticise the government, then so many people would not have died in the famine.
7. A democratic government leads to better decisions than any other form of government. As democracy is based on discussion and consultation, a democratic decision always involves many persons, discussion and meetings. When a number of people put their head together, they are able to point out possible mistakes in any decision. This takes time. But there is a big advantage on taking time over important decisions. This reduces the chances of rash or irresponsible decisions. In this way, democracy improves the quality of decision-making.

### WORKSHEET-76

1. In this system, all adults have the right to vote in the elections.
2. Marco's rule in the Philippines; Noreiga's rule in Panama, and the rule of the tribal chiefs in Rwanda are some examples of military/dictatorial rule.
3. Candidate contesting elections in China needs the approval of Chinese Communist Party.
4. Mexico achieved independence in 1930.
5. China
6. The strongest argument for democracy is not about what democracy does to the government but it is about what democracy does to its citizens. Even if democracy does not bring about better decision and accountable government, it is still better than any other form of government because it enhances the dignity of citizens. Democracy is based on the principle of political equality, on recognising that the poorest and the least educated has the same status as the rich and the educated. People are not subjects of a ruler, they are rulers themselves. Even when they make mistakes, they are responsible for their conduct.



7. (d) Democracies are more prosperous than any other form: This argument is not in favour of democracy because it is not necessary that a democratic country is always more prosperous than others. Prosperity of people depends on the economic development of the country and not on the form of government. We have many examples where the government is democratic but people are not very prosperous. India is such an example.
8. Democracy is that form of government in which the rulers are elected by the people. Main features of democracy:
  - (a) Major decisions are taken by elected leaders—In a democracy the final decision-making power must rest with those elected by the people. It means that a democracy is a people's government and it is they who elect leaders and frame policies according to their wishes.
  - (b) Free and fair elections—A democracy must be based on free and fair elections where those currently in power have a fair chance of losing. Apart from having free and fair elections, the elections must offer a real choice between political alternatives. And it should be possible for people to use this choice to remove the existing rulers, if they wish so.
  - (c) One person, one vote, one value—In a democracy, each adult citizen must have one vote and each vote must have one value. As democracy is based on a fundamental principle of political equality, therefore every adult should have right to vote. In a democracy, principle of Universal Adult Franchise prevails.
  - (d) Rule of law and respect for rights—A democratic government rules within the limits set by Constitutional law and citizens' rights. In democracy, everyone is treated equal in the eyes of law. These rights must be protected by an independent judiciary whose orders are observed by everyone. Similarly, a democratic government has to respect some basic rules. It has to respect some guarantees to the minorities.

### WORKSHEET-77

1. (b)    2. (b)
3. (a) Army rule is always undemocratic. Under this system, people do not enjoy any freedom of thought and expression. They are not allowed to criticise the government.
  - (b) Rule of majority is democratic as it represents the views of all sections of the people.
  - (c) Rule by religious leaders is not democratic. This leads to feeling of communism and hatred towards other religions. Sometimes it leads to communal riots. Moreover, most of the religious leaders do not have any experience of administration.
4. (a) The first statement is undemocratic as the son is denied an opportunity to voice his opinion about his own marriage. This statement is not keeping with democracy because son or daughter should not be forced by others to marry against his/her will. It is he who has to spend his whole life with his wife so, he should be given full freedom in the choice of his wife.
  - (b) The second statement is undemocratic, because the student is denied the right to clear his doubts by asking questions. It will not be undemocratic if any student asks any question to his teacher. The best the teacher can do is to tell the students to clarify their queries after the lecture is over, but he must satisfy the queries of his students.
  - (c) The third statement is democratic as it calls for a rule of law which is beneficial for the employees. Within the norms of law, employees can always ask or request their owner for something. Hence, this statement is in keeping with democratic values.
5. We can prove this fact taking example of China and Mexico. In China, elections are regularly held after every five years for electing the country's parliament. But these elections do not offer the people any serious choice. They have to choose the ruling party and candidates

approved by it. They have no option. In the case of Mexico, people seemed to really have a choice, but in practice, they had no choice. There was no way the ruling party could be defeated, even if people were against it. These are not fair elections. Unless elections are fair, how can we say that these countries follow democratic norms? Thus, holding elections of any kind is not sufficient. The elections must offer a real choice between political alternatives. And it should be possible for people to use this choice to remove the existing rulers, if they wish so.

### WORKSHEET-78

1. (a)                      2. (d)
3. Do Yourself
4. Democracy cannot get us everything and is not the solution to all problems. But it is undoubtedly better than any other form of government. It responds to the needs of the people. It offers better chances of good decisions because a number of people put their head together. This takes time no doubt but there is a big advantage in taking time over important decisions. This reduces the chances of rash or irresponsible decisions.  
Democracy is likely to respect people's own wishes and allows different kinds of people to live together. Even when it fails to do some of these things, it allows a way of correcting its mistakes and offers more dignity to all citizens. Democracy is based on the principle of political equality, on recognising that the poorest and the least educated has the same status as the rich and the educated. People are not subjects of a ruler, they are the rulers themselves.
5. (a) I would call it a democratic country because all the citizens of the country enjoy the right to vote without any discrimination.  
(b) Taking loan on such conditions is not at all democratic. Education and health are major aspects of life. They should not be compromised at any cost. The government should have taken loan on some other conditions, such as reducing expenses on entertainment, etc.  
(c) It is a non-democratic country since all the people do not enjoy the freedom to have education in their own language.  
(d) It is a non-democratic country. All democratic countries give their citizens right to strike.  
(e) It is a non-democratic country. In democracy, radio, television and all other means of communication like newspapers are free to express their views about the policies of the government. If any country censors news, it cannot be called a democratic country.

### WORKSHEET-79

1. Democracy cannot get us everything and is not the solution to all problems. But it is undoubtedly better than any other form of government. It responds to the needs of the people. It offers better chances of good decisions because a number of people put their head together. This takes time no doubt but there is a big advantage in taking time over important decisions. This reduces the chances of rash or irresponsible decisions.  
Democracy is likely to respect people's own wishes and allows different kinds of people to live together. Even when it fails to do some of these things, it allows a way of correcting its mistakes and offers more dignity to all citizens. Democracy is based on the principle of political equality, on recognising that the poorest and the least educated has the same status as the rich and the educated. People are not subjects of a ruler, they are the rulers themselves.
2. (a) In a democratic country, the power is vested in the people and is exercised by the representatives of the people. people participate in the administration and the government is responsible to the people.

- (b) Democracy follows the public opinion. laws and decisions are made according to public opinion. In democracy, people can form organisation, demonstrate and organise rallies. They can oppose the government and criticise the work of the government.
- (c) People enjoy rights and liberties. Equality and liberty are important in democracy. All the people are considered equal before law. They are given equal opportunities for developments. maximum liberty is given to people in democracy. Also the people are treated equal without any discrimination on the basis of wealth, caste, colour, creed, sex, religion or birth. there is no privileged class before law. Government does not interfere in the life of the people.
- (d) Every election brings a peaceful change in the governments. Democracy is a government for the welfare of the whole society not for the welfare of few people/classes/groups. Democratic form of government is flexible; it changes with the change of time by constitutional means.
3. China and Mexico are not democratic because in China the elections do not offer the people any serious choice. They have to choose the ruling party (Communist party) and the candidates approved by them. In Mexico, from 1930 (the year of its independence) to 2000 every election was won by PRI (Institutional Revolutionary Party) because opposition parties never managed to win. The PRI was known to use many dirty tricks to win elections. Holding elections of any kind is not sufficient. The elections must offer a real choice between political alternatives. But in Mexico there was no way the ruling party could be defeated even if people were against it. So, a democracy must be based on a free and fair election where those currently in power have a fair chance of losing.
4. Zimbabwe attained independence in 1980. Since then the country has been ruled by ZANU-PF party and its leader, Robert Mugabe has been ruling the country since independence. Elections have been held regularly and always won by ZANU-PF. President Mugabe is popular but uses unfair practices in elections. The changes have been made in the constitution several times to increase the powers of the President and make him less accountable. Opposition party workers are harassed and their meeting disrupted. Public protests and demonstrations against the government are declared illegal. The right to criticise the President is limited. Media is fully controlled by the government and gives only the ruling party's version. Independent newspapers are harassed for writing anything against the ruling party. Court judgments are ignored if going against the government and judges are pressurised.
- This shows that popular approval of the rulers is necessary in a democracy, but it is not sufficient. Popular governments can be undemocratic and popular leaders can be autocratic.

### Chapter Test

1. (d)      2. (c)      3. (d)      4. (b)      5. (c)      6. (c)
7. Pakistan under General Pervez Musharraf should not be called a democracy because of the following reasons:
- Under Musharraf, rulers were not elected by the people. People might have elected their representatives to the national and provincial assemblies but those elected representatives were not really the rulers. They could not take the final decisions. The power to take final decisions rested with the army officials and General Pervez Musharraf himself and none of these were elected by the people. This happens in many dictatorial form of governments.

8. A democratic government leads to better decisions than any other form of government. As democracy is based on discussion and consultation, a democratic decision always involves many persons, discussion and meetings. When a number of people put their head together, they are able to point out possible mistakes in any decision. This takes time. But there is a big advantage on taking time over important decisions. This reduces the chances of rash or irresponsible decisions. In this way, democracy improves the quality of decision-making.
9. Democracy is that form of government in which the rulers are elected by the people. Main features of democracy:
- Major decisions are taken by elected leaders—In a democracy the final decision-making power must rest with those elected by the people. It means that a democracy is a people’s government and it is they who elect leaders and frame policies according to their wishes.
  - Free and fair elections—A democracy must be based on free and fair elections where those currently in power have a fair chance of losing. Apart from having free and fair elections, the elections must offer a real choice between political alternatives. And it should be possible for people to use this choice to remove the existing rulers, if they wish so.
  - One person, one vote, one value—In a democracy, each adult citizen must have one vote and each vote must have one value. As democracy is based on a fundamental principle of political equality, therefore every adult should have right to vote. In a democracy, principle of Universal Adult Franchise prevails.
  - Rule of law and respect for rights—A democratic government rules within the limits set by Constitutional law and citizens’ rights. In democracy, everyone is treated equal in the eyes of law. These rights must be protected by an independent judiciary whose orders are observed by everyone. Similarly, a democratic government has to respect some basic rules. It has to respect some guarantees to the minorities.

### FORMATIVE ASSESSMENT

#### WORKSHEET-80

- |              |                          |                                       |             |
|--------------|--------------------------|---------------------------------------|-------------|
| A. 1. people | 2. free, fair, losing    | 3. vote                               | 4. equality |
| 5. white     | 6. discussions, meetings | 7. impossible, collective             |             |
| 8. decision  | 9. representative        | 10. International Revolutionary Party |             |

#### WORKSHEET-81

- |         |       |      |      |
|---------|-------|------|------|
| A. 1. F | 2. F  | 3. T | 4. F |
| 5. T    | 6. F  | 7. F | 8. T |
| 9. T    | 10. F |      |      |



## WORKSHEET-82

1. (a) England (b) Ireland (c) France (d) USA (e) Australia
2. The values of equality, freedom, secularism, socialism and internationalism became the basic tenets of Indian policy, after the independence.
3. The Constitution is called a living document because it has the scope of continuous development according to the needs, aspirations and the expectations of the people.
4. (a) The apartheid system was oppressive for the blacks.  
(b) They were forbidden from living in white areas.  
(c) They could work in white areas only if they had a permit.  
(d) Trains, buses, taxis, hotels, hospitals, schools and colleges, libraries, cinema halls, theatres, beaches, swimming pools, public toilets, were all separate for the whites and blacks.  
(e) Blacks could not even visit the churches where the whites worshipped.  
(f) Blacks could not form associations or protest against the terrible treatment.
5. The Constitution of India is a long and detailed document. It needs to be amended quite regularly to keep it updated. The makers of the constitution felt that it has to be in accordance with people's aspirations and changes in society. They did not see it as a sacred, static and unalterable law. So, they made provisions to incorporate changes from time to time. These changes are called constitutional amendments.
6. The Whites always used oppressive methods for the Blacks and treated them as inferiors. But when the black leaders became the rulers of South Africa they never adopted retaliatory methods. They treated the whites as equals. They appealed to fellow blacks to forgive the Whites for the atrocities they had committed while in power. They were keen to build a new South Africa based on equality of all races and men and women, on democratic values, social justice and human rights. They called the White leaders, sat with them and drew up a common Constitution. This Constitution gave to its citizens the most extensive rights available in the country. Together they decided that in search for a solution to the problem, nobody should be excluded, no one should be treated as a demon. They agreed that everybody should become part of the solution.

These problems were faced in the making of the Constitution of South Africa.

## WORKSHEET-83

1. Indian National Congress, The Swaraj Party, The Communist Party of India, the Akali Dal, the National Conference, Dravide Kazhagam, The Muslim League.
2. People have supreme right to make decisions on internal as well as external matters. No external power can dictate the Government of India.
3. **Union List** 1. Banking, 2. Telegraph, 3. Defence, 4. Foreign affairs, 5. Atomic Energy etc.  
**State List** 1. Police, 2. Local government, 3. Agriculture, 4. Trade and commerce etc.

4. (a) The oppressor and the oppressed were planning to live together as equals in the new democratic South Africa.
- (b) The blacks and the whites did not trust each other. They had fears among themselves. They wanted to safeguard their interests.
- (c) The black majority was keen to ensure that the democratic principle of the majority rule was not compromised whereas the white minority was keen to protect its privileges and property.

After long negotiations, both parties agreed to a compromise as follows:

- (a) The whites agreed to the principle of majority rule and that of one person one vote.
  - (b) They also agreed to accept some basic rights of the poor and the workers.
  - (c) The blacks agreed that the majority rule would not be absolute. They would not take away the property of the white minority.
5. (a) We, the people of India—This means that the Constitution has been drawn and enacted by the people through their representatives and not handed over to them by a king or any outside powers.
  - (b) Sovereign—It means that people have supreme right to make decisions on internal as well as external matters. No external power can dictate the Government of India.
  - (c) Fraternity—It means that all the citizens should behave as members of the same family. No one should treat a fellow citizen as inferior.

6. The drafting of the document called the Constitution was done by an Assembly of elected representatives called the Constituent Assembly. Elections to the Constituent Assembly were held in July, 1946. Its first meeting was held in December, 1946, Dr. Rajendra Prasad was elected its President. Soon after the country was divided into India and Pakistan. As a result, the Constituent Assembly was also divided into the Constituent Assembly of India and that of Pakistan. The Constituent Assembly that wrote the Indian Constitution had 299 members. The Assembly adopted the Constitution on 26th November, 1949 but it came into effect on 26th January, 1950.

The Constituent Assembly represented members from different language groups, castes, religions and occupations. The manner in which it worked gives sanctity to the Constitution.

#### WORKSHEET-84

1. The Constitution of India came into force on January 26, 1950, which is called the Republic Day.
2. The constituent Assembly had 299 members. Dr. B.R. Ambedkar expressed his anxiety about the Constitution of India.
3. The terms—Liberty Equality and Fraternity—have been included in the preamble of the Indian Constitution.
4. Pt. Jawaharlal Nehru, the first Prime Minister of free India, expressed his dream while addressing the Constituent Assembly on August 15, 1947. He wanted everybody to :
  - (a) redeem one's pledge to dedicate oneself to the service of India and her people.
  - (b) understand that freedom and power mean responsibility to remove the sufferings of the people.
  - (c) understand that the service of India means service of the millions who suffer. It means ending their poverty, ignorance, disease and inequality of opportunity.
  - (d) work towards wiping out tears from every eye.



5. Gandhiji wished for a Constitution which would release India from slavery and patronage. In his dream of India, the poorest will have the feeling of belongingness to their own country. There will be no high class or low class of people. All the communities will live in perfect harmony with each other. There will be no scope for the curse of untouchability or the curse of intoxicating drugs and drinks. In his dream of India, women will enjoy the same rights as men. Thus, there will be happiness everywhere in his dream of India. No body will shed tears. There will be smile on everyone's face.
6. The Constitution begins with a short statement of its basic values. This is called the **Preamble** to the Constitution. It contains the philosophy on which our Constitution has been built. It provides a standard to examine and evaluate any law and action of government, to find out whether it is good or bad. It is the soul of the Indian Constitution.  
The Preamble is like an introduction or preface of a book. As an introduction, it is not a part of the contents but it explains the purposes and objectives with which the document has been written. As such the 'Preamble' provides the guidelines of the Constitution. The Preamble, in brief, explains the objectives of the Constitution in two ways: one, about the structure of the governance and the other, about the ideals to be achieved in independent India. It is because of this, the Preamble is considered to be the key of the Constitution.
7. Like South Africa, India's Constitution was also drawn up under very difficult circumstances:
  - (a) During that time, the people of India were emerging from the status of subjects to that of the citizens.
  - (b) The country was born through a partition on the basis of religious differences.
  - (c) At least 10 lakh people were killed on both the sides of the border in partition related violence.
  - (d) The British had left it to the rulers of the princely states to decide whether they want to merge with India or with Pakistan or to remain independent. The merger of these princely states was a difficult and uncertain task. When the Constitution was being written, the future of the country did not look as secure as it does today. The makers of the Constitution had anxieties about the present and the future of the country.

#### WORKSHEET-85

1. The Indian National Congress led India's freedom struggle.
2. People of mixed races were called coloured in South Africa.
3. On 26th January 1950, our Constitution came into effect. It was on this very day, B.R. Ambedkar, who played a key role in the making of the constitution, made a speech to the Constituent Assembly. In his concluding speech he showed anxiety over the unequal status of the dalits. He said that in politics the dalits would enjoy equality but in social and economic life they would have inequality. In politics they would be recognising the principle of one man one vote and one vote one value. On the other hand, in their social and economic life, they would continue to deny the principle of one man one value. And thus they would lead a life of contradictions.
4. The Preamble of the Constitution is important because it contains the philosophy on which the entire Constitution has been built. It provides a standard to examine and evaluate any law and action of government to find out whether it is good or bad. It is the soul of the Indian Constitution.

5. Like South Africa, India's Constitution was also drawn up under very difficult circumstances:
- (a) During that time, the people of India were emerging from the status of subjects to that of the citizens.
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### WORKSHEET-86

1. Robben Island is a dreaded prison in South Africa.
2. South Africa became independent on 26th April 1994.
3. The white Europeans imposed the system of Apartheid in South Africa.
4. The Constitution of a country is a set of written rules that are accepted by all people living together in a country. Constitution is a supreme law that determines the relationship among people living in a territory and also the relationship between the people and government. The following factors will further highlight why we need a Constitution:
  - (a) It generates a degree of trust and coordination that is necessary for different kinds of people to live together.
  - (b) It specifies how the government will be constituted, who will have power to take which decisions.
  - (c) It lays down limits on the power of the government and tells us what the rights of the citizens are.
  - (d) It expresses the aspirations of people about creating a good society.
5. (a) **Sovereign.** It means that people have supreme right to make decisions on internal as well as external matters. No external power can dictate the Government of India.  
(b) **Socialist.** Wealth is socially generated. It should be shared equally by society.  
(c) **Secular.** People have full freedom to follow any religion. There is no official religion. Government treats all religions and their beliefs equally.
6. The making of the Constitution was not an easy affair for a huge and diverse country like India. At that time, the people were emerging from the status of subjects to that of citizens and the country was born through partition on the basis of religious differences. There was another problem. The British had left it to the rulers of the princely states to decide whether they wanted to merge with India or with Pakistan or remain independent. The merger of these princely states was a difficult problem and uncertain task.  
Despite these difficulties, there was one big advantage for the makers of the Indian Constitution. Unlike South Africa, they did not have to create a consensus about what a democratic India should look like. Much of this consensus had evolved during the freedom struggle. Yet, there were sharp differences of opinion within the freedom struggle about the path India should take after independence. These differences were accepted to almost everyone.



In 1928, Motilal Nehru and other Congress leaders drafted a Constitution for India. The document agreed to the inclusion of universal Adult Franchise, right to freedom and equality and to protecting the rights of the minorities in the Constitution of Independent India. The Indian Constitution adopted many institutional details and procedures from the colonial law like Government of India Act, 1935. Many of our leaders were inspired by the ideals of French Revolution, parliamentary democracy and Bill of Rights in the US. The Socialist Revolution in Russia had inspired many Indians to think of shaping a system based on social and economic equality. At every step, they were questioned whether these things suited our country. Thus, all these factors contributed in the making of the Indian Constitution.

### WORKSHEET-87

1. (a) The ideas that are common to all the three Preambles are – Liberty, Justice.  
(b) The major difference between these three Preambles is that all the guiding values of the Constitution are not enshrined in the Preambles of USA and South Africa but only enshrined in the Preamble of Indian Constitution.  
(c) The Preamble of South Africa makes a reference to the past.  
(d) The Preambles of USA and India do not invoke God.
2. (a) **Motilal Nehru**—He was a reputed lawyer. He and eight other Congress leaders drafted a Constitution for India in 1928.  
(b) **Sorojini Naidu**—She was a poet, writer and a political activist. She was amongst the foremost women leaders in the Congress.  
(c) **Kanhaiyalal Maniklal Munshi**—He was born in Gujarat. He was advocate, historian and linguist. He was the Congress leader. He followed Gandhian principles. Later he became a Minister in the Union Cabinet.  
(d) **Dr. Rajendra Prasad**—He was born in Bihar. He was the Chairman of the Constituent Assembly. He played a major role in the Champaran Satyagraha. He was elected as the President of Congress for three times. Later, he became the first President of India.
3. (a) Leaders of the freedom movement did not have an open mind about whether the country should be democratic or not after independence.  
(b) Members of the Constituent Assembly did not have the same views on all the provisions of the Constitution. Some members of the Assembly were in favour of adopting the unitary form of government while others were in favour of the federal system. Most of the issues were debated in the meetings of the Assembly and decisions were taken either by voting or by consensus.  
(c) It is not necessary that a country which has a Constitution must be a democracy. The Constitution of a country can provide for a dictatorship or a military rule.  
(d) The Constitution is the supreme law of a country no doubt, but this does not mean that it cannot be amended. There is no Constitution in the world that cannot be changed. In every country, the Constitution is changed keeping in mind the political, economic and social conditions of a country. A Constitution can be flexible or rigid but the procedure of amendment is also included in it.

## WORKSHEET-88

1. The Constitution begins with a short statement of its basic values. This is called the Preamble to the Constitution. It contains the philosophy on which our Constitution has been built. It provides a standard to examine and evaluate any law and action of government, to find out whether it is good or bad. It is the soul of the Indian Constitution.

Significance of Preamble to the Constitution:

The Preamble is like an introduction or preface of a book. As an introduction, it is not a part of the contents but it explains the purposes and objectives with which the document has been written. As such the 'Preamble' provides the guidelines of the Constitution. The Preamble, in brief, explains the objectives of the Constitution in two ways: one, about the structure of the governance and the other, about the ideals to be achieved in independent India. It is because of this, the Preamble is considered to be the key of the Constitution.

In the preamble of the Indian constitution, "We the people of India" signifies that the Constitution has drawn and enacted by the people through their representatives and not handed over to them by a king or any outside powers.

In the Preamble of the Indian Constitution, 'Secular' means the people have full freedom to follow any religion. There is no official religion. Government treats all religions and their beliefs equally.

2. The procedure of the amendment of Indian Constitution is not very easy. With unitary bias our country has a federal system. The Constitution has declared India to be a union of states. It has provided for federal structure and powers have been distributed. The Central Government has been made strong. It has power to interfere in the working procedure of the state governments. Both the centre and the states have been allowed to exercise powers independently. According to provisions, the federal structure can be changed into a unitary one. Also, the centre and the states can make amendments. A majority of 2/3 vote is needed to amend the constitution. Therefore, we can say the Indian Constitution is both rigid and flexible.
3. (a) It specifies how the government will be constituted and how it will take decisions.  
(b) It guarantees a degree of trust and confidence among the people so that they live together.  
(c) It expresses the aspirations of the people about creating a good society.

The Preamble of the Constitution declares India to be a 'Sovereign, Socialist, Secular, Democratic, Republic.'

A Secular state is a state which is not based on any religion. There is no state religion and every citizen is free to adopt the religion of his/her choice. The state cannot discriminate between its citizens on the basis of their religion.

The word 'Republic' included in the Preamble means that in India, head of the state cannot be a hereditary king. The head of the state is President who is elected for a fixed tenure of five years.

4. Apartheid system was particularly oppressive for the blacks. They were forbidden from living in white areas. They could work in white areas only if they had a permit. Trains, buses, taxis, hotels, hospitals, schools and colleges, libraries, cinema halls, theatres, beaches, swimming pools, public toilets, were all separate for the whites and blacks. This was called segregation. They could not even visit the churches where the whites worshipped. Blacks could not form associations or protest against the terrible treatment.

## Chapter Test

- I. 1. (b)      2. (c)      3. (b)      4. (d)
5. (a) The apartheid system was oppressive for the blacks.  
(b) They were forbidden from living in white areas.  
(c) They could work in white areas only if they had a permit.  
(d) Trains, buses, taxis, hotels, hospitals, schools and colleges, libraries, cinema halls, theatres, beaches, swimming pools, public toilets, were all separate for the whites and blacks.  
(e) Blacks could not even visit the churches where the whites worshipped.  
(f) Blacks could not form associations or protest against the terrible treatment.
6. (a) The oppressor and the oppressed were planning to live together as equals in the new democratic South Africa.  
(b) The blacks and the whites did not trust each other. They had fears among themselves. They wanted to safeguard their interests.  
(c) The black majority was keen to ensure that the democratic principle of the majority rule was not compromised whereas the white minority was keen to protect its privileges and property.  
After long negotiations, both parties agreed to a compromise:  
(a) The whites agreed to the principle of majority rule and that of one person one vote.  
(b) They also agreed to accept some basic rights of the poor and the workers.  
(c) The blacks agreed that the majority rule would not be absolute. They would not take away the property of the white minority.
7. The Constitution of a country is a set of written rules that are accepted by all people living together in a country. Constitution is a supreme law that determines the relationship among people living in a territory and also the relationship between the people and government. The following factors will further highlight why we need a Constitution:  
(a) It generates a degree of trust and coordination that is necessary for different kind of people to live together.  
(b) It specifies how the government will be constituted and who will have power to take which decisions.  
(c) It lays down limits on the power of the government and tells us what the rights of the citizens are.  
(d) It expresses the aspirations of people about creating a good society.

### FORMATIVE ASSESSMENT

#### WORKSHEET-89

- A. 1. (c)      2. (a)      3. (e)      4. (b)      5. (d)  
B. 1. blacks      2. apartheid      3. democrats      4. Clause      5. rules, country

#### WORKSHEET-90

- A. 1. F      2. T      3. F      4. T      5. F      6. T      7. T      8. F      9. F      10. T





**ECONOMICS**  
**(First Term)**

## WORKSHEET-91

1. The aim of production is to produce goods and services that we want.
2. Fixed land is the basic constant in raising farm production.
3. Hectare.
4. Physical capital is the variety of inputs required at every stage during production classified as fixed and working capital.

Human capital knowledge is required to use land, labour, capital which would maximise the production.

Therefore, we need knowledge and enterprise to be able to put together land, labour and physical capital and produce an output either to use ourselves or to sell in the market.

Fixed Capital	Working Capital
1. Tools, machines, buildings can be used in production.	1. Raw material and money in hand.
2. It can be used for many years.	2. It can be used only once.

- 5.
6. Human capital is required to be able to put together land, labour and physical capital to produce an output. Therefore, knowledge is the most important requirement for production.
7. The two types of labour activities necessary for production are:
  - (a) Skilled labour activities and production activities require highly educated worker *e.g.*, managers.
  - (b) Other activities require workers who can do manual work (*e.g.*, unskilled works) casual worker.
8. The aim of production is to produce the goods and services that we want. Every production is organised by combining land, labour, physical capital and human capital.
  - (a) Land and other natural resources such as water, forests, minerals.
  - (b) Labour, *i.e.*, people who will do the work. Some production activities require highly educated workers; other activities require workers who can do manual work.
  - (c) Physical capital, *i.e.*, the variety of inputs required at every stage during production.
    1. Tools, machines, buildings: Tools, machines, buildings can be used in production over many years, and are called fixed capital.
    2. Raw materials and money in hand are called working capital. These are used up in production.
  - (d) Human capital-knowledge and enterprise required to put together land, labour and physical capital, and produce an output either to use yourself or to sell in the market.

## WORKSHEET-92

1. Use of tractors, tubewells for irrigation, fertilizers and pesticides, and combine harvesters are modern methods of farming.
2. The aim of introducing high yielding variety of seeds was to increase the production and to reduce the time required for producing grains.
3. Multiple cropping.
4. The standard unit of measuring land is hectare.  
Two local units used in villages are:  
(a) Bigha      (b) Guintha
5. Wasteland in village was already converted into cultivable land. Therefore, since 1960 there has been no expansion in land area under cultivation, as there exists no further scope to increase farm production by bringing new land under cultivation.
6. Farming is the main production activity in Palampur. 75 per cent of the people who are working are dependent on farming for their livelihood. They could be farmers or farm labourers. The well-being of these people is closely related to production on the farms.
7. Kharif crops are grown with the onset of monsoon in different parts of the country and these are harvested in September-October. Important crops grown during this season are paddy, maize, jowar, bajra, tur (arhar), moong, urad, cotton, jute, groundnut and soyabean.  
Rabi crops are sown in winter from October to December and harvested in summer from April to June. Some of the important rabi crops are wheat, barley, peas, gram and mustard.
8. Not all villages in India have high levels of irrigation. Apart from the riverine plains, coastal regions in our country are well-irrigated. In contrast, plateau regions such as the Deccan plateau have low levels of irrigation. Of the total cultivated area in the country, a little less than 40 per cent is irrigated even today. In the remaining areas, farming is largely dependent on rainfall that is unevenly distributed, unreliable and uncertain.

## WORKSHEET-93

1. Excessive use of chemical, fertilizers that have led to land degradation.
2. Computer
3. Money
4. Electricity came early to Palampur. Its major impact was to transform the system of irrigation. Persian wheels were, till then, used by farmers to draw water from the wells and irrigate small fields. People saw that the electric-run tubewells could irrigate much larger areas of land more effectively. The first few tubewells were installed by the government. Soon, however, farmers started setting up private tubewells. As a result, by mid-1970s the entire cultivated area of 200 hectares (ha.) was irrigated.
5. **Multiple cropping:** A traditional farming method to increase production on a given piece of land involving growing of more than one crop in a year.  
**Modern farming methods:** It includes better fertilisers, pesticides, manures, high-yielding variety of seeds, modern techniques such as threshers.
6. (a) Wheat                      (b) Bajra                      (c) Sugar cane
7. (a) Cultivable area in 1950 – 120 million hectares, In 2000 – 140 million hectares.



- (b) Yes
  - (c) Yes. Modern farming methods require more water. Monsoons in India are unevenly distributed, unreliable, uncertain, occur for short duration. Therefore, to increase production it is important to increase the area under irrigation.
8. The different ways of increasing production from same piece of land:
- (a) Multiple cropping—A traditional farming method to increase production on a given piece of land involving growing of more than one crop in a year.
  - (b) Use of modern methods of farming — Better fertilisers, pesticides, manures, high yielding variety of seeds, modern techniques such as threshers.
  - (c) Rural electrification and farm mechanisation.
  - (d) Development of surface and groundwater irrigation.
  - (e) Land reforms.

#### WORKSHEET-94

- 1. (b)    2. (c)    3. (c)    4. (c)    5. (b)    6. (c)
7. With the introduction of Green Revolution the farmers used high yielding variety seeds, instead of traditional seeds. Farmers used modern farming methods, better irrigation facilities were adopted, use of chemical fertilisers, pesticides, better machinery led to higher yield.
8. (a) 1965-66 – 10 million tonnes; 2000-01 – 70 million tonnes.  
 (b) 1965-66 – 10 million tonnes; 2000-01 – 11 million tonnes.  
 (c) No.
9. (a) Yes. In Palampur, the yield of wheat grown from the traditional varieties was 1300 kg per hectare. With the high yielding variety seeds the yield went up to 3200 kg per hectare.  
 (b) As a result of using HYV seeds and modern farming methods there was a large increase in production. Farmers now had greater amount of surplus wheat to sell in the market.

#### WORKSHEET-95

- 1. (d)            2. (d)            3. (c)
4. (a) Green Revolution is associated with the loss of soil fertility due to increased use of chemical fertilisers.  
 (b) Chemical fertilisers escape from soil and pollute groundwater, lakes, rivers, kill bacteria and other microorganisms in the soil making it infertile.  
 (c) Continues use of chemical fertilisers led to degradation of soil health as farmers are now forced to use more and more chemical fertilisers to achieve the same production level thus making the cost of cultivation very high.
5. Continuous use of groundwater for tube well-irrigation has reduced the water level below the ground. Increased use of chemical fertilisers, pesticides requires plenty of water to achieve higher yield, thus putting pressure on water resource.
6. The consumption of chemical fertilisers in Punjab is highest in the country. The continuous use of chemical fertilisers has led to degradation of soil health. Punjab farmers are now forced to use more and more chemical fertilisers and other inputs to achieve the same production level. This means cost of cultivation is rising very fast.

7. (a) Modern farming methods for increase production led to overutilisation of land.
- (b) Use of HYV seeds, more fertilisers to increase production to fulfil needs of increasing population.
- (c) Modern farming methods require plenty of water. Therefore, population pressure on water is high.
8. Advantages of Green Revolution:
  - (a) Increase in production wheat and rice.
  - (b) India has become self-sufficient in food grain production.
  - (c) India has achieved food security even in times of calamity.
  - (d) Increase in income of farmers.
  - (e) It has raised their standard of living.
 Disadvantages of Green Revolution:
  - (a) Green Revolution is associated with the loss of soil fertility due to increased use of chemical fertilisers.
  - (b) They may escape from the soil and pollute groundwater, rivers and lakes.
  - (c) Chemical fertilisers can also kill bacteria and other microorganisms in the soil.
  - (d) After some time, the soil will be less fertile than ever before.
  - (e) Continuous use of groundwater for tubewell irrigation has reduced the water-table below the ground.

### WORKSHEET-96

1. Small and scattered
2. Small farmers and landless farmers
3. Moneylenders and traders
4. Modern methods
5. Modern farming methods require a great deal of capital, so the farmer now needs more money than before. Most small farmers have to borrow money to arrange for the capital. They borrow from large farmers or the village moneylenders or the traders who supply various inputs for cultivation. The rate of interest on such loans is very high. They are put to great distress to repay the loan, and at times fall into debt trap. Medium and large farmers have their own savings from farming. They are thus able to arrange for the capital needed.
6. (a) The modern methods of farming imply better use of agricultural inputs like high yielding varieties of seeds, chemical fertilisers, pesticides etc.
- (b) Modern farming methods include a well developed irrigation system which make it possible for the farmers to grow three different crops in one year.
- (c) Different crops can be grown during parts of the year, for example, the farmers of village Palampur cultivate all the land in the village. They grow Rabi crops in the winter season and Kharif crops in the rainy season.
7. The new ways of farming need less land, but much more of capital. The medium and large farmers are able to use their own savings from production to arrange for capital during the next season. On the other hand, the small farmers who constitute about 80 per cent of total farmers in India find it difficult to obtain capital. Because of the small size of their plots,



their production is not enough. The lack of surplus means that they are unable to obtain capital from their own savings and have to borrow. Besides the debt, many of the small farmers have to do additional work as farm labourers to feed themselves and their families.

### WORKSHEET-97

1. Dairy farming
2. Transport
3. Market
4. Bullock carts
5. The three non-farming activities — Dairy, small scale manufacturing and transport.
  - (a) Dairy is a common activity in many families of Palampur. People feed their buffalos on various kinds of grass and the *jowar* and *bajra* that grows during the rainy season. The milk is sold in Raiganj, the nearby large village. Two traders from Shahpur town have set up collection-cum-chilling centres at Raiganj from where the milk is transported to far away towns and cities.
  - (b) Fifty people are engaged in manufacturing in Palampur. Manufacturing in Palampur involves very simple production methods and are done on a small scale. They are carried out mostly at home or in the fields with the help of family labour. Rarely are labourers hired. Example — Mishrilal also buys sugar cane from other farmers and processes it into jaggery. The jaggery is then sold to traders at Shahpur. In the process, Mishrilal makes a small profit.
  - (c) There are variety of vehicles on the road connecting Palampur to Raiganj, *Rickshawallahs*, *tongawallahs*, jeep, tractor, truck drivers and people driving the traditional bullock carts and bogey are people in the transport services. They carry people and goods from one place to another, and in return get paid for it. The number of people involved in transport has grown over the last several years.
  - (d) People involved in trade (exchange of goods) are not many in Palampur. The traders of Palampur are shopkeepers who buy various goods from wholesale markets in the cities and sell them in the village. Small general stores can be seen in the village selling a wide range of items like rice, wheat, sugar, tea, oil, biscuits, soap, toothpaste, batteries, candles, notebooks, pen, pencil, even some cloth. A few of the families whose houses are close to the bus stand have used a part of the space to open a small shop.
6. Factors essential for expansion of non-farming activities are:
  - (a) Non-farming activity require little *land*.
  - (b) A person can obtain *capital* by using his own saving or take a loan.
  - (c) Market—where goods and services, produce can be sold.
  - (d) Transport and communication facilities.

### WORKSHEET-98

1. Alternate economic activities other than farming are:
  - (a) Dairy farming
  - (b) Opening of shops that sell products of daily requirements such as soaps, sugar, tea, biscuits etc.

- (c) Constructional activities such as construction of roads, school buildings, etc.
  - (d) With construction of roads means of transport such as trucks, buses, rickshaws are used thus connecting the village with towns and cities.
  - (e) Setting up of small scale and cottage industries such as pottery making, handicraft helps the villagers, and also keeps the traditional values of India alive.
2. Disadvantages of Green revolution are:
- (a) Lead to loss of soil fertility.
  - (b) Lead to pollution of ground water.
  - (c) Leads to pollution of river water making it unfit for use.
  - (d) Modern methods of cultivation require a lot of water for irrigation thus leading to reducing the water table level.
  - (e) Leads to land degradation after a few years.
3. Every production is organised by combining land, labour, physical capital and human capital.
- (a) **Land.** It includes resources such as water, forest, minerals. Man uses the land for production .
  - (b) **Labour.** Both skilled and unskilled labour uses the resources according to their ability.
  - (c) **Physical capital.** Tools, machines are required by the labour to use the resources.
  - (d) **Human capital.** It is the human who with his education, knowledge and skill use all the factors of production. Therefore, he (1) improves his income, (2) improves standard of living, (3) contributes in production process of various industries such as manufacturing.
- As a result, economic condition of the country improves and country progresses.
4. Shortcomings of use of chemical fertilisers are:
- (a) Loss of soil fertility.
  - (b) Chemical fertilisers escape from soil and pollute groundwater, lakes and rivers.
  - (c) Cost of cultivation has become very high as the farmer is forced to use more fertilisers to achieve the same production level.
- Steps taken to reduce use of chemical fertilisers are:
- (a) Use of organic farming.
  - (b) Combining modern technology with traditional farming to maximise crop yield and sustain productivity.
  - (c) Use of cultural practices such as intercropping, crop rotation.
  - (d) Mechanical methods such as destruction of insects by hand picking and using hand nets, use of light traps.
  - (e) Use of botanical pesticides such as neem, garlic.

### Chapter Test

1. Wheat and rice
2. Haryana
3. Money
4. Modern methods
5. Farmers retain a part of the wheat for the family's consumption and sell the surplus wheat.

Small farmers have little surplus wheat because their total production is small and from this a substantial share is kept for their own family needs. The medium and large farmers supply wheat to the market. The traders at the market buy the wheat and sell it further to shopkeepers in the towns and a part of the earning is saved and kept for buying capital for the next season.

6. The small farmers constitute about 80 per cent of total farmers in India. Because of the small size of their plots, their production is not enough. The lack of surplus means that they are unable to obtain capital from their own savings, and have to borrow. Besides the debt, many of the small farmers have to do additional work as farm labourers to feed themselves and their families. The use of labour on farms is limited. The labour, looking for opportunities is thus migrating to neighbouring villages, towns and cities. Some labour has entered the non-farming sector in the village.

Other large and medium farmers sell the surplus farm products. A part of the earnings is saved and kept for buying capital for the next season. Thus, they are able to arrange for the capital for farming.

7. The different ways of increasing production from same piece of land:
- (a) Multiple cropping—A traditional farming method to increase production on a given piece of land involving growing of more than one crop in a year.
  - (b) Use of modern methods of farming—Better fertilisers, pesticides, manures, high yielding variety of seeds, modern techniques such as threshers.
  - (c) Rural electrification and farm mechanisation.
  - (d) Development of surface and groundwater irrigation.
  - (e) Land reforms.

### FORMATIVE ASSESSMENT

#### WORKSHEET-99

Do yourself.

#### WORKSHEET-100

Farmer 1

	Production	Consumption	Surplus = Production – Consumption	Capital for the next year
Year 1	100	40	60	60
Year 2	120	40	<b>80</b>	<b>80</b>
Year 3	<b>160</b>	40	<b>120</b>	<b>120</b>

Farmer 2

	Production	Consumption	Surplus next year	Capital for the
Year 1	80	40	<b>40</b>	<b>40</b>
Year 2	<b>80</b>	40	<b>40</b>	<b>40</b>
Year 3	<b>80</b>	40	<b>40</b>	<b>40</b>

Farmer 3

	Production	Consumption	Surplus	Capital for the next year
Year 1	60	40	<b>20</b>	<b>20</b>
Year 2	<b>40</b>	40	<b>0</b>	<b>0</b>
Year 3	<b>0</b>	40	<b>No surplus</b>	<b>No capital</b>

### WORKSHEET-101

- A. 1. Kharif 2. Tube well 3. Riverine/Plains 4. Working Capital 5. Dairy farming  
6. Banks 7. Abundant 8. Common activity 9. Farming methods 10. Savings
- B. (a) Small farmers — 80%, Medium farmers — 20%  
(b) Small farmers — 36%, Medium farmers — 64%  
(c) Yes. Small farmers don't have enough capital to buy seeds etc.

### WORKSHEET-102

three; small farmers; land; fixed; unequally; modern farming; Multiple cropping; capital; Land; capital

Activities/Projects — Do yourself.



## WORKSHEET-103

1. Population becomes a resource when investment is made in form of education, good health and medical care.
2. Gross National Product.
3. Human resource.
4. Educated people invest more heavily on education.
5. 'People as Resource' is a way of referring to a country's working people in terms of their existing productive skills and abilities.
6. When the existing 'human resource' is further developed by becoming more educated and healthy, it is called 'human capital formation' that adds to the productive power of the country just like 'physical capital formation'. Investment in human capital (through education, training, medical care) yields a return just like investment in physical capital.
7. Human capital is in one way superior to other resources like land and physical capital. Human resource can make use of land and capital. Land and capital cannot become useful on its own.
8. Educated, healthier and better trained people get better jobs, earn higher incomes and help in improving their standard of living. Not only do the more educated and the healthier people gain through higher incomes, society also gains in other indirect ways because the advantages of a more educated or a healthier population spreads to those also who themselves were not directly educated or given health care.
9. Like other resources population also is a resource — a 'human resource'. This is the positive side of a large population that is often overlooked when we look only at the negative side, considering only the problems of providing the population with food, education and access to health facilities. When the existing 'human resource' is further developed by becoming more educated and healthy (by investment in human capital such as by spending on education and health for all, training of industrial and agricultural workers), we call it 'human capital formation' that adds to the productive power of the country.

## WORKSHEET-104

1. Banking, transport, communication, education, insurance activities fall in the tertiary sector.
2. The factors that determine the quality of population in a country are education and health.
3. By education and health.
4. (c)
5. A child, too, with investments made on education and health, can yield a high return in the future in the form of higher earnings and greater contribution to society. Educated parents are found to invest more heavily on the education of their children. This is because they have realised the importance of education for themselves. They are also conscious of proper nutrition and hygiene. They accordingly look after their children's needs for education at school and good health.

6. A mountainous, volcanic island country, Japan has inadequate natural resources to support its growing economy and large population. Most mineral resources had to be imported, processing was difficult because they were low grade. The nation's large and varied forest resources, not utilised extensively. The nation, therefore, invested in its human population and built up the manufacturing and processing industries to convert raw materials imported from abroad. This strategy of economic development necessitated the establishment of a strong economic infrastructure to provide the needed energy, transportation, communications, and technological know-how.
7. The role of education in human capital formation is vital. A large population can be turned into a liability if it is not educated. By giving proper education we can make a child well developed, well eligible to do any work. Thus, education adds to the quality of labour. This enhances total productivity, which adds to the growth of the economy. This in turn pays an individual through salary or in some other form of his choice. Education has a vital role to play in human resource development. Education and skills are the major determinants of the earning of an individual. A child, with investment made on her education and training can yield a high return in the future in the form of higher earnings and greater contribution to society. Educated persons are found to invest more heavily on the education of their children. This is because they have realised the importance of education for themselves.

#### WORKSHEET-105

1. (b)      2. (c)      3. (b)
4. The various activities have been classified into three main sectors i.e., primary, secondary and tertiary. Primary sector includes agriculture, forestry, animal husbandry, fishing, poultry farming, mining, and quarrying. Manufacturing is included in the secondary sector. Trade, transport, communication, banking, education, health, tourism, services, insurance etc. are included in the tertiary sector.
5. Women are employed in low paid jobs because of lack of proper education and low skill formation *e.g.*, jobs in inorganised sector, maids etc.
6. Market activities involve remuneration to the one who performs *i.e.*, activity performed for pay or profit. These include production of goods or services including government service. Non-market activities involves production for self-consumption.
7. Women are not paid for their service delivered in the family. The household work done by women is not recognised in the National Income. Thus, women are paid for their work when they enter the labour market. Their earning like that of their male counterpart is determined on the basis of education and skill. For example, Geeta, mother of Vilas, earned an income by selling fish.
8. Working condition of women employed with less education and skill are:
  - (a) Employment is irregular.
  - (b) Income is low.
  - (c) Lack of jobs security.
  - (d) Absence of basic facilities.
  - (e) Irregular working hours.

**WORKSHEET-106**

1. (b)      2. (b)      3. (a)
4. Education is the fourth necessity for man after food, clothing and shelter. Education plays an important role in developing human resources and improves quality of life.
  - (a) It provides knowledge, skill to people and enables them to earn higher income and improve their standard of living.
  - (b) Education improves the level of understanding, technical knowledge and increases the efficiency and productivity level and enhances national income.
  - (c) Education generates consciousness towards the nation and society.
  - (d) It enhances the cultural richness of the country also.
5. Sarva Shiksha Abhiyan is a significant step towards providing elementary education to all children in the age group of six to fourteen years by 2010 .... It is a time-bound initiative of the central government, in partnership with the states, the local government and the community for achieving the goal of universalisation of elementary education.
6. A vast difference is noticed across different sections of population. Literacy among males is nearly 50% higher than females and it is about 50% higher in urban areas as compared to the rural areas. Literacy rates vary from 96% in some district of Kerala to a below 30% in some parts of Madhya Pradesh.
7. The Tenth Five Year Plan endeavoured to increase the enrollment in higher education of the 18 to 23 years age group from the present 6% to 9% by the end of the plan period. The strategy focuses on increasing access, quality, adoption of states-specific curriculum modification, vocationalisation and networking on the use of information technology. The plan also focuses on distant education, convergence of formal, non-formal, distant and IT education institutions.
8. Measures taken by government to encourage education among children:
  - (a) Our Constitution has a provision that the state would provide universal, free education up to the age of 14 years. Our central government has started a project “Sarva Shiksha Abhiyan” to provide elementary education to all children between the age group of 6 to 14, by 2010.
  - (b) Special emphasis has been laid on girl’s education.
  - (c) Special schools like Navodaya Vidyalaya are established for children in each district.
  - (d) Vocational streams have been developed to provide high school students with occupational skills.
  - (e) Besides providing schools it is also using some non-conventional measures to encourage people to send their children to school and to discourage drop-outs.
  - (f) Midday meal scheme has been implemented to encourage attendance and retention of children and improve their nutritional status.
  - (g) The tenth plan tried to increase the enrollment in higher education of the 18 to 23 years age group from the present 6% to 9% by the end of the plan period.
  - (h) The strategy focuses on increasing access, quality, adoption of states specific curriculum modification, vocationalisation, and networking on the use of information technology.

**WORKSHEET-107**

1. (d)      2. (b)      3. (d)



4. The health of a person helps him to realise his potential and the ability to fight illness. An unhealthy person becomes a liability for an organisation indeed; health is an indispensable basis for realising one's well-being.
5. (a) **Birth rate**—The ratio of live births in an area to the population of that area; expressed per 1000 population per year or birth rates is the number of babies born there for every 1,000 people during a particular period of time. Crude birth rates have dropped to 26.1 in 2000.
  - (b) **Death rate**—The number of deaths per thousand of the population in a year. Death rates have dropped to 8.7 in 2000.
  - (c) **Life expectancy**—The average number of years a person is expected to live. Life expectancy increased to over 64 years in 2000.
6. (a) The measures adopted have increased the life expectancy to over 64 years in 2000.
  - (b) Infant mortality rate (IMR) has come down from 147 in 1951 to 75 in 2000.
  - (c) Crude birth rates have dropped to 26.1 and death rates to 8.7 within the same duration of time.
7. Bihar, Uttar Pradesh and Odisha.
8. National Population Policy was initiated in the year 2000. This policy, aims at improving the accessibility of health care, family welfare and nutritional service with a special focus on the underprivileged segment of population.

### WORKSHEET-108

1. (c)    2. (d)    3. (b)
4. In case of disguised unemployment people appear to be employed. They have agricultural plot where they find work. This usually happens among family members, engaged in agricultural activity. The work requires the service of five people but engages eight people. Three people are extra. These three people also work in the same plot as the others. The contribution made by the three extra people does not add to the contribution made by the five people. If three people are removed the productivity of the field will not decline. The field requires the service of five people and the three extra people are disguised unemployed.  
 Seasonal unemployment happens when people are not able to find jobs during some months of the year. People dependant upon agriculture usually face such kind of problem. There are certain busy seasons when sowing, harvesting, weeding and threshing is done. Certain months do not provide much work to the people dependant on agriculture.
5. India is a densely populated country. The population is increasing by leaps and bounds. But jobs cannot be created in the same proportion. So, a large section of the people are left unemployed. In urban areas students who are class x pass cannot continue studies due to poverty, and do not have the skill to do a job. On the other side, India is the only country in the world where even highly educated persons fail to get employment. Every year thousands and thousands of graduates pass out of colleges. In absence of any vocational skills, all of them cannot be absorbed in services. This increases unemployment. This makes educated unemployed a peculiar problem in India.
6. Unemployment leads to wastage of manpower resource. People who are an asset for the economy turn into a liability. There is a feeling of hopelessness and despair among the youth.



People do not have enough money to support their family. Inability of educated people who are willing to work to find gainful employment implies a great social waste.

7. **Seasonal unemployment**—It occurs in agricultural sector due to change in season. In India, agriculture is monsoon based, and people work for few months in a year and rest of the year they are without any work. There is lack of small scale and cottage industry in villages, also due to lack of commercialisation of crops as most farmers are still poor.

**Disguised unemployment**—When more persons are employed in work than required. If the workers are withdrawn then the production remains the same. This type of unemployment prevails in underdeveloped economies.

8. Unemployment tends to increase economic overload. The dependence of the unemployed on the working population increases. The quality of life of an individual as well as of society is adversely affected. Hence, unemployment has detrimental impact on the overall growth of an economy. Increase in unemployment is an indicator of a depressed economy. It also wastes the resource, which could have been gainfully employed. If people cannot be used as a resource then they naturally appear as a liability to the economy.

### Chapter Test

1. (d) 2. (a) 3. (b)

4. Measures taken by government to encourage education among children:

1. Our Constitution has a provision that the state would provide universal, free education up to the age of 14 years. Our central government has started a project “Sarva Shiksha Abhiyan” to provide elementary education to all children between the age group of 6 to 14, by 2010.
2. Special emphasis has been laid on girl’s education.
3. Special schools like Navodaya Vidyalaya are established for children in each district.
4. Vocational streams have been developed to provide high school students with occupational skills.
5. Besides providing schools it is also using some non-conventional measures to encourage people to send their children to school and to discourage drop-outs.
6. Midday meal scheme has been implemented to encourage attendance and retention of children and improve their nutritional status.

5. **Educated unemployed a peculiar problem in India.**

India is a densely populated country. The population is increasing by leaps and bounds. But jobs cannot be created in the same proportion. Process of industrialisation is slow; enough jobs are not created according to increasing population. So, a large section of the people is left unemployed. In urban areas, students who are class x pass cannot continue studies due to poverty, and do not have the skill to do a job. Our education system is not job oriented. On the other side, India is the only country in the world where even highly educated persons fail to get employment. Every year thousands and thousands of graduates pass out of colleges. In absence of any vocational skills, all of them cannot be absorbed in services. This increases unemployment.

6. Yes, the condition has changed. With improvement in literacy and health levels over the years the population of India has become an asset. The government has initiated policies like





**DISASTER  
MANAGEMENT  
(First Term)**

## WORKSHEET-112

1. By knowledge, preparing, training
2. A natural and human induced event
3. Narrow lanes
4. Socially and economically underprivileged
5. Search and rescue, First aid, essential provisions
6. Affected community
7. To bring life back to normalcy
8. Mapping
9. Mitigation
10. Response, Relief, Preparedness

## WORKSHEET-113

- |    |  |    |   |
|----|--|----|---|
| A. | <ol style="list-style-type: none"> <li>1. socio-natural hazard</li> <li>2. multiple hazard</li> <li>3. natural/human made</li> <li>4. risk</li> <li>5. rapid onset disaster</li> <li>6. functioning</li> <li>7. affects people</li> <li>8. structural</li> <li>9. Government/NGOs</li> <li>10. mitigation</li> </ol> | B. | <ol style="list-style-type: none"> <li>1. Earthquake</li> <li>2. Cyclone</li> <li>3. Landslide</li> <li>4. A terrorist strike/technical failure/war</li> <li>5. Earthquake/flood</li> <li>6. Drought/Environmental degradation</li> <li>7. Awareness/mapping</li> <li>8. Japan</li> <li>9. Delhi</li> <li>10. Jain Trust</li> </ol> |
|----|--|----|---|

## WORKSHEET-114

Do yourself.

## WORKSHEET-115

Do yourself.

## WORKSHEET-116

- |    |   |  |  |
|----|---|--|--|
| A. | <ol style="list-style-type: none"> <li>1. Socio-natural</li> <li>4. Slow</li> <li>7. Mumbai</li> <li>10. Fly Ash</li> </ol> | <ol style="list-style-type: none"> <li>2. Natural</li> <li>5. Plague</li> <li>8. Rehabilitation</li> </ol> | <ol style="list-style-type: none"> <li>3. Probability</li> <li>6. Bhopal</li> <li>9. Droughts/famines</li> </ol> |
|----|---|--|--|

B.	Disaster	Year	Area
	1. Tsunami	1997 (5)	Madhya Pradesh (4)
	2. Earthquake	1984 (4)	Indian Ocean (1)
	3. Cyclone	2004 (1)	China (2)
	4. Bhopal Gas tragedy	2007 (3)	Myanmar (3)
	5. Uphaar Cinema fire	2008 (2)	Delhi (5)

**WORKSHEET-117**

- A. 1. MITIGATION    2. PREPAREDNESS    3. RELIEF    4. NGO  
 5. GOVERNMENT    6. RECONSTRUCTION    7. RESPONSE    8. MANAGEMENT  
 9. PLANNING    10. REHABILITATION
- B. Do yourself.

## WORKSHEET-118

1. 12
2. Coastal areas
3. Odisha
4. Violent storm
5. Earthquakes
6. Japan, Indonesia
7. Soil erosion, Steep slope, Rain
8. Land use practices
9. Slow
10. Interlinking major rivers

B.

Disaster	Causes	Mitigation
1. Earthquake	Violent Storms (3)	Vegetation (2)
2. Landslide	Continuous rain (4)	Shelterbelt plantation (3)
3. Cyclone	Steep slopes (2)	Resistant crops (5)
4. Floods	Fault lines (1)	Safety devices (1)
5. Drought	Deficient rainfall (5)	Stilts (4)

## WORKSHEET-119

- A.
1. Drought
  2. Earthquake
  3. Less rainfall
  4. Drought
  5. J & K/HP
  6. Earthquakes
  7. River basins
  8. Prediction/Warning
  9. Baolis
  10. Non-structural
  11. Innundation
  12. Weather Report
  13. Land use practices
  14. Earthquake
  15. Odisha
- B. Do yourself.

## WORKSHEET-120

Do yourself.

**WORKSHEET-121**

Do yourself.

**WORKSHEET-122**

- A. 1. At night  
2. By monitoring  
3. 5  
4. Rainwater harvesting  
5. Debris flow

B. Across:

1. SOFT  
3. AWARENESS  
6. MUNICIPALITY  
7. FOUNDATION  
9. RICHTER

Down:

2. SEISMOMETER  
4. BY LAWS  
5. SAFETY  
8. ENGINEERED  
10. CONNECTION

**WORKSHEET-123**

- A. 1. Punjab 2. Haryana 3. Assam 4. Bihar 5. West Bengal  
B. Do yourself.

**WORKSHEET-124**

Across:

1. SHELTERS  
2. ANCHORED  
5. SHELTERBELTS  
7. INNUNDATE

Down:

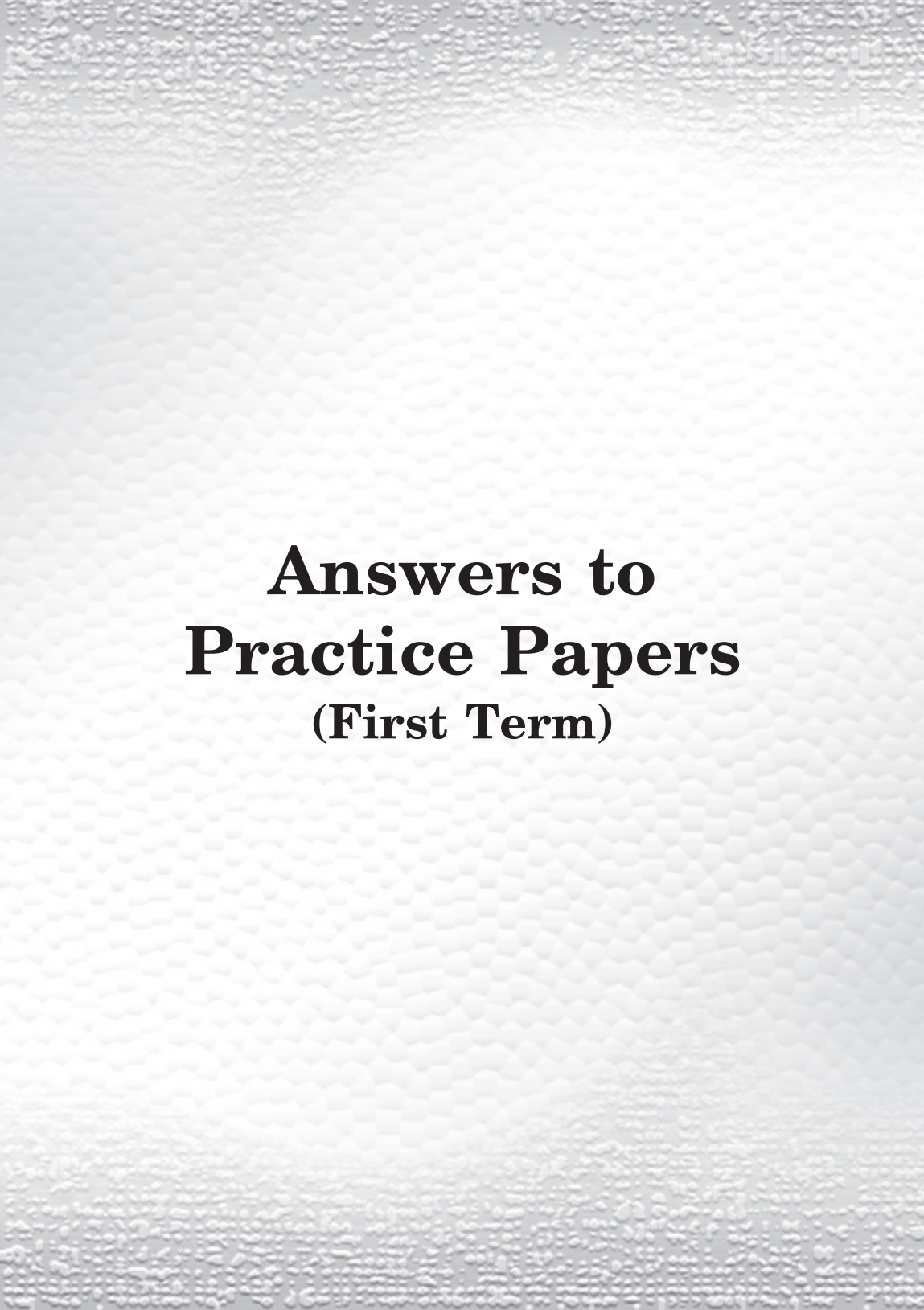
2. EARTHMOUNDS  
4. ELEVATED  
6. ENGINEERED  
8. WIND

**WORKSHEET-125**

1. Different  
3. Satellites  
5. Old/Weak/Heavy  
7. Himalayan/Western ghats/North-East region  
8. Drought  
10. Mitigation
2. Flash floods  
4. Multipurpose cyclone shelters  
6. Sudden  
9. Rooftop Rainwater Harvesting

Activities— Do yourself.





**Answers to  
Practice Papers  
(First Term)**



# PRACTICE PAPER-1

1. Taille
2. Primary, secondary and tertiary sectors
3. Standard meridian of India is  $82^{\circ}30'E$
4. Dr. B.R. Ambedkar
5. Democracy enhances the dignity of citizens because democracy is based
  - (a) On the principle of political equality
  - (b) On recognising that the poorest and the least educated have the same status as the rich and the educated
  - (c) People are not subjects of a ruler, they are the rulers themselves.
6. Excessive use of chemical fertilizers that have led to land degradation.
7. The President of the World Bank has always been a citizen of USA.
8. Disguised and seasonal
9. Liberty is a condition of being free from restriction or control. It is right and power to act, believe, or express oneself in a manner of one's own choice. Some people believed that liberty was like a child, which needed to go through a phase of being disciplined before it attained maturity. Others believed that liberty was happiness, reason, equality, justice and it was the Declaration of Rights.
10. Geologically, the Peninsular plateau constitutes one of the ancient landmasses on earth's surface. It is a tableland composed of old crystalline igneous and metamorphic rocks. It was formed due to the breaking and drifting of Gondwanaland, thus making it the oldest landmass.

It has two divisions—Central Highland and Deccan Plateau.
11. In many countries, communist parties were formed – like the Communist Party of Great Britain. The Bolsheviks encouraged colonial peoples to follow their experiment. Many non-Russians from outside the USSR participated in the Conference of the Peoples of the East (1920) and the Bolshevik-founded Comintern (an international union of pro-Bolshevik socialist parties). Some received education in the USSR's Communist University of the Workers of the East. By the time of the outbreak of the Second World War, the USSR had given socialism a global face and world stature.
12. Information about the Nazi practices came out of Germany during the last years of the regime. But, it was only after the war ended and Germany was defeated that the world came to realise the horrors of what had happened.

The Jews wanted the world to remember the killings and sufferings they had endured during the Nazi killing operations, also called the Holocaust.

The documents left behind by ghetto and camp inhabitants, who wrote diaries, kept notebooks and created archives became the source of knowledge about the Holocaust.
13. Rivers are highly important for the country's economy.
  - (a) They make soil rich and fertile.

- (b) The river banks have attracted settlers from ancient times. These settlements have now become big cities.
  - (c) They are used for developing hydel power.
  - (d) They prevent flood during heavy rainfall.
  - (e) They moderate the climate of the surroundings.
  - (f) They help develop tourism and provide recreation.
14. Non-democratic countries face a lot of difficulties. In non-democratic countries people cannot freely choose their leader, they cannot form political parties without the consent of those who are in power. They do not enjoy real freedom. In some extreme cases people who protest against the authorities are tortured and killed. The military coup of 1973 in Chile and the Communist government in Poland, which ruled till 1990, are examples of oppressive undemocratic rules.
15. People as a resource is a way of referring to a country's working people in terms of their existing productive skills and abilities. The advantages of a educated and healthier population are:
- (a) Educated, better trained and healthier people get better jobs.
  - (b) They earn high incomes thus improving their standard of living.
  - (c) Society also progreses with education and the social, economic condition of a country also improves.
16. (a) The apartheid system was oppressive for the blacks.
- (b) They were forbidden from living in white areas.
  - (c) They could work in white areas only if they had a permit.
  - (d) Trains, buses, taxis, hotels, hospitals, schools and colleges, libraries, cinema halls, theatres, beaches, swimming pools, public toilets, were all separate for the whites and blacks.
  - (e) Blacks could not even visit the churches where the whites worshipped.
  - (f) Blacks could not form associations or protest against the terrible treatment.
17. Steps one should take to reduce use of chemical fertilisers are:
- (a) Use of organic farming.
  - (b) Combining modern technology with traditional farming to maximise crop yield and sustain productivity.
  - (c) Use of cultural practices such as intercropping, crop rotation.
  - (d) Mechanical methods such as destruction of insects by hand picking and using hand nets, use of light traps.
  - (e) Use of botanical pesticides such as neem, garlic.
18. India occupies a strategic position in Asia. She shares her political borders with Pakistan in the West; Bangladesh and Myanmar (Burma) in the East; China, Tibet, Nepal and Bhutan in the north; and Sri Lanka in the South.
- (a) India has always tried to be friendly with her neighbours. Since Independence, India has been trying to build good relations with her neighbouring countries.
  - (b) India's foreign policy has been formulated to promote co-operation, international peace and support for freedom. This policy opposes racial discrimination and favors non-alignment with any power bloc.

- (c) India provides humanitarian assistance to Afghanistan and also helps in establishing education centres, hospitals and other amenities.
  - (d) The bus route between Delhi and Lahore is functional to promote good relations.
  - (e) India was instrumental in the Bangladesh's independence from Pakistan in 1971. The railway route between India and Bangladesh was re-established.
  - (f) China and India have started taking measures to improve relations, primarily border issues.
  - (g) Recently, when Maldives was affected by the tsunami disaster, India promptly dispatched relief aid and rescue teams.
19. (a) The first statement is undemocratic as the son is denied an opportunity to voice his opinion about his own marriage. This statement is not keeping with democracy because son or daughter should not be forced by others to marry against his/her will. It is he who has to spend his whole life with his wife so, he should be given full freedom in the choice of his wife.
- (b) The second statement is undemocratic, because the student is denied the right to clear his doubts by asking questions. It will not be undemocratic if any student asks any question to his teacher. The best the teacher can do is to tell the students to clarify their queries after the lecture is over, but he must satisfy the queries of his students.
- (c) The third statement is democratic as it calls for a rule of law which is beneficial for the employees. Within the norms of law, employees can always ask or request their owner for something. Hence, this statement is in keeping with democratic values.
20. Measures taken by government to encourage education among children:
- (a) Our Constitution has a provision that the state would provide universal, free education up to the age of 14 years. Our central government has started a programme "Sarva Shiksha Abhiyan" to provide elementary education to all children between the age group of 6 to 14, by 2010.
  - (b) Special emphasis has been laid on girl's education.
  - (c) Special schools like Navodaya Vidyalaya are established for children in each district.
  - (d) Vocational streams have been developed to provide high school students with occupational skills.
  - (e) Besides providing schools it is also using some non-conventional measures to encourage people to send their children to school and to discourage drop-outs.
  - (f) Midday meal scheme has been implemented to encourage attendance and retention of children and improve their nutritional status.
  - (g) The tenth plan tried to increase the enrollment in higher education of the 18 to 23 years age group from the present 6% to 9% by the end of the plan period.
  - (h) The strategy focuses on increasing access, quality, adoption of states specific curriculum modification, vocationalisation, and networking on the use of information technology.
21. The French philosophers played a major role in the outbreak of the revolution of 1789.
- (a) They provided revolutionary ideas and inspired the people of France to fight for their rights. They successfully exposed the inefficiency of the monarch and aroused people to challenge him.
  - (b) John Locke sought to refute the doctrine of divine and absolute right of the monarch.

- (c) Rousseau carried out the idea forward, proposing a form of government based on a social contract between people and their representatives.
- (d) The ideas of these philosophers were discussed intensively in salons and coffee-houses and spread among people through books and newspapers. This paved the way to revolution that took place in 1789.

22. The rivers are classified into two main groups – The Himalayan rivers and the Peninsular rivers.

Himalayan rivers	Peninsular rivers
1. Rivers are perennial in nature.	1. Rivers are seasonal in nature.
2. Rivers are of glacial origin.	2. Rivers are rainfed.
3. Rivers have longer course.	3. Rivers have shorter course.

23.

Pinochet's rule in Chile	The communist rule in Poland
1. Chile was ruled by a military dictator.	1. Poland was ruled by a political party.
2. Pinochet openly favoured big capitalists.	2. The government of Poland claimed that it was ruling on behalf of the working classes.

Some common features between Pinochet's rule in Chile and the communist rule in Poland:

- The people could not choose or change their rulers.
- There was no real freedom to express one's opinions, form political associations and organise protests and political action.

24. Causes of unemployment in India are:

- (a) Increasing population
- (b) Limited land
- (c) Seasonal agriculture. Agriculture in India is basically a seasonal affair. It provides employment facilities to the rural people only in a particular season of the year.
- (d) Fragmentation of land. In India, due to the heavy pressure on land of large population results the fragmentation of land. It creates a great obstacle in the part of agriculture. As land is fragmented and agricultural work is being hindered the people who depend on agriculture remain unemployed.
- (e) Use of old, traditional methods of agriculture.
- (f) **Decline of cottage industries.** In rural India, village or cottage industries are the only means of employment particularly of the landless people. They depend directly on various cottage industries for their livelihood. But, nowadays, these are adversely affected by the industrialisation process. They cannot compete with modern factories in matter of production. As a result of which the village industries suffer a serious loss and gradually are closing down. Owing to this, the people who work in there remain unemployed and unable to maintain their livelihood.
- (g) **Defective education.** The present educational system is not job-oriented, it is degree-oriented. It is defective on the ground that it is more general than the vocational. Thus, the people who are getting general education are unable to do any work.

25. We need a Constitution to know the rights and duties of citizens. A written Constitution guides/help in the smooth functioning of the government and to protect the rights of the people in a democratic form of government. A constitution determines the relationship among the citizens of a nation and also promotes harmonious relationship between the people and the government.

In a democratic form of government a written Constitution is essential as the supreme law of the country which determines the rights and duties of citizens, the powers of the government and how the government should function.

The Constitution provides a good framework for the conduct of citizens life and that of the government.

A written constitution safeguards interest of public if they also abide by the law/rules and have faith/trust in the constitution of the nation.

The constitution also determines what the elected government are empowered to do what they cannot do.

Finally, these rules decide the rights of the citizens. The Constitution framed carefully will work only if elected party also agrees that these rules will be supreme and that no government will be able to ignore the basic rules of the Constitution.

So, we conclude there are various reasons for accepting the Constitution like:

- (a) **Based on a broad consensus.** Our constitution reflects the views and ideals of every social group. It expresses the broad consensus of its times. Thus, not challenged but accepted by every group.
- (b) **Legitimacy has never been questioned.** As the Constituent Assembly represented the people of India, so its legitimacy has never been questioned. The features of Constitution like Universal Adult Franchise and Right to get elected made the people sovereign.
- (c) **Working of Constituent Assembly.** The working of Constituent Assembly gave sanctity or approval to the constitution. Its systematic, open and consensual manner of working provided a consensus base for Indian Constitution.
- (d) **Multiple nature of Constitution Assembly.** The Constituent Assembly represented people of every region and Communities hence it has been widely accepted by the people of India.

26. Every production is organised by combining land, labour, physical capital and human capital.

- (a) **Land.** It includes resources such as water, forest, minerals. Man uses the land for production .
  - (b) **Labour.** Both skilled and unskilled labour uses the resources according to their ability.
  - (c) **Physical capital.** Tools, machines are required by the labour to use the resources.
  - (d) **Human capital.** It is the human who with his education, knowledge and skill use all the factors of production. Therefore, he (1) improves his income, (2) improves standard of living, (3) contributes in production process of various industries such as manufacturing.
- As a result, economic condition of the country improves and country progresses.

27. (a) Absolute monarchy came to an end in France. France became a republic.

- (b) The Declaration of the Rights of Man and Citizen, which was the outcome of the French Revolution, granted equality and freedom of speech.

(c) The revolution supported the cause of the masses, sought to abolish the idea of divine right, feudal privileges, slavery and censorship and upheld merit as the basis of social upgradation.

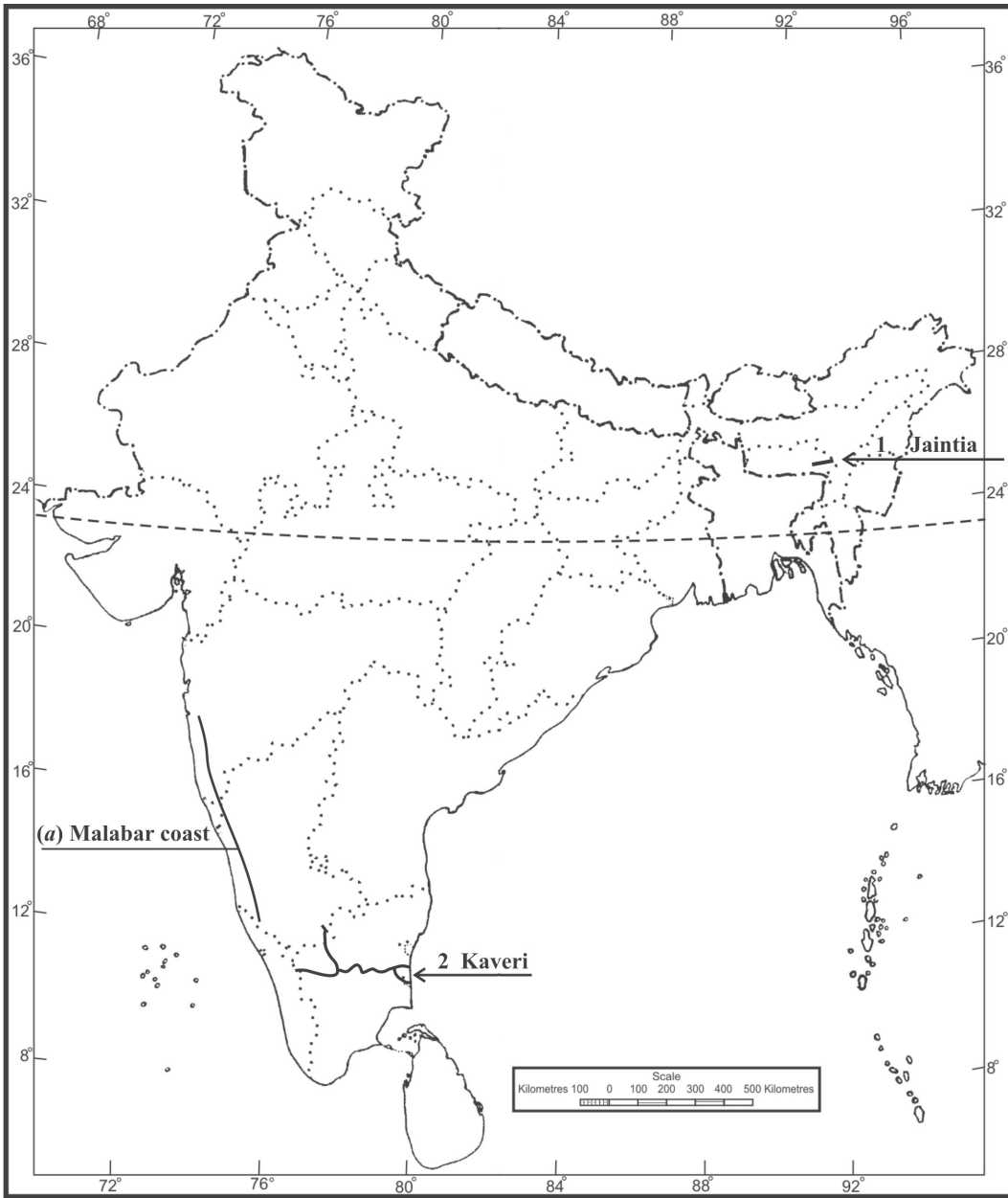
28. This plain is very important to India in many ways:

- (a) This plain is made up of the alluvial soil brought down by the rivers. This soil is very soft and fertile. Major crops such as wheat, rice, sugarcane, pulses, oil seeds and jute are grown here. This plain is called the food bowl of India.
- (b) The plain is soft, level and flat. Therefore wells, tube-wells and canals can be dug for irrigation. Due to proper irrigation, it is the largest producer of foodgrains in India.
- (c) This plain gets sufficient rainfall. There are many rivers, streams and lakes. There is also rich vegetation. These factors affect the climate and make it tolerable. The climate of the northern plain is very cold in winter and very hot in summer.
- (d) This is one of the most thickly populated plain of the world. The most thickly populated States of India—Uttar Pradesh and Bihar—lie in this plain.
- (e) This plain is very important for the economic development of India. The land being even, the transportation and communication is easy. This plain has a network of railways and roads. Some important industries like iron and steel, jute, cement, sugar and textile are spread evenly over the whole region.

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## PRACTICE PAPER-2

1. Tsar Nicholas II
2. The factors that determine the quality of population in a country, are education and health.
3. Purvanchal
4. It is a direct vote in which an entire electorate is asked to either accept or reject a particular proposal.
5. Service of the millions who suffer
6. Market
7. A candidate contesting elections in China needs the approval of Chinese Communist Party.
8. Fixed land is the basic constraint in raising farm production.
9. The richer members of the third estate (the middle class) benefited the most from the French Revolution. These groups included the peasants, workers, petty-officers, lawyers, teachers, doctors and traders. Formerly they had to pay all the taxes and they were humiliated both by the clergy and the nobles at every point but after the revolution they began to be treated equal with the upper sections of the society. The clergy and the nobility were forced to surrender power and all the privileges were taken away from them. The poorer sections of society and women would have been disappointed with the outcome of the revolution as the promises of equality were not fulfilled in full measure at the end of the revolution.
10. The convectional currents split the crust into a number of pieces, thus leading to the drifting of the Indo-Australian plate after being separated from the Gondwanaland, towards north. The northward drift resulted in the collision of the plate with the much larger Eurasian plate. Due to this collision, the sedimentary rocks which were accumulated in the geosyncline, known as the Tethys were folded to form the mountain system of Western Asia and Himalayas.
11. (a) The Constitution of 1791 vested the power to make laws in the National Assembly, which was indirectly elected. That is, citizens voted for a group of electors, who in turn chose the Assembly.  
(b) All the citizens did not have the right to vote. Only men above 25 years of age who paid taxes equal at least 3 days of a labourer's wage were given the status of active citizens, that is, they were entitled to vote. The remaining men and all women were classed as passive citizens.  
(c) To classify as an elector and then as a member of the Assembly, a man had to belong to the highest bracket of taxpayers.
12. (a) When the civil war ended in Lenin's favour, he sought to fulfil his two major priorities to eliminate capitalism and to industrialise Russia rapidly.  
(b) He organised the economy like an army. State appointed managers operated various economic functions of the economy under orders from a high command.  
The New Economic Policy was started whereby the peasants were allowed to keep surplus production after payment of tax. Private trade was allowed in a limited measure.  
(c) Lenin, on the political front banned 'factionalism' within the communist party. Anybody who held a different view from the official party line was either expelled or shot dead.

13. The Ganga mainstream flows southwards into Bangladesh and is joined by the Brahmaputra, thus resulting in the formation of a delta. The delta formed by these rivers is known as the Sunderban Delta. The Sunderban Delta derived its name from the Sundari tree which grows well in marshland. It is the world's largest and fastest growing delta.
14. (a) Democracy is based on consultation and discussion. A democratic decision always involves many persons, discussions and meetings.  
 (b) When a number of people put their heads together, they are able to point out possible mistakes in any decision.  
 (c) This takes time. But there is a big advantage in taking time over important decision. This reduces the chances of rash or irresponsible decisions.
15. Effects of unemployment are:  
 (a) Persons who are employed feel less secure.  
 (b) Workers are less willing to leave unsatisfactory jobs.  
 (c) Divisions in society increase, the prospect of equality of opportunity decreases.  
 (d) Unemployment is linked to many social ills such as ill-health, premature death, attempted and actual suicide, marriage breakdown, child battering and racial conflicts.  
 (e) Increase in poverty. Unemployment deprives a man of all sources of income. As a result he grows poor. Therefore, unemployment generates poverty.  
 (f) Political instability. Unemployment gives birth to political instability in the country. Unemployed persons can easily be enticed by anti-social elements. They lose all faith in democratic values and peaceful means. They consider that government is worthless which fails to provide them work.  
 (g) Exploitation of labour. In the state of unemployment, labourers are exploited to the maximum possible extent. Those labourers who get work have to work under adverse condition of low wages.
16. China and Mexico are not democratic because in China the elections do not offer the people any serious choice. They have to choose the ruling party (Communist party) and the candidates approved by them. In Mexico, from 1930 (the year of its independence) to 2000 every election was won by PRI (Institutional Revolutionary Party) because opposition parties never managed to win. The PRI was known to use many dirty tricks to win elections. Holding elections of any kind is not sufficient. The elections must offer a real choice between political alternatives. But in Mexico there was no way the ruling party could be defeated even if people were against it. So, a democracy must be based on a free and fair election where those currently in power have a fair chance of losing.
17. It is very important to increase the area under irrigation because monsoon rains are uncertain and erratic in India. The lands which are under cultivation, is not sufficient for the farmers. If they get irrigated area for cultivation, they will be able to produce more even in small plot.
18. The latitudinal extent of India is 30°. It is 3,214 km. from North to South.  
 (a) The latitudinal extent is advantageous to India because northern part lies in the sub-tropical zone and southern part lies in the tropical zone. India has the advantage of extreme climate in the north and moderate climate in the south.  
 (b) The sun rays are always vertical at the equator. Southern India being near the equator does not experience much difference in the duration of day and night. It experiences hot weather throughout the year. The northern parts, due to slanting rays of the sun, experience much difference between the temperature of day and night.

19. **I agree with my brother.** It is true that no outside force can promote democracy in a country until and unless the people of that country want to establish democracy and struggle for it. Moreover, any outside interference in the state's internal affairs will be opposed by the people. Democracy should not be imposed on a country by an outside power as in the long run people won't tolerate interference of other country in its internal affairs.
20. Disadvantages of Green revolution are:
- Lead to loss of soil fertility.
  - Lead to pollution of ground water.
  - Leads to pollution of river water making it unfit for use.
  - Modern methods of cultivation require a lot of water for irrigation thus leading to reducing the water table level.
  - Leads to land degradation after a few years.
21. After the defeat of the imperial Germany at the end of the First World War, King Kaiser William II fled to Holland to save his life. Taking this opportunity, the Parliamentary Parties met at Weimer and established a Republic on November 1918 popularly known as Weimer Republic. This Republic was not accepted well by the Germans because of the terms it was forced to accept by the Allied Forces after German's defeat in the First World War.
- The Treaty of Versailles with Allies was harsh and humiliating peace. According to this treaty Germany lost its overseas colonies, 13 per cent of its territories, 75 per cent of its iron and 26 per cent of its coal reserves to France, Poland, Denmark and Lithuania. Also the Allied powers demilitarised Germany to weaken its powers. So, this Republic was defamed and became unpopular among its own people from the very beginning. Many Germans held this new Republic responsible for not only the defeat in the war but the disgrace at Versailles.
- Because of its weak position, those who supported the Weimer Republic like—Socialists, Catholics, Democrats became easy targets of attack in the Conservative Nationalist Circles. Germany had fought the war largely on loans and had to pay war reparations in gold. With the depleted gold reserves, scarce resources and crippled economic conditions the Republic was no more able to pay war compensations. Under this situation the new Republic had to face a tough opposition from the neighbouring countries as they occupied its leading industrial area, Ruhr to claim the coal reserves.
- There was devastation, starvation, unemployment, despair everywhere in Germany. The country was passing through a situation of hyperinflation and the Republic failed to solve the economic problems of the people. Last but not least the German economy was the worst hit by the worldwide economic crisis of 1929–1933.
22. Drainage basins are classified on the basis of:
- Slope of the land
  - Underlying rock structure
  - Climate conditions of the area
- Dendritic Drainage Pattern**—It develops where the river channel follows the slope of the terrain, or the stream with its tributaries resembles the branches of tree.
23. The Constitution of a country is a set of written rules that are accepted by all people living together in a country. Constitution is the supreme law that determines the relationship among people living in a territory (called citizens) and also the relationship between the people and government. According to Gilchrist "The Constitution of State is that body of rules or laws, written or unwritten, which determines the organisation of government, the distribution of powers to the various organs of the government, and the general principles on which these powers are to be exercised."

A Constitution does the following:

- (a) It creates a degree of trust and coordination.
- (b) It specifies how the government will be made, who will have power to take which decisions.
- (c) It lays down limits on the powers of the government and tells us about the rights of the citizens.
- (d) It helps creating a good society.
- (e) It is the source of power and authority of the government.

24. Seasonal and disguised unemployment occurs in rural areas.

India is a densely populated country. The population is increasing by leaps and bounds. But jobs cannot be created in the same proportion. So, a large section of the people are left unemployed. In urban areas students who are class X pass cannot continue studies due to poverty, and do not have the skill to do a job. On the other side, India is the only country in the world where even highly educated persons fail to get employment. Every year thousands and thousands of graduates pass out of colleges. In absence of any vocational skills, all of them cannot be absorbed in services. This increases unemployment. This makes educated unemployed a peculiar problem in India.

25. The circumstances and political conditions of twentieth century helped in spreading the idea of democracy like:

- (a) Democracy evolved through the popular struggle and has been established in countries where deep rooted socio-economic inequalities have existed. Thus, in a democracy, people have the right to change or replace their government.
- (b) Economic democracy evolved through the struggle of middle class people who used democratic language and political institutions to gain power sharing in decision making process.
- (c) All the major colonial powers got weakened after the Second World War and the process of decolonisation started with the collapse of the Soviet Union. Even the ambition of Britain and France (imperialist) suffered. Thus, many countries adopted a democratic form of government like in *India* and *Africa* etc.
- (d) Even in '*Eastren Europe*' mass struggle started after the collapse of Soviet Union. *Hungry, Bulgaria, East Germany, Czechoslovakia* abolished communism and adopted democracy. In this way, public opinion played a vital role in spreading nationalism and democracy throughout the world.

26. The four non-farming activities—dairy, small scale manufacturing transport and trade.

Dairy is a common activity in many families of village Palampur. People feed their buffalos on various kinds of grass and the jowar and bajra that grows during the rainy season. The milk is sold in Raiganj, the nearby large village. Two traders from Shahpur town have set up collection-cum-chilling centres at Raiganj from where the milk is transported to far away towns and cities.

27. Industrial Revolution brought the following changes in the then society:

- (a) New cities came up and new industrialised regions developed.
- (b) Railways expanded.
- (c) Men, women and children began to work in factories. Their work hours were often long and wages were poor.
- (d) Unemployment was common, particularly during times of low demand for industrial goods.
- (e) Housing and sanitation were problems since towns were growing rapidly.

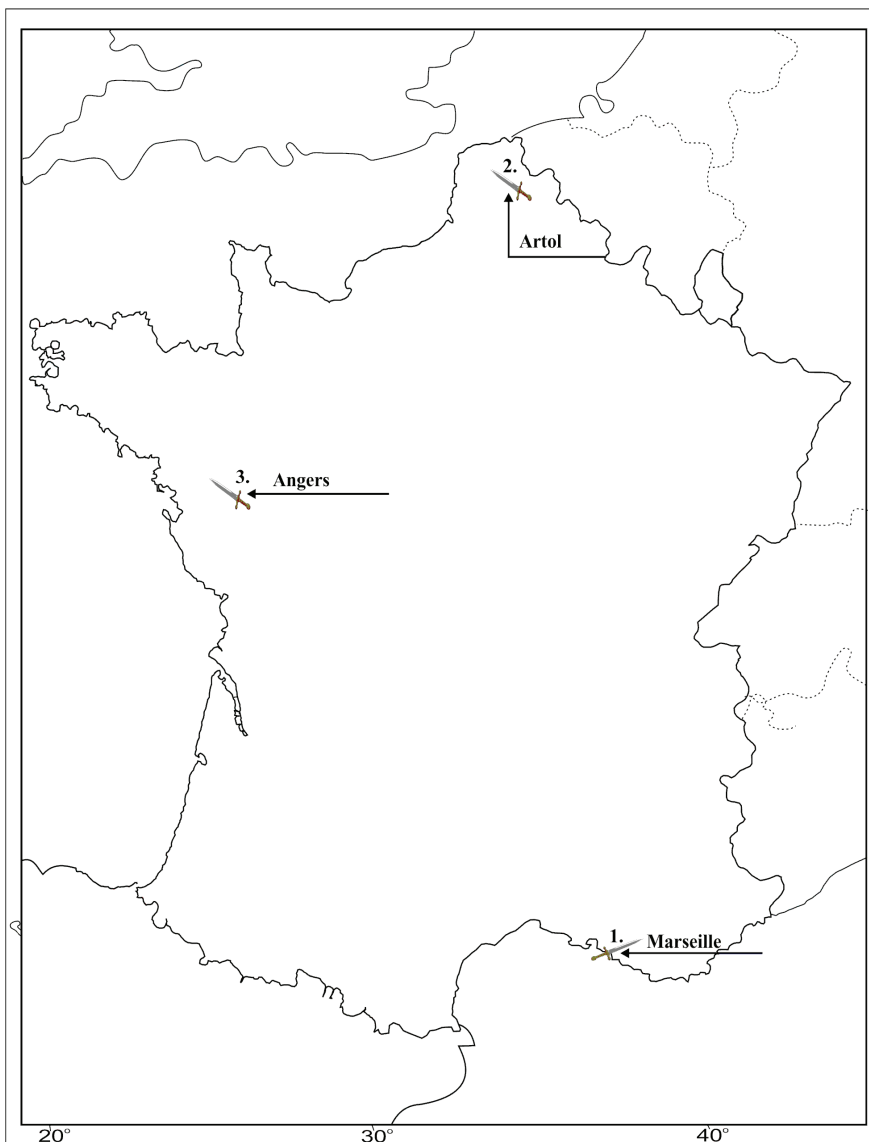
28. **Historical:**

- (a) The Union Territory of Andaman and Nicobar Islands is known throughout the country as 'Kalapani' because of their having been a settlement under the British Rule.
- (b) During World War II, the islands were practically under Japanese control, only nominally under the authority of the Indian National Army (INA), Azad Hind Fauj of Netaji Subhash Chandra Bose. Netaji visited the islands during the years of the War and renamed them as 'Shaheed Dweep' (Martyr Island) and 'Swaraj Dweep' (Self-rule Island).

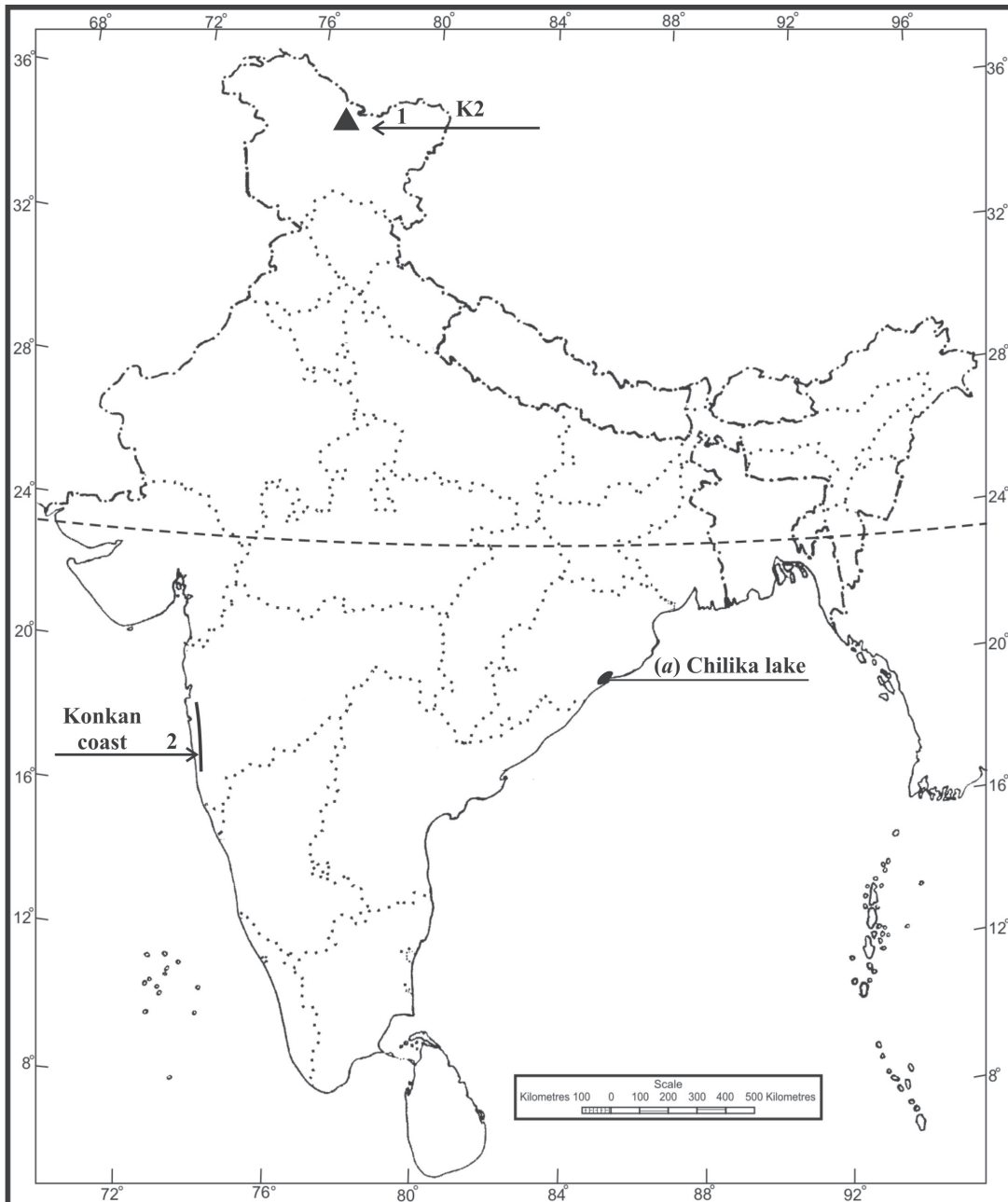
**Economic:**

- (a) Great diversity of flora and fauna. The area has a dense cover of tropical rainforests.
- (b) India's only active volcano is found on Barren island in Andaman and Nicobar Islands.
- (c) Andaman and Nicobar Islands have a number of tourist destinations that attract tourists throughout the world.

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## PRACTICE PAPER-3

1. St. Petersburg was a German name. So anti-German sentiments during World War I made the Russians change the name.
2. A machine used to produce goods is an example of fixed capital.
3. A supercontinent of the Southern Hemisphere made up of the landmasses that currently are India, Australia, Antarctica, and South America. According to the theory of plate tectonics, Gondwanaland separated from Pangaea and broke up into the current continents.
4. The “Indian Constitution“ does not invoke God whereas the “Constitution of America and South Africa“ seek the blessings of God in the making of their Constitution.
5. (a) The rulers are elected by the people and take all the major decisions.  
(b) Universal Adults Franchise.
6. Education and skill determine the earning of an individual in a market.
7. Dr. B.R. Ambedkar was the chairman of drafting committee of the constitution.
8. Agriculture
9. (a) The Tsar took Russia into the war to further his imperialist ambitions of annexing Constantinople and the Straits of Dardanelles. But it was to prove disastrous for Russia, as she was ill-equipped to fight a modern war. The First World War cruelly exposed Russia’s weakness.  
(b) Russia lacked adequate railroads to provide transportation to the army and the Russian industry could not adequately equip and supply the army. By February 1917, 6,00,000 soldiers had been killed in the war. Russians were now weary of hardships and disheartened by the appalling casualties they had suffered.  
(c) On 8th March, a crowd lining up for bread turned violent on being told none was available, Rioting spread rapidly. The Tsar ordered the army to suppress the riots but the army failed to respond. On March 15th unable to control his subjects or his army, Nicholas II abdicated. The fall of the Tsar is known as the February Revolution.
10. The earth in its rotation covers  $15^\circ$  of longitude in 1 hour (or a distance of  $1^\circ$  longitude in 4 min). So, the places located on different longitudes have different local times. In order to have a uniform system of finding time, world has been divided into 24 time zones. Each of  $15^\circ$  longitude and the central longitude of each time zone is chosen as standard meridian which must be in multiple of  $15^\circ$  or  $7\frac{1}{2}^\circ$ . Since  $82\frac{1}{2}^\circ$  E is central longitude of India, it is selected as standard meridian and local time is IST of whole country (IST is  $5\frac{1}{2}$  hrs ahead of Greenwich Meantime).
11. (a) The Declaration of the Rights of Man and Citizen proclaimed freedom of speech and expression to be a natural right.  
(b) Censorship was abolished. Newspapers, books and pamphlets flooded French towns and reached the countryside as well.  
(c) Events and changes taking place in France were frankly discussed.  
(d) Plays, songs and festive processions attracted large number of people.  
(e) Thus people could identify with ideas of liberty and equality easily.



## 12. Hitlers Plan:

Hitler's threefold plan comprised of (a) capturing the legal authority to rule, (b) crushing the country's political opposition and (c) eliminating rivals within the party.

### Measures taken:

(a) In pursuit of the first, he used the Reichstag fire incident to clamp down the communists. He armed himself with emergency powers and murdered and jailed key communist leaders and suppressed civil liberties.

In March 1933, the German Reichstag passed the Enabling Laws which transferred all powers from the Reichstag to the government headed by himself.

(b) Next Hitler turned his attention to the rival political parties. He outlawed all existing and potential opposition parties. By July 1933, the Nazis were the only legitimate party in Germany.

(c) Opposition leaders were imprisoned, sent to concentration camps or murdered. A system of spying on the common man was introduced as Germany became a police state. People were forced to swear their personal loyalty to Hitler and the Nazi salute became a compulsory means of greeting each other.

(d) His third step was the elimination of potential rivals within the Nazi party. The growing power of the SA alarmed the German officer corps who feared that the SA would assume the position of a parallel army and threaten their position. Hitler realized he needed the regular army to consolidate his power, accused Roehm of disloyalty. In June 1934, he ordered the murder of Roehm and key SA leaders. Over the next three days hundreds of people were killed including the former Chancellor, Von Schleicher. A month after this President Von Hindenburg died and Hitler assumed the offices of both the President and Chancellor.

## 13. The three types of plate movements are:

(a) Convergent boundary—Some plates come towards each other and form convergent boundary.

(b) Some plates move away from each other and form divergent boundary. They may either collide or crumble.

(c) Plates may move horizontally past each other and join transform boundary.

## 14. (a) The first step towards democracy in Poland was taken with the workers strike on 14 August 1980. Their main demand were:

- formation of Trade union
- End of press censorship

(b) The strike further led to the signing of a 21-point Agreement between Lech Walesa and the government.

(c) This agreement gave the workers the right to form trade unions and the right to strike. Thus 'Solidarity' a new Trade Union was formed.

(d) This was the first Trade Union formed in a communist nation and within a year its membership reached ten million.

(e) Later because of widespread corruption and maladministration the government imposed martial law and this led to another wave of strikes. Ultimately the government agreed to hold free elections.

(f) In the election, Solidarity secured 99 seats in the senate and Lech Walesa became the first popularly elected President.

15. (a) The modern methods of farming imply better use of agricultural inputs like high yielding varieties of seeds, chemical fertilisers, pesticides etc.
- (b) Modern farming methods include a well developed irrigation system which make it possible for the farmers to grow three different crops in one year.
- (c) Different crops can be grown during parts of the year, for example, the farmers of village Palampur cultivate all the land in the village. They grow Rabi crops in the winter season and Kharif crops in the rainy season.
16. Differences between democratic and non-democratic forms of government:

<b>Democratic government</b>	<b>Non-democratic government</b>
1. Democracy is the best form of government as the rulers are accountable to the people and have to fulfil their needs.	1. The rulers are not accountable to the people and their needs.
2. People elect their rulers and have right in decision making.	2. People do not elect their rulers and have no right in decision making.
3. The Parliament is a separate body and has no interference of army.	3. The Parliament cannot pass a law about the army without the consent of the chief of army.
4. Any citizen can aspire to contest elections for any post irrespective of his or her caste, religion, socio-economic and educational backgrounds which means the right of vote is available to all citizens.	4. The citizens of the country have no right to vote.
5. Democracy is based on consultation and in democratic government people enjoy their rights of discussion.	5. Non-democratic government is based on dictatorship. The ruler does what he wishes.
6. There are free and fair elections. Elections offer a choice and fair opportunity to the people to change the current rulers.	6. In non-democratic government elections are either not held and if held they are not fair enough rather they are imposing.
7. There is a freedom of expression and people enjoy their fundamental rights.	7. There is no freedom of expression and people do not enjoy their fundamental rights.
8. Example—India.	8. Example—Saudi Arabia, Zimbabwe.

17. Educated, healthier and better trained people get better jobs, earn higher incomes and help in improving their standard of living. Not only do the more educated and the healthier people gain through higher incomes, society also gains in other indirect ways because the advantages of a more educated or a healthier population spreads to those also who themselves were not directly educated or given health care.
18. Lakes are of great value to human beings:
- (a) A lake helps to regulate the flow of a river.
- (b) During heavy rainfall, it prevents flooding and during the dry season, it helps to maintain an even flow of water.

- (c) Lakes can also be used for developing hydel power.
  - (d) They moderate the climate of the surroundings.
  - (e) They maintain the aquatic ecosystem.
  - (f) They enhance natural beauty which help to develop tourism and provide recreation.
19. (a) **Based on a broad consensus.** Our Constitution reflects the views and ideals of every social group. It expresses the broad consensus of its times. Thus, it is not challenged but accepted by every group.
- (b) **Legitimacy has never been questioned.** As the Constituent Assembly represented the people of India, so its legitimacy has never been questioned. The features of Constitution like Universal Adult Franchise and right to get elected made the people sovereign.
  - (c) **Working of Constituent Assembly.** The working of Constituent Assembly gave sanctity or approval to the constitution. Its systematic, open and consensual manner of working provided a consensus base for Indian Constitution.
  - (d) **Multiple nature of Constituent Assembly.** The Constituent Assembly represented people of every region and community hence it has been widely accepted by the people of India.
20. In case of disguised unemployment people appear to be employed. They have agricultural plot where they find work. This usually happens among family members, engaged in agricultural activity. The work requires the service of five people but engages eight people. Three people are extra. These three people also work in the same plot as the others. The contribution made by the three extra people does not add to the contribution made by the five people. If three people are removed the productivity of the field will not decline. The field requires the service of five people and the three extra people are disguised unemployed.
- Seasonal unemployment happens when people are not able to find jobs during some months of the year. People dependant upon agriculture usually face such kind of problem. There are certain busy seasons when sowing, harvesting, weeding and threshing is done. Certain months do not provide much work to the people dependant on agriculture.
21. (a) The French government was an absolute monarchy whose ruler Louis XVI was pleasure loving and extravagant. He was devoted to his wife who constantly interfered with the administration.
- (b) Louis XVI drove France into useless wars bringing the country to the verge of bankruptcy.
  - (c) In France people had no share in decision-making. The French Parliament known as the Estates General had not been called for the last 175 years. Administration was corrupt, disorganised and inefficient.
  - (d) The economic bankruptcy of the French government aggravated the crisis and hastened the revolution.
  - (e) The defective system of tax collection and oppression created discontentment.
22. Two features of Peninsular rivers:
- (a) These are seasonal in nature.
  - (b) These have shorter course.
- Narmada**
- (a) The Narmada rises in the Amarkantak hills in Madhya Pradesh.
  - (b) It flows towards the west in a rift valley formed due to faulting.

- (c) The 'Marble rocks', near Jabalpur where the Narmada flows through a deep gorge, and the 'Dhuadhar falls' where the river plunges over steep rocks, are locations created by the Narmada.
- (d) The Narmada basin covers parts of Madhya Pradesh and Gujarat.
23. The circumstances and political condition of twentieth century helped in spreading the ideas of democracy like:
- (a) Democracy evolved through the popular struggle and has been established in countries where deep rooted socio-economic inequalities have existed. Thus, in a democracy, people have the right to change or replace their government.
- (b) Economic democracy evolved through the struggle of middle class people who used democratic language and political institutions to gain power sharing in decision making process.
- (c) All the major colonial powers got weakened after the Second World War and the process of decolonisation started with the collapse of the Soviet Union. Even the ambition of Britain and France (imperialist) suffered. Thus, many countries adopted a democratic form of government like in *India* and *Africa*, etc.
- (d) Even it '*Eastern Europe*' mass struggle started after the collapse of Soviet Union. *Hungry, Bulgaria, East Germany, Czechoslovakia* abolished communism and adopted democracy. In this way, public opinion played a vital role in spreading nationalism and democracy throughout the world.
24. The aim of production is to produce the goods and services that we want. Every production is organised by combining land, labour, physical capital and human capital.
- (a) Land and other natural resources such as water, forests, minerals.
- (b) Labour, *i.e.*, people who will do the work. Some production activities require highly educated workers; other activities require workers who can do manual work.
- (c) Physical capital, *i.e.*, the variety of inputs required at every stage during production.
1. Tools, machines, buildings: Tools, machines, buildings can be used in production over many years, and are called fixed capital.
  2. Raw materials and money in hand are called working capital. These are used up in production.
- (d) Human capital – knowledge and enterprise required to put together land, labour and physical capital, and produce an output either to use yourself or to sell in the market.
25. Like South Africa, India's Constitution was also drawn up under very difficult circumstances:
- (a) During that time, the people of India were emerging from the status of subjects to that of the citizens.
- (b) The country was born through a partition on the basis of religious differences.
- (c) At least 10 lakh people were killed on both the sides of the border in partition related violence.
- (d) The British had left it to the rulers of the princely states to decide whether they want to merge with India or with Pakistan or to remain independent. The merger of these princely states was a difficult and uncertain task. When the Constitution was being written, the future of the country did not look as secure as it does today. The makers of the Constitution had anxieties about the present and the future of the country.
26. Rapid population growth is the leading cause of unemployment in rural India. In India, particularly in rural areas, the population is increasing rapidly. It has adversely affected the unemployment.

- (a) It encouraged the unemployment by making large addition to labour force. The increasing labour force requires the creation of new job opportunities at an increasing rate. But in actual practice, employment expansion has not been sufficient to match the growth of the labour force.
- (b) Land is not sufficient for the growing population. As a result, there is heavy pressure on the land. In rural areas, most of the people depend directly on land for their livelihood. Land is very limited in comparison to population. It creates the unemployment situation for a large number of persons who depend on agriculture in rural areas.

27. Industrial Revolution brought the following changes in the then society:

- (a) New cities came up and new industrialised regions developed.
- (b) Railways expanded.
- (c) Men, women and children began to work in factories. Their work hours were often long and wages were poor.
- (d) Unemployment was common, particularly during times of low demand for industrial goods.
- (e) Housing and sanitation were problems since towns were growing rapidly.

28. (a) Northern mountains are a major source of water and forest wealth.

(b) Northern plains are granaries of the country. They provide base for early civilization.

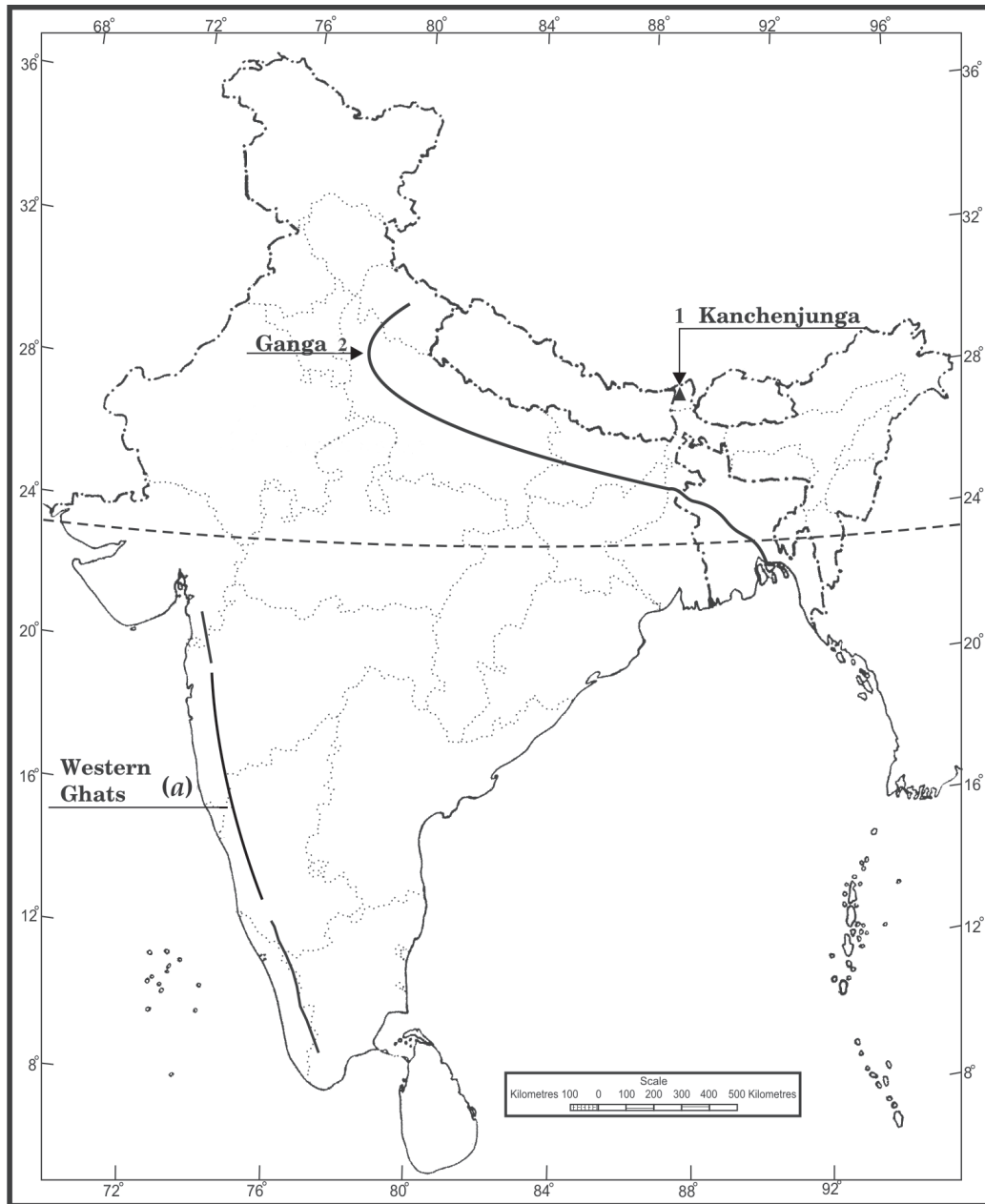
(c) The Deccan plateau is a storehouse of minerals.

(d) The coastal region and island groups provide sites for fishing and port activities.

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## PRACTICE PAPER-4

1. (a) Hitler was determined to make Germany a mighty power.  
(b) He had ambition of conquering all of Europe.
2. (a) Sarva Shiksha Abhiyan
3. A river along with its tributaries is known as a river system.
4. (d) None of the above
5. **Democratic methods.** (a) organising meetings against the policies of the government,  
(b) Boycotting the next elections to give a message to all political parties.  
**Non-democratic method.** Paying some money to government officials to get water.
6. Haryana
7. Either the oppression of the whites or the civil war. But Nelson Mandela, being a Gandhian, asked the whites to live in peace in the country.
8. Japan has invested more on human resources.
9. Women were active participants in the events that took place in France and brought about so many important changes in French society. They pressurised the revolutionary government to introduce measures to improve their lives. Women worked as seamstresses or laundresses, sold flowers, fruits and vegetables at the market to support their husbands and family financially. To discuss and voice their interests women started their own political clubs and newspapers and raised many important issues such as
  - (a) Providing education or job training to women of all sections.
  - (b) They demanded higher wages as were given to men in those days.
  - (c) One of their main demands was that women enjoy the same political rights as men.
  - (d) They also demanded the right to vote, to be elected to the Assembly and to hold political office.
  - (e) About sixty women's clubs came up in different French cities.
10. The Indus river system—
  - (a) Rises in Tibet (near lake Mansarovar)
  - (b) Enters India in Ladakh in Jammu & Kashmir
  - (c) Major tributaries – (1) The Zaskar, Nubra, Shyok, Hunza join in Kashmir. (2) Rivers like Satluj, Chenab, Beas, Jhelum, Ravi join together to enter Indus in Pakistan. Later flows southward reaching Arabian Sea.
  - (d) Features—
    - (1) Gentle slope
    - (2) Length—2900 km
    - (3) One of the longest rivers of the world.
  - (e) Indus basin—in Jammu & Kashmir, Himachal Pradesh, Punjab and Pakistan.
  - (f) Both India and Pakistan signed Indus water treaty in 1960 – (1) India can use 20% of the total water carried by Indus river system (2) use of water for irrigation in North India—Punjab, Haryana and western parts of Rajasthan.



11. The attitude of USSR towards the movements for independence in Asian countries was sympathetic.
- (a) Soviet Union helped people of the countries in Asia in their struggle for the achievement of independence.
  - (b) Soviet Union cancelled the unequal treaties which the Czar had imposed on China. She gave help in different ways to Sun Yat Sen in his struggle for the unification of China.
  - (c) Soviet Union established Communist parties in Asian countries to assert peoples' rights to freedom and help them in their struggle for independence.
  - (d) Soviet Union influenced the movements for independence by helping Asian countries to achieve social and economic equality through planned economic development.
  - (e) Soviet Union inspired the Indian people to unite in their struggle for freedom against the British rule. She made the Indian leaders think of politics in terms of social change.
12. The Nazis could not gain popularity till the early 1930s. It was during the Great Depression that Nazism became a mass movement. After 1929, banks collapsed and businesses shut down, workers lost their jobs and the middle classes were threatened with destitution. In such a situation Nazi propaganda stirred hopes of a better future. In 1928, the Nazi got no more than 2-6 per cent votes in the Reichstag—the German Parliament. By 1932, it had become the largest party with 37 per cent votes.
- Nazis held massive rallies and public meetings to demonstrate the support for Hitler and instil a sense of unity among the people. Hitler promised employment for those looking for work, and a secure future for the youth.
13. Peninsular rivers are not navigable because a large number of Peninsular rivers are seasonal. The flow of Peninsular rivers is dependent upon rainfall and they generally dry up in the summer. River beds are uneven, rocky and have sharp slopes. Construction of dams has also made navigation difficult.
14. Chaman's statement is incorrect because the overthrowing of a foreign power just amounts to gaining sovereignty.
- Champa's statement is correct. A democracy is a rule of the people. The people should have the right to question their ruler.
- Chandru's statement is incorrect. Happiness of the people is not the only factor of a democracy. The people might be happy with the king, but he is not an elected representative and therefore he cannot establish a democracy.
15. Unemployment leads to wastage of manpower resource. People who are an asset for the economy turn into a liability. There is a feeling of hopelessness and despair among the youth. People do not have enough money to support their family. Inability of educated people who are willing to work to find gainful employment implies a great social waste.
16. (a) Democracy is based on consultation and discussion. A democratic decision always involves many persons, discussions and meetings.
- (b) When a number of people put their heads together, they are able to point out possible mistakes in any decision.
- (c) This takes time. But there is a big advantage in taking time over important decision. This reduces the chances of rash or irresponsible decisions.
17. Modern farming methods require a great deal of capital, so the farmer now needs more money than before. Most small farmers have to borrow money to arrange for the capital. They

borrow from large farmers or the village moneylenders or the traders who supply various inputs for cultivation. The rate of interest on such loans is very high. They are put to great distress to repay the loan, and at times fall into debt trap. Medium and large farmers have their own savings from farming. They are thus able to arrange for the capital needed.

18. (a) The formation of the Himalayas is the result of a collision of India with Asia along the convergent boundary. There were powerful earth movements between the Indo-Australian Plate and the Eurasian Plate that resulted in the creation of the Himalayan range. The earth movements raised the deposits, which were laid down in the shallow Tethys Sea, which was on the present location of the mountains. There are various plates that collide, recede and slide from each other at about 2 cm/year. This action beneath the earth's surface leads to the rising of the Himalayas by about 5 mm per year. This movement of Indian plate into the Asian plate makes this region very active and prone to earthquakes.
- (b) The Indo-Gangetic belt is the world's most extensive expanse of uninterrupted alluvium formed by the deposition of silt by the numerous rivers. They run parallel to the Himalaya mountains, from Jammu and Kashmir in the west to Assam in the east, draining the states of Punjab, Haryana, parts of Rajasthan, Uttar Pradesh, Bihar, Jharkhand and West Bengal.
19. (a) It lays down the basic structure of the government.
- (b) The powers of the government are well defined.
- (c) It is an index of the aspirations of the people.
- (d) It safeguards the rights of the citizens.
20. Educated, healthier and better trained people get better jobs, earn higher incomes and help in improving their standard of living. Not only do the more educated and the healthier people gain through higher incomes, society also gains in other indirect ways because the advantages of a more educated or a healthier population spreads to those also who themselves were not directly educated or given health care.
- (a) Right of children to Free and Compulsory Education Act was enacted in year 2009.
- (b) The Act has been implemented in all private and government schools to ensure quality education to children between the age of 6 to 14 years.
- (c) With this Act, education has become the fundamental right of every child.
- (d) If implemented properly, the literacy rate will improve much beyond 74% as per the Census 2011.
21. Economic causes of French Revolution:
- (a) Louis XVI's luxurious lifestyle and long years of war drained the financial resources of France.
- (b) To meet its regular expenses such as the cost of maintaining army and running the administration the state was forced to increase taxes. But this did not solve the problem as members of only the third estate paid taxes.
- (c) The French population rapidly increased and this led to a shortage of food grains. The price of bread which was the staple diet of the people rose rapidly.
- (d) The wages did not rise as rapidly and the gap between the rich and the poor widened.
- (e) Droughts or hail destroyed the crops which led to a subsistence crisis.

22. India is a vast country lying in the Northern hemisphere. It extends between latitudes 8°4'N and 37°6'N and longitudes 68°7'E and 97°25'E. 23°30'N Latitude divides the entire country into almost two equal parts and it is known as the Tropic of Cancer. To the southeast and southwest of the mainland, lie the Andaman and Nicobar Islands and the Lakshadweep islands in Bay of Bengal and Arabian Sea respectively.

The total area of India is about 3.28 million square km. India's total area accounts for about 2.4 per cent of the total geographical area of the world. India is the seventh largest country of the world. India has a land boundary of about 15,200 km and the total length of the coast line of the mainland including Andaman and Nicobar and Lakshadweep is 7,516.6 km. India is bounded by the young fold mountains in the northwest, north and north east. South of about 22° north latitude, it begins to taper, and extends towards the Indian Ocean, dividing it into two seas, the Arabian Sea on the west and the Bay of Bengal on its east.

23. There are many similarities between India and South Africa. The nature of colonialism has been the same. The British exploited India as the white-British minority exploited the resources of South Africa. Leaders have sought to bring peace among different communities and also secularism prevails in both the countries. Mahatma Gandhi and Nelson Mandela both have been regarded apostle of peace and had led their people to get independence in non-violent manner.

24. The various activities have been classified into three main sectors *i.e.*, primary, secondary and tertiary. Primary sector includes agriculture, forestry, animal husbandry, fishing, poultry farming, mining, and quarrying. Manufacturing is included in the secondary sector. Trade, transport, communication, banking, education, health, tourism, services, insurance etc. are included in the tertiary sector.

Market activities involve remuneration to the one who performs *i.e.*, activity performed for pay or profit. These include production of goods or services including government service. Non-market activities involve production for self-consumption.

25. China is a communist country. Throughout the world, big powers talk about equality and democracy but there is difference in saying and doing.

China is not a democratic country. The elections in China do not offer the people any real/serious choice or political alternatives so that people can remove the existing rulers and change the government. Chinese are bound to choose from the candidates, approved by the ruling party—'National People's Congress' which is also called 'Quanguo Remin Daibiao Dahui' Actually, before contesting elections, a candidate needs the approval of the 'Chinese Communist Party'. These are not fair elections. Holding elections of any kind is not sufficient. The elections must offer a real choice between political alternatives.

'The National People's Congress' has the power to appoint the President of the country. The Chinese Government is always formed by the 'Communist Party'. In the elections, there should be a good choice to remove the existing rulers, if public wishes so.

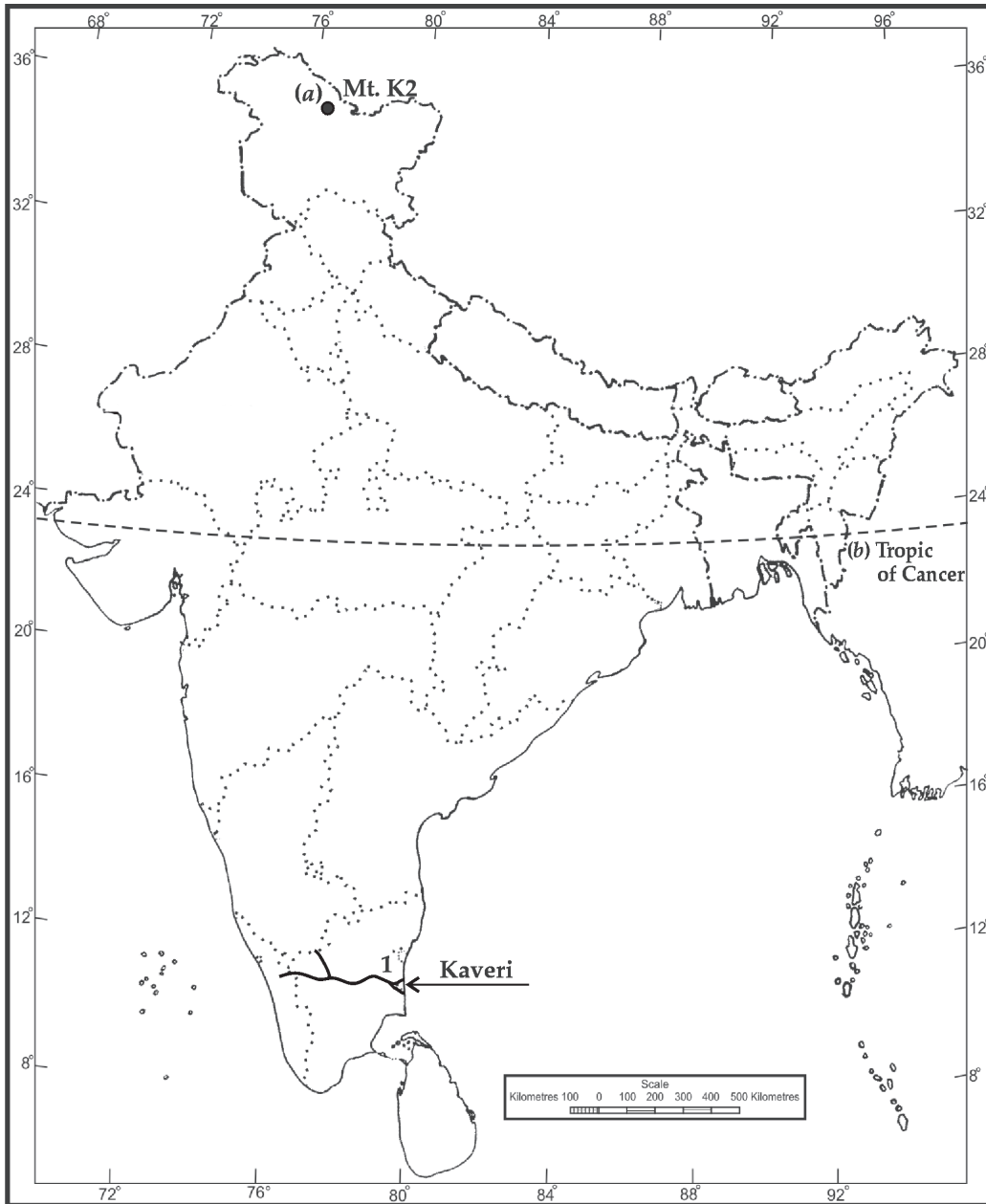
In the elections held in 2002–03, only those who were members of the Chinese Communist Party or eight smaller parties allied to it, were allowed to contest elections. So, seeing the political structure of the Chinese Government we can conclude that there is no freedom of speech and any importance of elections in China which are regularly held after every five years for electing the country's Parliament.

26. The different ways of increasing production from same piece of land:
- (a) Multiple cropping—A traditional farming method to increase production on a given piece of land involving growing of more than one crop in a year.
  - (b) Use of modern methods of farming—Better fertilisers, pesticides, manures, high yielding variety of seeds, modern techniques such as threshers.
  - (c) Rural electrification and farm mechanisation.
  - (d) Development of surface and groundwater irrigation.
  - (e) Land reforms.
27. Hitler was keenly interested in the youth of the country. He felt that a strong Nazi society could be established only by teaching children Nazi ideology. As a result, the following scenario took place:
- (a) All schools were cleansed and purified which meant that teachers who were Jews or seen as ‘politically unreliable’ were dismissed.
  - (b) Germans and Jews were not allowed to sit together or play together.
  - (c) ‘Undesirable children’—Jews, physically handicapped, Gypsies—were thrown out of schools. And finally in the 1940s, they were taken to the gas chambers.
  - (d) School textbooks were rewritten. Racial science was introduced to justify Nazi ideas of race.
  - (e) Stereotypes about Jews were popularised even through mathematics classes.
  - (f) Children were taught to be loyal and submissive, hate Jews, and worship Hitler.
  - (g) The objective of teaching sports was to nurture a spirit of violence and aggression among children. Hitler believed that boxing could make the boys iron hearted, strong and masculine.
  - (h) Youth organisations were made responsible for educating German youth in ‘the spirit of National Socialism’.
  - (i) Ten-year-olds had to enter Jungvolk. At 14, all boys had to join the Nazi youth organisation—Hitler youth—where they learnt to worship war, glorify aggression and violence, condemn democracy and hate the undersirables.
  - (j) At the age of 18 they were supposed to join the Labour Service to serve in the armed forces and enter one of the Nazi organisations.
  - (k) The Youth League of the Nazis was founded in 1922 which was renamed Hitler Youth.
28. Diverse physical features of land have immense future possibilities of development as:
- (a) The northern mountains are a major source of water and forest wealth.
  - (b) The northern plains are granaries of India.
  - (c) Plateau is a storehouse of minerals and thus important for industrialisation.
  - (d) Coastal region and the islands provide site for fishing, ports for trade purposes.

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## PRACTICE PAPER-5

1. The Bastille was hated by all in France because it stood for the despotic power of the king, since the Bastille imprisoned all political leaders.
2. Modern methods
3. 3.28 million sq kms.
4. (a) A majority of countries are democratic today.  
(b) Democracy has expanded throughout the 20th century.
5. It is impossible for a huge population to gather at one place and take decisions for their country.
6. The aim of introducing high yielding variety of seeds was to increase the production and to reduce the time required for producing grains.
7. In 1912
8. One who is willing to work but unable to find work.
9. The factors that led to hyperinflation in Germany were as follows:
  - (a) Germany had fought the war largely on loans and had to pay war compensation in gold. In 1923, Germany refused to pay and the French occupied its leading industrial area Ruhr to claim their coal.
  - (b) In order to compensate the loss Germany started printing paper currency uncontrollably. With too much printed money in circulation, the value of the German mark fell. In April the US dollar was equal to 24,000 marks, in July 353,000 marks, in August 4,621,000 marks and at 98,860,000 marks by December, the figure had run into trillions.
  - (c) As the value of the mark collapsed, prices of goods rose up. This crisis came to be known as hyperinflation, a situation when prices rise phenomenally high.
10. The Purvanchal or the Eastern hills:
  - (a) These hills running through the north-eastern states are mostly composed of strong sandstones which are sedimentary rocks. They are covered with dense forests.
  - (b) They mostly run as parallel ranges and valleys.
  - (c) The Purvanchal comprises the Patkai hills, the Naga hills, Manipur hills and the Mizo hills.
11. The socialists advocated the public ownership of the means of production whereas the capitalists believed in private ownership of the means of production.  
The socialists aim was to attain as much social welfare as possible but on the other hand the capitalists aim was to attain maximum profit.
12. The Weimer Constitution had some inherent defects, which made it unstable and vulnerable to dictatorship. One of them was proportional representation. This made achieving majority by any one party a near impossible task, leading to a rule by coalition. Another defect was Article 48, which gave the President the power to impose emergency, suspend civil rights and rule by decree. Within its short life, the Weimer Republic saw twenty different cabinets



lasting on an average 239 days, and a liberal use of Article 48. Yet the crisis could not be managed. People lost confidence in the democratic parliamentary system, which seemed to offer no solutions.

13. (a) Increasing domestic needs.
- (b) Increasing agricultural demand for water from rivers affects its quality (water draining from fields consists of chemical fertilisers, pesticides).
- (c) Industries dump waste without proper treatment, thus affecting the quality of river water.

**14. The statement is true.**

The Constitution lays down the fundamental rights of every citizen of the country. These rights are enforceable in a court of law. By defining the structure and functions of the different organs of government and by making them independent in their own spheres, yet keeping each organ under check by the other organs, the constitution ensures that there are proper limits to the powers exercised by the government.

15. The various activities have been classified into three main sectors i.e., primary, secondary and tertiary. Primary sector includes agriculture, forestry, animal husbandry, fishing, poultry farming, mining, and quarrying. Manufacturing is included in the secondary sector. Trade, transport, communication, banking, education, health, tourism, services, insurance etc. are included in the tertiary sector.

16. Saddam Hussein was the leader of the BA'ATH party in Iraq. He played a key role in the 1968 coup that brought the party to power. After becoming the President of Iraq in 1979, he ran a dictatorial government and suppressed all the opposition against his rule.

The measures taken by Saddam's government were:

- (a) He abolished traditional Islamic law and gave women the right to vote and several freedoms not granted in other west Asian countries.
  - (b) He appreciated women participation in defence.
  - (c) He made provisions for free education to the citizens of Iraq.
17. Working condition of women employed with less education and skill are:
    - (a) Employment is irregular.
    - (b) Income is low.
    - (c) Lack of job security.
    - (d) Absence of basic facilities.
    - (e) Irregular working hours.
  18. (a) Latitude and longitudes are key terms that help understand and locate the geographical locations on globe better.
  - (b) The use of latitude and longitude can offer us a better and quick grasp of geographical facts.
  - (c) Its understanding helps us determine the time zone of the different regions of the world.
  - (d) It gives an insightful understanding of the climatic and weather conditions of the different regions.
  - (e) As everyone is affected by these common geographical phenomena, hence its better understanding can help them see the things in proper light.
  - (f) The information can be used to find the distance between two places.

- (g) The use of latitude and longitudes are common among mariners and aviators as it help them calculate the distances on long voyages.
  - (h) Now with the advent of global positioning systems, finding locations have become child's play. It also enables us to comprehend what these points on your GPS mean.
  - (i) The use of latitude and longitude is also of utmost importance to meteorologist and weather forecasters. This knowledge in combination with other facts gives them necessary inputs to make a reasonable prediction.
19. Democracy is based on a fundamental principle of political equality. In a democracy, each adult citizen must have one vote and each vote must have one value. But there are many instances of denial of equal right to vote:
- (a) In Saudi Arabia women do not have the right to vote.
  - (b) Estonia has made its citizenship rules in such a way that people belonging to Russian minority find it difficult to get the right to vote.
  - (c) In Fiji, the electoral system is such that the vote of an indigenou Fiji has more value than that of an India–Fijian.
20. There are some people who regard population as liability rather than an asset. But it is not true; people can be turned into a productive asset if we make investment on them through education, training and medical care. Just as land, water, forests, minerals are our precious natural resources, human beings are also a precious resource. Human beings are not only consumers of national assets they can also be creators of national wealth. Human resources are superior to other resources like land and capital because they make use of land and capital. Land and capital cannot be useful on their own. We can cite example of Japan. The country has invested in human resource, because it did not have any natural resource. The people have made efficient use of other resources like land and capital. Efficiency and technology evolved by people have made Japan a rich and developed country.
21. The main objectives of the liberals were:
- (a) Liberals wanted a nation which tolerated all religions.
  - (b) They opposed the uncontrolled power of dynastic rulers.
  - (c) They wanted to safeguard the rights of individuals against governments.
  - (d) They argued for a representative, elected parliamentary government, independent of rulers and officials.
  - (e) They did not believe in universal adult franchise (the right of every citizen to vote). They felt men of property mainly should have the right to vote. They also did not want the vote for women.
  - (f) They wanted an independent judiciary.
22. The features of the Brahmaputra river system are:
- (a) The river Brahamaputra rises in Tibet, east of Mansarowar lake, very close to the sources of the Indus and the Satluj.
  - (b) Most of its courses lie outside India.
  - (c) It flows eastwards parallel to the Himalayas. On reaching the lake Namcha Barwa, it takes a U-turn and enters India in Arunachal Pradesh through a gorge.
  - (d) Here, it is called the Dihang and it is joined by the Dibang, the Lohit and many other tributaries to form the Brahmaputra in Assam.
  - (e) Every year during the rainy season, the river overflows the banks, causing floods in Assam and Bangladesh.

23. (a) In the 19th century, struggles for democracy often centred round political equality, freedom and justice. One major demand was the right for each adult citizen to vote. Many European countries that were becoming more democratic did not initially allow all people to vote.
- (b) In some countries only people owning property had the right to vote. Often women did not have the right to vote. In the United States of America, the blacks all over the country could not exercise the right to vote until 1965.
- (c) Those struggling for democracy wanted this right granted universally to all adults—men or women, rich or poor, white or black. This is called ‘universal adult franchise’ or ‘universal suffrage’.

24. Advantages of Green Revolution:

- (a) Increase in production of wheat and rice.
- (b) India has become self-sufficient in foodgrain production.
- (c) India has achieved food security even in times of calamity.
- (d) Increase in income of farmers.
- (e) It has raised their standard of living.

Disadvantages of Green Revolution:

- (a) Green Revolution is associated with the loss of soil fertility due to increased use of chemical fertilisers.
- (b) These fertilisers may escape from the soil and pollute groundwater, rivers and lakes.
- (c) Chemical fertilisers can also kill bacteria and other microorganisms in the soil.
- (d) After some time, the soil will be less fertile than ever before.
- (e) Continuous use of groundwater for tubewell irrigation has reduced the water-table below the ground.

25. United States of America and Russia were considered the most powerful nations by all other nations who initiated to form the United Nations Organisation (UNO) after the World War II. No doubt, in present scenario, the United States of America is known as the superpower. Many times, US takes decisions without consulting other countries, for example, attack on Osama Bin Laden in Pakistan.

Actually, US is among the five permanent members of the Security Council of the UNO (US, UK, Russia, France, China). The real power is with five permanent members as these nations only have the ‘Veto’ power. The permanent members, especially the United States contribute most of the money required for the maintenance of the United Nations Organisation. The President of the World Bank has always been a citizen of the United States.

After the collapse of the Soviet Union, the United States only appears to be the superpower in the world. America’s dominance affects the working procedure of the International Organisations. The US invaded Iraq and Mr. Saddam Hussein, the President of Iraq, was dismissed from power and an interim government was installed in his place. The people of Iraq had to suffer. No one took action against the US though the war on Iraq was declared illegal by the UN Secretary General. So, it is true that the United States of America is indeed a ‘Superpower’.

26. **Causes of unemployment in India are:**

- (a) Increasing population
- (b) Limited land
- (c) Seasonal agriculture. Agriculture in India is basically a seasonal affair. It provides employment facilities to the rural people only in a particular season of the year.

- (d) Fragmentation of land. In India, due to the heavy pressure on land of large population results the fragmentation of land. It creates a great obstacle in the part of agriculture. As land is fragmented and agricultural work is being hindered the people who depend on agriculture remain unemployed.
- (e) Use of old, traditional methods of agriculture.
- (f) Decline of cottage industries. In rural India, village or cottage industries are the only means of employment particularly of the landless people. They depend directly on various cottage industries for their livelihood. But, nowadays, these are adversely affected by the industrialisation process. They cannot compete with modern factories in matter of production. As a result of which the village industries suffer a serious loss and gradually are closing down. Owing to this, the people who work in there remain unemployed and unable to maintain their livelihood.
- (g) Defective education. The present educational system is not job-oriented, it is degree-oriented. It is defective on the ground that it is more general than the vocational. Thus, the people who are getting general education are unable to do any work.

**Effects of unemployment are:**

- (a) Persons who are employed feel less secure.
  - (b) Workers are less willing to leave unsatisfactory jobs.
  - (c) Divisions in society increase, the prospect of equality of opportunity decreases.
  - (d) Unemployment is linked to many social ills such as ill-health, premature death, attempted and actual suicide, marriage breakdown, child battering and racial conflicts.
  - (e) Increase in poverty. Unemployment deprives a man of all sources of income. As a result he grows poor. Therefore, unemployment generates poverty.
  - (f) Political instability. Unemployment gives birth to political instability in the country. Unemployed persons can easily be enticed by anti-social elements. They lose all faith in democratic values and peaceful means. They consider that government is worthless which fails to provide them work.
  - (g) Exploitation of labour. In the state of unemployment, labourers are exploited to the maximum possible extent. Those labourers who get work have to work under adverse condition of low wages.
27. The Constitution of a country is a set of written rules that are accepted by all people living together in a country. The Constitution is the supreme law that determines the relationship among people living in a territory (called citizens) and also the relationship between the people and government.
- A Constitution does the following:
- (a) It creates a degree of trust and coordination.
  - (b) It specifies how the government will be made, who will have power to take which decisions.
  - (c) It lays down limits on the powers of the government and tells us about the rights of the citizens.
  - (d) It helps creating a good society.
  - (e) It is the source of power and authority of the government.
28. **Strategic:**
- (a) The Andaman and Nicobar Islands have immense strategic value and it could be used as a centre point for India's 'Look East' policy.
  - (b) India's has a military build-up, particularly of its naval capabilities and naval installations in the Andaman and Nicobar Islands.

- (c) Andaman and Nicobar Islands straddle the busiest trade routes in the world and the onus of keeping them safe and sanitised, is one of the chief responsibilities of the Indian Navy.

**Economic:**

- (a) Great diversity of flora and fauna. The area has a dense cover of tropical rainforests.  
(b) India's only active volcano is found on Barren island in Andaman and Nicobar Islands.  
(c) Andaman and Nicobar Islands have a number of tourist destinations that attracts tourists throughout the world.

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