



CHAPTERWISE SOLUTION

Based on **NCERT** Textbook

SOCIAL SCIENCE

Class

9



Student Advisor
(Editorial Team)

INDEX

History

1.	The French Revolution	3
2.	Socialism in Europe and the Russian Revolution	6
3.	Nazism and the Rise of Hitler	11
4.	Forest Society and Colonialism	13
5.	Pastoralists in the Modern World	16

Geography

1.	India : Size and Location	20
2.	Physical Features of India	22
3.	Drainage	25
4.	Climate	27
5.	Natural Vegetation and Wildlife	32
6.	Population	35

Political Science

1.	What is Democracy? Why Democracy?	38
2.	Constitutional Design	41
3.	Electoral Politics	43
4.	Working of Institutions	47
5.	Democratic Rights	48

Economics

1.	The Story of Village Palampur	52
2.	People as Resource	56
3.	Poverty as a Challenge	58
4.	Food Security in India	61

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Social Science

HISTORY

Section-I : Events and Processes

1

The French Revolution

Intext Questions

Q.1. Find out more about any one of the revolutionary figures you have read about in this chapter. Write a short biography of this person.

Ans. Olympe de Gouges (1748-1793) : Olympe de Gouges was one of the most important of the politically-active women in revolutionary France. She protested against the Constitution and the Declaration of Rights of Man and Citizen as they excluded women from basic rights that each human being was entitled to. So, in 1791, she wrote a Declaration of Rights of Woman and Citizen, which she addressed to the Queen and to the members of the National Assembly, demanding that they should act upon it. In 1793, Olympe de Gouges criticised the Jacobin government for forcibly closing down women's clubs. She was tried by the National Convention, which charged her with treason. Soon after this, she was executed.

Q.2. The French Revolution saw the rise of newspapers describing the events of each day and week. Collect information and pictures on any one event and write a newspaper article. You could also conduct an imaginary interview with important personages such as Mirabeau, Olympe de Gouges or Robespierre.

Ans. An article in a newspaper at the end of Bastille : On the morning of 14th July, 1789, the city of Paris was in a state of alarm. Rumours spread that king would soon order the army to open fire upon the citizens. Some 7,000 men and women gathered in front of the town hall and decided to form a people's militia. Finally, a group of several hundred people marched towards the fortress-prison, the Bastille, where they hoped to find hoarded ammunition. In the armed fight that followed, the Commander of the Bastille was killed and the prisoners were released, though there were only seven of them. The fortress was demolished and its stone fragments were sold

in the market. The Bastille, which stood for the despotic rule of the king, came to an end cowardly. It marked the end of feudalism and brought in a new era.

Q.3. Compare the political rights which the Constitution of 1791 gave to the citizens with Articles 1 and 6 of the Declaration (Source C). Are the two documents consistent ? Do the two documents convey the same idea ?

Ans. The two documents are consistent and convey the same idea that human beings are born equal and all citizens are equal in front of the law. However, the constitution of 1791 did not give a practical form to these ideas.

Q.4. Compare the manifesto drafted by Olympe de Gouges (Source F) with the Declaration of the Rights of Man and Citizen (Source C).

Ans. The Declaration of the Rights of Men and Citizens declares only the rights of Men and Citizens. Rights of women are not discussed in any article of this Declaration. On the other hand, the Declaration prepared by Olympe de Gouges discusses the rights of both men and women on the basis of equality.

Q.5. Explain the meaning of the painting of the Declaration of Rights of Man and Citizen (Fig. 8) by reading only the symbols.

Ans. In Fig. 8 a woman is shown wearing a blue, white and red dress. These colours are the national colours of France. The lady carrying the broken chain symbolises the freedom of the French citizens. On the other side, a winged woman is also shown, which is a symbol of personification of the law. It symbolises that all French citizens are law-abiding. Both pictures of women are shown on the Law Tablet which conveys the message that all are equal before the law.

Q.6. Which groups of French society would have gained from the Constitution of 1791? Which groups would have had reason to be dissatisfied? What developments does Marat (Source B) anticipate in the future?

Ans. (i) The Third Estate of French society would have gained the maximum from the Constitution of 1791.

(ii) The First and Second Estates or the Aristocratic class would have the reason to be dissatisfied. They were forced to give up their privileges and a common tax was levied in exchange of all services.

(iii) Marat anticipates another revolution in which the poor will rebel against the rich persons of the third estate and overthrow them, just like they had done to the noblemen and clergy.

Q.7. Imagine the impact of the events in France on neighbouring countries such as Prussia, Austria-Hungary or Spain, all of which were absolute monarchies. How would the kings, traders, peasants, nobles or members of the clergy here have reacted to the news of what was happening in France?

Ans. The shadow of the events of France must also have fallen on the absolute monarchy countries of the neighbourhood such as Prussia, Austria-Hungary or Spain etc. These autocratic monarchy countries may have reduced the exploitation of citizens by reducing their autocracy. Because they may have feared that the incident in France may be repeated here as well. The kings, noble, clergy and other privileged sections of these countries would become fearful that what had happened in France could happen in their country also. The peasants traders would welcome the developments in France and sympathise with the peasants and underprivileged sections of that country.

Q.8. Compare the views of Desmoulins and Robespierre. How does each one understand the use of state force? What does Robespierre mean by 'the war of liberty against tyranny'? How does Desmoulins perceive liberty? Refer once more to Source C. What did the constitutional laws on the rights of individuals lay down? Discuss your views on the subject in class.

Ans. (i) Desmoulins was all for a humanitarian view of democracy. He argued that a true democracy means that all persons should enjoy equal rights; everyone should enjoy the fruits of liberty. He condemned the use of force even against those who opposed the views of a democratic government.

(ii) Robespierre was trying to find justification for his tyranny against all resistance, by posing to be the saviour of the ideals of the revolution and

the republic. For him, terror is nothing but justice and is used to meet the most urgent needs of the fatherland.

(iii) Desmoulins perceive liberty as happiness, reason, equality and Justice. It is the declaration of rights.

(iv) The constitutional laws on the rights of individuals lay down the following rights:

(a) Right to freedom, (b) Right to equality, (c) Right to protection of property (d) Right against exploitation, and (e) Right to expression.

Q.9. Describe the persons represented in Fig.12 their actions, their postures, the objects they are carrying. Look carefully to see whether all of them come from the same social group. What symbols has the artist included in the image? What do they stand for? Do the actions of the women reflect traditional ideas of how women were expected to behave in public? What do you think : does the artist sympathise with the women's activities or is he critical of them? Discuss your views in the class.

Ans. (i) The persons represented in Fig 12 are women of Paris (France). Most of them came from the Third Estate. Their actions, their gestures represent a rebellious violent mood.

(ii) The artist included the following symbols in the image : (a) Hoes, sword and pitch forks to indicate the power and rebel. (b) A balance scale on top to indicate equality among men and women. (c) A drum to indicate announcement.

(iii) No, the actions of the women do not reflect traditional ideas of how women were expected to behave in public.

(iv) Yes, the artist sympathises with the women.

Textbook Questions

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

Ans. The following circumstances led to the outbreak of revolutionary protest in France:

(i) **Political Causes** : Emperor Louis XVI and his queen, Marie Antoinette, wasted money on their luxurious lifestyle and wasteful festivities. The high posts were often sold. The whole administration was corrupt and each department had its own laws. The people were tired of such a faulty system of administration and wanted a change.

(ii) **Social Causes** : The social conditions of France were as distressing as its political organisation.

The clergy and the nobility led a luxurious life and enjoyed many privileges by birth, while the peasants and the labourers led a very hard life. They had to pay heavy taxes.

(iii) **Economic causes** : Long years of war had drained the financial resources of France. Added to this was the cost of maintaining the extravagant court. To meet these expenses, the state was forced to increase taxes imposed on common people. At this time, there was a greater demand for food grains due to huge increase in population. As a result, the price of bread rose. Due to rising prices and inadequate wages, most of the population could not even afford the basic means of livelihood. This led to a crisis of subsistence and an increase in the gap between the rich and the poor.

(iv) **Influence of the Philosophers and Writers**: The members of the middle class had access to various ideas of equality and freedom proposed by the French and English political and social philosophers. These ideas got popularised among the masses as a result of intensive discussions and debates in salons/halls and coffee-houses, and through books and newspapers. The ideas of philosophers played a great role. John Locke, Jean Jacques Rousseau and Montesquieu rejected the doctrine of the divine kingship.

(v) **Immediate Cause** : On 5th May, 1789, Louis XVI called together an assembly of the Estates General to pass proposals for new taxes. Voting in the Estates General in the past had been conducted according to the principle that each Estate had one vote. But this time, members of the third Estate demanded that voting now should be conducted by the assembly as a whole, where each member would have one vote. When the king rejected this proposal, members of the third Estate walked out of the assembly in protest, which sparked the outbreak of the French revolution.

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

Ans. (i) All the groups of Third Estate were benefited from the revolution. These groups included peasants, artisans, petty-officers, lawyers, teachers, servants, merchants, doctors and traders.

(ii) The clergy and the nobility were forced to surrender power and all the privileges were taken away from them.

(iii) Feudal lords, nobles, clergy and women would have been disappointed with the outcome of the revolution.

Q.3. Describe the legacy of the French Revolution for the people of the world during the nineteenth and twentieth centuries.

Ans. The legacy of French Revolution for the people of the world during the nineteenth and twentieth centuries can be described as given below :

(i) The French Revolution put an end to the arbitrary rule and developed the idea of Republic in Europe and in other parts of the world.

(ii) It was the first national movement that adopted the ideals of "liberty, equality and fraternity". These ideas became the basic doctrine of democracy for every nation during the 19th and the 20th century.

(iii) It marked the end of feudalism, and brought in a new era of industrial capitalism.

(iv) It initiated social and political changes that took place in different parts of Europe.

(v) It gave the term 'Nation' its modern meaning and promoted the concept of 'nationalist' which inspired the people in Poland, Germany, Netherlands and Italy to establish Nation-states in the countries.

(vi) The greatest effect was the starting of mass movements all over the world and the rise of a spirit of nationalism among the people.

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

Ans. Some of the democratic rights which we enjoy today whose origins could be traced to the French revolution are given in the Indian constitution. They are :

(i) **Right to Equality** : The Right to Equality has its origin in the French Revolution, which was its guiding principle. In the Indian constitution, Right to Equality means equality before the law, prohibition of discrimination on the basis of religion, descent, caste, gender or place of birth and end of titles and equality of opportunity in matters of employment. (ii) **Right to Liberty or Freedom** : The origin of this right can also be traced to the French Revolution. In the preamble to the Indian Constitution, Right to Liberty or

Freedom means 'Freedom of Speech, expression, education, protection of the life and physical freedom, belief, faith and worship'.

(iii) **Encouraging the Spirit of Fraternity** : The French Revolution introduced the growth of the spirit of fraternity and social welfare. In the Indian constitution, the concept of 'Fraternity' abolishes untouchability and local or provincial anti-social feelings.

(iv) **Inspiring the Spirit of Democracy** : The French Revolution inspired the spirit of democracy which ensured many rights, viz., right against exploitation, right to life, right to vote etc., which we are enjoying today.

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

Ans. Yes, I agree with the view that the message of universal rights, was beset with contradictions. Many ideals in the "Declaration of Right of Man and Citizen" were not clear in their meanings.

I can say this on the basis of the following examples:

(i) "The law has the right to forbid only actions injurious to society". It did not mention about criminal offences against individuals.

(ii) The declaration stated that, "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." Although, France became a constitutional monarchy, millions of citizens (men under the age of 25 including women) were still not allowed to vote at all. Men who were above 25 years of age and who paid taxes equal to at least 3 days of a labourer's wages, were given the status of active citizens, i.e., they had the right to vote. This was in striking contrast to the ideals that the revolution supported.

(iii) In the universal rights, nothing was mentioned about compulsory education for all.

(iv) It did not give the right to freedom of trade and occupation.

Q.6. How would you explain the rise of Napoleon?

Ans. The rise of Napoleon Bonaparte was an indirect result of the French Revolution. Taking advantage of the political instability of the French Directory, Napoleon became a dictator with the help of the army.

In 1804, Napoleon declared himself the Emperor of France. He was a brilliant General and used his armies to conquer and dominate all the neighbouring countries except Britain and Russia. However, his successes were short-lived. Britain, Prussia, Austria and Russia jointly defeated him at Leipzig, and again at Waterloo in 1815. He was captured and sent as a prisoner to the island of St. Helena, where he died in 1821.



2

Socialism in Europe and the Russian Revolution

Intext Questions

Q.1. List two differences between the capitalist and socialist ideas of private property.

Ans. The following are the two differences between the capitalist and socialist ideas about private property :

(i) Capitalists believe in private property and a class-based society, but socialists believe in collective property and a class-less society.

(ii) Capitalists believe that the profit should be enjoyed by the owners of the industry, but socialists believe that the profits are the result

of the workers labour, so the workers deserve to share it.

Q.2. Why were there revolutionary disturbances in Russia in 1905? What were the demands of revolutionaries?

Ans. (i) The reasons for the revolutionary disturbances in Russia in 1905 were as following :

(a) Prices of essential goods rose so quickly that real wages declined by 20 per cent. When four members of the Assembly of Russian Workers, which had been formed in 1904, were dismissed at the Putilov Iron Works, there was a call for industrial action. (b) When the procession of

workers led by Father Gapon reached the Winter Palace, it was attacked by the police and the Cossacks. Over 100 workers were killed and about 300 wounded.

(ii) The demands of revolutionaries were :

- (a) Reduction in the working day to eight hours,
- (b) Increase in wages, and (c) Improvement in working conditions.

Q.3. The year is 1916. You are a general in the Tsar's army on the eastern front. You are writing a report for the government in Moscow. In your report suggest what you think the government should do to improve the situation.

Ans. TO: The Imperial Ministry of War, Petrograd

FROM : General , Eastern Front

DATE : September 14, 1916

SUBJECT : Urgent Measures for Frontline Stabilization

Current Situation Assessment : While the Russian army has achieved significant territorial gains against the Austro-Hungarian forces, our momentum is stalling. We are suffering from a breakdown in logistical support. If it is not addressed, the army faces the risk of total domestic and military collapse.

The Russian soldier is brave, but he cannot fight with empty hands and an empty stomach. Without immediate logistical reform and political unity, the front will crumble not from enemy fire, but from internal exhaustion.

Respectfully submitted, General [Eastern Front]

Q.4. Why did people in Central Asia respond to the Russian Revolution in different ways ?

Ans. People in Central Asia responded positively to the February Revolution of 1917 because the revolution freed them from the oppression of the Tsar's regime and strengthened their hopes for autonomy.

They responded with fear to the October Revolution of 1917 because violence, pillage, extra taxes and dictatorial power of the Bolsheviks replaced the autocracy of the Tsar. Bolsheviks brutally massacred local nationalism in the name of defending socialism.

Q.5. Imagine that you are a striking worker in 1905 who is being tried in court for your act of rebellion. Draft the speech you would make in your defence. Act out your speech for your class.

Ans. ANS "Sires, you call me a criminal, but is it a

crime to demand bread for my children? I stood at the Winter Palace not for rebellion, but for justice. We work like beasts for a pittance while you live in luxury. You may imprison me, but you cannot silence the hunger of a nation. My strike was not an act of treason—it was an act of survival!"

Q.6. Write the headline and a short news item about the uprising of 24 October 1917 for each of the following newspapers • a Conservative paper in France • a Radical newspaper in Britain • a Bolshevik newspaper in Russia.

Ans. 1. A Conservative Newspaper in France

• **Headline:** *The Socialist Terror in Russia:* Chaos and Anarchy in Petrograd

2. A Radical Newspaper in Britain

• **Headline:** *The Socialist Sun Rises:* Workers Triumphant in Russia!

3. A Bolshevik Newspaper in Russia

• **Headline:** *Victory for the Proletariat:* The Bourgeoisie Overthrown!

Q.7. Imagine that you are a middle-level wheat farmer in Russia after collectivisation. You have decided to write a letter to Stalin explaining your objections to collectivisation. What would you write about the conditions of your life? What do you think would be Stalin's response to such a farmer?

Ans. The Farmer's Letter : "Great Leader, I am a hard-working farmer, yet collectivisation has stripped me of my land and livestock. We are treated like serfs on our own soil, facing starvation while our grain is seized. This 'common wealth' brings only misery and hunger."

Stalin's Likely Response : Stalin would view such a letter as evidence of "Kulak sabotage." Rather than offering aid, he would likely order the farmer's arrest, deportation to a gulag, or execution for "anti-Soviet agitation," viewing individual grievances as obstacles to the state's industrial progress.

Q.8. Compare the passages written by Shaikat Usmani and Rabindranath Tagore. Read them in relation to Sources C, D and E.

(i) What did Indians find impressive about the USSR?

(ii) What did the writers fail to notice?

Ans. (i) In 1920s and 1930s, India was a colony of the British and there existed caste and class differences. Most of the population was ignorant,

backward and poor. Naturally, Indians like Shaukat Usmani and Rabindranath Tagore who visited USSR during this period were impressed to see the level of development of the nation and progress of the people in a short span of 10 years. Freedom from the Tsar, they felt, had ended class and religious barriers. People appeared happy, satisfied, confident and fearless, while just a decade ago, they too were miserable, hungry, ignorant and illiterate. Asians and Europeans mingled freely, bound by a sense of brotherhood.

(ii) The writers failed to notice the essential freedom denied to the citizens, The people of USSR were not free to do as they liked. The Bolsheviks ruled like dictators and followed repressive policies to rapidly develop the nation. The hard lives and poor working conditions of the people went unnoticed by these writers.

Textbook Questions

Q.1. What were the social, economic and political conditions of Russia before 1905?

Ans. (i) Social Conditions :

The European countries underwent important social changes during the 19th century, but the base of Russian Society was still feudalistic.

(a) **The society was divided into two classes:** The privileged class, which comprised of prosperous and influential people who had all the political and other rights.

(b) The non-privileged class, which consisted of farmers and workers, formed about 90% of the Russian population. They had to work hard to meet their both ends.

(ii) **Economic Conditions :** (a) Backwardness of industry and agriculture was the factor responsible for the Russian revolution. (b) The peasants had to pay heavy dues for the land that they got. (c) The workers could be divided into three categories. The 'State Factories' were manned by peasants who came from the villages. (d) Women were employed in factories in large numbers, but they were paid much less than men.

(iii) **Political Conditions :** (a) Tsar Nicholas II was an inefficient and short-sighted person. He was an autocratic ruler, having no concern with administration or the welfare of his subjects. (b) The common masses or their representatives had no participation in the political system of the country.

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

Ans. Working population of Russia was vastly different from other European countries in the following ways :

(i) About 85% of the Russians, even in the early 20th century, were agriculturists. This proportion was much higher than other European countries.

(ii) Peasants were divided into groups. These divisions were incorporated due to religious sentiments. Unlike European peasants, Russian peasants had no respect for nobles. They wanted the land of nobles to be given to them. They refused to pay rent and even murdered the landlords.

(iii) Unlike European peasants, they were natural socialists. They pooled their land periodically and their commune divided it according to the needs of the individual.

(iv) Unlike Europe, in Russia, workers were divided into social groups. Divisions were based on skills. The 'State Factories', the 'Professional Factories' and the 'Manorial Factories' were the three categories in which Russian workers were divided.

(v) The condition of the factory workers was miserable. They could not form trade unions or political parties to express their grievances. Industrialists exploited the workers for their selfish ends. There was no limit of working hours, as a result of which they had to work for up to 12-15 hours a day.

Q.3. Why did the Tsarist autocracy collapsed in 1917?

Ans. The Tsarist autocracy collapsed in 1917 due to the interplay of many social, economic and political factors which were as follows :

(i) The Russian state under Tsar Nicholas II was completely unsuited to the needs of modern times. The Tsar still believed in the autocratic divine right of the king.

(ii) The bureaucracy that the Tsar recruited was top heavy, inefficient and inflexible. Members were recruited on the basis of privileges and patronage, and not on merit.

(iii) The Tsar had built a vast empire and imposed Russian language and culture on diverse nationalities.

(iv) The peasants and workers who formed large section of the population were miserable and frustrated. The Tsar was totally ignorant, indifferent to their conditions and needs.

(v) Tsar Nicholas II imposed restrictions on political activity, changed voting laws and dismissed any questioning or restrictions on his authority.

(vi) At the beginning of the First World War, people rallied around the Tsar. But as the war prolonged, he refused to consult the main parties in the Duma. Thus, he lost the support. The Russian army lost the war. This led to over 3 million refugees in Russia, which worsened the condition. It exposed the economic bankruptcy of the government and increased liabilities on the already impoverished population.

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

Ans. Main Events of the February Revolution : The main events of the February Revolution were as follows :

(i) In February 1917, food shortages were deeply felt in the workers' quarters. The winter was very cold and severe.

(ii) On 22 February, a lockout took place at a factory on the right bank. The next day, workers in fifty factories called a strike in sympathy in which most were the women.

(iii) On 25th February, the government suspended the Duma. On 27th, the Police Headquarters were ransacked.

(iv) The streets thronged with people raising slogans about bread, wages, better hours and democracy.

(v) The government tried to control the situation and called out the army but the army refused to open fire on the demonstrators. By the evening, soldiers and striking workers had gathered to form a 'Soviet' or 'Council' in the same building as the Duma met. This was the Petrograd Soviet.

(vi) On 2nd March, a delegation went to see the Tsar. Military commanders advised him to abdicate. He abdicated on 2nd March and in this way monarchy came to an end.

Effects of the February Revolution : The effects of the February Revolution can be understood through following points :

(i) Soviet leaders and Duma leaders formed a Provisional Government to run the country.

(ii) Russia's future would be decided by a constituent assembly elected on the basis of universal adult suffrage.

(iii) Restrictions on public meetings and associations were removed.

(iv) In April 1917, the Bolshevik leader Vladimir Lenin returned to Russia from his exile. He made three demands known as 'April Theses'. These demands were: (a) the war be brought to a close, (b) land be transferred to the peasants, and (c) banks be nationalised.

Impact of February Revolution on Soviet History:

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

Main Events of the October Revolution : Main events of the October Revolution were as following:

(i) On 16 October 1917, Lenin persuaded the Petrograd Soviet and the Bolshevik Party to agree to a socialist seizure of power.

(ii) A Military Revolutionary Committee was appointed by the Soviet under Leon Trotsky to organise the seizure.

(iii) The uprising began on 24 October. Prime Minister Kerensky had left the city. At dawn, military men loyal to the government seized the building of two Bolshevik newspapers.

(iv) In a swift response, the Military Revolutionary Committee ordered its supporters to seize government offices and arrest ministers. The ship Aurora shelled the Winter Palace. By nightfall, the city was under the committee's control and the ministers had surrendered.

Effects of the October Revolution : Effects of the October Revolution were as follows:

(i) The Bolsheviks were totally opposed to private property. Therefore, private property in the means of production was abolished. Land and other means of production were declared as the property of the entire nation.

(ii) Most of the industries and banks were nationalised in November, 1917.

(iii) Land was declared social property and peasants were allowed to seize the land of the nobility.

- (iv) In cities, Bolsheviks enforced the partition of large houses according to family requirements.
- (v) They banned the use of the old titles of aristocracy.
- (vi) The Bolshevik party was renamed the Russian Communist Party.
- (vii) The control of industries was given to the workers. All the banks, insurance companies, large industries, mines, water transports and railways were nationalised.

Impact of the October Revolution on Soviet history : The October Revolution was primarily led by Lenin and his subordinate Trotsky and involved the masses who supported these leaders. It marked the beginning of Lenin's rule over the Soviet, with the Bolsheviks under his guidance.

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

Ans. The Bolsheviks immediately made the following changes after the October Revolution :

- (i) The right to private property was abolished.
- (ii) They nationalised most industries and banks.
- (iii) Land was declared social property and peasants were allowed to seize the land of the nobility.
- (iv) In cities, Bolsheviks enforced the partition of large houses according to family requirement.
- (v) They banned the use of the old titles of aristocracy.
- (vi) To assert the change, new uniform were designed for the army and officials, like the Soviet hat.
- (vii) The Bolshevik Party was renamed as the Russian Communist Party.
- (viii) The secret police kept vigilance on citizens and punished those who criticised the Bolsheviks.

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

- (a) Kulaks
- (b) The Duma
- (c) Women workers between 1900 and 1930
- (d) The liberals
- (e) Stalin's collectivisation programme.

Ans. (a) Kulaks : It is a term used for well-to-do peasants in Russia. In the period of Stalin, it was decided to eliminate Kulaks to develop modern

farms, and run them along industrial lines with machinery.

(b) **The Duma** : Duma was an elected consultative Parliament. It was created by the Tsar during the 1905 Revolution, but later he dismissed the Duma because he did not want any questioning of his authority or any reduction in his power.

(c) **Women workers between 1900 and 1930:** Women workers in Russia constituted 31% of the factory labour force by 1914. They formed the unprivileged class, had no political status or political rights. They were discriminated, paid less than men, i.e., between half and three-fourths of men's wage. Women, however, were in the forefront in agitations and strikes for better and equal wages, improvement in conditions of work—8 hours a day, reinstatements and voting rights. They were a source of inspiration for their male co-workers. On February 23, 1917, women led the way to strikes as recognition of their active and significant role. February 23 is celebrated as International Women's Day.

(d) **The Liberals** : Liberals wanted to bring a change in the 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 also wanted to have an independent judiciary to interpret law. However, they were not 'democrats'. They did not believe in universal adult franchise. They felt that only the person holding a property mainly had the right to vote. They also did not want the voting rights to be given to women.

(e) **Stalin's collectivisation programme** : By 1927-1928, there was a great shortage of food grains in the towns of Soviet Russia. Stalin introduced a firm emergency measure which is known as collectivisation programme.

From 1929, the Party forced all peasants to cultivate in collective farms (kolkhoz). The bulk of land and implements were transferred to the ownership of collective farms. Peasants worked on the land, and the kolkhoz profit was shared.



Nazism and the Rise of Hitler

☐ Intext Questions

Q.1. Write a one page history of Germany— • as a schoolchild in Nazi Germany • as a Jewish survivor of a concentration camp • as a political opponent of the Nazi regime.

Ans. 1. As a Schoolchild in Nazi Germany : In Nazi Germany, schoolchildren were taught a version of history that glorified the nation, emphasized racial purity, and demonized perceived enemies. They learned about a supposed "golden age" of Germany, followed by a period of humiliation after World War I, blamed on internal dissent and external forces..

2. As a Jewish Survivor of a Concentration Camp: From the perspective of a Jewish survivor, the history of Germany in this period is a narrative of persecution, dehumanization, and systematic extermination. The history is marked by the horrors of the Holocaust, the loss of family and community, and the enduring trauma of survival.

3. As a Political Opponent of the Nazi Regime: For a political opponent of the Nazi regime, the history of Germany is a struggle against the dismantling of democracy and the rise of totalitarianism. This perspective focuses on the suppression of political opposition, the erosion of civil liberties, and the use of propaganda and terror to maintain control.

Q.2. Imagine that you are Helmuth. You have had many Jewish friends in school and do not believe that Jews are bad. Write a paragraph on what you would say to your father.

Ans. Dear Papa, I have many Jewish friends. We are learning to hate the Jews in our school. Jews have been thrown out from the school and taken to gas chambers for death. After all, what sin have they committed for which they are being treated like this? Why they are doing this with the Jews? Why Jews are being sentenced to death illegally? Are they not human beings like us? Do they not feel like us? Can you imagine if someone brought me to the gas chamber and leave me there for death? Is the acceptance of Jewish religion a

crime? If yes, then what will be the punishment for Christians whatever they are doing with Jews? Jesus will never forgive the Nazis for their brutality towards the Jews.

Q.3. How would you have reacted to Hitler's ideas if you were: • A Jewish woman • A non-Jewish German woman.

Ans. A Jewish Woman : My reaction would be one of existential terror and desperation. I would see Hitler's ideas not as mere politics, but as a direct threat to my life and the lives of my family.

A Non-Jewish German Woman : My reaction would likely be complex, ranging from patriotic optimism to moral conflict.

☐ Textbook Questions

Q.1. Describe the problems faced by the Weimar Republic.

Ans. Weimar Republic faced many problems right since its birth. These were as follows:

(i) This Republic carried the burden of war guilt and was financially disabled by being forced to pay war compensation.

(ii) Hyperinflation made the German Mark valueless and caused immense hardship for the common man. This economic crisis led to widespread inflation, misery and despair.

(iii) In the Weimar Republic, both the communists and socialists became staunch enemies and could not make common cause against Adolf Hitler.

(iv) Both the revolutionaries as well as the militant nationalists craved for radical solutions, which was not easy. Within its short life, the Weimar Republic saw twenty different cabinets and the liberal use of Article 48. All this created a political crisis in Germany.

(v) It became very unpopular among the Germans because it lost the vanity of the nation to the hands of Allied powers.

Q.2. Discuss why Nazism became popular in Germany by 1930.

Ans. The principal causes responsible for popularising Nazism in Germany can be summed up as follows :

(i) **Political Instability in Germany** : Under the Weimar Republic, there existed political instability. Between 1919–1933 A.D. as many as 21 coalition governments were formed and dissolved. Policies changed frequently. Democracy failed to give any relief to the people. Hitler promised a stable and strong government. He won the support of the people.

(ii) **Unfaithful democracy in Germany** : Germany had no tradition of running a parliamentary democracy. Germany to say the least was “a democracy without democrat”. The democracy was against the German culture and tradition. Therefore, people could not understand the functional activities of parliamentary institutions. There were deep political differences between the communists and the Nazis. Because of above reasons democracy failed to achieve faith among German citizens.

(iii) **The Economic Crisis** : Unemployment, inflation, price-rise, ruin of German trade and industry, coupled with worldwide economic depression created economic disaster of the worst order in Germany. Hitler blamed the Weimar republic for the plight of the masses and promised relief to the people on economic front, and he won their confidence.

(iv) **Threat of Communism** : The communists in Germany tried to stage a revolution on the pattern of the Soviet revolution of 1917 A.D. Thus, the German capitalists extended full support to Hitler’s Nazi Party as the party was against socialism.

(v) **Hitler’s Dynamic Personality** : Hitler had a dynamic personality. He was influential and charming. He was a great organiser, an excellent orator and a tireless worker. His passion and his words moved people. He promised to build a strong nation, undo the injustice of the Versailles Treaty and restore the dignity of the German people. His appeal touched the emotions of the people.

Q.3. What are the peculiar features of Nazi thinking?

Ans. The peculiar features of Nazi thinking were as follows :

(i) They believed that the strong should rule the world and the rest should accept their leadership.

(ii) They believed in racial hierarchy, wherein the Nordic German Aryans were at the top and the Jews at the lowest rung.

(iii) The Nazis believed that the Jews were their irreconcilable enemies. So the Jews were victimized and killed.

(iv) The Nazis believed in the geopolitical concept of ‘Lebensraum’ or living space i.e., new territories had to be acquired for the German nation.

(v) Women were seen as mere bearers of the Aryan culture and race.

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

Ans. Nazi propaganda was effective in creating a hatred for Jews because of the following reasons :

(i) **Role of Traditional Christians** : The Jews remained the worst sufferers in Nazi Germany. Nazi’s hatred for the Jews had a precursor in the traditional Christian hostility towards the Jews. They had been stereotyped as killers of Christ and usurers. Until medieval times, the Jews were barred from owning land. They survived mainly through trade and money lending.

(ii) **Various Theories** : The Nazis started using theories of Darwin and Herbert Spencer to propagate against the Jews. So, people started justifying their hatred for the Jews as they were considered inferior race and had no right to survive according to these two theories.

(iii) **Propaganda at School Level** : The Nazis started their propaganda right from school level. School textbooks were rewritten to justify ideas of race.

(iv) **Propaganda at Home** : Motherhood was also used by the Nazis to propagate against the Jews. Mothers were supposed to teach their children Nazi values. There was a code of conduct for all the women.

(v) **Propaganda through Press and Radio** : The Nazi regime needed languages and media with care to propagate against the Jews. Nazi ideas were spread through visual images like films, radio, movies etc. The Jews were shown as rats and pests. Various code words were used to eliminate the Jews to protect the government from the world’s reaction.

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

Ans. **Role of Women in Nazi Society** : Equality of opportunity for both sexes had become an

accepted principle by democracy everywhere in the world, but in Nazi Germany, a woman was valuable only as “a mother of pure Nordic (Aryan) children”. She was encouraged to preserve the purity of Aryan race and never to get involved in love affair with a Jew or a Russian or a Pole. Those held guilty of love making with such persons were paraded with “shaven heads” through the streets. On the other hand, women would take pride in giving birth to as many children as they could.

A comparative study of the Role of Women during Nazi Rule and the French Revolution :

- (i) Women played an important role in the French Revolution. They actively participated in social and political developments of their country. On the other hand, the Nazis thought that it was wrong on the part of women to demand their rights.
- (ii) Most of the French women had to work for a living along with the men, but German women were not allowed to work along with men.
- (iii) In France, both men and women were treated equally, but in Germany, women were considered nothing more than the bearers of the Aryan culture and race.
- (iv) French women were free to change their patterns, but there was a code of conduct for the German women. They were not allowed to mix with anyone except Nordic Aryans.

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

Ans. The Nazi state seek to establish total control over its people in the following ways:

- (i) **Political control** : Politically, Germany was a single-party system where only the Nazi party could wield power. All the other parties had been banned. The state was led by as all powerful leaders. Even the army and the judiciary were controlled by the Nazi party.
- (ii) **Economic Control** : The Minister of Economies controlled all financial institutions such as banks and insurance companies. He also exercised rigid control over industries, factories and trading and commercial activities. In order to supply food to soldiers, many articles of food were rationed. Wage rates and prices of all articles of daily use were fixed.
- (iii) **Control over Education** : To propagate Nazism, the entire education system was put under the control of the state. School textbooks were rewritten. Racial science was introduced to justify the idea of race. Jewish teachers and Jewish children were thrown out of the school.
- (iv) **Control over social and cultural life** : The whole of the media, educational system and sports activities were controlled by the state. Women were declared second class citizens in Germany. Their concern should be their kitchens and giving birth to healthy children. Hundreds of thousands of Germans suffering from hereditary diseases were sterilized and thus prevented from giving birth to weak and unhealthy children.



Section-II : Livelihoods, Economics and Societies

4

Forest Society and Colonialism

Intext Questions

Q.1. Have there been changes in forest areas where you live? Find out what these changes are and why they have happened.

Ans. In recent years, forest and tree cover in the surrounding region of has seen a notable increase, though specific local outcomes vary based on developmental pressures.

Changes Noted

1. Net Increase in Green Cover:
2. Growth Outside Recorded Forests:

Reasons for These Changes

1. Government Initiatives
2. Afforestation Policies:

However, these gains are often offset by rapid urbanization and infrastructure projects, such as

highways and industrial corridors, which lead to localized deforestation.

Q.2. Write a dialogue between a colonial forester and an adivasi discussing the issue of hunting in the forest.

Ans. Scene : A dense teak forest in Central India, circa 1910. George Brandon, a British Colonial Forester in a khaki uniform, confronts Birsa, an Adivasi man.

Brandon : Halt there! You are in breach of the Imperial Forest Act. Do you have a permit to hunt in this "Reserved" block?

Birsa : A permit? Sahib, my grandfathers hunted these woods before your Crown ever knew the name of this river.

Brandon : That was the past. These forests are now managed for timber and the preservation of "noble game." The law is clear. We must protect the forest from "unregulated" destruction

Birsa: You protect the trees only so you can cut them down for your iron tracks. You say we destroy the forest, yet the forest has always thrived with us. It is you who have turned the woods into a cage.

Q.3. If you were the Government of India in 1862 and responsible for supplying the railways with sleepers and fuel on such a large scale, what were the steps you would have taken ?

Ans. If I were the Government of India in 1862 and responsible for supplying the railways with sleepers and fuel on such a large scale, I would have taken the following steps:

- (i) I would have planned a systematic utilisation of the forest wealth; rules about the use of forest resources would have been framed.
- (ii) Instead of using wood, I would have used iron or stone for making sleepers. Coal would be used as fuel for running the railway engines.
- (iii) Along with cutting down the forests, a plan for afforestation on a large-scale would have been initiated simultaneously.

Q.4. Children living around forest areas can often identify hundreds of species of trees and plants. How many species of trees can you name?

Ans. I can name following species of trees.

Peepal, Neem, Banyan, Sal, Teak, Gulmohar, Amaltas, Mango, Eucalyptus, Sandalwood, Rubber, Oak, Pine, Cedar, Maple, Birch, and Redwood.

Textbook Questions

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

- (i) Shifting cultivators
- (ii) Nomadic and pastoralist communities
- (iii) Firms trading in timber/forest produce.
- (iv) Plantation owners
- (v) Kings/British officials engaged in shikar (hunting).

Ans. (i) **Shifting cultivators :** Restriction on shifting cultivation resulted in displacement of many communities from their habitat in the forests. Many were reduced to the level of starvation. Many changed their occupation and some became labourers.

(ii) **Nomadic and Pastoralist Communities :** The forest laws deprived people of their customary rights and that meant severe hardship for the Nomadic and Pastoralist communities. They could not cut wood for their houses, could not graze their cattle or collect fruits and roots, and hunting and fishing were declared illegal. Some of the nomadic communities were called 'Criminal Tribes' and were instead forced to work in factories, mines and plantations under government supervision. They were also recruited for work in plantations. Their wages were low and conditions of work were extremely miserable.

(iii) **Firms trading in timber/forest produce:** Under the new forest laws, lucrative opportunities opened up in the trade of forest products, specially timber. However, the trade was completely regulated under the colonial government. The British governments granted many large European trading firms the sole right to trade in the forest products of particular areas.

(iv) **Plantation owners :** Changes in forest management favoured the plantation owners who were mostly Europeans. They were given free land to destroy natural forests to make way for tea, coffee and rubber plantation, to meet the Europeans' growing need for these commodities. But the workers on these plantations were paid

very low wages. They had to live in very bad conditions.

(v) **Kings/British officials engaged in shikar (hunting)** : Hunting of tiger and other animals had been a part of the culture of the court and nobility for centuries. The British saw large animals as a sign of a wild, primitive and savage society. Therefore, they provided strong incentives to encourage people to take guns and kill these dangerous animals. This hunting as a game for pleasure flourished under the new forest laws.

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

Ans. Bastar is located in the southernmost part of Chhattisgarh in India, while Java is located in Indonesia. The colonial power in India was the British, while in Java it was the Dutch. The similarities between colonial management of the forests in Bastar and Java are as follows :

- (i) A large number of trees were cut down for shipbuilding and railways.
- (ii) There was restriction on hunting in both the regions.
- (iii) Nomads and pastoralists were restricted to enter the forests.
- (iv) In both of the places defaulters of forests laws were punished, harassed and fined.
- (v) Both Bastar and Java witnessed rebellion against the rulers.
- (vi) Both the governments displaced the local communities from their traditional livelihood in order to make full use of the forest produce.
- (vii) Both restricted the villagers from practising shifting cultivation.

Q.3. Between 1880 and 1920, forest cover in the Indian subcontinent declined by 9.7 million hectares, from 108.6 million hectares to 98.9 million hectares. Discuss the role of the following factors in this decline : (i) Railways (ii) Shipbuilding (iii) Agricultural expansion (iv) Commercial farming (v) Tea/Coffee plantations (vi) Adivasis and other peasant users.

Ans. (i) **Railways** : Colonial rulers needed sleepers to lay railway lines which were made of hard wood. Each mile of railway track required more

than 1800 sleepers. By 1890, about 25,500 km of track had been laid. As the railway tracks spread through India, a larger and larger number of trees were felled. Forests around the railway tracks started disappearing fast. Wood was used as a fuel to run the locomotives.

(ii) **Shipbuilding** : By the early nineteenth century, there was shortage of oak trees in England which were the basic input for ship industry. This created a problem of timber supply for the Royal Navy. By the 1820s, search parties were sent to explore the forest resources of India. Within a decade, trees were being felled on a massive scale and vast quantities of timber were being exported from India.

(iii) **Agricultural expansion** : In 1600, approximately one-sixth of the total of India's land area was under cultivation but now it is 42% because of the increasing population. In the early nineteenth century, the colonial state thought that forests were unproductive. They were considered to be wilderness that had to be brought under cultivation, so that the land could yield agricultural products and revenue, and enhance the income of the state. So, between 1880 and 1920, cultivated area rose by 6.7 million hectares.

(iv) **Commercial farming** : Commercial farming was also responsible for deforestation. The Britishers directly encouraged the production of commercial crops like jute, sugar, cotton, tea, wheat etc. They encouraged their production because these crops were required as raw material and cereals were required to feed the growing urban population of Europe. Thus, forests were cleared for growing commercial crops.

(v) **Tea/Coffee plantations** : Large areas of forests were also cleared to make way for plantation crops like tea, coffee and rubber. These crops were grown to meet the Europeans' growing demand. Plantation owners made big profits, making the workers work for long hours and at low wages.

(vi) **Adivasis and other peasant users** : Adivasis and peasants cleared forests for shifting cultivation and commercial farming. Apart from this, they cut down the trees for fuel.

Q.4. Why are forests affected by wars?

Ans. Forests are affected by wars due to various reasons which are as follows :

(i) In the modern times, the defending armies hid themselves and their war material under the cover of the thick forests to avoid detection. As such, the enemy forces target forest areas to capture the opposing soldiers and their war materials.

(ii) Because of pre-occupation of the participant countries in the war, many proposals for promoting the forests culture have to be abandoned half-way and many such forests became victims of neglect.

(iii) To meet war needs, sometimes forests are cut indiscriminately and as a result forests vanished with no times one after the other.

(iv) Fearing the capture of forest areas by the enemy, sometimes the existing governments themselves cut down the trees recklessly, destroy the saw mills and burn huge piles of logs.

(v) Finding the forest staff in difficulty and engaged during the war times, some people expand their agricultural land at the cost of the forest land.



5

Pastoralists in the Modern World

Intext Questions

Q.1. Imagine that it is 1950 and you are a 60-year old Raika herder living in post-independence India. You are telling your grand-daughter about the changes which have taken place in your lifestyle after independence. What would you say?

Ans. After independence, our life has changed significantly since now there is not enough pasture for our animals to graze on, and, we are forced to reduce the number of cattle in our herds.

We have to change our grazing ground also, as we are not allowed to go to Indus and graze our camels on the banks of the river because it is now a part of Pakistan. The political boundary between India and Pakistan prevents us from going there. Now we have found an alternative grazing ground in Haryana. In recent years, our cattle go there and graze on agricultural fields after the harvests are cut. The animals also fertilise the soil with manure from their excreta. Your father did not like a herder's life and decided to become a farmer.

I think you will lead a much better life than that what your father led. I hope you will be serious about your studies and do well in your life. Your father tries to give you all the facilities which he did not get. You must respect his sacrifice and try to achieve something in your life.

Q.2. Imagine that you have been asked by a famous magazine to write an article about the life and customs of the Maasai in pre-colonial Africa. Write the Article, giving it an interesting title.

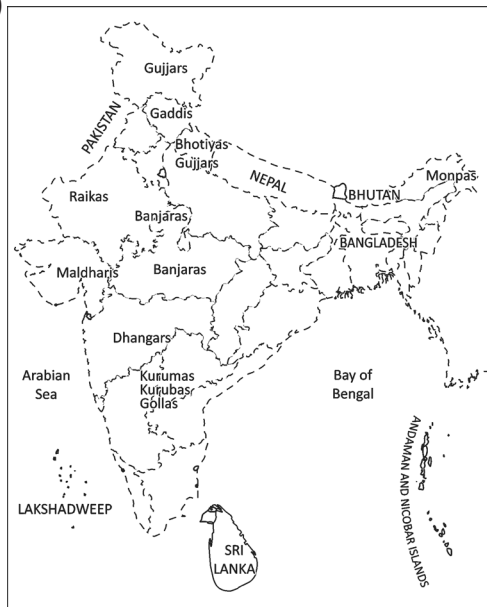
Ans. Life of the Maasai

The title Maasai derives from the word Maa. Maasai means "My People" ('Maa' means 'My' and sai meaning 'people' in their language). Maasai society is divided into two parts—Elders and Warriors. The Maasai are traditionally nomadic and pastoral people who depend on milk and meat for subsistence. Maasai are the native people of eastern Africa. They raise cattle, camels, goats, sheep and donkeys and they sell milk, meat, animal skin and wool.

Maasai land is stretched over a vast area from South Kenya to the Steppes of northern Tanzania. The elders belonging to the higher age group decide on the affairs of the community by meeting as a group and they also settle disputes. The warriors are the younger group who are responsible for the protection of the tribe. They also organise cattle raids as and when required. Since cattle are their wealth, these raids assume importance as in this way they are able to assert their power over other pastoral groups. However, the warriors are subject to the authority of the elders.

Q.3. Find out more about some of the pastoral communities marked in Fig-A and B.

(A)



Pastoral Communities in India

Ans. Pastoral Communities in India

(i) **Maldharis** : The Maldharis are a tribal herdsman community in Gujarat of India. Originally nomads, they came to be known as Maldharis after settling in Junagarh district (mainly Gir Forest).

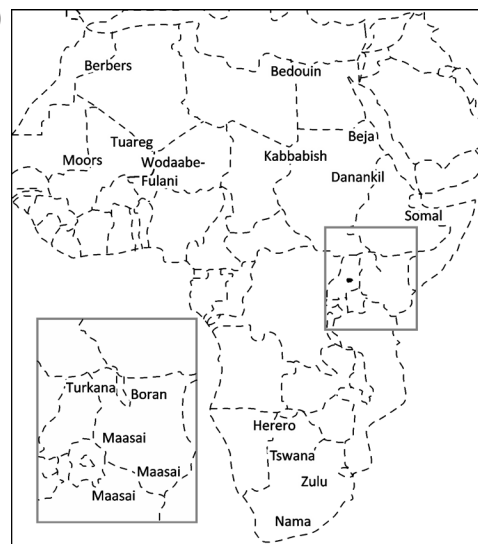
The literal meaning of Maldhari is owner/keeper of animal stock. These semi-nomadic herders spend eight months of the year criss-crossing sparse pasturelands with their livestock including sheep, goats, cows, buffaloes and camels in a continual quest for fodder. They are notable as traditional dairy men of the region and they once supplied milk and cheese to the palaces of rajas.

In different regions, the Maldharis belong to different castes. At present, they earn a living by obtaining milk from their cattle.

(ii) **Monpas** : The Monpas live in Arunachal Pradesh. They are also one of the 56 officially recognised ethnic groups in China. The Monpas are believed to be the only nomadic tribe in north-east India. They were totally dependent on animals like sheep, cows, yak, goats and horses and had no permanent settlement or attachment to a particular place. Almost all the Monpas follow Tibetan Buddhism. The traditional society of the Monpas was administered by a council which

consists of six ministers, locally known as 'Trukdri'. The Monpas practice shifting and permanent type of cultivation. Cattle, yak, cows, pigs, sheep and fowl are kept as domestic animals.

(B)



Pastoral Communities in Africa

Ans. Pastoral communities in Africa

(i) **Zulu** : The Zulu, or also known as Amazulu, are a Bantu ethnic group of southern Africa. The Zulus are the single-largest ethnic group in South Africa and were numbered about nine million in the late 20th century. The Zulu village is a great circle, made up of a spherical homestead, Umuzi, which is a cluster of beehive-shaped huts arranged around a cattle krall, isibaya. Main cultural dishes of the Zulus consist of cooked maize, mielies, phutu etc. Most Zulu people are Christians.

(ii) **Bedouin** : The Bedouin or Bedu are a group of nomadic Arab people who have historically inhabited the desert regions in North Africa, The Arabian Peninsula, Iraq and the Levant. Livestock and herding, principally of goats, sheep and dromedary camels comprised the traditional livelihoods of Bedouins. These animals were reared for meat, dairy products and wool.

Q.4. Write a comment on the closure of the forests to grazing from the standpoint of :

(i) A forester

(ii) A pastoralist

Ans. (i) A Forester : It is the duty of a forester that he must protect and take care of the forests. He must not allow the pastoralists to graze their cattle in the forests.

(ii) **A Pastoralist** : Pastoralists depend on the forests. They rear cattle which need grass to graze. By restriction on their entry in the forests, not only the lives of their cattle will suffer, but their own livelihood will also be adversely affected.

Q.5. Imagine you are living in the 1890s. You belong to a community of nomadic pastoralists and craftsmen. You learn that the Government has declared your community as a Criminal Tribe.

• Describe briefly what you would have felt and done. • Write a petition to the local collector explaining why the Act is unjust and how it will affect your life.

Ans. Hearing that my entire community has been branded "criminal" by the Criminal Tribes Act of 1871 feels like a heavy weight on my chest. I feel a mix of shame and deep anger. We are not thieves; we are craftsmen who create and herders who provide. To be told that our very birth and wandering nature make us criminals is a cruel lie.

Petition to the Local Collector

To : The District Collector, [Location Name]

From : A Representative of the [Community Name]

Date : June 14, 1892

Subject : Petition Against the Notification of Our Community under the Criminal Tribes Act

Respected Sir,

I write this petition with a heavy heart on behalf of my people. We have recently learned that our community has been notified as a "Criminal Tribe." We humbly submit that this Act is profoundly unjust for the following reasons:

1. **Guilt by Birth:** It is against the laws of God and humanity to declare a child a criminal the moment they are born.

2. **Destruction of Livelihood :** As pastoralists, movement is our life. By forcing us into "settlements" and restricting our travel to narrow permits, you are killing our livestock and our craft.

3. **Harassment :** This Act gives local constables the power to treat us like caged beasts. We are forced to report to the police station daily, making it impossible to earn a living or live with dignity.

We pray that you reconsider this notification. We are loyal subjects who only wish to graze our herds and sell our goods in peace, as our ancestors did for centuries.

Textbook Questions

Q.1. Explain why nomadic tribes need to move from one place to another. What are the advantages to the environment of this continuous movement?

Ans. The nomadic tribes have mobile habitats. Each of them owns a herd of cattle. They have to look after the subsistence of their cattle. As sufficient water and pasture land cannot be available in any area throughout the year, they need to move from one place to another. As long as the pastures are available in an area, they remain there, afterwards they move to new areas.

Environmental advantages from continued movement of Nomadic tribes : Environment gains a lot from this continuous movement. This movement allows pastures to recover. This prevents their overuse. Animals are a source of natural manure on the lands they settle, which helps in maintaining the fertility of the soil.

Q.2. Discuss why the colonial government in India brought in the following laws. In each case, explain how the law changed the lives of pastoralists :

(i) Waste Land Rules

(ii) Forest Acts

(iii) Criminal Tribes Act

(iv) Grazing Tax

Ans. (i) **Waste Land Rules :** The colonial government wanted to transform all grazing lands into cultivated farms to earn land revenue. Therefore, Waste Land Rules were enacted in various parts of the country. In most areas, regions taken over were actually grazing tracts used by pastoralists. So, expansion of cultivation inevitably meant the decline of pastures.

(ii) **Forest Acts :** By the mid-nineteenth century, various Forest Acts were enacted to categorise the forests. Through these Acts, some forests which produced commercially valuable timber like deodar or sal were declared 'Reserved'. No pastoralists were allowed to access these forests. Other forests were classified as 'Protected'. In these, some customary grazing rights were granted to the pastoralists, but their movements were severely restricted.

Pastoralists were now prohibited from obtaining valuable and nutritious fodder for their cattle. Even in the forest areas, where they were allowed entry, their movements were regulated. They needed a permit for entry. The number of days they could spend in the forest was limited. Pastoralists

were not allowed to remain in an area for a long time, even if forage was available, the grass was succulent and undergrowth in the forest was ample. They had to move regularly because the Forest Department permits that had been issued to them now ruled their lives. If they overstayed, they were liable to fines.

(iii) **Criminal Tribes Act** : The colonial government wanted to rule over a settled population. It was easy to collect taxes from settled people. Secondly, settled people were seen as peaceable and law abiding. Therefore, they passed the Criminal Tribes Act in 1871. By this Act, many communities of craftsmen, traders and pastoralists were classified as Criminal Tribes. They were considered criminal by nature and birth. Once this Act came into force, these communities were expected to live only in notified village settlements. They were not allowed to move without a permit. The village police kept a continuous watch on them.

This restricted their grazing grounds. Their agricultural stock declined and their trade and crafts were adversely affected.

(iv) **Grazing Tax** : The colonial government looked for every possible source of taxation to enhance its revenue income. So, various grazing taxes were imposed on the pastoralists. They had to pay tax on every animal they grazed on the pastures. The tax per head of cattle went up rapidly and the system of collection was made increasingly efficient. In the decades between 1850s and 1880s, the right to collect the tax was auctioned out to private contractors. These contractors tried to extract as high a tax as they could to recover the money they had paid to the state and earn as much profit as they could within the year. By the 1880s, the government began collecting taxes directly from the pastoralists. Each of them was given a pass. The number of cattle he had and the amount of tax he paid was entered on the pass.

As the tax had to be paid in cash, so pastoralists started selling their animals. The heavy burden of taxes had an adverse impact on their economic

condition. Now, most of the pastoralists started taking loans from the moneylenders and were thus caught in debt trap.

Q.3. Give reasons to explain why the Maasai community lost their grazing lands.

Ans. Under colonial rule, the Maasai had faced the continuous loss of their grazing lands. The reasons behind this were as follows :

(i) European imperial powers divided Africa into different colonies. In 1885, Maasai-land was cut into half with an international boundary between British Kenya and German Tanganyika. Subsequently, the best grazing lands were gradually taken over for white settlement and the Maasai were pushed into a small area in South Kenya and North Tanzania. The Maasai lost about 60 per cent of their pre-colonial lands. They were confined to an arid zone with uncertain rainfall and poor pastures.

(ii) From the late nineteenth century, the British colonial government in East Africa also encouraged the local peasants to expand cultivation. As cultivation expanded, pasturelands were transformed into cultivated fields.

(iii) Large areas of grazing land were also turned into game reserves like the Maasai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania. Pastoralists were not allowed to enter these reserves; they could neither hunt animals nor graze their herds in these areas.

Q.4. There are many similarities in the way in which the modern world forced changes in the lives of pastoral communities in India and East Africa. Write about any two examples of changes which were similar for Indian pastoralists and the Maasai herders.

Ans. (i) Both in India and Africa, the forests were reserved by the European rulers and the pastoralists were restricted to enter these forests. Mostly, these reserved forests were in the areas that had traditionally been grazing grounds for nomadic pastoralists in these two countries.

(ii) Both African and Indian pastoralists were subjected to new taxes like the Grazing Tax. They had to secure special permits to graze their herds in certain areas. They were regarded with extreme suspicion by the colonial powers.



GEOGRAPHY

1

India–Size and Location

Intext Questions

Q.1. Why 82°30'E has been selected as the Standard Meridian of India?

Ans. 82°30' East longitude line in India has been considered as Standard Meridian to fix the same time in the entire country. This line passes through almost the middle of India. Apart from this another major reason is that the international time zone of 75° East longitude to 90° East longitude falls in the middle of India. 82°30' East longitude lies almost between 75° East and 90° East longitude.

So, 82°30' East has been selected as the Standard Meridian of India.

Q.2. Why is the difference between the durations of day and night hardly felt at Kanyakumari but not so in Kashmir?

Ans. Since the axis of rotation of the Earth is tilted at 23°5' to the vertical, the circle of illumination of the Earth varies from summer to winter.

At the equator, it does not cause any time difference between day and night throughout the year, but in the North or South of it, the variation increases. Kanyakumari is close to the Equator, while Kashmir is far away from the Equator. So, this difference is felt in Kashmir in winter or summer, but it is not so in Kanyakumari.

Q.3. Area-wise which is the smallest and which is the largest state?

Ans. The smallest state : Goa, 3,702 sq.km.

The largest state : Rajasthan, 3,42,239 sq.km.

Q.4. Identify the states of India which do not have an international border or lie on the coast.

Ans. States which do not have international border or lie on the coast are Madhya Pradesh, Chhattisgarh, Telangana, Jharkhand and Haryana.

Q.5. Classify the states into four groups each having common frontiers with :

(i) Pakistan, (ii) China, (iii) Myanmar, and (iv) Bangladesh.

Ans. (i) Pakistan : Jammu & Kashmir, Punjab, Rajasthan and Gujarat.

(ii) China : Jammu and Kashmir (Union Territory),

Himachal Pradesh, Uttarakhand, Sikkim and Arunachal Pradesh.

(iii) Myanmar : Arunachal Pradesh, Nagaland, Manipur and Mizoram.

(iv) Bangladesh : Mizoram, Tripura, Assam, Meghalaya and West Bengal.

Textbook Questions

Q.1. Choose the right answer from the four alternatives given below :

(i) The Tropic of Cancer does not pass through:

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

(ii) The eastern-most longitude of India is :

- (a) 97°25'E
- (b) 68°7'E
- (c) 77°6'E
- (d) 82°32'E

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

- (a) China
- (b) Bhutan
- (c) Nepal
- (d) Myanmar

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

- (a) Puducherry
- (b) Lakshadweep
- (c) Andaman and Nicobar
- (d) Daman and Diu

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

- (a) Bhutan
- (b) Tajikistan
- (c) Bangladesh
- (d) Nepal

Ans. (i) (b), (ii) (a), (iii) (c), (iv) (b), (v) (b).

Q.2. Answer the following questions briefly :

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

Ans. Lakshadweep.

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

Ans. Russia, Canada, USA, China, Brazil and Australia.

(iii) Which island group of India lies to its South-East?

Ans. Andaman and Nicobar Islands.

(iv) Which island countries are our southern neighbours?

Ans. Sri Lanka and Maldives.

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

Ans. India's longitudinal extent of East-West extent covers a distance of about 3,000 km. So, from Arunachal Pradesh to Gujarat, there is a time lag of two hours. Hence, time along the Standard Meridian of India ($82^{\circ}30'E$) passing through Mirzapur (in Uttar Pradesh) is taken as the Standard Time for the whole country to avoid confusion created by different regional times. This time is accepted for the whole country. That is why, the watches show the same time.

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

Ans. The central location of India at the tip of the Indian Ocean is considered of great significance because :

(i) Countries of East Africa, West Asia, South and South-East Asia, and East Asia could be reached through sea routes. Hence, India established close cultural and commercial contacts with these countries.

(ii) India's eminent position in the Indian Ocean region justifies naming an ocean after it.

(iii) Since the opening of the Suez Canal in 1869, distance between India and Europe has been reduced by 7,000 km. India enjoys a favourable situation on the international highway of trade and commerce even today.

Map Skills

Q.1. Identify the following with the help of map reading :

(i) The Island groups of India lying in the Arabian Sea and the Bay of Bengal.

(ii) The countries constituting Indian Sub-continent.

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

(iv) The Northern-most latitude in degrees.

(v) The Southern-most latitude of the Indian mainland in degrees.

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

(vii) The place situated on the three seas.

(viii) The strait separating Sri Lanka from India.

(ix) The Union Territories of India.

Ans. (i) Island group in the Arabian Sea — Lakshadweep and Island group in the Bay of Bengal — Andaman and Nicobar.

(ii) Indian sub-continent includes India, Pakistan, Bangladesh, Nepal and Bhutan.

(iii) Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, West Bengal, Tripura and Mizoram.

(iv) $37^{\circ}6' N$

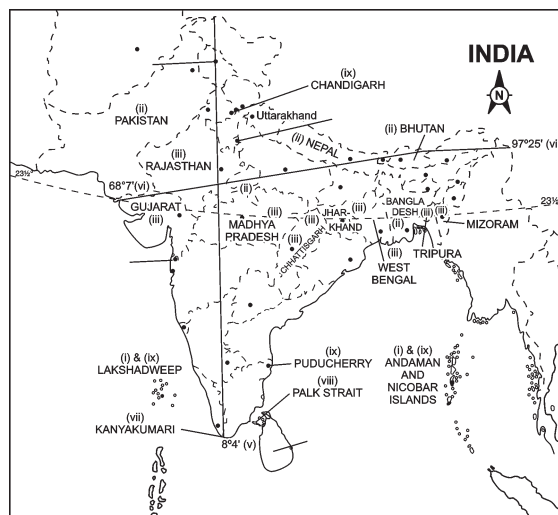
(v) $8^{\circ}4' N$

(vi) Eastern-most longitude $97^{\circ}25'$ and Western-most longitude $68^{\circ}7'$.

(vii) Kanyakumari

(viii) Palk Strait.

(ix) Chandigarh, Lakshadweep, Puducherry, Andaman and Nicobar, Daman and Diu, Dadra and Nagar Haveli, Jammu & Kashmir, Ladakh.



Project/Activity

Q.1. Find out the longitudinal and latitudinal extent of your state.

Ans. I reside in the state of Rajasthan. Rajasthan lies between longitudes 69°30' and 78°17' east and latitudes 23°3' and 30°12' north.

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

Ans. The 'Silk Route' has its historical importance. It was an important international trade route between China and the Mediterranean Sea. China produced large quantities of silk during the ancient time and exported it to the western

countries through this route. The traditional silk route was developed as a link between east and west. It promoted exchange of cultural elements.

In recent times, several new developments have taken place, which are improving communication routes in the regions of high altitude. Now, we have motorable roads. Railway lines are also being laid through bridges, tunnels and caves. Means of communication such as telephones, satellite phones, mobile phones etc. are also found in these regions.



2

Physical Features of India

Intext Questions

Q.1. Find the names of the glaciers and passes that lie in the Great Himalayas?

Ans. Glaciers in the Great Himalayas : (i) Siachen, (ii) Milam, (iii) Gangotri, (iv) Bhagirathi, (v) Baltoro, and (vi) Pindari.

Passes in the Great Himalayas : (i) Burzil, (ii) Zoji La, (iii) Shipki La, (iv) Bara Lacha La, (v) Nathu La, (iv) Bomdi La, (vii) Thaga La, (viii) Lipulekh La.

Q.2. Find the name of the states where highest peaks are located.

Ans.

Highest Peaks	States
Kanchenjunga	Sikkim
Nanga Parbat	Jammu & Kashmir (Union Territory)
Nanda Devi	Uttarakhand
Kamet	Uttarakhand
Namcha Barwa	Arunachal Pradesh

Q.3. Find the location of Mussoorie, Nainital, Ranikhet from your atlas and also name the state where they are located.

Ans.

Place	State
Mussoorie	Uttarakhand
Nainital	Uttarakhand
Ranikhet	Uttarakhand

Textbook Questions

Q.1. Choose the right answer from the four alternatives given below :

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

- (a) Coast (b) Island
(c) Peninsula (d) None of the above.

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

- (a) Himachal (b) Uttarakhand
(c) Purvanchal (d) None of the above.

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

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

(iv) The highest peak in the Eastern Ghats is:

- (a) Anamudi (b) Kanchenjunga
(c) Mahendragiri (d) Khasi

Ans. (i) (c), (ii) (c), (iii) (c), (iv) (c).

Q.2. Answer the following questions briefly :

(i) What is the 'bhabar'?

Ans. Bhabar is a narrow belt of plains, which is about 8 to 16 km wide. It is covered with pebbles deposited by rivers lying parallel to the slopes of the Shiwaliks.

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

Ans. (a) 'Himadri'. (b) 'Himachal'. (c) 'Shiwaliks'.

(iii) Which plateau lies between the Aravalli and the Vindhyan ranges?

Ans. The Malwa Plateau.

(iv) Name the island group of India having a coral origin.

Ans. The Lakshadweep Islands.

Q.3. Distinguish between :

(i) Bhangar and Khadar

(ii) Western Ghats and Eastern Ghats.

Ans. (i) Difference between Bhangar and Khadar :

	Bhangar	Khadar
(i)	It is the older alluvial soil.	It is the newer alluvial soil.
(ii)	It often contains kankar or nodules with calcium carbonates in sub-soil.	It is finer, more sandy and free from kankar nodules.
(iii)	Bhangar is not renewed frequently. Hence, it is less fertile.	Khadar is renewed frequently and is more fertile.
(iv)	It is found away from the river at a higher ground level.	It is found near river channels, in deltas and in floodplains.

(ii) Difference between Western Ghats and Eastern Ghats :

	Western Ghats	Eastern Ghats
(i)	The Western Ghats form the western side or edge of the Deccan Plateau.	The Eastern Ghats form the eastern side or edge of the Deccan Plateau.
(ii)	These Ghats are regular and comparatively higher in elevation.	These ghats have a relatively lower elevation.
(iii)	Their average elevation is 900-1600 metres.	Their average elevation is 600 metres.
(iv)	They are continuous and can be crossed through passes only.	They are discontinuous and irregular and dissected by rivers draining into the Bay of Bengal.
(v)	The highest peak is Anamudi.	The highest peak is Mahendragiri.

Q.4. Which are the major physiographic divisions of India? Contrast the relief of the Himalayan region with that of the Peninsular Plateau.

Ans. The major physiographic divisions of India are:

(i) The Himalayan Mountains

(ii) The Northern Plains

(iii) The Peninsular Plateau

(iv) The Indian Desert

(v) The Coastal Plains

(vi) The Islands

The contrast between the relief of the Himalayan region with that of the Peninsular Plateau is as follows :

	The Himalayan Region	The Peninsular Plateau
(i)	These are young fold mountains.	These are a part of the oldest structure of the earth's crust.
(ii)	These are formed of sedimentary rocks.	These are formed of igneous and metamorphic rocks.
(iii)	These consists of three parallel ranges: (1) Himadri, (2) Himachal, (3) Shiwaliks.	It consists of two sections : (1) The Central Highlands, and (2) The Deccan Plateau
(iv)	These contain the highest mountains.	These are formed of low hills.
(v)	The highest peak is Anamudi.	It has rainfed, seasonal rivers.

Q.5. Give an account of the Northern Plains of India.

Ans. A description of the Northern Plains of India is given here under :

(i) The northern plains lie to the south of the Himalayas.

(ii) The northern plains have been formed by the interplay of the three major river systems, namely, the Indus, the Ganga and the Brahmaputra along with their tributaries.

(iii) It spreads over an area of 7 lakhs sq. km. It is about 2,400 km long and 240 to 320 km broad.

(iv) It is formed of alluvial soil.

(v) With a rich soil cover combined with adequate water supply and favourable climate, it is agriculturally a very productive part of India.

(vi) On the basis of the difference in the relief, the plain is divided into four sections—

(1) Bhabar, (2) Tarai, (3) Bhangar and (4) Khadar.

Q.6. Write short notes on the following :

(i) The Indian Desert (ii) The Central Highlands

(iii) The Island Groups of India.

Ans. (i) The Indian Desert :

(a) The Indian desert lies towards the western margins of the Aravalli Hills.

(b) It is an undulating sandy plain covered with sand dunes called Barchans.

(c) This region receives very low rainfall : below 150 mm per year.

(d) It has an arid climate with low vegetation cover.

(e) Luni is the only large river in this region.

(ii) The 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 Vindhyan range is bounded by the Satpura range on the south and the Aravallis on the north-west.

(c) The flow of the rivers draining this region, namely, the Chambal, the Kali sindh, the Betwa and the Ken, is from South-West to North-East, thus, indicating the slope.

(d) The Central Highlands are wider in the west but narrower in the east.

(e) The Chotanagpur plateau marks the further eastward extension, drained by the Damodar river.

(iii) The Island Groups of India :

(a) The Lakshadweep and the Andaman and Nicobar islands are the two main island groups of India.

(b) The Lakshadweep Islands group lies close to the Malabar coast of Kerala. This group of islands is composed of small coral islands. It covers a small area of 32 sq.km. Kavaratti island is the capital of Lakshadweep.

(c) The Andaman and Nicobar islands located in the Bay of Bengal extend from North to South. They are bigger in size and are more in number and are scattered. Port Blair is the capital of this island group.

Map Skills

Q.1. On an outline map of India, show the following:

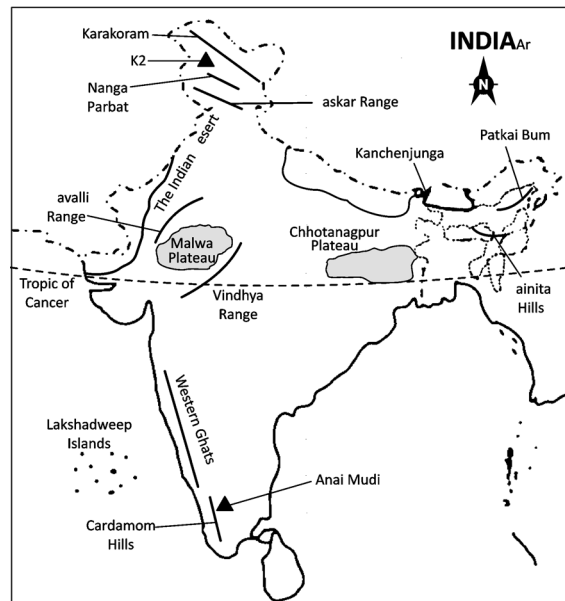
(i) Mountain and hill ranges — the Karakoram, the Zaskar, The Patkai Bum, the Jaintia, the Vindhya range, the Aravalli, and the Cardamom hills.

(ii) Peaks — K2, Kanchenjunga, Nanga Parbat and the Anaimudi.

(iii) Plateaus — Chhotanagpur and Malwa.

(iv) The Indian Desert, Western Ghats, Lakshadweep Islands.

Ans.



Project/Activity

Q.1. Locate the peaks, passes, ranges, plateaus, hills and duns hidden in the puzzle, try to find where these features are located. You may start your search horizontally, vertically or diagonally.

Note. Students may refer to the puzzle given in their textbook.

Ans. Hint :

Vertical
CHOTANAGPUR
ARAVALI
KONKAN
JAINTIA
MALWA
NILGIRI
SHIPKILA
VINDHYA
BOMDILA
SAHYADRI
SATPURA

Horizontal
NATHULA
CARDAMOM
GARO
KANCHENJUNGA
ANAIMUDI
EVEREST
PATLI



☐ Intext Questions

Q.1. Which river has the largest basin in India?

Ans. Ganga river.

Q.2. Find out the name of the biggest waterfall in India.

Ans. Jog Falls (Karnataka) — 253 m (830 ft.)

Q.3. Make a list of natural and artificial lakes with the help of the Atlas.

Ans. Natural Lakes: Wular Lake, Chilika Lake, Vembanad Lake, Loktak Lake, Sambhar Lake, Dal Lake, Lonar Lake, Pulicat Lake, Nainital Lake, Kolleru Lake.

Artificial Lakes: Govind Ballabh Pant Sagar, Dhebar Lake (Jaisamand), Nagarjuna Sagar, Gobind Sagar, Hussain Sagar, Indira Sagar, Hirakud Reservoir, Tehri Lake, Shivaji Sagar, Bhojtal.

☐ Textbook Questions

Q.1. Choose the right answer from the four alternatives given below :

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

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

(ii) The river Narmada has its source at :

- | | |
|----------------------------------|----------------|
| (a) Satpura | (b) Brahmagiri |
| (c) Amarkantak | |
| (d) Slopes of the Western Ghats. | |

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

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

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

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

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

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

Ans. (i) (d), (ii) (c), (iii) (a), (iv) (c), (v) (d).

Q.2. Answer the following questions briefly :

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

Ans. Any elevated area, such as a mountain or an upland, which separates two drainage basins, is known as a water divide. Example — Ambala. It is located between the Indus and the Ganga river.

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

Ans. The Ganga river basin.

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

Ans. The river Indus originates in Tibet near the Mansarovar Lake and the Ganga originates at the Gangotri glacier. Both of them have their origin in the Himalayas.

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

Ans. The two headstreams of the Ganga are Bhagirathi and Alaknanda. They meet at Devprayag in Uttarakhand to form the Ganga.

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

Ans. In Tibet, the river Brahmaputra carries smallest volume of water (due to less rainfall) and less silt as it is a cold and dry area. But when this river enters India, it passes through a region of high rainfall and thus, carries a large volume of water and considerable amount of silt.

(vi) Which two Peninsular rivers flow through trough?

Ans. The Narmada and the Tapi flow through troughs.

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

Ans. Some economic benefits of rivers and lakes are: (i) They can be used for generating hydro power. (ii) They can be used for irrigation. (iii) They help to develop tourism and provide recreation.

Q.3. Below are given names of a few lakes of India. Group them under two categories — Natural and lakes created by human beings : (a) Wular (b) Dal (c) Nainital (d) Bhimtal (e) Gobind Sagar (f) Loktak (g) Barapani (h) Chilika (i) Sambhar (j) Rana Pratap Sagar (k) Nizam Sagar (l) Pulicat (m) Nagarjuna Sagar (n) Hirakund.

Ans. Natural lakes : (a) Wular, (b) Dal, (c) Nainital, (d) Bhimtal, (f) Loktak, (g) Barapani, (h) Chilika, (i) Sambhar, (j) Pulicat.

Man-made lakes : (e) Gobind Sagar, (j) Rana Pratap Sagar, (k) Nizam Sagar, (m) Nagarjuna Sagar, (n) Hirakund.

Q.4. Discuss the significant difference between the Himalayan and the Peninsular rivers.

Ans. Difference between the Himalayan and the Peninsular rivers :

	The Himalayan Rivers	The Peninsular Rivers
1.	These rivers originate from the lofty Himalayan ranges and are thus named as the Himalayan rivers.	These rivers originate in the Peninsular plateau and are thus named as Peninsular rivers.
2.	These rivers have large basins and catchment areas.	These rivers have small basins and catchment areas.
3.	The Himalayan rivers form deep I-shaped valleys called the gorges.	The Peninsular rivers flow in comparatively shallow valleys.
4.	The Himalayan rivers are perennial in nature, i.e. the water flows throughout the year in these rivers.	Most of the Peninsular rivers receive water only from rainfall and water flows in these rivers in rainy season only, so these rivers are seasonal or non-perennial.
5.	The Himalayan rivers form meanders and often shift their courses.	The rivers of the Peninsular plateau follow more or less straight course and do not form meanders.
6.	The Himalayan rivers form big deltas at their mouths.	The Peninsular rivers form comparatively small deltas.

Q.5. Compare the east-flowing and the west-flowing rivers of the Peninsular plateau.

Ans. Comparison between the East-Flowing and the West-flowing Peninsular rivers :

The East-Flowing Rivers	The West-Flowing Rivers
These rivers drain into the Bay of Bengal.	These rivers drain into the Arabian Sea.
These rivers form deltas.	These rivers form estuaries.
These rivers have large tributaries.	These rivers have small-sized tributaries.
Important east-flowing rivers are Mahanadi, Godavari, Krishna and Kaveri.	Important west-flowing rivers are Narmada and Tapi.

Q.6. Why are rivers important for the country's economy?

Ans. The importance of rivers for the country's economy can be summarised as follows:

(i) They provide water which is necessary for the survival of man.

(ii) They provide water for irrigation.

(iii) They make the soil fertile which can be used for cultivation.

(iv) They serve as the arteries of commerce.

(v) They are used as a means of transportation.

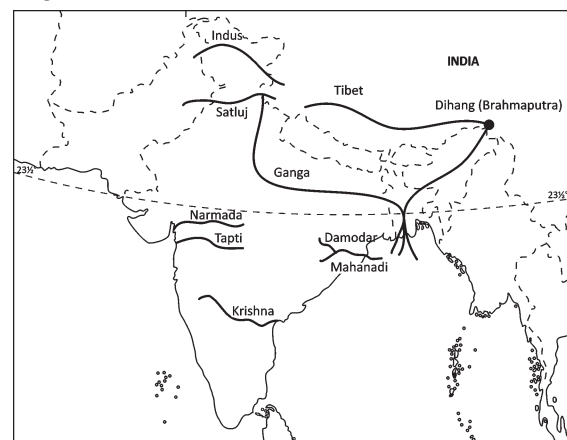
(vi) They are also used for the generation of electricity.

Map Skills

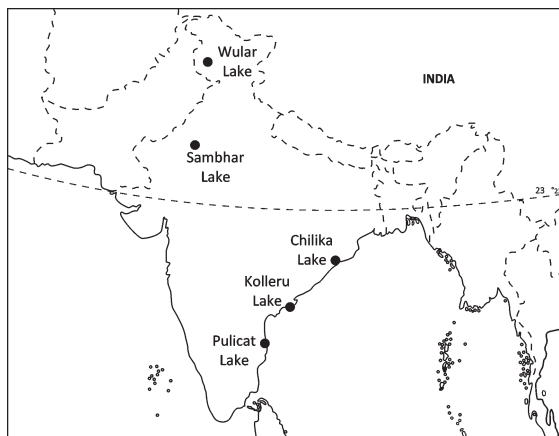
Q.1. On an outline map of India, mark and label the following rivers :

Ganga, Satluj, Damodar, Krishna, Narmada, Tapi, Mahanadi and Brahmaputra.

Ans.



Ans.



Solve this crossword puzzle with the help of given clues.

1. Nagarjuna Sagar is a river valley project. Name the river?
2. The longest river of India.
3. The river which originates from a place known as Beas Kund.
4. The river which rises in the Betul district of MP and flows west wards.
5. The river which was known as the “Sorrow” of West Bengal.
6. The river on which the reservoir for Indira Gandhi Canal has been built.
7. The river whose source lies near Rohtang Pass.

Down

9. A tributary of Indus originating from Himachal Pradesh.
10. The river flowing through fault, drains into the Arabian Sea.
11. A river of south India, which receives rainwater both in summer and winter.
12. A river which flows through Ladakh, Gilgit and Pakistan.
13. An important river of the Indian desert.
14. The river which joins Chenab in Pakistan.
15. A river which rises at Yamunotri glacier.

Ans.

							9.C			
			1.K	R	I	S	H	N	A	
	10.N						E			
2.G	A	N	G	A			N			
	R						A		11.K	
	M						3.B	E	A	S
4.T	A	P	12.I						V	
	D		N						E	
	A		5.D	A	M	O	D	A	R	
			U						I	
			6.S	A	T	13.L	U	14.J		
						U		H		
				15.Y		N		E		
			7.R	A	V	I		L		
				M				U		
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				N						
	8.G	O	D	A	V	A	R	I		



4

Climate

Q.1. Why most of the World's deserts are located in the western margins of continents in the sub-tropics ?

Ans. Most of the world's deserts are located in

the western margins of continents in the subtropics because the prevailing winds in the tropics are tropical easterly winds. These winds become dry by the time they reach the western margins of the continents and so they bring no rainfall. Thus, the region becomes moisture-

less which causes dry conditions leading to formation of deserts.

Q.2. Why the houses in Rajasthan have thick walls and flat roofs?

Ans. Rajasthan lies mostly in desert where the climate remains very hot. Due to lack of vegetation, here the sunrays fall directly on the earth. Also, the winds blow very fast here. Therefore, the houses have thick walls to maintain the inner temperature and keep them cool for longer time. They have flat roofs to collect and conserve the rainwater because there is scarcity of water in Rajasthan.

Q.3. Why is it that the houses in the Tarai region and in Goa and Mangalore have sloping roofs?

Ans. The Tarai region, Goa and Mangalore are places receiving heavy rainfall throughout the year. Therefore, the houses in these regions have sloping roofs to allow the rainwater to flow down speedily. Non-accumulation of water allows sloping roofs being safe during rainy season.

Q.4. Why houses in Assam are built on stilts?

Ans. In Assam, the average rainfall is above 300 cm. Due to heavy rainfall throughout the year, the ground always remains wet. Stilts allow free flow of water on the ground and the houses are not flooded. Therefore, houses are built on stilts to avoid wetness and danger from poisonous reptiles living on the wet ground.

☐ Textbook Questions

Q.1. Choose the correct answer from the four alternatives given below :

(i) Which one of the following places receives the highest rainfall in the world ?

- | | |
|-----------------|---------------|
| (a) Silchar | (b) Mawsynram |
| (c) Cherrapunji | (d) Guwahati. |

(ii) The wind blowing in the northern plains in summers is known as :

- | | |
|------------------|-------------------|
| (a) Kal Baisakhi | (b) Loo |
| (c) Trade winds | (d) None of these |

(iii) Monsoon arrives in India approximately in:

- | | |
|----------------|------------------|
| (a) Early May | (b) Early July |
| (c) Early June | (d) Early August |

(iv) Which one of the following characterises the cold weather season in India ?

- (a) Warm days and warm nights

(b) Warm days and cold nights

(c) Cold days and cold nights

(d) Cold days and warm nights

Ans. (i) (b), (ii) (b), (iii) (c), (iv) (b).

Q.2. Answer the following questions briefly :

(i) What are the controls affecting the climate of India?

Ans. There are six major controls affecting the climate of India. They are : latitude, altitude, pressure and wind system, distance from the sea, ocean currents and relief features.

(ii) Why does India have a monsoon type of climate?

Ans. India has a monsoon type of climate because there is a seasonal reversal in the wind system of India. During 6 months, monsoon winds blow from sea to land, while during the next 6 months, they blow from land to sea. Monsoon winds prevails between 5° and 30° latitudes on both sides of the Equator. India lies in between these latitudes, thus, it is greatly influenced by monsoon winds.

(iii) Which part of India does experience the highest diurnal range of temperature and why?

Ans. The Thar desert of Rajasthan in India experiences the highest diurnal range of temperature. It is because in the Thar desert, the weather conditions drastically change from the day to the night. During the day, there is very high temperature, while during the night, the temperature falls down significantly.

(iv) Which winds account for rainfall along the Malabar coast?

Ans. South-west monsoon winds account for rainfall along the Malabar coast.

(v) Define monsoon. What do you understand by "break" in monsoon?

Ans. Monsoon : The word 'monsoon' is derived from the Arabic word 'Mausim', which literally means season. 'Monsoon' refers to the seasonal reversal in the wind direction during a year.

Break in Monsoon : Rains taking place only for a few days at a time is called "break in monsoon". In brief, the intermission amid raining is termed as 'break' in monsoon. It is related to the movement of the monsoon.

(vi) Why is the monsoon considered a unifying bond?

Ans. India is a vast country. Here, variations are found not only in relief, climate and vegetation, but also in the life of people. But the monsoon is a geographical factor that binds these variations of the country together and establishes unity.

The arrival of the monsoon brings rains all over the country. Monsoon winds speed up the process of agriculture by providing water to us. The entire Indian landscape, its wildlife and vegetation life, the entire agricultural program, the lifestyle of the people and their festivals, all revolve around the monsoon. Due to the monsoon, there is a rhythm of the cycle of seasons every years. This is the reason why the monsoon is considered a unifying bond.

Q.3. Why does the rainfall decrease from the east to the west in Northern India?

Ans. When the Bay of Bengal branch of south-west monsoon is obstructed by the eastern Himalayas, maximum amount of rainfall is received in West Bengal, Bihar etc. As these winds advance towards west, they continue to lose moisture. Therefore, the amount of rainfall decreases from the east to the west in Northern India.

Q.4. Give reasons as to why :

(i) Seasonal reversal of wind direction takes place over the Indian sub-continent?

Ans. Reasons for the seasonal reversal of wind direction takes place over the Indian sub-continent are the following : (a) During winter, there is a high-pressure area over north of the Himalayas. Cold dry winds blow from this region to the low pressure area over the oceans to the south.

(b) In summer, a low-pressure area develops over interior Asia as well as over north-western India. This causes a complete reversal of the direction of winds during summer.

(ii) The bulk of rainfall in India is concentrated over a few months.

Ans. In India, most of the rainfall is caused by south-west monsoon which prevails in India only between June to September. Therefore, bulk of rainfall in India is concentrated in these four months only.

(iii) The Tamil Nadu coast receives winter rainfall.

Ans. The north-east monsoon winds starts blowing in October month from the land, i.e., north-eastern parts of India to the sea. These bear no water till their access to the Bay of Bengal. However, they obtain some moisture from the sea here and cause rain in the coast of Tamil Nadu.

(iv) The delta region of the eastern coast is frequently struck by cyclones.

Ans. The delta region of the Eastern coast of India is frequently struck by cyclones. This is because the cyclonic depressions that originate over the Andaman Sea are brought in by the sub-tropical easterly jet stream balancing over Peninsular India during the monsoon as well as during the October to November period. The depression moves along East to West direction thus hitting the Eastern coasts.

(v) Parts of Rajasthan, Gujarat and the leeward side of the Western Ghats are drought-prone.

Ans. This happens due to collision of rain bearing Arabian Sea branch of monsoon winds against the highly elevated Western Ghats and depletion of water there. Again, the Aravali hills, being not much elevated, the monsoon winds pass from there without causing rainfall.

Q.5. Describe the regional variations in the climatic conditions of India with the help of suitable examples.

Ans. The regional variations in the climatic conditions of India can be understood in the following ways :

(i) **Temperature** : In summer, the temperature occasionally reaches 50°C in some parts of the Rajasthan's desert area, whereas it may be around 20°C in Pahalgam in Jammu and Kashmir.

On a winter night, temperature at Drass in Jammu and Kashmir may be as low as - 45°C, while Thiruvananthapuram, on the other hand, may have a temperature of 22°C.

(ii) **Rainfall** : Most parts of the country receive rainfall from June to September, but some parts like Tamil Nadu coast get a large portion of rainfall during October and November.

The annual precipitation also varies from over 400

cm in Meghalaya to less than 10 cm in Ladakh and Western Rajasthan.

(iii) **Form of precipitation** : While precipitation is mostly in the form of snowfall in the upper parts of Himalayas, it rains over the rest of the country.

(iv) **Direction of winds** : During summer, winds move from sea to land, while during winter, winds move from land to sea.

Q.6. Give an account of weather conditions and characteristics of the cold season.

Ans. Weather Conditions of the Cold Season : An account of weather conditions of the cold season is as following :

(i) **Time period of the cold season** : The cold weather season begins from mid-November in Northern India and stays till February. December and January are the coldest months in the Northern part of India.

(ii) **Temperature** : The temperature decreases from south to the north. The average temperature of Chennai, on the eastern coast, is between 24°-25°C, while in the northern plains, it ranges between 10°-15°C. Days are warm and nights are cold. Frost is common in the north and the highest slopes of the Himalayas experience snowfall.

(iii) **Winds** : During this season, the north-east trade winds prevail over the country, it is a dry season.

(iv) **Rainfall** : Some amount of rainfall occurs on the Tamil Nadu coast from these winds, as here they blow from sea to land.

(v) **Air pressure** : In the northern part of the country, a feeble high-pressure region develops, with light winds moving outwards from this area.

(vi) **Cyclonic disturbances** : A characteristic feature of the cold weather season over the northern plains is the inflow of cyclonic disturbances from the west and the north-west. These low-pressure systems originate over the Mediterranean Sea and Western Asia and move into India, along with the westerly flow. They cause the much-needed winter rains over the plains and snow fall in the mountains.

Characteristics of the Cold Season : Clear sky, pleasant weather, low temperature and humidity, high range of temperature, cool and gentle

northern winds are the main characteristics of this season.

Q.7. Give the characteristics and effects of the monsoon rainfall in India.

Ans. Characteristics of the Monsoon Rainfall : Several characteristic features of the monsoon rainfall are the following : (i) Most of the country gets rainfall from south-west monsoons.

(ii) The rainfall from the monsoon winds is variable and quite undependable.

(iii) Much of the rainfall is received in 3-4 months.

(iv) The distribution of rainfall is highly uneven.

(v) Indian rainfall is controlled by orography, i.e., most of the rainfall is caused due to the obstruction of moisture bearing winds.

Effects of the Monsoon Rainfall : The effects of the monsoon rainfall are as hereunder :

(i) South-west monsoon does not cause regular rainfall. Its amount also varies from year to year.

(ii) After heavy rainfall, there is decrease in its quantity. Sometimes, long duration of rainy season passes even without rains.

(iii) Cyclones at the head of the Bay of Bengal control the effectiveness of monsoon winds. From June to September, the number of cyclones is about 8. Intense cyclones give strength to Monsoon winds and helps in causing heavy rainfall, their less intensity causes dry spells.

(iv) Monsoon trough of low pressure situated over the north plains also affects the distribution of rainfall. The axis of the trough close to the Himalayas causes heavy rains in the mountains and floods in the plains resulting in a great loss to man and material.

(v) Success or failure of agricultural crops depends on the amount of rainfall. Thus, Indian agriculture still remains 'A Gamble to Monsoon', though, we have tapped irrigation potential to a great extent.

Map Skills

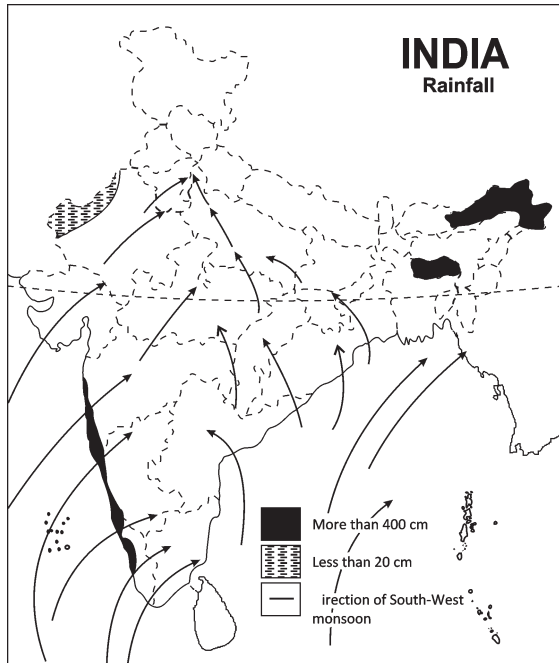
Q.1. On an outline map of India, show the following :

(i) Areas receiving rainfall over 400 cm.

(ii) Areas receiving less than 20 cm of rainfall.

(iii) The direction of the south-west monsoon over India.

Ans.



For Doing It Yourself

Q.1. Re-arrange the 10 stations in two different sequences :

- According to their distance from the equator.
- According to their altitude above mean sea-level.

Ans. (i) According to their distance from the equator :

- | | |
|------------------------|------------|
| (i) Thiruvananthapuram | - 8°29' N |
| (ii) Bangalore | - 12°58' N |
| (iii) Chennai | - 13°4' N |
| (iv) Mumbai | - 19°N |
| (v) Nagpur | - 21°9' N |
| (vi) Kolkata | - 22°34' N |
| (vii) Shillong | - 24°34' N |
| (viii) Jodhpur | - 26°18' N |
| (ix) Delhi | - 29°N |
| (x) Leh | - 34°N |

(ii) According to their altitude above mean sea-level :

- | | |
|-------------------------|--------|
| (i) Kolkata | - 6 m |
| (ii) Chennai | - 7 m |
| (iii) Mumbai | - 11 m |
| (iv) Thiruvananthapuram | - 61 m |

- | | |
|------------------|----------|
| (v) Delhi | - 219 m |
| (vi) Jodhpur | - 224 m |
| (vii) Nagpur | - 312 m |
| (viii) Bangalore | - 909 m |
| (ix) Shillong | - 1461m |
| (x) Leh | - 3506 m |

Q.2. (i) Name two rainiest stations.

(ii) Name two driest stations.

(iii) Two stations with most equable climate.

(iv) Two stations with most extreme climate.

(v) Two stations influenced by the retreating monsoon.

(vi) The two hottest stations in the months of :

(a) February (b) April (c) May (d) June

Ans. (i) Two rainiest stations:

(a) Shillong, (b) Mumbai.

(ii) Two driest stations : (a) Leh, (b) Jodhpur.

(iii) Two stations with most equable climate :

(a) Mumbai, (b) Thiruvananthapuram

(iv) Two stations with most extreme climate : (a) Leh, (b) Jodhpur.

(v) Two stations influenced by retreating monsoons: (a) Delhi, (b) Kolkata.

(vi) The two hottest stations in the month of :

(a) February : Thiruvananthapuram and Chennai.

(b) April : Nagpur and Chennai. (c) May : Nagpur and Delhi/Jodhpur. (d) June : Jodhpur and Delhi.

Q.3. Now find out :

(i) Why are Thiruvananthapuram and Shillong rainier in June than in July?

(ii) Why is July rainier in Mumbai than in Thiruvananthapuram?

(iii) Why are south-west monsoons less rainy in Chennai?

(iv) Why is Shillong rainier than Kolkata?

(v) Why is Kolkata rainier in July than in June unlike Shillong which is rainier in June than in July?

(vi) Why does Delhi receive more rain than Jodhpur?

Ans. (i) Thiruvananthapuram is located in Kerala in the southernmost part of India. By early June, monsoon enters India from the south. One of the branch of monsoon winds, i.e., Bay of Bengal branch hits the hills located around Shillong and causes heavy rainfall. As Thiruvananthapuram and Shillong come first in the way of monsoon winds, they are more rainier in June than in July.

(ii) In the month of July, the monsoon winds pass from Thiruvananthapuram and enter the interior parts of India, thus, July is less rainier in this city. On the other hand, in Mumbai, the monsoon winds rising from Arabian Sea continuously cause rainfall due to the presence of Western Ghats.

(iii) The Bay of Bengal branch of south-west monsoons causes heavy rains in the western parts of Western Ghats. Chennai lies in the extremely east. When the monsoon winds reach over there, they become almost dry. Chennai lies in rain-shadow area of south-west monsoon.

(iv) Shillong is situated on hills which trap the monsoon winds and force them to cause rainfall. But Kolkata is situated in plains where monsoon winds reach comparatively late and there are no such hills which could trap the monsoon winds.

(v) South-west monsoon first strikes Shillong and then Kolkata. Thus, Shillong receives a lot of rainfall in June itself and as these winds move on to Kolkata, they start causing rainfall over there in July.

(vi) Delhi creates barrier in the path of south-west (Bay of Bengal branch) monsoon while Jodhpur does not create any resistance in the path of south-west (Arabian Sea Branch) monsoon.

Q.4. Now think why :

- (i) Thiruvananthapuram has equable climate?
- (ii) Chennai has more rains only after the fury of monsoon is over in most parts of the country?
- (iii) Jodhpur has a hot desert type of climate?
- (iv) Leh has moderate precipitation almost throughout the year?
- (v) While in Delhi and Jodhpur most of the rain is confined to nearly three months, in

Thiruvananthapuram and Shillong it is almost nine months of the year?

In spite of these facts see carefully if there are strong evidences to conclude that the monsoons still provide a very strong framework lending overall climatic unity to the whole country.

Ans. (i) Thiruvananthapuram has an equable climate because it is closer to the sea and its climate is moderated by the sea. Being close to the Equator, it is also influenced by the equatorial type of climate where the annual range of temperature happens to be the least.

(ii) Over the most parts of India, rainfall occurs due to south-west monsoon winds. These winds start retreating in September to October months. At this time, north-east trade winds blow all over India. These winds receive vapour while moving over the Bay of Bengal which immediately carry to the Coromandel coast in Tamil Nadu. Thus, Chennai receives heavy rain during winter season.

(iii) Jodhpur falls in the rain shadow area and it is situated near to the Thar desert. This station has, therefore, extreme climate. There is also scarce of vegetation. Thus, it has a hot desert type of climate.

(iv) Leh is situated on a high altitude in Ladakh. Thus, we can see here the precipitation in the form of snow. The lowest temperature also freezes the water. Therefore, Leh has moderate precipitation almost throughout the year.

(v) Delhi and Jodhpur are located in the interior parts of country where monsoon winds reach comparatively late. On the other hand, Thiruvananthapuram and Shillong are located on the sea coast where monsoon winds strike first and cause heavy rainfall.



5

Natural Vegetation and Wild Life

Intext Questions

Q.1. (i) What will happen if plants and animals disappear from the earth's surface?

(ii) Can the human beings survive under such a situation ?

(iii) Why is bio-diversity necessary and why should it be conserved ?

Ans. (i) If plants and animals disappear from the earth, the ecological balance will be disturbed and life would become miserable. The existence of humans will not be possible.

(ii) No, the human beings cannot survive under such a situation. It is because all plants and animals species including humans are interdependent.

(iii) Bio-diversity is necessary because it provides many essential things for the survival of human beings. It should be conserved because our ecosystem has been badly damaged due to the uninterrupted and excessive exploitation of plant and animal resources in our country.

Textbook Questions

Q.1. Choose the right answer from the four alternatives given below :

(i) To which one of the following types of vegetation does rubber belong to ?

- (a) Tundra
- (b) Tidal
- (c) Himalayan
- (d) Tropical Evergreen.

(ii) Cinchona trees are found in the areas of rainfall more than :

- (a) 100 cm
- (b) 50 cm
- (c) 70 cm
- (d) less than 50 cm.

(iii) In which of the following state is the Simlipal bio-reserve located ?

- (a) Punjab
- (b) Delhi
- (c) Odisha
- (d) West Bengal.

(iv) Which one of the following bio-reserves of India is not included in the world network of bioserve ?

- (a) Manas
- (b) Nilgiri
- (c) Gulf of Mannar
- (d) Panna

Ans. (i) (d), (ii) (a), (iii) (c), (iv) *all of these options are included in the world network of bioserves.

Q.2. Answer the following questions briefly :

(i) What is a bio-reserve ? Give two examples.

Ans. A protected area, reserved for the conservation of endangered species of flora (plants) and fauna (animals) in their natural habitat. The Sunderbans in West Bengal and Nanda Devi in Uttaranchal are two examples.

(ii) Name two animals having habitat in tropical and montane type of vegetation.

Ans. (a) Tropical vegetation — Elephant, deer.
(b) Montane vegetation — Yak, Snow leopard.

Q.3. Distinguish between :

(i) Flora and fauna,

(ii) Tropical evergreen and deciduous forests.

Ans. (i) Distinction between Flora and Fauna :

	Flora	Fauna
(i)	Flora is the term used to denote plants of a particular region.	Fauna is the term used to denote animals of a particular region.
(ii)	Flora consists of grass, plants, creepers and trees.	Fauna consists of three types : (a) Terrestrial animals, (b) Aquatic animals and (c) Aerial animals.
(iii)	About 47,000 plant species are found in India.	About 90,000 animal species are found in India.
(iv)	Almost all flora species produce their own food.	No animal can produce its own food.
(v)	Flora provides food to all living organisms.	Fauna provides nutrients to the soil from its waste and decay.

(ii) Distinction between Tropical Evergreen and Deciduous Forests :

	Tropical Evergreen Forests	Tropical Deciduous Forests
(i)	These are found in areas having more than 200 cm of rainfall.	These are found in areas having rainfall between 70 cm and 200 cm.
(ii)	The trees of these forests do not shed their leaves in a definite time.	The trees of these forests shed their leaves for about six to eight weeks in dry summer.
(iii)	The trees reach great heights up to 60 metres or even above.	The trees reach heights up to 9 metres.
(iv)	These are found in heavy rainfall areas of the Western Ghats and the island groups of Lakshadweep, Andaman and Nicobar, upper parts of Assam and Tamil Nadu coast.	These forests exist in north-eastern states, along the foothills of the Himalayas, Jharkhand, West Odisha and Chhattisgarh and on the eastern slopes of the Western Ghats.
(v)	Some of the important trees of this forest are ebony, mahogany, rosewood, rubber and cinchona.	Important trees of this forest are teak, sal, shisham, bamboos, sandalwood, khair, kusum, arjun and mulberry.

(vi)	The common animals found in these forests are elephants, monkey, lamb, deer, one-horned rhinoceros etc.	The common animals found in these forests are lion, pig, deer, elephant lizards, snakes and tortoises.
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Q.4. Name different types of vegetation found in India and describe the vegetation of high altitudes.

Ans. The following major types of vegetation are found in India :

- (i) Tropical Evergreen forests,
- (ii) Tropical Deciduous forests,
- (iii) Tropical thorn forests and scrubs,
- (iv) Montane forests, and
- (v) Mangrove forests.

The vegetation found on high altitudes is known as montane vegetation. The chief characteristics of these forests are :

- (i) The wet temperate type of forests are found between a height of 1,000 metres to 2,000 metres. Evergreen broad-leaf trees such as oaks and chestnuts predominate.
- (ii) Between 1,500 metres and 3,000 metres, temperate forests containing coniferous trees like pine, deodar, silver fir, spruce and cedar are found.
- (iii) At high altitudes, generally more than 3,600 metres above sea level, temperate forests and grasslands give way to the alpine vegetation. Silver fir, junipers, pines and birches are the common trees of these forests. Ultimately, through shrubs and scrubs, they merge into alpine grasslands.
- (iv) At higher altitudes, mosses and lichens form a part of tundra vegetation.

Q.5. Quite a few species of plants and animals are endangered in India. Why?

Ans. Endangered species of plants and animals are those which face the danger of getting extinct. About 1,300 plant species and quite a few animal species have been identified as endangered species in India. The main causes for these plants and animals species becoming endangered are as follows :

- (i) Hunting by greedy hunters for commercial purposes.
- (ii) Pollution due to chemical and industrial wastes, acid deposits etc.
- (iii) Introduction of alien species causing imbalance in the ecosystem.

- (iv) Reckless cutting of plants and trees to bring land under cultivation, expanding industrialisation and habitation etc.

Q.6. Why has India a rich heritage of flora and fauna?

Ans. India has all the major physical features of the earth, i.e., mountains, plains, deserts, plateaus and islands. These five factors are suitable for the growth and development of both animal and plant kingdom in India and are essential for the growth of the bio-diversity. The different regions of the country have different soil types, different types of climate with great variations in humidity and temperature across the country. Even the rainfall is also unevenly disturbed, and various types of species of plants and animals require different climatic conditions and different soil types. Hence, the flora and fauna found in India is diverse and rich.

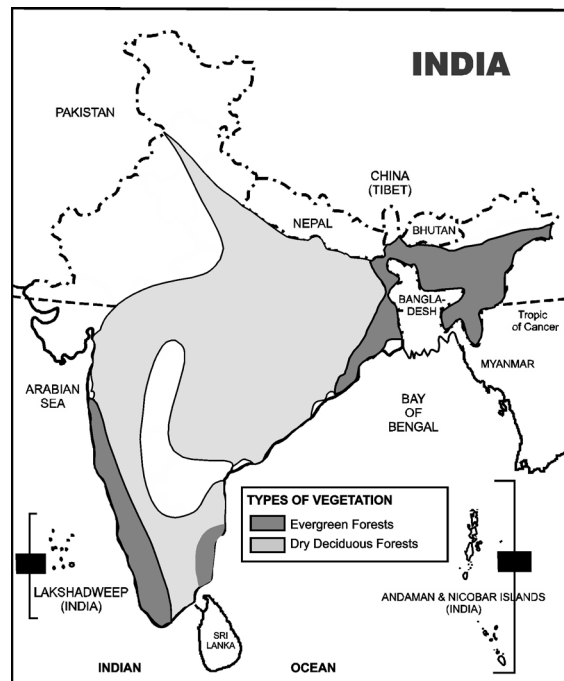
Map Skills

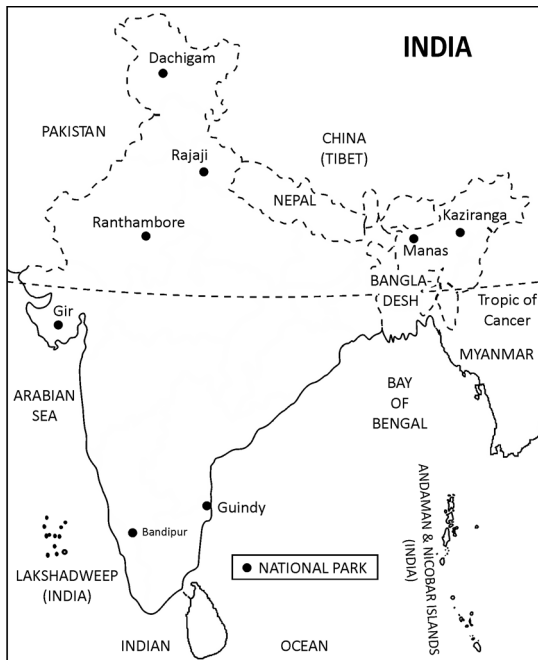
Q.1. On an outline map of India, label the following: (i) Areas of Evergreen Forests.

(ii) Areas of Dry Deciduous Forests.

(iii) Two national parks each in northern, southern, eastern and western parts of the country.

Ans.





Project/Activity

Q.1. Find some trees in your neighbourhood having medicinal values.

Ans. Neem, Tulsi, Babool, Peepal, Banyan, Amla etc.

Q.2. Find ten industries which obtain raw material from forests and wildlife.

Ans. Cotton industry, paper industry, furniture industry, leather industry, matchstick industry, ivory industry, rubber industry, medicine industry, perfume industry and glue and resin industry.



6

Population

Intext Questions

Q.1. What could be the reason of uneven distribution of population in India?

Ans. Reasons for uneven distribution of population in India are :

- (i) Nature of the terrain,
- (ii) Climate,
- (iii) Migration,
- (iv) Employment opportunities and
- (v) Availability of means of transport and communication.

Q.2. Despite the decline in growth rates, the number of people being added every decade is steadily increasing. Why?

Ans. The number of people is increasing in every decade in India. When a low annual rate is applied to a very large population, it yields a large absolute increase. When more than a billion people increase even at a lower rate, the total numbers being added becomes very large. So, the number

of people being added every decade is steadily increasing.

Textbook Questions

Q.1. Choose the right answer from the four alternatives given below :

(i) Migration change the number, distribution and composition of the population in:

- (a) the area of departure
- (b) the area of arrival
- (c) both the area of departure and arrival
- (d) none of the above.

(ii) A large proportion of children in a population is a result of :

- (a) high birth rates
- (b) high life expectancies
- (c) high death rates
- (d) more married couples

(iii) The magnitude of population growth refers to:

- (a) the total population of an area

- (b) the number of persons added each year
- (c) the rate at which the population increases
- (d) the number of females per thousand males.

(iv) According to the Census a “literate” person is one who :

- (a) can read and write his/her name
- (b) read and write any language
- (c) is 7 years old and can read and write any language with understanding.
- (d) knows the 3 ‘R’s (reading, writing, arithmetic).

Ans. (i) (c), (ii) (a), (iii) (b), (iv) (c).

Q.2. Answer the following questions briefly :

(i) Why is the rate of population growth in India declining since 1981?

Ans. Since 1981, the rate of population growth in India started declining gradually, because during this period, birth rate declined rapidly.

(ii) Discuss the major components of population growth.

Ans. The major components of population growth are as follows :

(a) **Birth Rate** : It is the number of live births per 1,000 persons in a year. It is a major component of growth, because in India, birth rate has always been higher than death rate.

(b) **Death Rate** : It is the number of deaths per 1,000 persons in a year. The main cause of the rate of growth of the population is rapid decline in death rate.

(c) **Migration** : It is the movement of people across regions and territories. Migration can be internal or international. Internal migration does not change the size of the population, but it influences the distribution of population within the nation.

(iii) Define age structure, death rate and birth rate.

Ans. **Age Structure** : It refers to the number of people in different age groups in a country. It is classified into three broad categories :

- (a) Children (generally below 15 years)
- (b) Working age (15-59 years)
- (c) Aged (Above 59 years).

Death Rate : Number of deaths per 1,000 persons in a year.

Birth Rate : Number of births per 1,000 persons in a year.

(iv) How is migration a determinant factor of population change?

Ans. Migration refers to the movement of people across the regions and territories. Migration can be internal or external. When internal migration takes place, it does not change the size of the population of a country but influences the density of population. This phenomenon of migration has resulted in the steady growth of population in towns and cities in India. In India, people have migrated to the cities because of employment opportunities and better amenities.

In international and external migration, people go to different countries because of higher education or employment opportunities. If this takes place in large numbers, it can affect the size of the population.

Q.3. Distinguish between population growth and population change.

Ans.	Population Growth	Population Change
(i)	It refers to the change in the number of inhabitants of a country/territory during a specific period of time.	It refers to the change in population composition.
(ii)	It can be expressed in two ways : (a) in terms of absolute numbers and (b) in terms of percentage change per year.	It can be affected by three factors: (a) birth rate, (b) death rate, and (c) migration.
(iii)	In this process, change in population size takes place.	In this process, change in population distribution and occupational structure takes place.

Q.4. What is the relation between occupational structure and development?

Ans. Occupational structure refers to the distribution of the population according to different types of occupation. An economically-active percentage of population is an important index of development. Occupations are generally classified as primary, secondary and tertiary. In developed nations, a major proportion of population is engaged in secondary and tertiary activities, i.e., activities like manufacturing

industry, construction, transport, communication, etc. On the other hand, The proportion of people engaged in different activities reflect the economic development of a country. Developed nations have a high proportion of people engaged in secondary and tertiary activities.

In developing countries like India, a major portion of the population is engaged in primary activities like agriculture. Thus, there is a close relationship between occupational structure and development.

Q.5. What are the advantages of having a healthy population?

Ans. The advantages of having a healthy population are as follows :

- (i) A healthy population can earn more, and thus, contribute more in the National Income of the country.
- (ii) If an individual is healthy, he will definitely be happily and also keep others happy.
- (iii) It improves the quality of production.
- (iv) There is a rapid increase in economic and social development due to healthy population.
- (v) A healthy population is itself an important resource for any country.

Q.6. What are the significant features of the National Population Policy, 2000?

Ans. The significant features of the National Population Policy, 2000 are :

- (i) Imparting free and compulsory school education up to 14 years of age
- (ii) Reducing infant mortality rate to below 30 per 1,000 live births.
- (iii) Achieving universal immunisation of children against all vaccine-preventable diseases.
- (iv) Promoting delayed marriage for girls and boys.
- (v) Making family welfare and people-centered programmes.
- (vi) Protection of adolescent girls from unwanted pregnancies.
- (vii) Protection of adolescents from Sexually Transmitted Diseases (STDs) and educate them about the risks of unprotected sex.
- (viii) Making contraceptive services accessible and affordable.
- (ix) Providing food supplements and nutritional services for the adolescent



POLITICAL SCIENCE

1

What is Democracy? Why Democracy?

☐ Intext Questions

Q.1. On the basis of your understanding of democracy so far, mentioning a few example write down some common features of : (a) Democratic governments (b) Non-democratic governments

Ans. Based on the fundamental principles of governance, here are the common features of democratic and non-democratic systems:

(a) Democratic Governments

1. Elected Representatives
2. Free and Fair Elections
3. Universal Adult Franchise
4. Rule of Law and Rights

Example- India, USA

(b) Non-Democratic Governments

1. Rule by Force or Heredity
2. Lack of Genuine Choice:
3. Suppression of Dissent
4. No Accountability

Example- North Korea (dictatorship/totalitarian), China (single-party rule), and Saudi Arabia (absolute monarchy),

Q.2. Write comments on how good or useful the following thoughts are : (a) Democracy gives every man the right to be his own oppressor. (b) Democracy consists of choosing your dictators after they've told you what you think it is you want to hear. (c) Man's capacity for justice makes democracy possible, but man's inclination to injustice makes democracy necessary. (d) Democracy is a device that insures we shall be governed no better than we deserve. (e) All the ills of democracy can be cured by more democracy

Ans. (a) "Democracy gives every man the right to be his own oppressor."

Comment: This is a highly cynical but useful warning about personal responsibility. It suggests that if voters choose bad leaders or policies, they are responsible for their own suffering.

(b) "Democracy consists of choosing your dictators after they've told you what you think it is you want to hear."

Comment : This thought highlights the manipulative side of politics (populism). It critiques how politicians use rhetoric and empty promises to gain absolute-style power.

(c) "Man's capacity for justice makes democracy possible, but man's inclination to injustice makes democracy necessary."

Comment : This is widely considered the most balanced and profound justification for democracy (by Reinhold Niebuhr). It acknowledges that humans are capable of goodness, but because we are also prone to greed and cruelty, we need a system of checks and balances.

(d) "Democracy is a device that insures we shall be governed no better than we deserve."

Comment: This (by George Bernard Shaw) is a brutal reflection on the electorate. It suggests that the government is a perfect mirror of the people's virtues and vices.

(e) "All the ills of democracy can be cured by more democracy."

Comment : This is an optimistic, reformist view. It suggests that problems like corruption or inequality aren't caused by "too much" democracy, but by a lack of it (e.g., lack of transparency or low voter turnout).

Q.3. Read these five examples of working or denial of democracy. Match each of these with the relevant feature of democracy discussed above. Example Feature A. King of Bhutan has declared that in future (i) Rule of law he will be guided by the advice given to him by elected representatives. B. Many Tamil workers who migrated from India (ii) Respect for Rights were not given a right to vote in Sri Lanka. C. The king imposed a ban on political (iii) One person one vote one value gatherings, demonstrations and rallies. D. The Indian Supreme Court held that the dissolution (iv) Free and fair electoral competition of Bihar assembly was unconstitutional. E. Political parties in Bangladesh have (v) Major decisions by agreed that a neutral government should elected leaders rule the country at the time of elections.

Ans.

	Example		Relevant Feature of Democracy
(a)	King of Bhutan has declared that in future he will be guided by the advice given to him by elected representatives.	(i)	Major decisions by elected leaders
(b)	Many Tamil workers who migrated from India were not given a right to vote in Sri Lanka.	(ii)	One person one vote one value
(c)	The king imposed a ban on political gatherings, demonstrations and rallies.	(iii)	Respect for Rights
(d)	The Indian Supreme Court held that the dissolution of Bihar assembly was unconstitutional.	(iv)	Rule of law
(e)	Political parties in Bangladesh have agreed that a neutral government should rule the country at the time of elections.	(v)	Free and Fair electoral competition

Textbook Questions

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

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

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

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

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

Ans. (a) Undemocratic (b) not sure (c) democratic (d) undemocratic.

Q.2. Here is some information about four countries. Based on this information, how would you classify each of these countries? Write 'democratic', 'undemocratic' or 'not sure' against each of these.

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

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

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

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

Ans. (a) Undemocratic, (b) Undemocratic, (c) Not sure, (d) Undemocratic.

Q.3. Which of these is not a good argument in favour of democracy? Why?

(a) People feel free and equal in a democracy.

(b) Democracies resolve conflict in a better way than others.

(c) Democratic government is more accountable to the people.

(d) Democracies are more prosperous than others.

Ans. (d) Democracies are more prosperous than others. Because prosperity depends upon the economic setup.

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

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

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

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

Ans. (a) (i) A minister said that some laws have to be passed by the Parliament : Democratic. (ii) These should conform to the regulations decided by the World Trade Organisation : Undemocratic.

(b) (i) The Election Commission ordered re-polling in a constituency : Democratic. (ii) Where large-scale rigging was reported : Undemocratic.

(c) (i) Women's representation in the Parliament has barely reached 10 per cent : Undemocratic. (ii) This led women's organisations to demand one-third seats for women: Democratic.

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

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

Ans. (d) People are free to believe in and practice any religion.

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

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

Ans. (d) Paying money to government officials to get water.

Q.7. Write a response to the following arguments against democracy: (a) Army is the most disciplined and corruption-free organisation in the country. Therefore, army should rule the country. (b) Rule of the majority means the rule of ignorant people. What we need is the rule of the wise, even if they are in small numbers. (c) If we want religious leaders to guide us in spiritual matters,

why not invite them to guide us in politics as well. The country should be ruled by religious leaders.

Ans. (a) A military dictator may not be responsive to people's aspirations. He may like to force his decisions. This may result in discontentment and tensions.

(b) Rule of the majority implied wider participation by people in decision-making. The majority cannot afford to take wrong decisions. The decision-makers can always be voted out.

(c) Religion is a matter of individual faith. Religious leaders know more about religions matter. They may not always be in a position to make desired response to people's aspirations.

Q.8. Are the following statements in keeping with democracy as a value ? Why ?

(a) Father to Daughter : I don't want to hear your opinion about your marriage. In our family, children marry where the parents tell them to. (b) Teacher to Student : Don't disturb my concentration by asking me questions in the classroom. (c) Employee to the Officer : Our working hours must be reduced according to the law.

Ans. Democracy encourages dissent, debate, discussion and consensus. The points (a) and (b) are against the spirit of democracy. Only (c) is a democratic way. In this decision-making process, management, workers and many other experts in the area, including the legal experts, will take part.

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

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

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

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

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

(e) The government owns the radio and television in the country. All the newspapers have to get

permission from the government to publish any news about government's policies and protests.

Ans. (c), (d) and (e) Show the undemocratic behaviour of the government. (b) indicates a wrong decision taken under compulsion due to the government's economic weakness, but (a) shows the government being fundamentally democratic. A country where all the citizens have the right to vote and elections are held regularly can certainly be called democratic.

These characteristics are a symbol of belief in democratic values. Therefore, it can be said that this country is a democratic country except for a few things.

Q.10. In 2004, a report published in the USA pointed to the increasing inequalities in that country. Inequalities in income reflected in the participation of people in democracy. It also shaped their abilities to influence the decisions taken by the government. The report highlighted that :

(a) If an average black family earns \$100, then the income of average white family is \$162. A white family has twelve times more wealth than the average black family.

(b) In a president's election nearly 9 out of 10 individuals in families with income over \$75,000 have voted. These people are the top 20% of the population in terms of their income. On the other hand only 5 people out of 10 from families with income less than \$15,000 have voted. They are the bottom 20% of the population in terms of their income.

(c) About 95% contribution to the political parties comes from the rich. This gives them opportunity to express their opinions and concerns, which is not available to most citizens.

(d) As poor sections participate less in politics,

the government does not listen to their concerns coming out of poverty, getting job, education, healthcare and housing for them. Politicians hear most regularly about the concerns of business persons and the rich.

Write an essay on 'Democracy and Poverty' using the information given in this report but using examples from India.

Ans. Democracy and Poverty

Democratic societies are free societies. Economic activity is market-oriented; the price of each factor-service is determined by the value of its service to the society. Hence, there are inequalities in income distribution.

Income disparities are, therefore, inherent in a democracy. Poor people co-exist with rich people. But democracy ensures equal rights to all individuals, irrespective of their economic status. Everybody enjoys equal voting rights. Therefore, in theory, there is nothing wrong with democracy on this account.

But, in practice, the rich people of the society have more resources at their command. The rich people control the media and use it for their own benefit. Influence of the rich over politics is clearly visible in countries like USA, England and India. In India, only the rich can contest elections. The votes of poor people are bought and sold. The poor cannot fight elections against the rich to get elected. Like USA, in India different political parties pay more attention to the concerns of the rich who contribute most of their funds. What is required, therefore, is that a mechanism should be evolved to organise the poor and educate them about their rights. They can be trained to assert their democratic rights.



2

Constitutional Design

Textbook Questions

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

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

(b) Members of the Constituent Assembly of

India held the same views on all provisions of the constitution.

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

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

Ans. (a) leaders of the freedom movement had a consensus that the country should be democratic after independence.

(b) The members of the Constituent Assembly of India held the same views on the principles of the constitution.

(c) A country that is a democracy should have a constitution.

(d) The constitution needs to be amended because it has to be in accordance with people's aspirations and changes in society.

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

(a) Between South Africa and its neighbours

(b) Between men and women

(c) Between the white majority and the black minority

(d) Between the coloured minority and the black majority

Ans. (c)

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

(a) Powers of the head of the state

(b) Name of the head of the state

(c) Powers of the legislature

(d) Name of the country

Ans. (b)

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

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

Ans. (a) (iv), (b) (iii), (c) (i), (d) (ii).

Q.5. Read again the extracts from Nehru's speech "Tryst with Destiny" and answer the following:

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

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

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

Ans. (a) He used this expression because all the pledges could not be fulfilled all at once but they will be fulfilled gradually. (b) The pledge of dedication to the service of India and its people and to the still larger cause of humanity. (c) He was referring to Mahatma Gandhi.

Q.6. Here are some of the guiding values of the constitution and their meaning. Rewrite them by matching then correctly.

Column A	Column B
(a) Sovereign	(i) Government will not favour any religion
(b) Republic	(ii) People have the supreme right to make decisions
(c) Fraternity	(iii) Head of the state is an elected person
(d) Secular	(iv) People should live like brothers and sisters

Ans. (a) (ii), (b) (iii), (c) (iv), (d) (i).

Q.7. How did your school celebrate the Constitution Day on November 26th? Prepare a brief report.

Ans. The Constitution Day was celebrated in our school on 26th November 2023 to create awareness regarding the Indian constitution. The programme commenced with a prayer service- praying for our country, its leaders and all the citizens. The significance of the day was highlighted by teacher Mr. Ravindra Kumar through a PowerPoint presentation, followed by a cultural programme highlighting the preamble of our constitution, the major principles of our constitution and the need to preserve the national integrity of our country. The oath was administered by teacher Mr. Babloo Singh. As a mark of respect, a fitting tribute was paid to Dr. B.R. Ambedkar, who played a pivotal role in drafting the constitution and the auspicious

day concluded with the singing of the National Anthem.

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

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

(b) Freedom struggle challenged the colonial exploitation and denial of different freedoms to Indians. Free India could not be anything but democratic.

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

Ans. (a) Democracy in India is not a gift of the British rulers. But it is true that during British rule, the experience and training gained by the Indians in the working of the legislative institutions proved to be very useful for the country, in setting up its own democratic institutions and working in them. (b) Since Indians had suffered a lot under the colonial rule of the Britishers, India could not be anything but democratic. (c) It is true that Indians were lucky to have leaders who had strong democratic convictions.

Q.9. Read the following extract from a conduct book for 'married woman', published in 1912. 'God has made the female species delicate and fragile both physically and emotionally, pitifully incapable of self-defence. They are destined thus

by God to remain in male protection— of father, husband and son—all their lives. Women should, therefore, not despair, but feel obliged that they can dedicate themselves to the service of men.' Do you think the values expressed in this para reflected the values underlying our constitution ? Or does this go against the constitutional values ?

Ans. This para does not reflect the values underlying our constitution because our constitution gives equal rights to both men and women.

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

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

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

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

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

Ans. (a) **Not True** : The authority of the rules of the constitution is much more than that of any other law. (b) **True** : The constitution lays down how different organs of the government should be formed and what are the powers of each organ. (c) **True** : Because only then the government's authority can be checked. (d) **Not True** : Because the constitution gives equal importance to values, for example, the human values.



3

Electoral Politics

Intext Questions

Q.1. Match the following features of our electoral system with the principles they reflect.

Principles	Features of election system
(i) Universal Adult Franchise	(a) Each constituency has roughly the same population
(ii) Representation of weaker sections	(b) Everyone who is 18 years of age or older, has a right to vote

(iii) Open political	(c) Anyone can form a party or contest elections competition
(iv) One vote one value	(d) Reservation of seats for the SCs and the STs

Ans. (i) (b), (ii) (d), (iii) (c), (iv) (a).

Q.2. Identify the fair and the unfair electoral practices among the following :

(i) A minister flags off a new train in his constituency a week before polling day.

(ii) A candidate promises that she will get a new train for her constituency if she is elected.

(iii) Supporters of a candidate take the voters to a temple and make them take an oath that they will vote for him.

(iv) The supporters of a candidate distribute blankets in slums in return for a promise for vote.

Ans. (i) Unfair electoral practice, (ii) Fair electoral practice, (iii) Unfair electoral practice, (iv) Unfair electoral practice.

Q.3. Here are some facts on Indian elections. Comment on each of these to say whether they reflect the strength or the weakness of our electoral system.

(i) The 16th Lok Sabha has 12 per cent women members.

Ans. Reflects the weakness of our electoral system.

(ii) The Election Commission often refuses to accept the government's advice about when the elections should be held.

Ans. Reflects the strength of our electoral system.

(iii) The 16th Lok Sabha has more than 440 members whose assets are more than Rs. 1 crore.

Ans. Reflects the weakness of our electoral system.

(iv) After losing an election the Chief Minister said: "I respect the people's verdict."

Ans. Reflects the strength of our electoral system.

Textbook Questions

Q.1. Which of the following statements about the reasons for conducting elections are false?

- Elections enable people to judge the performance of the government.
- People select the representative of their choice in an election.
- Elections enable people to evaluate the performance of the judiciary.
- People can indicate which policies they prefer.

Ans. (c) Elections enable people to evaluate the performance of the judiciary.

Q.2. Which of these is not a good reason to say that Indian elections are democratic?

- India has the largest number of voters in the world.
- India's Election Commission is very powerful.
- In India, everyone above the age of 18 has a right to vote.
- In India, the losing parties accept the electoral verdict.

Ans. (a) India has the largest number of voters in the world.

Q.3. Match the following :

(a)	It is necessary to keep the voters' list up to date because	(i)	there is a fair representation of all sections of our society
(b)	Some constituencies are reserved for SCs and STs so that	(ii)	everyone has equal opportunity to elect their representative
(c)	Everyone has one and only one vote so that	(iii)	all candidates must have a fair chance of competing in elections
(d)	Party in power is not allowed to use government vehicles because	(iv)	some people may have moved away from the area where they voted last

Ans. (a) (iv), (b) (i), (c) (ii), (d) (iii).

Q.4. List all the different election related activities mentioned in the chapter and arrange them in a time sequence, beginning with the first activity and ending with the last. Some of these activities are given below :

releasing election manifestos; counting of votes; making of voters' list; election campaign; declaration of election results; casting of votes; ordering of re-poll; announcing election schedule; filing nomination.

Ans. (i) Making the voter' list; (ii) Announcing the election schedule; (iii) Filing the nomination; (iv) Releasing election manifestos; (v) Campaigning for election; (vi) Casting of votes; (vii) Ordering of re-poll; (viii) Counting of votes; (ix) Declaration of election results;

Q.5. Surekha is an officer in-charge of ensuring free and fair elections in an assembly constituency in a state. Describe what should she focus on for each of the following stages of election :

- Election campaign,
- Polling day,
- Counting day.

Ans. (a) **Election Campaign** : She should ensure that election campaign is totally according to the norms of Election Commission and ends before 48 hours of polling.

(b) **Polling day** : Polling day should be peaceful without any violence or fake polling or rigging.

(c) **Counting day** : Counting should be done in

fair manner and only genuine candidate, who has actually won, should be declared so.

Q.6. The table below gives the proportion of different communities among the candidates who won elections to the US Congress. Compare these to the proportion of these communities in the population of the US. Based on this, would you suggest a system of reservation in the US Congress? If yes, why and for which communities? If no, why not?

Proportion of the Community (in per cent), in the		
	House of representatives	Population of US
Blacks	8	13
Hispanics	5	13
Whites	86	70

Ans. Based on the figures given in the table, it is clear that Blacks and hispanics have much less representation than their population in the US Congress. Some seats may be reserved for the blacks and the hispanics in the US Congress. In an open electoral competition, certain weaker sections may not stand a chance to get elected. They may not have the required resources, education and contacts to contest and win elections against others. Those who are influential and resourceful may prevent them from winning election.

Q.7. Can we draw the following conclusions from the information given in this chapter? Give two facts to support your position for each of these.

(a) Election Commission of India does not have enough powers to conduct free and fair elections in the country.

(b) There is a high level of popular participation in the elections in our country.

(c) It is very easy for the party in power to win an election.

(d) Many reforms are needed to make our elections completely free and fair.

Ans. (a) No, this conclusion is not true.

(i) EC can prevent use and misuse of government machinery by party in power. (ii) Government officers on election duty act under the order of the EC.

(b) Yes, this conclusion is true.

(i) All the voters are free to vote. (ii) Nobody can use force to prevent any voter from voting.

(c) No, this conclusion is not true.

(i) All the parties have to follow the same code of conduct. (ii) Party in power cannot use government machinery.

(d) Yes, this conclusion is true.

(i) Criminals are increasingly appearing as candidates. (ii) The use of money power is becoming more obvious.

Q.8. Chinappa was convicted for torturing his wife for dowry. Satbir was held guilty of practicing untouchability. The court did not allow either of them to contest elections. Does this decision go against the principles of democratic elections?

Ans. No, this decision does not go against the principles of democratic elections because they are criminals and criminals cannot contest elections.

Q.9. Here are some reports of electoral malpractices from different parts of the world. Is there anything that these countries can learn from India to improve their elections? What would you suggest in each case?

(a) During an election in Nigeria, the officer in charge of counting votes deliberately increased the votes of one candidate and declared him elected. The court later found out that more than five lakh votes cast for one candidate were counted in favour of another.

(b) Just before elections in Fiji, a pamphlet was distributed warning voters that a vote for former Prime Minister, Mahendra Chaudhary, will lead to bloodshed. This was a threat to voters of Indian Origin.

(c) In the US, each state has its own method of voting, its own procedure of counting and its own authority for conducting elections. Authorities in the state of Florida took many controversial decisions that favoured Mr. Bush in the presidential elections in 2000. But no one could change those decisions.

Ans. (a) Yes, Nigeria can learn from Indian vote counting system. Nigeria should adopt the method of counting like India's election system. At the time of counting of votes, agents of all the candidates participating in the elections are present and the votes are counted in front of them. And if there

is any doubt, the counting of votes can be done again. In addition to this, the government of Nigeria should also use Electronic Voting Machines (EVM) for voting.

(b) Yes, the people of Fiji can learn from the Indian electoral system. There should be such a powerful agency to deal with such threats, which can take immediate punitive action and voters can vote fairly. There should also be a provision that any party found to be involved in such activities will be debarred from contesting elections.

(c) The United States of America can learn from the Indian electoral system. India has a united system for conducting elections i.e., National Election Commission. Its rules and orders are followed equally throughout the country. This institution is independent and free from government influence. It can reject government decisions at the time of elections if they are not in the interest of free and fair elections.

Q.10. Here are some reports of malpractices in Indian elections. identify what the problem in each case is. What should be done to correct the situation ?

(a) Following the announcement of elections, the minister promised to provide financial aid to reopen the closed sugar mill.

(b) Opposition parties alleged that their statements and campaign was not given due attention in Doordarshan and All India Radio.

(c) An enquiry by the Election Commission showed that electoral rolls of a state contain name of 20 lakh fake voters.

(d) The hoodlums of a political party were moving with guns, physically preventing supporters of other political parties to meet the voters and attacking meeting of other parties.

Ans. (a) The announcement made by the minister other the announcement of the election is a move affecting public opinion that could impede fair elections. This is an open violation of the code of conduct. For this, the Election Commission should issue a show cause notice to the minister, and if it not get the required response, it should declare his declaration invalid and take punitive action against him.

(b) This allegation of the opposition parties hinders the conduct of fair elections. This has not given equal opportunity to the opposition parties

to reach out to the public. Therefore, voting may be affected.

The Election Commission should get it investigated and if the complaint is found correct, then it should arrange for those parties to also communicate their view on Doordarshan and All India Radio.

(c) This way, there will be no free and fair election because all these voters can vote in favour of one party. This will affect the election results.

The Election Commission should dismiss this voters' list and issue an order to prepare the correct voters' list. Alongwith this, orders should also be issued to punish the officials who made the wrong voters' list.

(d) Criminalization of politics cannot lead to free and fair elections. People will not go to participate in elections for fear of criminals, thinking that they will win by illegal voting. The Election Commission should identify such people and related political parties and take appropriate action against them. Proper security should be provided to all the candidates and the public should also be motivated to participate in the voting fearlessly.

Q.11. Ramesh was not in class when this chapter was being taught. He came the next day and repeated what he had heard from his father. Can you tell Ramesh what is wrong with these statements ?

(a) Women always vote the way men tell them to. So what is the point of giving them the right to vote ?

(b) Party politics creates tension in society. Elections should be decided by consensus, not by competition.

(c) Only graduates should be allowed to stand as candidates for elections.

Ans. (a) This statement is wrong. Women have an independent vote; they do exercise their vote on their own thinking.

(b) It is wrong. In a system of consensus, mighty and powerful will come to dominate and exploit poor and weaker sections of the society. Open elections provide a guarantee against such an exploitation.

(c) It is wrong. Educational qualifications do make a citizen more knowledgeable and aware towards the social and political situation, but the contrary is not true. Every citizen, irrespective of his educational status, should be allowed his civil right to stand for elections.



Working of Institutions

Textbook Questions

Q.1. If you are elected as the President of India, which of the following decision can you take on your own ?

- (a) Select the person you like as Prime Minister.
- (b) Dismiss a Prime Minister who has a majority in Lok Sabha.
- (c) Ask for reconsideration of a bill passed by both the Houses.
- (d) Nominate the leaders of your choice to the council of Ministers.

Ans. (c) Ask for reconsideration of a bill passed by both the Houses.

Q.2. Who among the following is a part of the political executive ?

- (a) District Collector
- (b) Secretary of the Ministry of Home Affairs
- (c) Home Minister
- (d) Director General of Police

Ans. (c) Home Minister

Q.3. Which of the following statements about the judiciary is false ?

- (a) Every law passed by the Parliament needs approval of the Supreme Court.
- (b) Judiciary can strike down a law if it goes against the spirit of the constitution.
- (c) Judiciary is independent of the Executive.
- (d) Any citizen can approach the courts if her rights are violated.

Ans. (a) Every law passed by the Parliament needs approval of the Supreme Court.

Q.4. Which of the following institutions can make changes to an existing law of the country?

- (a) The Supreme Court
- (b) The President
- (c) The Prime Minister
- (d) The Parliament

Ans. (d) The Parliament

Q.5. Match the ministry with the news that the ministry may have released.

(a)	A new policy is being made to increase the jute exports from the country.	(i)	Ministry of Defence
(b)	Telephone services will be made more accessible to rural areas.	(ii)	Ministry of Health
(c)	The price of rice and wheat sold under the Public Distribution system will go down.	(iii)	Ministry of Agriculture, Food and Public Distribution
(d)	A pulse polio campaign will be launched.	(iv)	Ministry of Commerce and Industry
(e)	The allowances of the soldiers posted on high altitudes will be increased.	(v)	Ministry of Communication and Information Technology

Ans. (a) (iv), (b) (v), (c) (iii), (d) (ii), (e) (i).

Q.6. Of all the institutions that we have studied in this chapter, name the one that exercises the powers on each of the following matters :

- (a) Decision on allocation of money for developing infrastructure like roads, irrigation, etc., and different welfare activities for the citizens.
- (b) Considers the recommendation of a committee on a law to regulate the stock exchange.
- (c) Decides on a legal disputes between two state governments.
- (d) Implements the decision to provide relief for the victims of an earthquake.

Ans. (a) The Parliament, (b) The Parliament, (c) The Judiciary, and (d) The Executive.

Q.7. Why is the Prime Minister in India not directly elected by the people ? Choose the most appropriate answer and give reasons for your choice.

- (a) In a Parliamentary democracy only the leader of the majority party in the Lok Sabha can become the Prime Minister.
- (b) Lok Sabha can remove the Prime Minister and

the Council of Minister even before the expiry of their term.

(c) Since the Prime Minister is appointed by the President there is no need for it.

(d) Direct election of the Prime Minister will involve lot of expenditure on election.

Ans. The most appropriate answer is option '(a)'.

Reason: The Indian constitution provides for a system of parliamentary democracy, In which it is written that the leader of the majority party in the Lok Sabha will be nominated as the Prime Minister by the President, rather than directly electing the Prime Minister.

Q.8. Three friends went to watch a film that showed the hero becoming Chief Minister for a day and making big changes in the state. Imran said this is what the country needs. Rizwan said this kind of a personal rule without institutions is dangerous. Shankar said all this is a fantasy. No minister can do anything in one day. What would be your reaction to such a film ?

Ans. My reaction about such film would be as follows—The film is based on both idealism and actual situation. The problems shown in the film are real, but solutions mentioned are based on the ideal, but all the work done by the hero playing the role of chief minister is within the limits of the institution. The hero is shown to be acting impractically as the chief minister. But if it can actually happen, then it is true. Our country needs similar leaders at this time.

Q.9. A teacher was making preparations for a mock parliament. She called two students to

act as leaders of two political parties. She gave them an option : Each one could choose to have a majority either in the mock Lok Sabha or in the mock Rajya Sabha. If this choice was given to you, which one would you choose and why ?

Ans. If such an option is presented to me, then I will accept the option of the leader of the majority party of the Lok Sabha because Lok Sabha is more powerful than Rajya Sabha. all decisions are taken by the Lok Sabha itself. Apart from this the leader of this house is elected by the members of the Lok Sabha and the person who has a majority in the Lok Sabha is appointed Prime Minister by the Presidents and his government is formed.

Q.10. After reading the example of the reservation order, three students had different reactions about the role of the judiciary. Which view, according to you, is a correct reading of the role of judiciary ?

(a) Srinivas argues that since the Supreme Court agreed with the government, it is not independent.

(b) Anjaiah says that judiciary is independent because it could have given a verdict against the government order. The Supreme Court did direct the government to modify it.

(c) Vijaya thinks that the judiciary is neither independent nor conformist, but acts as a mediator between opposing parties. The court struck a good balance between those who supported and those who opposed the order.

Ans. (b) The view of Anjaiah is correct regarding of the role of the judiciary.



5

Democratic Rights

Intext Questions

Q.1. Are these cases instances of violation of right to freedom ? If yes, which constitutional provision does each of these violate ?

(i) The government of India banned Salman Rushdie's book Satanic Verses on the ground that it was disrespectful to Prophet Mohammad and was likely to hurt the feelings of Muslim community.

(ii) Every film has to be approved by the Censor Board of the government before it can be shown to the public. But there is no such restriction if the same story is published in a book or a magazine.

(iii) The government is considering a proposal that there will be industrial zones or sectors of economy where workers will not be allowed to form unions or go on strike.

(iv) City administration has imposed a ban on use

of public microphones after 10 p.m. in view of the approaching secondary school examinations.

Ans. (i) Yes, this case is an instance of violation of right to freedom. It violates the freedom of speech and expression.

(ii) Yes, this case is an instance of violation of right to freedom because a film affects the whole society but books are read by only educated class of society.

(iii) Yes, this case is an instance of violation of right to freedom. It violates the freedom to form an association.

(iv) No, this case is not an instance of violation of right to freedom because our constitution gives us freedom but not to imitate others.

Q.2. Read these news reports and identify the right that is being debated in each of these cases :

(i) An emergency session of the Shiromani Gurudwara Prabandhak Committee (SGPC) rejected the proposal to form a separate body to manage the affairs of sikh shrines in Haryana. It warned the government that the sikh community would not tolerate any interference in their religious affairs. [June 2005]

(ii) The Allahabad High Court quashed the Central law, which gave Aligarh Muslim University its minority status and held illegal the reservation of seats for Muslims in its postgraduate medical courses. [January 2006]

(iii) The Rajasthan Government has decided to enact an anti-conversion law. Christian leaders have said that the Bill would aggravate the sense of insecurity and fear in the minds of minorities. [March 2005]

Ans. (i) Right to Freedom of Religion. (ii) Right to Equality. (iii) Right to Freedom of Religion.

Textbook Questions

Q.1. Which of the following is not an instance of an exercise of a fundamental right ?

- (a) Workers from Bihar go to Punjab to work on the farms.
- (b) Christian missions set up a chain of missionary schools.
- (c) Men and women government employees get the same salary.
- (d) Parents' property is inherited by their children.

Ans. (d) Parent's property is inherited by their children.

Q.2. Which of the following freedoms is not available to an Indian citizen ?

- (a) Freedom to criticise the government
- (b) Freedom to participate in armed revolution
- (c) Freedom to start a movement to change the government
- (d) Freedom to oppose the central values of the constitution

Ans. (b) Freedom to participate in armed revolution.

Q.3. Which of the following rights is available under the Indian constitution ?

- (a) Right to work
- (b) Right to adequate livelihood
- (c) Right to protect one's culture
- (d) Right to privacy

Ans. (c) Right to protect one's culture.

Q.4. Name the Fundamental Right under which each of the following rights falls :

- (a) Freedom to propagate one's religion
- (b) Right to life
- (c) Abolition of untouchability
- (d) Ban on bonded labour

Ans. (a) Right to freedom of religion (b) Right to freedom (c) Right to equality (d) Right against exploitation.

Q.5. Which of these statements about the relationship between democracy and rights is more valid ? Give reasons for your preference.

- (a) Every country that is a democracy gives rights to its citizens.
- (b) Every country that gives rights to its citizens is a democracy.
- (c) Giving rights is good, but it is not necessary for a democracy.

Ans. (a) Every country that is a democracy gives rights to its citizens.

Reasons for preference : (i) According to the definition of democracy, it is for the people, thus citizens' rights are protected in a democracy.

(ii) The main principle of democracy is an equality. Thus, in democracy the place for equality and development of citizen is definite.

Q.6. Are these restrictions on the right to freedom justified ? Give reasons for your answer.

- (a) Indian citizens need permission to visit some border areas of the country for reasons of security.

(b) Outsiders are not allowed to buy property in some areas to protect the interest of the local population.

(c) The government bans the publication of a book that can go against the ruling party in the next elections.

Ans. (a) Statement (a) is justified regarding the right to freedom. If the government imposes a ban on people moving to some sensitive border areas, then it is all right. Because it not only threatens the security of the person concerned but by taking advantage of it, people involved in anti-national activities can also exchange information with enemies. Also, such freedom can encourage illegal trade and infiltration across the border.

(b) Statement (b) is justified on the right to freedom. Citizens also have the freedom to settle anywhere in the country under the freedom given by the constitution, but if the government decides in the interest of the local people that an outsider can not buy property in a particular area then it is only fair. This is done by the government to maintain the special cultural identity of the people there.

(c) No, it is not justified on the right to freedom. People have the freedom to express their views under the constitution and the book is a medium for expressing their views. The condition is that such view should not be anti-social or anti-national. But if the government been the publication of a book only for the reason that it is against his party or it may have an impact on the ruling party in the next elections, then it is wrong. This violates a person's right to freedom.

Q.7. Manoj went to a college to apply for admission into an MBA Course. The clerk refused to take his applications and said "You, the son of a sweeper, wish to be a manager. Has anyone done this job in your community? Go to the municipality office and apply for a sweeper's position." Which of Manoj's fundamental rights are being violated in this instance? Spell these out in a letter from Manoj to the district collector.

Ans. (i) In, this instance following fundamental rights of Manoj are being violated :

- (a) Right to equality and (b) Right to freedom
- (ii) The District Collector

Agra, (U. P.)

Sub : Redressal required of violation of my right to

equality for admission in a college
Sir

I wish to inform you that my admission for pursuing a course leading to the MBA degree in D.B. college, Farah in your district has been refused because the clerk of the college said, "You are the son of a sweeper. Nobody from your community has done such a course," This is totally unjust and a violation of my Right to Equality.

I am fully qualified to apply for the course, having already completed my graduation.

You are requested to look into this matter and talk to the authorities of the concerned college to accept my application.

Thank you

Sincerely yours

Manoj

Q.8. When Madhurima went to the property registration office, the Registrar told her, "You can't write your name as Madhurima Banerjee d/o A. K. Banerjee. You are married, so you must give your husband's name. Your husband's surname is Rao. So your name should be changed to Madhurima Rao." She did not agree. She said "If my husband's name has not changed after marriage. Why should mine?" In your opinion who is right in this dispute? And Why?

Ans. After her marriage, a woman has a right either to retain her maiden name alongwith the surname of her parents or she can change her maiden surname by her husband's surname. In my opinion Madhurima is right in this dispute.

Q.9. Thousands of tribals and other forest dweller gathered at Piparia in Hoshangabad district in Madhya Pradesh to protest against their proposed displacement from the Satpura National Park, Bori Wildlife Sanctuary and Panchmarhi wildlife sanctuary. They argue that such a displacement is an attack on their livelihood and beliefs. Government claims that their displacement is essential for the development of the area and for protection of wildlife. Write a petition on behalf of the forest dweller's to the NHRC, a response from the government and a report of the NHRC on this matter.

Ans. (i) A petition on behalf of the forest dwellers to the NHRC.

Commissioner

National Human Rights Commission

New Delhi

Subject : In relation to displacements

Sir

This petition is concerned to the displacement from Satpura National Park, Bori wildlife sanctuary and Panchmarhi wildlife sanctuary. It is a matter of suffering for livelihood and beliefs. Our ancestors live in jungle and worship their Forest God' and 'mountains' but we cannot not continue it due to our displacement. Please enquire the matter and then take a decision.

Petitioner

Tribal people

(ii) A response from the government

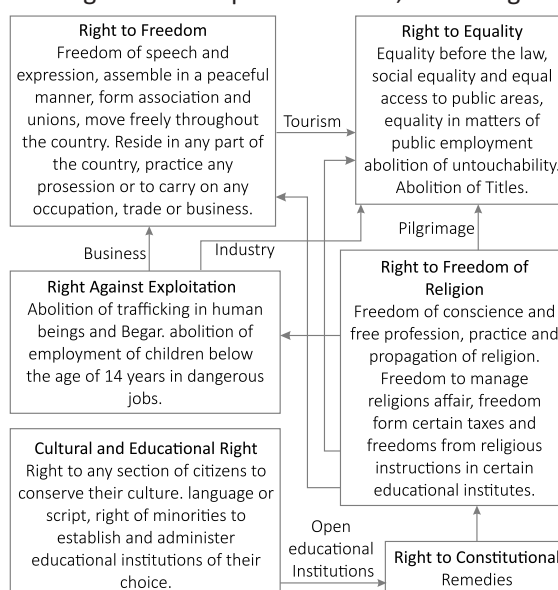
Public Information

This is to inform the people living in Satpura National Park, Bori wildlife sanctuary and Panchmarhi wildlife sanctuary that their displacement is necessary due to following reasons : (i) It is necessary for the development of these areas. (ii) If these people live here continuously then it is difficult to save the endangered species of this region. (iii) It is essential to save the nature and wildlife for the future generations.

(iii) A report of National Human Rights Commission: The Madhya Pradesh Government should clarify the following points in order to fulfil the sufficient recovery amount :

(a) The houses of forest dwellers should be made and distributed fairly. (b) All tribal people should be provided loan on minimum interest to set up new business. (c) They all should be provided adequate training to start cottage industries.

Q.10. Draw a web interconnecting different rights discussed in this chapter. For example, right to freedom of movement is connected to the freedom of occupation. One reason for this is that freedom of movement enables a person to go to place of work within one's village or city or to another village, city or state. Similarly, this right can be used for pilgrimage, connected with freedom to follow one's religion. Draw a circle for each right and mark arrows that show connection between or among different rights. For each arrow give an example that shows, the linkage.



ECONOMICS

1

The Story of Village Palampur

Intext Questions

Q.1. What is the difference between multiple cropping and modern farming method?

Ans. Difference between Multiple Cropping and Modern Farming Methods :

	Multiple Cropping	Modern Farming Methods
(i)	The same land is used for different crops under this method.	Under this method, higher yield is obtained through single crop.
(ii)	Multiple cropping employs traditional methods.	Modern farming has modern equipments, i.e., HYV seeds, chemical fertilizers, pesticides and irrigation etc.

Q.2. The following table shows the production of wheat and pulses in India after the Green Revolution in units of million tonnes. Plot this on a graph. Was the Green Revolution equally successful for both the crops? Discuss.

Ans. No, the Green Revolution was not equally successful for both crops. While it was a monumental success for wheat, pulses lagged significantly behind.

The Green Revolution is often specifically referred to as the "Wheat Revolution" because the most dramatic gains were seen here. The introduction of High-Yielding Variety (HYV) seeds, better irrigation, and chemical fertilizers worked exceptionally well for wheat. Pulses did not see a similar technological breakthrough during the initial decades.

Q.3. What is the working capital required by the farmer using modern farming methods?

Ans. Some money is always required during production to make payments and buy other necessary items, such as; seeds, chemical fertilizers, pesticides etc. Raw materials and money in hand are called working capital.

Q.4. Modern farming methods require the farmer to start with more cash than before. Why ?

Ans. Modern farming methods require the use

of HYV seeds which are costlier than traditional seeds and need inputs such as chemical fertilisers and pesticides to produce more crop.

However, for buying all these inputs, a lot of money is necessary. So modern farming methods require the use of more cash than before.

Q.5. Would you agree that the distribution of cultivated land is unequal in Palampur? Do you find a similar situation for India ? Explain.

Ans. Yes, the distribution of cultivated land is highly unequal in the village of Palampur. A similar situation regarding the unequal distribution of land is found across India.

Q.6. Why are farm labourers like Dala and Ramkali poor ?

Ans. Farm labourers like Dala and Ramkali are poor because :

(i) They are landless farm labourers, and they work on daily wages in Palampur.

(ii) The minimum wage for a farm labourer set by the government is ₹ 300 per day. But they get only ₹ 160 per day.

(iii) There is a heavy competition for work among the farm labourers in Palampur, so people agree to work for lower wages.

(iv) They remain out of work for most days of the year and have to take loan from the moneylenders to fulfil their needs. Due to seasonal unemployment, they are unable to repay the loan and they fall into a debt trap.

Q.7. Migration is common in most villages across India. Why do people migrate ?

Ans. Migration from Indian villages is primarily driven by economic necessity, searching for better employment, higher wages, and improved living standards, as rural areas often suffer from limited opportunities, agricultural distress, and poor infrastructure. Work-related factors are the main drivers for men leaving villages.

Q.8. (a) What capital did Mishrilal need to set up his jaggery manufacturing unit?

Ans. To set up his manufacturing unit, Mishrilal needed the following capital :

(i) Fixed capital in the form of a sugarcane crushing machine.

(ii) Working capital in the form of money for buying sugarcane from other farmers for crushing and for paying the electricity bill of running the sugarcane crushing machine.

Q.9. Why does Mishrilal sell his jaggery to traders in Shahpur and not in his village?

Ans. Mishrilal sells his jaggery to traders in Shahpur because there is less demand of jaggery in his village and he also gets good price for jaggery from the traders of Shahpur.

Q.10. In how many production activities is Kishora involved ?

Ans. Kishora is involved in three production activities:

(i) Primary activity : Selling buffalo's milk.

(ii) Secondary activity : Bring clay for the potter.

(iii) Tertiary activity : Transportation.

Q.11. Let us take three farmers. Each has grown wheat on his field though the production is different (see Column 2). The consumption of wheat by each farmer family is the same (Column 3). The whole of surplus wheat this year is used as capital for next year's production. Also suppose, production is twice the capital used in production. Complete the tables.

Ans. Farmer 1

	Production	Consumption	Surplus = Production- Consumption	Capital for the next year
Year 1	100	40	100-40=60	60
Year 2	120	40	120-40=80	80
Year 3	160	40	160-40=120	120

Farmer 2

	Production	Consumption	Surplus = Production- Consumption	Capital for the next year
Year 1	80	40	80-40=40	40

Year 2	80	40	80-40=40	40
Year 3	80	40	80-40=40	40

Farmer 3

	Production	Consumption	Surplus = Production- Consumption	Capital for the next year
Year 1	60	40	60-40=20	20
Year 2	40	40	40-40=0	0
Year 3	0	40	80-40=40	- 40

(a) Compare the production of wheat by the three farmers over the years.

Ans. On comparing the production of wheat by the three farmers over the years, we find that the production of Farmer 1 is increasing year after year. There is no change in the production of Farmer 2 while the production of Farmer 3 is declining.

(b) What happens to Farmer 3 in Year 3 ? Can he continue production ? What will he have to do to continue production ?

Ans. In Year 3, Farmer 3 produces nil because he made no investment in Year 2. Yes, he can continue production but will he have to borrow money from local money-lenders, traders, or government or non-government organisations to do this.

Textbook Questions

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

(a) LOCATION :

(b) TOTAL AREA OF THE VILLAGE :

(c) LAND USE (in hectares) :

Cultivated Land		Land not available for cultivation (Area covering dwellings, roads, ponds, grazing ground)
Irrigated	Unirrigated	
		26 hectares

(d) FACILITIES :

Educational	
-------------	--

Medical	
Market	
Electricity Supply	
Communication	
Nearest Town	

Ans. (a) LOCATION : A small village well-connected with Raiganj, 3 kms from Palampur.

(b) TOTAL AREA OF THE VILLAGE : 226 hectares.

(c) LAND USE (in hectares) :

Cultivated Land		Land not available for cultivation (Area covering dwellings, roads, ponds, grazing ground)
Irrigated	Unirrigated	
200 hectares	—	26 hectares

(d) FACILITIES :

Educational	Two primary and one high school.
Medical	One primary health centre and one private dispensary.
Market	Market of Raiganj and Shahpur.
Electricity Supply	Most of the houses have electricity connection.
Communication	A well-developed system of road and transport exists.
Nearest Town	Shahpur.

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

Ans. Yes, I agree that modern farming methods require more inputs which are manufactured in industry. Modern farming methods involve the use of chemical fertilizers, pesticides, HYV seeds, pumpsets, tractors, threshers etc. which are produced by industry.

Q.3. How did the spread of electricity help farmers in Palampur ?

Ans. The spread of electricity helped farmers in Palampur a lot. Electricity helped to run tubewells and pump sets for irrigation of fields. This has also

increased agricultural production in the village. Now farmers are able to grow crops during the non-rainy season also.

Q.4. Is it important to increase the area under irrigation ? Why ?

Ans. Yes, it is important to increase the area under irrigation because : (i) It is necessary to meet the food requirement of increasing population.

(ii) During monsoon season, crop losses can be avoided in case of no rain or less rain.

(iii) During non-rainy season also, agricultural land can be used for crop cultivation.

(iv) Irrigation facility retains land fertility for long time use.

Q.5. Construct a table on the distribution of land among the 450 families of Palampur.

Ans.

	Land Holding		
	Landless Families of land	Less than 2 hectares of land	More than 2 hectares of land
No. of Families	150	240	60

Q.6. Why are the wages for farm labourers in Palampur less than minimum wages ?

Ans. The wages for farm labourers in Palampur are less than minimum wages because there is heavy competition for work among the farm labourers, so people agree to work on lower wages.

Q.7. In your region, talk to two labourers. Choose either farm labourers or labourers working at construction sites. What wages do they get ? Are they paid in cash or kind ? Do they get work regularly ? Are they in debt ?

Ans. I talked to two farm labourers—Ram Prasad and Sanchi Lal. Both work on daily wages in my region. Their details are as follows :

Details	Ram Prasad	Sanchi Lal
Wages	₹ 160 per day	₹ 170 per day
Cash/ kind	Cash	Crop and meals
Regular Work	No regular work	No regular work
Are they in debt?	Yes	Yes

Q.8. What are the different ways of increasing production on the same piece of land? Use examples to explain.

Ans. The different ways of increasing production on the same piece of land are as follows:

(i) **Multiple Cropping** : Multiple cropping is the most common way of increasing production on the same piece of land. Under this method, more than one crop is grown on a piece of land during the year. For example; wheat, bajra and potato can be grown on the same piece of land.

(ii) **Modern Farming Methods** : Modern farming methods is another way of increasing production on the same piece of land. Modern farming includes the use of High Yielding Variety (HYV) of seeds, fertilizers, pesticides, irrigation, etc. This method of farming promises to produce much greater amounts of grain on a single plant.

Q.9. Describe the work of a farmer with 1 hectare of land.

Ans. A farmer who has a plot of 1 hectare has to face many problems. Cultivation of such a plot doesn't bring adequate income to meet the requirements of his family. So, he has to work on the fields of some large farmers as a labourer after working on his field.

Q.10. How do the medium and large farmers obtain capital for farming ? How is it different from the small farmers ?

Ans. Medium and large farmers retain a part of the farming for the family's consumption and sell the surplus in the market. A part of the earning is saved and kept for buying capital for the next season. Thus, they are able to arrange for the capital for farming from their own savings.

On the other hand, small farmers have little surplus because their total production is small and from this a substantial share is kept for fulfilling their own family needs. So, most of the small farmers have to borrow money to arrange for the capital. The rate of interest on such loans is very high. They are put to great distress to repay the loan.

Q.11. On what terms did Savita get a loan from Tejpal Singh ? Would Savita's condition be different if she could get a loan from the bank at a low rate of interest?

Ans. Tejpal Singh agreed to give Savita the loan at an interest rate of 24 per cent for four months. Besides, Savita has to work on his field as a farm labourers during the harvest season for ₹ 100 per day. Yes, Savita's condition would be different if she could get a loan from the bank at low rate of interest. She could have easily repaid the loan and

her condition would have been far better.

Q.12. Talk to some old residents in your region and write a short report on the changes in irrigation and changes in production methods during the last 30 years (optional).

Ans. I talked some old farmers in my region and came to know that the following changes in irrigation and production methods have taken place in the last 30 years :

(1) **Changes in Irrigation Method** : 30 years back, irrigation was dependent on rains, canals, wells etc. Persian wheels were used by farmers to draw water from the wells and irrigate small fields. But, now-a-days, irrigation is done using tubewells, pump sets etc.

(2) **Change in Production Method** : Earlier, the farming was done using traditional methods. Farmers used to plough their fields manually or with the the help of bullocks, but with the advancements in technology, ploughing, harvesting etc. works have become easier with the use of machinery like tractors, threshers etc. Production methods has changed significantly under modern farming methods. The farmers make use of HYV seeds, pesticides, chemical fertilisers, modern irrigation facilities etc.

Q.13. What are the non-farm production activities taking place in your region? Make a short list.

Ans. The list of the non-farm production activities taking place in our region are follows : (i) Dairy (ii) Transportation (iii) Tailoring (iv) Manufacturing (v) Shop-keeping (vi) Carpentry (vii) Pottery-making etc.

Q.14. What can be done so that more non-farm production activities can be started in villages?

Ans. Following steps can be taken so that more non-farm production activities can be started in villages :

(i) Loans should be made available at low rate of interest so that even people without savings can start some non-farm activity.

(ii) Another thing which is essential for expansion of non-farm activities is to have markets where the goods and services produced, can be sold.

(iii) All villages should be well-connected with improved road and railways. It will help in carrying out production activity.

(iv) Electricity supply should be made on regular basis.

(v) Government should be more active and initiate

- effective employment generating schemes.
 (vi) Government should provide training to the villagers in different skills.
 (vii) Small scale industries should be started

by entrepreneurs in rural areas to employ the villagers trained in various skills.



2

People as Resource

Intext Questions

Q.1. Say whether these activities are economic or non-economic activities : (a) Vilas sells fish in the village market. (b) Vilas cooks food for his family. (c) Sakal works in the private firm. (d) Sakal looks after his younger brother and sister.

Ans. (a) Vilas sells fish in the village market: Economic activity. This is a market activity performed for financial gain or profit.

• (b) Vilas cooks food for his family: Non-economic activity. This is a domestic service performed for personal consumption and out of care, rather than for monetary reward.

• (c) Sakal works in the private firm: Economic activity. This involves employment where he is paid a salary or remuneration for his work.

• (d) Sakal looks after his younger brother and sister: Non-economic activity. This is performed out of love and affection and does not result in income.

Q.2. Has the literacy rates of the population increased since 1951 ?

Ans. Yes, the literacy rates of the population have increased since 1951.

Q.3. Why literacy rate is high among the males of India ?

Ans. Literacy rate is high among the males of India because the opportunity to get education is more for males as compared to females due to male-dominated society in India.

Q.4. Why are women less educated than men ?

Ans. Women are less educated than men due to gender inequality and some social boundations in India. Parents do not send their girls to schools because they feel that they should look after the domestic work while boys should go to school.

Q.5. How would you calculate literacy rate in India?

Ans. The literacy rate can be calculated on the basis of the number of literate people divided by the population, multiplied by 100.

Literacy Rate =

$$\frac{\text{Number of literate People in India}}{\text{Population of India}} \times 100$$

Q.6. Is the increase in the number of colleges adequate to admit the increasing number of students ?

Ans. No, the increasing number of colleges is not adequate to admit the increasing number of students.

Q.7. Do you think we should have more number of Universities ?

Ans. Yes, I think, we should have more number of Universities to encourage higher education in India.

Textbook Questions

Q.1. What do you understand by 'people as a resource' ?

Ans. 'People as a resource' is a way of referring to a country's working people in terms of their existing productive skills and abilities. It emphasises the ability of people to contribute to the creation of the Gross National Product. Population is a resource, which is also called Human Resource.

Q.2. How is human resource different from other resources like land and physical capital?

Ans. Human resource is different from other resources like land and physical capital in the following ways :

- (i) Human resource is an active and living resource.

- (ii) Human resource is an indispensable resource.
 (iii) Human resource makes use of other resources like land, physical capital, etc.

Q.3. What is the role of education in human capital formation ?

Ans. Education plays an important role in human capital formation. It helps the people to make better use of economic opportunities available before them. It increases the quality of labour and helps to enhance the total productivity. This results in the growth of the economy.

Q.4. What is the role of health in human capital formation ?

Ans. Health plays a vital role in human capital formation. The health of a person helps him to realise his full potential. Health is an indispensable basis for realising one's well being. Economic growth can be achieved at a faster rate, if population of the country is healthy and competent. Only a healthy person can do full justice to his job. So, we can say that health has an important role in human capital formation.

Q.5. What part does health play in the individual's working life ?

Ans. Health is a very important aspect of life. It includes the physical, mental, social, emotional and economic well-being of an individual. It is rightly said that 'a sound mind lives in a sound body'. An unhealthy person is a liability for his family, organisation and country. No organisation will employ such a person who cannot work efficiently due to ill-health.

Q.6. What are the various activities undertaken in the primary sector, secondary sector and tertiary sector ?

Ans. Following activities are undertaken in the primary sector, secondary sector and tertiary sector :

- (i) **Primary Sector** : Farming, forestry, animal husbandry, fishing, poultry farming, mining, quarrying, etc.
- (ii) **Secondary Sector** : Manufacturing, processing, etc.
- (iii) **Tertiary Sector** : Trade, Transport, Communication, Banking, Education, Health, Tourism, Services, Insurance, etc.

Q.7. What is the difference between economic activities and non-economic activities?

Ans. Activities which are performed to earn money

are called economic activities. These activities add value to the National Income.

On the other hand, activities which are not performed to earn money are called non-economic activities. These activities are performed only for self-consumption.

Example : If a father works as a teacher in a school, he gets salary for it. This is an economic activity. But when he teaches his own children, he is performing a non-economic activity.

Q.8. Why are women employed in low paid work?

Ans. Women are employed in low paid work due to the following reasons :

- (i) A majority of women have lesser education and low skill sets.
- (ii) Generally, women are considered physically and emotionally weak.
- (iii) Most women work in the unorganised sector.
- (iv) Women are generally unaware of their legal rights.

Q.9. How will you explain the term unemployment?

Ans. Unemployment is a term referring to individuals who are employable and seeking a job but are unable to find a job. Furthermore, it is those people in the workforce or pool of people who are available for work who do not have an appropriate job.

Usually measured by the unemployment rate, which is dividing the number of unemployed people by the total number of people in the workforce, unemployment serves as one of the indicators of an economy's status.

Q.10. What is the difference between disguised unemployment and seasonal unemployment?

Ans. **Disguised Unemployment** : In disguised unemployment people appear to be employed but their productivity is zero. Such kind of unemployment is mostly found in agriculture.

Seasonal Unemployment : In seasonal unemployment people get jobs during some months of the year. For the rest months of the year they do not get jobs and sit idle. People dependent upon agriculture usually face this kind of unemployment.

Q.11. Why is educated unemployed, a peculiar problem of India ?

Ans. Educated unemployment is posing a great threat to our country. It has become a common phenomenon in India. Lakhs of educated persons

are unemployed. This is a peculiar problem of India in the following ways :

- (i) It leads to wastage of educated manpower resource.
- (ii) The youth feel hopeless and dejected.
- (iii) It tends to increase economic overload.
- (iv) The quality of life of an individual as well as of society is adversely affected.
- (v) Unemployment has a detrimental impact on the overall growth of an economy.

Q.12. In which field do you think India can build the maximum employment opportunity?

Ans. I think, India can build the maximum employment opportunity in the service sector or say tertiary sector. In this sector, various new services are now emerging like biotechnology, IT (information technology) and so on.

Q.13. Can you suggest some measures in the education system to mitigate the problem of the educated unemployed ?

Ans. The following measures can help to mitigate the problem of the educated unemployed :

- (i) The education system should be job-oriented.
- (ii) Education should be planned and executed properly.
- (iii) Higher education should be restricted to meritorious students only.

(iv) Education should encourage people to become self-reliant.

Q.14. Can you imagine some village which initially had no job opportunities but later came up with many ?

Ans. Yes, we can imagine not only one, but many villages, which initially had no job opportunities, but later came up with many. The villagers started to provide education to their children. These educated youngsters got absorbed in many professions in the villages like teaching, agro-engineering, etc. They created various types of employment in their villages. As a result, villages developed soon. Now these villages have better education facilities, health facilities, proper supply of water and electricity.

Q.15. Which capital would you consider the best-land, labour, physical capital and human capital? Why ?

Ans. We shall consider human capital the best capital because :

- (i) Human capital makes efficient use of other resources land, labour and physical capital. These resources cannot be useful on their own.
- (ii) Human capital can be developed to any extent.
- (iii) Human capital activates other resources.



3

Poverty As A Challenge

Intext Questions

Q.1. Why do different countries use different poverty lines ?

Ans. Different countries use different poverty lines because what is necessary to satisfy basic needs is different at different times and in different countries. Each country uses an imaginary line that is considered appropriate for its existing level of development and its accepted minimum social norms.

Q.2. Study Table 3.1 and answer the following questions :

(a) Even if poverty ratio declined between 1993-

94 and 2004-05, why did the number of poor remain at about 407 million ?

Ans. Though poverty ratio declined between 1993-94 and 2004-05, the number of poor remained at about 407 million due to population explosion during this period.

(b) Are the dynamics of poverty reduction the same in rural and urban India?

Ans. No, the dynamics of poverty reduction are not the same in rural and urban India.

Q.3. Study Graph 3.2 and answer the following :

(a) Identify the three states where the HCR is the highest.

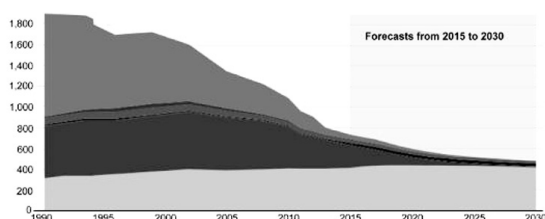
Ans. (i) Bihar (ii) Uttar Pradesh (iii) Assam.

(b) Identify the three states where HCR is the lowest.

Ans. (i) Kerala (ii) Tamil Nadu (iii) Delhi.

Q.4. Study the following graph and answer the questions that follow :

Sub-Saharan Africa, South Africa, Rest of the world, Middle East and North Africa, Latin America and the Caribbean, Europe and Central Asia, East Asia and Pacific



By 2030, forecasts indicate that nearly 9 in 10 of the extreme poor will live in Sub-Saharan Africa.

(a) Identify the areas of the world where poverty ratios have declined.

(b) Identify the area of the globe which has the largest concentration of the poor.

(c) Why do different countries use different poverty lines ?

Ans. (a) East Asia and Pacific, South Asia, Europe and Central Asia, and Latin America and the Caribbean are the areas where poverty ratios have declined between 1990 and 2020.

(b) The area of the globe with the largest concentration of the poor is Sub-Saharan Africa.

(c) Different countries use different poverty lines primarily due to variations in their cost of living, economic development, and societal standards.

Textbook Questions

Q.1. Describe how the poverty line is estimated in India ?

Ans. A common method used to measure poverty is based on the income or consumption levels. A minimum level of food requirement, clothing, footwear, fuel and light, educational and medical requirement, etc. are determined for subsistence

while determining the poverty line in India. These physical quantities are multiplied by their prices in rupees.

The present formula for food requirement while estimating the poverty line is based on the desired calorie requirement. The accepted average calorie requirement in India is 2,400 calories per person per day in rural areas and 2,100 calories per person per day in urban areas.

Q.2. Do you think that present methodology of poverty estimation is appropriate?

Ans. No, we do not think that the present methodology of poverty estimation is appropriate. The present methodology of poverty estimation takes into consideration income and consumption level only. That is insufficient criterion. According to social scientists, poverty should be looked at through some other indicators. These indicators may be lack of general resistance due to continuous malnutrition, lack of access to healthcare, lack of job opportunities, lack of access to safe drinking water and sanitation, etc. Poverty should also be viewed on the basis of social exclusion and vulnerability.

Q.3. Describe poverty trends in India since 1973.

Ans. There has been a substantial decline in poverty ratios in India. It was about 55 per cent in 1973-74, which reduced to 37 per cent in 2004-05. Although, the percentage of people living under poverty declined in the earlier two decades, i.e., 1973-1993, the number of poor declined from 407 million in 2004-05 to 270 million in 2011-12 with an average decline of 2.2 percentage points during 2004-05 to 2011-12.

The proportion of people below poverty line further came down to about 22 per cent in 2011-12. If the trend continues, people below poverty line may come down to less than 20 per cent in the next few years.

Q.4. Discuss the major reasons for poverty in India.

Ans. The major reasons for poverty in India are as follows :

(1) **Low level of Economic Development :** One historical reason is the low level of economic development under the British colonial administration. The policies of the colonial government ruined traditional handicrafts and discouraged development of industries like textiles.

(2) **Failure of Indian Administration** : The Indian administration failed at two fronts : (i) Promotion of economic growth, (ii) Population control which perpetuated the cycle of poverty.

(3) **Lack of Employment** : With the extension of irrigation and the advents of Green Revolution, many job opportunities were created in the agricultural sector but the effects were limited to some parts of India. The industries, both in the public and private sector did provide some jobs. But there were not enough to absorb all the job seekers.

(4) **Huge Income Inequalities** : This is one of the major reasons of poverty in India. Unequal distribution of land and other resources increases income inequalities.

Q.5. Identify the social and economic groups which are most vulnerable to poverty in India.

Ans. (1) **Social Groups** : The social groups more vulnerable to poverty are the scheduled caste and scheduled tribe households. These are not allowed to avail the facilities given to others due to the prevailing caste system. This leads to poverty.

(2) **Economic Groups** : The economic groups vulnerable to poverty are the rural agricultural labourer households and the urban casual labourer households. The rural agricultural labourers have no land of their own and are thus not able to earn enough to meet their daily needs, and hence remain poor.

Q.6. Give an account of inter-state disparities of poverty in India.

Ans. A major aspect of poverty in India is that the proportion of poor people is not the same in every state. The success rate of reducing poverty varies from state to state. Recent estimates show while the all India Head Count Ratio (HCR) was 21.9 per cent in 2011-12 states like Madhya Pradesh, Assam, Uttar Pradesh, Bihar and Odisha had higher poverty levels than the all India poverty level. Bihar and Odisha continue to be the two poorest states with poverty ratios of 33.7 and 32.6 per cent respectively. Along with rural poverty, urban poverty is also high in Odisha, Madhya Pradesh, Bihar and Uttar Pradesh.

In comparison, there has been a significant decline in poverty in Kerala, Maharashtra, Andhra Pradesh, Tamil Nadu, Gujarat and West Bengal. States like Punjab and Haryana have traditionally succeeded in reducing poverty with the help of

high agricultural growth rates. Kerala with the help of human resource development, West Bengal with land reform measures, Andhra Pradesh and Tamil Nadu with Public distribution of food grains have been successful in reducing poverty levels.

Q.7. Describe global poverty trends.

Ans. The proportion of people in developing countries living in extreme economic poverty has fallen from 36 per cent in 1990 to 10 per cent in 2015. Although, there has been a substantial reduction in global poverty, it is marked with great regional differences.

Poverty declined substantially in China and South-East Asian countries as a result of rapid economic growth and massive investments in human resource development. Number of poor in China has come down from 88.3 per cent in 1981 to 14.7% per cent in 2008, and to 0.6 per cent in 2019. In the countries of South Asia (India, Pakistan, Sri Lanka, Nepal, Bangladesh, Bhutan), the decline has also been rapid-34 per cent in 2005 to 15.2 per cent in 2014.

In Sub-Saharan Africa, poverty in fact declined from 51 per cent in 2005 to 40.2 per cent in 2018. In Latin America, the ratio of poverty has also declined from 10 per cent in 2005 to 4 per cent in 2018.

Poverty has also resurfaced in some of the former socialist countries like Russia where officially it was non-existent earlier.

Q.8. Describe the current government strategy of poverty alleviation.

Ans. Removal of poverty has been one of the major objectives of Indian developmental strategy. The current anti-poverty strategy of the government is based broadly on two planks :

- (i) Promotion of economic growth,
- (ii) Targeted anti-poverty programmes.

(i) **Promotion of Economic Growth** : Over a period of thirty years lasting upto the early eighties, there was little per capita income growth and not much reduction in poverty. Official poverty estimates which were about 45 percent in the early 1950s remained the same even in the early eighties. Since the eighties, India's economic growth has been one of the fastest in the world. The growth rate jumped from the average of about 3.5 per cent a year in the 1970s to about 6 per cent during the 1980s and 1990s. The higher growth

rates have helped significantly in the reduction of poverty. Therefore, it is becoming clear that there is a strong link between economic growth and poverty reduction. Economic growth widens opportunities and provides the resources needed to invest in human development. However, the poor may not be able to take direct advantage of the opportunities created by economic growth. Moreover, growth in the agriculture sector is much below the expectations.

(ii) **Targeted Anti-poverty Programmes:** There is a clear need for targeted anti-poverty programmes. The government has implemented several anti-poverty schemes to eradicate poverty. Some of these are as follows: (a) National Rural Employment Guarantee Act (NREG), 2005 (b) Prime Minister Rozgar Yojana (PMRY), 1993 (c) Rural Employment Generation Programme (REGP), 1995 (d) Swarnajayanti Gram Swarozgar Yojana (SGSY), 1999 (e) Pradhan Mantri Gramodaya Yojana (PMGY), 2000 (f) Antyodaya Anna Yojana (AAY), 2000.

Q.9. Answer the following questions briefly :

(i) What do you understand by human poverty?

Ans. Human poverty is a concept that goes beyond the limited view of poverty as lack of income. It refers to the denial of political, economic and social opportunities to an individual, needed to maintain a reasonable standard of living. Illiteracy,

lack of job opportunities, lack of access to proper healthcare and sanitation, caste and gender discrimination, etc are all components of human poverty.

(ii) Who are the poorest of the poor ?

Ans. Women, elderly people and female infants are the poorest of the poor in society. Women, elderly people and the girl child are systematically denied equal access to the resources available in the family. That is why they are considered as the poorest of the poor.

(iii) What are the main features the National Rural Employment Guarantee Act, 2005?

Ans. National Rural Employment Guarantee Act, 2005 was passed in September 2005. Its main features are as given below : (i) The Act provides 100 days assured employment every year to every rural household.

(ii) One-third of the proposed jobs would be reserved for women.

(iii) Under the programme, if an applicant is not provided employment within fifteen days he/she will be entitled to get daily unemployment allowance.

(iv) The central government and state governments will establish National Employment Guarantee Funds and State Employment Guarantee Funds respectively.



4

Food Security In India

Intext Questions

Q.1. Study Table 4.1 and answer the questions that follow:

(i) Some people say that the Bengal famine happened because there was a shortage of rice. Study the table and find out whether you agree with the statement?

Ans. If we look at the table we find rice production has been consistent in Bengal with a decline in 1941 only. We noticed that, in 1943 the total availability of rice was 79 lakh tonnes which is not too bad. So, I do not agree with the statement that the Bengal famine happened because there was a

shortage of rice.

(ii) Which year shows a drastic decline in food availability ?

Ans. The year 1941 shows a drastic decline in food availability.

Q.2. Study Graph 4.1 and answer the following questions :

(a) In which year did our country cross the 200 million tonnes per year mark in food grain production ?

Ans. In the year 2010-11, our country crossed the 200 million tonnes per year mark in food grain production.

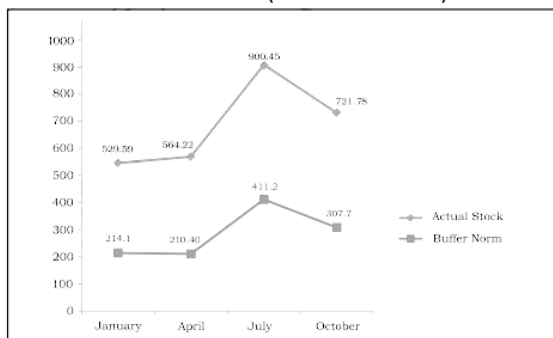
(b) In which decade did India experience the highest decadal increase in foodgrain production?

Ans. In the decade of 2000-2010, India experienced the highest decadal increase in food grain production.

(c) Is production increase consistent in India since 2000-01 ?

Ans. No, the production increase is not consistent in India since 2000-01. It has ups and downs.

Q.4. Central Foodgrains (Wheat + Rice) Stock and Minimum Buffer Norm (Million Tonnes)



Source : Food Corporation of India (dfpd.gov.in/foodgrain-stocking), 2020-21 (Accessed on 29/09/2021)

Study the Graph given above and answer the following questions :

(a) In which recent year foodgrain stock with the government was maximum ?

(b) What is the minimum buffer stock norm for the FCI ?

(c) Why were the FCI granaries overflowing with foodgrains ?

Ans. (a) The stock in July 2020-21 was maximum [900.45 million tonnes]

(b) The minimum buffer stock norm for the FCI is not a single, fixed number; it varies by the quarter of the year to account for seasonal requirements. According to the given graph, for the year 2020-21, the minimum buffer stock norm for the FCI are-

1. January: 214.1 million tonnes
2. April: 210.40 million tonnes
3. July: 411.2 million tonnes
4. October: 307.7 million tonnes

(c) The FCI granaries were overflowing with foodgrains due to a combination of high procurement and insufficient distribution.

Textbook Questions

Q.1. How is food security ensured in India ?

Ans. Food security is ensured in India by :

- (i) Creation of Buffer Stock,
- (ii) Introduction of the Public Distribution System.
- (iii) Implementation special programmes like :
 - (a) Food-for-work programme.
 - (b) Mid-day meal in Schools
 - (c) Integrated child development services.

Q.2. Which are the people more prone to food insecurity ?

Ans. A large section of people suffer from food insecurity in India. The worst affected are :

- (i) The landless people with little or no land to depend on.
- (ii) Traditional artisans.
- (iii) Providers of traditional services, petty self employed workers and destitutes, including beggars.
- (iv) Urban casual labourers engaged in seasonal activities.
- (v) The SCs, STs and some sections of OBCs.
- (vi) People affected by natural disasters.

Q.3. Which states are more food-insecure in India?

Ans. The states of Uttar Pradesh, (Eastern and South-eastern parts) Bihar, Jharkhand, Odisha, West Bengal, Chhattisgarh, parts of Madhya Pradesh and Maharashtra are more food insecure in India.

Q.4. Do you believe that Green Revolution has made India self-sufficient in food grains? How ?

Ans. After independence, India adopted a new strategy in agriculture which resulted in the Green Revolution, especially in the production of wheat and rice. The success of wheat was later replicated in rice. The increase in foodgrains production was unprecedented. The highest rate of growth was achieved in Uttar Pradesh and Madhya Pradesh, which was 44.01 and 30.21 million tonnes in 2015-16. The total foodgrain production was 252.22 Million tonnes in 2015-16. Uttar Pradesh and Madhya Pradesh recorded a significant increase in production of wheat which was 26.87 and 17.69 million tonnes in 2015-16, respectively. West Bengal and UP, on the other hand, recorded significant increase in production of rice, which

was 15.75 and 12.51 million tonnes in 2015-16 respectively.

So, it is believed that Green Revolution has made India self-sufficient in food grains.

Q.5. A section of people in India are still without food. Explain.

Ans. A large section of people in India are still without food. The worst affected groups are landless people with little or no land to depend upon, traditional artisans, providers of traditional services, petty self-employed workers and destitutes including beggars.

In the urban areas, the food insecure families are those whose working members are generally employed in ill-paid occupations and casual labour market. Besides, some groups of SCs, STs and OBCs are also included in it. They are paid very low wages that just ensure bare minimum wages for survival. These people suffer from chronic hunger because of their low income and in turn their inability to buy food even for survival.

Q.6. What happens to the supply of food when there is a disaster or a calamity ?

Ans. Due to a disaster or a calamity, total production of food grains decreases. It creates a shortage of food in the affected areas. Due to shortage of food, the prices go up. At such high prices, some people cannot afford to buy food. If such a calamity happens in a very widespread area or over a longer time period, it may cause a situation of starvation.

Q.7. Differentiate between seasonal hunger and chronic hunger.

Ans. **Seasonal Hunger :** Seasonal hunger is related to cycles of food growing and harvesting. This is prevalent in rural area because of the seasonal nature of agricultural activities, and in urban areas because of casual labour. This type of hunger exists when a person is unable to get work for the entire year.

Chronic Hunger : Chronic hunger is a consequence of diets persistently inadequate in terms of quantity and/or quality. Poor people suffer from chronic hunger because of their very low income and in turn their inability to buy food even for survival.

Q.8. What has our government done to provide food security to the poor? Discuss any two schemes launched by the government ?

Ans. India has become self-sufficient in food grains during the last thirty years because of a variety of crops grown all over the country. The availability of food grains at the national level has further been ensured with a carefully designed food security system implemented by the government. This system has two components :

(a) Buffer Stock (b) Public Distribution System. Two schemes launched by government are:

(i) **Antyodaya Anna Yojana :** This scheme was launched in December 2000. Under the scheme one crore of the poorest among the BPL families covered under the Targeted Public Distribution System were identified.

(ii) **Annapurna Scheme (APS):** With special target groups of 'poorest of the poor' and 'indigent senior citizens' respectively.

Q.9. Why buffer stock is created by the government?

Ans. Due to the following reasons, buffer stock is created by the government:

(i) A buffer stock of food grains is created by the government, so that it can be distributed in food deficit areas and among the poorer strata of society at a price much lower than the market price.

(ii) A buffer stock also helps to resolve the problem of food shortage during adverse weather conditions, a disaster or a calamity.

(iii) Maintaining buffer stock is a step taken by the government in order to ensure food security.

Q.10. Write short notes on :

(i) Minimum Support price (ii) Buffer Stock

(iii) Issue price (iv) Fair price shop.

Ans. (a) **Minimum Support Price :** The FCI purchases wheat and rice from the farmers at a pre-determined price. This price is called Minimum Support Price. Minimum Support Price is declared by the government every year before the sowing season to provide incentives to the farmers for raising the production of these crops.

(b) **Buffer Stock :** Buffer Stock is the stock of food grains, namely wheat and rice, procured by the government through Food Corporation of India. The FCI purchases wheat and rice from the farmers in states where there is surplus production-at Minimum Support Price. The purchased food grains are stored in granaries to distribute in

the deficit areas and among the poorer strata of society at a price lower than the market price.

(c) **Issue Price** : The price at which food grains are distributed by the government in the deficit areas and among the poorer people is known as Issue Price.

(d) **Fair Price Shop** : The food procured by the FCI is distributed through government regulated ration shops among the poorer sections of the society. These Ration Shops are known as Fair Price Shops. Food grains, sugar, kerosene oil are sold to people at a price lower than the market price through these ration shops.

Q.11. What are the problems of the functioning of ration shops ?

Ans. The problems of the functioning of ration shops are as follows :

(i) PDS dealers are sometimes found resorting to malpractices : (a) Diverting the grains to open market to get better margin. (b) Selling inferior quality grains at ration shops. (c) Irregular opening of the shops.

(ii) Ration shops often have unsold stocks of poor quality grains left.

(iii) Sometimes, stored grains are rotten away and also eaten by rats.

(iv) The three types of cards and the range of prices is a hindrance in the path of progress of PDS.

Q.12. Write a note on the role of co-operatives in providing food and related items.

Ans. The cooperatives are playing an important role in ensuring food security in India especially in the Southern and Western parts of the country. The co-operative societies set up shops to sell low-priced goods to poor people.

For example, out of all fair price shops running in Tamil Nadu, around 94 per cent are being run by the cooperatives.

In Delhi, Mother Dairy is making strides in provision of milk and vegetables to the consumers at controlled rate decided by Government of Delhi. Amul is another success story of co-operatives in milk and milk products from Gujarat. It has brought about the white revolution in the country. There are many more cooperatives running in different parts of the country ensuring food security of different sections of society.

