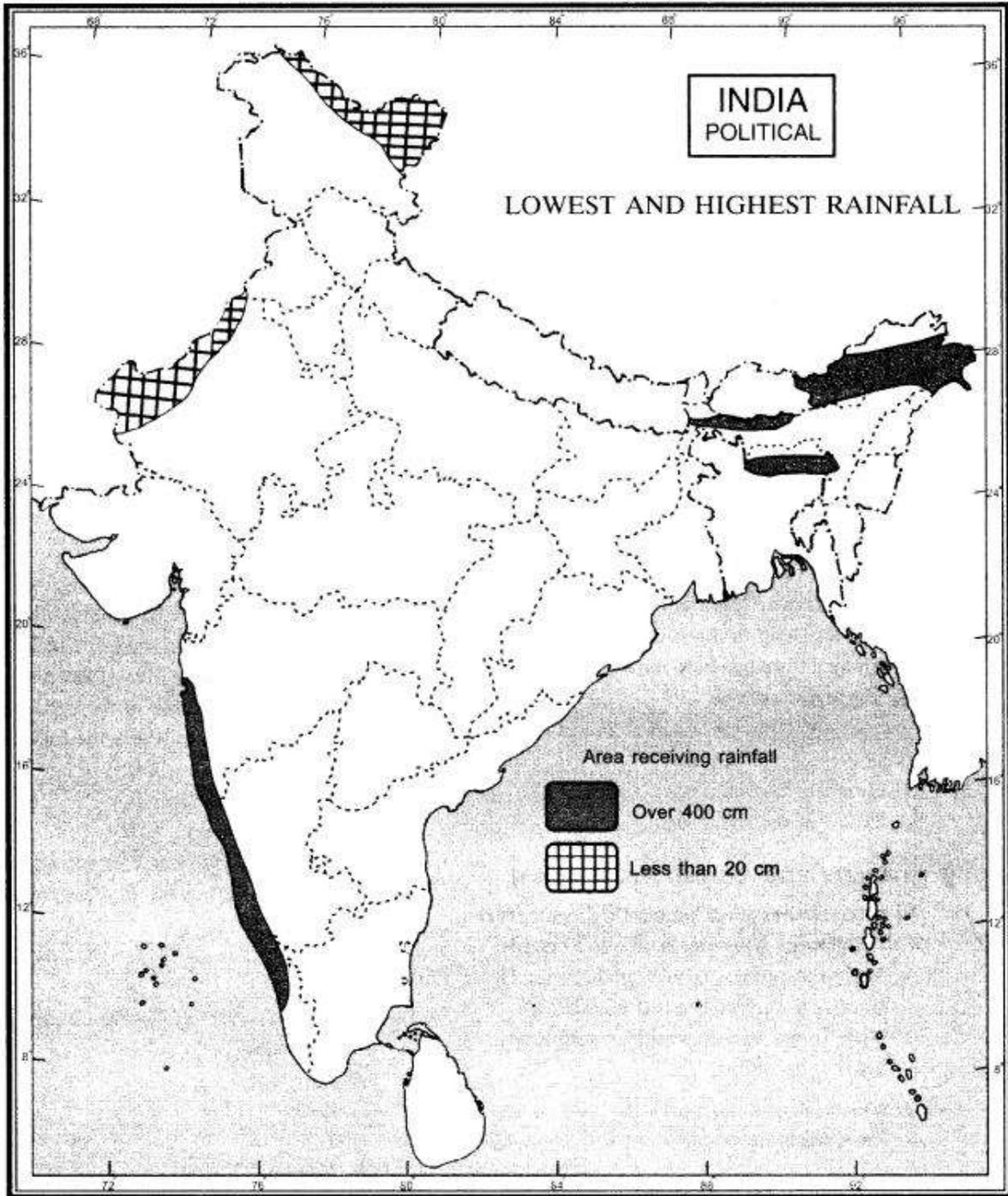


**GEOGRAPHY**  
**CHAPTER-4**  
**CLIMATE**

<b>Q.1</b>	<b>What are the controls affecting the climate of India?</b>
<b>Ans:</b>	1. Latitude 2. Altitude 3. Relief features 4. Distance from sea 5. Pressure and wind system (a) Pressure and surface winds, (b) Upper air circulation, (c) Western cyclonic disturbances
<b>Q.2</b>	<b>Why does India have a monsoon type of climate?</b>
<b>Ans:</b>	India has a monsoon type of climate because it is influenced by South-Westerly and North-Easterly monsoon winds.
<b>Q.3</b>	<b>Which winds account for rainfall along the Malabar Coast?</b>
<b>Ans:</b>	South-west monsoon winds.
<b>Q.4</b>	<b>What are Jet streams and how do they affect the climate of India?</b>
<b>Ans:</b>	Jet streams are a narrow belt of high altitude (above 12,000 m) westerly winds in the troposphere. Their speed varies from about 110 km/h in summer to about 184 km/h in winter. <ol style="list-style-type: none"> <li>1. The western cyclonic disturbances experienced in the north-western parts of the country are brought in by these westerly Jet streams.</li> <li>2. In summer the Subtropical Westerly jet Streams-moves north of the Himalayas with the apparent movement of the Sun.</li> <li>3. The sub-tropical easterly jet stream blows over peninsular India, approximately over 14 degrees North during the summer months.</li> </ol>
<b>Q.5</b>	<b>Define monsoons. What do you understand by “breaks” in monsoon?</b>
<b>Ans:</b>	The seasonal reversal in wind direction during a year is called the monsoon. Monsoon tends to have ‘breaks’ in rainfall; which means that there are wet and dry spells in between The monsoon rains take place only for a few days at a time and then come to the rainless intervals. These break-in Monsoons are related to the movement of the monsoon trough.
<b>Q.6</b>	<b>Why the monsoon is considered a unifying bond?</b>
<b>Ans:</b>	1. The unifying influence of the monsoon on the Indian subcontinent is quite perceptible. The seasonal alteration of the wind systems and the associated weather conditions provide a rhythmic cycle of seasons. 2. The monsoon winds bind the whole country by providing water to set the agricultural activities in motion. 3. The Indian landscape, its flora and fauna etc. are highly influenced by the monsoon.
<b>Q.7</b>	<b>Why does the rainfall decrease from the east to the west in Northern India?</b>
<b>Ans:</b>	The rainfall decreases from east to west because the moisture content of the winds decreases as they blow from east to west.
<b>Q.8</b>	<b>Give reasons as to why.</b>
	<b>(i)The bulk of rainfall in India is concentrated over a few months.</b> The bulk of rainfall is concentrated over a few months because the rain-bearing winds blow from sea to land only during these 4 months that is June to September.
	<b>(ii) The Tamil Nadu coast receives winter rainfall.</b> 1. During the cold-weather season, the north-east trade winds prevail over the country. 2. Some amount of rainfall occurs on the Tamil Nadu coast from these winds as here they blow from sea to land.

	<b>(iii) The delta region of the eastern coast is frequently struck by cyclones.</b>
	<ol style="list-style-type: none"> <li>1. The low-pressure conditions, over north-western India, get transferred to the Bay of Bengal by early November.</li> <li>2. This shift is associated with the occurrence of cyclonic depressions, which originate over the Andaman Sea. These cyclones generally cross the eastern coasts of India cause heavy and widespread rain. These tropical cyclones are often very destructive.</li> </ol>
	<b>(iv) Parts of Rajasthan, Gujarat and the leeward side of the Western Ghats are drought-prone</b>
	<ol style="list-style-type: none"> <li>1. In Rajasthan, Aravali ranges lie parallel to the direction of the south-western monsoon so they cannot check the rain-bearing wind.</li> <li>2. Gujarat receives less rainfall as there are no mountains to make effective orographic barriers for the monsoon winds</li> <li>3. The leeward side of Western Ghats receives less rainfall because it lies in rain shadow areas.</li> </ol>
<b>Q9</b>	<b>Describe the regional variations in the climatic conditions of India with the help of suitable examples.</b>
<b>Ans</b>	<p>Despite an overall unity in the general pattern, there are perceptible regional variations in climatic conditions within the country.</p> <ol style="list-style-type: none"> <li>1. In summer, the mercury occasionally touches 50°C in some parts of the Rajasthan desert, whereas it may be around 20°C in Pahalgam in Jammu and Kashmir.</li> <li>2. On a winter night, the temperature at Drass in Jammu-Kashmir may be as low as minus 45°C. Thiruvananthapuram, on the other hand, may have a temperature of 22°C.</li> <li>3. Precipitation is mostly in the form of snowfall in the upper parts of the Himalayas, it rains over the rest of the country.</li> <li>4. The annual precipitation varies from over 400 cm in Meghalaya to less than 10 cm in Ladakh and western Rajasthan.</li> <li>5. Most parts of the country receive rainfall from June to September. But some parts like the Tamil Nadu coast get a large portion of its rain during October and November.</li> </ol>
<b>Q10</b>	<b>Discuss the mechanism of monsoons.</b>
<b>Ans</b>	<p>To understand the mechanism of the monsoons, the following facts are important.</p> <ol style="list-style-type: none"> <li>1. The differential heating and cooling of land and water create a low pressure on the landmass of India while the seas around experience comparatively high pressure.</li> <li>2. The shift of the position of Inter-Tropical Convergence Zone (ITCZ) in summer, over the Ganga plain (this is the equatorial trough normally positioned about 5°N of the equator – also known as the Monsoon trough during the monsoon season).</li> <li>3. The presence of the high-pressure area, east of Madagascar, approximately at 20°S over the Indian Ocean. The intensity and position of this high-pressure area affect the Indian Monsoon.</li> <li>4. The Tibetan plateau gets intensely heated during summer, which results in strong vertical air currents and the formation of high pressure over the plateau at about 9 km above sea level.</li> <li>5. The movement of the westerly jet stream to the north of the Himalayas and the presence of the Tropical easterly jet stream over the Indian peninsula during summer.</li> </ol>
<b>Q11</b>	<b>Give an account of weather conditions and characteristics of the cold season.</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. The cold weather season begins from mid-November in northern India and stays till February.</li> <li>2. December and January are the coldest months in the northern part of India. The temperature decreases from the south to the north.</li> <li>3. The average temperature of Chennai, on the eastern coast, is between 24° – 25° Celsius, while in the northern plains, it ranges between 10° – 15° Celsius.</li> <li>4. Days are warm and nights are cold.</li> <li>5. Frost is common in the north and the higher slopes of the Himalayas experience snowfall.</li> <li>6. Tamil Nadu coast receives rain during these months.</li> </ol>

<b>Q12</b>	<b>Give the characteristics and effects of the monsoon rainfall in India.</b>
<b>Ans</b>	<p><b>Characteristics</b></p> <ol style="list-style-type: none"> <li>1. The duration of the monsoon is between 100-120 days from early June to mid-September.</li> <li>2. Around the time of its arrival, the normal rainfall increases suddenly and continues constantly for several days. This is known as the ‘burst of the monsoon.</li> <li>3. The monsoon arrives at the southern tip of the Indian peninsula generally by the first week of June and by mid-July it covers almost the whole of India.</li> </ol> <p><b>Effects</b></p> <ol style="list-style-type: none"> <li>1. Agriculture in India largely depends on the Indian monsoon for water, late and low or excessive rain harms crops.</li> <li>2. Due to the uneven distribution of rainfall few places are drought-prone and few places are affected by floods.</li> <li>3. The monsoon provides India with a diverse climatic pattern.</li> </ol>
	<b>Handout Questions</b>
<b>1.</b>	Describe the main features of the Retreating Monsoon season in India.
<b>2.</b>	What are temperate cyclones? How do they influence the climate of India?
<b>3.</b>	Explain the three features of the Monsoon rains.
<b>4.</b>	Describe the role of El Nino and Southern Oscillation to control the climate of India.
	<b>Map Work</b>
<b>1.</b>	Areas receiving rainfall over 400 cm.
<b>2.</b>	Areas receiving rainfall less than 20 cm.



**GEOGRAPHY**  
**CHAPTER 5**  
**NATURAL VEGETATION AND WILDLIFE**

<b>Textbook Questions</b>					
<b>Q1.</b>	<b>What factors are responsible for the distribution of plants and animals in India?</b>				
<b>Ans</b>	The factors responsible for the distribution of plants (flora) and animals (fauna) in India are: <b>Relief factors</b> (a) Land (b) Soil <b>Climate</b> (a) Temperature (b) Precipitation (c) Photoperiod (sunlight)				
<b>Q2.</b>	<b>What is a bio-reserve? Give two examples.</b>				
<b>Ans</b>	A bio-reserve is an area in which the flora and fauna of the given country are protected and there are certain researches are done on them. Examples are Sunderbans in West Bengal and Simlipal in Orissa.				
<b>Q3.</b>	<b>Name two animals having habitat in the tropical and Montane type of vegetation.</b>				
<b>Ans</b>	(a) <b>Animals found in Tropical forests region</b> , tiger, pig, deer and elephant.  (b) <b>Animals found in Montane forests</b> are Kashmir stag, spotted deer, wild sheep, jackrabbit, Tibetan antelope, yak, snow leopard, squirrels. Shaggy horn wild ibex. Bear and rare red panda, sheep and goats with thick hair.				
<b>Q4.</b>	<b>Distinguish between:</b>				
<b>(i)</b>	<b>Flora and Fauna.</b>				
<b>Ans</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; border-bottom: 1px solid black;"><b>Flora</b></th> <th style="width: 50%; text-align: center; border-bottom: 1px solid black;"><b>Fauna</b></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; border-right: 1px solid black;"> <ol style="list-style-type: none"> <li>1. Used to denote plants of a particular region.</li> <li>2. It consists of forests, grasslands, flowering and non-flowering trees.</li> </ol> </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. The species of animals are referred to as fauna.</li> <li>2. These include birds, fish, animals, insects etc.</li> </ol> </td> </tr> </tbody> </table>	<b>Flora</b>	<b>Fauna</b>	<ol style="list-style-type: none"> <li>1. Used to denote plants of a particular region.</li> <li>2. It consists of forests, grasslands, flowering and non-flowering trees.</li> </ol>	<ol style="list-style-type: none"> <li>1. The species of animals are referred to as fauna.</li> <li>2. These include birds, fish, animals, insects etc.</li> </ol>
<b>Flora</b>	<b>Fauna</b>				
<ol style="list-style-type: none"> <li>1. Used to denote plants of a particular region.</li> <li>2. It consists of forests, grasslands, flowering and non-flowering trees.</li> </ol>	<ol style="list-style-type: none"> <li>1. The species of animals are referred to as fauna.</li> <li>2. These include birds, fish, animals, insects etc.</li> </ol>				
<b>(ii)</b>	<b>Tropical evergreen and deciduous forests.</b>				
<b>Ans</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; border-bottom: 1px solid black;"><b>Tropical Evergreen</b></th> <th style="width: 50%; text-align: center; border-bottom: 1px solid black;"><b>Deciduous Forests</b></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; border-right: 1px solid black;"> <ol style="list-style-type: none"> <li>1. These forests are found in areas getting more than 200cm of annual rainfall.</li> <li>2. There is no definite time for trees to shed their leaves. As such these forests appear green all the year-round</li> <li>3. Vegetation is luxuriant, multi-layered.</li> <li>4. Commercially important trees are ebony, mahogany, rosewood, rubber, and cinchona.</li> <li>5. These forests are found in the Western Ghats, Island groups of Lakshadweep, Andaman and Nicobar, upper parts of Assam and Tamil Nadu coast.</li> </ol> </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. These forests are found in areas getting annual rainfall of 70-200 cm.</li> <li>2. Trees shed their leaves for about 6-8 weeks in dry summer.</li> <li>3. Forests are divided between Dry and Wet Deciduous Forests.</li> <li>4. Important trees are Bamboos, Sal, Shisham, Khair, Arjun.</li> <li>5. These forests are found in north-eastern states, along the foothills of Himalayas, Jharkhand, West Orissa and Chhattisgarh and the eastern slopes of the Western Ghats.</li> </ol> </td> </tr> </tbody> </table>	<b>Tropical Evergreen</b>	<b>Deciduous Forests</b>	<ol style="list-style-type: none"> <li>1. These forests are found in areas getting more than 200cm of annual rainfall.</li> <li>2. There is no definite time for trees to shed their leaves. As such these forests appear green all the year-round</li> <li>3. Vegetation is luxuriant, multi-layered.</li> <li>4. Commercially important trees are ebony, mahogany, rosewood, rubber, and cinchona.</li> <li>5. These forests are found in the Western Ghats, Island groups of Lakshadweep, Andaman and Nicobar, upper parts of Assam and Tamil Nadu coast.</li> </ol>	<ol style="list-style-type: none"> <li>1. These forests are found in areas getting annual rainfall of 70-200 cm.</li> <li>2. Trees shed their leaves for about 6-8 weeks in dry summer.</li> <li>3. Forests are divided between Dry and Wet Deciduous Forests.</li> <li>4. Important trees are Bamboos, Sal, Shisham, Khair, Arjun.</li> <li>5. These forests are found in north-eastern states, along the foothills of Himalayas, Jharkhand, West Orissa and Chhattisgarh and the eastern slopes of the Western Ghats.</li> </ol>
<b>Tropical Evergreen</b>	<b>Deciduous Forests</b>				
<ol style="list-style-type: none"> <li>1. These forests are found in areas getting more than 200cm of annual rainfall.</li> <li>2. There is no definite time for trees to shed their leaves. As such these forests appear green all the year-round</li> <li>3. Vegetation is luxuriant, multi-layered.</li> <li>4. Commercially important trees are ebony, mahogany, rosewood, rubber, and cinchona.</li> <li>5. These forests are found in the Western Ghats, Island groups of Lakshadweep, Andaman and Nicobar, upper parts of Assam and Tamil Nadu coast.</li> </ol>	<ol style="list-style-type: none"> <li>1. These forests are found in areas getting annual rainfall of 70-200 cm.</li> <li>2. Trees shed their leaves for about 6-8 weeks in dry summer.</li> <li>3. Forests are divided between Dry and Wet Deciduous Forests.</li> <li>4. Important trees are Bamboos, Sal, Shisham, Khair, Arjun.</li> <li>5. These forests are found in north-eastern states, along the foothills of Himalayas, Jharkhand, West Orissa and Chhattisgarh and the eastern slopes of the Western Ghats.</li> </ol>				

<b>Q5.</b>	<b>Name the different types of vegetation found in India and describe the vegetation of high altitudes?</b>
<b>Ans</b>	<p><b>The following major types of vegetation are found in India:</b>  (A)Tropical Evergreen Forests (B)Tropical Deciduous Forests (C)Tropical Thorn Forests and Scrub (D)Montane Forests (E) Mangrove Forests</p> <p><b>The vegetation of High Altitude (Montane Forests)</b>  In mountainous areas, the decrease in temperature with increasing altitude leads to a corresponding change in natural vegetation.</p> <ol style="list-style-type: none"> <li>1. The wet temperate type of forest is found between a height of 1000 and 2000 metres, where evergreen broadleaf trees such as oaks and chestnuts predominate.</li> <li>2. Temperate forests containing coniferous trees like pine, deodar, silver fir, spruce and cedar are found between 1500 and 3000 metres. These forests cover mostly the southern slopes of the Himalayas, places having high altitudes in southern and northeast India.</li> <li>3. Temperate grasslands are common at higher elevations.</li> <li>4. At high altitudes, generally more than 3,600 metres above sea level, Alpine vegetation is found. Silver fir, jumpers, pines and birches are the common trees of these forests.</li> <li>5. Ultimately though shrubs and scrubs, they merge into the Alpine grasslands.</li> </ol>
<b>Q6.</b>	<b>Quite a few species of plants and animals are endangered in India? Why?</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>(1) Many plants and animals in India are endangered because of the greediness of human beings for their commercial value.</li> <li>(2) Humans are hunting animals for their skins, horns and hooves which are in demand and give a lot of profit.</li> <li>(3) Deforestation on a wide scale destroys the habitat of animals and also leads to the decline of the different species of trees and plants. Ecological balance is disturbed due to deforestation, which is harmful to both flora and fauna.</li> </ol>
<b>Q7.</b>	<b>Why has India a rich heritage of flora and fauna?</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. Different types of relief like soil and land. India has almost all major types of soil, very fertile soil like alluvial soil and very dry soil like sandy soil which support different types of vegetation.</li> <li>2. Different climatic conditions - We also find temperature variation in very cold in the Himalayan region and very hot desert region which support different types of vegetation.</li> <li>3. Our tradition to respect all forms of life and belief in scared grooves has helped in preserving the flora and fauna in our country.</li> </ol>
	<b>Hand out Questions</b>
<b>Q1.</b>	Name any three medicinal plants of India and mention what they are used.
<b>Q2.</b>	Distinguish between Thorn Forests and Mangrove Forests.
<b>Q3.</b>	Write three measures to protect wildlife.
	<b>Map Work</b>
	<b>Vegetation Type:</b> Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove Forests. (For identification only)
	<b>National Parks:</b> Corbett, Kaziranga, Ranthambore, Shivpuri, Kanha, Simlipal and Manas.
	<b>Bird Sanctuaries:</b> Bharatpur and Ranganthitto.
	<b>Wild Life Sanctuaries:</b> Sariska, Mudumalai, Rajaji, Dachigam. (Location & Labelling)

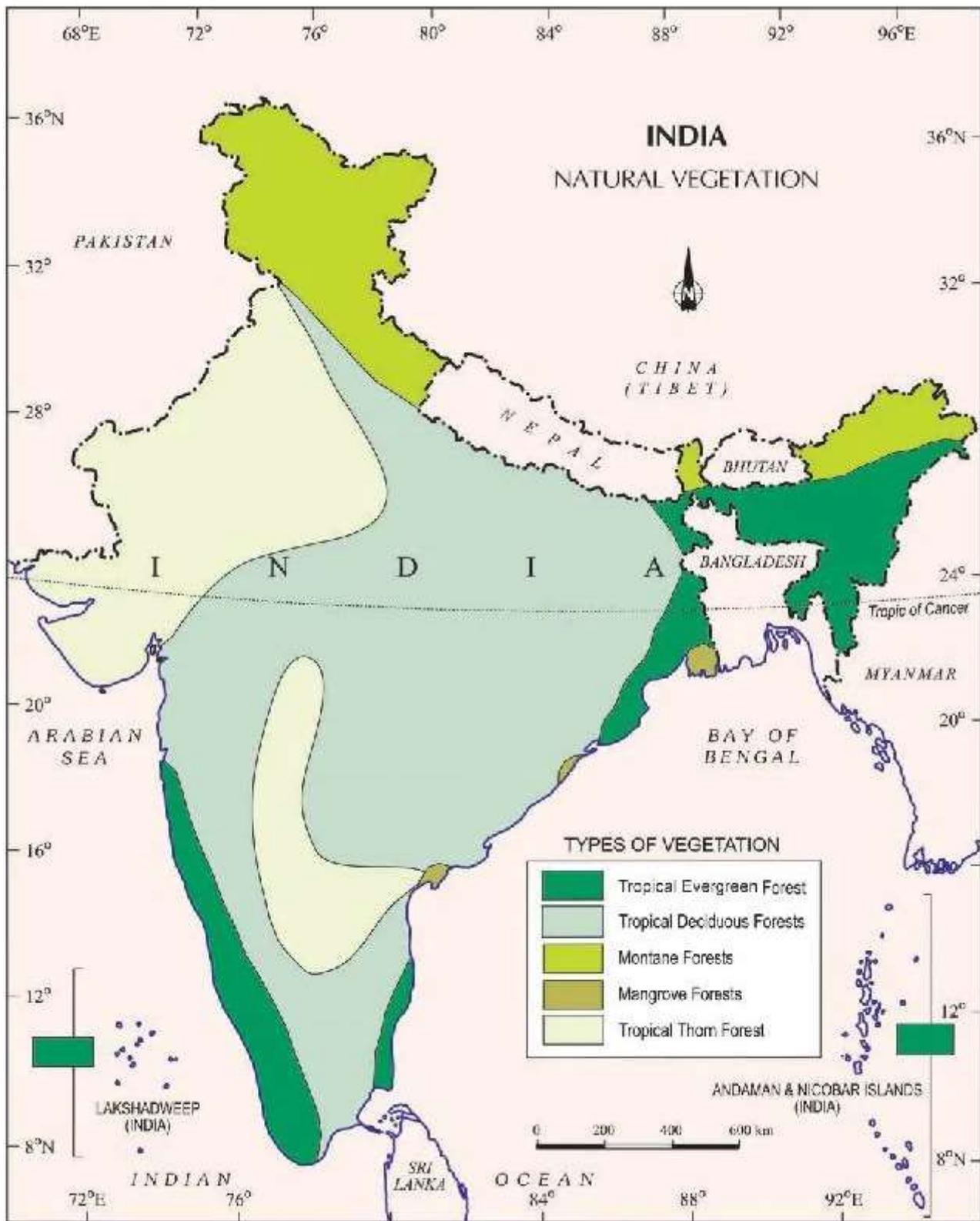
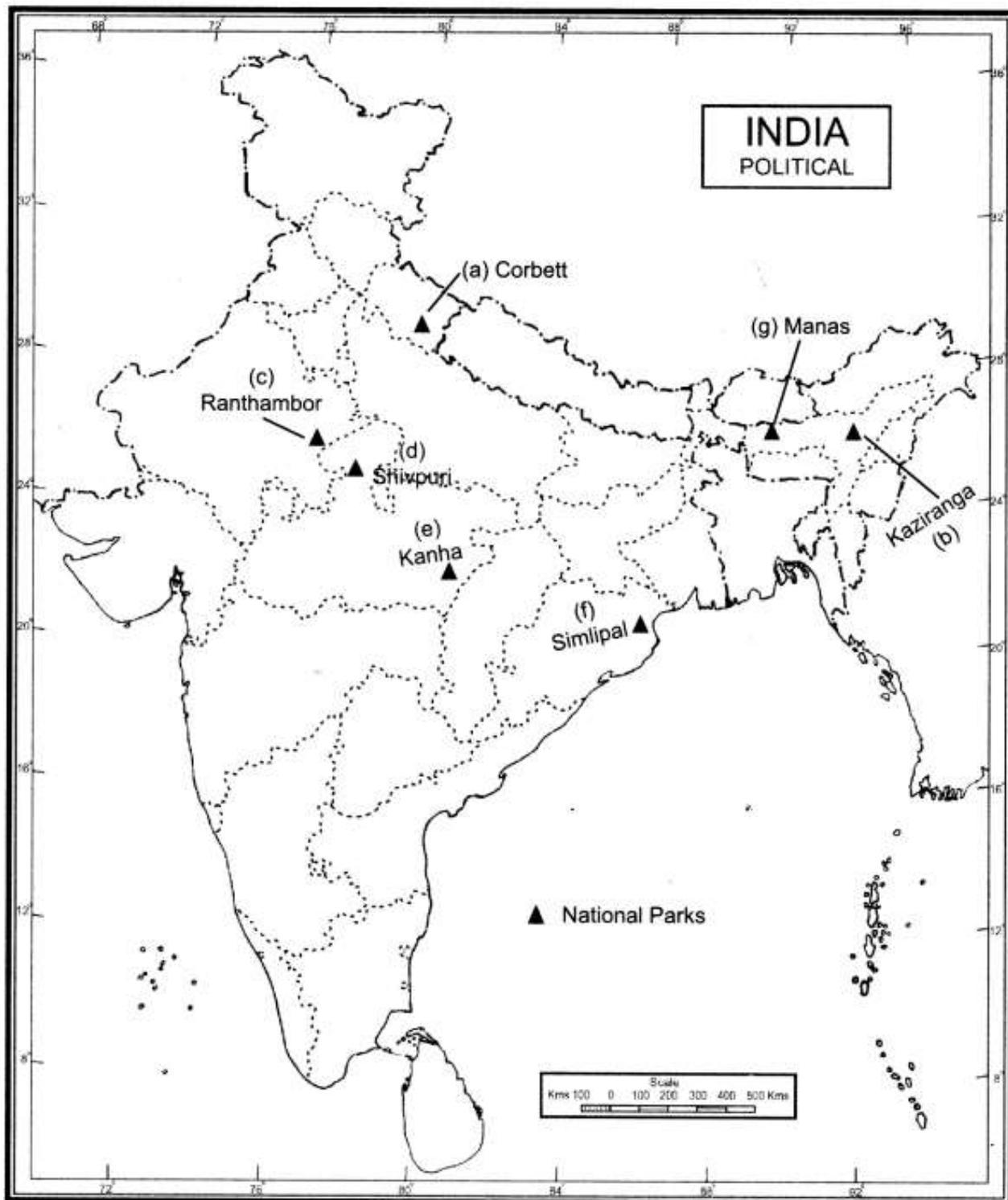
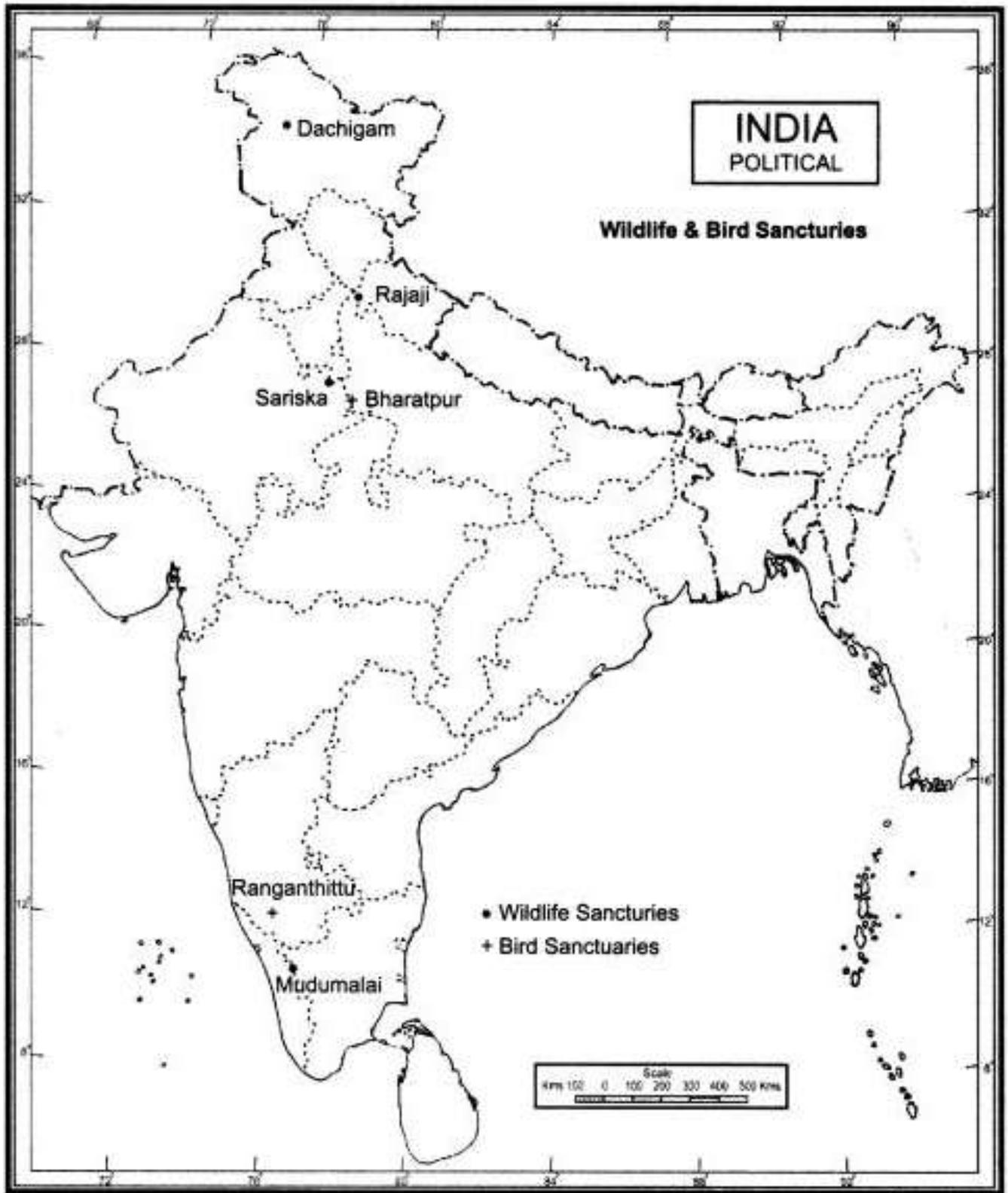


Figure 5.3 : Natural Vegetation





## History

### Chapter-3

### Nazism and the rise of Hitler

#### Textbook Questions

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

**Ans:** The Weimar Republic faced many problems on all fronts- economic, social and political. It was held responsible for the defeat in the First World War.

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

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

3. **Political defects:** The Weimar Republic was weak due to inherent constitutional irregularities such as proportional representation and Article 48 (which gave the President the power to impose emergency and rule by decree).

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

**Ans:**

1. The Nazis could not effectively mobilise popular support till the early 1930s.
2. It was during the Great Depression that Nazism became a mass movement.
3. As we have seen, after 1929 banks collapsed and business shut down, workers lost their jobs and the middle classes were threatened with destitution.
4. In such a situation Nazi propaganda stirred hopes of a better future.
5. By 1932, it had become the largest party with 37 per cent votes.

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

**Ans:**

1. According to Nazi ideologies, there was no equality among people.
2. The Nordic German Aryans were the best race, the Jews were considered the lowest race.
3. Nazism believed in the survival of the fittest.
4. New territories had to be captured to enhance the motherland it would enhance natural resources and make Germany a powerful nation.

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

**Ans:**

1. The Nazi regime used language and media with care, and often to great effect.
2. Media was carefully used to win support for the regime and popularise its worldview.
3. Nazi ideas were spread through visual images, films, radio, posters, catchy slogans and leaflets.
4. In posters groups identified as the enemies of Germans were stereotyped, mocked, abused and described as evil.
5. Propaganda films were made to create hatred for Jews. The most famous film was the 'The Eternal Jew'.

**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:**
1. In Nazi, Germany women were considered to be different from men.
  2. The Nazis did not believe in equal rights for men and women. They felt that equal rights would destroy society.
  3. Young women were told to become good mothers, look after the home and rear pure-blooded Aryan children.
  4. Women who deviated from the prescribed code of conduct were severely punished.
  5. In direct contrast to the women in Nazi Germany, women in France asserted themselves during the French revolution.
  6. Numerous women's clubs were formed. Women demanded equal rights as men. The government introduced laws to improve the lives of women.
  7. Education was made compulsory for girls. Unlike Nazi women who were confined to their homes, the French women were given freedom to work and run businesses.
  8. The French women also won the right to vote which was denied to their Nazi counterparts.

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

- Ans:** Adolph Hitler became the Chancellor of Germany in 1933. He passed many laws to gain total control over his people.
1. The Fire Decree was passed on 28<sup>th</sup> February 1933, the Decree abolished freedom of speech, press and assembly
  2. Concentration Camps were set up and the Communists were sent there.
  3. The Enabling Act was passed on 3<sup>rd</sup> March 1933. This Act established dictatorship in Germany.
  4. All political parties and trade unions were banned except for the Nazi Party and its affiliates.
  4. Nazi Party took complete control of the economy, media, army and judiciary.
  5. Special Surveillance and Security forces were formed to control the people. The Police, the Storm Troopers, the Gestapo, the SS, and the Security Service were given extraordinary powers to control and order the society in ways the Nazis wanted.

**Handout Questions**

- Q.1** "The Treaty of Versailles was humiliating on the Germans." Give three examples in support of your answer.
- Q.2** 'The Weimar constitution had some inherent defects.' Explain.
- Q.3** 'By the end of 1940, Hitler was at the pinnacle of his power.' Explain the statement with examples.

**Map Work**

On the outline map of the World show:-

Major countries of Second World War-(Axis Powers)-Germany, Italy, Japan.

Allied Powers – U.K., France, and former U.S.S.R, U.S.A.

Territories under German expansion (Nazi Power)- Austria, Poland, Czechoslovakia, Denmark, Lithuania, France, Belgium.

**DEMOCRATIC POLITICS**  
**CHAPTER 4**  
**WORKING OF INSTITUTION**

**Extra Questions**

**Q.1 Why do we need Political Institutions?**

**Ans** We need political institutions, because-

1. To ensure security to the citizens
2. To provide facilities and education to all
3. To collect tax and maintain the administration, defence and development programmes
4. To formulate and implement certain development schemes
5. To settle the disputes and determine what is right or wrong.

**Q.2 Who appoints the Prime Minister and the Council of Ministers, and on what basis?**

**Ans** 1. The Prime Minister is appointed by the President. But he cannot appoint anyone he likes.  
2. He appoints the leader of the majority party or the coalition of the parties that commands a majority in the Lok Sabha, as Prime Minister. In case no single party or alliance gets a majority, the President appoints the person most likely to secure majority support.  
3 Council of Ministers is appointed by the President on the advice of the Prime Minister.

**Q.3 Why an independent and powerful judiciary is considered essential for democracies?**

**Ans** An independent and powerful judiciary is considered essential for democracies because:

1. It has the power to judge the action of the government.
2. It is trusted for having a fair trial.
3. The fair verdict given by the judiciary is accepted by the common people.

**Q.4 Discuss the powers and functions of the Parliament.**

**Ans** 1. Parliament is the final authority for making laws in the country. It can also change laws and make new ones in their place.  
2. It exercises control over those who run the government. In India, this control is direct and full.  
3. It also controls all the money that the government has.  
4. It is the highest forum of discussion and debate on public issues and national policies.

**Q.5 Which house of the parliament is more powerful in India and why? Give any three reasons.**

**Ans** Lok Sabha is more powerful in India.

Rajya Sabha is called the Upper House but that does not mean that it is more powerful than Lok Sabha. Our constitution does not give Rajya Sabha same special powers over the states. But on most matters, the Lok Sabha exercises supreme power.

1. Any ordinary law needs to be passed by both Houses. The final decision is taken in a joint session but as the number of Lok Sabha members is more, the view of the Lok Sabha prevails.
2. Lok Sabha exercises more power in money matters. Once the Lok Sabha passes the budget the Rajya Sabha cannot reject it. It can hold it only for 14 days.
3. Lok Sabha controls the council of ministers. A person who enjoys the support of the majority members in the Lok Sabha is appointed the Prime Minister. If majority members of the Lok Sabha say they have no confidence in the council of ministers all ministers including the Prime Minister have to quit.

**Q.6 Write the powers of the Prime Minister?**

**Ans** The Prime Minister is the most important political institution in the country. He/ she has wide-ranging powers.

- (i) He chairs cabinet meetings.
- (ii) His decisions are final in case of disagreement between departments.
- (iii) He distributes and redistributes work to ministers
- (iv) He also has the power to dismiss ministers.
- (v) When the Prime Minister quits, the entire ministry quits.

Thus within the cabinet, the Prime Minister is the most powerful so much so that parliamentary democracies are sometimes seen as a prime ministerial form of government.

**Q.7 Explain the difference between Political Executive and Permanent Executive.**

**Ans** In a democratic country, two types of executives are there.

**Political Executive**

1. One that is elected by the people for a specific period, it is called the political executive.
2. Political leaders who take big decisions fall into this category.
3. They can be changed in the next election.

**Permanent Executive**

1. In the second category, people are appointed on a long-term basis. This is called the permanent executive or civil services.
2. These officers work under the political executive and assist them in carrying out the day-to-day administration.
3. They remain in office even when the ruling party changes. These officers work under the political executive.

**Q.8 State the powers of the Supreme Court.**

**Ans** 1. The Supreme Court controls the judicial administration of the country. Its decisions are binding on all other courts of the country.

2. It can take up any dispute:
  - Between citizens of the country;
  - Between citizens and government;
  - Between two or more State Governments;
  - Between Governments at the Union and State level.
3. It is the highest court of appeal in civil and criminal cases. It can hear appeals against the decisions of the High Courts.
4. The Supreme Court has the power to interpret the Constitution of the country. It can determine the constitutional validity of any law. This is known as judicial review.
5. Acts as the guardian of fundamental rights.

**Handout Questions**

**Q.1** Even though civil servants are far more educated and has expert knowledge on various subjects, why does the ultimate power to decide matters lie with the ministers?

**Q.2** What is the procedure for the removal of the judges?

**Q.3** “Parliament is the supreme legislature of India.” Justify the statement.

**Q.4** Explain any four constitutional provisions for making judiciary independent

**ECONOMICS**  
**CHAPTER: 2**  
**PEOPLE AS RESOURCE**

<b>Q 1.</b>	<b>What do you understand by ‘people as a resource’?</b>
<b>Ans</b>	‘People as Resource’ is a way of referring to a country’s working people in terms of their existing productive skills and abilities.
<b>Q 2.</b>	<b>How is human resource different from other resources like land and physical capital?</b>
<b>Ans</b>	Human resources are different from other resources like land and physical capital because human beings can use other resources to give out productive output. However, resources like land and physical capital are dependent on human resource for their use and cannot give any productive output all by themselves.
<b>Q 3.</b>	<b>What is the role of education in human capital formation?</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. An educated human can be considered an asset for the economy and not a liability.</li> <li>2. Education can help an individual make better use of economic opportunities. It adds to the productive power of the country.</li> <li>3. It opens a new horizon for everyone, provides new aspirations, and develops values of life.</li> <li>4. It leads to the growth of the society, as they are the assets to the country.</li> <li>5. It helps in enhancing the national income, cultural richness and increases the efficiency of the Government.</li> </ol>
<b>Q 4.</b>	<b>What is the role of health in human capital formation?</b>
<b>Ans</b>	Health plays a very important role in human capital formation in the following ways: <ol style="list-style-type: none"> <li>1. The health of a person helps him to realise his potential and the ability to fight illness.</li> <li>2. An unhealthy person becomes a liability for an organisation. Being healthy will also increase the overall outcome of an individual.</li> </ol>
<b>Q 5.</b>	<b>What part does health play in the individual’s working life?</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. If an individual is healthy, then he or she may be able to give a better outcome in terms of their work lives.</li> <li>2. An unhealthy population is a liability and not an asset.</li> <li>3. The efficiency of a healthy person is higher than that of an unhealthy person. A healthy person can spend more time working in comparison to an unhealthy person.</li> </ol>
<b>Q 6.</b>	<b>What are the various activities are undertaken in the Primary sector, Secondary sector and Tertiary sector?</b>
<b>Ans</b>	The various activities have been classified into three main sectors i.e., Primary, Secondary and Tertiary.

	<p><b>Primary</b> sector agriculture, forestry, animal husbandry, fishing, poultry farming, quarrying and mining.</p> <p><b>Secondary</b> sector includes Manufacturing.</p> <p><b>Tertiary</b> sector includes Trade, transport, communication, banking, education, health, tourism, services, insurance etc.</p>	
<b>Q 7.</b>	<b>What is the difference between economic activities and non-economic activities?</b>	
<b>Ans</b>	<p>The activities that are performed for remuneration and results in economic income are called <b>economic activities</b>. These activities add value to the national income.</p> <p>Activities which are not performed for self-consumption and processing of own-account production of fixed assets are called <b>non-economic activities</b>.</p>	
<b>Q 8.</b>	<b>Why are women employed in low paid work?</b>	
<b>Ans</b>	<p>Women are paid for their work when they enter the labour market. Their earning, like that of their male counterpart, is determined because of education and skill. A majority of the women have meagre education and low skill formation and hence women are paid low compared to men.</p>	
<b>Q 9.</b>	<b>How will you explain the term unemployment?</b>	
<b>Ans</b>	<p>Unemployment is said to exist when people who are willing to work at the going wages but cannot find jobs.</p>	
<b>Q 10.</b>	<b>What is the difference between disguised unemployment and seasonal unemployment?</b>	
<b>Ans</b>	<p>Disguised Unemployment</p> <ol style="list-style-type: none"> <li>1. Disguised unemployment is when people appear to be employed but are actually unemployed.</li> <li>2. Sometime the work requires the service of five people but engages eight people. Three people are extra. The three extra people do not add to the contribution made by the five people and are disguised unemployed.</li> </ol>	<p>Seasonal Unemployment</p> <ol style="list-style-type: none"> <li>1. Seasonal unemployment is when a person is unable to find jobs during a few months of the year.</li> <li>2. There are certain busy seasons when sowing, harvesting, weeding and threshing is done. Certain months do not provide much work to the people dependant on agriculture.</li> </ol>
<b>Q 11.</b>	<b>Why is educated unemployed, a peculiar problem of India?</b>	
<b>Ans</b>	<p>In the case of India educated unemployment has become a common phenomenon.</p> <p>1. Many youths with matriculation, graduation and post-graduation degrees are not able to find jobs.</p>	

	<p>2. A study shows that unemployment of graduate and post-graduate has increased faster than among matriculates.</p> <p>3. A paradoxical manpower situation is witnessed as a surplus of manpower in certain categories coexist with a shortage of manpower in others.</p> <p>4. There is unemployment among technically qualified person on one hand, while there is a dearth of technical skills required for economic growth.</p> <p>5. Unemployment leads to wastage of manpower resource.</p> <p>6. Unemployment tends to increase economic overload.</p> <p>7. The dependence of the unemployed on the working population increases.</p> <p>8. The quality of life of an individual as well as of society is adversely affected.</p>
<b>Q 12.</b>	<b>Which capital would you consider the best — land, labour, physical capital and human capital? Why?</b>
<b>Ans</b>	<p>Human Capital</p> <p>Investment in human capital (through education, training, medical care) yields a return just like an investment in physical capital. This can be seen directly in the form of higher incomes earned because of the higher productivity of the more educated or the better-trained persons, as well as the higher productivity of healthier people.</p>
<b>Q 13</b>	<b>In which field do you think India can build the maximum employment opportunity?</b>
<b>Ans</b>	<p>There are three types of activities in which the employment sector is divided: the primary sector, secondary sector and tertiary sector.</p> <p>The largest part of India's population is dependent on agriculture for their livelihood, yet there is a massive scope of disguised unemployment in the agricultural sector.</p> <p>In the secondary sector, small-scale manufacturing is the most labour absorbing.</p> <p>In case of the tertiary sector, various new services are now appearing like biotechnology, information technology and so on.</p>
<b>Q 14</b>	<b>Can you suggest some measures in the education system to mitigate the problem of the educated unemployed?</b>
<b>Ans</b>	<p>Measures in the education system to mitigate the problem of the educated unemployed</p> <p>→ Make education at the secondary level more career-oriented, which would endow individuals with not only education but also the requisite skills for gaining successful employment.</p> <p>→ Create a sort of screening process whereby each individual chooses subjects that suit his or her abilities.</p> <p>→ The introduction of newer subjects and fields of study at the school level should be accompanied by a growth of job opportunities in the sectors that would employ the students electing to study such subjects.</p>

	<b>Handout Questions</b>
<b>Q 1.</b>	Mention any five features of National Health Policy.
<b>Q 2.</b>	What are the measures taken by the government to improve literacy conditions in India?
<b>Q 3.</b>	“Unemployment leads to low income and low savings and hence low demand and low production. This is the identification of a depressed economy”. Support the statement with three arguments. (5marks)

**Democratic Politics**  
**Chapter 2**  
**Constitutional Design**

**Q.1 What is Constitution and what are its functions?**

**Ans:** A set of written rules that are accepted by all people living together in a country. Constitution is the supreme law that determines the relationship among people living in a territory (called citizens) and also the relationship between the people and government.

**Functions**

1. It generates a degree of trust and coordination that is necessary for different kind of people to live together.
2. It specifies how the government will be constituted, who will have power to take which decisions.
3. It lays down limits on the powers of the government and tells us what the rights of the citizens.
4. It expresses the aspirations of the people about creating a good society.

**Q.2 What problems did the constituent assembly face while making the Indian Constitution?**

**Ans:** India's Constitution was also drawn up under very difficult circumstances.

1. The making of the constitution for a huge and diverse country like India was not an easy affair.
2. At that time the people of India were emerging from the status of subjects to that of citizens.
3. The country was born through a partition on the basis of religious differences. At least ten lakh people were killed on both sides of the border in partition related violence.
4. There was another problem. The British had left it to the rulers of the princely states to decide whether they wanted to merge with India or with Pakistan or remain independent.
5. The merger of these princely states was a difficult and uncertain task

**Q.3 Discuss the methods adopted by the Constitutional assembly to frame the Constitution of India.**

**Ans:**

1. The Constituent Assembly worked in a systematic, open and consensual manner. Some basic principles were decided and agreed upon.
2. A Drafting Committee chaired by Dr. B.R. Ambedkar prepared a draft constitution for discussion.
3. Several rounds of thorough discussion took place on the Draft Constitution, clause by clause.
4. More than two thousand amendments were considered.
5. The members deliberated for 114 days spread over three years.
6. Every document presented and every word spoken in the Constituent Assembly has been recorded and preserved. These are called 'Constituent Assembly Debates'.
7. When printed, these debates are 12 bulky volumes. These debates provide the rationale behind every provision of the Constitution.

**Q.4 What are Constitutional Amendments? State its significance in a democratic country like India.**

- Ans:**
1. Constitutional Amendments are changes in the constitution made by the Supreme Legislative body in a country.
  2. The Constitution of India is a very long and detailed document. Therefore it needs to be amended quite regularly to keep it updated.
  3. It has to be in accordance with people's aspirations and changes in society.

**Q.5 Which countries constitutional features inspired Indian Constitution makers?**

- Ans:**
1. The Ideals of the French Revolution
  2. The practice of Parliamentary democracy in Britain.
  3. The Bill of Rights in the US.
  4. The Socialist Revolution in Russia

#### **Extra Questions**

**Q.6 "Indian Constitution is both rigid and flexible." Explain.**

**Ans:** The Indian Constitution is neither wholly rigid nor wholly flexible.

This is called rigid because

1. Some ideals in the constitution like equality, secularism, democracy, sovereignty etc. cannot be changed. This is because the rulers could not misuse their powers.

On the other hand, it is also called flexible because

1. There is a provision for amendments. Some of the articles can be changed if the people demand so.
2. There are some rules that can be amended by a simple majority while some need two-third majority.

So, it is, called partly rigid and partly flexible.

**Q.7 What is Preamble to our Constitution? What are the four main ideals enshrined in the Preamble of the Indian Constitution?**

- Ans:** The Constitution begins with a short statement of its basic values. This is called the Preamble to the Constitution.
- **Justice:** Every citizen of India will have social, economic and political justice.
  - **Liberty:** Every citizen will have the liberty of thought, expression, belief, faith and worship.
  - **Equality:** Every citizen will be provided with the equality of status and opportunity.
  - **Fraternity:** All the citizens of India have been assured about the dignity of individual and the unity and integrity of the nation.

#### **Handout Questions:**

- Q.1** Write a short note on the Constituent Assembly. (3 Marks)
- Q.2** Give reasons for accepting the Constitution which was made by the Constituent Assembly more than 50 years ago? (3 Marks)
- Q.3** Explain in brief: Sovereign, Secular, Socialism, Democratic and Republic. (5 Marks)

**HISTORY**  
**CHAPTER: 2**

**Socialism in Europe and The Russian Revolution**

Answer the following questions briefly.

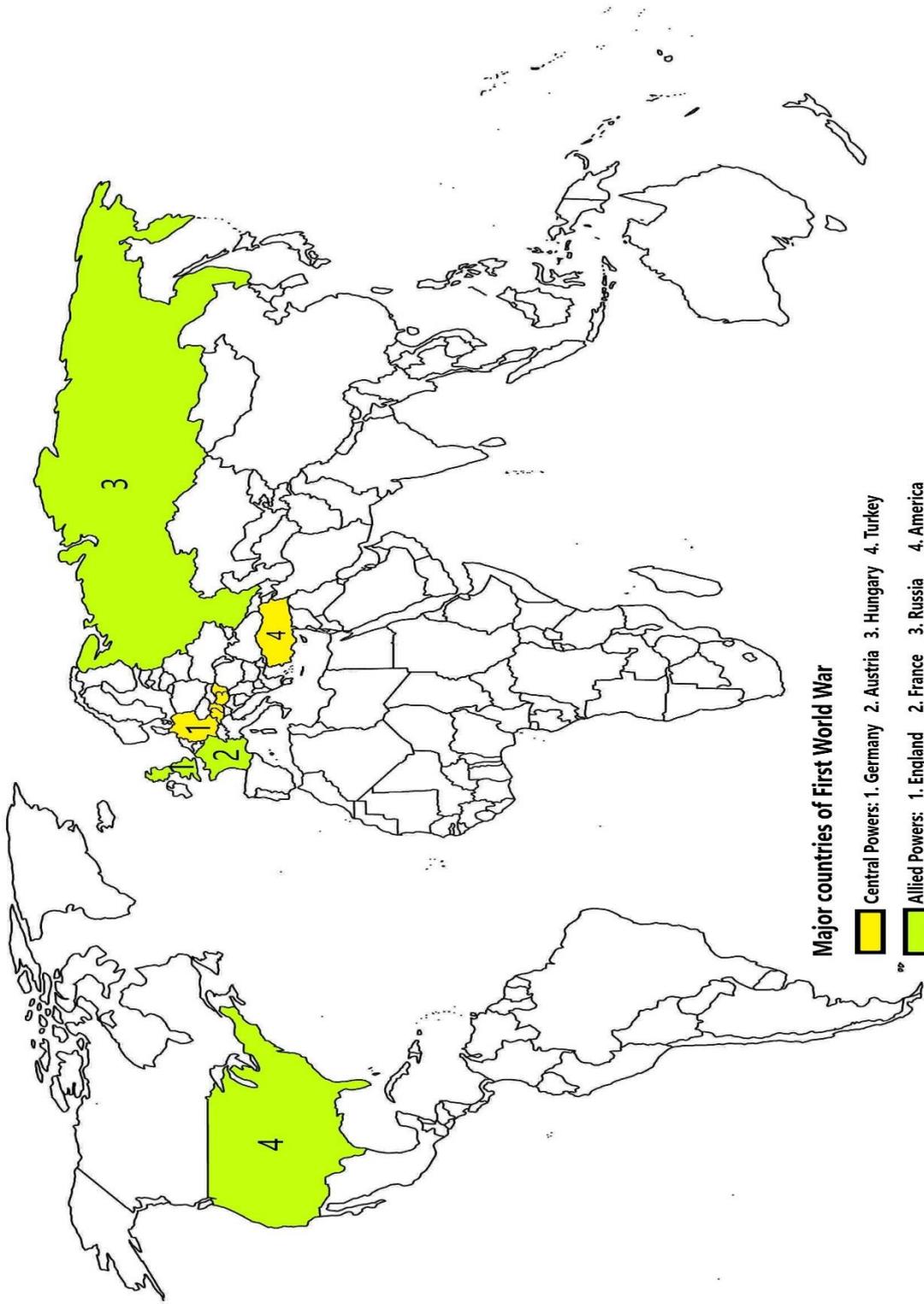
<b>Q1.</b>	<b>What were the social, economic and political conditions in Russia before 1905?</b>
<b>Ans</b>	<p>The Social, economic and political conditions in Russia before 1905 was backward:</p> <p><b><u>Social Conditions:</u></b></p> <ol style="list-style-type: none"><li>1. 85% of Russia's population was agriculturist.</li><li>2. Industry was existent, but rarely in which most of was privately owned.</li><li>3. Workers were divided on the basis of their occupation. They mainly migrated to cities for employment in factories.</li><li>4. The peasant community was deeply religious, but did not care much about the nobility.</li><li>5. They believed that land must be divided amongst themselves.</li></ol> <p><b><u>Economic Condition:</u></b></p> <ol style="list-style-type: none"><li>1. Russia was going through bad period economically.</li><li>2. Prices of essential goods rose while real wages decreased by 20% leading to the famous St. Petersburg strike.</li><li>3. During this revolution, there were strikes all over the country, universities closed down, and various professionals and workers established the Union of Unions, demanding the establishment of a constituent assembly.</li></ol> <p><b><u>Political Condition:</u></b></p> <ol style="list-style-type: none"><li>1. Tsar Nicholas II ruled Russia and its empire</li><li>2. Political parties were illegal.</li><li>3. The Russian Social Democratic Workers Party was founded in 1898 by socialists who respected Marx's ideas.</li><li>4. The Bolsheviks, who were in majority, were led by Lenin who is regarded as the greatest thinker on socialism after Marx.</li></ol>
<b>Q 2.</b>	<b>In what ways was the working population in Russia different from other countries in Europe, before 1917?</b>
<b>Ans</b>	<p>The working population in Russia was different from other countries in Europe before 1917</p> <ol style="list-style-type: none"><li>1. Not all Russian workers migrated from the villages to work in the industrial sector.</li><li>2. Some of them continued to live in villages and went to work daily, to the towns.</li><li>3. Workers were divided in social and professional groups.</li><li>4. Divisions among workers showed themselves in dress and manners too.</li><li>5. Metal workers were the "aristocrats" of the working class because their occupation demanded more training and skill.</li></ol>

	6. Nevertheless, the working population was united on one front – strikes against work conditions and employer tyranny.
<b>Q 3.</b>	<b>Why did the Tsarist autocracy collapse in 1917?</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. The Tsar first dismissed the initial two Dumas and then packed the parliament with the conservatives.</li> <li>2. During the First World War, the Tsar took the decision without consulting the Duma. Large scale casualties of Russian soldiers in the war further alienated the people from the Tsar.</li> <li>3. Burning of crops and buildings by the retreating Russian armies created the huge shortage of food in Russia.</li> <li>4. The small farmers who possessed land had to pay high land revenue. The landless farmers demanded that the land of nobles should be given to them. It was not fulfilled.</li> <li>5. Workers were given low wages. They had long working hours. They demanded higher wages and reduction in working hours. But their demands were not met and they became dissatisfied.</li> </ol> <p>All of these led to the collapse of the Tsarist autocracy in 1917.</p>
<b>Q 4.</b>	<p><b>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.</b></p>
<b>Ans</b>	<p><b>February Revolution</b></p> <p><b>Main Events</b></p> <ol style="list-style-type: none"> <li>1. 22nd February: Factory lockout on the right bank took place.</li> <li>2. On 23<sup>rd</sup> February workers in fifty factories called a strike in sympathy.</li> <li>3. 25th February: Duma was dissolved.</li> <li>4. 27th February: Police Headquarters ransacked. Regiments support the workers.</li> </ol> <p><b>Effects:</b></p> <ol style="list-style-type: none"> <li>1. Formation of Soviet.</li> <li>2. 2nd March: The Tsar abdicated his power. The Soviet and Duma leaders formed a Provisional Government for Russia.</li> <li>3. The February Revolution had no political party at its forefront. It was led by the people themselves.</li> <li>4. Petrograd had brought down the monarchy, and thus, gained a significant place in Soviet history.</li> <li>5. Trade Unions grew in number.</li> </ol> <p><b>Involved:</b></p> <p>Both men and women workers were involved. There were no particular leaders.</p> <p><b>Impact</b></p>

	<ol style="list-style-type: none"> <li>1. Restrictions on public meetings and associations were removed. ‘Soviets’, like the Petrograd Soviet, were set up everywhere, though no common system of election was followed.</li> <li>2. Army officials, landowners and industrialists were influential in the Provisional Government. But the liberals as well as socialists among them worked towards an elected government.</li> <li>3. In industrial areas, factory committees were formed which began questioning the way industrialists ran their factories.</li> <li>4. Trade unions grew in number. Soldiers’ committees were formed in the army.</li> <li>5. Monarchy was abolished.</li> </ol> <p><b>October Revolution</b></p> <p><b>Main Events</b></p> <ol style="list-style-type: none"> <li>1. 16th October: A Military Revolutionary Committee was appointed by Soviet.</li> <li>2. 24th October: The uprising against provisional government begins.</li> <li>3. Military Revolutionary Committee controls the city by night and ministers surrender.</li> </ol> <p><b>Effects:</b></p> <ol style="list-style-type: none"> <li>1. The Bolshevik gained power.</li> <li>2. The October Revolution was primarily led by Lenin and his subordinate Trotsky, and involved the masses who supported these leaders.</li> <li>3. It marked the beginning of Lenin’s rule over the Soviet, with the Bolsheviks under his guidance.</li> </ol> <p><b>Involved:</b></p> <p>Bolsheviks were the main people involved. Vladimir Lenin and Leon Trotskii were the main leaders.</p> <p><b>Impact:</b></p> <ol style="list-style-type: none"> <li>1. The Bolshevik Party was renamed the Russian Communist Party (Bolshevik)</li> <li>2. In March 1918, despite opposition by their political allies, the Bolsheviks made peace with Germany at Brest Litovsk.</li> <li>3. In the years that followed, the Bolsheviks became the only party to participate in the elections to the All Russian Congress of Soviets, which became the Parliament of the country.</li> <li>4. Russia became a one-party state.</li> <li>5. Trade unions were kept under party control. The secret police punished those who criticised the Bolsheviks.</li> </ol>
<b>Q 5.</b>	<b>What were the main changes brought about by the Bolsheviks immediately after the October Revolution?</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. The main changes which were brought about by the Bolsheviks immediately after the October Revolution:</li> </ol>

	<ol style="list-style-type: none"> <li>2. Banks and Industries were nationalised.</li> <li>3. Land was declared social property, thereby allowing peasants to seize it from the nobility.</li> <li>4. In urban areas, houses were partitioned according to family requirements</li> <li>5. Old aristocratic titles were banned, and new uniforms were designed for the army and the officials.</li> <li>6. New uniforms were introduced for the army and the officials.</li> </ol>
<b>Q6.</b>	<b>Write a few lines to show what you know about:</b>
<b>Ans</b>	<p><b><u>Kulaks</u></b></p> <ol style="list-style-type: none"> <li>1. It is the Russian term for wealthy peasants.</li> <li>2. Stalin believed Kulaks were hoarding grains to gain more profit.</li> <li>3. By 1927-28 the towns of Soviet Russia were facing an acute problem of grain supplies. Kulaks were thought to be partly responsible for this.</li> <li>4. To develop modern farms and run them along industrial lines with machinery, take away land from peasants, and establish state-controlled large farms, Stalin thought it was necessary to eliminate Kulaks.</li> </ol> <p><b><u>The Duma</u></b></p> <ol style="list-style-type: none"> <li>1. During 1905 Revolution, the Tsar allowed the creation of an elected consultative parliament in Russia.</li> <li>2. This elected consultative parliament in Russia was called Duma.</li> </ol> <p><b><u>Women workers between 1900 and 1930</u></b></p> <ol style="list-style-type: none"> <li>1. They made up 31% of the factory labour force by 1914 but they were paid less than men (between half and three-quarters of a man's wage).</li> <li>2. The women workers led the way to strikes during the February Revolution.</li> </ol> <p><b><u>The Liberals</u></b></p> <ol style="list-style-type: none"> <li>1. They espoused a nation that was tolerant towards all religions.</li> <li>2. They would protect individual rights against the government.</li> <li>3. Although the liberals wanted an elected parliamentary form of governance.</li> <li>4. They believed that the right to vote must only belong to men and that too the ones who were property holders.</li> </ol> <p><b><u>Stalin's collectivisation programme.</u></b></p> <ol style="list-style-type: none"> <li>1. Stalin believed that collectivization of agriculture would help in improving grains supplies in Russia.</li> <li>2. He began collectivization in 1929.</li> <li>3. All peasants were forced to cultivate in collective farms (kolkhoz).</li> <li>4. The bulk of land and implements were transferred to the ownership of collective farm.</li> <li>5. Many peasants protested such attempts and destroyed livestock to show their anger.</li> <li>6. Collectivization did not bring the desired results in the food supply situation turned even worse in subsequent years.</li> </ol>
	<b>Handout Questions</b>

<b>Q 1.</b>	Explain the ideology of the three power groups present in Russian society i.e., the Liberals, the Radicals and the Conservatives. (3 Marks)
<b>Q 2.</b>	Explain the major demands of Lenin's 'April Theses'. (3 Marks)
<b>Q 3.</b>	Briefly explain the term 'Bloody Sunday'. (3 Marks)
<b>Q 4.</b>	Who was Lenin? Describe his role in the Russian Revolution of 1917. (5 Marks)
	<b>Map Work</b>
	<p><b>Outline map of World (For locating and labelling/Identification)</b></p> <p>Major countries of First World War (Central Powers and Allied Powers)</p> <p><b>Central Powers</b> - Germany, Austria-Hungary, Turkey (Ottoman Empire)</p> <p><b>Allied Powers</b> - France, England, Russia, America</p>



**Major countries of First World War**

-  Central Powers: 1. Germany 2. Austria 3. Hungary 4. Turkey
-  Allied Powers: 1. England 2. France 3. Russia 4. America



**ECONOMICS**  
**CHAPTER: 2**  
**PEOPLE AS RESOURCE**

<b>Q 1.</b>	<b>What do you understand by ‘people as a resource’?</b>
<b>Ans</b>	‘People as Resource’ is a way of referring to a country’s working people in terms of their existing productive skills and abilities.
<b>Q 2.</b>	<b>How is human resource different from other resources like land and physical capital?</b>
<b>Ans</b>	Human resources are different from other resources like land and physical capital because human beings can use other resources to give out productive output. However, resources like land and physical capital are dependent on human resource for their use and cannot give any productive output all by themselves.
<b>Q 3.</b>	<b>What is the role of education in human capital formation?</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. An educated human can be considered an asset for the economy and not a liability.</li> <li>2. Education can help an individual make better use of economic opportunities. It adds to the productive power of the country.</li> <li>3. It opens a new horizon for everyone, provides new aspirations, and develops values of life.</li> <li>4. It leads to the growth of the society, as they are the assets to the country.</li> <li>5. It helps in enhancing the national income, cultural richness and increases the efficiency of the Government.</li> </ol>
<b>Q 4.</b>	<b>What is the role of health in human capital formation?</b>
<b>Ans</b>	Health plays a very important role in human capital formation in the following ways: <ol style="list-style-type: none"> <li>1. The health of a person helps him to realise his potential and the ability to fight illness.</li> <li>2. An unhealthy person becomes a liability for an organisation. Being healthy will also increase the overall outcome of an individual.</li> </ol>
<b>Q 5.</b>	<b>What part does health play in the individual’s working life?</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. If an individual is healthy, then he or she may be able to give a better outcome in terms of their work lives.</li> <li>2. An unhealthy population is a liability and not an asset.</li> <li>3. The efficiency of a healthy person is higher than that of an unhealthy person. A healthy person can spend more time working in comparison to an unhealthy person.</li> </ol>
<b>Q 6.</b>	<b>What are the various activities are undertaken in the Primary sector, Secondary sector and Tertiary sector?</b>
<b>Ans</b>	The various activities have been classified into three main sectors i.e., Primary, Secondary and Tertiary.

	<p><b>Primary</b> sector includes agriculture, forestry, animal husbandry, fishing, poultry farming, quarrying and mining.</p> <p><b>Secondary</b> sector includes Manufacturing.</p> <p><b>Tertiary</b> sector includes Trade, transport, communication, banking, education, health, tourism, services, insurance etc.</p>	
<b>Q 7.</b>	<b>What is the difference between economic activities and non-economic activities?</b>	
<b>Ans</b>	<p>The activities that are performed for remuneration and results in economic income are called <b>economic activities</b>. These activities add value to the national income.</p> <p>Activities which are performed for self-consumption and processing of own-account production of fixed assets are called <b>non-economic activities</b>.</p>	
<b>Q 8.</b>	<b>Why are women employed in low paid work?</b>	
<b>Ans</b>	<p>Women are paid for their work when they enter the labour market. Their earning, like that of their male counterpart, is determined because of education and skill. A majority of the women have meagre education and low skill formation and hence women are paid low compared to men.</p>	
<b>Q 9.</b>	<b>How will you explain the term unemployment?</b>	
<b>Ans</b>	<p>Unemployment is said to exist when people who are willing to work at the going wages but cannot find jobs.</p>	
<b>Q 10.</b>	<b>What is the difference between disguised unemployment and seasonal unemployment?</b>	
<b>Ans</b>	Disguised Unemployment	Seasonal Unemployment
	<ol style="list-style-type: none"> <li>1. Disguised unemployment is when people appear to be employed but are actually unemployed.</li> <li>2. Sometime the work requires the service of five people but engages eight people. Three people are extra. The three extra people do not add to the contribution made by the five people and are disguised unemployed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Seasonal unemployment is when a person is unable to find jobs during a few months of the year.</li> <li>2. There are certain busy seasons when sowing, harvesting, weeding and threshing is done. Certain months do not provide much work to the people dependant on agriculture.</li> </ol>
<b>Q 11.</b>	<b>Why is educated unemployed, a peculiar problem of India?</b>	
<b>Ans</b>	<p>In the case of India educated unemployment has become a common phenomenon.</p> <ol style="list-style-type: none"> <li>1. Many youths with matriculation, graduation and post-graduation degrees are not able to find jobs.</li> </ol>	

	<p>2. A study shows that unemployment of graduate and post-graduate has increased faster than among matriculates.</p> <p>3. A paradoxical manpower situation is witnessed as a surplus of manpower in certain categories coexist with a shortage of manpower in others.</p> <p>4. There is unemployment among technically qualified person on one hand, while there is a dearth of technical skills required for economic growth.</p> <p>5. Unemployment leads to wastage of manpower resource.</p> <p>6. Unemployment tends to increase economic overload.</p> <p>7. The dependence of the unemployed on the working population increases.</p> <p>8. The quality of life of an individual as well as of society is adversely affected.</p>
<b>Q 12.</b>	<b>Which capital would you consider the best — land, labour, physical capital and human capital? Why?</b>
<b>Ans</b>	<p>Human Capital</p> <p>Investment in human capital (through education, training, medical care) yields a return just like an investment in physical capital. This can be seen directly in the form of higher incomes earned because of the higher productivity of the more educated or the better-trained persons, as well as the higher productivity of healthier people.</p>
<b>Q 13</b>	<b>In which field do you think India can build the maximum employment opportunity?</b>
<b>Ans</b>	<p>There are three types of activities in which the employment sector is divided: the primary sector, secondary sector and tertiary sector.</p> <p>The largest part of India's population is dependent on agriculture for their livelihood, yet there is a massive scope of disguised unemployment in the agricultural sector.</p> <p>In the secondary sector, small-scale manufacturing is the most labour absorbing.</p> <p>In case of the tertiary sector, various new services are now appearing like biotechnology, information technology and so on.</p>
<b>Q 14</b>	<b>Can you suggest some measures in the education system to mitigate the problem of the educated unemployed?</b>
<b>Ans</b>	<p>Measures in the education system to mitigate the problem of the educated unemployed</p> <p>→ Make education at the secondary level more career-oriented, which would endow individuals with not only education but also the requisite skills for gaining successful employment.</p> <p>→ Create a sort of screening process whereby each individual chooses subjects that suit his or her abilities.</p> <p>→ The introduction of newer subjects and fields of study at the school level should be accompanied by a growth of job opportunities in the sectors that would employ the students electing to study such subjects.</p>

	<b>Handout Questions</b>
<b>Q 1.</b>	Mention any five features of National Health Policy.
<b>Q 2.</b>	What are the measures taken by the government to improve literacy conditions in India?
<b>Q 3.</b>	“Unemployment leads to low income and low savings and hence low demand and low production. This is the identification of a depressed economy”. Support the statement with three arguments. (5marks)

**GEOGRAPHY**  
**CHAPTER: 2**  
**THE PHYSICAL FEATURES OF INDIA**

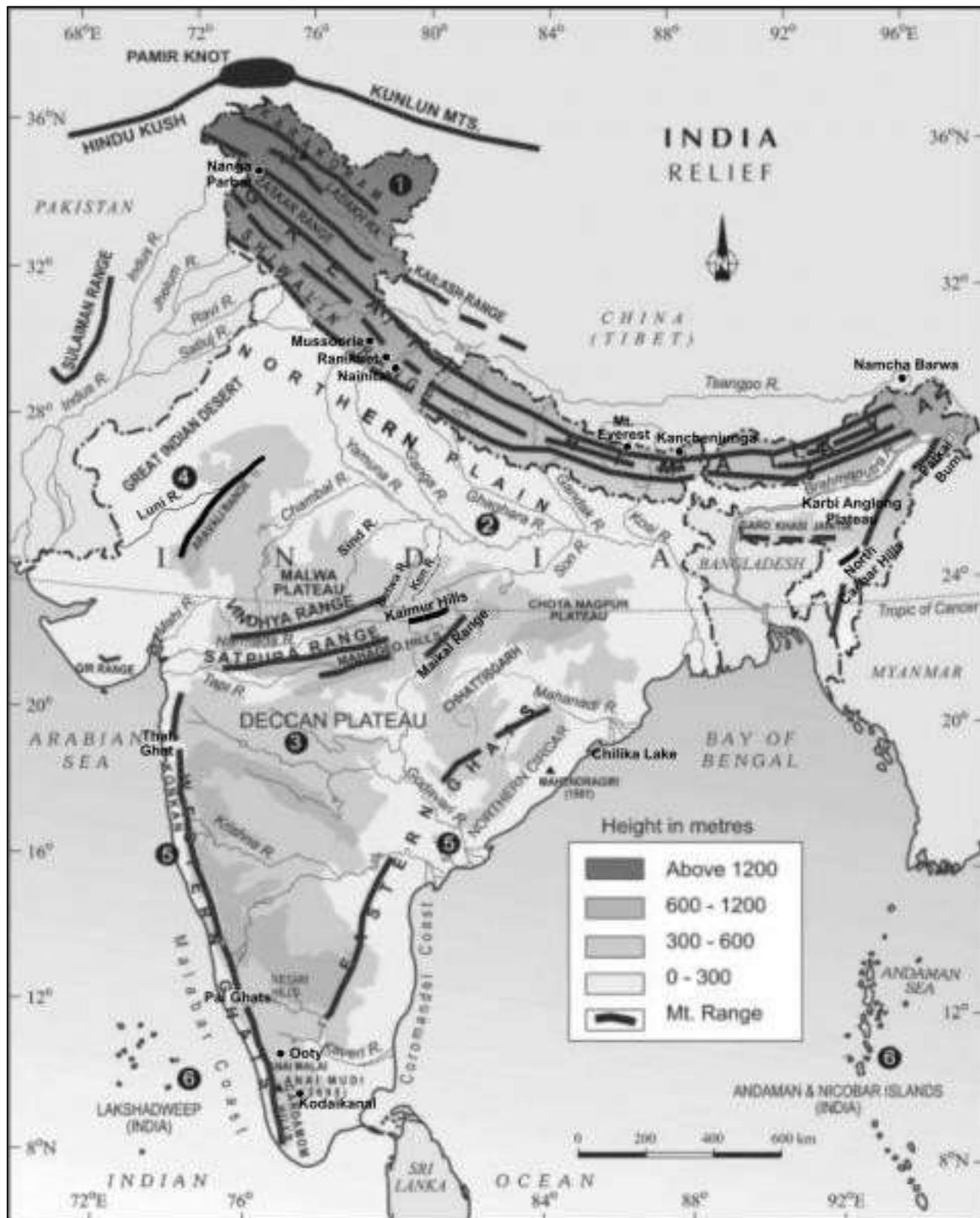
**Answer the following questions briefly.**

<b>Q 1.</b>	<b>What is the bhabar?</b>	
<b>Ans</b>	The rivers, after descending from the mountains deposit pebbles in a narrow belt of about 8 to 16 km in width lying parallel to the slopes of the Shivalik. It is known as bhabar.	
<b>Q 2.</b>	<b>Name the three major divisions of the Himalayas from north to south.</b>	
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. The Himadri</li> <li>2. The Himachal</li> <li>3. The Siwaliks</li> </ol>	
<b>Q 3.</b>	<b>Which plateau lies between the Aravali and the Vindhyan ranges?</b>	
<b>Ans</b>	The Malwa plateau lies between Aravali and Vindhyan ranges.	
<b>Q 4.</b>	<b>Name the island group of India having a coral origin.</b>	
<b>Ans</b>	Lakshadweep is the island group of India that has a coral origin.	
<b>Q 5.</b>	<b>Distinguish between Bhangar and Khadar</b>	
<b>Ans</b>	<p style="text-align: center;"><b><u>Bhangar</u></b></p> <ol style="list-style-type: none"> <li>1. The largest part of the northern plain is formed of older alluvium. It lies above the floodplains of the rivers and presents a terrace-like feature. This part is known as bhangar.</li> <li>2. The soil in this region contains calcareous deposits locally known as kankar.</li> <li>3. These soils are less fertile as compare to khadar.</li> </ol>	<p style="text-align: center;"><b><u>Khadar</u></b></p> <ol style="list-style-type: none"> <li>1. The newer, younger deposits of the flood plains are called khadar.</li> <li>2. These soils are finer in texture.</li> <li>3. These are renewed almost every year and so are fertile, thus, ideal for intensive agriculture.</li> </ol>
<b>Q 6.</b>	<b>Distinguish Between the Western Ghats and the Eastern Ghats.</b>	
<b>Ans</b>	<p style="text-align: center;"><b><u>Western Ghats</u></b></p> <ol style="list-style-type: none"> <li>1. Their average elevation is 900–1600 metres.</li> <li>2. These lie between Western coastal plains and Deccan plateau.</li> </ol>	<p style="text-align: center;"><b><u>Eastern Ghats</u></b></p> <ol style="list-style-type: none"> <li>1. The average elevation is 600 meters.</li> <li>2. These lie between Eastern Coastal plains and Deccan plateau.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Western Ghats stretch from Gujarat to Tamil Nadu</li> <li>4. The Western Ghats are continuous and regular.</li> <li>5. The highest peaks include the Anai Mudi (2,695metres) and the Doda Betta (2,637 metres).</li> </ol>	<ol style="list-style-type: none"> <li>3. The Eastern Ghats stretch from the Mahanadi Valley to the Nilgiris in the south.</li> <li>4. The Eastern Ghats are discontinuous and irregular and dissected by rivers draining into the Bay of Bengal.</li> <li>5. Mahendragiri (1,501 metres) is the highest peak in the Eastern Ghats.</li> </ol>
<b>Q 7.</b>	<b>Which are the major physiographic divisions of India?</b>	
<b>Ans</b>	<p>The physical features of India can be grouped under the following physiographic divisions:</p> <ol style="list-style-type: none"> <li>(i) The Himalayan Mountains</li> <li>(ii) The Northern Plains</li> <li>(iii) The Peninsular Plateau</li> <li>(iv) The Indian Desert</li> <li>(v) The Coastal Plains</li> <li>(vi) The Islands</li> </ol>	
<b>Q 8.</b>	<b>Contrast the relief of the Himalayan region with that of the Peninsular plateau.</b>	
<b>Ans</b>	<b><u>The Himalayan Region</u></b>	<b><u>The Peninsular Plateau</u></b>
	<b>1.</b> Formed by folding process due to collision of the Indo Australia plate with the Eurasian plate.	<b>1.</b> Formed due to the breaking and drifting of Gondwana land
	<b>2.</b> The Himalayas made up of sedimentary rocks.	<b>2.</b> Plateau contains igneous and metamorphic rocks.
	<b>3.</b> Himalayan mountains form an unstable zone.	<b>3.</b> Considered to be one of the most stable land blocks.
	<b>4.</b> The Himalayas are the most recent landforms.	<b>4.</b> The Deccan plateau is one of the most ancient landmasses.
	<b>5.</b> The average height of the Himalayas is 6,000 meters.	<b>5.</b> The average height of the plateau is 900 metres.
<b>Q 9.</b>	<b>Give an account of the Northern Plains of India.</b>	
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. The northern plain has been formed by the interplay of the three major river systems, namely– the Indus, the Ganga and the Brahmaputra along with their tributaries.</li> <li>2. This plain is formed of alluvial soil.</li> <li>3. It spreads over an area of 7 lakh sq. km.</li> <li>4. The plain being about 2400 Km long and 240 to 320 Km broad is a densely populated physiographic division.</li> <li>5. It is agriculturally a very productive part of India.</li> </ol>	
<b>Q 10.</b>	<b>Write short notes on the following.</b>	

a)	<p><b><u>The Indian Desert</u></b></p> <ol style="list-style-type: none"> <li>1. The Indian desert lies towards the Western margin of the Aravalli hills. It is an undulating sandy plain covered with dunes.</li> <li>2. This region receives very low rainfall, below 150 mm per year. It has an arid climate with low vegetation cover.</li> <li>3. Streams appear during the rainy season. Soon they disappear into the sand as they do not have enough water to reach the sea.</li> <li>4. Luni is the only large river in this region.</li> <li>5. Barchan (Crescent-shaped dunes) cover the larger areas but longitudinal dunes become more prominent near the Indo – Pakistan border.</li> <li>6. The Indian desert is popularly known as the Thar Desert.</li> </ol>
b)	<p><b><u>The Central Highlands</u></b></p> <ol style="list-style-type: none"> <li>1. The Peninsular plateau consists of two broad divisions, namely the central highlands and the Deccan plateau.</li> <li>2. 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.</li> <li>3. They are bound by the Vindhya Range from the south and by the Aravalli Hills from the north-west. The further westward extension gradually merges with the sandy and rocky desert of Rajasthan.</li> <li>4. The flow of the rivers draining this region, namely the Chambal, the Sind, the Betwa and Ken is from south-west to north-east.</li> <li>5. The central highlands are wider in the west but narrower in the east.</li> <li>6. The eastward extensions of their plateau are locally known as ‘Bundelkhand’ or ‘Baghelkhand’.The Chhotanagpur plateau marks the further eastward extension drained by the Damodar river.</li> </ol>
c)	<p><b><u>The Island groups of India</u></b></p>
	<p><b><u>The Lakshadweep Islands Group</u></b></p> <ol style="list-style-type: none"> <li>1. These islands lie close to the Malabar Coast and are composed of small coral islands.</li> <li>2. Earlier, they were known as Laccadive, Minicoy and Amindive. In 1973, these were renamed as the Lakshadweep.</li> <li>3. They cover a small area of 32 sq. km.</li> <li>4. Kavaratti Island is the administrative headquarters of Lakshadweep. This island group has a great diversity of flora and fauna.</li> <li>5. Pitti Island, which is uninhabited, has a bird sanctuary.</li> </ol>
	<p><b><u>Andaman and Nicobar Islands</u></b></p> <ol style="list-style-type: none"> <li>1. The elongated chain of islands located in the Bay of Bengal extending from north to south are the Andaman and Nicobar Islands.</li> <li>2. They are bigger in size and more numerous and scattered than the Lakshadweep Islands. The entire group of islands is divided into two broad categories, the Andaman in the north and Nicobar in the south.</li> <li>3. It is believed that these islands are an elevated portion of the submarine mountains. These islands are of great – strategic importance for the country.</li> <li>4. They have a great diversity of flora and fauna.</li> </ol>

	5. These islands lie close to the equator experience the equatorial climate and have thick forest cover.
	<b>Handout Questions</b>
<b>Q 1.</b>	Classify the Himalayas based on regions from the West to East.
<b>Q 2.</b>	Why are the Shiwalik ranges prone to landslides and earthquakes?
	<b><u>MAP SKILLS</u></b>
	<p>(For Locating and Labelling)</p> <ul style="list-style-type: none"> <li>• <b>Mountain Ranges:</b> The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western &amp; Eastern Ghats</li> <li>• <b>Mountain Peaks:</b> K2, Kanchan Junga, Anai Mudi</li> <li>• <b>Plateau:</b> Deccan , Chotta Nagpur Plateau, Malwa Plateau</li> <li>• <b>Coastal Plains:</b> Konkan, Malabar, Coromandal &amp; Northern Circar</li> </ul>



68°E 72°E 76°E 80°E 84°E 88°E 92°E 96°E

36°N 32°N 24°N 20°N 16°N 12°N 8°N

PAKISTAN

CHINA (TIBET)

BANGLADESH

MYANMAR

ARABIAN SEA

BAY OF BENGAL

INDIAN OCEAN

SRI LANKA

LAKSHADWEEP (INDIA)

ANDAMAN & NICOBAR ISLANDS (INDIA)

ANDAMAN SEA

INDIA

PAKISTAN

CHINA (TIBET)

BANGLADESH

MYANMAR

ARABIAN SEA

BAY OF BENGAL

INDIAN OCEAN

SRI LANKA

LAKSHADWEEP (INDIA)

ANDAMAN & NICOBAR ISLANDS (INDIA)

ANDAMAN SEA

**HISTORY**  
**CHAPTER: 1**  
**THE FRENCH REVOLUTION**

Answer the following questions briefly.

<b>Q1.</b>	<b>Describe the circumstances leading to the outbreak of revolutionary protest in France.</b>
<b>Ans</b>	<p><b><u>Social Inequality:</u></b></p> <ol style="list-style-type: none"> <li>1. French society in the eighteenth century was divided into three estates namely The Clergy, The nobility, and third estates.</li> <li>2. First two estates, that is, the clergy and the nobility enjoyed certain privileges by birth. They were exempt from paying taxes.</li> <li>3. The Third estate comprises of businesspersons, merchants, Peasants and artisans, labours had to pay taxes to the state.</li> </ol> <p><b><u>Political Causes:</u></b></p> <ol style="list-style-type: none"> <li>1. Long years of war had drained the financial resources of France.</li> <li>2. France had a debt of more than 2 billion <i>livres</i>.</li> <li>3. To meet its regular expenses, such as the cost of maintaining an army, the court, running government offices or universities, the state was forced to increase taxes which angered the people.</li> </ol> <p><b><u>Economic Problems:</u></b></p> <ol style="list-style-type: none"> <li>1. The population of France also increased from 23 million in 1715 to 28 million in 1789.</li> <li>2. Foodgrains were now in great demand. The price of bread shot up.</li> <li>3. Wages did not keep pace with rising prices. This led to a subsistence crisis.</li> </ol> <p><b><u>Strong Middle Class:</u></b></p> <ol style="list-style-type: none"> <li>1. A new middle class emerged educated and wealthy during the eighteenth century.</li> <li>2. They believed that no group in society should be given privileges by birth.</li> <li>3. Philosophers put ideas of equality, freedom forward.</li> <li>4. The ideas of these philosophers were discussed intensively in salons and coffee houses and spread among people.</li> </ol> <p><b><u>Immediate Causes:</u></b></p> <ol style="list-style-type: none"> <li>1. On 5 may, 1789, Louis XVI called together an assembly of Estates General to pass proposals for new taxes.</li> <li>2. Third estates protested this proposal of each estate one vote, their demand of one person one vote was rejected by King. They walked out of the assembly.</li> <li>3. On the other side, after spending hours in long queues at the bakery, crowds of angry women stormed into the shops.</li> <li>4. On 14 July, the agitated crowd stormed and destroyed the Bastille.</li> </ol>
<b>Q 2.</b>	<b>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?</b>

<b>Ans</b>	<ol style="list-style-type: none"> <li>1. Prosperous and educated section and rich peasants benefitted the most from the French Revolution.</li> <li>2. The members of the first two estates, that is, the clergy and the nobilities were forced to relinquish power.</li> <li>3. The poorer sections of the third estate, the clergy, the nobility, and the women were disappointed with the outcome of the French Revolution because their aspirations were not properly fulfilled.</li> </ol>
<b>Q 3.</b>	<b>Describe the legacy of the French Revolution for the peoples of the world during the nineteenth and twentieth centuries.</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. The ideas of liberty and democratic rights were the most important legacy of the French Revolution.</li> <li>2. These spread from France to the rest of Europe during the nineteenth century, where feudal systems were abolished.</li> <li>3. Colonised peoples reworked the idea of freedom from bondage into their movements to create a sovereign nation-state.</li> <li>4. Tipu Sultan and Rammohan Roy are two examples of individuals who responded to the ideas coming from revolutionary France.</li> </ol>
<b>Q 4.</b>	<b>Draw up a list of democratic rights we enjoy today whose origins could be traced to the French Revolution.</b>
<b>Ans</b>	<p>The following fundamental rights, given in the Indian constitution can be traced to the French Revolution:</p> <ol style="list-style-type: none"> <li>1. The right to equality</li> <li>2. The right to freedom of speech and expression</li> <li>3. The right against exploitation</li> <li>4. The right to constitutional remedies</li> <li>5. Right to Life</li> <li>6. Right to vote</li> </ol>
<b>Q 5.</b>	<b>Would you agree with the view that the message of universal rights was beset with contradictions? Explain.</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. The major contradiction in the message of universal rights as per the French Constitution of 1791 was the total ignorance of women.</li> <li>2. Not all citizens, however, had the right to vote.</li> <li>3. Only men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were given the status of active citizens, that is, they were entitled to vote.</li> <li>4. The remaining men and all women were classed as passive citizens.</li> </ol>
<b>Q6.</b>	<b>How would you explain the rise of Napoleon?</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. The political instability of the Directory paved the way for the rise of a military Napoleon Bonaparte.</li> <li>2. 1804, Napoleon Bonaparte crowned himself Emperor of France.</li> <li>3. He set out to conquer neighbouring European countries, dispossessing dynasties and creating kingdoms where he placed members of his family.</li> <li>4. Napoleon saw his role as a moderniser of Europe.</li> <li>5. He introduced many laws such as the protection of private property and a uniform system of weights and measures provided by the decimal system.</li> </ol>

	<b>Extra Questions</b>
<b>Q 1.</b>	<b>What does subsistence crisis mean? What led to subsistence crisis in France?</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. Subsistence Crisis: It is an extreme situation where the basic means of livelihood are endangered.</li> <li>2. The population of France was on the rise. It rose from 23 million in 1715 to 28 million in 1789. This led to an increase in the demand for food grains.</li> <li>3. The production of food grains could not keep pace with the demand and the price of bread which was the staple diet of the majority rose rapidly.</li> <li>4. The wages also did not keep pace with the rise in prices. The gap between the rich and the poor widened.</li> <li>5. Things became worse whenever drought or hail reduced the harvest.</li> </ol>
<b>Q 2.</b>	<b>Describe the incidents that led to storming of the Bastille.</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. National Assembly was busy at Versailles drafting a constitution; the rest of France was seething with turmoil.</li> <li>2. A severe winter had meant a bad harvest, the price of bread rose. Often bakers exploited the situation and hoarded supplies.</li> <li>3. After spending hours in long queues at the bakery, crowds of angry women stormed into the shops.</li> <li>4. At the same time, the king ordered troops to move into Paris. On 14 July, the agitated crowd stormed and destroyed Bastille.</li> </ol>
<b>Q 3.</b>	<b>Describe how the new political system of constitutional monarchy worked in France.</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. The constitution of 1791 vested the power to make laws in the National Assembly, which was indirectly elected.</li> <li>2. Citizens voted for a group of electors, who in turn chose the Assembly. Not all citizens, however, had the right to vote.</li> <li>3. Only men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were given the status of active citizens, that is, they were entitled to vote.</li> <li>4. The remaining men and all women were classed as passive citizens.</li> <li>5. To qualify as an elector and then as a member of the Assembly, a man had to belong to the highest bracket of taxpayers.</li> </ol>
<b>Q 4</b>	<b>Describe the Reign of Terror.</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. The period from 1793 to 1794 is called Reign of Terror because Robespierre followed a policy of severe control and punishment.</li> <li>2. Ex nobles, clergy, members of other political parties and even the members of his party, who did not agree with his methods, were arrested, imprisoned and guillotined.</li> <li>3. During the Reign of Terror, the new government-issued laws ordering the closure of women's clubs and banning their political activities.</li> <li>4. Many prominent women were arrested and a number of them executed.</li> <li>5. Churches were shut down and their buildings converted into barracks or offices.</li> </ol>

<b>Q 5</b>	<b>What measures were taken by Robespierre to bring equality in the French Society?</b>
<b>Ans</b>	<ol style="list-style-type: none"> <li>1. Robespierre government issued laws placing a maximum ceiling on wages and prices.</li> <li>2. Peasants were forced to transport their grain to the cities and sell it at prices fixed by the government.</li> <li>3. The use of more expensive white flour was forbidden; all citizens were required to eat the quality bread, a loaf made of whole wheat.</li> <li>4. Equality was also sought to be practised through forms of speech and address.</li> </ol>
	<b>Handout Questions</b>
<b>Q 1.</b>	<p>What did the following symbols convey in the Declaration of Rights?</p> <ol style="list-style-type: none"> <li>(i) The broken chain</li> <li>(ii) The bundle of rods or fasces</li> <li>(iii) Sceptre</li> <li>(iv) Snake biting its tail to form a ring</li> <li>(v) Red Phrygian cap</li> <li>(vi) The law tablet</li> </ol>
<b>Q 2.</b>	Discuss the participation of women in political clubs, their activities and demands.
<b>Q 3.</b>	What is the importance of the document ‘Declaration of Rights of Man and Citizen’?
<b>Q 4.</b>	What impact did the French Revolution have on slave trade?
<b>Q 5.</b>	What was the role of French Philosophers and revolutionary thinkers in the French Revolution?
	<b>Map Work</b>
	<p><b>Outline map of France (For locating and labelling/Identification)</b></p> <ol style="list-style-type: none"> <li>1. Bordeaux</li> <li>2. Nantes</li> <li>3. Paris</li> <li>4. Marseilles</li> </ol>

Map of France



**GEOGRAPHY**  
**CHAPTER: 1**  
**INDIA- SIZE AND LOCATION**

**Answer the following questions briefly.**

**1. Name the group of islands lying in the Arabian sea.**

**Ans** Lakshadweep

**2. Name the countries which are larger than India.**

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

**3. Which island group of India lies to its south-east?**

**Ans** Andaman and Nicobar

**4. Which island countries are our southern neighbours?**

**Ans** Sri Lanka and Maldives

**5. 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**

1. From Gujarat to Arunachal Pradesh there is a time lag of two hours but watches show the same time.
2. So to avoid the confusion, the 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.

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

**Ans**

1. The Indian landmass has a central location between the East and the West Asia. India is a Southward extension of the Asian Continent.
2. The Trans Indian Ocean routes which connect the countries of Europe in the West and the countries of East Asia provide a strategic central location to India.
3. The Deccan Peninsula protrudes into the Indian Ocean, thus helping India to establish close contact with West Asia, Africa and Europe from the western coast and with Southeast and East Asia from the eastern coast.
4. No other country has a long coastline on the Indian Ocean as India.

**Handout Questions**

**1. What is the latitudinal extent of India? What are its implications?**

**Ans** The latitudinal extent of India's Mainland is 8 Degree 4 Minutes North to 37 Degree 6 Minutes North.

**Implications**

1. The tropic of cancer (23 Degree 30 Minutes north) divides India into nearly two equal parts.
2. The southern half lies in the hot tropical zone whereas the northern half lies in the warm temperate/ sub-tropical zone.
3. The difference in the duration of day and night is much less in the south of India at lower latitudes (Kanyakumari). But the difference increases further north (Jammu and Kashmir) as it is further away from the equator.

**2. What is the longitudinal extent of India? What are its implications?**

**Ans** The longitudinal extent of India is  $68^{\circ}7'E$  and  $97^{\circ}25'E$ .

**Implications**

1. The longitudinal extent of India is about 30 Degrees in the eastern hemisphere. It occupies the south central peninsula of Asia at the head of the Indian Ocean.

2.15 Degrees of longitudinal difference, there is a corresponding time difference of one hour. As a result of this variation, Arunachal Pradesh is nearly 2 hours ahead of Gujarat in local time.

**Map Work**

**(Location and Labelling)**

- India-States with Capitals,
- Tropic of Cancer,
- Standard Meridian of India

# INDIA

## States and Union Territories

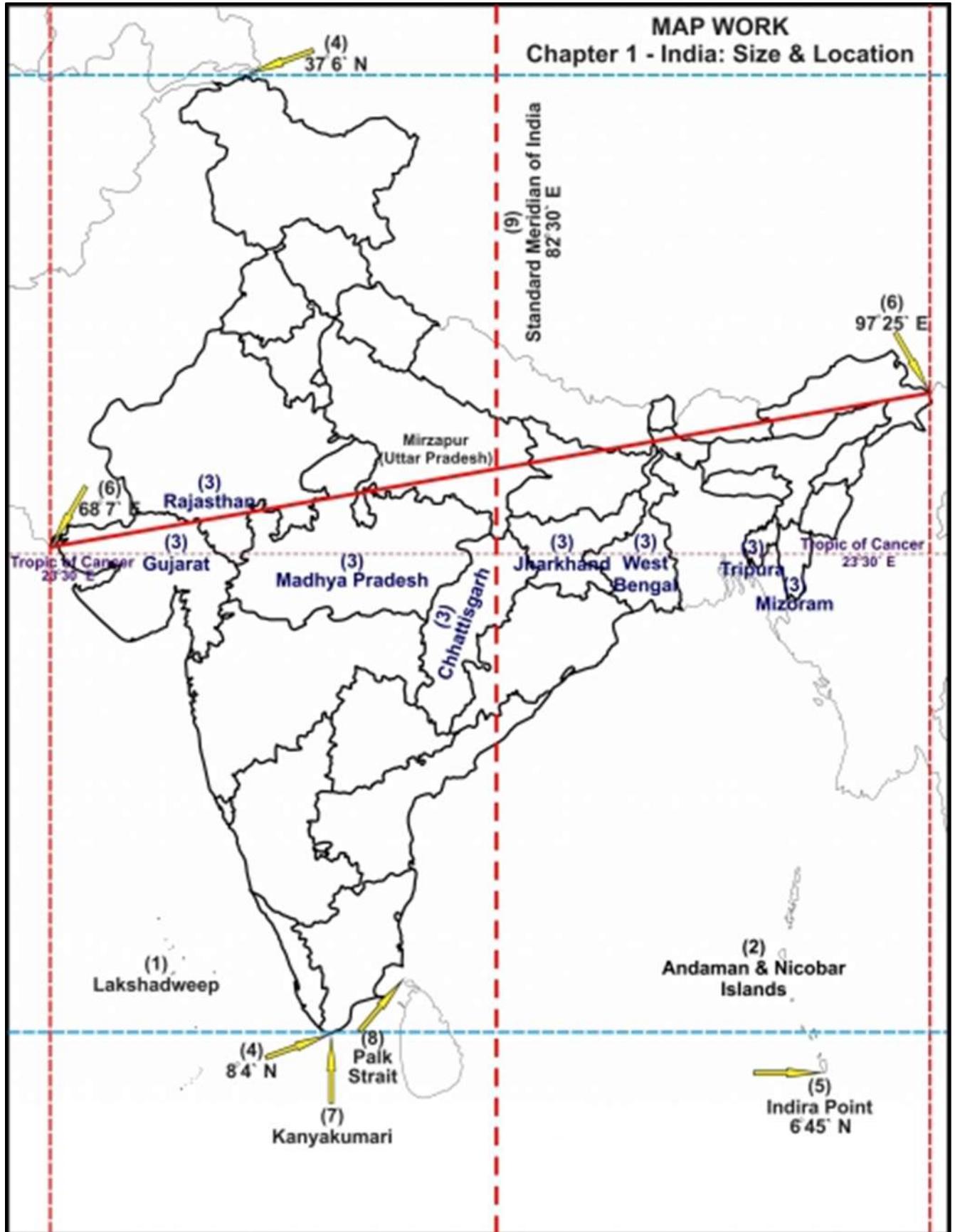


— International Boundary  
— State/UT Boundary  
■ Country Capital  
● State/UT Capital

Map not to Scale

Copyright © 2020 [www.mapsofindia.com](http://www.mapsofindia.com)

**MAP WORK**  
**Chapter 1 - India: Size & Location**



**Democratic Politics**  
**Chapter 1**  
**What is Democracy? Why Democracy**

<b>Q.1</b>	<b>Why is democracy considered a better form of government than others?</b>
<b>Ans:</b>	<ol style="list-style-type: none"> <li>1. It is a more accountable form of government.</li> <li>2. It improves the quality of decision-making.</li> <li>3. It provides a method to deal with differences and conflicts</li> <li>4. It enhances the dignity of citizens.</li> <li>5. It allows us to correct its own mistakes</li> </ol>
<b>Q.2</b>	<b>Why the people cannot involve directly but only through elected representatives in decision-making?</b>
<b>Ans:</b>	<ol style="list-style-type: none"> <li>1. Modern democracies involve such a large number of people that it is physically impossible for them to sit together and take a collective decision.</li> <li>2. Even if they could, the citizen does not have the time, the desire, or the skills to take part in all the decisions.</li> </ol>
<b>Q.3</b>	<b>Give arguments against democracy.</b>
<b>Ans:</b>	<ol style="list-style-type: none"> <li>1. Leaders keep changing in a democracy. This leads to instability.</li> <li>2. Democracy is all about political competition and power play. There is no scope for morality.</li> <li>3. So many people have to be consulted in a democracy that leads to delays.</li> <li>4. Elected leaders do not know the best interest of the people. It leads to bad decisions.</li> <li>5. Democracy leads to corruption for it is based on electoral competition.</li> <li>6. Ordinary people don't know what is good for them;</li> </ol>
<b>Q.4</b>	<b>What amendments did General Musharraf bring in the Constitution of Pakistan by using a 'Legal Frame Work Order' in August 2002?</b>
<b>Ans:</b>	<ol style="list-style-type: none"> <li>1. According to this Order, the President can dismiss the national and provincial assemblies.</li> <li>2. The work of the civilian cabinet is supervised by a National Security Council, which is dominated by military officers.</li> <li>3. After passing this law, elections were held to the national and provincial assemblies.</li> <li>4. After elections, elected representatives have some powers. But the final power rested with military officers and General Musharraf himself.</li> </ol>
<b>Q.5</b>	<b>Democracy improves the quality of decision making. Explain.</b>
<b>Ans:</b>	<ol style="list-style-type: none"> <li>1. Democracy is based on consultation and discussion.</li> <li>2. A democratic decision always involves many persons, discussions and meetings.</li> <li>3. When several people put their heads together, they can point out possible mistakes in any decision. This takes time.</li> <li>4. However, there is a big advantage of taking time over important decisions. This reduces the chances of rash or irresponsible decisions. Thus, democracy improves the quality of decision-making.</li> </ol>
<b>Q.6</b>	<b>Why can't the democratic set up in China be called a true democracy? Explain.</b>
<b>Ans:</b>	<ol style="list-style-type: none"> <li>1. In China, elections are regularly held after every five years for electing the country's Parliament, called National People's Congress.</li> <li>2. It has nearly 3000 members elected from all over China. The army elects some members.</li> </ol>

	<ol style="list-style-type: none"> <li>3. This National People's Congress has the power to appoint the president of the country.</li> <li>4. Before contesting elections, a candidate needs the approval of the Chinese Communist Party.</li> <li>5. Only those who are members of the Chinese Communist Party or eight smaller parties allied to it are allowed to contest elections in China.</li> <li>6. The communist party always forms the government. Thus, we cannot say that the elections in China are free and fair. The communist party always restricts it.</li> </ol>
<b>Q.7</b>	<b>How does democracy enhance the dignity of citizens?</b>
<b>Ans:</b>	<ol style="list-style-type: none"> <li>1. Democracy is based on the principle of political equality, on recognising that the poorest and the least educated have the same status as the rich and the educated.</li> <li>2. People are not subjects of a ruler, they are the rulers themselves. Even when they make mistakes, they are responsible for their conduct.</li> </ol>
	<b>Handout Questions:</b>
<b>Q.8</b>	<b>What is the role of a citizen in promoting democracy?</b>
<b>Ans:</b>	Every citizen should be able to play an equal role in decision-making. For this, a citizen not only needs an equal right to vote but also needs to have equal information, basic education and equal resources.
	<b>Extra Questions:</b>
<b>1.</b>	Explain any three differences between a democratic country and a non-democratic country? (3 Marks)
<b>2.</b>	Why is Zimbabwe not considered a democratic country? (3 Marks)

**ECONOMICS**  
**CHAPTER: 1**  
**THE STORY OF VILLAGE PALAMPUR**

**Answer the following questions briefly.**

**Q1. Modern farming methods require more inputs, which are manufactured in industry. Do you agree?**

**Ans** No doubt, modern farming requires more inputs than traditional farming. These are: chemical fertilizers, pesticides, pump sets, farm machinery, electricity, diesel, HYV seeds, water supply etc.

1. Most of these input like fertilizers, tools, and implements are manufactured in industry.
2. HYV seeds are developed in agriculture research laboratories.
3. Machine industry provides various kinds of implements, irrigation pumps and farming machinery to improve productivity and minimize farming efforts.
4. Chemical and soil engineering based industry provide fertilizers and pesticides to boost agriculture.
5. Water supply is done by canals and tanks.
6. Electricity is supplied by powerhouses.

**Q 2. How did the spread of electricity help farmers in Palampur?**

**Ans**

1. Electricity came early to Palampur. Its major impact was to transform the system of irrigation.
2. People saw that the electric-run tube wells could irrigate much more than the ordinary ones
3. In Palampur, electricity powers all the tube wells in the fields and is used in various types of small business.

**Q 3. Is it important to increase the area under irrigation? Why?**

**Ans**

1. Yes, it is important to increase the area under irrigation because if a country has to increase its production it has to increase the irrigational area.
2. In India, the rainfall is unevenly distributed in the country and if rainfall is less then production will be low, and farmers will be able to grow only one crop in a year.
3. With good irrigation it will be possible to do multiple cropping to increase the yield per hectare.

**Q 4. Why are the wages for farm labourers in Palampur less than minimum wages?**

**Ans** There is heavy competition for work among the farm labourers in Palampur, so people agree to work for lower wages.

**Q 5. What are the different ways of increasing production on the same piece of land? Use examples to Explain.**

**Ans** Multiple cropping and use of modern farming methods are two different ways of increasing production on the same piece of land.

**Multiple cropping** To grow more than one crop on a piece of land during the year is known as multiple cropping. It is the most common way of increasing production on a given piece of land.

All farmers in Palampur grow at least two main crops; many are growing potato as the third crop in the past fifteen to twenty years.

### **Modern Farming Methods**

1. Modern farming methods also help to increase the yield per hectare.
2. Farmers of Punjab, Haryana and Western Uttar Pradesh were the first to try modern farming methods in India.
3. The farmers in these regions set up tube wells for irrigation and make use of HYV seeds, chemical fertilisers and pesticides in farming.
4. Some used farm machinery like tractors and threshers, which made ploughing and harvesting faster. They were rewarded with the high yields of wheat, increasing from 1300kg per hectare to 3200 hectare with HYV seeds.

**Q 6. How do the medium and large farmers obtain capital for farming? How is it different from the small farmers?**

**Ans** The modern farming methods require a great deal of capital, so the farmer now needs more money than before.

1. The medium and large farmers have their own savings from farming. They are thus able to arrange for the capital needed.
2. In contrast most small farmers have to borrow money to arrange for the capital. They borrow from large farmers or the village moneylenders or the traders who supply various inputs for cultivation.
3. The rate of interest on such loans is very high. They are put to great distress to repay the loan.

**Q 7 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**

1. Tejpal Singh agreed to give Savita the loan at an interest rate of 24 per cent for four months, which was a very high interest rate.
2. Savita also had to promise to work on his field as a farm labourer during the harvest season at Rs 35 per day.
3. Savita knew that this wage is quite low and she will have to work very hard to complete harvesting on her own field, and then work as a farm labourer for Tejpal Singh.
4. Savita agreed to those tough conditions, as she knew, that getting a loan is difficult for a small farmer.  
Yes, Savita's condition would have been different if she could get a loan from the bank at a low rate of interest.

**Q 8. What can be done so that more non-farm production activities can be started in villages?**

**Ans** 1. Markets can be developed where the goods and services produced can be sold.

2. The villagers who have the impression that they can earn only by farming, must be given proper guidance and help to do activities like basket making, match box making etc.
3. Banks should provide loans at low interest rate so that the poor villagers can start some business to help them earn a living.
4. The villagers must be made aware of the non-farm production activities and their benefits
5. Villages can be connected to towns and cities through good roads, transport and telephone.

**Q 9. Describe the work of a farmer with 1 hectare of land.**

- Ans**
- 1..Production is very low and it is very difficult for the farmer to provide for his family.
  2. Apart from working on his own field he has to work on the field of the rich farmers or work as a casual labourer to survive.
  3. The small farmer has no irrigation facilities.
  4. He has no working capital so he is also not able to buy modern machinery, HYV seeds or insecticides and pesticides.

**Extra questions:**

**Q 10. What do you mean by Green Revolution? What are its merits and demerits?**

**Ans:** Green Revolution is referred to as the process of increasing the production of wheat and rice by using of modern tools and techniques like HYV seeds, chemical fertilizers, pesticides, tractors and threshers etc.

**Merits:**

1. Higher Yield due to the use of HYV seeds.
2. Surplus food can be sold to earn more.
3. Good irrigation enhances production.

**Demerits :**

- It resulted in loss of soil fertility due to increased use of chemical fertilisers and pesticides.
2. Continuous use of groundwater for tube well irrigation reduced the water-table below the ground.
  3. Chemical fertilizers can also kill bacteria and other micro-organisms in the soil.

**Q 11. Name any four non-farm production activities practised in Palampur. Give brief descriptions of any three.**

Dairy farming, Small scale manufacturing, Shop keeping, Transport.

**Dairy farming:**

People feed their buffaloes with various kinds of grass, jowar, bajra that grows during the rainy season. The milk is sold in nearby villages. Some people have set up collection centres and chilling centres from where milk is transported to far away towns and cities.

**Small-scale manufacturing:**

Manufacturing in Palampur involves very simple production methods and are done on a small scale. They are carried out mostly at home. This is mostly done with the help of family labour. Labour is rarely hired.

**Shop keeping:**

Shopkeepers buy various goods from the wholesale market in the cities and sell them in the village. Small general stores in the village sell a wide range of items like rice, wheat, sugar, oil, biscuits, soap, batteries, candles, toothpaste, pens, pencils, notebooks, and even some clothes. Some families whose houses are closer to the bus stand have used a part of the space to open small shops. They sell eatables here.

# Geography

## Chapter -3

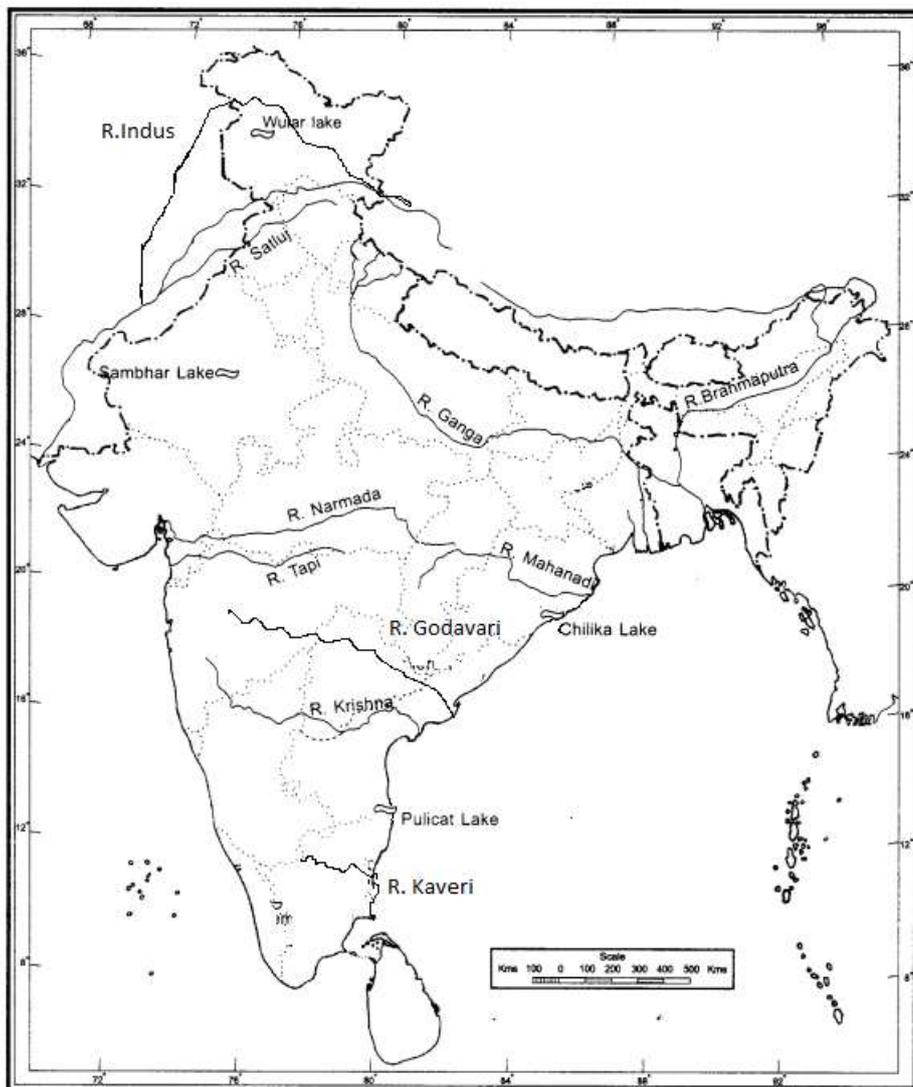
### Drainage

- Rivers: (Identification only)

- o The Himalayan River Systems-The Indus, The Ganges, and The Satluj

- o The Peninsular rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi

- Lakes: Wular, Pulicat, Sambhar, Chilika



**Democratic Politics**  
**Chapter 3**  
**Electoral Politics**

<b>Q.1</b>	<b>What is an election? Why do we need it?</b>
<b>Ans:</b>	<p>A mechanism by which people can choose their representatives at regular intervals and change them if they wish to do so. This mechanism is called an election.</p> <p><b>In an election the voters make many choices:</b></p> <ol style="list-style-type: none"> <li>1. They can choose who will make laws for them.</li> <li>2. They can choose who will form the government and take major decisions.</li> <li>3. They can choose the party whose policies will guide the government and lawmaking.</li> </ol>
<b>Q.2</b>	<b>What is the Model Code of Conduct for the election campaign? Mention any three provisions of it.</b>
<b>Ans:</b>	<p>These are some sets of norms that every political party is expected to follow during election campaigns.</p> <p><b>According to this, no party or candidate can:</b></p> <ol style="list-style-type: none"> <li>1. Use any place of worship for election propaganda;</li> <li>2. Use government vehicles, air crafts and officials for elections; and</li> <li>3. Once elections are announced, Ministers shall not lay foundation stones of any projects, take any big policy decisions or make any promises of providing public facilities.</li> </ol>
<b>Q.3</b>	<b>How does our Election Law regulate campaigns?</b>
<b>Ans:</b>	<p>It is necessary to regulate the campaign to ensure that every political party and candidate gets a fair and equal chance to compete.</p> <p><b>According to our election law, no party or candidate can :</b></p> <ol style="list-style-type: none"> <li>1. Bribe or threaten voters.</li> <li>2. Appeal to them in the name of caste or religion.</li> <li>3. Use government resources for election campaigns.</li> <li>4. Spend more than Rs.25 lakhs in a constituency for a Lok Sabha election or Rs. 10 lakhs in a constituency in an Assembly election.</li> </ol>
<b>Q.4</b>	<b>Explain five conditions for free and fair elections.</b>
<b>Ans:</b>	<ol style="list-style-type: none"> <li>1. <b><u>One vote one value:</u></b> Everyone should be able to choose. This means that everyone should have one vote and every vote should have equal value.</li> <li>2. <b><u>Multiple choices:</u></b> There should be something to choose from. Parties and candidates should be free to contest elections and should offer some real choice to the voters.</li> <li>3. <b><u>The choice at regular intervals:</u></b> The choice should be offered at regular intervals. Elections must be held regularly after every few years.</li> <li>4. <b><u>All should have an equal chance of winning:</u></b> The candidate preferred by the people should get elected.</li> <li>5. <b><u>Free and fair elections:</u></b> Elections should be conducted in a free and fair manner where people can choose as they wish.</li> </ol>

<b>Q.5</b>	<b>What is a reserved constituency? Why is there a need for the reserved constituency?</b>
<b>Ans:</b>	<p>These are the constituencies that are reserved for people who belong to the Scheduled Castes [SC] and Scheduled Tribes [ST].</p> <p><b>Need For Reserved Constituency</b></p> <ol style="list-style-type: none"> <li>1. The Constitution makers were concerned that in an open electoral competition, certain weaker sections may not get elected to the Lok Sabha and the state Legislative Assemblies.</li> <li>2. They may not have the required resources, education and contacts to contest and win elections against others.</li> <li>3. If that happens, our Parliament and Assemblies would be denied the voice of an important section of our population making our democracy less representative and less democratic.</li> <li>4. Those who are powerful and capable may stop them from winning elections.</li> </ol> <p>Hence the makers of our Constitution thought of a special system of reserved constituencies for the weaker sections.</p>
<b>Q.6</b>	<b>How is electoral competition helpful to political parties and leaders to win elections?</b>
<b>Ans:</b>	<ol style="list-style-type: none"> <li>1. Regular electoral competition provides incentives to political parties and leaders.</li> <li>2. They know that if they raise issues that people want to be raised, their popularity and chances of victory will increase in the next elections.</li> <li>3. But if they fail to satisfy the voters with their work they will not be able to win again.</li> </ol>
<b>Q.7</b>	<b>What is meant by 'Seat' in the election? Explain with example.</b>
<b>Ans:</b>	<p>The electoral constituencies are counted as 'seats', for each constituency represents one seat in the assembly.</p> <p>Example: When we say that 'Lok Dal won 60 seats' in Haryana, it means that candidates of Lok Dal won in 60 assembly constituencies in the state and thus Lok Dal had 60 MLAs in the state assembly.</p>
	Handout Questions:
<b>Q.1</b>	<b>Mention a few successful slogans that were used during election campaigns. (3 Marks)</b>
<b>Q.2</b>	<b>Mention any three provisions which make Election Commission an independent body. (3 Marks)</b>
<b>Q.3</b>	<b>Explain the role of the Election Commission in free and fair elections. (3 Marks)</b>

**ECONOMICS**  
**CHAPTER 3**  
**POVERTY AS A CHALLENGE**

	<b>Textbook Questions</b>
<b>Q.1</b>	<b>Describe how the poverty line is estimated in India.</b>
<b>Ans:</b>	<ol style="list-style-type: none"> <li>1. A person is considered poor if his or her income or consumption level falls below a given minimum level necessary to fulfil basic needs.</li> <li>2. While determining the poverty line in India, a minimum level of food requirement, clothing, footwear, fuel and light, educational and medical requirements, etc., are determined for subsistence.</li> <li>3. These physical quantities are multiplied by their prices in rupees, and thereby the poverty line is arrived at.</li> <li>4. The present formula for food requirements while estimating the poverty line is based on the desired calorie requirement. The expected calorie intake has been fixed at 2400 calories per person in rural areas and 2100 calories in urban areas. A person consuming less than this amount is considered to be living below the poverty line.</li> <li>5. On the basis of these the calculation for the year 2011-12 the poverty line for a person was fixed at Rs 816 per month for rural areas and Rs 1000 for urban areas.</li> </ol>
<b>Q.2</b>	<b>Do you think that the present methodology of poverty estimation is appropriate?</b>
<b>Ans:</b>	<p>The present methodology of poverty estimation takes into account a minimum subsistence level of living rather than a reasonable level of living.</p> <ol style="list-style-type: none"> <li>1. A person is considered poor if his or her income or consumption level falls below a given minimum level necessary to fulfil basic needs.</li> <li>2. While ensuring the minimum necessary in terms of income is indeed essential for India to bring a large section of its population out of the clutches of poverty, the government must also focus its attention upon the broader element of human poverty. A future state may be achieved wherein everybody can be able to feed him or herself.</li> </ol>
<b>Q.3</b>	<b>Describe poverty trends in India since 1973.</b>
<b>Ans:</b>	<ol style="list-style-type: none"> <li>1. There is a substantial decline in poverty ratios in India from about 45 per cent in 1993-94 to 37.2 per cent in 2004-05.</li> <li>2. The proportion of people below the poverty line further came down to about 22 percent in 2011-12.</li> <li>3. If the trends continue, people below the poverty line may come down to less than 20 percent in the next few years.</li> <li>4. Although the percentage of people living in poverty declined from 1973 to 1993, the number of poor declined from 407 million in 2004-05 to 270 million in 2011-12, with an average annual decline of 2.2 percentage points during 2004-05 to 2011-12.</li> </ol>
<b>Q.4</b>	<b>Discuss the major reasons for poverty in India.</b>

<b>Ans:</b>	<p>Major reasons for poverty in India</p> <p>(i) <b>The low level of economic development under the British colonial administration.</b> The policies of the colonial government ruined traditional handicrafts and discouraged the development of industries like textiles. The low rate of growth persisted until the 1980s. This resulted in fewer job opportunities and a low growth rate of income. This was accompanied by a high growth rate of the population. The two combined to make the growth rate of per capita income very low.</p> <p>(ii) <b>Lack of job opportunities:</b> Lack of job opportunities compelled many people to work as rickshaw pullers, vendors, construction workers, domestic servants, etc. With irregular small incomes, these people could not afford expensive housing. They started living in slums on the outskirts of the cities.</p> <p>(iii) <b>Green revolution was limited to some parts of India:</b> With the spread of irrigation and the Green revolution, many job opportunities were created in the agriculture sector. But the effects were limited to some parts of India.</p> <p>(iv) <b>Huge income inequalities:</b> One of the major reasons for this is the unequal distribution of land and other resources. Major policy initiatives like land reforms that are aimed at the redistribution of assets in rural areas have not been implemented properly by most state governments.</p> <p>(v) <b>Social and cultural factors:</b> To fulfil social obligations and religious ceremonies the poor end up spending a lot which results in poverty. A high level of indebtedness among small farmers is also a major cause of poverty in our country. Since poor farmers hardly have any savings, they borrow. Unable to repay because of poverty, they become victims of indebtedness.</p>
<b>Q.5</b>	<b>Identify the social and economic groups which are most vulnerable to poverty in India.</b>
<b>Ans:</b>	The social groups of Scheduled castes and Scheduled tribes and the economic groups of rural agricultural labourers and urban casual labourers are the ones most vulnerable to poverty.
<b>Q.6</b>	<b>Give an account of interstate disparities in poverty in India.</b>
<b>Ans:</b>	<p>The proportion of the poor is not the same in every state. Though there has been a decline in poverty in every state from the early seventies, the success rate of reducing poverty has varied from state to state.</p> <ol style="list-style-type: none"> <li>1. Recent estimates show while all India Head Count Ratio was 21.9 per cent in 2011-12 states like Madhya Pradesh, Assam, Uttar Pradesh, Bihar and Orissa had above all India poverty level.</li> <li>2. Bihar and Orissa continue to be the two poorest states with poverty ratios of 33.7 and 37.6 per cent respectively.</li> <li>3. Along with rural poverty, urban poverty is also high in Orissa, Madhya Pradesh, Bihar and Uttar Pradesh.</li> <li>4. In comparison, there has been a significant decline in poverty in Kerala, Maharashtra, Andhra Pradesh, Tamil Nadu, Gujarat and West Bengal.</li> </ol>

	5. States like Punjab and Haryana have traditionally succeeded in reducing poverty with the help of high agricultural growth rates. Kerala has focused more on human resource development, West Bengal land reform measures, in Andhra Pradesh and Tamil Nadu public distribution of food grains could have been responsible for the improvement.
<b>Q.7</b>	<b>Describe global poverty trends.</b>
<b>Ans</b>	<p>The proportion of people in developing countries living in extreme economic poverty defined by the World Bank as living on less than \$1.90 per day has fallen from 35 per cent in 1990 to 10.68 per cent in 2013.</p> <p>1. There has been a substantial reduction in global poverty; it is marked with great regional differences.</p> <p>2. Poverty declined substantially in China and Southeast Asian countries as a result of rapid economic growth and massive investments in human resource development. 3. On the other hand, in South Asian countries (India, Pakistan, Sri Lanka, Nepal, Bangladesh, Bhutan), the decline has also been rapid from 54 to 15 per cent. 4. In Sub-Saharan Africa, poverty in fact rose from 54 per cent in 1990 to 41 per cent in 2013. In Latin America, the ratio of poverty has also declined from 16 per cent in 1990 to 5.4 per cent in 2013.</p> <p>5. Poverty has also resurfaced in some of the former socialist countries like Russia, where officially it was non-existent earlier.</p>
<b>Q8.</b>	<b>Describe the current government strategy of poverty alleviation.</b>
<b>Ans</b>	<p>The current anti-poverty strategy of the government has a two-lined approach –</p> <p><b>(A) Promotion of economic growth</b></p> <p>Since the eighties, India's economic growth is one of the fastest in the world. The higher growth rates have helped significantly in the reduction of poverty. Economic growth widens opportunities and provides resources needed to invest in human development. Also, so that the poor can take advantage of this economic growth. The government has formulated several anti-poverty schemes to affect poverty directly or indirectly.</p> <p><b>(B) Targeted anti-poverty programmes.</b></p> <p>Prime Minister Rozgar Yojana, Rural Employment Generation Programme, Swarnajayanti Gram Swarozgar Yojana, Pradhan Mantri Gramodaya Yojana, Antyodaya Anna Yojana, National Food for Work Programme, National Rural Employment Guarantee Act, and proposals for establishing National and State Employment Guarantee Funds are some of the anti-poverty schemes of the government.</p> <p>However, despite the good intentions of these schemes, the benefits have not fully reached the deserving poor. Hence, the major emphasis in recent years has been on proper monitoring of all the poverty alleviation programmes.</p>

<b>Q9.</b>	<b>Answer the following questions briefly</b>
<b>(i)</b>	<p><b>What do you understand by human poverty?</b></p> <p>Human poverty is a concept that goes beyond the limited view of poverty as a lack of income. It refers to the denial of political, social and economic opportunities to an individual 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.</p>

<b>(ii)</b>	<p><b>Who are the poorest of the poor?</b>  Women, female infants and elderly people are the poorest of the poor. Within a poor family, such individuals suffer more than others. They are systematically denied equal access to the resources available to the family.</p>
<b>(iii)</b>	<p><b>What are the main features of the National Rural Employment Guarantee Act 2005?</b>  Main features of the National Rural Employment Guarantee Act 2005:  (a) The Act assures 100 days of wage employment every year to every household to ensure livelihood security in rural areas.  (b) It also aimed at sustainable development to address the cause of drought, deforestation and soil erosion.  (c) One-third of the jobs are reserved for women.  (d) Under the programme if an applicant is not employed within fifteen days, he/she will be entitled to a daily unemployment allowance.  (e)The average wage has increased 65 in 2006-07 to 132 in 2013-14.</p>
	<p><b>Handout Questions</b></p>
<b>Q.1</b>	<p>Explain how poverty begets more poverty?</p>
<b>Q.2</b>	<p>Discuss any three programmes to reduce poverty in India.</p>
<b>Q.3</b>	<p>Explain the principal measures taken in Punjab, Kerala and Andhra Pradesh to reduce poverty.</p>
<b>Q.4</b>	<p>Social exclusion can be both a cause as well as a consequence of poverty. Explain.</p>