

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°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°7'E and 97°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.

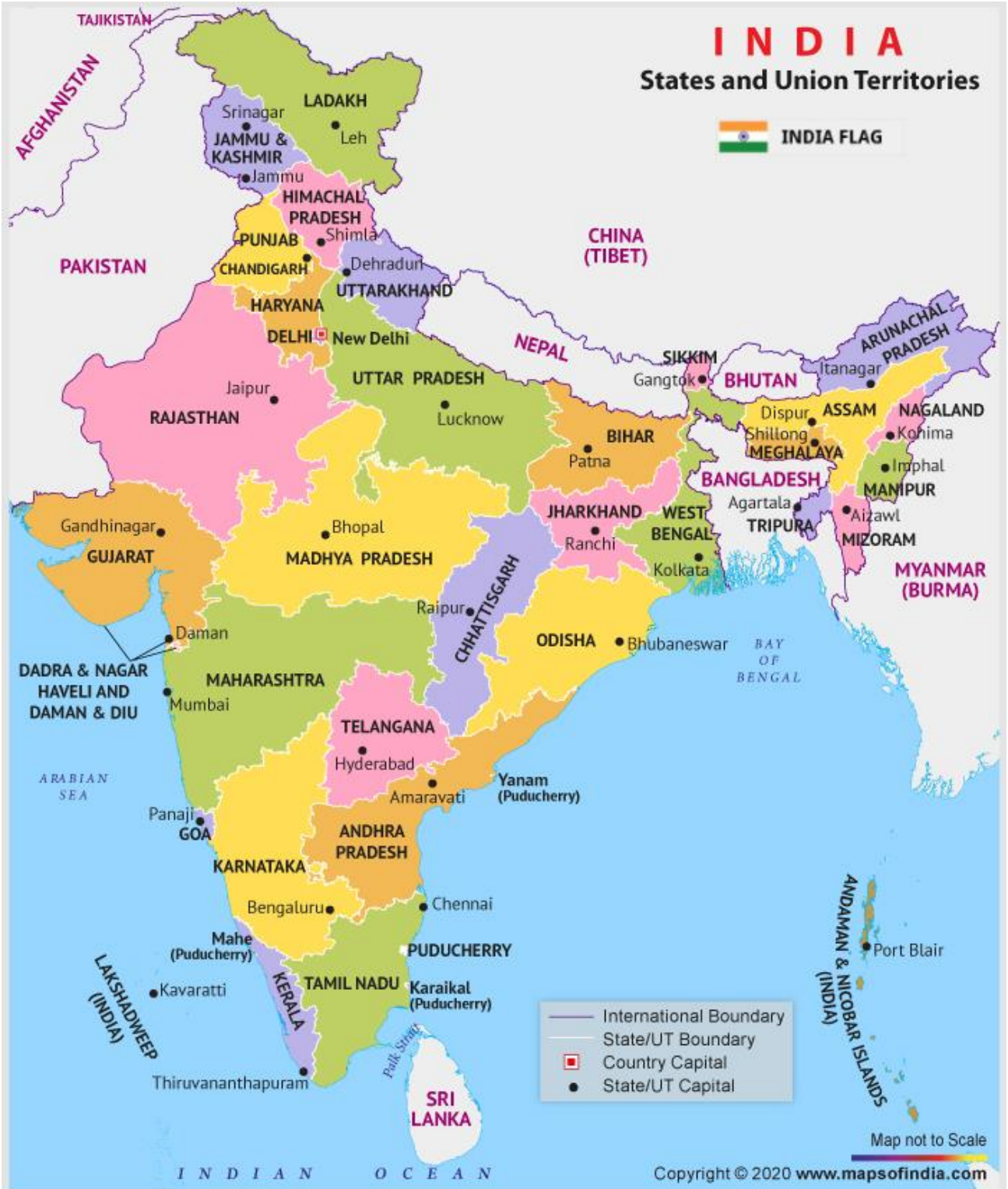
Map Work

(Location and Labelling)

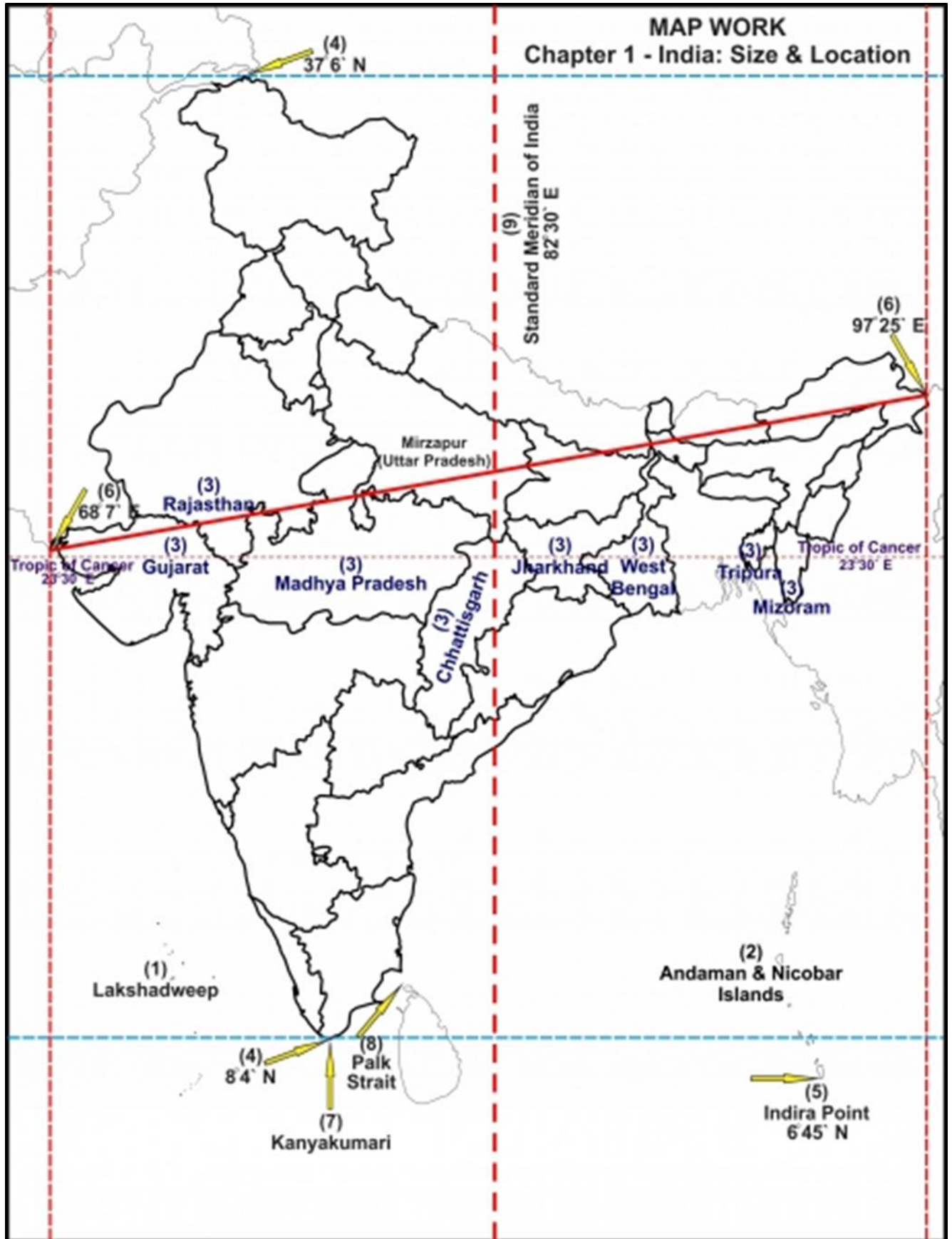
- India-States with Capitals,
- Tropic of Cancer,
- Standard Meridian of India

INDIA

States and Union Territories



MAP WORK
Chapter 1 - India: Size & Location



Democratic Politics
Chapter 1
What is Democracy? Why Democracy

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

	<ol style="list-style-type: none"> 3. This National People's Congress has the power to appoint the president of the country. 4. Before contesting elections, a candidate needs the approval of the Chinese Communist Party. 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. 6. The communist party always forms the government. <p>Thus, we cannot say that the elections in China are free and fair. The communist party always restricts it.</p>
Q.7	How does democracy enhance the dignity of citizens?
Ans:	<ol style="list-style-type: none"> 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. 2. People are not subjects of a ruler, they are the rulers themselves. Even when they make mistakes, they are responsible for their conduct.
	Handout Questions:
Q.8	What is the role of a citizen in promoting democracy?
Ans:	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.
	Extra Questions:
1.	Explain any three differences between a democratic country and a non-democratic country? (3 Marks)
2.	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.

HISTORY
CHAPTER: 1
THE FRENCH REVOLUTION

Answer the following questions briefly.

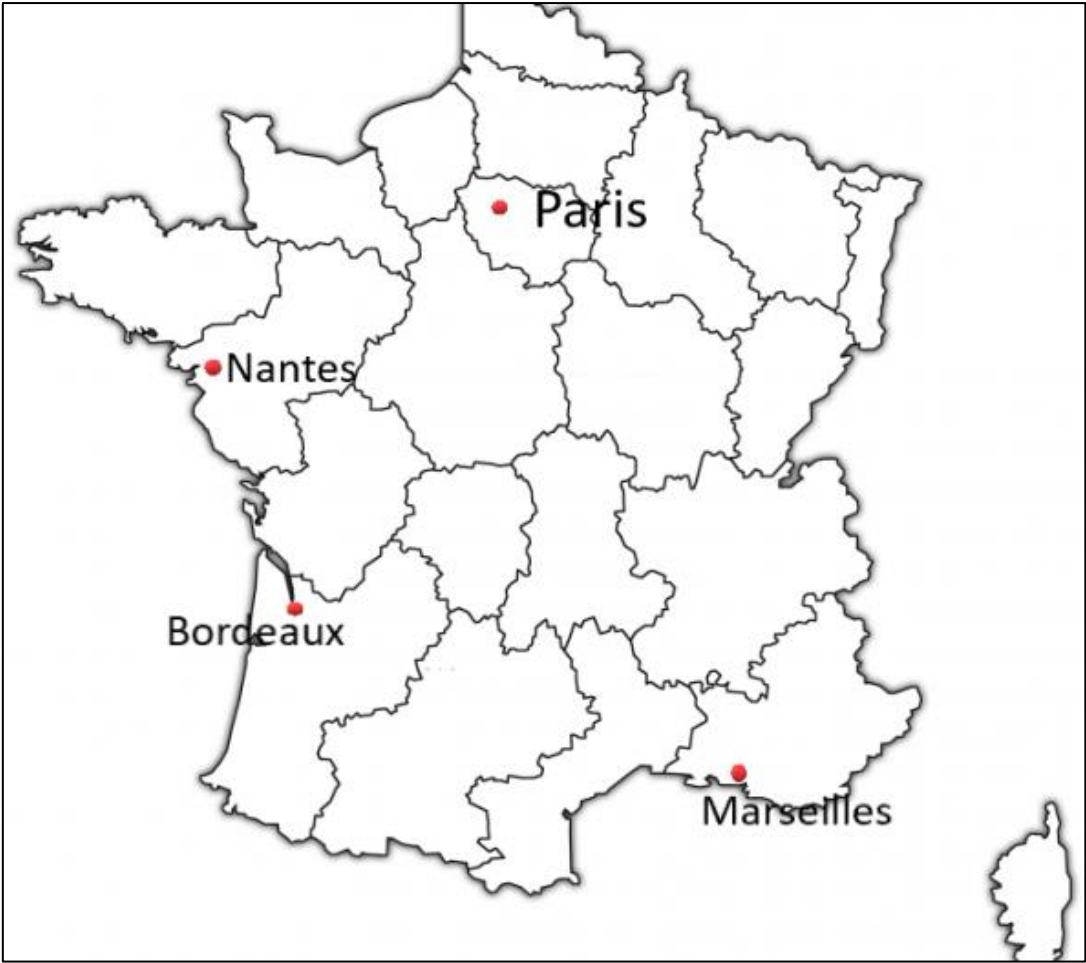
Q1.	Describe the circumstances leading to the outbreak of revolutionary protest in France.
Ans	<p><u>Social Inequality:</u></p> <ol style="list-style-type: none"> 1. French society in the eighteenth century was divided into three estates namely The Clergy, The nobility, and third estates. 2. First two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

Ans	<ol style="list-style-type: none"> 1. Prosperous and educated section and rich peasants benefitted the most from the French Revolution. 2. The members of the first two estates, that is, the clergy and the nobilities were forced to relinquish power. 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.
Q 3.	Describe the legacy of the French Revolution for the peoples of the world during the nineteenth and twentieth centuries.
Ans	<ol style="list-style-type: none"> 1.The ideas of liberty and democratic rights were the most important legacy of the French Revolution. 2.These spread from France to the rest of Europe during the nineteenth century, where feudal systems were abolished. 3.Colonised peoples reworked the idea of freedom from bondage into their movements to create a sovereign nation-state. 4.Tipu Sultan and Rammohan Roy are two examples of individuals who responded to the ideas coming from revolutionary France.
Q 4.	Draw up a list of democratic rights we enjoy today whose origins could be traced to the French Revolution.
Ans	<p>The following fundamental rights, given in the Indian constitution can be traced to the French Revolution:</p> <ol style="list-style-type: none"> 1. The right to equality 2. The right to freedom of speech and expression 3. The right against exploitation 4. The right to constitutional remedies 5. Right to Life 6. Right to vote
Q 5.	Would you agree with the view that the message of universal rights was beset with contradictions? Explain.
Ans	<ol style="list-style-type: none"> 1.The major contradiction in the message of universal rights as per the French Constitution of 1791 was the total ignorance of women. 2.Not all citizens, however, had the right to vote. 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. 4.The remaining men and all women were classed as passive citizens.
Q6.	How would you explain the rise of Napoleon?
Ans	<ol style="list-style-type: none"> 1.The political instability of the Directory paved the way for the rise of a military Napoleon Bonaparte. 2.1804, Napoleon Bonaparte crowned himself Emperor of France. 3.He set out to conquer neighbouring European countries, dispossessing dynasties and creating kingdoms where he placed members of his family. 4.Napoleon saw his role as a moderniser of Europe. 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.

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

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

Map of France



ECONOMICS
CHAPTER: 2
PEOPLE AS RESOURCE

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

	<p>Primary sector agriculture, forestry, animal husbandry, fishing, poultry farming, quarrying and mining.</p> <p>Secondary sector includes Manufacturing.</p> <p>Tertiary sector includes Trade, transport, communication, banking, education, health, tourism, services, insurance etc.</p>	
Q 7.	What is the difference between economic activities and non-economic activities?	
Ans	<p>The activities that are performed for remuneration and results in economic income are called economic activities. 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 non-economic activities.</p>	
Q 8.	Why are women employed in low paid work?	
Ans	<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>	
Q 9.	How will you explain the term unemployment?	
Ans	<p>Unemployment is said to exist when people who are willing to work at the going wages but cannot find jobs.</p>	
Q 10.	What is the difference between disguised unemployment and seasonal unemployment?	
Ans	<p>Disguised Unemployment</p> <ol style="list-style-type: none"> 1. Disguised unemployment is when people appear to be employed but are actually unemployed. 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. 	<p>Seasonal Unemployment</p> <ol style="list-style-type: none"> 1. Seasonal unemployment is when a person is unable to find jobs during a few months of the year. 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.
Q 11.	Why is educated unemployed, a peculiar problem of India?	
Ans	<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>
Q 12.	Which capital would you consider the best — land, labour, physical capital and human capital? Why?
Ans	<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>
Q 13	In which field do you think India can build the maximum employment opportunity?
Ans	<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>
Q 14	Can you suggest some measures in the education system to mitigate the problem of the educated unemployed?
Ans	<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>

	Handout Questions
Q 1.	Mention any five features of National Health Policy.
Q 2.	What are the measures taken by the government to improve literacy conditions in India?
Q 3.	“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

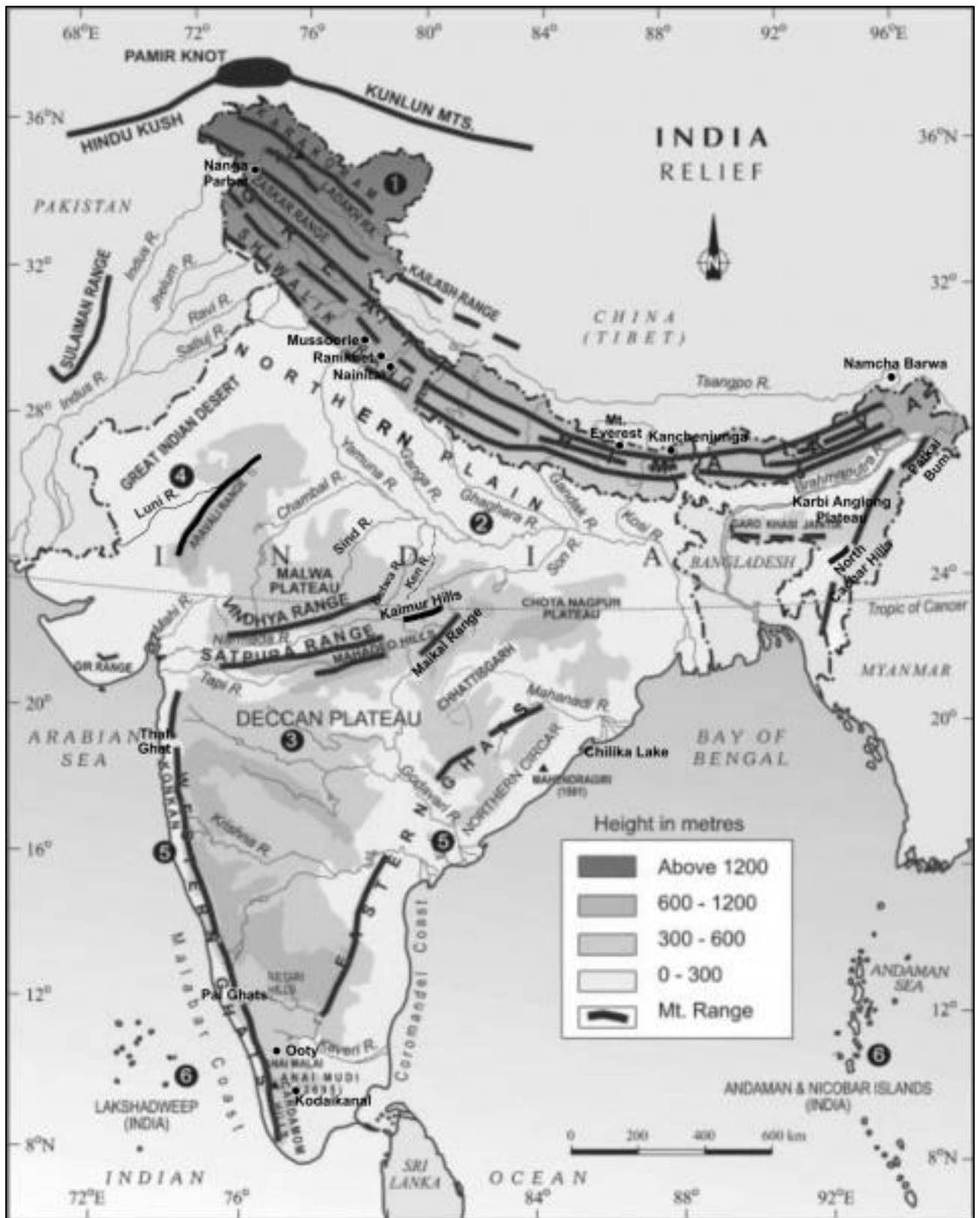
Answer the following questions briefly.

Q 1.	What is the bhabar?	
Ans	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.	
Q 2.	Name the three major divisions of the Himalayas from north to south.	
Ans	<ol style="list-style-type: none"> 1. The Himadri 2. The Himachal 3. The Siwaliks 	
Q 3.	Which plateau lies between the Aravali and the Vindhyan ranges?	
Ans	The Malwa plateau lies between Aravali and Vindhyan ranges.	
Q 4.	Name the island group of India having a coral origin.	
Ans	Lakshadweep is the island group of India that has a coral origin.	
Q 5.	Distinguish between Bhangar and Khadar	
Ans	<p style="text-align: center;"><u>Bhangar</u></p> <ol style="list-style-type: none"> 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. 2. The soil in this region contains calcareous deposits locally known as kankar. 3. These soils are less fertile as compare to khadar. 	<p style="text-align: center;"><u>Khadar</u></p> <ol style="list-style-type: none"> 1. The newer, younger deposits of the flood plains are called khadar. 2. These soils are finer in texture. 3. These are renewed almost every year and so are fertile, thus, ideal for intensive agriculture.
Q 6.	Distinguish Between the Western Ghats and the Eastern Ghats	
Ans	<p style="text-align: center;"><u>Western Ghats</u></p> <ol style="list-style-type: none"> 1. Their average elevation is 900–1600 metres. 2. These lie between Western coastal plains and Deccan plateau. 	<p style="text-align: center;"><u>Eastern Ghats</u></p> <ol style="list-style-type: none"> 1. The average elevation is 600 meters. 2. These lie between Eastern Coastal plains and Deccan plateau.

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

a)	<p><u>The Indian Desert</u></p> <ol style="list-style-type: none"> 1. The Indian desert lies towards the Western margin of the Aravalli hills. It is an undulating sandy plain covered with dunes. 2. This region receives very low rainfall, below 150 mm per year. It has an arid climate with low vegetation cover. 3. Streams appear during the rainy season. Soon they disappear into the sand as they do not have enough water to reach the sea. 4. Luni is the only large river in this region. 5. Barchan (Crescent-shaped dunes) cover the larger areas but longitudinal dunes become more prominent near the Indo – Pakistan border. 6. The Indian desert is popularly known as the Thar Desert.
b)	<p><u>The Central Highlands</u></p> <ol style="list-style-type: none"> 1. The Peninsular plateau consists of two broad divisions, namely the central highlands and the Deccan plateau. 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. 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. 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. 5. The central highlands are wider in the west but narrower in the east. 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.
c)	<p><u>The Island groups of India</u></p>
	<p><u>The Lakshadweep Islands Group</u></p> <ol style="list-style-type: none"> 1. These islands lie close to the Malabar Coast and are composed of small coral islands. 2. Earlier, they were known as Laccadive, Minicoy and Amindive. In 1973, these were renamed as the Lakshadweep. 3. They cover a small area of 32 sq. km. 4. Kavaratti Island is the administrative headquarters of Lakshadweep. This island group has a great diversity of flora and fauna. 5. Pitti Island, which is uninhabited, has a bird sanctuary.
	<p><u>Andaman and Nicobar Islands</u></p> <ol style="list-style-type: none"> 1. The elongated chain of islands located in the Bay of Bengal extending from north to south are the Andaman and Nicobar Islands. 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. 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. 4. They have a great diversity of flora and fauna.

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



HISTORY
CHAPTER: 2

Socialism in Europe and The Russian Revolution

Answer the following questions briefly.

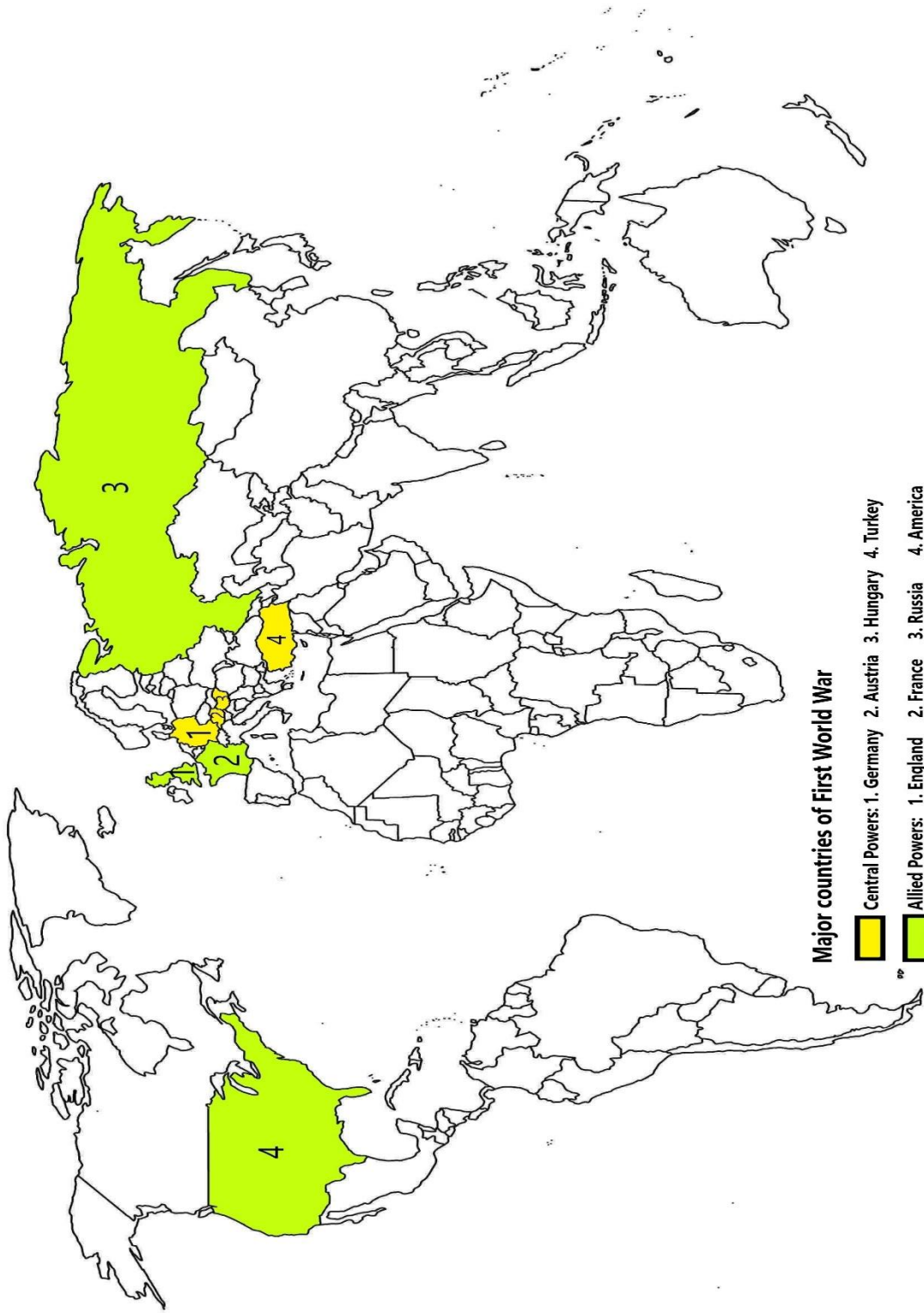
Q1.	What were the social, economic and political conditions in Russia before 1905?
Ans	<p>The Social, economic and political conditions in Russia before 1905 was backward:</p> <p><u>Social Conditions:</u></p> <ol style="list-style-type: none">1. 85% of Russia's population was agriculturist.2. Industry was existent, but rarely in which most of was privately owned.3. Workers were divided on the basis of their occupation. They mainly migrated to cities for employment in factories.4. The peasant community was deeply religious, but did not care much about the nobility.5. They believed that land must be divided amongst themselves. <p><u>Economic Condition:</u></p> <ol style="list-style-type: none">1. Russia was going through bad period economically.2. Prices of essential goods rose while real wages decreased by 20% leading to the famous St. Petersburg strike.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. <p><u>Political Condition:</u></p> <ol style="list-style-type: none">1. Tsar Nicholas II ruled Russia and its empire2. Political parties were illegal.3. The Russian Social Democratic Workers Party was founded in 1898 by socialists who respected Marx's ideas.4. The Bolsheviks, who were in majority, were led by Lenin who is regarded as the greatest thinker on socialism after Marx.
Q 2.	In what ways was the working population in Russia different from other countries in Europe, before 1917?
Ans	<p>The working population in Russia was different from other countries in Europe before 1917</p> <ol style="list-style-type: none">1. Not all Russian workers migrated from the villages to work in the industrial sector.2. Some of them continued to live in villages and went to work daily, to the towns.3. Workers were divided in social and professional groups.4. Divisions among workers showed themselves in dress and manners too.5. Metal workers were the "aristocrats" of the working class because their occupation demanded more training and skill.

	6. Nevertheless, the working population was united on one front – strikes against work conditions and employer tyranny.
Q 3.	Why did the Tsarist autocracy collapse in 1917?
Ans	<ol style="list-style-type: none"> 1. The Tsar first dismissed the initial two Dumas and then packed the parliament with the conservatives. 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. 3. Burning of crops and buildings by the retreating Russian armies created the huge shortage of food in Russia. 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. 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. <p>All of these led to the collapse of the Tsarist autocracy in 1917.</p>
Q 4.	<p>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.</p>
Ans	<p>February Revolution</p> <p>Main Events</p> <ol style="list-style-type: none"> 1. 22nd February: Factory lockout on the right bank took place. 2. On 23rd February workers in fifty factories called a strike in sympathy. 3. 25th February: Duma was dissolved. 4. 27th February: Police Headquarters ransacked. Regiments support the workers. <p>Effects:</p> <ol style="list-style-type: none"> 1. Formation of Soviet. 2. 2nd March: The Tsar abdicated his power. The Soviet and Duma leaders formed a Provisional Government for Russia. 3. The February Revolution had no political party at its forefront. It was led by the people themselves. 4. Petrograd had brought down the monarchy, and thus, gained a significant place in Soviet history. 5. Trade Unions grew in number. <p>Involved:</p> <p>Both men and women workers were involved. There were no particular leaders.</p> <p>Impact</p>

	<ol style="list-style-type: none"> 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. 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. 3. In industrial areas, factory committees were formed which began questioning the way industrialists ran their factories. 4. Trade unions grew in number. Soldiers’ committees were formed in the army. 5. Monarchy was abolished. <p>October Revolution</p> <p>Main Events</p> <ol style="list-style-type: none"> 1. 16th October: A Military Revolutionary Committee was appointed by Soviet. 2. 24th October: The uprising against provisional government begins. 3. Military Revolutionary Committee controls the city by night and ministers surrender. <p>Effects:</p> <ol style="list-style-type: none"> 1. The Bolshevik gained power. 2. The October Revolution was primarily led by Lenin and his subordinate Trotsky, and involved the masses who supported these leaders. 3. It marked the beginning of Lenin’s rule over the Soviet, with the Bolsheviks under his guidance. <p>Involved:</p> <p>Bolsheviks were the main people involved. Vladimir Lenin and Leon Trotskii were the main leaders.</p> <p>Impact:</p> <ol style="list-style-type: none"> 1. The Bolshevik Party was renamed the Russian Communist Party (Bolshevik) 2. In March 1918, despite opposition by their political allies, the Bolsheviks made peace with Germany at Brest Litovsk. 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. 4. Russia became a one-party state. 5. Trade unions were kept under party control. The secret police punished those who criticised the Bolsheviks.
Q 5.	What were the main changes brought about by the Bolsheviks immediately after the October Revolution?
Ans	<ol style="list-style-type: none"> 1. The main changes which were brought about by the Bolsheviks immediately after the October Revolution:

	<ol style="list-style-type: none"> 2. Banks and Industries were nationalised. 3. Land was declared social property, thereby allowing peasants to seize it from the nobility. 4. In urban areas, houses were partitioned according to family requirements 5. Old aristocratic titles were banned, and new uniforms were designed for the army and the officials. 6. New uniforms were introduced for the army and the officials.
Q6.	Write a few lines to show what you know about:
Ans	<p><u>Kulaks</u></p> <ol style="list-style-type: none"> 1. It is the Russian term for wealthy peasants. 2. Stalin believed Kulaks were hoarding grains to gain more profit. 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. 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. <p><u>The Duma</u></p> <ol style="list-style-type: none"> 1. During 1905 Revolution, the Tsar allowed the creation of an elected consultative parliament in Russia. 2. This elected consultative parliament in Russia was called Duma. <p><u>Women workers between 1900 and 1930</u></p> <ol style="list-style-type: none"> 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). 2. The women workers led the way to strikes during the February Revolution. <p><u>The Liberals</u></p> <ol style="list-style-type: none"> 1. They espoused a nation that was tolerant towards all religions. 2. They would protect individual rights against the government. 3. Although the liberals wanted an elected parliamentary form of governance. 4. They believed that the right to vote must only belong to men and that too the ones who were property holders. <p><u>Stalin's collectivisation programme.</u></p> <ol style="list-style-type: none"> 1. Stalin believed that collectivization of agriculture would help in improving grains supplies in Russia. 2. He began collectivization in 1929. 3. All peasants were forced to cultivate in collective farms (kolkhoz). 4. The bulk of land and implements were transferred to the ownership of collective farm. 5. Many peasants protested such attempts and destroyed livestock to show their anger. 6. Collectivization did not bring the desired results in the food supply situation turned even worse in subsequent years.
	Handout Questions

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

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)