

Social Science

(Chapter – 1) (Democracy in the Contemporary World)

(Democratic Politics – I)

Question 1:

Which of the following does not lead to the spread of democracy?

- (a) Struggle by the people
- (b) Invasion by foreign countries
- (c) End of colonialism
- (d) People's desire for freedom

Answer 1:

- (b) Invasion by foreign countries

Question 2:

Which of the following statement is true about today's world?

- (a) Monarchy as a form of government has vanished.
- (b) The relationship between different countries has become more democratic than ever before.
- (c) In more and more countries rulers are being elected by the people.
- (d) There are no more military dictators in the world.

Answer 2:

- (c) In more and more countries rulers are being elected by the people

Question 3:

Use one of the following statements to complete the sentence: Democracy in the international organisations requires that ...

- (a) The rich countries should have a greater say.
- (b) Countries should have a say according to their military power.
- (c) Countries should be treated with respect in proportion to their population.
- (d) All countries in the world should be treated equally.

Answer 3:

- (d) All countries in the world should be treated equally

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Question 4:

Based on the information given in this chapter, match the following countries and the path democracy has taken in that country.

| <i>Country</i> | <i>Path to democracy</i> |
|----------------|---------------------------------------|
| (a) Chile | 1. Freedom from British colonial rule |
| (b) Nepal | 2. End of military dictatorship |
| (c) Poland | 3. End of one party rule |
| (d) Ghana | 4. King agreed to give up his powers |

Answer 4:

(a) → 2, (b) → 4, (c) → 3, (d) → 1

Question 5:

What are the difficulties people face in a non-democratic country?

Answer 5:

People face various difficulties in a non-democratic country as we have seen in case of Chile, Myanmar, Ghana, Pakistan, Poland, Nepal etc.

In non-democratic countries, **the people have no security of life**. For example, in Chile thousands of people were killed by military rulers.

People are not free to express their opinions. Criticizing the government or rulers in a nondemocratic country would lead to severe punishments.

There is no freedom for the people either to elect their government or to be elected. Even if they find any government or ruler not to their benefit or well-being, they cannot change it since there is no election.

In non-democratic countries **no opposition parties or opposition leader is tolerated**. As we have seen in Poland during the regime of a non-democratic government, the workers are not allowed to form their independent Trade Unions. Only such unions can survive which rightly or wrongly support the policies of the government.

In absence of a democratic government **there is no socio-economic equality**. Societies in such countries remain divided among privileged and non-privileged classes which result in corruption in every department of the government. Ordinary people cannot aspire for any post. People are always at the mercy of the autocratic ruler or the dictator.

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Question 6:

Which freedoms are usually taken away when a democracy is overthrown by the military?

Answer 6:

Freedoms denied to the people when a democracy is overthrown by the military are so many.

In 1973, a military rule or a non-democratic government was established in Chile by General Augusto Pinochet while in Poland, there was a non-democratic government led by General Jeruzelski before 1989. We have seen people were denied many of their freedoms when they did not have democracies, for example:

The people had no 'right to freedom of speech' as was the case with the women of Calama in Chile.

The people had no 'right to form associations or trade unions' as was the case with the workers like a crane operator and an electrician in Poland.

In Poland thousands of Solidarity members were put in prison. Freedom to organize, protest and express opinions were taken away.

In Chile more than three thousand people were killed by the military. The life of the people was at the mercy of the ruler.

The people had no 'right to have free elections' as was the case in Poland before the dawn of democracy there.

It was because of the above reasons i.e. no freedom of expression, no freedom of forming their own Trade Unions, no right to have free elections, socio-economic inequality and lack of security of life that the people liked to have change in their dictatorial government.

Question 7:

Which of the following positions can contribute to democracy at the global level? Give reasons for your answer in each case.

- (a) My country gives more money to international institutions. Therefore, I want to be treated with more respect and exercise more power.
- (b) My country may be small or poor. But my voice must be heard with equal respect, because these decisions will affect my country.

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(c) Wealthy nations will have a greater say in international affairs. They cannot let their interests suffer just because they are outnumbered by poor nations.

(d) Big countries like India must have a greater say in international organisations.

Answer 7:

(a) If any country gives more money to international institutions and its citizens want more respect and more power, it would not contribute to democracy at the global level. Every country and its citizens enjoy equal status whether it is a poor or a rich country. **Equality is the basic principle of democracy.**

(b) If any country is small or poor but its citizens are treated equally and their voice is heard with equal respect **it will promote to equality and freedom of expression.** If this is done at the global level, then this will definitely contribute to democracy at the global level. Because of these two facts we can say that the (b) position is nearer to democracy.

(c) The third position would also not lead to democracy at the global level because **there should be no distinction between the rich nations and the poor nations.** Otherwise it will not help in bringing socio-economic equality which is one of the important aspects of democracy. At the global level all the countries, whether poor or rich, should be treated at par with each other.

(d) The last (d) position would also not contribute democracy at the global level because **the sizes or the geographical area of a country should not be a condition of superiority.** However, in my opinion in international organizations like UN, General Assembly should become like a world parliament with representatives from each country in proportion to the population of the country further study

Social Science

(Chapter – 2) (What is Democracy? Why is Democracy?)

(Democratic Politics – I)

Question 1:

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

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

Answer: Undemocratic

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

Answer: Not sure

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

Answer: Democratic

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

Answer: Undemocratic

Question 2:

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

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

Answer: Undemocratic

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

Answer: Undemocratic

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

Answer: Not sure

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

Answer: Not sure

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(Chapter – 2) (What is Democracy? Why is Democracy?)

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Question 3:

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

- (a) People feel free and equal in a democracy
- (b) Democracies resolve conflict in a better way than others
- (c) Democratic government is more accountable to the people
- (d) Democracies are more prosperous than others

Answer: Economic prosperity depends on many factors; like availability of natural resources, quality of human resources, finance, geopolitical scenario, etc. A particular form of government is some role to play, so it cannot be seen as a good argument in favour of democracy.

Question 4:

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

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

Answer: The fact that the laws need to be passed by the parliament is democratic, while conformation to the WTO regulations is undemocratic.

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

Answer: Re-polling is democratic, while rigging is undemocratic.

(c) Women's representation in the parliament has never reached 10 per cent. This led women's organisations to demand one-third seats for women.

Answer: Poor level of women's representation is undemocratic, while the demand for one-third seats is democratic.

Question 5:

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

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

Answer: (d) People are free to believe in and practise any religion.

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Question 6:

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

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

Answer: (d) Paying money to government officials to get water.

Question 7:

Write a response to the following arguments against democracy:

(a) Army is the most disciplined and corruption-free organisation in the country. Therefore army should rule the country.

Answer: Army officers are not elected by people and hence an army rule would be undemocratic.

(b) Rule of the majority means the rule of ignorant people. What we need is the rule of the wise, even if they are in small numbers.

Answer: Democracy is based on the idea of universal adult franchise. Restricting the rulers from a small section comprising of 'wise' people would defeat the purpose of representational democracy.

(c) If we want religious leaders to guide us in spiritual matters, why not invite them to guide us in politics as well. The country should be ruled by religious leaders.

Answer: Religious leaders are not elected by people and hence a country should not be ruled by religious leaders.

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Question 8:

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

(a) Father to daughter: I don't want to hear your opinion about your marriage. In our family children marry where the parents tell them to.

Answer: In this case, the daughter does not have the freedom of choice, hence this is undemocratic.

(b) Teacher to student: Don't disturb my concentration by asking me questions in the classroom.

Answer: The teacher may be involved in thinking about an important topic and hence is asking the student not to disturb her. It cannot be said with surety whether the teacher's request is democratic or not.

(c) Employee to the officer: Our working hours must be reduced according to the law.

Answer: The employee is asking for a fundamental right and hence it is democratic.

Question 9:

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

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

Answer: Regular elections and universal adult franchise are two important features of a democracy and hence this is a democratic situation.

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

Answer: An international agency should not interfere in the internal matters of a country. Hence this is undemocratic.

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

Answer: This is an example where majority view is being imposed and hence is undemocratic.

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

Answer: Democratic government should provide the right to protest. The government is denying such right to its citizens and hence is undemocratic.

(e) The government owns the radio and television in the country. All the newspapers have to get permission from the government to publish any news about government's policies and protests.

Answer: Freedom of media is very important for a democracy. This is an undemocratic example.

Social Science

(Chapter – 3) (Constitutional Design)

(Democratic Politics – I)

Question 1:

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

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

Answer: This is a true statement.

(b) Members of the Constituent Assembly of India held the same views on all provisions of the Constitution.

Answer: Members of the Constituent Assembly of India had different opinions on various provisions of the constitution.

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

Answer: This cannot be said with surety; in the context of information given in this chapter.

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

Answer: Constitution can be amended to keep up with the changes in aspirations of the society.

Question 2:

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

- (a) Between South Africa and its neighbours
- (b) Between men and women
- (c) Between the white majority and the black minority
- (d) Between the coloured minority and the black majority

Answer:

- (d) Between the coloured minority and the black majority

Social Science

(Chapter – 3) (Constitutional Design)

(Democratic Politics – I)

Question 3:

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

- (a) Powers of the head of the state
- (b) Name of the head of the state
- (c) Powers of the legislature
- (d) Name of the country

Answer:

- (b) Name of the head of the state

Question 4:

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

| Column I | Column II |
|---------------------|--|
| (a) Motilal Nehru | 1. President of the Constituent Assembly |
| (b) B R Ambedkar | 2. Member of the Constituent Assembly |
| (c) Rajendra Prasad | 3. Chairman of the Drafting Committee |
| (d) Sarojini Naidu | 4. Prepared a Constitution for India in 1928 |

Answer: (a) - 4, (b) - 3, (c) - 1, (d) - 2

Question 5:

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

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

Answer: The task of building a nation is a gargantuan task which cannot be fulfilled in one's lifetime. Hence Nehru had used the expression, "not wholly or in full measure, but substantially".

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

Answer: He wanted them to take the pledge of building a nation in which there would not be a single person with tears in his eyes. He wanted them to understand the huge responsibility which destiny had thrust upon them.

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

Answer: He was referring to Mahatma Gandhi.

Question 6:

Here are some of the guiding values of the Constitution and their meaning. Rewrite them by matching them correctly.

| Column I | Column II |
|----------------|---|
| (a) Sovereign | 1. Government will not favour any religion |
| (b) Republic | 2. People have the supreme right to make decisions. |
| (c) Fraternity | 3. Head of the state is an elected person. |
| (d) Secular | 4. People should live like brothers and sisters. |

Answer 6: (a) - 2, (b) - 3, (c) - 4, (d) - 1

Question 7:

A friend from Nepal has written you a letter describing the political exercises situation there. Many political parties are opposing the rule of the king. Some of them say that the existing constitution given by the monarch can be amended to allow more powers to elected representatives. Others are demanding a new Constituent Assembly to write a republican constitution. Reply to your friend giving your opinions on the subject.

Answer 7: Both the options are plausible. If the existing constitution is proper then it can be amended to include more powers to elected representatives. If the existing constitution is full of loopholes, then a new constitution should be drafted. For this, a Constituent Assembly should be formed by including the elected representatives and they should collectively decide about a particular option.

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(Chapter – 3) (Constitutional Design)

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Question 8:

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

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

Answer: The importance of this fact cannot be ignored. We should acknowledge that we learnt many good things from the British rulers and democracy was one of them.

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

Answer: Freedom struggle was important in spreading the idea of nationalism in India and inculcating the practice of making decisions by consensus.

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

Answer: We were indeed lucky that we did not have leaders who were autocratic. India's freedom struggle is the only example of a bloodless freedom struggle in the contemporary history. This could be possible because our nationalist leaders had the maturity to listen to others' views.

Question 9:

Read the following extract from a conduct book for 'married women', published in 1912. 'God has made the female species delicate and fragile both physically and emotionally, pitifully incapable of self-defence. They are destined thus by God to remain in male protection – of father, husband and son – all their lives. Women should, therefore, not despair, but feel obliged that they can dedicate themselves to the service of men'. Do you think the values expressed in this para reflected the values underlying our constitution? Or does this go against the constitutional values?

Answer 9: The constitution treats every citizen equally irrespective of gender distinction. Hence this paragraph does not reflect the underlying value in our constitution.

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(Chapter – 3) (Constitutional Design)

(Democratic Politics – I)

Question 10:

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

- (a) The authority of the rules of the constitution is the same as that of any other law.
- (b) Constitution lays down how different organs of the government will be formed.
- (c) Rights of citizens and limits on the power of the government are laid down in the constitution.
- (d) A constitution is about institutions, not about values.

Answer 10:

- (a) This is not a true statement since the authority of the rules of the Constitution is much more than that of any other law.
- (b) No, it is not correct because our Constitution lays down how different organs of the Government will be formed.
- (c) This is a correct statement since in our Constitution rights of citizens and limits on the power of the government have been clearly laid down.
- (d) A constitution is about institutions through which different values are being inculcated.

Social Science

(Chapter – 4) (Electoral Politics)

(Democratic Politics – I)

Question 1:

Which of the following statements about the reason for conducting elections are false?

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

Answer 1: (c) Elections enable people to evaluate the performance of the judiciary

Question 2:

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

- a. India has the largest numbers of voters in the world.
- b. India's election commission is very powerful.
- c. In India, everyone above the age of 18 has a right to vote.
- d. In India, the losing parties accept the electoral verdict.

Answer 2: (a) India has the largest numbers of voters in the world.

Question 3:

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

Answer 3: (a) iv

(b) i

(c) ii

(d) iii.

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(Chapter – 4) (Electoral Politics)

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Question 4:

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

Releasing election manifestos, Counting of votes, Making of voters' list, Election campaign, Declaration of election results, Casting of votes, Ordering of re-poll, Announcing election schedule, Filing nomination.

Answer 4: Different election related activities:

- a) Making of voters' list
- b) Announcing election schedule
- c) Filing nomination
- d) Election campaign
- e) Releasing election manifestos
- f) Casting of votes
- g) Counting of votes
- h) Declaration of election results
- i) Ordering of re-poll

Question 5:

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

- a. Election campaign
- b. Polling day
- c. Counting day.

Answer 5:

a. **Election campaign** – During election campaign, the different political parties hold their meetings, take out their rallies, distribute their manifestos, display their posters and do door-to-door canvassing. Surekha as an officer-in-charge should see that the meetings are held within the stipulated time, there are no clashes during the rallies, no party is violating code of conducts for elections such as, wall-postering, character assassination of the opponents etc.

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b. Polling day – On the polling day, the voters go to their nearest polling booths to cast their votes. On this day she has to see that:

- The polling is done in a peaceful atmosphere.
- No bogus voter casts the vote.
- There is police arrangement in every booth.
- No unsocial element enters any booth.
- There is no booth capturing or rigging.
- The ballot boxes or electronic machines reach counting center safely.

c. Counting day – On the counting day the agents of almost every candidate take their seats inside the counting center. Surekha as an officer-in-charge has to take care of the following:

- ✓ There is a proper seating arrangement for the agents of different candidates.
- ✓ Proper police arrangement is there to ward off any undue incident.
- ✓ Counting of votes is carried peacefully without any outside interference and to the full satisfaction of all the candidates.
- ✓ Rejoicing should be peaceful and un-provocative.

Question 6:

The table below gives the proportion of different communities among the candidates who won elections to the US Congress. Compare these to the proportion of these communities in the population of the US. Based on this would you suggest a system of reservations in the US

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

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Answer 6:

1. The Blacks have lesser number of seats i.e. 8, in the House of Representatives as compared to their population (13%) so a system of reservation should be there for them in US Congress.
2. In case of Hispanics, the need of reservation is somewhat more as the number of their members in the House of Representatives is far less (5) as compared to their population (13%).
3. There is no need of reservation for the Whites as they have already more seats (86) in the House of Representatives as compared to their population (70%).

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(Chapter – 4) (Electoral Politics)

(Democratic Politics – I)

Question 7:

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

- a. Election Commission of India does not have enough powers to conduct free and fair elections in the country.
- b. There is a high level of popular participation in the elections in our country.
- c. It is very easy for the party in power to win an election.
- d. Many reforms are needed to make our elections completely free and fair.

Answer 7:

(a) It is wrong to say that election commission of India does not have enough powers to conduct free and fair elections. Because Election Commission of India have enough powers to conduct free and fair elections in the country. The Election Commission of India is an independent and powerful body.

Firstly, the Election Commissioner of India is appointed by the President or Government of India. He can not be removed. Secondly, the can order Election Commissioner can order the Government to follow certain guidelines. Thirdly, if he feels that the elections have not been conducted fairly, he can order repoll in certain booths or even in the entire constituency. Fourthly, during election duty, other Government servants work under the control of Election Commissioner.

(b) It is a fact that there is a high level of popular participation in the elections in our country. During the last 50 years or so, the turn out of voters in the North America and Europe has declined while in India it has either remained stable or increased. It has been found that in our country the poor, the illiterate and the unprivileged people vote in larger proportion as compared to the rich and the privileged classes.

(c) It is quite a wrong notion that party in power can win an election quite easily in India. If such a thing would have been true, the Congress stalwart like Indira Gandhi, the then Prime Minister of India, would not have been defeated by Raj Narain, an ordinary politician. There are many occasions when the ruling party has lost elections in India.

(d) There is no system as such where can not be a reform and improvement. Reforms are required to prevent use of money, muscle power, and unfair practices from bearing fruit.

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Question 8:

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

Answer 8:

In both the cases, Chinappa and Satbir, the court has done the right thing by not allowing either of them to contest elections. This decision does not go against the principle of democratic elections. The convicted and the guilty persons should not be allowed to contest elections otherwise they would criminalize the whole election process and that jeopardize the high principles of democracy.

Question 9:

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

(a) During an election in Nigeria, the officer-in-charge of counting votes deliberately increased the votes of one candidate and declared him elected. The court later found out that more than 5 lakh votes cast for one candidate were counted in favour of another.

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

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

Answer 9:

(a) The officer-in-charge during elections (counting) should have been impartial and should have ordered repoll. For voting there should be electronic machines so that no fraud could be done in counting. In the event of non-availability of electronic machines, the votes should be counted in presence of representatives of different candidates or political parties. Nigeria can learn this lesson from India.

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(b) Such a thing is quite wrong against the spirit of a free and fair election. Firstly, the voters should never be threatened to cast their vote against their conscience. Secondly, if at all, any pamphlet was to be distributed then it should have been done at least 48 hours before the date of election as done in India. So Fiji can learn these lessons from India – not to intimidate the voters and even if such a thing happens, then the election can be postponed or cancelled.

(c) In India, one and uniform rules are followed in all states as far as the method of voting, procedure of counting are concerned. Different rules, different authorities, and different procedures of counting lead to the ambiguity and vagueness and take away the sense of justice, which is one of the main principles of democracy. US can take some good points and lessons from India how to follow same rules, procedures etc. in all states and across the country.

Question 10:

Here are some reports of malpractices in Indian elections. Identify what the problem in each case is. What should be done to correct the situation?

(a) Following the announcement of elections the minister promised to provide financial aid to reopen the closed sugar mill.

(b) Opposition parties alleged that their statements and campaign was not given the due attention in Doordarshan and All India Radio.

(c) An inquiry by the Election Commission showed that electoral rolls of a state contain names of 20 lakh fake voters.

(d) The hoodlums of a political party were moving with guns, physically preventing supporters of other political parties to meet the voters and attacking meetings of other parties.

Answer 10:

(a) By doing so, the minister has erred on two counts. Firstly, he should not have made this promise when the announcement of elections has already been made. Secondly, by promising financial aid he is trying to bribe the voters by using financial tricks. He is trying to take advantage of his party being in power. This mill should not be opened and it should be left to the winning party to decide after the elections.

(b) In order to remove this allegation of the opposition parties, the best solution is that Doordarshan and All India Radio must be made autonomous bodies so that government could not influence them in its favour. Equal time should be given to all parties and candidates to present their views in front of the voters.

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(c) The Election Commission has the power to remaking of the electoral rolls and to see that the names of 20 lakh fake voters are removed from the new electoral rolls.

(d) The Election Commission has the power to check this malpractice of moving with guns, physically preventing supporters of other political parties to meet the voters and attacking meetings of other parties. It can withdraw the recognition of any party or disqualify such a candidate from contesting elections if its supporters are found to be moving with weapons.

Question 11:

Ramesh was not in class when this chapter was being taught. He came the next day and reported what he had heard from his father. Can you tell Ramesh what is wrong with these statements?

(a) Women always vote the way men tell them. So what is the point of giving them the right to vote?

(b) Party politics creates tension in society. Elections should be decided by consensus not by competition.

(c) Only graduates should be allowed to stand as candidates for elections.

Answer 11:

(a) Women always vote the way men tell them to do is a wrong statement. It would be totally undemocratic if we debar women who are about 50 per cent of the population, of their right to vote on the basis of gender distinction. It will also take away the quality of true representation of a democracy. Often we see husband contesting election from one party while his wife contesting from another party.

(b) A healthy competition provides option to the people to choose the better. A consensus can make the people deaf and dumb which against the spirit of democracy. Electoral competition is necessary because it provides incentives to political parties and leaders and forces them to serve the people better.

(c) Educational qualifications are not necessary to all kinds of jobs. It is also a wrong notion that only graduates should be allowed to contest elections. A majority of people who fought for the independence of the country were almost illiterate. They have equal right with those of the educated to enjoy the fruit of the hard won independence. It is also agreed that if a graduate degree is made an eligibility criteria, then more than 90% of the voters would become ineligible for contesting an election. Would that be a democracy, certainly not. India follows the rule – ‘One person one vote’. This is in true spirit of democracy.

Social Science

(Chapter – 5) (Working of Institutions)

(Democratic Politics – I)

Question 1:

If you are elected as the President of India which of the following decision can you take on your own?

- (a) Select the person you like as Prime Minister.
- (b) Dismiss a Prime Minister who has a majority in Lok Sabha.
- (c) Ask for reconsideration of a bill passed by both the Houses.
- (d) Nominate the leaders of your choice to the Council of Ministers.

Answer 1:

- (c) Ask for reconsideration of a bill passed by both the Houses.

Question 2:

Who among the following is a part of the political executive?

- (a) District Collector
- (b) Secretary of the Ministry of Home Affairs
- (c) Home Minister
- (d) Director General of Police

Answer 2:

- (c) Home Minister

Question 3:

Which of the following statements about the judiciary is false?

- (a) Every law passed by the Parliament needs approval of the Supreme Court
- (b) Judiciary can strike down a law if it goes against the spirit of the Constitution
- (c) Judiciary is independent of the Executive
- (d) Any citizen can approach the courts if her rights are violated

Answer 3:

- (a) Every law passed by the Parliament needs approval of the Supreme Court

Social Science

(Chapter – 5) (Working of Institutions)

(Democratic Politics – I)

Question 4:

Which of the following institutions can make changes to an existing law of the country?

- (a) The Supreme Court
- (b) The President"
- (c) The Prime Minister
- (d) The Parliament

Answer 4:

- (d) The Parliament

Question 5:

Match the ministry with the news that the ministry may have released: exercises

| Column I | Column II |
|--|--|
| (a) A new policy is being made to increase the jute exports from the country. | 1. Ministry of Defence |
| (b) Telephone services will be made more accessible to rural areas. | 2. Ministry of Agriculture, Food and Public Distribution |
| (c) The price of rice and wheat sold under the Public Distribution System will go down | 3. Ministry of Health |
| (d) A pulse polio campaign will be launched. | 4. Ministry of Commerce and Industry |
| (e) The allowances of the soldiers posted on high altitudes will be increased. | 5. Ministry of Communications and Information Technology |

Answer 5:

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

Social Science

(Chapter – 5) (Working of Institutions)

(Democratic Politics – I)

Question 6:

Of all the institutions that we have studied in this chapter, name the one that exercises the powers on each of the following matters.

- (a) Decision on allocation of money for developing infrastructure like roads, irrigation etc. and different welfare activities for the citizens
- (b) Considers the recommendation of a Committee on a law to regulate the stock exchange
- (c) Decides on a legal dispute between two state governments
- (d) Implements the decision to provide relief for the victims of an earthquake.

Answer 6:

- (a) Cabinet
- (b) Parliament
- (c) Supreme Court
- (d) Permanent Executive

Question 7:

Why is the Prime Minister in India not directly elected by the people? Choose the most appropriate answer and give reasons for your choice.

- (a) In a Parliamentary democracy only the leader of the majority party in the Lok Sabha can become the Prime Minister.
- (b) Lok Sabha can remove the Prime Minister and the Council of Ministers even before the expiry of their term.
- (c) Since the Prime Minister is appointed by the President there is no need for it.
- (d) Direct election of the Prime Minister will involve lot of expenditure on election.

Answer 7:

- (a) In a Parliamentary democracy only the leader of the majority party in the Lok Sabha can become the Prime Minister.

Social Science

(Chapter – 5) (Working of Institutions)

(Democratic Politics – I)

Question 8:

Three friends went to watch a film that showed the hero becoming Chief Minister for a day and making big changes in the state. Imran said this is what the country needs. Rizwan said this kind of a personal rule without institutions is dangerous. Shankar said all this is a fantasy. No minister can do anything in one day. What would be your reaction to such a film?

Answer 8:

While it may look quite appealing in a movie; the real life is strikingly different. Governance in a democracy is all about taking everyone along with you. Moreover, in a large and diverse country like India, it is not possible to take decision on the whims of an individual. Implementation of a decision needs to coordination among various organs of the government and a minister is just a part of that system.

Question 9:

A teacher was making preparations for a mock parliament. She called two students to act as leaders of two political parties. She gave them an option: Each one could choose to have a majority either in the mock Lok Sabha or in the mock Rajya Sabha. If this choice was given to you, which one would you choose and why?

Answer 9:

I would choose to have a majority in the Lok Sabha. The leader of the Lok Sabha is directly answerable to the public and hence it can be quite challenging for him.

Social Science

(Chapter – 5) (Working of Institutions)

(Democratic Politics – I)

Question 10:

After reading the example of the reservation order, three students had different reactions about the role of the judiciary. Which view, according to you, is a correct reading of the role of judiciary?

- (a) Srinivas argues that since the Supreme Court agreed with the government, it is not independent.
- (b) Anjaiah says that judiciary is independent because it could have given a verdict against the government order. The Supreme Court did direct the government to modify it.
- (c) Vijaya thinks that the judiciary is neither independent nor conformist, but acts as a mediator between opposing parties. The court struck a good balance between those who supported and those who opposed the order.

Answer 10:

- (c) Judiciary is independent because it could have given a verdict against the government order. The Supreme Court did direct the government to modify it.

Social Science

(Chapter – 6) (Democratic Rights)

(Democratic Politics – I)

Question 1:

Which of the following is not an instance of an exercise of a fundamental right?

- (a) Workers from Bihar go to the Punjab to work on the farms
- (b) Christian missions set up a chain of missionary schools
- (c) Men and women government employees get the same salary
- (d) Parents' property is inherited by their children

Answer 1:

- (d) Parents' property is inherited by their children

Question 2:

Which of the following freedoms is not available to an Indian citizen?

- (a) Freedom to criticise the government
- (b) Freedom to participate in armed revolution
- (c) Freedom to start a movement to change the government
- (d) Freedom to oppose the central values of the Constitution

Answer 2:

- (b) Freedom to participate in armed revolution

Question 3:

Which of the following rights is available under the Indian Constitution?

- (a) Right to work
- (b) Right to adequate livelihood
- (c) Right to protect one's culture
- (d) Right to privacy

Answer 3:

- (c) Right to protect one's culture

Question 4:

Name the Fundamental Right under which each of the following rights falls:

- (a) Freedom to propagate one's religion
- (b) Right to life
- (c) Abolition of untouchability
- (d) Ban on bonded labour

Social Science

(Chapter – 6) (Democratic Rights)

(Democratic Politics – I)

Answer 4:

- (a) Right to freedom of religion
- (b) Right to freedom
- (c) Right to equality
- (d) Right to freedom

Question 5:

Which of these statements about the relationship between democracy and rights is more valid? Give reasons for your preference.

- (a) Every country that is a democracy gives rights to its citizens.
- (b) Every country that gives rights to its citizens is a democracy.
- (c) Giving rights is good, but it is not necessary for a democracy.

Answer 5:

- (a) Every country that is a democracy gives rights to its citizens

Question 6:

Are these restrictions on the right to freedom justified? Give reasons for your answer.

- (a) Indian citizens need permission to visit some border areas of the country for reasons of security.
- (b) Outsiders are not allowed to buy property in some areas to protect the interest of the local population.
- (c) The government bans the publication of a book that can go against the ruling party in the next elections.

Answer 6:

- (a) Country's security is more important than the right to freedom of a citizen, hence this restriction is justified.
- (b) Some areas may be culturally or ecologically vulnerable and hence outsiders are not allowed to buy property in such areas. This restriction is also justified.
- (c) This restriction is not justified because we have the freedom of expression.

Social Science

(Chapter – 6) (Democratic Rights)

(Democratic Politics – I)

Question 7:

Manoj went to a college to apply for admission into an MBA course. The clerk refused to take his application and said “You, the son of a sweeper, wish to be a manager! Has anyone done this job in your community? Go to the municipality office and apply for a sweeper’s position”. Which of Manoj’s fundamental rights are being violated in this instance? Spell these out in a letter from Manoj to the district collector.

Answer 7:

The following rights are being violated.

- ✓ **Right to Equality:** Everyone is equal in the eyes of the law. No one can be denied admissions on grounds of birth. The person is practicing “untouchability” in an indirect way, and this is an offence in the eyes of law. His right to opportunity is also being violated.
- ✓ **Right to Freedom:** Manoj has a right to apply for any job anywhere as long as he is citizen of country.

These two points should be pointed out in your letter to the District Collector.

Question 8:

When Madhurima went to the property registration office, the exercises Registrar told her, “You can’t write your name as Madhurima Banerjee d/o A. K. Banerjee. You are married, so you must give your husband’s name. Your husband’s surname is Rao. So your name should be changed to Madhurima Rao.” She did not agree. She said “If my husband’s name has not changed after marriage, why should mine?” In your opinion who is right in this dispute? And why?

Answer 8:

There is no law which states that a woman can own property in her married name only. The constitution gives equal right to both men and women. So if Madhurima wants to give her maiden name, though married, she has the right to do so. The Registrar is being traditional.

Social Science

(Chapter – 6) (Democratic Rights)

(Democratic Politics – I)

Question 9:

Thousands of tribals and other forest dwellers gathered at Piparia in Hoshangabad district in Madhya Pradesh to protest against their proposed displacement from the Satpura National Park, Bori Wildlife Sanctuary and Panchmarhi Wildlife Sanctuary. They argue that such a displacement is an attack on their livelihood and beliefs. Government claims that their displacement is essential for the development of the area and for protection of wildlife. Write a petition on behalf of the forest dwellers to the NHRC, a response from the government and a report of the NHRC on this matter.

Answer 9:

Letter from Tribals to NHRC

- Government's proposal is a violation of human rights.
- It is taking away their right to live, right to follow their beliefs.
- For centuries the forests have been their means of livelihood.
- They have practised their rituals here.
- No alternative has been suggested to them.
- Nothing has happened to the wildlife, so why this sudden interest?
- Displacement would cause untold misery to them, their families, children and their future.

Response from the Government

- The government had given a warning to the people two years ago.
- There has been an alarming rise in poaching, cutting of trees and killing of wildlife.
- Environmental pollution has also increased.
- It is the government's duty to protect the endangered species.
- The government has offered compensation and promised rehabilitation in alternative places.
- Offered jobs to the men.

NHRC's Report

- ✓ Both sides have a point.
- ✓ The Tribals have tradition, practice and decades of residence behind them. It is their world and life.

Social Science

(Chapter – 6) (Democratic Rights)

(Democratic Politics – I)

- ✓ Sudden uprooting will leave them emotionally disturbed, turn them into vagabonds and force them into jobs or occupations which they have never followed.
- ✓ The Government is right in its concern for wildlife. It is its duty to save certain species from becoming extinct. Poachers are having a field day, and every day the environment is threatened.

Suggestions: Transfer should be slow, not sudden. First, shelter and occupation should be provided to all the people. Education should be the primary concern. Only through education can the younger generation take to the new environment and occupation. Not one family should be rendered homeless and without means of occupation.

Question 10:

Draw a web interconnecting different rights discussed in this chapter. For example right to freedom of movement is connected to the freedom of occupation. One reason for this is that freedom of movement enables a person to go to place of work within one's village or city or to another village, city or state. Similarly this right can be used for pilgrimage, connected with freedom to follow one's religion. Draw a circle for each right and mark arrows that show connection between or among different rights. For each arrow, give an example that shows the linkage.

Answer 10:

It is student's activity, so students are advised to do yourself.

c. LAND USE (in hectares):

| Cultivated Land | | Land not available for cultivation (Area covering dwellings, roads, ponds, grazing ground) |
|-----------------|-------------|--|
| Irrigated | Unirrigated | |
| - | - | 26 hectares |

d. FACILITIES:

| | |
|--------------------|---|
| Educational | - |
| Medical | - |
| Market | - |
| Electricity Supply | - |
| Communication | - |
| Nearest Town | - |

Answer :

NCERT Solutions for Class 9 Social Science Economics Unit 1

The Story of Village Palampur Class 9

Unit 1 The Story of Village Palampur Exercise Solutions

Exercise : Solutions of Questions on Page Number : 14

Q1 :

Every village in India is surveyed once in ten years during the Census and some of the details are presented in the following format. Fill up the following based on information on Palampur. **a. LOCATION:**

b. TOTAL AREA OF THE VILLAGE:

a. LOCATION: Bulandshahar district, Western Uttar Pradesh

b. TOTAL AREA OF THE VILLAGE: 226 hectares

c. LAND USE (in hectares):

| Cultivated Land | | Land not available for cultivation (Area covering dwellings, roads, ponds, grazing ground) |
|-----------------|-------------|--|
| Irrigated | Unirrigated | |
| 200 hectares | - | 26 hectares |

d. FACILITIES:

| | |
|--------------------|--|
| Educational | 2 primary schools and 1 high school |
| Medical | 1 primary health centre and 1 private dispensary |
| Market | Raiganj and Shahpur |
| Electricity Supply | Most of the houses have electric connections. Electricity powers all the tube wells in the fields and is used in various types of small businesses. |
| Communication | Well-connected with neighbouring villages and towns. 3 kms from Raiganj. All-weather road connects it to Raiganj and further on to Shahpur. Many kinds of transport like bullock carts, <i>tongas</i> , bogeys, motorcycles, jeeps, tractors and trucks are present. |
| Nearest Town | Shahpur |

Q2 :

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

Answer :

Traditional farming methods involve the use of relatively low-yielding seeds, which require less water for irrigation. Farmers following the traditional methods use cow dung and other natural manure as fertilisers. All these elements are readily available with the farmers. This makes them less dependent on industrial output.

Modern farming methods, on the other hand, involve the use of high-yielding variety seeds. These seeds require a combination of chemical fertilisers and pesticides,

agricultural implements like tractors, and proper irrigation facilities like electric tube wells to produce the best results. All these elements are manufactured in industries. Hence, it would be right to say that modern farming methods make use of a greater number of industrial outputs as compared to traditional farming methods.

Q3 :

How did the spread of electricity help farmers in Palampur?

Answer :

The spread of electricity in Palampur transformed the system of irrigation in the village. Persian wheels gave way to electric-run tube wells, which reduced the dependence of the farmers upon rainfall, and enabled larger areas of land to be irrigated. By mid-1970s, the entire cultivated area of 200 hectares was irrigated. This improvement in irrigation allowed farmers to grow three different crops in a year, thereby ensuring that the cultivable land was being used for producing the maximum possible output.

Q4 :

Is it important to increase the area under irrigation? Why?

Answer :

Monsoons are by their very nature erratic and variable. So, farming cannot entirely depend upon rains. A large portion of the cultivable land in India is not well irrigated and is dependent entirely upon rains. As a result, when rains are late or are inadequate, farmers incur much loss. The loss is more acutely experienced by the small farmers. Failure of rain means failure of crops and a total waste of efforts and resources, both for the individual farmers and for the economy. To avoid such situations, it is important for the entire cultivable area of the country to be brought under the protective shield of proper irrigation facilities. A well-irrigated land produces greater output. The constant availability of water for irrigation provides a sense of stability to the farmer, and also encourages him to practise newer farming methods and patterns to maximise the productivity from his land.

Q5 :

Construct a table on the distribution of land among the 450 families of Palampur.

Answer :

Total area of land under cultivation in Palampur = 200 hectares

Q6 :

| Average area of land cultivated | Number of families | Per cent of families | Per cent of land cultivated (approximate values) |
|---------------------------------|--------------------|----------------------|--|
| Nil | 150 | 33 | 0 |
| Less than 2 hectares per family | 240 | 54 | 32 |
| More than 2 hectares per family | 60 | 13 | 68 |

Why are the wages for farm labourers in Palampur less than minimum wages?

Answer :

Though the minimum wage fixed by the government for a farm labourer is Rs 60 per day, farm labourers in Palampur get paid much less, about 35 to 40 rupees a day. The reason for this is the competition for work among the agricultural labourers in the village. Knowing that supply is much more than the demand, they themselves agree to work for wages that are lower than minimum wages. The large farmers too exploit this condition of excess supply, and force labourers to work for low wages. The use of modern agricultural implements like tractors, threshers and harvesters also reduces the amount of agricultural labour required. This further intensifies the competition among the labourers looking for jobs.

Q7 :

In your region, talk to two labourers. Choose either farm labourers or labourers working at construction sites. What wages do they get? Are they paid in cash or kind? Do they get work regularly? Are they in debt?

Answer :

Attempt this question on your own.

Q8 :

Describe the work of a farmer with 1 hectare of land.

Answer :

The situation of a farmer with 1 hectare of land is truly problematic. Since the land area cultivated by him is small, the output is generally low. The produce is barely enough for the survival of his family. To begin work on his farm, he needs to buy seeds and fertilisers. For these, he needs sufficient capital, which is provided to him by the large farmers, traders and moneylenders as loan. The loan comes with a high rate of interest and often requires him to work in the lender's fields. He works on his field along with his family members. Even after all their efforts of ploughing and sowing seeds, the output depends upon the availability or non-availability of water for irrigation. If irrigation facilities are not available, then the output is more or less dependent upon rainfall, which is uncertain and erratic. Thus, even the low output is not something he can be certain about. Hence, in order to make ends meet, and to repay his loans, he and his family members have to work as farm labourers.

After harvest, there is little or no surplus left as almost all the produce is either used for his needs or for repaying his lenders. The lack of savings prevents him from adopting better farming practises and improving the conditions on his farm and in his house. As he is left with almost no working capital, his situation at the end of the day is still the same. He is still in need of money to start working on his farm, and for this, he takes more loans. Thus, he remains in the vicious circle of loans.

Q9 :

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

Answer :

Medium and large farmers retain a part of their produce and sell the surplus in the market. This provides them with the required capital for farming. Most of them even use these earnings to provide loans to small farmers. By charging high rates of interest on these loans, they succeed in furthering their earnings. Thus, medium and large farmers have ready capital with them from one agricultural season to the next.

The situation of small farmers is in stark contrast. They begin an agricultural season with no working capital and end the season on more or less the same note. To begin working on their farms, they take loans at high rates of interest. Due to the small sizes of their farms, their total production is small. Their produce is kept for their needs or for repaying their lenders. As a result, they have no surplus to sell in the market, and thus, have no savings.

Q10 :

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?

Answer :

Savita required money for buying seeds, fertilisers and pesticides, and water for irrigation. She also needed money for repairing her farm instruments. So, she decided to borrow money from Tejpal Singh, a large farmer in her village. Tejpal Singh agreed to give the loan of Rs. 3000 at an interest rate of 24 per cent for four months. He also got her to agree to work on his field during the harvest season for Rs. 35 a day. Knowing that it was difficult for a small farmer like herself to get a loan, she agreed to these tough conditions.

If she could get a loan from a bank, then her situation would definitely have been different. First of all, she would have got the loan at a reasonable rate of interest. Secondly, she would have been able to focus her entire attention on her farm. She would also have been able to devote more time to the needs of her family members, especially those of her three children.

Q11 :

Talk to some old residents in your region and write a short report on the changes in irrigation and changes in production methods during the last 30 years. (Optional)

Answer :

Attempt this question on your own.

Q12 :

What are the non-farm production activities taking place in your region? Make a short list.

Answer :

Attempt this question on your own.

Q13 :

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

Answer :

Three things that need to be done to encourage non-farm production activities in villages:

- (i) The government should set up schemes whereby landless labourers and small farmers are able to get cheap loans to start small individual/community businesses.
- (ii) In addition to financial assistance, the government should set up rural workshops to enable the villagers to build on their skill levels.
- (iii) The government should also work towards improving the infrastructure of villages so that the rural parts of the country are well connected to the urban areas.

NCERT Solutions for Class 9 Social Science

Economics Unit 2

People as Resource Class 9

Unit 2 People as Resource Exercise Solutions

Exercise : Solutions of Questions on Page Number : 27

Q1 :

What do you understand by 'people as a resource'?

Answer :

People can make the best use of nature to create more resources when they have the knowledge, skill and technology to do so. This is why human beings are considered a resource. It is the abilities of human beings which help in transferring a physical material into a valuable resource.

'People as a resource' is a way of referring to a country's working people in terms of their existing productive skills and abilities. The idea of people as a resource is linked to the concept of human capital - i.e., the stock of skill and productive knowledge embodied in a population. Any production of goods and services requires the presence of the four factors of production, namely land, labour, physical capital and human capital. The knowledge and enterprise provided by the human capital puts together the other three factors to produce an output. Population becomes an asset instead of a liability when investments are made in the form of education, training and medical care.

Q2 :

How is human resource different from other resources like land and physical capital?

Answer :

Human resource makes use of other resources like land and physical capital to produce an output. The other resources cannot become useful on their own. This is the reason why human resource is considered to be superior to the other resources.

Q3 :

What is the role of education in human capital formation?

Answer :

Human capital refers to the stock of skill and productive knowledge embodied in a population. Proper education and training enable the formation of this human capital. An educated population is an asset, a resource. In contrast to the uneducated and untrained, educated individuals make efficient use of the available resources and opportunities. Education and skill are the major determinants of the earning of any individual in the market. Education enhances the quantity and quality of individual productivity, which in turn adds to the growth of the economy. Aware of the benefits of education, educated persons help in its perpetuation. The advantages of an educated population spread to even those who themselves are not educated. Hence, educated people benefit the society as a whole. Thus, education plays the role of a catalyst in transforming a human being into a positive asset and a precious national resource.

Q4 :**What is the role of health in human capital formation?****Answer :**

Human capital refers to the stock of skill and productive knowledge embodied in a population. This skill and productive knowledge is provided with the help of proper education and training. However, the benefits of education alone do not lead to the creation of human capital. A human population which is educated but unhealthy cannot realise its potential. An unhealthy population is a liability, and not an asset. Hence, health is an indispensable basis for realising one's well being.

Q5 :**What part does health play in the individual's working life?****Answer :**

The health of an individual helps him to realise his potential and also gives him the ability to fight illness. An unhealthy individual is a liability to his place of work. The health of a person is directly related to his efficiency. As compared to an unhealthy individual, a healthy person can work more efficiently and with greater productivity.

Q6 :**What are the various activities undertaken in the primary sector, secondary sector and tertiary sector?**

Answer :

Primary sector comprises activities related to the extraction and production of natural resources. Agriculture, forestry, animal husbandry, fishing, poultry farming, mining and quarrying are the activities undertaken in this sector.

Secondary sector comprises activities related to the processing of natural resources. Manufacturing is included in this sector.

Tertiary sector comprises activities that provide support to the primary and secondary sectors through various services. Trade, transport, communication, banking, education, health, tourism, insurance, etc., are examples of tertiary activities.

Q7 :

What is the difference between economic activities and non-economic activities?

Answer :

Activities that add value to the national income are called economic activities. These have two parts - market activities (production for pay or profit) and non-market activities (production for self consumption).

Non-economic activities are the ones that do not add to the national income; for example, an individual performing domestic chores.

Q8 :

Why are women employed in low paid work?

Answer :

Education and skill are the major determinants of the earning of any individual in the market. Due to gender discrimination, women are generally denied the education and the necessary skills to become worthy contributors to the national income. As a result, a majority of women have meagre education and low skill formation. This is one of the reasons why they get paid less than men. Also, the perpetuation of gender prejudices such as “a woman cannot do as much physical work as a man” put women at a disadvantage.

Q9 :

How will you explain the term unemployment?

Answer :

Unemployment is a situation in which people who are able and willing to work at the going wages cannot find jobs.

An individual is termed as unemployed if he or she is part of the workforce of a country, and is capable and willing to work for payment, but is unable to do so.

Q10 :

What is the difference between disguised unemployment and seasonal unemployment?

Answer :

| | Disguised Unemployment | Seasonal Unemployment |
|--|--|--|
| | It is the situation in which an individual appears to be employed, but he does not add to the productivity. That is, the productivity is the same even in his absence. | It is the situation in which an individual is not working during certain months of the year. |
| | Example: When a work that requires only three individuals for its completion is being done by five persons, the two additional persons are disguised unemployed. | Example: Agricultural labourers find work only during certain months, i.e., sowing, harvesting, weeding and thrashing. |

Q11 :

Why are educated unemployed a peculiar problem of India?

Answer :

If disguised unemployment characterises rural India, educated unemployment is a peculiar problem of urban India. This is the situation wherein a number of youth with matriculation, graduation and post graduation degrees are not able to find suitable jobs. The education system is such that even after about 18 years of education, a person can still be termed as unskilled. What this does is that a large number of unskilled educated youth get churned out of educational institutions year after year, but only a fraction of them are able to find suitable jobs. Among the remaining, some remain unemployed while others get employed in activities that seem inadequate as per their potential. This in turn leads to the wastage of the huge amounts of resources that had been spent on educating them.

Q12 :

Can you suggest some measures in the education system to mitigate the problem of the educated unemployed?

Answer :

Measures in the education system to mitigate the problem of the educated unemployed:

(a) 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.

(b) Create a sort of screening process whereby each individual chooses subjects that suit his or her abilities.

(c) 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.

Q13 :

Which capital would you consider the best - land, labour, physical capital and human capital? Why?

Answer :

Human capital makes use of the other resources like land, labour and physical capital to produce an output. The other resources cannot become useful on their own. Hence, human capital may well be considered the best among all the resources.

Unit-3

Poverty as a Challenge

Question 1:

Describe how the poverty line is estimated in India.

Answer:

A person is considered poor if his or her income or consumption level falls below a given minimum level necessary to fulfil basic needs. Each country uses an imaginary line that is considered appropriate for its existing level of development and its accepted minimum social norms. This is called the poverty line.

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. These physical quantities are multiplied by their prices in rupees, and thereby the poverty line is arrived at. The numbers involved in the calculation of the poverty line vary. Since the economics of living in the rural parts of the country is different from that of living in the urban parts, the poverty line deducted for individuals living in the rural areas is different from that deducted for individuals living in the urban areas.

Question 2:

Do you think that present methodology of poverty estimation is appropriate?

Answer:

The present methodology of poverty estimation takes into account a minimum subsistence level of living rather than a reasonable level of living. A person is considered poor if his or her income or consumption level falls below a given minimum level necessary to fulfil basic needs. 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 is able to feed himself or herself. However, in the continuing presence of factors like illiteracy, lack of job opportunities, lack of access to proper healthcare and sanitation, caste and gender discrimination, etc., such a state cannot be called a poverty-free state.

Question 3:

Describe poverty trends in India since 1973.

Answer:

A decline: There has been a substantial decline in the poverty ratios in India from about 55 per cent in 1973 to 36 per cent in 1993. The proportion of people below poverty line further came down to about 26 percent in 2000. Although the percentage of people living in poverty declined from 1973 to 1993, the number of poor remained stable around 320 million for a fairly long period. However, as per the latest estimates, the number of poor has shown a significant decline to about 260 million.

Rural and urban poor: The poverty trends also indicate that the problem of poverty is a much bigger menace in the rural areas than it is in the urban areas. As the greater part of the Indian population resides in the villages, the greater number of the poor also resides in the villages.

Vulnerable groups: Looked at from the point of view of the various social and economic groups in the country, the scheduled tribes, the scheduled castes, the rural agricultural labourers and the urban casual labourers turn out to be the groups most vulnerable to poverty. Though the average for people below poverty line for all groups in India is 26, the averages of these groups are higher than the average Indian poverty ratio.

Poor states: The poverty trends also show that 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. In 20 states and union territories, the poverty ratio is less than the national average of 26. In others, the poverty ratios are higher than the national average. Among these, Orissa and Bihar continue to be the two poorest states with poverty ratios of 47 and 43 per cent respectively. On the other hand, states like Kerala, Gujarat, Punjab and Jammu and Kashmir have shown a significant decline in poverty.

Question 4:

Discuss the major reasons for poverty in India.

Answer:

Major reasons for poverty in India

(i) Colonial rule: India went through a long phase of low economic development under the British colonial administration. The policies of the colonial government ruined traditional handicrafts and discouraged development of industries like textiles.

(ii) Low economic growth and high population growth: The Indian administration's failure on the two fronts – promotion of economic growth and population control perpetuated the cycle of poverty.

(iii) Rural poverty: The effects of agricultural and rural development were limited to only certain parts of the country. As a result, while some parts of the country showed great progress in the rural sector, others continued in the shadow of poverty.

The presence of huge income inequalities is a major reason for the high poverty rates in the rural areas.

The government's failure to properly implement major policy initiatives to tackle the issue of income inequalities has contributed to the continuance of poverty in villages.

(iv) Urban poverty: The jobs created by the industrial sector have not been enough to absorb all the job seekers. Unable to find proper jobs in cities, many people start working as rickshaw pullers, vendors, construction workers, domestic servants, etc. With irregular small incomes, these people cannot afford expensive housing. In consequence, they start living in slums. Thus, poverty (a largely rural phenomenon sometime back) has become a dominant feature of urban India as well.

(v) Socio-cultural factors: Various socio-cultural factors like caste and gender discrimination and social exclusion have contributed to the wider realm of human poverty.

Question 5:

Identify the social and economic groups which are most vulnerable to poverty in India.

Answer:

The proportion of people below poverty line is not the same for all social groups and economic categories in India. 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. The poverty ratios for each of these groups are higher than the average Indian poverty ratio. Apart from these groups, women, elderly people and female infants are considered to be the poorest of the poor.

Question 6:

Give an account of interstate disparities in poverty in India.

Answer:

The proportion of 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. In 20 states and union territories, the poverty ratio is less than the national average of 26. In others, the poverty ratios are higher than the national average. Among these, Orissa and Bihar continue to be the two poorest states with poverty ratios of 47 and 43 per cent respectively. Both rural and urban poverty are quite high in these states. On the other hand, states like Tamil Nadu, Andhra Pradesh, Gujarat, Kerala, Punjab and Jammu and Kashmir and West Bengal have shown a significant decline in poverty. Public distribution of food grains, focus on human resource development, high agricultural development and land reform measures are some of the factors responsible for the decline in poverty in these states.

Question 7:

Describe global poverty trends.

Answer:

The proportion of people in developing countries living on less than \$1 per day has fallen from 28 per cent in 1990 to 21 per cent in 2001. There has been a substantial reduction in global poverty since the nineteen eighties. However, the reduction in poverty is marked with great regional differences. Due to rapid economic growth and massive investment in human resource development, poverty declined substantially in China and Southeast Asian countries.

On the other hand, in South Asian countries (India, Pakistan, Sri Lanka, Nepal, Bangladesh, Bhutan), the decline has not been as rapid. While the ratio of poverty in Latin America has remained the same, in sub-Saharan Africa, poverty has risen from 41 per cent in 1981 to 46 per cent in 2001. According to the world development report of 2001, countries like Nigeria, Bangladesh and India still have a large percentage of people living under poverty.

Poverty has also resurfaced in some of the former socialist countries like Russia, where officially it was non-existent earlier.

Question 8:

Describe current government strategy of poverty alleviation.

Answer:

The current anti-poverty strategy of the government has a two-lined approach – promotion of economic growth and targeted anti-poverty programmes.

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. 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.

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.

Question 9:

Answer the following questions briefly

(i) What do you understand by human poverty?

(ii) Who are the poorest of the poor?

(iii) What are the main features of the National Rural Employment Guarantee Act 2005?

Answer:

(i) Human poverty is a concept that goes beyond the limited view of poverty as 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

(ii) Women, female infants and elderly people are the poorest of the poor. Within a poor family, such individuals suffer more than the others. They are systematically denied equal access to the resources available to the family.

(iii) Main features of the National Rural Employment Guarantee Act 2005:

(a) The Act assures 100 days employment every year to every household.

(b) Initially covering 200 districts, the Act would be extended later on to cover 600 districts.

(c) One-third of the jobs are reserved for women.

NCERT Solutions for Class 9 Social Science

Economics Unit 4

Food Security in India Class 9

Unit 4 Food Security in India Exercise Solutions

Exercise : Solutions of Questions on Page Number : 53

Q1 :

How is food security ensured in India?

Answer :

Food security is ensured in a country when the three dimensions of food security are taken care of. The three dimensions are:

Availability of food - Presence of enough food for all the persons

Accessibility of food - Absence of barrier on access to food

Affordability of food - Capability of all persons to buy food of acceptable quality Food security has been ensured in India because of the following factors.

- (i) **Self-sufficiency** of food grains - India has become self-sufficient in food grains (as was its aim since Independence) during the last thirty years. This has been because of a variety of crops grown all over the country.
- (ii) **Food-security system**- The availability of food grains has been ensured by the government with the help of a carefully designed food-security system. This system involves the maintenance of a *buffer stock* of food grains, and the distribution of this food among the poorer sections of the society with the help of a *public distribution system*.
- (iii) Implementation of several **poverty-alleviation programmes** having an explicit food security component - Apart from the distribution of food through fair-price shops, the government has come up with several poverty-alleviation programmes that enhance food security; for example, mid-day meals and food-for-work.
- (iv) Involvement of **cooperatives and NGOs**- In addition to the role of the government in ensuring food security, various cooperatives and NGOs are also working intensively towards this direction. Mother Dairy and Amul are two examples of cooperatives involved in ensuring food security.

Q2 :

Which are the people more prone to food insecurity?

Answer :

A large section of people suffer from food and nutrition insecurity in India. However, the worst affected groups areas follows:

- (i) Landless and land-poor households, traditional artisans, providers of traditional services, petty self-employed workers and destitute including beggars (in the rural areas)
- (ii) People employed in ill-paid occupations and casual labourers engaged in seasonal activities (in the urban areas)
- (iii) People belonging to the backward sections of society, namely SCs, STs and OBCs
- (iv) People belonging to economically-backward states with high incidence of poverty, tribal and remote areas and regions more prone to natural disasters
- (v) People affected by natural disasters who have to migrate to other areas in search of work
- (vi) Large proportion of pregnant and nursing mothers, and children under the age of 5 years

Q3 :

Which states are more food insecure in India?

Answer :

The economically-backward states with high incidence of poverty are more food insecure in India. The states of Uttar Pradesh (eastern and south-eastern parts), Bihar, Jharkhand, Orissa, West Bengal, Chattisgarh, parts of Madhya Pradesh and Maharashtra account for the largest number of food insecure people in the country.

Q4 :

Do you believe that Green Revolution has made India self-sufficient in food grains? How?

Answer :

In the late 1960s, the Green Revolution introduced the Indian farmer to the cultivation of high-yielding varieties (HYVs) of seeds. The HYVs (coupled with chemical fertilisers and pesticides) led to a growth in the productivity of food grains (especially wheat and rice), thereby helping India attain self-sufficiency in food grains. Since the advent of the Green Revolution, the country has avoided famine even during adverse weather conditions.

Q5 :

A section of people in India are still without food. Explain.

Answer :

The food insecure: A large section of people in India suffer from food and nutrition insecurity. This group of 'the food insecure' includes landless agricultural labourers and small farmers, casual labourers in the urban areas, people belonging to the backward social sections such as the SCs, STs and OBCs, people belonging to the backward regions, migrants and a large proportion of pregnant and nursing mothers, and children under the age of five years.

Government's efforts: The government has played a key role in ensuring food security for the poorest sections of society through various schemes such as the public distribution system, mid-day meals, food-for-work and rural employment guarantee. However, due to certain failings, a number of people still go without food.

Three dimensions of food security: Food security is ensured by ensuring food availability, accessibility and affordability. When either of these dimensions of food security is neglected, the overall system of food security gets adversely affected.

Negative effect on food availability: Through the Food Corporation of India, the government purchases food grains from states with surplus production. These food grains are stored in granaries and distributed in the food-deficit areas and among the poorer strata of society under the various government schemes. However, instances of hunger are prevalent despite overflowing granaries. The storage of massive food stocks has more often than not led to wastage of grains and deterioration in their quality. As a result, the availability of food grains is affected.

The increase in the minimum support prices (prices at which the government buys food grains from farmers) of rice and wheat has induced farmers to divert land from the production of coarse grains - the staple food of the poor - to the production of these crops. This again affects the availability of food.

Indian agriculture is largely dependent on the unpredictable monsoons. Only a small part of the national cultivable land is well irrigated. During times of delayed or low rains, the overall productivity and availability of food grains gets negatively affected.

Negative effect on food accessibility and affordability The food procured by the government is distributed via the fair-price shops at a price lower than market price. However, most public-distribution-system dealers resort to malpractices like diverting food grains to open market to make profits, selling poor quality grains at ration shops, irregular opening of the shops, etc. Such actions make safe and nutritious food inaccessible and unaffordable for many of the poor.

Lack of proper monitoring of schemes: The lack of proper implementation and proper targeting of many of the poverty-alleviation programmes have led to their lack of effectiveness in ensuring food security. Despite good intentions, many of the schemes

of the government have not reached the deserving poor. Hence, a great number of people are still food insecure.

Q6 :

What happens to the supply of food when there is a disaster or a calamity?

Answer :

When there is a disaster or a calamity, the production of food grains decreases in the affected area. This in turn creates a shortage of food in the area. Due to the food shortage, the prices go up. The raised prices of food materials affect the capacity of many people to buy the same. When the calamity occurs in a very wide spread area or is stretched over a long period of time, it may cause a situation of starvation. A massive starvation can take the form of famine.

Q7 :

Differentiate between seasonal hunger and chronic hunger.

Answer :

Seasonal hunger is related to cycles of food growing and harvesting. This is prevalent in rural areas because of the seasonal nature of agricultural activities, and in urban areas because of the casual labour (e.g., there is less work for casual construction labour during the rainy season). This type of hunger exists when a person is unable to get work for the entire year.

Chronic hunger is a consequence of diets persistently inadequate in terms of quantity and/or quality. Poor people suffer from chronic hunger because of their very low income and in turn, inability to buy food even for survival.

Q8 :

What has our government done to provide food security to the poor? Discuss any two schemes launched by the government?

Answer :

The government has ensured the availability of food grains with the help of a carefully designed food-security system. This system involves the maintenance of a buffer stock of food grains, and the distribution of this food among the poorer sections of the society with the help of a public distribution system. The government has also come up with several poverty-alleviation and food-intervention programmes that enhance food security; for example, the Antyodaya Anna Yojana and the National Food for Work Programme.

Antyodaya Anna Yojana

- (i) Launched in December 2000, it caters to the families below poverty level.
- (ii) Under this scheme, one crore of the poorest among the BPL families covered under the targeted public distribution system were identified.
- (iii) Twenty-five kilograms of food grains were made available to each eligible family at a highly subsidised rate (Rs 2 per kg for wheat and Rs 3 per kg for rice)
- (iv) The quantity of food grains was enhanced from 25 to 35 kgs with effect from April 2002.
- (v) The scheme was expanded twice to include a greater number of BPL families. By August 2004, 2 crore families were covered under this scheme.

National Food for Work Programme

- (i) Launched in November 2004, it caters to 150 most backward districts of the country.
- (ii) Its objective is to intensify the generation of supplementary wage employment.
- (iii) Any rural poor in need of wage employment and having the desire to do manual unskilled work can avail of this programme.
- (iv) It is a 100 per cent Centrally-sponsored scheme. The food grains are provided to the States free of cost.
- (v) The district collector is entrusted with the overall responsibility of planning, implementation, coordination, monitoring and supervision.

Q9 :

Why is a buffer stock created by the government?

Answer :

A buffer stock of food grains is created by the government so as to distribute the procured food grains in the food-deficit areas and among the poorer strata of society at a price lower than the market price. A buffer stock helps resolve the problem of shortage of food during adverse weather conditions or during periods of calamity.

Q10 :

Write notes on:

- (a) Minimum support price**
- (b) Buffer stock**
- (c) Issue price**
- (d) Fair-price shops**

Answer :

(a) Minimum support price- It is the pre-announced price at which the government purchases food grains from the farmers in order to create a buffer stock. The minimum support price is declared by the government every year before the growing season. This provides incentives to the farmers for raising the production of the crops.

The rising minimum support prices of rice and wheat have induced farmers to divert land from the production of coarse grains - the staple food of the poor - to the production of these crops. The rising minimum support prices have raised the maintenance cost of procuring food grains.

(b) Buffer stock- It is the stock of food grains (usually wheat and rice) procured by the government through the Food Corporation of India. The purchased food grains are stored in granaries.

A buffer stock of food grains is created by the government so as to distribute the procured food grains in the food-deficit areas and among the poorer strata of society at a price lower than the market price. A buffer stock helps resolve the problem of shortage of food during adverse weather conditions or during periods of calamity.

(c) Issue Price- The food grains procured and stored by the government are distributed in food-deficit areas and among the poorer strata of society at a price lower than the market price. This price is known as issue price.

(d) Fair-price shops- The food procured by the Food Corporation of India is distributed through government-regulated ration shops. The prices at which food materials are sold at these ration shops are lower than the market prices. The low pricing is to benefit the poorer strata of society. This is why these shops are called fair-price shops.

Fair-price shops keep stock of food grains, sugar and kerosene oil. Any family with a ration card can buy a stipulated amount of these items every month from the nearby ration shop.

Q11 :

What are the problems of the functioning of ration shops?

Answer :

The public distribution system (PDS) is the most important step taken by the Indian government towards ensuring food security. However, there have been several problems related to the functioning of ration shops. The food grains supplied by the ration shops are not enough to meet the consumption needs of the poor. As a result, they have to depend on markets instead. The average all-India level of consumption of PDS grains is only 1 kg per person per month.

Most public-distribution-system dealers resort to malpractices like diverting food grains to open market to make profits, selling poor quality grains at ration shops, irregular

opening of the shops, etc. Such actions make safe and nutritious food inaccessible and unaffordable for many of the poor.

Under the targeted public distribution system, there are three kinds of ration cards: Antyodaya cards (for the poorest of the poor), BPL cards (for those below poverty line) and APL cards (for all others). Prices of the food materials are fixed accordingly. Under this system, any family above the poverty line gets very little discount at the ration shop. The price of food items for an APL family is almost as high as in the open market, so there is little incentive for them to buy the items from the ration shop.

Q12 :

Write a note on the role of cooperatives in providing food and related items.

Answer :

Along with the government, cooperatives are also playing an important role in ensuring food security in India, especially in the southern and western parts of the country. The cooperative societies set up shops to sell low-priced goods to the poor. Out of all fairprice shops running in Tamil Nadu, around 94 per cent are being run by cooperatives. Mother Dairy, in Delhi, is involved in providing milk and vegetables at controlled rates decided by the government. Amul, responsible for the White Revolution in India, is a cooperative involved in providing milk and milk products. The Academy of Development Science (ADS) in Maharashtra has been involved in the setting up of Grain Banks in different regions. It organises training and capacity-building programmes on food security for NGOs. Its efforts are also directed towards influencing the government's policy on food security. Thus, through these examples, it can be seen that cooperative are playing an active role in the distribution of food and related items.

Social Science

(Chapter – 1) (India – Size and Location) (Contemporary India - I)

Question 1:

Choose the right answer from the four alternatives given below.

(i) The Tropic of Cancer does not pass through

- | | |
|------------------|-------------|
| (a) Rajasthan | (b) Orissa |
| (c) Chhattisgarh | (d) Tripura |

Answer: (b) Orissa

(ii) The easternmost longitude of India is

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

Answer: (a) 97°25'E

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

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

Answer: (c) Nepal

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

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

Answer: (b) Lakshadweep

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

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

Answer: (b) Tajikistan

Question 2:

Answer the following questions briefly.

- (i) Name the group of islands lying in the Arabian Sea.
- (ii) Name the countries which are larger than India.
- (iii) Which island group of India lies to its south-east?
- (iv) Which island countries are our southern neighbours?

Social Science

(Chapter – 1) (India – Size and Location) (Contemporary India - I)

Answer 2:

- (i) Lakshadweep
- (ii) Russia, Canada, China, USA, Brazil and Australia.
- (iii) Andaman and Nicobar group of islands.
- (iv) Maldives, Sri Lanka.

Question 3:

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

Answer 3:

From the longitudinal extent of India it is observed that the longitudinal expanse is about 30° from west to east. This means that there would be a time-lag of two hours approximately from Gujarat to Arunachal Pradesh. To avoid such differences in local time, Indian standard time has been fixed to give the whole country a uniform time. The local time of the Standard Meridian of $82^{\circ}30'E$ is observed as the Standard Time by the whole country. Because of this reason we find that the sun rises two hours earlier in Arunachal Pradesh as compared to Gujarat in the west but the watches show the same time.

Question 4:

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

Answer 4:

The central location of India at the head of the Indian Ocean is considered of great significance because:

- a) It has given India a strategic advantage due to the Trans Indian ocean routes which connect the countries of Europe in the West and the countries of East Asia.
- b) This helps India to establish close contact with West Asia, Africa and Europe from the Western coast and with the Southeast and East Asia from the Eastern coast.
- c) The vast coastline and the natural harbours have benefitted India in carrying out trade and commerce with its neighbouring and distant countries since ancient times.
- d) It has given India a distinct climate than the rest of the Asian Continent.
- e) No other country has such a long coastline on the Indian Ocean as India. It is India's eminent position in the Indian Ocean which has given the name of an Ocean after it.

Social Science

(Chapter – 2) (Physical Features of India)
(Contemporary India - I)
(Class IX)

Question 1:

Choose the right answer from the four alternatives given below.

- (i) A landmass bounded by sea on three sides is referred to as
- | | |
|------------|-----------------------|
| (a) Coast | (b) Peninsula |
| (c) Island | (d) None of the above |

Answer: (b) Peninsula

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

- | | |
|-----------------|-----------------------|
| (a) Himachal | (b) Purvachal |
| (c) Uttarakhand | (d) None of the above |

Answer: (b) Purvachal

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

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

Answer: (b) Kannad

(iv) The highest peak in the Eastern Ghats is

- | | |
|------------------|------------------|
| (a) Anai Mudi | (b) Mahendragiri |
| (c) Kanchenjunga | (d) Khasi |

Answer: (b) Mahendragiri

Question 2:

Answer the following questions briefly:

- (i) What are tectonic plates?
- (ii) Which continents of today were parts of the Gondwana land?
- (iii) What is bhabar?
- (iv) Name the three major divisions of the Himalayas from north to south.
- (v) Which plateau lies between the Aravali and the Vindhyan ranges?
- (vi) Name the island group of India having coral origin.

Answer 2:

(i) Due to internal heat of the earth, the currents of the semi-molten rocks begin to move towards the crust and tear it apart dividing it into large fragments called lithospheric or tectonic plates. There are seven such major plates namely, South America, North America, Pacific, Indo–Australian, Eurasian, African and Antarctic.

(ii) Gondwana land is the name given to the hypothetical ‘super-continent’ located in Southern hemisphere. Gondwana Land included South America, part of Africa (south Africa including Madagascar), part of Asia (India, Arabia, Malaya), Australia and Antarctica, prior to its break-up under the forces causing continental-drift.

(iii) The ‘Bhabar’ is that narrow belt of the plain which is covered with pebbles and lies along the foothills of the Shiwaliks from the Indus to the Teesta. This belt is laid down by numerous streams descending down the hills.

(iv) The three major divisions of the Himalayas from north to south are:

- a) The northernmost range which is known as the great Himalayas or Inner Himalayas or the Himadri.
- b) The range lying to the south of the Himadri which is known as Himachal or the lesser Himalaya.
- c) The outermost range of the Himalayas which is known as the Shiwaliks. These are the foothill ranges and represent the southernmost division of the Himalayas.

(v) Malwa plateau or Central Highland

(vi) Lakshdweep.

Question 3:

Distinguish between

- (i) Converging and diverging tectonic plates.
- (ii) Bhangar and Khadar
- (iii) Western Ghats and Eastern Ghats.

Answer 3:

(i) The internal heat of the earth makes the molten rocks to rush towards the surface of the earth and drive the crust into large fragments known as “Tectonic Plates”. These plates are drifting over the mantle of the earth. As a result when the two or more plates are pushed towards each other they are called ‘Converging Plates’. On the other hand if they are moving away from each other, they are called ‘Diverging Plates’.



(ii) According to the age of the soils of the Northern Plain they have been differentiated by two names: (a) Bhangar and (b) Khadar. The difference between these two are mentioned below:

- a) *Bhangar* - These are the older alluvium or old soil and form the largest part of the Northern Plains. They lie above the flood plains of the rivers and present a terrace like structure. It often contains *Kankar nodules* made of calcareous deposits.
- b) *Khadar* - The newer and younger deposits of the flood plains are known as 'Khadar'. So, these are the new alluvium or new soil and are very fertile. Thus, Khadar is ideal for intensive agriculture.

(iii)

| Western Ghats | Eastern Ghats |
|--|--|
| <p>1. The Western Ghats are situated and mark the western edges of Deccan Plateau parallel to the western coasts of India along the Arabian Sea.</p> <p>2. Continuous, can be crossed through the passes only.</p> <p>3. The Western Ghats are higher than the Eastern Ghats. Average elevation is 900 - 1600 meters.</p> <p>4. The height increases progressively from north to south. The highest peaks include the Anai Mudi, the Doda Belta.</p> <p>5. The Western Ghats enclose a narrow strip between its western slopes and the Arabian Sea which is known as Western Coastal Plain. Its maximum width is 64 km.</p> <p>6. It experiences orographic rain mostly in summer due to the summer monsoons. The climate is hot and moist.</p> <p>7. Here the soil is highly fertile. Rice, spices, rubber and fruits like coconuts, cashew nuts etc. are grown here.</p> | <p>1. The Eastern Ghats are situated and mark the eastern edges of Deccan Plateau parallel to the eastern coasts of India along the Bay of Bengal.</p> <p>2. Discontinuous, irregular and dissected by rivers draining into the Bay of Bengal.</p> <p>3. Average elevation is 600 meters.</p> <p>4. The highest peaks include the Mahendragiri, the Javadi Hills.</p> <p>5. The Eastern Ghats also enclose a strip of land between its eastern slopes and the Bay of Bengal which is known as the Eastern Coastal Plain. It is wider than the Western Coastal strip with its maximum breadth 120 km.</p> <p>6. It receives rain both in summer and winter, especially in winter through winter monsoons. However, here the rain is lesser than the western strip.</p> <p>7. The soil is not as fertile as western strip. Rice, ground nuts, cotton, tobacco, coconuts etc. are grown here.</p> |

Question 4:

Describe how the Himalayas were formed.

Answer 4:

The Indian Peninsula drifted towards the north and finally collided with the much larger Eurasian Plate. As a result of this collision, the sedimentary rocks which were accumulated in the geosynclines (known as Tethys) got folded and formed the mountain systems of the West Asia and Himalaya.

Question 5:

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

Answer 5:

The major physiographic divisions of India are the following:

- a) The Himalayan Mountain Wall of the north.
- b) The Northern Plains.
- c) The Peninsular Plateau.
- d) The Indian Dessert.
- e) The Coastal Plains.
- f) The Islands.

The following table compares and contrasts between the relief of the Himalayan region with that of the Peninsular plateau.

| Himalayan Region | Peninsular Plateau |
|---|---|
| 1. The Himalayas are young fold mountains of comparatively recent origin. | 1. They are a part of the oldest structures of the Indian subcontinent. |
| 2. They are the highest mountains in the world. | 2. The Central Highlands are formed of low hills and there is no high peak of world-wide fame in these hills. |
| 3. Many great rivers like - the Indus, the Ganges and the Brahmaputra originate from the Himalayas. | 3. Very few rivers like - the Narmada and the Tapi originate from these hills. |
| 4. The Himalayas are formed of the sedimentary rocks. | 4. The Central Highlands are formed of igneous and metamorphic rocks. |
| 5. They are formed at the edge of the Indo-Gangetic Plain. | 5. They are formed at the edge of the Deccan Plateau. |
| 6. Important hill stations like - Shimla, Mussoorie, Darjeeling, Nainital are found on the Himalayas. | 6. No well known hill station is found here. |

Question 6:

Give an account of the Northern Plains of India.

Answer 6:

The Great Northern Plain extends from the Punjab Plain in the west to the Brahmaputra valley in the east. 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. The deposition of alluvium in a vast basin lying at the foothills to the south of the Himalayas over millions of years formed this fertile plain. It spreads over an area of 7 lakh square km. The plain is about 2400 km long and 240 - 320 km broad. The rich soil cover combined with the abundant water supply and favourable climate made this agriculturally a very productive part of India. Because of this factor the density of population is also the highest in this region among all the physiographic divisions of India. The Northern Plain is broadly divided into three sections:

- a) The Punjab Plain - It is the western part of the Northern Plain formed by the Indus and its tributaries. This section is dominated by the Doabs.
- b) The Ganga Plain - It is the largest part of the Northern Plain and extends between Ghaggar and Teesta rivers.
- c) The Brahmaputra Plain - It forms the eastern part of the Northern Plain by the river Brahmaputra and its tributaries. It is narrower than the Ganga Plain and is a flood prone area.

In the south-east side of the Northern Plain lays the Ganga-Brahmaputra delta which is the largest delta of the world.

Question 7:

Write short notes on the following.

(i) The Indian Desert

(ii) The Central Highlands

(iii) The Island groups of India

Answer:

(i) Lying towards the west of the Aravali Hills, the Indian Desert is an undulating sandy plain covered with crescent-shaped and longitudinal sand dunes. This region is characterised by very little rainfall, an arid climate and low vegetation cover. Streams appear only during the rainy season. Luni is the only large river in this region.

(ii) 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. They are bound by the Vindhya Range from the south and by the Aravali Hills from the northwest. The further westward extension merges with the Indian Desert while the eastward extension is marked by the Chotanagpur Plateau. The rivers draining this region flow from southwest to northeast. The Central Highlands are wider in the west but narrower in the east.

(iii) India has two groups of islands. The Lakshadweep Islands lie in the Arabian Sea, to the southwest of the mainland. The Andaman and Nicobar Islands lie in the Bay of Bengal, to the southeast of the mainland.

Lakshadweep is composed of small coral islands, covering a small area of 32 square kilometres. Kavaratti Island is its administrative headquarters. The Andaman and Nicobar Islands are bigger in size and are more numerous and scattered. The entire group of islands is divided into Andaman (in the north) and Nicobar (in the south).

Both these island groups are rich in flora and fauna, and are of great strategic importance to the country.

Question 1:

Project/Activity

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

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | M | K | U | N | L | N | A | T | H | U | L | A | R | I | A | H | I | A | T |
| M | H | A | S | J | M | A | N | J | K | M | A | J | L | B | H | O | R | P | J |
| J | N | V | F | A | E | T | D | C | A | R | D | E | M | O | M | L | O | M | K |
| C | R | E | I | I | Q | H | M | O | I | F | T | N | X | M | A | X | F | C | T |
| N | M | T | S | N | A | U | Q | R | M | S | A | N | A | D | I | D | A | N | J |
| A | B | X | A | T | G | A | R | O | U | L | F | V | D | I | K | P | T | D | C |
| C | Y | C | H | I | G | A | M | M | R | D | T | I | Z | L | A | J | P | O | K |
| H | R | T | K | A | N | C | H | E | N | J | U | N | G | A | L | U | L | B | E |
| O | O | M | O | P | I | T | P | N | O | S | S | D | D | K | S | P | D | O | K |
| T | D | A | N | M | L | M | D | D | C | S | A | H | L | S | A | I | E | E | J |
| A | R | R | K | A | G | T | H | A | R | H | E | Y | D | H | H | A | I | A | R |
| N | S | A | A | L | I | A | T | L | E | I | Y | A | B | A | Y | T | H | R | L |
| A | Z | V | N | W | R | E | D | S | P | P | A | N | H | D | A | O | J | U | K |
| G | O | A | N | A | I | M | U | D | I | K | D | P | M | W | D | A | B | P | E |
| P | A | L | L | J | S | H | E | V | R | I | Y | E | V | E | R | E | S | T | M |
| U | O | I | M | Y | R | Y | P | A | T | L | I | G | J | E | I | T | H | A | R |
| R | K | I | Q | S | L | A | H | C | N | A | V | R | V | P | E | A | T | S | P |

Answer:

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | M | K | U | N | L | N | A | T | H | U | L | A | R | I | A | H | I | A | T |
| M | H | A | S | J | M | A | N | J | K | M | A | J | L | B | H | O | R | P | J |
| J | N | V | F | A | E | T | D | C | A | R | D | E | M | O | M | L | O | M | K |
| C | R | E | I | I | Q | H | M | O | I | F | T | N | X | M | A | X | F | C | T |
| N | M | T | S | N | A | U | Q | R | M | S | A | N | A | D | I | D | A | N | J |
| A | B | X | A | T | G | A | R | O | U | L | F | V | D | I | K | P | T | D | C |
| C | Y | C | H | I | G | A | M | M | R | D | T | I | Z | L | A | J | P | O | K |
| H | R | T | K | A | N | C | H | E | N | J | U | N | G | A | L | U | L | B | E |
| O | O | M | O | P | I | T | P | N | O | S | S | D | D | K | S | P | D | O | K |
| T | D | A | N | M | L | M | D | D | C | S | A | H | L | S | A | I | E | E | J |
| A | R | R | K | A | G | T | H | A | R | H | E | Y | D | H | H | A | I | A | R |
| N | S | A | A | L | I | A | T | L | E | I | Y | A | B | A | Y | T | H | R | L |
| A | Z | V | N | W | R | E | D | S | P | P | A | N | H | D | A | O | J | U | K |
| G | O | A | N | A | I | M | U | D | I | K | D | P | M | W | D | A | B | P | E |
| P | A | L | L | J | S | H | E | V | R | I | Y | E | V | E | R | E | S | T | M |
| U | O | I | M | Y | R | Y | P | A | T | L | I | G | J | E | I | T | H | A | R |
| R | K | I | Q | S | L | A | H | C | N | A | V | R | V | P | E | A | T | S | P |

Vertical

CHOTANAGPUR

ARAVALI

KONKAN

JAINTIA

MALWA

NILGIRI

SHIPKILA

VINDHYA

BOMDILA

SAHYADRI

SATPURA

Horizontal

NATHULA

CARDEMOM

GARO

KANCHENJUNGA

ANAIMUDI

EVEREST

PATLI

Social Science

(Chapter – 3) (Drainage)
(Contemporary India - I)
(Class IX)

Question 1:

Choose the right answer from the four alternatives given below.

(i) Which one of the following describes the drainage patterns resembling the branches of a tree?

- (a) Radial
- (b) Centrifugal
- (c) Dendritic
- (d) Trellis

Answer: (c) Dendritic

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

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

Answer: (d) Jammu and Kashmir

(iii) The river Narmada has its source at

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

Answer: (b) Amarkantak

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

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

Answer: (a) Sambhar

Social Science

(Chapter – 3) (Drainage)
(Contemporary India - I)
(Class IX)

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

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

Answer: (b) Godavari

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

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

Answer: (d) Tapi

Question 2:

Answer the following questions briefly,

- (i) What is meant by a water divide? Give an example.
- (ii) Which is the largest river basin in India?
- (iii) Where do the rivers Indus and Ganga have their origin?
- (iv) Name the two head-streams of the Ganga. Where do they meet to form Ganga?
- (v) Why does the Brahmaputra in its Tibetan part have less silt, despite a longer course?
- (vi) Which two peninsular rivers flow through trough?
- (vii) State some economic benefits of rivers and lakes.

Answer 2:

- (i) Any upland or a mountain separating two adjoining drainage basins is known as water divide. Though the Indus, the Sutlej and the Brahmaputra rivers rise very close to each other near the Mansarovar Lake but because of the water divides they flow in different directions.
- (ii) The Ganga basin is the largest river basin in India.
- (iii) The Indus river has its origin in Tibet near the Mansarovar Lake while the Ganga River has its origin in Gangotri Glacier in Uttaranchal.

Social Science

(Chapter – 3) (Drainage)

(Contemporary India - I)

(Class IX)

(iv) Alaknanda and Bhagirathi are the two headstreams of the Ganga. They meet at Devaprayag.

(v) The Brahmaputra river, which is known as Tsangpo in Tibet, receives very little volume of water in Tibet so; it has very little silt there. On the other hand, this river when enters India it passes through such a region which receives heavy rainfall. As such in India, in India it carries a large volume of water and larger amount of silt.

(vi) Narmada and Tapi are two peninsular rivers which flow through trough.

(vii) Lake can be used for generating hydroelectricity. A lake can be a good tourist attraction. Rivers have been the centre of human civilization since ancient times. Even today, many big cities are situated on the bank of a river. River water is used for irrigation, navigation, hydroelectricity, fisheries, etc.

Question 3:

Below are given names of a few lakes of India. Group those under two categories - natural and created by human beings.

- | | |
|---------------------|-----------------------|
| (a) Wular | (b) Dal |
| (c) Nainital | (d) Bhimtal |
| (e) Govind Sagar | (f) Loktak |
| (g) Barapani | (h) Chilika |
| (i) Sambhar | (j) Rana Pratap Sagar |
| (k) Nizam Sagar | (l) Pulicat |
| (m) Nagarjuna Sagar | (n) Hirakund. |

Answer 3:

- | | |
|-----------------------------------|-------------------------------------|
| (a) Wular: Natureal | (b) Dal: Natureal |
| (c) Nainital: Natureal | (d) Bhimtal: Natureal |
| (e) Govind Sagar: Human beings | (f) Loktak: Natureal |
| (g) Barapani: Natureal | (h) Chilika: Natureal |
| (i) Sambhar : Natureal | (j) Rana Pratap Sagar: Human beings |
| (k) Nizam Sagar: Human beings | (l) Pulicat : Natureal |
| (m) Nagarjuna Sagar: Human beings | (n) Hirakund: Human beings |

Social Science

(Chapter – 3) (Drainage)
(Contemporary India - I)
(Class IX)

Question 4:

Discuss the significant difference between the Himalayan and the Peninsular Rivers.

Answer 4:

The following table differentiates between the Himalayan and the Peninsular Rivers:

| The Himalayan Rivers | The Peninsular Rivers |
|--|---|
| 1. The Himalayan rivers rise in the snow-covered mountains are perennial type. | 1. The mountains in which the Peninsular Rivers rise not snow covered. Hence they dry up during summer. |
| 2. They flow in levelled Northern Plains and are highly useful for irrigation, cultivation and also navigation purpose. | 2. The Peninsular Rivers flow on rocky surface and so, they are neither navigable nor useful for irrigation. |
| 3. The Himalayan Rivers bring with them fertile alluvium which they deposit in the Indo-Gangetic plains. | 3. They do not bring with them any alluvium. Due to their swift current the depositional activity are negligible. |
| 4. Canals have been dug to use the water of these rivers for irrigation. | 4. as the terrains are rocky and the banks of these rivers are high so, canals can not be dug. However, dams are built to store the flood water for irrigation with the help of small channels. |
| 5. Many important towns and centers of trade are situated on the banks of these rivers. | 5. Very few important towns and centers of trade are situated on the banks of these rivers. |
| 6. The porous soil of Northern Plain absorbs the water which is later on used as ground water by digging wells and tube wells. | 6. The underlying soil being rocky does not absorb any water. Hence, no wells can be dug. |

Social Science

(Chapter – 3) (Drainage)
(Contemporary India - I)
(Class IX)

Question 5:

Compare the east flowing and the west flowing rivers of the Peninsular plateau.

Answer 5:

The following table gives a comparison between the east flowing and the west flowing rivers of the Peninsular plateau:

| East Flowing Rivers | West Flowing Rivers |
|---|--|
| 1. The Mahanadi, the Godavari, the Krishna, the Cauvery are the main east flowing rivers of Peninsular India. | 1. The Narmada and the Tapi are the main west flowing rivers of Peninsular India. |
| 2. These rivers drain in the Bay of Bengal. | 2. These rivers drain in the Arabian sea. |
| 3. These rivers make deltas at their mouth. | 3. These rivers enter the sea through estuaries. |
| 4. These rivers have a developed, large tributary system. | 4. These rivers are devoid of a developed tributary system. Their tributaries are quite small in size. |
| 5. These river flow not through very deep canals. | 5. These rivers flow in troughs. |

Question 6:

Why are rivers important for the country's economy?

Answer 6:

Rivers are highly important for the country's economy. Following are some of the points which indicate the importance of rivers for the country's economy:

- The rivers contain natural fresh (sweet) water which is required for the survival of most of the animals including man.
- They provide water for irrigation and cultivation.
- They make soil rich and arable which can be easily brought under cultivation without much labour.
- Used for navigation and transport thus, important for commercial activities.
- Estuaries near the sea-shores, where the sweet water mixes freely with the salty water of the oceans, have proved one of the most biologically productive areas of the world.
- The rivers are being harnessed for generating hydro-electric power.
- Some lakes are also important tourist spots e.g. Dal Lake, Nainital etc.

Social Science

(Chapter – 4) (Climate)
(Contemporary India - I)
(Class IX)

Question 1:

Choose the correct answer from the four alternatives given below.

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

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

Answer:

- (c) Mawsynram

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

- (a) Kaal Baisakhi
- (b) Trade Winds
- (c) Loo
- (d) None of the above

Answer:

- (c) Loo

(iii) Which one of the following causes rainfall during winters in north-western part of India?

- (a) Cyclonic depression
- (b) Western disturbances
- (c) Retreating monsoon
- (d) Southwest monsoon

Answer:

- (b) Western disturbances

Social Science

(Chapter – 4) (Climate)
(Contemporary India - I)
(Class IX)

- (iv) Monsoon arrives in India approximately in:
- (a) Early May
 - (b) Early June
 - (c) Early July
 - (d) Early August

Answer:

- (b) Early June

- (v) Which one of the following characterises the cold weather season in India?
- (a) Warm days and warm nights
 - (b) Warm days and cold nights
 - (c) Cool days and cold nights
 - (d) Cold days and warm nights

Answer:

- (c) Cool days and cold nights

Question 2:

Answer the following questions briefly.

- (i) What are the controls affecting the climate of India?
- (ii) Why does India have a monsoon type of climate?
- (iii) Which part of India does experience the highest diurnal range of temperature and why?
- (iv) Which winds account for rainfall along the Malabar coast?
- (v) What are Jet streams and how do they affect the climate of India?
- (vi) Define monsoons. What do you understand by “break” in monsoon?
- (vii) Why is the monsoon considered a unifying bond?

Social Science

(Chapter – 4) (Climate)
(Contemporary India - I)
(Class IX)

Answer 2:

(i) Latitude, Altitude and Pressure and Winds are the main factors which affect the climate of India.

(ii) India comes in the Inter Tropical Convergence Zone (ITCZ). This fact; in association with various other factors, like the El Nino, Jet Stream and Coriolis Force are the reasons for monsoon type of climate in India.

(iii) Northwestern part of India experiences the highest diurnal range of temperature. This happens because of the presence of the Thar Desert and also because this region does not have the moderating influence of the ocean.

(iv) Monsoon winds

(v) Fast flowing and narrow air currents are called jet streams. The streams flow at high altitudes (about 12,000 feet) in the troposphere. The westerly jet streams are responsible for western cyclonic disturbances in the north and north-western parts of India. The subtropical westerly jet stream moves north of the Himalayas with the apparent movement of the sun. The tropical jet stream (an easterly jet stream) blows over the Indian Peninsula; approximately over 14° north during the summer months.

(vi) The seasonal reversal in wind direction during a year is called 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 the rainless intervals.

(vii) Although there are wide variations in weather patterns across India, the monsoon brings some unifying influences on India. The Indian landscape, its flora and fauna, etc. are highly influenced by the monsoon. The entire agricultural calendar in India is governed by the monsoon. Most of the festivals in India are related to agricultural cycle. These festivals may be known by different names in different parts of the country, but their celebration is decided by the monsoon. It is also said that the river valleys which carry the rainwater also unite as a single river valley unit. Due to these reasons, monsoon is often a great unifying factor in India.

Social Science

(Chapter – 4) (Climate)
(Contemporary India - I)
(Class IX)

Question 3:

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

Answer 3:

The Bay of Bengal branch of the monsoon winds moves towards northeast and return westwards covering the northern plains. While they move towards west, their moisture contains tends to reduce with subsequent rains. Hence the rainfall decreases from east to west in northern India.

Question 4:

Give reasons as to why.

- (i) Seasonal reversal of wind direction takes place over the Indian subcontinent?
- (ii) The bulk of rainfall in India is concentrated over a few months.
- (iii) The Tamil Nadu coast receives winter rainfall.
- (iv) The delta region of the eastern coast is frequently struck by cyclones.
- (v) Parts of Rajasthan, Gujarat and the leeward side of the Western Ghats are drought-prone.

Answer 4:

- (i) Seasonal reversal of wind direction over the Indian subcontinent takes place due to pressure differential. El Nino has major role to play in the seasonal reversal of wind direction over the Indian subcontinent.
- (ii) The monsoon begins from the first week of June and advances quite rapidly to cover almost the whole country by mid-July. Hence, the bulk of rainfall in India is concentrated over the months of a few months; mainly June to August.
- (iii) The Tami Nadu coast receives winter rainfall because of movement of low-pressure conditions to the Bay of Bengal.
- (iv) The Bay of Bengal is the centre of various pressure changes and hence there is always a chance of development of cyclone. Due to this, the delta region of the eastern coast is frequently struck by cyclones.
- (v) The parts fall in the rain shadow area of the Aravalli. Hence, they are drought prone.

Social Science

(Chapter – 4) (Climate)
(Contemporary India - I)
(Class IX)

Question 5:

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

Answer 5:

Indian Peninsular shows wide variations in climatic conditions across various regions. For example; during winter season, the temperature goes into negative in the Himalayan region. In the northwestern India, temperatures can range between zero degree to 15°C during winter. During the same season, the temperature in Chennai remains a comfortable 25°C. The same variation can be seen in summer as well, while the temperature in Rajasthan can hover around 47°C, it is a comfortable 30°C in Chennai.

Question 6:

Discuss the mechanism of monsoons.

Answer 6:

The low-pressure condition over the northern plains intensifies by the beginning of June. It attracts the trade winds from the southern hemisphere. These south-east trade winds cross the equator and blow in a south-westerly direction to enter the Indian peninsula as the south-west monsoon. These winds bring abundant moisture to the subcontinent.

Question 7:

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

Answer 7:

The temperature ranges between 10°-15°C in the northern plains. The weather is usually marked by clear sky, low temperatures and low humidity and feeble variable winds. The inflow of the cyclonic disturbances from the west and the northwest is a characteristic feature of the cold weather over the northern plains. These low-pressure systems originate over the Mediterranean Sea and Western Asia and move into India. They cause winter rains over the plains and snowfall in the mountains.

Social Science

(Chapter – 4) (Climate)
(Contemporary India - I)
(Class IX)

Question 8:

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

Answer 8:

Monsoon tends to have 'breaks' in rainfall; which means that there are wet and dry spells in between. The monsoon is famous for its uncertainties. It may cause heavy floods in one part of the country, and may be responsible for droughts in other part. Because of its uncertain behaviour, it sometimes disturbs the farming schedule in India. This affects millions of farmers all over the country.

Social Science

(Chapter – 5) (Natural Vegetation and Wild Life)
(Contemporary India - I)
(Class IX)

Question 1:

Choose the right answer from the four alternatives given below:

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

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

Answer:

- (d) Tropical Evergreen

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

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

Answer:

- (a) 100 cm

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

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

Answer:

- (d) West Bengal

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

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

Answer:

- (a) Manas

Social Science

(Chapter – 5) (Natural Vegetation and Wild Life)

(Contemporary India - I)

(Class IX)

Question 2:

Answer the following questions briefly.

- (i) Define an ecosystem.
- (ii) What factors are responsible for the distribution of plants and animals in India?
- (iii) What is a bio-reserve? Give two examples.
- (iv) Name two animals having habitat in tropical and montane type of vegetation.

Answer 2:

(i) All the plants and animals in an area are interdependent on each other. The plants and animals; along with their physical environment make the ecosystem.

(ii) Relief (Land and soil) and Climate (Temperature, humidity, photoperiod and precipitation) are the factors which are responsible for the distribution of plants and animals in India.

(iii) A biosphere reserve is an area proposed by its residents, ratified by a national committee, and designated by UNESCO's Man and Biosphere (MAB) program, which demonstrates innovative approaches to living and working in harmony with nature.

(iv) Tropical (Elephant, deer) and Montane (yak, snow leopard)

Question 3:

Distinguish between

- (i) Flora and Fauna
- (ii) Tropical Evergreen and Deciduous forests

Answer 3:

(i) Plant species comprise the flora, while animal species comprise the fauna.

(ii) Trees of evergreen forests do not shed their leaves at a fixed time in a year, while trees of deciduous forest shed their leaves at a fixed time in a year.

Social Science

(Chapter – 5) (Natural Vegetation and Wild Life)

(Contemporary India - I)

(Class IX)

Question 4:

Name different types of Vegetation found in India and describe the vegetation of high altitudes.

Answer 4:

There are five major types of vegetation in India: Tropical Rainforests, Tropical Deciduous Forests, Tropical Thorn Forests and Scrubs, Montane Forests and Mangrove Forests.

Montane Forest: The forests in the mountainous areas are called montane forest. These forests are mainly found along the southern slopes of the Himalayas and at high altitudes in southern and north-eastern India. Kashmir stag, spotted deer, wild sheep, jack rabbit, Tibetan antelope, yak, snow leopard, squirrels, Shaggy horn wild ibex, bear, rare red panda, sheep and goats are the common animals in these forests.

Question 5:

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

Answer 5:

Large scale deforestation has reduced the natural habitat of many plants and animals. Due to this, many species of plants and animals are endangered in India.

Question 6:

Why has India a rich heritage of flora and fauna?

Answer 6:

India has a variety of climatic conditions; like tropical, subtropical, desert and mountainous. Due to this, there are enough habitats for a large variety of flora and fauna. Due to this, India has a rich heritage of flora and fauna.

Social Science

(Chapter – 6) (Population)
(Contemporary India - I)
(Class IX)

Question 1:

Choose the right answer from the four alternatives given below.

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

- (a) The area of departure
- (b) Both the area of departure and arrival
- (c) The area of arrival
- (d) None of the above

Answer:

- (b) Both the area of departure and arrival

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

- (a) High birth rates
- (b) High death rates
- (c) High life expectancies
- (d) More married couples

Answer:

- (a) High birth rates

(iii) The magnitude of population growth refers to

- (a) The total population of an area
- (b) The number of persons added each year
- (c) The rate at which the population increases
- (d) The number of females per thousand males

Answer:

- (b) The number of persons added each year

(iv) According to the Census 2001, a “literate” person is one who

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

Answer:

- (a) Can read and write his/her name

Social Science

(Chapter – 6) (Population)
(Contemporary India - I)
(Class IX)

Question 2:

Answer the following questions briefly.

- (i) Why is the rate of population growth in India declining since 1981?
- (ii) Discuss the major components of population growth.
- (iii) Define age structure, death rate and birth rate.
- (iv) How is migration a determinant factor of population change?

Answer 2:

(i) The family planning programme helped in increasing the awareness about the benefits of smaller family size. This helped in reducing the rate of population growth in India since 1981.

(ii) Birth rate, death rate and migration are the major components of population growth. A higher birth rate; coupled with a lower death rate leads to population growth. International migration can lead to population growth of more number of people are coming from other countries than the number of people going outside the country.

(iii) Age Structure: Relative percentage of various age groups in the population is called age structure of the population. Age group is generally divided into children (upto 14 years), working age (15 – 59 years) and aged (60 years and above).

Death Rate: The number of deaths per 1000 persons is called death rate.

Birth Rate: The number of live births per 1000 persons is called birth rate.

(iv) Migration within the country is called internal migration, while that between two countries is called international migration. Internal migration has no change on population size but it changes the population composition of a particular area. International migration can lead to a growth or degrowth in population; depending on the degree of immigration and emigration.

Social Science

(Chapter – 6) (Population)
(Contemporary India - I)
(Class IX)

Question 3:

Distinguish between population growth and population change.

Answer 3:

Population growth is about increase or decrease in the population. Population change is about changes in population composition; like age structure, sex ratio, literacy rate, occupational structure, etc.

Question 4:

What is the relation between occupational structure and development?

Answer 4:

Occupational structure greatly affects the development of a country. A large portion of the Indian population is still dependent on the primary sector for employment; which is one of the reasons for lack of development in India. Examples of developed nations suggest that when a greater portion of population engages in secondary and tertiary activities, it leads to proper development.

Question 5:

What are the advantages of having a healthy population?

Answer 5:

A healthy population helps in building a productive workforce for the country. Even the non-productive age group needs to be healthy to reduce the burden of healthcare. Healthy children would grow into healthy adults and would be able to contribute better in the economy. Healthy elders would mean less strain on the resources.

Question 6:

What are the significant features of the National Population Policy 2000?

Answer 6:

NPP 200 has put special emphasis on the adolescent population. Focus is given to special nutritional needs of the adolescents. Awareness programmes are conducted to increase awareness about STDs, unwanted pregnancies, child marriage, risks of unprotected sex, etc.

Ch 1 The French Revolution

Page No: 24

Questions

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

Answer

The circumstances that causes outbreak of revolutionary protest in France were:

→ Social Inequality: French society in eighteenth century was divided into three estates namely The Clergy, The nobility and third estates which compares peasants, officials and small business. It was only third estates only pay taxes. Clergy and nobility were exempt from taxes.

→ Subsistence Crisis: The population of France also increased from 23 million in 1715 to 28 million in 1789. Food grains were now in great demand. Price of bread shot up. Wages did not keep pace with rising prices. This led to subsistence crisis.

→ Economic Problems: Long years of war had drained the financial resources of France. 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.

→ Strong Middle Class: The middle class emerged educated and wealthy during eighteenth century. They believed that no group in society should be given privileges by birth. Ideas of equality and freedom were put forward by philosophers. The ideas of these philosophers were discussed intensively in salons and coffee houses and spread among people. → Immediate Causes: On 5 may, 1789, Louis XVI called together an assembly os Estates General to pass proposals for new taxes. Third estates protested against this proposal but as each estates have one vote the king rejected this appeal. They walked out of assembly.

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?

Answer

The richer members of the third estate (the middle class) benefitted the most from the French Revolution. The clergy and the nobility were forced to relinquish power. The poorer sections of society and women would have been disappointed with the outcome of the revolution as the promise of equality was not fulfilled in full measure at the end of the revolution.

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

Answer

The ideas of liberty and democratic rights were the most important legacy of the French Revolution. These spread from France to the rest of Europe during the nineteenth century, where feudal systems were abolished. It inspired the Germans, Italians, and Austrians to overthrow their oppressive regimes. The French Revolution inspired the struggling nations of Asia and Africa who were groaning under the oppression of European colonialism. Tipu Sultan and Rajaram Mohan Roy are two examples of individuals who responded to ideas coming from French revolution.

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

Answer

We can trace the origin of the following democratic rights we enjoy today to the French Revolution:

- Right to Equity
- Right to Freedom
- Freedom of Speech and expression
- Right to form associations

→ Right to justice and security

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

Answer

The message of universal rights was beset with contradictions: → Many ideals in the "Declaration of Rights of Man and Citizen" were replete with dubious meanings. For example, "the law has the right to forbid only actions injurious to society" had nothing to say about criminal offences against other individuals.

→ The declaration stated that "law is the expression of the general will. All citizens have the right to participate in its formation...All citizens are equal before it", but when France became a constitutional monarchy, almost 3 million citizens including men under the age of 25 and women were not allowed to vote at all.

Hence, by this universal rights poor were suppressed. Constitution is only available for the rich. Women were totally neglected in decision making.

6. How would you explain the rise of Napoleon?

Answer

After France became a republic in 1792, the then ruler, Robespierre, gave more privileges to the wealthier section of society. Further, he was a sort of autocrat himself. This led to reign of terror for the following many years. After Robespierre's rule came to an end a directory was formed to avoid concentration of power in one individual. Members of the directory often fought among themselves leading to total chaos and political instability. This created a political vacuum in France. This was a conducive situation and Napoleon Bonaparte took the reign of power as a military dictator.

Ch 2 Socialism in Europe and the Russian Revolution

Questions

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

Answer

The Social, economic and political conditions in Russia before 1905 was backward:

→ Social Conditions: 85% of Russia's population was agriculturist. Industry was existent, but rarely in which most of was privately owned. Workers were divided on the basis of their occupation. They mainly migrated to cities for employment in factories. The peasant community was deeply religious, but did not care much about the nobility. They believed that land must be divided amongst themselves.

→ Economic Condition: Russia was going through bad period economically. Prices of essential good rises while real wages decreased by 20% leading to the famous St.Petersburg strike This strike started a series of events that are together known as the 1905 Revolution. 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.

→ Political Condition: Political parties were illegal before 1914. The Russian Social Democratic Workers Party was founded in 1898 by socialists who respected Marx's ideas. In 1903, this party was divided into two groups - Mensheviks and

Bolsheviks. The Bolsheviks, who were in majority, were led by Lenin who is regarded as the greatest thinker on socialism after Marx.

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

Answer

The working population in Russia was different from other countries in Europe before 1917 because not all Russian workers migrated from the villages to work in the industrial sector. Some of them continued to live in villages and went to work daily, to the towns. They were a divided group, socially and professionally, and this showed in their dress and manners too. Metal workers were the "aristocrats" of the working class because their occupation demanded more training and skill.

Nevertheless, the working population was united on one front - strikes against work conditions and employer tyranny.

3. Why did the Tsarist autocracy collapse in 1917?

Answer

The Tsar first dismissed the initial two Dumas and then packed the parliament with the conservatives. During the First World War, the Tsar took decision without consulting the Duma. Large scale casualties of Russian soldiers in the war further alienated the people from the Tsar. Burning of crops and buildings by the retreating Russian armies created huge shortage of food in Russia. All of these led to the collapse of the Tsarist autocracy in 1917.

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

Answer

February Revolution:

- 22nd February: Factory lockout on the right bank took place,
- 25th February: Duma was dissolved.
- 27th February: Police Headquarters ransacked. Regiments support the workers. Formation of Soviet.
- 2nd March: The Tsar abdicated his power. The Soviet and Duma leaders formed a Provisional Government for Russia. The February Revolution had no political party at its forefront. It was led by the people themselves. Petrograd had brought down the monarchy, and thus, gained a significant place in Soviet history. Trade Unions grew in number.

October Revolution:

- 16th October: A Military Revolutionary Committee was appointed by Soviet.
- 24th October: The uprising against provisional government begins. Military Revolutionary Committee controls the city by night and ministers surrender. The Bolshevik gained power. The October Revolution was primarily led by Lenin and his subordinate Trotskii, and involved the masses who supported these leaders. It marked the beginning of Lenin's rule over the Soviet, with the Bolsheviks under his guidance.

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

Answer

The main changes which were brought about by the Bolsheviks immediately after the October Revolution: → Banks and Industries were nationalised.

→ Land was declared social property, thereby allowing peasants to seize it from the nobility.

→ In urban areas, houses were partitioned according to family requirements

→ Old aristocratic titles were banned, and new uniforms were designed for the army and the officials.

→ New uniforms were introduced for the army and the officials.

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

(i) Kulaks

(ii) The Duma

(iii) Women workers between 1900 and 1930.

(iv) The Liberals.

(v) Stalin's collectivization programme.

Answers

(i) It is the Russian term for wealthy peasants who Stalin believed were hoarding grains to gain more profit. 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. Also to develop modern farms and run them along industrial lines the Party under the leadership of Stalin thought it was necessary to eliminate Kulaks.

(ii) During 1905 Revolution, the Tsar allowed the creation of an elected consultative parliament in Russia. This elected consultative parliament in Russia was called Duma.

(iii) They made up 31% of the factory labour force by 1914, but were paid almost half and three-quarters of the wages given to men. However, interestingly, it were the women workers who led the way to strikes during the February Revolution.

(iv) They espoused a nation that was tolerant towards all religions; one that would protect individual rights against the government. Although the liberals wanted an elected parliamentary form of governance, they believed that the right to vote must only belong to men, and that too the ones who were property holders.

(v) Stalin believed that collectivization of agriculture would help in improving grains supplies in Russia. He began collectivization in 1929. All peasants were forced to cultivate in collective farms (kolhoz). The bulk of land and implements were transferred to the ownership of collective farm. Many peasants protested such attempts and destroyed livestock to show their anger. Collectivization did not bring the desired results in the food supply situation turned even worse in subsequent years.

Ch3 Nazism and the Rise of Hitler

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Questions

1. Describe the problems faced by the Weimar Republic.

Answer

The problems faced by the Weimar Republic were:

→ 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.

→ 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.

→ 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). The democratic parliamentary system seemed to give the people no solutions or benefits in the times of the severe economic crisis.

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

Answer

Nazism became popular in Germany by 1930 due to lot of reasons:

→ The most apparent being the Great Depression. The Weimar Republic did little to remedy the country's economic downfall, and Hitler was presented as a saviour to the humiliated German people living in economic and political crises.

→ The powerful speeches of Hitler in which he sought to build great nation, undo the injustice of the Versailles Treaty, restore the dignity of German people and provide employment for all stirred hopes in people.

→ Nazi propaganda was unique. Red banners with the Swastika, Nazi salute and the rounds of applause attracted the people making Nazism very popular.

3. What are the peculiar features of Nazi thinking?

Answer

The peculiar features of Nazi thinking were

- A belief in racial hierarchy and Lebensraum or living space.
- Nordic German Aryans were at the top, while the Jews formed the lowest rung of the racial ladder.
- They believed that only the strongest race would survive and rule.
- New territories must be gained for enhancing the natural resources and power of Germany.

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

Answer

Nazi propaganda was effective in creating hatred for the Jews:

- The Nazis used the language and media effectively with great care. The racial theory put forward by the Nazis that the Jews belonged to a lower race and as such were undesirable.
- The traditional Christian hatred for the Jews, because they were accused to have killed Christ, was fully exploited by the Nazis in order to make the Germans pre-judicial against Jews.
- The Nazis injected hatred against the Jews even in the minds of the children from the very beginning during the days of their schooling. The teachers who were Jews were dismissed and Jews children were thrown out of the schools. Such methods and new ideological training to the new generation of children went a long way in making the Nazi's propaganda quite effective in creating hatred for the Jews.
- Propaganda films were made to create hatred for the Jews. Orthodox Jews were stereotyped and marked. For example, one such film was 'The Eternal Jew'.

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.

Answer

Role of women in Nazi society followed the rules of a largely patriarchal or male-dominated society. Hitler hailed women as "the most important citizen" in his

Germany, but this was true for only Aryan women who bred pure-blood, "desirable" Aryans. Motherhood was the only goal they were taught to reach for, apart from performing the stereotypical functions of managing the household and being good wives. This was in stark contrast to the role of women in the French Revolution where women led movements and fought for rights to education and equal wages. They were allowed to form political clubs, and schooling was made compulsory for them after the French Revolution.

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

Answer

The Nazis established control over its people by various means:

- They used different propaganda through posters or films to glorify their behaviour.
- Media was carefully used to win support for the regime and popularise it.
- Nazism worked on the minds of the people, tapped their emotions and turned their hatred and anger against those marked as 'undesirable'.
- Special surveillance and security forces to control and order society in ways that the Nazis wanted, was created.
- The police forces had powers to rule with impunity. Genocide also created an atmosphere of fear and repression which helped them to establish total control over its people.

Ch 4 Forest Society and Colonialism

Questions

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

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

Answer

(i) Shifting cultivators practise slash and burn agriculture. In this practise, parts of the forest are cut and burnt in rotation. European foresters regarded this practice as harmful for the forests. They felt that such land could not be used for growing trees for railway timber and was dangerous while being burnt as it could start a forest fire. This type of cultivation also made difficult for the government to calculate taxes. Thus, Colonial government banned shifting cultivation. As a result, many communities were forcibly displaced from their homes in the forests. Some had to change occupations, while some resisted through large and small rebellions.

(ii) The reservation of forest areas by the British Government also sealed the fate of many nomadic and pastoral communities like the

Korava, Karacha and Yerukula of the Madras Presidency lost their means of livelihood. Earlier these people and their cattle depended totally on the forest from which they were deprived because of the new forest management. Some of these communities began to be called 'criminal tribes' and were forced to work in factories, mines, and plantations under government supervision. Thus, these people were forced to operate within new systems and reorganize their lives.

(iii) Firms trading in timber products were given the sole trading rights to trade in the forest products of particular areas. They made huge profits and became richer. The entire timber and forest trade passed on to them. They became powerful and began to cut down trees indiscriminately.

(iv) Plantation owners found that more and more forest land could be cleared for plantations. The British had made it very clear that their system of forestry would be scientific forestry, i.e., plantations. Plantation owners began to reap profits as the British government gave large areas of forest land to European planters.

(v) While the forest dwellers were deprived of their right to hunt deer, partridges and a variety of small animals, the Indian Kings and British officials were allowed to hunt freely in the reserved forests. Under the colonial rule, the hunting increased to such an extent that various species became extinct. A large number of tigers, leopards, wolves were killed as sporting trophy. Hunting or shikar became a

sport. Later the environmentalists and conservators realized many species of animals needed to be protected and not killed.

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

Answer

The similarities between colonial management of the forests in Bastar and Java were :

- Forest laws were enacted in Java and Bastar.
- These laws restricted villagers' access to forests.
- Timber could be cut from only specified forests and under close supervision.
- Villagers were punished for entering forests and collecting forest products without permit.
- Permits were issued to the villagers for entry into forests and collection of forest products.
- Both had a forest service.
- Both followed a system of forestry which was known as scientific forestry.
- In both places Forest Acts meant severe hardship for villagers. Their everyday practices — cutting wood for their houses, grazing their cattle, collecting fruits and roots, hunting and fishing became illegal.
- Constables and forests guards began to harass people.

3. Between 1880 and 1920, forest cover in the Indian subcontinent declined by 9.7 million hectares, from 108.6 million hectares to 98.9 million hectares. Discuss the role of the following factors in this decline :

(i) Railways

(ii) Shipbuilding

(iii) Agricultural expansion (iv) Commercial farming

(v) Tea/Coffee plantations

(vi) Adivasis and other peasant users.

Answer

(i) Railways played a vital role in the decline of the forest cover in India. For laying railway tracks forest land had to be cleared. Apart from clearing area for tracks, railway locomotives required timber for fuel and sleepers. For all these needs forests had to be cut down. The British government gave contracts to individuals to supply the required quantity of timber. These individuals cut down trees indiscriminately.

(ii) By the end of 19th century, oak forests in England had almost disappeared. This created a shortage of timber for the Royal Navy. If the imperial power was to be protected and maintained, the building of ships was the first priority. So, search parties were sent to explore the forest resources of India. A large number of sleepers began to be exported to England annually. This further led to the indiscriminate cutting of trees year after year which caused deforestation on a massive scale.

(iii) Population was on the rise and the demand for food increased. Peasants extended the boundaries of cultivation by clearing forests. This gave them more land available for cultivation. In addition, there was great demand for cash crops such as tea, cotton, jute, sugar, etc., which were needed to feed the industries of England.

(iv) The British directly encouraged the production of commercial crops like jute, sugar, wheat and cotton. The demand for these crops increased in the 19th century in Europe, where foodgrains were needed to feed the growing urban population and raw materials were required for industrial production. Hence, large tracts of forest land were cleared to make land available for commercial farming.

(v) The colonial state thought that forest land was unproductive. It did not yield agricultural produce nor revenue. Large areas of natural forests were hence cleared to make way for tea, coffee and rubber plantations to meet Europe's growing need for these commodities. The colonial government took over the forests and gave vast areas to European planters at cheap rates. The areas were enclosed and cleared of forests and planted with tea or coffee.

(vi) The Adivasis and other peasant users, gather forest products and graze their cattle. Their livelihood mainly came from forest produce. This does not destroy the forests except sometimes in shifting agriculture. In fact, now the new trends that promote forest conservation tend to involve local villagers in conservation and preservation. The adivasis and other peasant communities regard the

forests as their own and even engage watchmen to keep a vigil over their forests.

4. Why are forests affected by wars?

Answer

Forests are affected by wars and this often leads to deforestation. Forests during wars are freely cut to meet the needs of war. Forests are as important resource and hence during wars they are destroyed by their own country under the 'a scorched earth policy'. This prevents the enemy from using this resource. Many villagers used this opportunity to expand cultivation in the forest

Questions

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

Answer

There were many need of nomadic tribes to move from one place to another:

→ The nomadic tribes had no regular fields of their own from where they could get fodder for their cattle.

→ They lived with their herd in the low hills of Himalayas from September to April because; the huge mountains or high altitudes were covered with snow during this period. In these areas the dry scrub forests provided pastures for their herds during this period.

→ With the onset of summer, as the snow melted and the hill sides began to be covered with lush green with a variety of new grasses, the pastoralists started their northward march for their summer grazing grounds.

→ Again with the onset of winter when the mountains began to be covered with snow and there were dearth of nutritious forage, these pastoralists on the move again, this time on their downward journey.

The movement of the nomadic pastoralists from the downward to the upward areas and vice-versa allowed sufficient time for natural restoration of vegetation grounds. Their continuous shifting provided sufficient forage to the different animals both at the high mountains and the lower hills. They also helped in maintaining the quality of the pastures.

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

Answer

(i) Waste Land rules: All grazing lands were considered waste lands by the colonial rulers as they brought no revenue to them. If this land could be transformed into cultivated farmland, it would result in an increase in land revenue and production of crops such as jute, cotton and wheat. This is why the Waste Land rules were formulated. However, they sounded

the death knell for pastoralists because increase in cultivated land meant an obvious decline in pastures, and a consequent loss of a means of livelihood for them.

(ii) Forests Acts: These were enacted to protect and preserve forests for timber which was of commercial importance. These acts changed the life of pastoralists. They were now prevented from entering many forests that had earlier provided valuable forage for their cattle. They were issued permits which monitored their entry and exit into forests. They could not stay in the forests as much as they liked because the permit specified the number of days and hours they could spend in the forests.

(iii) Criminal Tribes Act: The British government eyed nomadic people with suspicion and disregard on account of their continuous movement. They could not be tracked down or placed in one particular place, unlike rural people in villages who were easy to identify and control. Hence, the colonial power viewed nomadic tribes as criminal. The Criminal Tribes Act was passed in 1871 and it further ruined the lives of the pastoralists who were now forced to live in notified settlements, and were disallowed from moving out without a government permit.

(iv) **Grazing Tax:** It was imposed by the colonial government to expand its revenue income. Pastoralists had to pay a tax on every animal they grazed on the pastures. This right was now auctioned out to contractors. They extracted as high a tax as they could, to recover the money they had paid to the state and earn as much profit as they could. Later the government itself started collecting taxes. This created problems for the pastoralists who were harassed by tax collectors. It also became an economic burden on them.

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

Answer

The Maasais lost their grazing lands due to the following reasons

:

→ In 1885 itself, Maasai land was cut in half by an international boundary drawn between the two colonies – British Kenya and German Tanganyika.

→ The best pastures were reserved for white settlements, and the Maasai tribes were given arid, small areas in south Kenya and north Tanzania.

→ This lack of good grazing lands and a two-year drought led to loss of almost 60% cattle belonging to the Maasai tribes. Increase in cultivation and promotion of game reserves added to their woes.

Thus, with the increasing power of the colonists and their adverse impact on the Maasai's social life, this community gradually lost all its grazing lands.

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

Answer

There are many similarities in the way in which the modern world forced changes in the lives of pastoral communities in India and East Africa. Here are two examples of changes which were similar for Indian pastoralists and the Maasai herders: → All uncultivated land was seen as wasteland by colonial powers. It produced neither revenue nor agricultural produce. This land was brought under cultivation. In most areas the lands taken

over were actually grazing tracts used regularly by pastoralists, so expansion of cultivation inevitably meant the decline of pastures and a problem both for Indian pastoralists and the Maasai.

→ From the 19th century onwards, the colonial government started imposing restrictions on the pastoral communities. They were issued permits which allowed them to move out with their stock and it was difficult to get permits without trouble and harassment. Those found guilty of disobeying the rules were severely punished.

Ch 6 Peasants and Farmers

Page No: 116

Questions

1. Explain briefly what the open field system meant to rural people in eighteenth-century England. Look at the system from the point of view of : (i) A rich farmer (ii) A labourer (iii) A peasant woman

Answer

(i) As the prices of wool increased, rich farmers wanted to increase its production. Therefore, they began to privatise the best parts of the common land and open fields for themselves. This was done to ensure that their sheep would get good fodder. They also began to drive out poorer farmers, disallowing them from using common land for grazing.

(ii) For the poor labourers, the common lands were essential for survival. They used to live with landowners, doing a number of odd jobs for them in return for board and lodging and a small pay. However, when the open field system began to disappear, labourers were paid wages and employed only at harvest time. This left them at the mercy of rich landowners and farmers. (iii) For peasant women, the open field system was a good way of community living wherein everything was shared between the rich and the poor. They would use the common lands for grazing their cattle, gathering fruits and collecting firewood. However, all these activities were

negatively affected because of the disappearance of open fields.

2. Explain briefly the factors which led to the enclosures in England.

Answer

The factors which led to the enclosures in England were: → Increasing population and due to it increasing demand of food grains and other things led to the enclosure in England. → The rising prices of agricultural products such as wool, wheat, milk, fruits etc. also played a role as a factor in promoting enclosures in England.

→ Industrialisation and war needs made foodgrain prices soar, making it necessary to take steps to increase its production. → In the nineteenth century enclosure was seen necessary to make long term investment on land and plan crop rotations to improve the soil.

→ Enclosures also allowed the richer landowners to expand the land under their control and produce for the market.

3. Why were threshing machines opposed by the poor in England?

Answer

Threshing machines were opposed by the poor in England because they thought that these machines would deprive workmen of their livelihood. They believed that with the help

of machines the richer farmers and big landlords would encourage enclosure movement. The commons would be distributed among rich farmers, and poor farmers, labourers, peasants women would have to- struggle for their jobs and they would be jobless.

4. Who was Captain Swing? What did the name symbolise or represent?

Answer

Captain Swing was a mythic name used in threatening letters, written by the workmen against the use of threshing machines by rich farmers.

The name symbolised anger or unhappiness of the labourers against the use of threshing machines by rich farmers or big land owners.

5. What was the impact of the westward expansion of settlers in the USA?

Answer

The westward expansion of settlers in the USA led to a complete annihilation of American Indians who were pushed westwards, down the Mississippi river, and then further west beyond that. They fought back, but were defeated; their villages were burnt and cattle destroyed. Also, with the cultivation of land for agricultural purposes, all grass and trees

were razed. This led to terrible dust storms and blizzards in the 1930s, causing much death and destruction.

6. What were the advantages and disadvantages of the use of mechanical harvesting machines in the USA?

Answer

The advantages of the use of mechanical harvesting machines in the USA were:

→ The price of wheat was high and demand limitless. These new machines allowed farmers to quickly clear tracts, break up the soil, remove the grass and prepare the ground for cultivation. → The work could be done within a shorter time period and with a lesser number of labourers.

→ With power-driven machinery, four men could plough, seed and harvest 2,000 to 4,000 acres of wheat in a season.

However there were some disadvantages for the poorer farmers too:

→ They were thrown out of their jobs and they lost their means of livelihood.

→ Many of them bought this machine too but it adversely affected them as the machines were expensive and once the demand crossed its limit there was enough surplus grain in the market. Thus, farmers

needed to pay back the loan they had taken from banks to buy these machines, and the farmers had no money.

7. What lessons can we draw from the conversion of the countryside in the USA from a bread basket to a dust bowl?

Answer

The expansion of wheat agriculture in the Great Plains created the Dust Bowl. The American dream of a land of plenty had turned into a nightmare.

We need to learn a lesson from this. Use of land is good but overuse of land is bad. We need to realise that land is a precious natural resource which needs to be preserved and conserved. It serves as warning sign against the exploitative use of land for commercial purposes only leads to degradation and depletion. This gives rise to serious consequences. We must realise that we need to respect the ecological conditions of each region and work towards sustainable development and look after our earth.

8. Write a paragraph on why the British insisted on farmers growing opium in India.

Answer

The British insisted on farmers growing opium in India to balance their trade with China. Tea became extremely popular in England, and by 1830, over 30 million pounds of tea was being imported from China. The British could buy tea from China only by paying in bullion. Hence, there was nothing that England could offer to the Chinese in exchange for tea, except money. Opium was used in Chinese medicine, but was banned for use due to its addictive qualities. The British started an illegal opium trade, and by 1839, there were an estimated 12 million opium smokers in China. All the supplied opium came from India and it formed an easy, cheap way to pay for the tea imported from China.

9. Why were Indian farmers reluctant to grow opium?

Answer

The Indian farmers were reluctant to grow opium due to:
→The crop had to be grown on the best land, on fields that lay near the villages and were well manured.

→ This land was usually used for growing pulses. If opium was grown on fertile and well manured land then pulses would have to be grown on less fertile land and yield would not be good in quality as well as quantity.

→ The cultivation of opium was difficult and time-consuming as the plants required looking after. As a consequence, the cultivators would not have time to look after their other produce.

→ The farmers had to pay the rent for their land to the landlords. This rent was very high. The cultivators owned no land.

→ Finally, the price the government paid for the opium produce was very low and would provide the farmers with no profits.

Ch 7 The Story of Cricket

Questions

1. Test cricket is unique game in many ways. Discuss some of the ways in which it is different from other team games. How are the peculiarities of Test cricket shaped by its historical beginnings as a village game?

Answer

Test cricket is a unique game in many ways. It was the first modern team game to give itself rules and regulations. Unlike other team games, it can go on for five days and still end in a draw. No other modern team sport takes even half as much time to complete. While most team games (such as hockey and football) specify the dimensions of the playing area, the laws of cricket do not state the specific dimensions of the playing field.

The peculiarities of Test cricket are :

→ A match can go on for five days and still end in a draw. No other modern day team sport takes even half as much time to complete. Baseball completes nine innings in less than half the time that it takes to play a limited overs match.

→ The length of the pitch is specified (22 yards) but the size or shape of the ground is not. No dimensions of the playing area are mentioned for cricket.

2. Describe one way in which in the nineteenth century, technology brought about a change in equipment and give one example where no change in equipment took place.

Answer

With the changing times technology brought about a change in Cricket equipment but it remained true to its origins:

→ Introduction of pads and protective gloves. These protective equipments came forth as a result of the invention of vulcanised rubber.

→ Cricketing most important tools are made from natural and pre-industrial materials. The bats, even today, are made of wood. Also, they are not factory manufactured, but made by hand.

3. Explain why cricket became popular in India and the West Indies. Can you give reasons why it did not become popular in countries in South America?

Answer

Cricket became popular in India and the West Indies because of its colonial background. British imperial officials used it as a

symbol of racial and social superiority. They did not popularise the game for the masses. For the colonised, playing cricket implied being the racial equals of the British. Success at cricket came to imply a measure of racial equality and political progress. On the other hand, the game was not so popular in countries like those of South America since they were not dominated by imperial England.

4. Give brief explanations for the following: (i) The Parsis were the first Indian community to set up a cricket club in India. (ii) Mahatma Gandhi condemned the Pentangular tournament. (iii)

The name of the ICC was changed from the Imperial Cricket Conference to the International Cricket Conference. (iv) The shift of the ICC headquarters from London to Dubai.

Answer

(i) The Parsis were a small trading community in close contact with the British, and hence, they were the first ones to westernise. During this process of westernisation, they founded the first Indian cricket club, in Bombay, in 1848, called the Oriental Cricket Club.

(ii) Mahatma Gandhi condemned the Pentangular tournament as he felt that it was a divisive competition that went against the need of the hour. At a time when the nationalists were trying to unite India's diverse population, the

Pentangular tournament divided them on communal lines and the colonial government encouraged these divisions.

(iii) The name was changed because of decolonisation. This was a process by which the British influence in many areas, one of them sports, declined. Cricket was no longer the monopoly of the imperial powers. Cricket was becoming international. In time, it came to be accepted that the laws of cricket could not continue to be framed for British or Australian conditions of play and they became part of the technique of all bowlers, everywhere in the world.

(iv) The shift of the ICC headquarters from London to Dubai happened on account of India's location in South Asia. Since India has the largest viewership and market for cricket, the balance of power in cricket has shifted from the colonial domain to the decolonised domain. The shifting of headquarters symbolised and formally marked the end of English or imperialist domination over the game.

5. How have advances in technology, especially television technology, affected the development of contemporary cricket?

Answer

Advances in technology, especially television technology, have affected the development of contemporary cricket by making it

marketable game:→ Cricket boards sold television rights to television companies and reaped profits.

→ Television channels sold television spots to companies. They aired their commercials and advertised their commodities to a large number of audience. They made huge profits. →

Continuous television coverage made cricketers celebrities.They became rich. They were paid by cricket boards and also by companies whose commercials they endorsed. → Cricket audience expanded. Cricket was taken to the smaller towns. People could watch and learn by imitating their heroes.

→ Coloured uniforms, protective equipments, field regulations, and day-night, limited-overs matches have all helped this preindustrial, rural game to adapt to the changing modern world. → Balance of power shifted to South Asia as most viewership was from here. ICC headquarters shifted from London to taxfree Dubai.

Questions

1. Explain the reasons for the changes in clothing patterns and materials in the eighteenth century.

Answer

After the 18th century, the colonisation of most of the world by Europe, the spread of democratic ideals and the growth of an industrial society completely changed the ways in which people thought about dress. People could use styles and materials that were drawn from other cultures and locations. Western dress styles for men were adopted worldwide.

2. What were the sumptuary laws in France?

Answer

From 1294 to the time of the French Revolution in 1789, the people of France were expected to strictly follow the sumptuary laws. These rules tried to regulate the lifestyles of the lower classes by regulating the amount and type of clothes they bought. The laws tried to control:

→ the behaviour of those considered socially inferior

- preventing them from wearing certain clothes
- consuming certain foods and beverages
- hunting game in certain areas.

3. Give any two examples of the ways in which European dress codes were different from Indian dress codes.

Answer

Two examples of the ways in which European dress codes were different from Indian dress codes: → In Europe, dress codes were enacted on a socio-economic bias, while in India, these norms were along the lines of caste.

→ While the lower classes in Europe were barred from wearing specific materials, the lower castes in India were barred from wearing particular clothes; for example, the Shanar women, who were disallowed from covering their upper bodies like the higher caste women.

4. In 1805, a British official, Benjamin Heyne, listed the manufactures of Bangalore which included the following:

Women's cloth of different musters and names

Coarse chintz

Muslins

Silk cloths

Of this list, which kind of cloth would have definitely fallen out of use in the early 1900s and why?

Answer

Muslin would have fallen out of use as machine cloth had flooded the Indian markets and was cheaper. Muslin was expensive and hence was not used. In fact, the Industrial Revolution brought about a complete change in which muslin cloth had no place.

5. Suggest reasons why women in nineteenth century India were obliged to continue wearing traditional Indian dress even when men switched over to the more convenient Western clothing.

What does this show about the position of women in society?

Answer

Women in the 19th century India were obliged to continue wearing traditional Indian dress even when men switched over to more convenient western clothes. This clearly shows that women during that time were accorded a lower status than men in society. They were not allowed to be aware of what was going on outside the house and were confined within the four walls of their homes. Modernity and change were not for them.

6. Winston Churchill described Mahatma Gandhi as a 'seditious Middle Temple Lawyer' now 'posing as a half naked fakir'. What provoked such a comment and what does it tell you about the symbolic strength of Mahatma Gandhi's dress?

Answer

Mahatma Gandhi went to the Viceroy's house clad in a dhoti. This provoked such a comment. This signified the symbolic strength of his dress. It showed the pride he had for his nation and its people, especially the peasants. It also signified how he identified with his people and the strength he derived from them.

7. Why did Mahatma Gandhi's dream of clothing the nation in khadi appeal only to some sections of Indians?

Answer

Mahatma Gandhi's dream of clothing the nation in khadi appealed only to some sections of Indians because of different reasons. For the socially deprived, emancipation opened new doors - they wanted to experiment with Western dress styles now that dress restrictions did not hamper with their wishes anymore. This adoption of Western clothing was symbolic of new-found self and public respect for them. Others found khadi expensive to buy, and women in south India complained that they could not afford nine yards of khadi (standard length of the sari in the south).