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Practice Paper: UT and Term

Social Science Syllabus 2021-2022**Class IX
HISTORY****APRIL -JUNE****Nazism and the Rise of Hitler**

Birth of the Weimer Republic

Hitler's rise to power

Youth in Nazi Germany

Ordinary people and the crimes against humanity

MAY: Summer Vacations**JULY****The French Revolution**

French society during the late 18th century

The outbreak of the Revolution

France abolishes monarchy and becomes a republic

Did women have a Revolution?

The abolition of slavery

The Revolution and everyday life

SEPTEMBER: FIRST TERM**AUGUST-OCTOBER-NOVEMBER****Forest Society and Colonialism**

Forest Laws and their effects

Rebellion in Bastar

Case study of Java

DECEMBER-JANUARY**Socialism in Europe and the Russian Revolution**

The Age of Social Change

The Russian Revolution

The February Revolution in Petrograd

What Changed after October?

The Global Influence of the Russian Revolution and the USSR

The Global Influence of the Russian Revolution and the USSR

FEBRUARY: Revision and Final Examinations

POLITICAL SCIENCE**APRIL- MAY****What is Democracy? Why Democracy?**

What is Democracy?

Features of Democracy

Why Democracy?

Broader Meanings of Democracy

MAY Summer Vacations.

JUNE-JULY

Constitutional Design

Democratic Constitution in South Africa

Why do we need a Constitution?

Making of the Indian Constitution

Guiding values of the Indian Constitution

AUGUST

Electoral Politics (till Reserved Constituencies)

Why elections?

What is our system of elections?

What makes elections in India democratic?

SEPTEMBER: First Term Examinations

OCTOBER-NOVEMBER

Electoral Politics (till Reserved Constituencies)

Why elections?

What is our system of elections?

What makes elections in India democratic?

NOVEMBER

Working of Institutions

How is a major policy decision taken?

Parliament

Political Executive

The Judiciary

DECEMBER

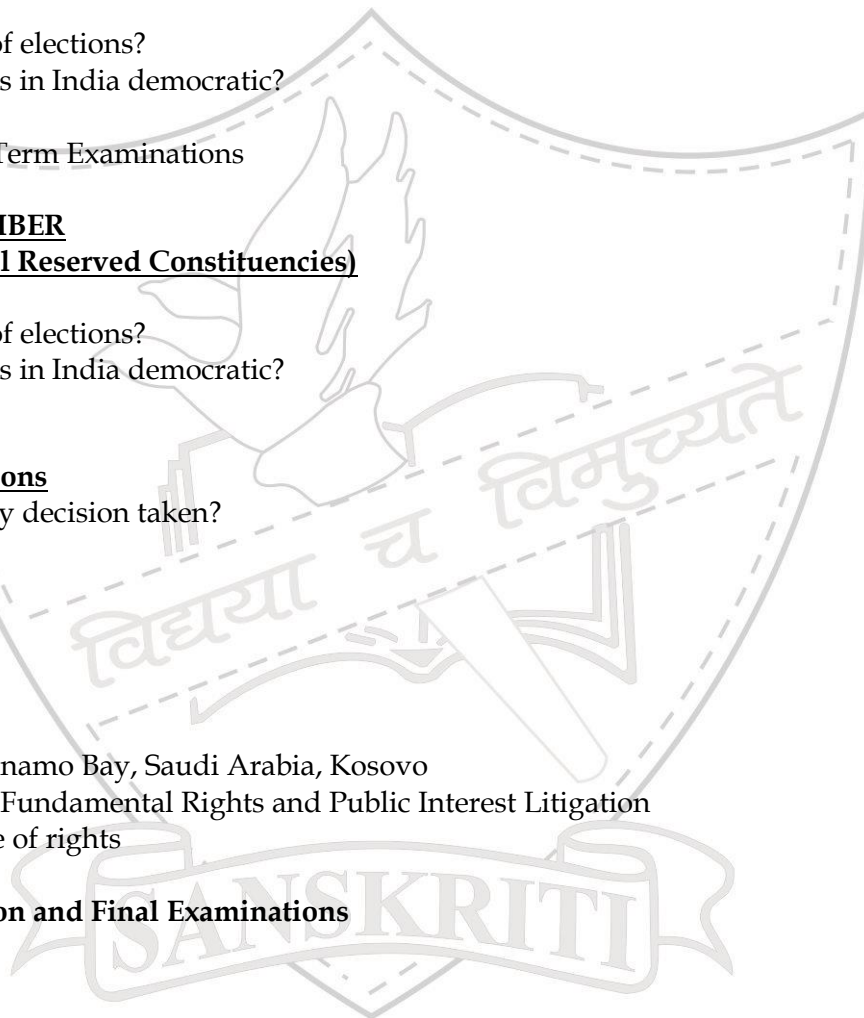
Democratic Rights

Case Studies-Guantanamo Bay, Saudi Arabia, Kosovo

Definition of Rights, Fundamental Rights and Public Interest Litigation

The expanding scope of rights

FEBRUARY: Revision and Final Examinations



THE CIVIL SERVICES SCHOOL

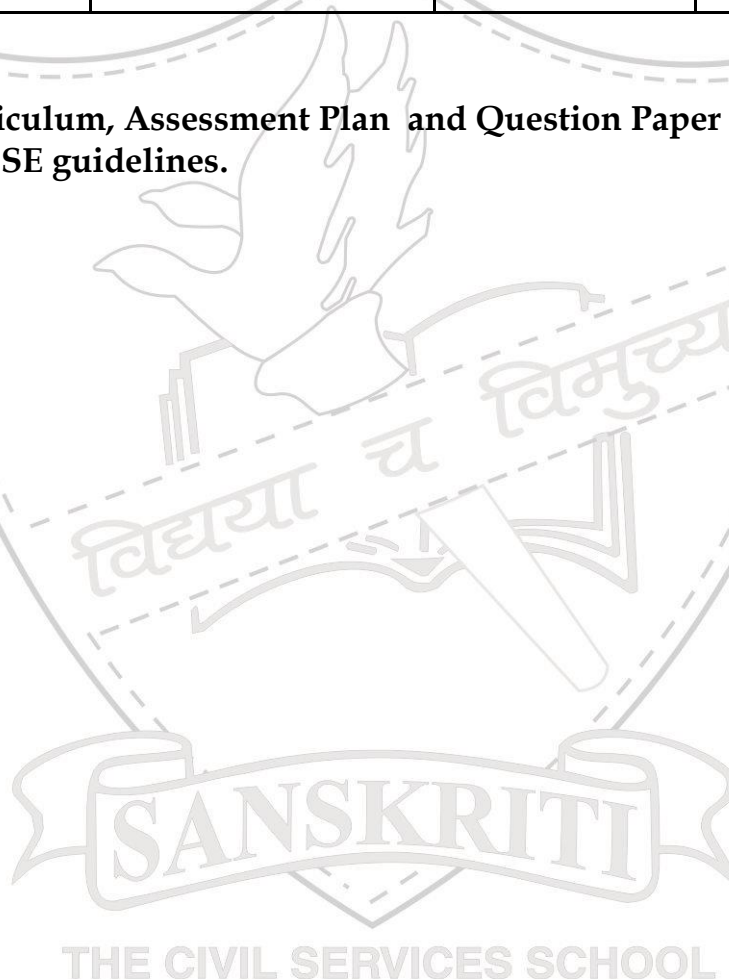
Assessment Plan for Class IX (2021-22)

Term Examinations: 80 marks each

Internal Assessment : 20 marks

| Unit Test 40 marks reduced to 5 | Online Submission and Class Activity | Enrichment or Project | Portfolio |
|------------------------------------|--|-----------------------------|-----------|
| 5 marks | 5 marks | 5 marks | 5 marks |

Disclaimer: Curriculum, Assessment Plan and Question Paper pattern subject to change as per CBSE guidelines.



History



CHAPTER - 1 THE FRENCH REVOLUTION**Learning Objectives**

At the end of the lesson students will be able to:

- Recall names, places, years of some important events
- Understand and explain terms like monarchy, democracy, republic and revolution.
- Explain the causes and effects of the revolution
- Interpret sources and the study the influence of Rousseau and Marat at the outbreak of the Revolution
- Locate places of historical importance on the map of France.

Notes on the Causes of the French Revolution:

"A monarchy despotic and weak, a corrupt and worldly church, a nobility growing increasingly parasitical, a bankrupt exchequer, an irritated bourgeoisie, an oppressed peasantry, financial, administrative and economic anarchy, a nation strained and divided by misgovernment and mutual suspicion", these according to Ketelby were the causes of the French Revolution of 1789.

Social Causes:

"The Revolution of 1789 was much less a rebellion against despotism than a rebellion against inequality". French society was based on the principle of inequality. The French society was divided into three Estates- the privileged First and the Second Estate and the non- privileged Third Estate.

The First and the Second Estate – comprised of the rich and powerful clergy and nobility, who enjoyed certain privileges and positions by virtue of their birth. They owned 60% of the land in France, which yielded large revenue. In addition the clergy exacted tithes (a tax for providing community service) while the nobility collected feudal dues (tax on land). On the other hand they were exempted from paying any taxes.

The Third Estate – The Third Estate was the most unprivileged class and had three divisions - the bourgeoisie, the artisans and the peasantry.

- The bourgeoisie comprised of lawyers, physicians, teachers, literary men, bankers, merchants and all those who were not manual labourers. They were rich, intelligent, educated and resented the existing system of privilege and dominance of the nobles in public life. They favoured a political organization which would enable them to participate in the government and control its finances.
- The artisans were a comparatively small class organized in guilds while the peasants made up about 90% of the population. They were obliged to render services to the lord- to work in his house and fields and to serve in the army. They were heavily taxed and lived in extreme poverty. They paid tithes to the clergy and feudal dues to the nobility. They also paid many indirect taxes to the state, which were levied on articles of daily consumption like Gabelle or salt tax, Corvée or road tax. After paying all this he was left with only 20% of his earnings to support his family. He thus lived on the verge of disaster and starvation.

Political Causes:

- Another cause of the French Revolution was the rottenness of the French administrative system. France had an absolute monarchy where the king was the head of the state. He

claimed to rule by the will of God – made laws, levied taxes, declared war, made peace. He lived a luxurious life outside the city of Paris in Versailles.

- The government of France was a highly centralized monarchy. There was no question of people's participation in government. In all administrative matters the king's orders were final, although, he was totally cut off from the plight of the masses. The ministers simply carried out the king's directives.
- King Louis XVI of the Bourbon monarchy, who ascended the throne in 1774, was of mediocre intelligence, inefficient and unpopular and not interested in the affairs of the state. (Brainwork, it is said, depressed him). He was married to the Austrian princess Marie Antoinette, who was equally extravagant and squandered away all the wealth in festivities. She interfered in state appointments to promote her favourites.

Economic Causes:

The financial condition of France was deplorable and dangerous. Upon his accession, Louis XVI found an empty treasury. France was on the verge of bankruptcy –

- Long years of wars fought in the reign of Louis XIV and Louis XV had drained the financial resources of France.
- The cost of maintaining an extravagant court at Versailles.
- Under Louis XVI, France helped the 13 American colonies to gain independence from Britain which led to a further drain on her resources.

Almost half of the national income was devoted to the payment of interest on the national debt. Lenders who had given credit to the state began to charge 10% interest on loans. Expenditure was always larger than receipts resulting in an annual deficit which had to be met by contracting new loans thus increasing the debt and interest charges. People were unwilling to loan money to the state.

The only alternative was to increase taxes, which was impossible as the taxes were already very high and oppressive being paid by only one section of the society.

There was an acute shortage of food grains in the months preceding the Revolution, which led to a subsistence crisis. As population increased rapidly, demand for food grains also increased, but the production could not keep pace with the demand. The price of bread, which was the staple diet of the people, also rose rapidly. But wages did not keep pace with the rise in prices. As a result the gap between the rich and the poor widened.

Influence of French Literary Men “ The philosophers”:

The sufferings of the common people were by no means confined to France. On the other hand, in countries like Austria and Russia, the condition of the common people was still more miserable. Yet, the revolution started in France. For this, the primary reason was the influence of the French philosophers.

The revolution was greatly influenced by the writings of Montesquieu, Voltaire, Rousseau, Diderot and others, who criticized the prevailing conditions.

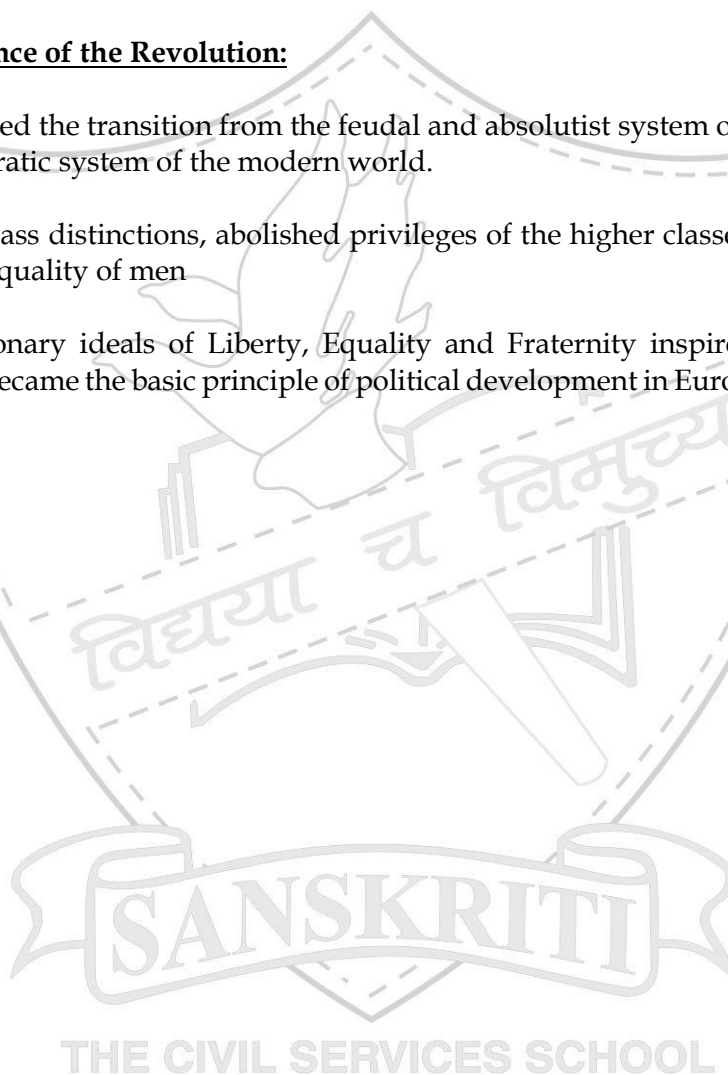
The revolution was not caused by the philosophers. In fact, most of them had died even before the revolution began. However, they exposed the causes, focused attention upon them, compelled discussion and aroused discontent and passion.

They educated a group of leaders who would eventually lead the revolution inspired in them new hopes and prepared them to rebel against political tyranny, and socio-economic injustice.

The revolution had another source so far as ideology was concerned. The French soldiers returning from America brought with them an example of successful revolt against royal autocracy and social injustice. They placed before the people of France, the concrete possibility of improving their lot by open revolt.

Results or Significance of the Revolution:

- It accomplished the transition from the feudal and absolutist system of the Ancient Regime to the democratic system of the modern world.
- It removed class distinctions, abolished privileges of the higher classes and introduced the principle of equality of men
- The revolutionary ideals of Liberty, Equality and Fraternity inspired several nations of Europe and became the basic principle of political development in Europe in the 19th century.



THE FRENCH REVOLUTION**I. Answer the following questions briefly.**

1. How did the society of 18th century France create a revolutionary climate?
2. How did the economic condition of France force a change in its government?
3. Reason played an important role in triggering off the French Revolution. Explain.
4. Why did Louis 16 call a meeting of the Estates General? How did the meeting end and what were its repercussions?
5. Why was 4th August 1789, significant for France?
6. How was the Constitution of 1791 designed to limit the power of the king and expand the power of the common man? Do you think the Constitution had its limitations? Discuss.
7. Who were the Jacobins? Why did they believe that France was in danger?
8. Do you think that the Constitution of 1791 was different from that of 1792? Discuss.
9. "The Reign of Terror tried to establish a state based on equality and yet has been described as martial law gone mad." Discuss.
10. Draw a comparison of the lives of French women before and after the Revolution.
11. Why was slavery so important to the prosperity of France? How was it reflected in the drafting of the Constitutions?
12. How was freedom of thought expressed after the Revolution?
13. For one markers note the following:
 - a) Old Regime
 - b) Tithe
 - c) Taille
 - d) Subsistence crisis
 - e) Names of the philosophes and the books authored by them
 - f) Mirabeau and Abbe Sieyès
 - g) What is the Third Estate?
 - h) Political symbols
 - i) Marseilles
 - j) San culottes
 - k) Palace of Tuileries
 - l) Place de la Concorde
 - m) Napoleon Bonaparte
 - n) 1946
 - o) Bordeaux, Nantes
 - p) Martinique, San Domingo and Guadeloupe

The French Revolution saw the rise of newspaper. Collect information and pictures on any women's issue and write a newspaper article.

OR

Organize a role play on the events of 1789 that led to the French Revolution.

MAP WORK

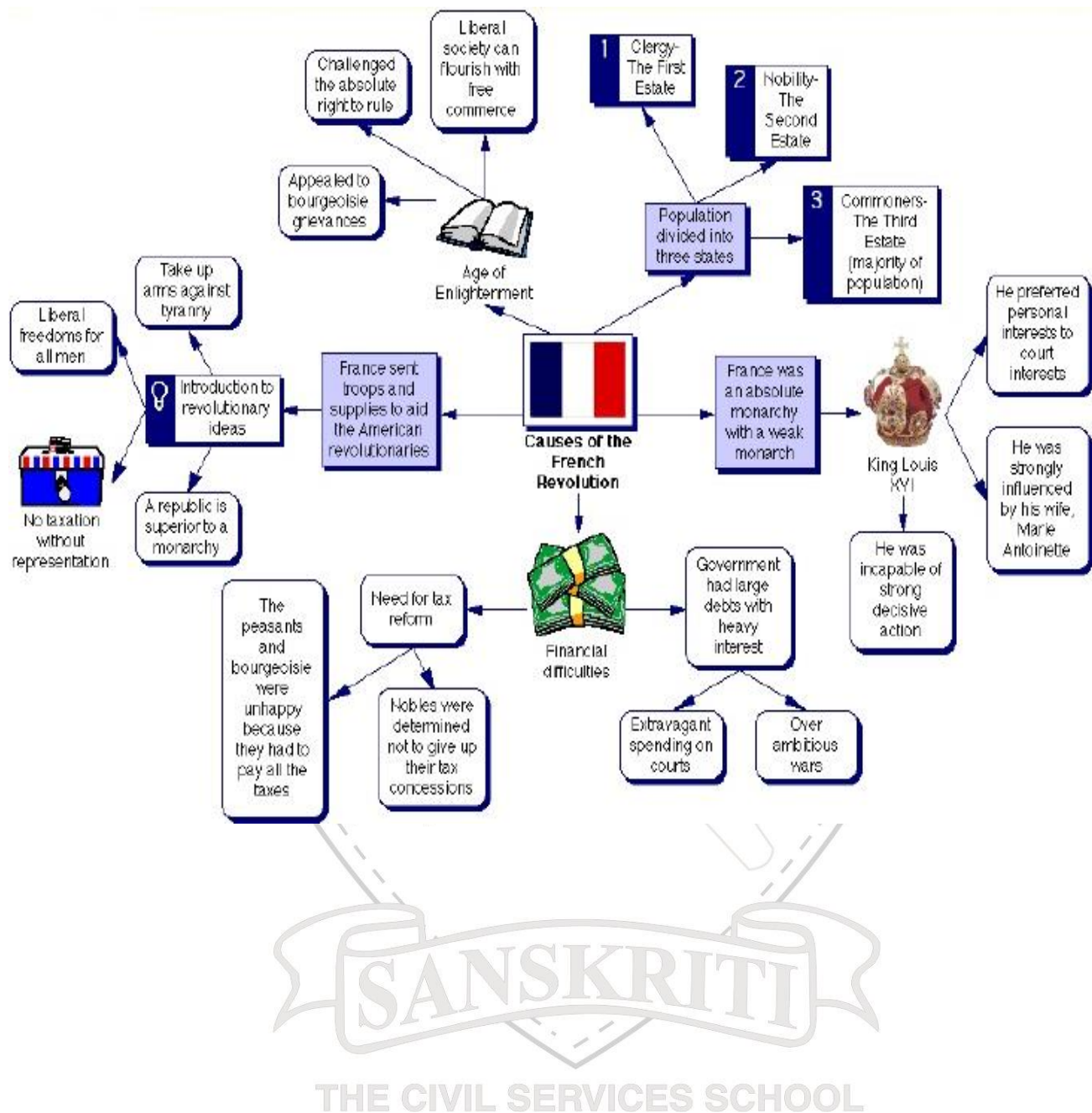
On a political map of France cities have been indicated. Use these hints to identify the cities.

1. The Estates General was located here.
2. Volunteers from this place marched to Paris singing a patriotic song that later became the country's national anthem.
3. In 1789 women brought the king back to this city.
4. These 2 port cities owed their prosperity to slave trade.

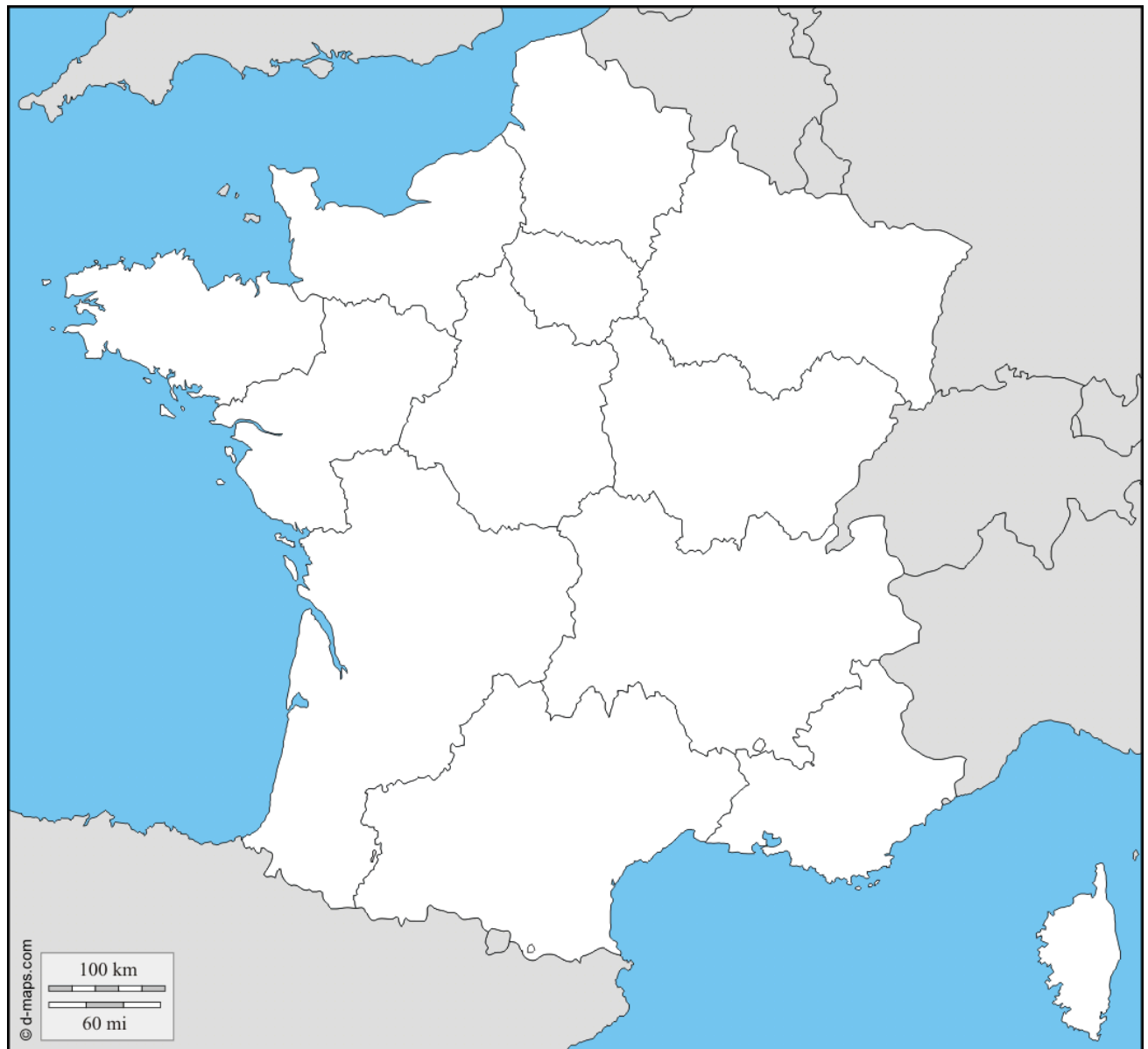


THE CIVIL SERVICES SCHOOL

FLOW CHART ON THE CAUSES OF THE FRENCH REVOLUTION



PRACTICE MAP



Revision Assignment**French Revolution**

Q.1 Write two ways in which the system of taxation was unfair in the Old regime.

Q.2 Some philosophers are given below. Write their ideas against their name:

- Montesquieu
- Locke
- Rousseau

Q.3 WHY DID Louis XVI call for a meeting of the Estates General?

Q.4 What change was demanded by the third Estate in the system of voting in the Estates General?

Q.5 What was the purpose of Third Estate assembling in the Tennis Court?

Q.6 When did France get its first Constitution?

Q.7 What are the national colours of France?

Q.8 Clothes became a political symbol. Explain in context of Jacobins.

Q.9 When did France become a Republic?

Q.10 In what way did the Directory lead to instability?

Q.11 During the Reign of Terror, in what ways were women affected politically?

Q.12 What is the most important legacy of French Revolution?

Now I can

- ✓ Define Old Regime
- ✓ Name some philosophers and understand their influence on French society.
- ✓ List out some symbols and what they stood for, in the revolution.
- ✓ Understand the polity and economy prior to the Revolution and in the aftermath and how it transformed France in totality
- ✓ Name and locate places on the map of France
- ✓ Correlate the ideas of Liberty, Equality, Justice and fraternity to the French Revolution.

Chapter- 2

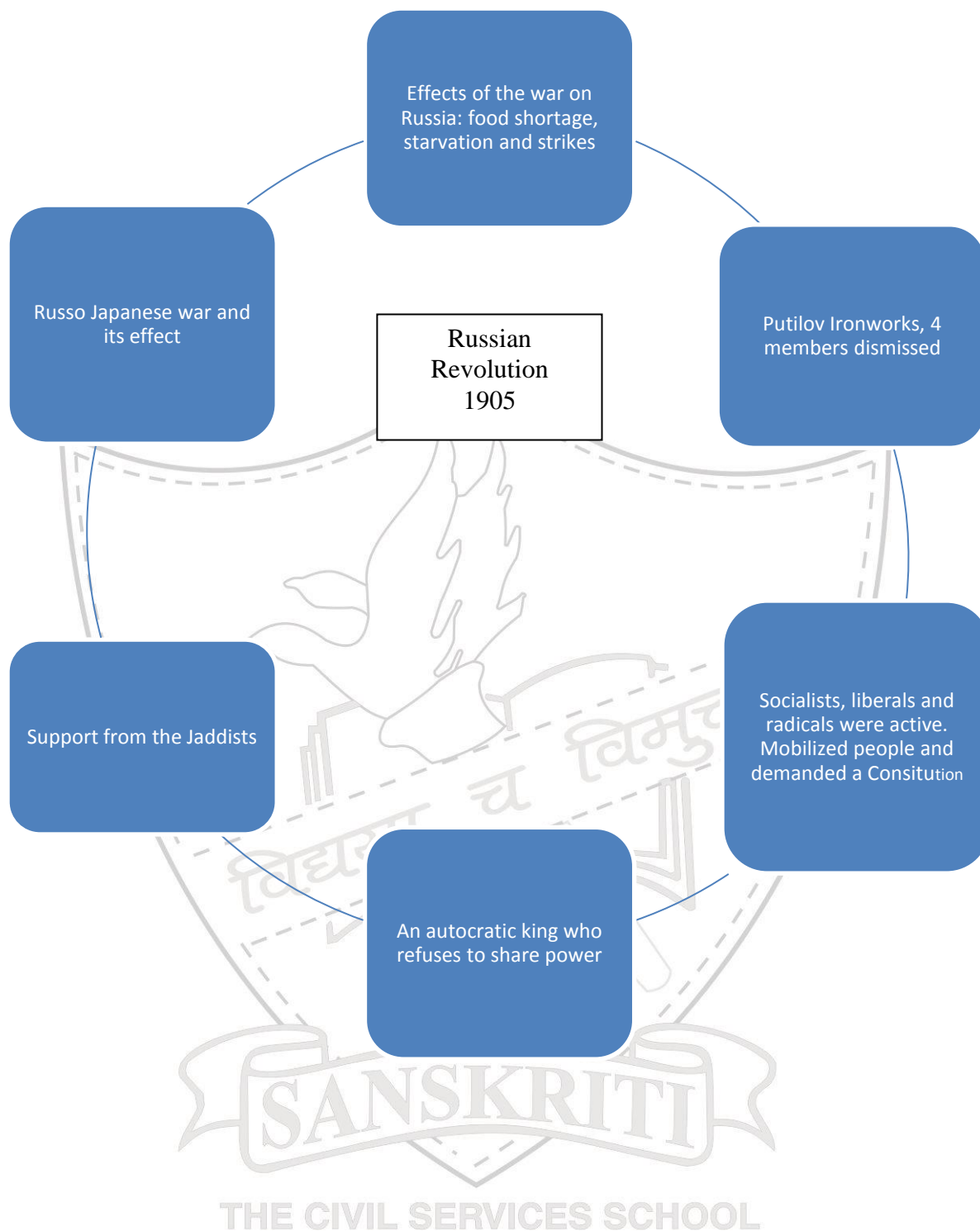
SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION**Learning Objectives**

At the end of the chapter the student will be able to

- Recall names, places, years of some important events of the Russian Revolution
- Create a Timeline of events
- Understand and explain terms like monarchy, democracy, one party dictatorship and revolution.
- Explain the causes and effects of the Russian Revolution.
- Compare the French and the Russian Revolution.
- Interpret and analyze sources given in the text.
- Locate countries that fought the First World War on a map of Europe

Answer the following questions:

- Q1. What were the views of the Radicals?
- Q2. How were the conservatives opposed to the Liberals and radicals?
- Q3. What was the impact of industrialization?
- Q4. What kind of a society and economy did the radicals and liberals envision with the changes that were taking place as a result of urbanization and industrialization?
- Q5. What was the Socialist view on property? How could a society without property operate? What would be the basis of this society?
- Q6. How was the economy of the Russian Empire structured?
- Q7. How were the ideas of the Socialist Revolutionary Party different from the Russian Social Democratic Workers Party?
- Q8. What was the difference between the Bolsheviks and Mensheviks?
- Q9. What were the main reasons behind the Revolution of 1905?
- Q10. How did Russia's involvement in the war sound the end of the Tsarist regime?
- Q11. Discuss the events that led to the formation of the Provisional Government in February 1917.
- Q12. The summer of 1917, saw an increase in workers and peasants movements. Explain briefly.
- Q13. How did the Bolsheviks ultimately overthrow the provisional government?
- Q14. How was a Socialist society set up by the Bolshevik party once it took over the government?
- Q15. How did the Bolsheviks regain control over the Russia?





Czar Nicholas II and his family

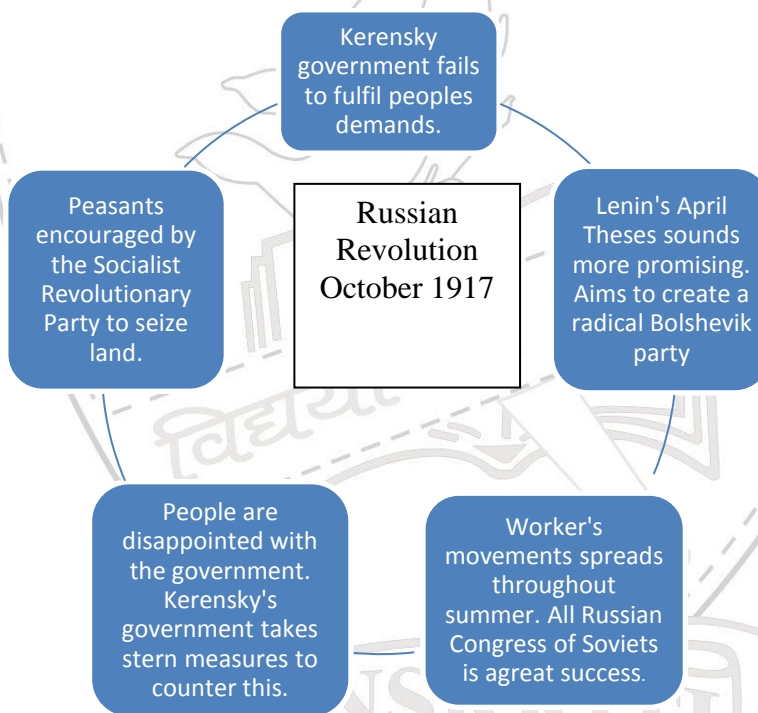


Rasputin, a Siberian-born *muzhik*, or peasant, who underwent a religious conversion as a teenager and proclaimed himself a healer with the ability to predict the future, won the favor of Czar Nicholas II and Czarina Alexandra through his ability to stop the bleeding of their hemophiliac son, Alexei, in 1908. From then on, though he was widely criticized for his lechery and drunkenness, Rasputin exerted a powerful influence on the ruling family of Russia, infuriating nobles, church orthodoxy, and peasants alike. He particularly influenced the czarina, and was rumored to be her lover. When Nicholas departed to lead Russian forces in World War I, Rasputin effectively ruled the country through Alexandra,

contributing to the already-existing corruption and disorder of Romanov Russia. Fearful of Rasputin's growing power (among other things, it was believed by some that he was plotting to make a separate peace with the Germans), a group of nobles, led by Prince Felix Youssupov, the husband of the czar's niece, and Grand Duke Dmitri Pavlovich, Nicholas's first cousin, lured Rasputin to Youssupov Palace on the night of December 29, 1916.

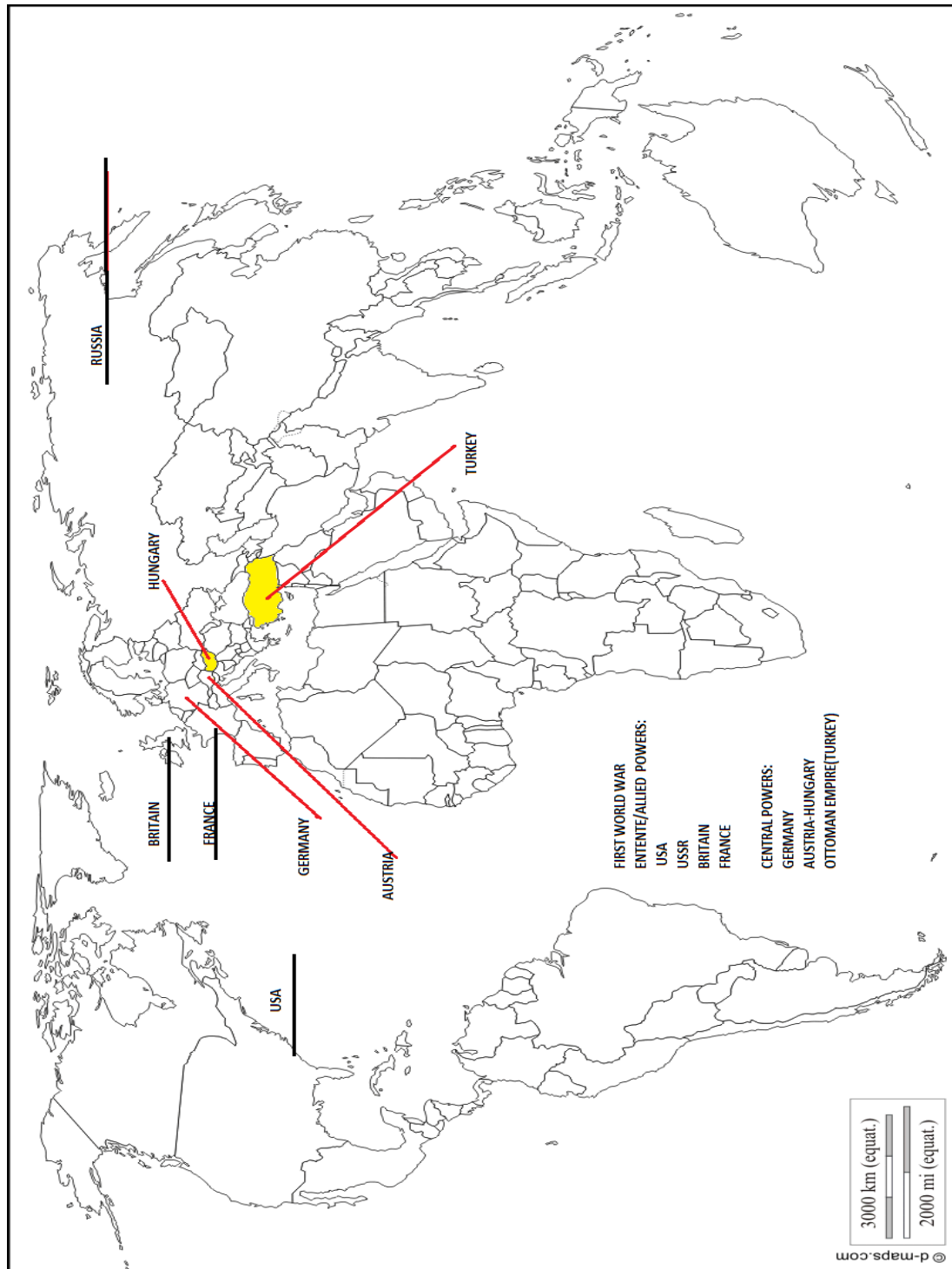
First, Rasputin's would-be killers gave the monk food and wine laced with cyanide. When he failed to react to the poison, they shot him at close range, leaving him for dead. A short time later, however, Rasputin revived and attempted to escape from the palace grounds, whereupon his assailants shot him again and beat him viciously. Finally, they bound Rasputin, still miraculously alive, and tossed him into a freezing river. His body was discovered several days later and the two main conspirators, Youssupov and Pavlovich were exiled.

Not long after, the Bolshevik Revolution put an end to the imperial regime. Nicholas and Alexandra were murdered, and the long, dark reign of the Romanovs was over.



The three leaders of the Russian Revolution







Practice Map

Revision Assignments
Russian Revolution Till Page-34

Q.1 _____ wanted a nation which tolerated all religions.

Q.2-Identify whose beliefs are given below-Liberals/ Conservatives/ Radicals:

- Opposed to dynastic rule
- They wanted to safeguard the rights of individuals against governments.
- They argued for a representative, elected parliamentary government, subject to laws interpreted by a well-trained judiciary that was independent of rulers and officials.

Q.3 _____ supported women's suffrage movements.

Q.4 _____ believed in slow change.

Answers in Unit 1.1

Q.5 List 5 problems that were caused by industrialization.

Q.6 Who were the nationalists? Name a nationalist from Italy.

Answers in Unit 1.2

Q.7 Give one difference between the ideas of Louis Blanc and Robert Owen.

Q.8 Read the paragraph on Marx and write two important ideas discussed there.

Answers in Unit 1.3

Q.9 The efforts of socialists were coordinated by an organization called _____

Answer in Unit 1.4

Q.10 _____ was the main religion in Russia. Apart from them, Russian empire also included _____, _____ and _____

Answer in Unit 2.1

Q.11 Vast majority of Russian people were industrial workers T/F

Q.12 factory inspectors could not prevent rules from being broken. How?

Q.13 _____ were like aristocrats among workers.

Q.14 Russian peasants pooled their land together and divided it according to family needs. This was called _____

Answers in Unit 2.2

Q.15 _____ party was formed in 1898

Q.16 _____ believed that Russia could become socialist because of the peasants. _____ differed from them on this.

Q.17 _____ believed party should be open to all.

Answers in Unit 2.3

Q.18 _____ wanted to modernise Islam.

Q.19 What was Bloody Sunday?

Q.20 Tsar filled the third Duma with _____ and kept _____ and _____ out

Answers in Unit 2.4

Q.21 Why did Russian army destroy the crops?

Q.22 List three effects of the war on the economy of Russia.

Russian Revolution Page 35-40

Q.1 International Women's day came to be observed on _____

Q.2 During the February Revolution, people raised slogans demanding _____

Q.3 Petrograd Soviet was formed by _____ and _____

Answers in Unit.3

Q.4 Lenin's April Theses demanded _____, _____ and _____

Answers in Unit.3.1

Q.5 The Provisional Government and the All Russian Congress of Soviets were supporters of each other T/F

Q.6 Military Revolutionary Committee was headed by _____

Q.7 List out the actions taken by the Provisional Government and the Bolsheviks on 24th October.

Answers in unit 3.2

Q.7 List four changes implemented by the Bolsheviks immediately after the October Revolution.

Q.8 Russia made peace with Germany at _____

Answers in unit 4

Q.9 Why did France, Britain, America and Japan, help the 'Whites' and the 'Greens'?

Q.10 Who was the civil war fought between?

Answers in unit 4.1

Russian Revolution Page 41-till the end.

Q.1 _____ was created by the Bolsheviks from the Russian empire in 1922.

Answer in Unit 4.1

Q.2 Write one benefit of centralised planning.

Q.3 The government tried to improve the conditions for workers. Write three points in support of the statement.

Answer in 4.2

Q.4 _____ headed the party after Lenin.

Q.5 Why were the Kulaks raided?

Q.6 How did Stalin implement collectivisation? Write three points.

Q.7 Those who opposed collectivisation were called anti _____ by Stalin.

Answer in 4.3

Q.8 By the mid 20th century, why was it felt that all was not well with the Soviet Union?

Answer in unit 5

Now I can

- ✓ Recount the events of the February and the October Revolution
- ✓ Relate to the circumstances under which Socialism developed in Russia
- ✓ List out important personalities associated with the Russian Revolution and also identify at least one contribution made by each.
- ✓ Explain Collectivization.



Chapter 3

NAZISM AND THE RISE OF HITLER*Learning Objectives*

At the end of the chapter the student will be able to

- Understand the reasons behind the rise of Nazism, its idea and the devastating impact it had on the people in Europe.
- Apply the idea of Nazism in shaping world politics.
- Apply their knowledge of the places associated with the Second World War on a map of Europe.
- Explore records of Holocaust victims and recognize how physical and mental violence leads to immense suffering in humans.
- Appreciate diversity

Answer the following questions briefly.

- Q1. How was the Weimar Republic organised?
- Q2. What were the terms of the Treaty of Versailles?
- Q3. What were the reasons behind the unpopularity of the Weimar republic?
(Treaty, war propaganda, revolutionary uprising, hyperinflation, defects)
- Q4. Who were the November Criminals and why were they so called?
- Q5. What was the cause of hyperinflation? How was Germany affected by it?
- Q6. What were the different factors that set the stage for Hitler's rise to power?
- Q7. Discuss the events that helped Hitler to establish himself as the great dictator.
(Chancellor, Fire Decree, Enabling Act, security measures, economic reconstruction)
- Q8. "In foreign policy also Hitler acquired quick successes" Discuss.
- Q9. Discuss the events that changed the course of the Second World War.
- Q10. "The crimes that the Nazis committed were linked to a system of belief and a set of practices." What were these beliefs and practices? (superior race and lebensraum)
- Q11. How did the Nazis eliminate the undesirables?
- Q12. What was the treatment given to Poland once it was occupied by the Nazis?
- Q13. How did Nazi ideology penetrate into schools in Germany?
- Q14. "Children in Nazi Germany were told that women were radically different from men." Explain.
- Q16. Explain how Nazi propaganda was effective in creating a hatred for Jews.

I. Make a Time-line on Hitler from 1932 - 1945

II. Activity

The Holocaust was a human tragedy on a global scale. Millions of lives were exterminated by Hitler and the Nazis, and many more people died trying to stop them. Make a poster, digital or physical to showcase how the Nazis tried to win the support of the Germans.

For your information:

Read the following thoughts of Hitler on India and the colonial rule:

1942:

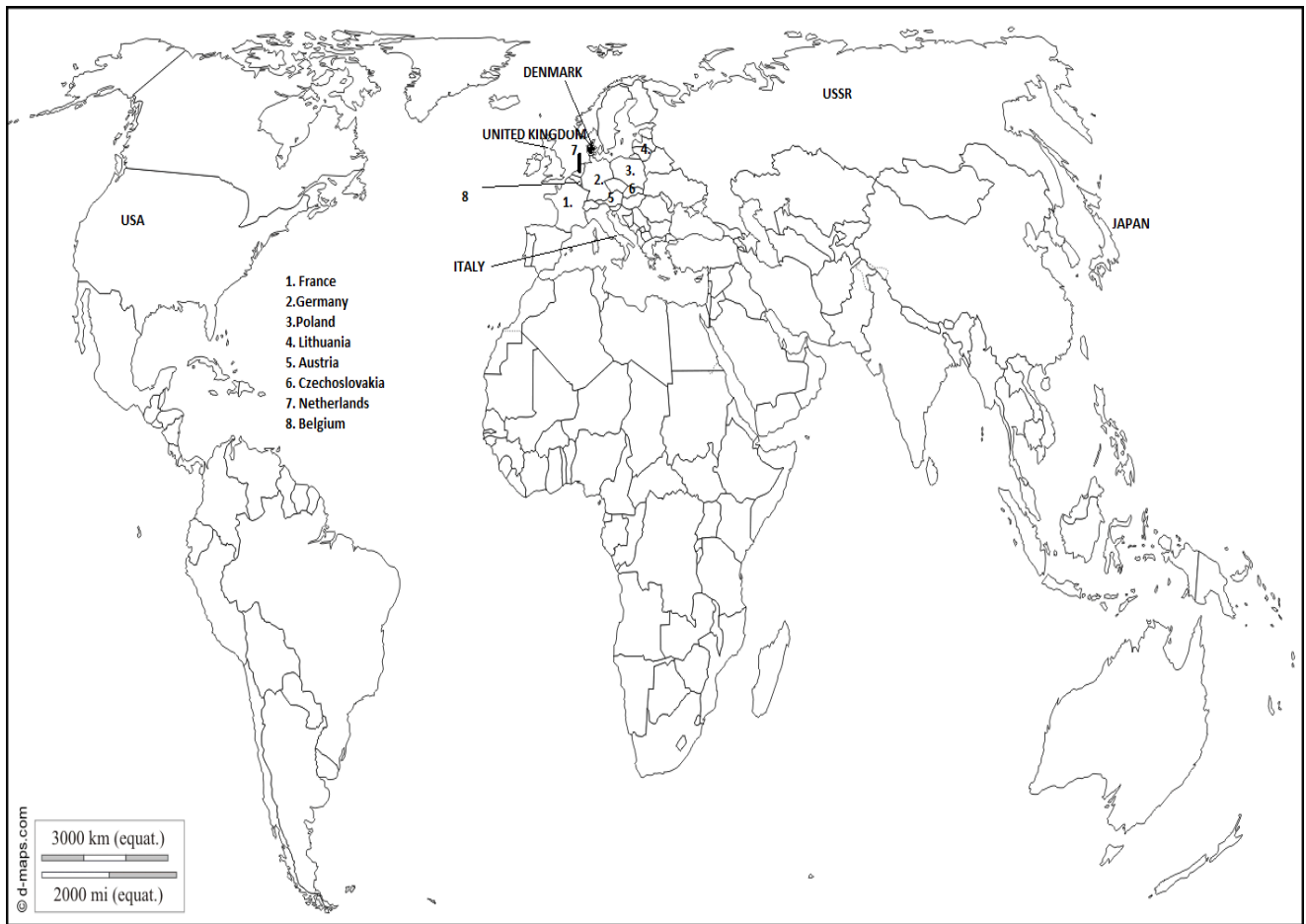
"The wealth of Great Britain is the result less of a perfect commercial organisation than of the capitalist exploitation of the three hundred and fifty million Indian slaves. The British are commended for their worldly wisdom in respecting the customs of the countries subject to them. In reality, this attitude has no other explanation than the determination not to raise the natives' standard of living. If we took India, the Indians would certainly not be enthusiastic, and they'd not be slow to regret the good old days of English rule! The climax of this cynical behavior of the English is that it gives them the prestige of liberalism and tolerance. The prohibition of suttee for widows and the suppression of starvation-dungeons were dictated to the English by the desire not to reduce the labor-force, and perhaps also by the desire to economize wood! They set so cleverly about presenting these measures to the world that they provoked a wave of admiration. That's the strength of the English: to allow the natives to live whilst they exploit them to the uttermost.

There's not a single Englishman, at this moment, who isn't thinking constantly of India. In India, revolt is an endemic condition. Gandhi tried to succeed by pacific methods, but whatever be the methods chosen, the Indians are unanimous in their desire to shake off the British yoke. "



Hitler meets Subhas Chandra Bose, leader of the Indian National Army which fought for Indian independence from colonial rule. Germany forms the Indische legion, made up of Indian volunteers and British-Indian POW's.

SECOND TERM MAP WORK

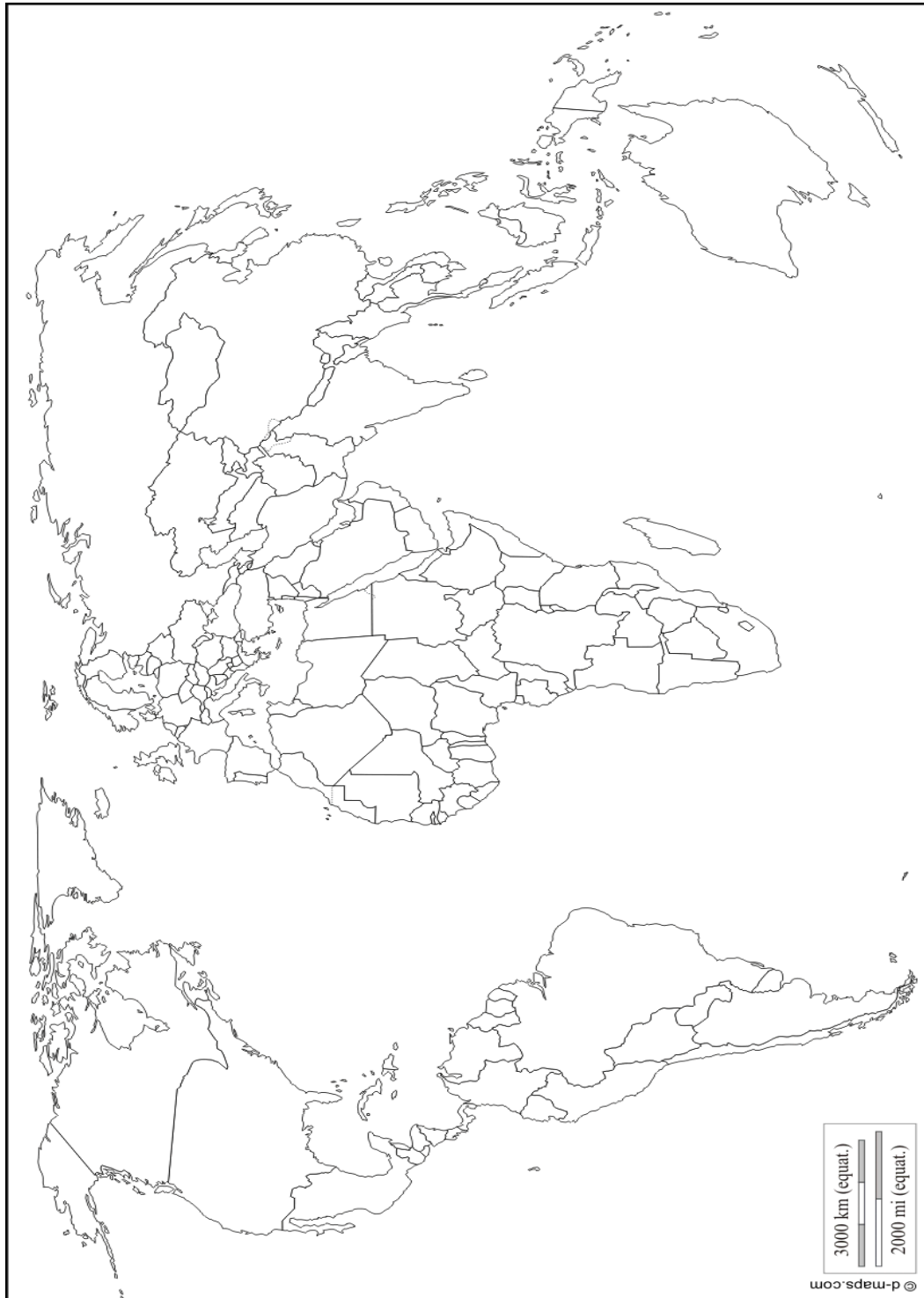


ALLIED POWERS: USA, UK, USSR and FRANCE

AXIS POWERS: GERMANY, ITALY and JAPAN

AREAS OCCUPIED BY GERMANY: Netherlands, Belgium, Lithuania, Austria, Denmark, Poland and Czechoslovakia (Only Slovakia has been marked as per CBSE guidelines)

PRACTICE MAP



Revision 1
Nazism and the Rise of Hitler

- Q.1 How was the Nazi party founded?
- Q.2 In 1923, Hitler attempted to control _____
- Q.3 Why were the Nazis able to gain popularity in the 1930's?
- Q.4 What promises did Hitler make to the people of Germany?
- Q.5 Nazis believed in the spectacle of power. Explain.
- Q.6 In 1933, _____ offered _____ to Hitler.
- Q.7 List out three steps taken by Hitler to establish dictatorship.
- Q.8 The special forces of the Nazis had some extra constitutional powers. What were they?
- Q.9 List two steps that were employed by Hitler, to reconstruct the economy..
- Q.10 What was the blunder made by Hitler in the second World War?
- Q.11. Explain the geo political concept of Lebensraum.
- Q.12. Who were the undesirables according to the Nazis?
- Q.13. How did Nazi ideological training of the children and the youth, happen?
- Q.14. In the Nazi propaganda, language and media were used with care. Explain.
- Q.15. The common people reacted differently to Nazism. Explain the three viewpoints.
- Q.16. What are the sources of the Holocaust?
- Q.17. _____ was set up to prosecute Nazi war criminals, at the end of the Second World War.
- Q.18. Name the Allied and the Axis powers in the Second World War
- Q.19. Nazis waged a genocidal war. Explain.
- Q.20. Towards the end of the war, what kind of a government was formed in Germany? Explain.

Revision 2
Nazism and the Rise of Hitler

- Q1. Why was the republic hated by the people? Give two reasons.
- Q2. The Allies were harsh on Germany. How?
- Q3. _____, _____ and _____ were called November criminals.
- Q4. With three points, explain the social impact of the First World War on Germany.
- Q5. _____ League favoured Soviet styled governments.
- Q6. Why did the value of the German Mark fall in 1923?
- Q7. The Great Economic Depression affected German, industries, employment and society. How?

Q8. Why did the people have the fear of proletarianisation?

Q9. Proportional representation and Article 48 were considered to be defects of the Weimar Constitution. Explain

Revision 3

Nazism and the Rise of Hitler

Q.1 What was the geopolitical concept of Lebensraum?

Q.2 Explain racial hierarchy according to the Nazis.

Q.3 What was the General Government?

Q.4 How were the children in Germany, trained in Nazi ideology?

Q.5 Explain the reaction of the common people towards Nazism. Give three points of views.

Q.6 What was the Holocaust? What were the sources of information for it?

Now I can

- ✓ List out the clauses of the Treaty of Versailles which impacted Germany.
- ✓ Explain the developments of the inter war years in Germany
- ✓ Understand how the Nazis saw the world.
- ✓ Appreciate different viewpoints about the ideas of patriotism and nationalism.
- ✓ Comprehend the true extent of the horrors of the Holocaust.
- ✓ Locate Germany and the areas occupied by Hitler on the world map.



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Chapter 4

Forest Society and Colonialism*Learning Objectives*

At the end of the chapter the student will be able to

- Understand the social and cultural world of forest communities through the study of the chapter.
- Understand how oral traditions can be used to explore tribal revolts.
- Explain deforestation and colonization of forests and their impact on the lives of the forest dwellers
- Interpret Forest laws and their disastrous impact on the tribals in the past and present.
- Read and interpret sources given in the text
- Identify the locations of Bastar and Java on a map of Asia

Deforestation: The disappearance of forests is known as deforestation.

In the 19th century, under the British, there were two different sets of factors which changed the way forests were perceived in India.

1a: Cultivation expanded

British encouraged the cultivation of cash (commercial) crops like jute, sugar, wheat and cotton

Cash crops grown in India could be used to feed the growing population and growing industries of Europe

2a The British felt that the forests were unproductive as they could not be taxed. If the wilderness was brought under cultivation, revenue could be collected from the farmers and thus more income for the state could be generated.

1b: Deforestation: Cultivation expands when new lands or lands under forests are cleared to grow crops.

2b: Oak forests in England were disappearing. British being a naval power, depended on timber for building ships of the Royal Navy. They soon turned to India for timber and mass scale deforestation followed.

3b: Spread of railways was another major factor responsible for massive and indiscriminate felling of trees. Wood was required to lay the sleepers for the railway tracks.

Points to Remember:

Indian Forest Service set up by Brandis in 1864

Indian Forest Act passed in 1865 (amended in 1878 and 1927)

The Imperial Forest Research Institute set up in Dehradun in 1907

German expert Dietrich Brandis becomes the first Inspector General of Forests in India.

Scientific Forestry: Cut down the natural and diverse forest and replant in neat, straight rows as a plantation of commercially viable types of plants. The plantation was to be cut and replanted in rotation so that it could be exploited all the year round.

Forest Act divided the forests into 3 categories

Reserved

Protected

Village

Reserved forests were the best parts and were meant for the British
Protected and village were available to villagers only for limited use.

Impact of these regulations:

- Cutting wood, grazing cattle, collecting fruits or any other forest produce, hunting, fishing etc became illegal.
- Forest guards harassed the locals, particularly women.
- Forest dwellers were displaced, had to leave their homes and shift out to other areas, some even had to change occupations.

To add to these problems **Shifting cultivation** was disapproved and eventually banned by the Europeans. This was the slash and burn techniques, in which parts of the forest were cut and burnt in rotation.

3 reasons why Europeans opposed the practice:

1. Land which was burnt and replanted could not be used for cultivating timber essential for them.
2. Fires could spread and burn down precious timber
3. It was difficult to calculate taxes as land holding kept changing

Rebellion in Bastar- Points to remember:

- People of Bastar respect the forest and take care of it while using it to fulfil their everyday needs.
- British want to reserve the forests for themselves, ban hunting, shifting cultivation, collection of any other produce.
- People are forced to provide free labour, have to pay increased rents and are facing displacement from homes.
- Gunda Dhur organised the rebellion, mobilising the locals who confronted the British
 - British caught unawares, took long to control the rebellion and suspended the work on reservations eventually reserving only half of the area planned before 1910

Java-Points to remember:

- Surontiko Samin challenged the Dutch, taxing the use of forest and claiming ownership over it as he said that the state did not own the forest and therefore had no right to tax it. Support for Samin and his ideology grew very fast and there were more than 3000 Saminists.
- Java was colonized by the Dutch.
- Dutch followed the 'scorched earth' policy of burning huge piles of teak logs to save them from falling into the hands of the Japanese

Answer the following questions:

- Q.1 What were the reasons for deforestation in the 19th century?
Q.2 Why did the British promote the cultivation of commercial crops?
Q.3 What are plantations?
Q.4 Why is scientific forestry considered unscientific?
Q.5 What was the impact of the forest act on the foresters?
Q.6 What was shifting cultivation? Why was it not approved by the Europeans?
Q.7 In what ways did the tribals of Bastar show respect to the forest?

Revision**Forest Society and Colonialism.**

- Q.1 Bastar is located in the southernmost part of _____
Q.2 _____, _____ and _____ are some communities living in Bastar.
Q.3 What were the proposals of the government in 1905, which worried the people of Bastar?
Q.4 List out three reasons for the rebellion in Bastar.
Q.5 Explain how the people protested against colonial rules in Bastar.
Q.6 Who were the Kalangs?
Q.7 What was the scorched earth policy?
Q.8 List out any two new developments in forestry.

Now I can

- ✓ Relate to the forest dwellers and how they were impacted by the colonial forest regulations.
- ✓ Explain the contributions of Gunda Dhur and Surontiko Samin
- ✓ Appreciate the contributions of local tribes in conserving the forests.
- ✓ Explain the 'scorched earth' policy of the Dutch.
- ✓ Locate Bastar on the map of India.



Chapter: 2
What is Democracy? Why Democracy?

Learning Objectives

At the end of the chapter students will be able to:

- Define and explain democracy.
- Understand terms such as martial law, coup, veto and referendum
- Understand the difference between democracy and dictatorship and direct and indirect democracy.
- Distinguish between the monarchy in UK and Saudi Arabia
- Compare the merits and demerits of democracy
- Explain the processes of change in democracies.

I. Answer the following questions briefly.

- Q.1 Define and classify Democracy.
- Q.2 Do you know of any other government other than a Democracy? Name them.
- Q.3 Mention three instances where people are denied the right to vote.
- Q.4 What kind of government does Myanmar have today? What kind of a government did it have in the 1970s?

II. Answer the following questions.

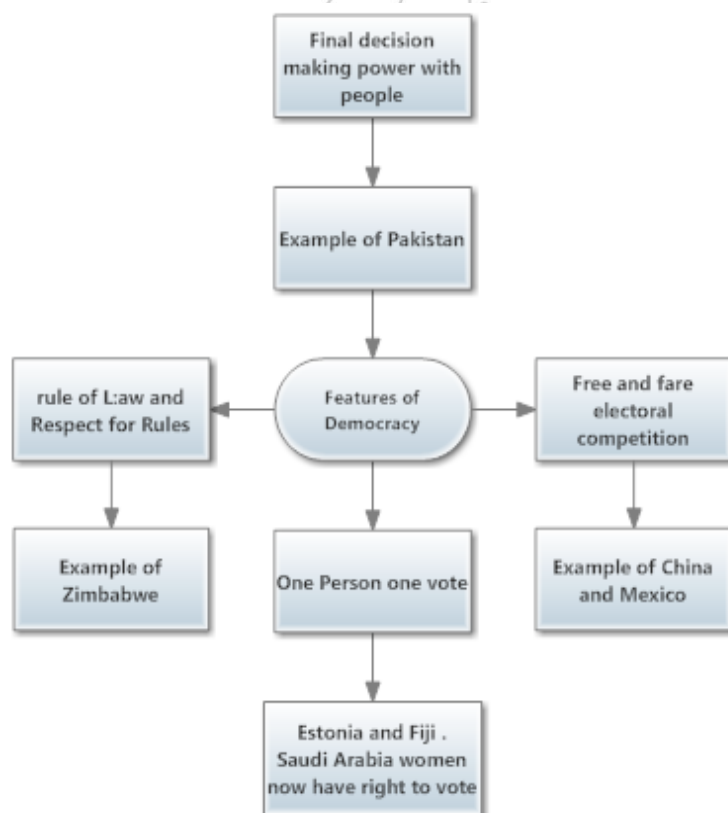
- Q.1 Give reasons to show that Pakistan's government (2007) cannot be called a Democracy.
- Q.2 Why are the elections in China and Mexico neither free nor fair?
- Q.3 Why is the ZANU-PF the most undemocratic political organization Zimbabwe?
- Q.4 How can you say that democracy improves the quality of decision making?
- Q.5 What is a democratic decision?
- Q.6 Which according to you is a better form of government-Democracy or Dictatorship? Give reasons for your answer.
- Q.7 Discuss the merits of a democratic government.
- Q.8 Why are democratic governments criticized?

THE CIVIL SERVICES SCHOOL

Complete the Table

| COUNTRY | FORM OF GOVERNMENT | POLITICAL PARTY IN POWER | UNIVERSAL ADULT FRANCHISE | PARTY SYSTEM |
|--------------|--------------------|--------------------------|---------------------------|--------------|
| Pakistan | | | | |
| China | | | | |
| Zimbabwe | | | | |
| Sri Lanka | | | | |
| Saudi Arabia | | | | |
| Mexico | | | | |

Features of Democracy (Mind-Map)



Revision Assignment

Q.1 Give one example each of an undemocratic practice in the following cases:

- a. Pakistan
- b. China
- c. Mexico
- d. Zimbabwe
- e. Fiji
- f. Estonia

Q.2 Why is it important in a democracy for the incumbent government to also be in a position to lose?

Q.3 Robert Mugabe was forced out of office in 2017. Why? Give two reasons.

Q.4 Given below are two demerits of democracy. Change these into merits.

- a. Leaders keep changing in a democracy. This leads to instability.
- b. So many people have to be consulted in a democracy that it leads to delays

Q.5 Explain how democracy enhances the dignity of the citizens.

Q.6 Democracy works on the principle of majority. Why? Give two reasons.

Now I can

- ✓ Distinguish different types of governments operating across the world
- ✓ outlines the formation of democratic governance in different countries of the world.
- ✓ discuss democracy as a government of the people, by the people, and for the people by engaging with some examples.

Chapter: 3
Constitutional Design

Learning Objectives:

At the end of the chapter students will be able to

- Explain the meaning of the term Constitution, the principles and ideals present in the Preamble.
- Understand the process of drafting a Constitution.
- Learn to appreciate and respect the values present in the Preamble.
- Recognize that the Constitution is a dynamic and living document
- Appreciate, recognize and respect this diverse nation and the lengths to which our forefathers went to create a document that upholds unity in diversity

I. Answer the following questions briefly.

Q1. Define apartheid \ segregation.

Q2. Define the following principles of the Indian Constitution:

- a. Sovereign
- b. Socialist
- c. Secular
- d. Democracy
- e. Fraternity
- f. Constitutional amendments

Q3. What do you understand by the term rainbow nation?

Q4. When South Africa won its freedom? Name the first President of a free South Africa.

II. Answer the following questions:

Q5. How was the majority population in South Africa treated by the minority white government?

Q6. How was apartheid opposed by both the international community and the people of South Africa?

Q7. What kind of understanding did the two communities come to prior to the drafting of the Constitution?

Q8. Why was it not difficult for India to draft its Constitution?

Q9. What is a Constitution? Why do we need a Constitution?

Q10. Why hasn't our Constitution been challenged?

Answer in one word.

1. The prison where Mandela was imprisoned.
2. South African Independence Day.

3. Our Constitution begins with this which is a short statement of its basic values.
4. These are changes in the Constitution.
5. This government does not favour any particular religion.
6. In this form of government, the head of state is elected.
7. This means that people should live like brothers and sisters.
8. This means that wealth is generated socially and should be shared equally.
9. In this case there is no unreasonable restriction on the citizens.
10. In this form of government citizens enjoy equal political rights and elect their rulers.

Constitutional Design Revision

Q.1 The majority and the minority in South Africa agreed on a compromise. Write two points for each side.

Q.2 From page 22, form a comprehensive answer for what is a Constitution.

Q.3 List out at least 5 problems faced by the Constituent Assembly in drafting a Constitution for India.

Q.4 *Both these documents were committed to the inclusion of universal adult franchise, right to freedom and equality and to protecting the rights of minorities in the constitution of independent India*

Which documents are being referred to, in the above lines?

Q.5 Working with British legislative institutions helped Indians to design their own. Explain.

Q.6 Indian leaders were inspired by the ideals of _____ from Britain and the _____ in the US.

Q.7 The Constituent Assembly had to be divided as they did not agree with each other. T/F

Q.8 The Assembly adopted the Constitution on _____ but it came into effect on _____

Q.9 These are used to interpret the Constitution:

- a. Constituent Assembly Debates
- b. Preamble
- c. Articles of the Constitution

Q.10 Constituent assembly was elected by _____

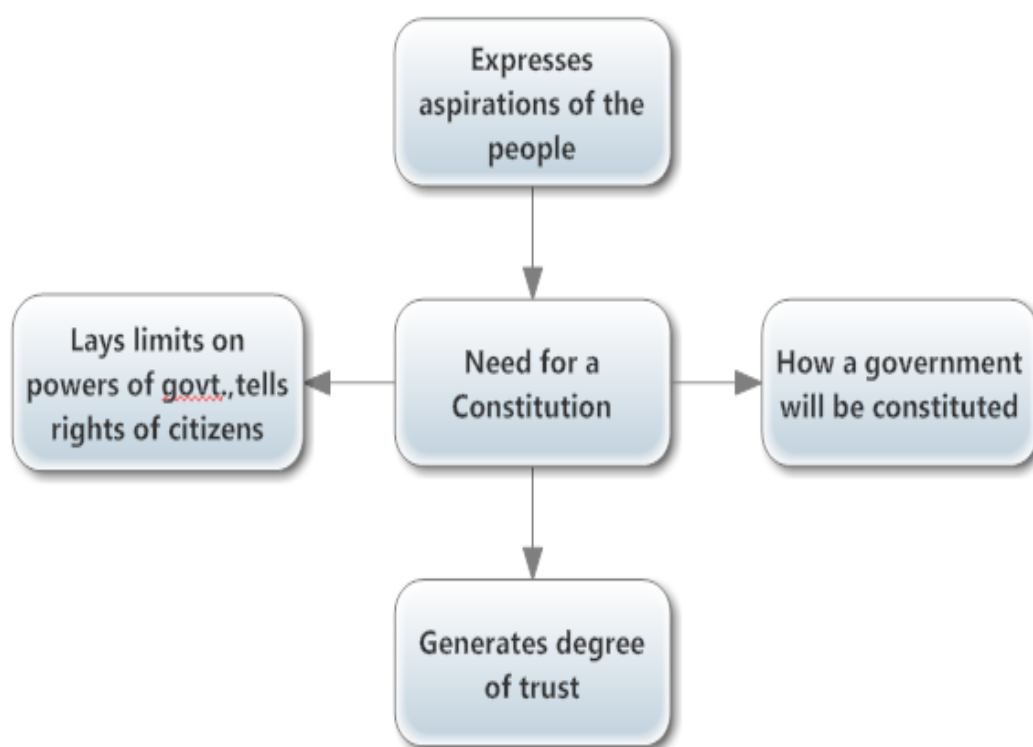
Q.11 Give any two points to support that the Assembly represented India.

Q.12 Match the Columns

| | |
|---|------------|
| Citizens have complete freedom to follow any religion. But there is no official religion. | Democratic |
| Wealth is generated socially and should be shared equally by society. | Republic |
| A form of government where people enjoy equal political rights, elect their rulers and hold them accountable. | Equality |
| All of us should behave as if we are members of the same family | Secular |

| | |
|--|------------|
| All are equal before the law. | Socialist |
| There are no unreasonable restrictions on the citizens | Sovereign |
| The head of the state is an elected person and not a hereditary position. | Liberty |
| People have supreme right to make decisions on internal as well as external matters. | Fraternity |
| Citizens cannot be discriminated on the grounds of caste, religion and gender. | Justice |

Why do we need a Constitution?



Now I can:

- ✓ Identify democratic rights of Indian citizens and constitutional values, such as democracy, justice, liberty, equality.
- ✓ List out the challenges in the making of the Constitution of India during 1946–49.
- ✓ Empathise with differently abled and other marginalised sections of the Society.
- ✓ Appreciate the importance of the Constituent Assembly Debates.

Chapter: 4
Electoral Politics

Learning Objectives:

At the end of the chapter students will be able to:

- Understand representative democracy through the entire process of electoral competition.
- Know how a complex Indian electoral system works.
- They will get familiar with the reason behind the adoption of the present Indian Electoral System.
- Appreciate the citizen's increased participation in electoral politics.
- Recognize the significance of the Election Commission.
- Apply theory learnt to elections taking place in India in 2021

Answer the following questions.

1. What is a representative elected from a parliamentary constituency called?
2. What do you understand by the term general election?
3. What is the importance of an election photo identity card?
4. Which institution is responsible for conducting elections in India? Who is the current head of this institution?
5. What kind of powers does the Election Commission enjoy?
6. What is the Model Code of Conduct?
7. Name the leader of the ruling party in India and at least two members of the opposition.
8. What do you understand by the term booth capturing?
9. Mention any 5 activities associated with election campaigns.
10. What are reserved constituencies? Why have they been created? How has this system of reservation been extended?
11. What qualifications must an Indian have in order to cast their vote?
12. Once a person has been nominated, what must he declare before the Supreme Court?
13. How are campaigns regulated in our country?
14. Discuss the final stage of polling and counting of votes.
15. Discuss the different challenges to free and fair elections.
16. How can we say that elections in India are free and fair?

III. Activity**Mock Elections**

Guidelines to include:

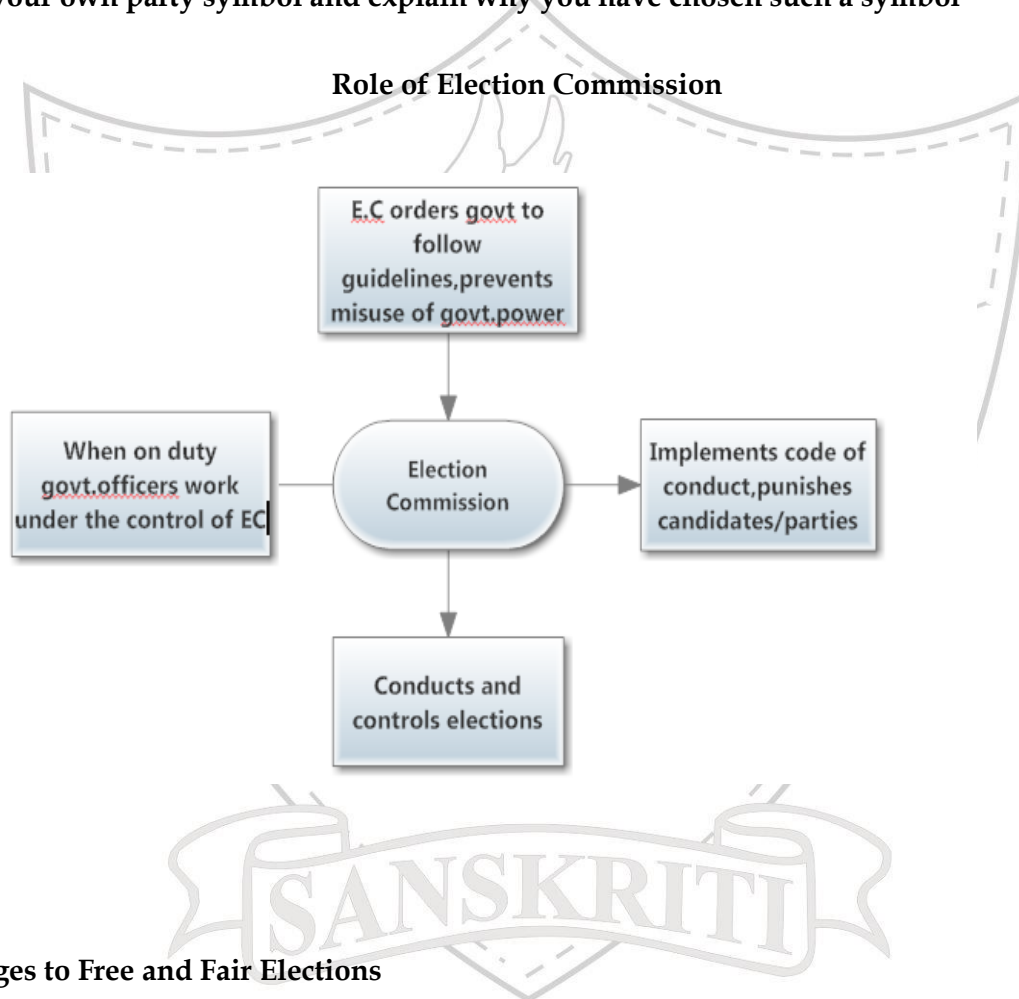
- Classes to be allowed 1 political party each
- Political parties to register with the EC .EC to assign them political symbols.
- Strict vigilance by EC on campaigning strategies

- Campaigning to happen only during lunch break
- Class to prepare a chart on their political party, with the symbol, their representatives and their ideology. (to be stuck outside their class)
- Inform political parties of the Day and date of election
- Campaigning to end 2 days before elections
- EC to prepare Voter' List, Ballot Paper and Ballot Boxes.

EC to ensure that voters carry some form of identification on Election Day

OR

Design your own party symbol and explain why you have chosen such a symbol



Challenges to Free and Fair Elections

**Electoral Politics
Revision 1**

- Q.1 Why do we need elections? Give three reasons.
- Q.2 What makes elections democratic? Write three points.
- Q.3 Electoral competition has many demerits. Write three reasons to support the statement.
- Q.4 Our Constitution makers were aware of the problems with electoral competition yet they opted for it as a way to select our future leaders. Why? Give two reasons.
- Q.5 Elections to Lok Sabha and Vidhan Sabha are held every _____ years.
- Q.6 When elections are held in all the constituencies at the same time or over a few days, it is called _____
- Q.7 When elections are held to fill a vacancy in one constituency, it is called _____
- Q.8 Representatives elected to the Legislative Assembly are called _____ and those elected to the Parliament are called _____
- Q.9 When it is said that 'Lok Dal won 60 seats' in Haryana, it means that candidates of Lok Dal won in 60 _____ in the state
- Q.10 Reserved constituencies were introduced because _____
- Q.11 Seats are reserved for _____, _____, _____ and _____
- Q.12 There is reservation of seats for women in the Parliament. T/F
- Q.13 Electoral Roll is commonly known as _____
- Q.14 EPIC stands for _____
- Q.15 The minimum age to be a candidate is _____

**Electoral Politics
Revision 2**

- Q.1 What is the main purpose of the election campaign?
- Q.2 Why are slogans raised in the election campaign?
- Q.3 Why and by which political party was the slogan of 'Save Democracy' raised?
- Q.4 The final stage of election is _____. This day is also called _____
- Q.5 The entire process of elections and the role of election commission is completed with the _____

Q.6 Give three reasons to support that elections in India are democratic.

Q.7 Write two specific points to show that the powers of the Election Commission have increased in recent times.

Q.8 Some important factors in the elections in India are listed below. Elaborate them.

- a. Voter turnout
- b. Voting among the rich as compared to the poor
- c. Common people attach importance to elections.
- d. Interest of the common people in elections, has increased.

Q.9 Write three challenges to free and fair elections in India.

Now I can:

- ✓ Explain the electoral process from filing of nominations to the announcement of results.
- ✓ Outline the role of Election Commission
- ✓ List out the factors which influence voters in India.



Chapter 5

Working of Institutions**Learning Objectives:**

At the end of the chapter students will be able to:

- *Identify the functions of the Legislature, Executive and Judiciary.*
- *Understand the role played by the Legislature, executive and Judiciary in the administration of the country.*
- *Distinguish between political and permanent executive authorities and functions.*
- *Understand the parliamentary system of executive's accountability to the legislature.*
- *Understand and appreciate how the Indian Judiciary protects the Indian citizen*
- *Identify the difference between theory and practice through analysis of various examples from social media and print media.*

I. Answer the following questions:

- Q.1 Why was the Mandal Commission constituted in 1979? Did it help the Janata Dal in any way?
- Q.2 Why did people oppose the Mandal Commission?
- Q.3 What was the outcome of the Indira Sawhney and others VS the Government of India Case?
- Q.4 What are institutions? Why are they needed in democratic set ups?
- Q.5 What is the composition of the Parliament? What are its functions?
- Q.6 How is the Lok Sabha more powerful than the Rajya Sabha?
- Q.7 Why is the political executive more powerful than the non- political executive?
- Q.8 How is the PM appointed? Can a person who is not a Member of Parliament become a minister?
- Q.9 Explain the term Council of Ministers. Find out names of important ministers of the Indian government.
- Q.10 What are the executive and legislative powers of the President?
- Q.11 Show two instances where the President is able to exercise power without consulting the PM.
- Q.12 What is the Cabinet Secretariat? What is its role in the government?
- Q.13 Why is the Judiciary independent and integrated?
- Q.14 How are the judges of the High Court and Supreme Court appointed? Who is the present Chief Justice of India?
- Q.15 What is Judicial Review?

Q1. Complete the table

| | Lok Sabha | Rajya Sabha |
|-----------------------|-----------|-------------|
| No. of members | | |
| How are they elected? | | |
| Term | | |
| Presiding officers | | |
| Bills introduced | | |

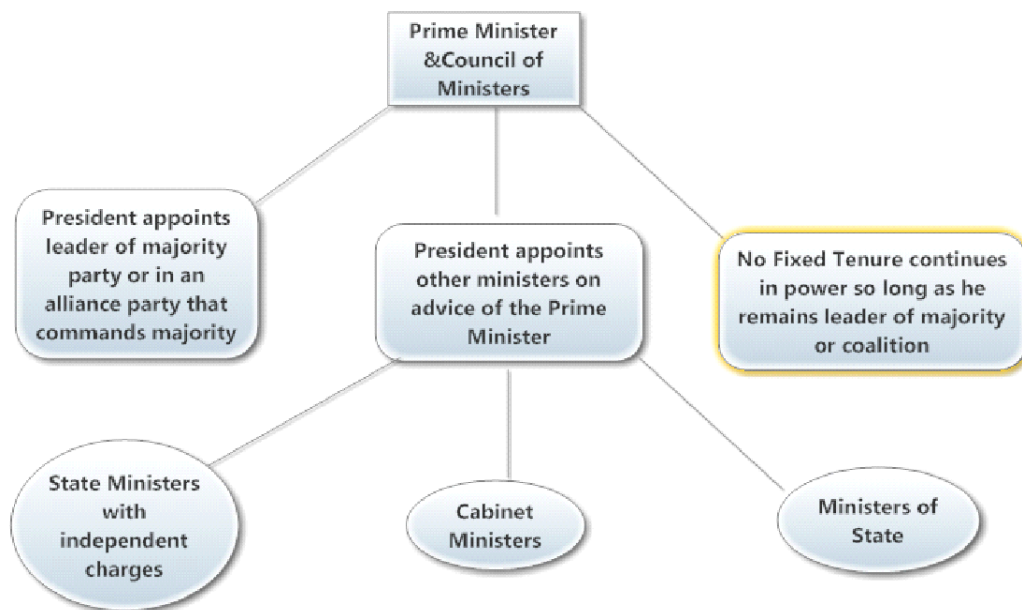
Q2. Complete the table

| | Prime Minister of India | President of India |
|----------------|-------------------------|--------------------|
| Qualifications | | |
| Elections | | |
| Term | | |
| Removal | | |
| Powers | | |

Q3. Compare the powers of the President of USA with that of the President of India

| President of USA | President of India |
|------------------|--------------------|
| | |
| | |
| | |
| | |

Prime Minister and his Council



Revision Assignment

- Q.1 Explain the council of Ministers.
- Q.2 What is the Cabinet Secretariat?
- Q.3 What are the challenges of a coalition Prime Minister?
- Q.4 Why is the President considered to be a nominal executive?
- Q.5 List out any 4 appointments that are made by the President?
- Q.6 How can a judge be removed? Explain.
- Q.7 Courts are an important institution of our country. Explain.

Now I Can:

- ✓ Enumerate the key political institutions of the country
- ✓ Describe the role and functions of Prime Minister, legislature, executive, judiciary, council of ministers, election commission etc.
- ✓ Analyse the pros and cons of reservation of seats for categories in the government.

Chapter 6

Democratic Rights**Learning Objectives:**

At the end of the chapter students will be able to

- *Understand the idea of Fundamental Rights and identify all the provisions provided by these rights.*
- *Recognize the need for rights in one's life.*
- *Understand the availability /access of rights in a democratic government.*
- *Apply theory to current situations and analyze whether rights are binding upon all.*

Answer the following questions briefly.

Q.1 Why did Guantanamo Bay attract the attention of the international community?

Q.2 How has the PIL made the courts more accessible to the people?

Q.3 What are the different provisions mentioned in the Right against Exploitation?

Q.4 How has the Constitution protected us from violation of rights?

Q.5 Discuss Cultural and Educational Rights as provided by the Constitution.

Q.6 What is the 'Amnesty International? What role did it play in exposing Guantanamo Bay to the world?

Q.7 Give an example to show, how a democratically elected leader in East Europe, violated the principles of democracy in a most inhuman way.

Q.8 Define rights. Enumerate the Fundamental Rights guaranteed by the Indian Constitution.

Q.9 Do you think the government's policy of reservations is against the Right to Equality?

Q.10 Discuss a few limitations to the Right to Freedom.

Q.11 Why did Dr. Ambedkar refer to the Right to Constitutional Remedies as the heart and soul of the constitution?

Q.12 What do you understand by the term secular? How is secularism practiced in India?

Assignment:

The class will be divided into 5 groups of 5-6 members each. Each group will be assigned a topic on human rights violation. The class will be given a weeks' time to prepare the presentation after which they will be asked to showcase the same in their respective classes.

Topics could include:

Jews in Nazi Germany

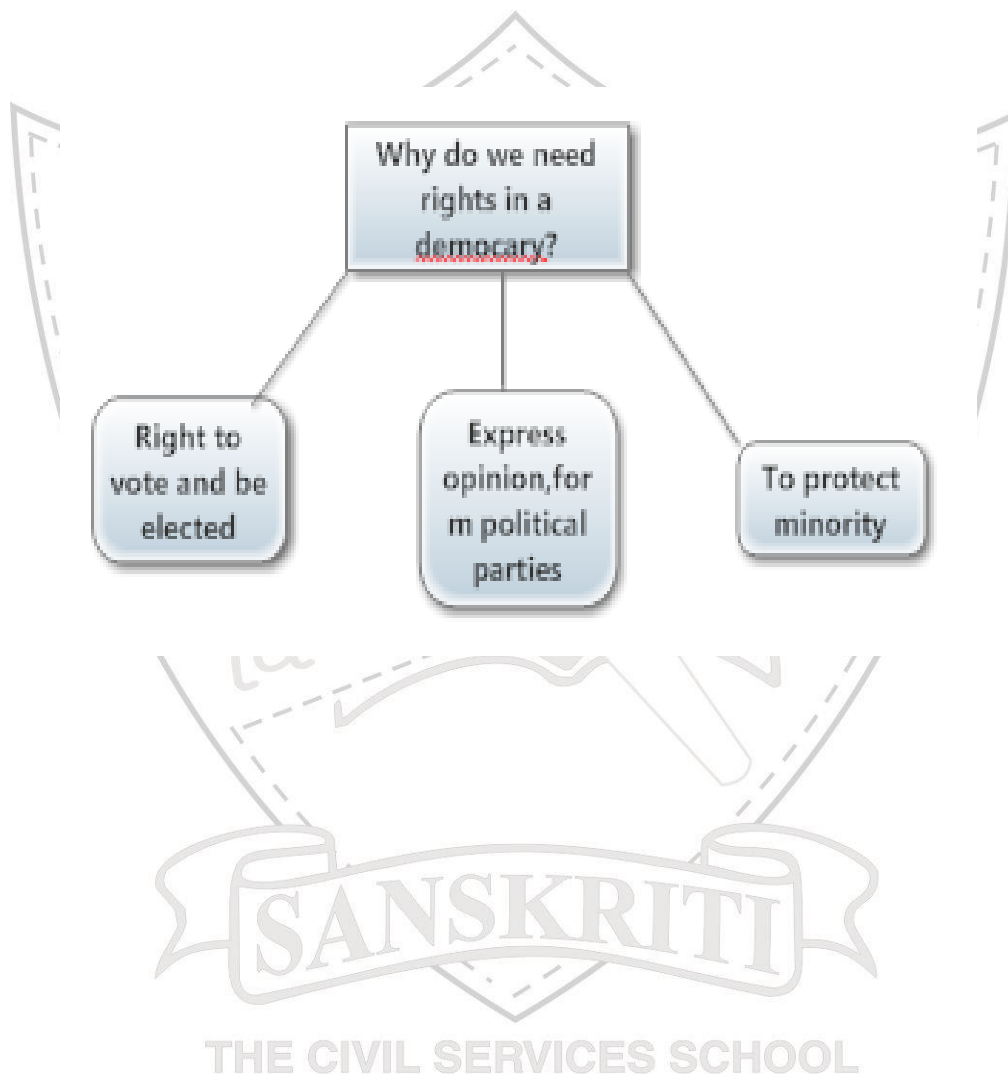
Kosovo Crisis

Dafur

Guantanamo Bay

Godhra Massacre

Apartheid



Revision Assignment

Q.1 Explain two ways in which Rights were violated in Saudi Arabia, USA and Kosovo.

Q.2 Rights are important for the very sustenance of democracy. Explain with two points.

Q.3 All citizens have equality of opportunity in matters related to employment. Explain.

Q.4 Right to Equality ensures that the principle of non-discrimination extends to social life as well. How?

Q.5 Right to freedom of speech and expression is not unlimited and absolute. Give two reasons to support the statement.

Q.6 What is child labour?

Q.7 What are Constitutional Rights? Give two examples.

Q.8 What is the role of the Supreme Court and human Rights in expanding the scope of Rights?

Now I Can:

- ✓ Understand the importance of Rights in a democratic society
- ✓ Empathise with people whose rights are violated
- ✓ List out some Human Rights
- ✓ Appreciate the universal nature of basic rights.



Term Practice Paper

Section A

- Q1. Mention two measures introduced by Napoleon Bonaparte in an attempt to modernise Europe. 1
- Q2. What was Bloody Sunday? 1
- Q3. What do you understand by the terms Republic and Secular state? 1
- Q4. In which group of islands of India is the Pitti islands located? 1
- Q5. What is the time difference between the easternmost point of India and the westernmost point of India? 1
- Q6. Give one distinguishing feature of the bhangar alluvial soil 1
- Q7. Why is health an important factor for a developed human resource? 1

Section B

- Q8. How did the French Revolution translate the ideals of liberty and equality into everyday practice? 3

Or

How was the French government of 1791 different from that of 1792?

- Q9. Mention any three effects of industrialisation in USSR as a result of the five-year plans. 3

Or

Why did a civil war break out in Russia after the October Revolution of 1917?

- Q10. How did our Constitution fathers, despite various obstacles draft the most comprehensive Constitution in the world? 3

Or

How was our Constitution drafted?

- Q11. How do democratic governments resolve conflicts vis a vis non democratic one? 3
- Q12. Why is a Constitution necessary? 3

- Q13. Explain the three types of plate boundaries. 3
- Q14. Give any three features of the Himadri ranges of the Himalayas 3
- Q15. What are the characteristic features of the Himalayan rivers? Write about three major features 3
- Q16. Tejpal Singh is a large farmer from Palampur who sells surplus wheat from his land and has good earnings. What are the three major things he is most likely to use his earnings on? 3
- Q17. What is unemployment? What are the two main features of seasonal unemployment? 1+2=3
- Q18. What are the three types of economic activities? How would you differentiate between market and non-market activities? 1+2=3

Section C

- Q19. The Reign of Terror tried to establish a state based on equality and yet has been described as martial law gone mad. Discuss. 5

Or

The economic system has been rightly described as the museum of economic errors. Explain in this context the economic condition of France in the eve of the French Revolution.

- Q20. How did Russia's involvement in the war spell doom for the Tsarist regime? 5

Or

Why did Stalin introduce his collectivization programme in 1929? What was this programme? 2+3

- Q21. In what different ways was the apartheid government opposed both in the country and outside? 5

Or

What was the compromise arrived at between the white minority and the black majority in South Africa? Why did the compromise between the governed and minority government require documentation? 4+1

- Q22. Define democracy and state the origin of the word democracy. Give any three features of a democratic government. 2+3=5

Or

Mention any two features of a direct democracy. Why do you think this form of democracy cannot exist in India?

- Q23. Why are lakes considered to be economically important to mankind? 5
- Q24. Explain two merits and three demerits of the Green Revolution. 2+3=5
- Q25. "Unemployment has a detrimental impact on the overall growth of an economy". Explain the statement with 5 relevant points 5

Section D

- Q26. On an outline map of the world 2
- a) Mark any one Entente Power.
 - b) Identify the place marked on the map.
- Q27. On the outline map of India provided to you answer the following questions 2+1
- a) **Locate and label**
 - i) The northern most point of India
 - ii) The Karakoram range
 - b) **Identify and label**
 - i) A River



UT PRACTICE PAPER

- Q1. Name the leader of the Jacobin Club. 1
- Q2. Why did the Jacobins believe that the Revolution was in danger? 1
- Q3. How far was the Constitution of France democratic? Point out at least one undemocratic element. 2+1
- Q4. Discuss the events leading to the formation of the National Assembly. 5
- Q5. How was the voting system unfair in Estonia and Fiji? 1
- Q6. Differentiate between direct and representative democracy. (any 1) 1
- Q7. There are reasons why Pakistan in 2002, China and Mexico till 2000 could not be called democracies. Explain giving one reason for each. 3
- Q8. How can we say that democracy is the best form of government? 5
- Q9. Which country is India's smallest neighbor? What is the name of its capital? ½ + ½
- Q10. What is the value of the Standard Meridian of India? Name one place in India through which it passes. ½ + ½
- Q11. How could the naming of an ocean after India, be justified? 1
- Q12. Why do Gujarat and Arunachal Pradesh have different times of sunrise? 2
- Q13. What concrete proofs do we have of India's contact with the rest of the world in "ancient" times? Give three examples. 3
- Q14. On the outline map of India provided to you along with the question paper, locate and label the following variables. **Map labeling must be done on the map and not on the answer paper** 2
- a) The northern most point of India
- b) Telangana with its capital.
- Q15. What secondary activity is practised in Palampur? 1
- Q16. Where does Palampur get its working farm labour from? Why have they remained poor? 1+1
- Q17. What is human capital? Why is it an important factor of production? 1+1

- Q18. Some traditional methods of cropping have ensured larger production of crops. In Palampur what traditional method is used for this purpose? What crops do the farmers grow using this method? 1+1
- Q19. The Green Revolution has had a number of negative effects. What are they? 3

Term Practice Paper

- Q.25 "People of the Third Estate in France demanded a society based on freedom, liberty and equality." Explain the statement in context of the following. 3

(a) Decree of 1789 (b) Constitution of 1791 (c) Convention of 1792.

OR

Who were the Jacobins? What two measures did Maximilian Robespierre introduce to bring equality in France.

- Q 26. Mention two promises of the April Theses that were fulfilled by Lenin after the October Revolution. What were the other changes introduced by the Bolsheviks to move towards socialist state soon after the October Revolution? 2+3

OR

"Socialist had a vision to transform the structure of society in Europe". Keeping in mind the statement answer the following questions.:

- Why were socialist against private property?
- Discuss the views of Robert Owen and Louis Blanc.
- What new vision did Karl Marx and Fredrick Engels envisage?

- Q27. State three reasons why we should accept our constitution even though it was made more than 60 years back? 3

OR

"Zimbabwe's example proves that popular governments can be undemocratic". Justify the statement in the context of Zimbabwe.

- Q.28 "The makers of our constitution thought of a special system of Reserved Constituencies. 'Based on the statement, answer the questions. 1+1+1+2
- What are 'Reserved Constituencies'?
 - Name those weaker sections that come under this category.

- c. If we don't have this feature in our Constitution then we would be less democratic. How?
- d. Why would electoral competition pose a threat to this category?

1+1+1+2

OR

'In our country we have electoral constituencies'. Based on the statement, answer the questions.

- a. What are electoral constituencies? Explain.
- b. How can we say that elections held once in five years are democratic?
- c. What makes elections democratic in India. Mention any one feature.
- d. Give one difference each between General Elections and State Elections.

Q.29

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

3

OR

"India's contacts with the world have continued through ages". Justify the statement with concrete examples.

Q.30

Describe in detail the characteristic features of Tropical Evergreen forest.

5

OR

Describe in detail the characteristic features of Scrub and Thorn forest.

Q.31

How is human capital superior to other sources like physical capital? How can a government turn a large population into a productive asset?

3

OR

How have countries like Japan become rich and developed?

Q.32

Explain why unemployment is an indicator of a depressed economy? Distinguish between Seasonal unemployment and Disguised unemployment?

3+2

5

OR

‘Investments made in education improve the quality of population living in an area.’
What are the steps taken by the government of India towards improving the school education and higher education?

Q33.

On the outline Political map of India provided, locate and label the following.

a. Meghalaya with its capital

2

b. Kaziranga National Park

1

UT Practice paper

Q1. Mention two steps that were taken to improve the condition of factory workers and peasants in Russia after the Civil War.

2

Q2. “Even though there was economic growth and industrial production the workers of the city Magnitogorsk lived a hard life.” Explain.

2

Q3. “Stalin’s period of early Planned Economy was linked to the disasters of collectivization.” Answer the questions given below:

2+1+1

a. What was Stalin’s collectivisation programme?

b. What was the treatment for those peasants who resisted his programme?

c. How were the critics of planned economy and collectivisation treated by Stalin’s and his sympathizers?

Q4. “Our elections are democratic, free and fair yet there are challenges.” Mention any two challenges to free and fair elections.

2

Q5. What is the purpose of an election campaign? What are candidates expected to do during the campaign?

2

Q6. “You have visited a polling booth and viewed malpractices being used to win elections.” Based on your observation you have reported this matter to the Election Commission.

1+2

a. What will be the role of the Election Commission in this regard?

b. How is the Election Commission an independent and powerful body?

Term Practice Paper

17. "Hitler devised a new style of politics". Discuss Hitler's ways of winning over the Germans with this new methodology. 3
18. 'Politically the Weimar Republic was fragile'. Explain the statement. 3
- OR**
- After becoming the Chancellor of Germany, how did Hitler set out to dismantle the structure of democracy? Give any three points.
19. What is the time lag between Gujarat and Arunachal Pradesh? Give one reason for selecting only one Standard Meridian for India. Through which place does the Standard Meridian pass? 1+1+1
20. In a tabular form give three differences each between Political and Permanent Executive. 3
- OR**
- How is the Lok Sabha more powerful than the Rajya Sabha?
21. Mention any three important features of the MGNREGA 3
22. Why have the government schemes to reduce poverty, been less effective? 3

SECTION C

- 23 In 1914, war broke out between two European alliances – Germany, Austria and Turkey (the Central powers) and France, Britain and Russia (later Italy and Romania). Each country had a global empire. The First World War on the 'eastern front' differed from that on the 'western front'. In the west, armies fought from trenches stretched along eastern France. In the east, armies moved a good deal and fought battles leaving large casualties. Defeats were shocking and demoralising. Russia's armies lost badly in Germany and Austria between 1914 and 1916. There were over 7 million casualties by 1917. As they retreated, the Russian army destroyed crops and buildings to prevent the enemy from being able to live off the land. The destruction of crops and buildings led to over 3 million refugees in Russia. The situation discredited the government and the Tsar. Soldiers did not wish to fight such a war. 4
- 23.1. Which of the following discredited the Tsar and his government?**
- Russian army lost in Italy
 - Russian army fought trench war
 - War led to 3 million refugees in Russia

d. None of the above

23.2. Choose the correct option:

- a. In the west armies fought from trenches and in the east soldiers wished to fight guerrilla warfare.
- b. In the west, army destroyed crops and, in the east, armies fought in trenches.
- c. In the west there were only infantry units and the eastern sector believed in naval warfare.
- d. In the west armies fought from trenches and in the east armies moved and fought battles leaving casualties

23.3. Central powers during World War I were

- a. France, Britain, Russia
- b. USA, Germany, France
- c. England, Turkey, Germany
- d. Germany, Austria and Turkey

23.4. The policy Russia adopted to weaken their enemy was

- a. to occupy parts of Spain
- b. establish monarchy
- c. destroy buildings and crops
- d. rally around Tsar Nicolas II

24. Parts of western coast and north eastern India receive over about 400 cm of rainfall annually. However, it is less than 60 cm in western Rajasthan and adjoining parts of Gujarat, Haryana and Punjab. Rainfall is equally low in the interior of the Deccan plateau, and east of the Sahyadris. Why do these regions receive low rainfall? A third area of low precipitation is around Leh in Jammu and Kashmir. The rest of the country receives moderate rainfall. Snowfall is restricted to the Himalayan region. Owing to the nature of monsoons, the annual rainfall is highly variable from year to year. Variability is high in the regions of low rainfall, such as parts of Rajasthan, Gujarat and the leeward side of the Western Ghats. As such, while areas of high rainfall are liable to be affected by floods, areas of low rainfall are drought-prone

24.1. The western coast of India and the north eastern states receive more than 400cms of rainfall annually because

- a. These areas are near the sea.

- b. They face the onslaught of the monsoon winds directly.
- c. Because both areas lie in the foothills of the Himalayas.
- d. all of the above

24.2. Rainfall is low in the interior of the Deccan Plateau because....

- a. it lies in a rain shadow area.
- b. it is surrounded on all sides by high mountains.
- c. condensation is not adequate.
- d. this is an area of extreme heat and the atmospheric moisture evaporates.

24.3. Leh receives low precipitation

- a. because it gets snowfall.
- b. because low pressure in the Tibetan Plateau area does not allow rain bearing winds to reach there.
- c. because it lies in a rain shadow area.
- d. because of the western disturbances.

24.4. "Owing to the nature of monsoons, the rainfall is highly variable from year to year" this means

- a. The amount of rainfall over the country is not the same every year.
- b. in alternate years the states receiving low rain, get high rainfall.
- c. in some years it doesn't rain at all.
- d. none of these.

25. The makers of our Constitution thought of a special system of reserved constituencies for the weaker sections. Some constituencies are reserved for people who belong to the Scheduled Castes [SC] and Scheduled Tribes [ST]. In a SC reserved constituency only someone who belongs to the Scheduled Castes can stand for election. Similarly, only those belonging to the Scheduled Tribes can contest an election from a constituency reserved for ST. Currently, in the Lok -Sabha, 84 seats are reserved for the Scheduled Castes and 47 for the Scheduled Tribes. This number is in proportion to their share in the total population. Thus, the reserved seats for SC and ST do not take away the legitimate share of any other social group. This system of reservation was extended later to other weaker sections at the district and local level. In many states, local bodies are now reserved for seats in rural (panchayat) and urban (municipalities and corporations), Backward Classes (OBC) as well.

25.1. Special system of reserved constituencies is for the

- a. Weaker classes
- b. Ethnic groups
- c. Illiterates
- d. Handicapped

25.2. Which of the following are not eligible for being candidates for a reserved constituency?

- a. Only those who are not citizens of India
- b. Only those who belong to a scheduled caste
- c. Only those who belong to a schedule tribe
- d. Only who belong to the backward classes.

25.3. Choose the incorrect statement:

- a. Reserved seats reflect democratic ideals of equality
- b. Reserved constituencies allow representation of interest of the weaker section
- c. Reserved Constituencies take away the legitimate share of other social groups
- d. Reserved seats ensure that weaker sections get a chance to be in the government.

25.4. The number of reserved seats in the Lok Sabha is based on

- a. the number in proportion to the electoral constituencies in the country
- b. the number in proportion to the electoral constituencies in a state
- c. the number of seats decided by the Election Commission
- d. the number in proportion to their share in the total population

26. Thirty-three-year-old Ram Saran works as a daily-wage labourer in a wheat flour mill near Ranchi in Jharkhand. He manages to earn around Rs 1,500 a month when he finds employment, which is not often. The money is not enough to sustain his family of six – that includes his wife and four children aged between 12 years to six months. He has to send money home to his old parents who live in a village near Ramgarh. His father a landless labourer, depends on Ram Saran and his brother who lives in Hazaribagh, for sustenance. Ram Saran lives in a one-room rented house in a crowded basti in the outskirts of the city. It's a temporary shack built of bricks and clay tiles. His wife Santa Devi, works as a part time maid in a few houses and manages to earn another Rs 800. They manage a meagre meal of dal and rice twice a day, but there's never enough for all of them. His elder son works as a helper in a tea shop to supplement the family income and earns another Rs 300, while his 10- year-old daughter takes care of the younger siblings. None of the children go to school. They have only two pairs of hand-me-down clothes each. New ones are bought only when the old clothes become unwearable. Shoes

are a luxury. The younger kids are undernourished. They have no access to healthcare when they fall ill.

26.1. The main reason for Ram Saran's poverty is

- a. Lack of regular employment
- b. Unwillingness to work at a regular job
- c. Inability to save money
- d. Because he works at a small flour mill.

26.2. Ram Saran lives in a one room rented house in a crowded basti in the outskirts of the city because...

- a. Those are the only areas he can afford
- b. His flour mill is there
- c. His parents suffer from tuberculosis
- d. His family prefers living there

26.3. Why do Ram Saran, his wife and his elder son have to work?

- a. Because his father didn't leave any land for him.
- b. He has a large family to support
- c. Both he and his wife are illiterate.
- d. Both he and his wife never saved any money.

26.4. People like Ram Saran belong to this category.

- a. Rural Landless
- b. Urban daily wage earners
- c. Small farmers
- d. None of the above

SECTION D

(5 x 5 = 25)

27. "Nazi ideology was synonymous with Hitler's worldview. 'Explain the Nazi ideology of racial hierarchy. What was Hitler's geopolitical concept of 'Lebensraum'?" 3+2

OR

“All schools were ‘cleansed’ and ‘purified’. Explain in context of schools under Nazism.
How did Hitler’s Education Policy popularise his ideology?

28. What are the facts related to the mechanism of the monsoons in India? 5

OR

What are the characteristic features of the monsoons in India?

29. Mention any three features that make Indian courts independent of control of legislature and executive? Explain one feature that makes the Indian judicial system the most powerful in the world? 3+2
30. Explain the role and importance of the three categories of the council of ministers? What are the constraints imposed on the powers of the Prime Minister due to coalition politics? 3+2
31. *“Unemployment has a detrimental impact on the overall growth of an economy”.* 5
Explain this statement in detail

OR

How did the British colonial rule, Green Revolution, income inequalities, socio cultural and economic factors contribute to poverty in India?

SECTION E

MAP SKILL BASED QUESTION (2 + 3 = 5)

- 32.1 On an outline world political map 2
a. Name the allied power.
b. Mark, name and label an Axis power that bombed Pearl Harbour.
- 32.2 On the outline political map of India 3
a) Identify the river marked A
b) Locate and label
i) Sariska Wildlife Sanctuary
ii) State of Manipur with its capital (name the capital also)

THE CIVIL SERVICES SCHOOL

STD IX GEOGRAPHY

CONTENTS

- 1. Chapter 1 - INDIA – LOCATION AND SETTING**
- 2. Chapter 2 - PHYSICAL FEATURES OF INDIA**
- 3. Chapter 3 - DRAINAGE**
- 4. Chapter 4 - CLIMATE**
- 5. Chapter 5 – NATURAL VEGETATION AND WILDLIFE**
- 6. Chapter 6 - POPULATION**

Project on Disaster Management

Source Based Questions (Case Studies)

Questions on Assertion and Reasoning

Maps for Practice



THE CIVIL SERVICES SCHOOL

Chapter 1

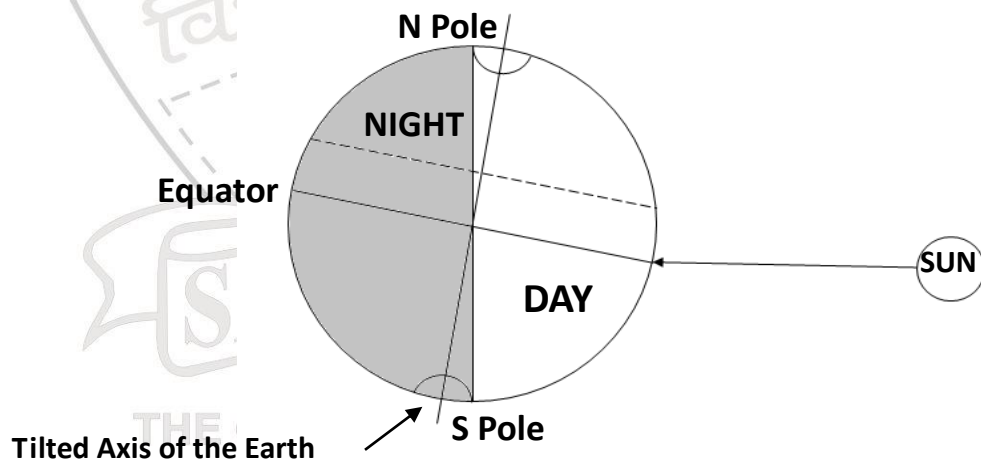
INDIA – LOCATION AND SETTING

Some important facts about India:

1. India lies in the Northern and the Eastern Hemispheres.
2. It is a part of the continent of Asia.
3. Because of its eminent position in the Indian Ocean the ocean has been named after it. No other ocean has been named after any country.
4. India is surrounded by three large water bodies – The Arabian Sea in the west, The Bay of Bengal in the east and the Indian Ocean in the south.
5. India's latitudinal extent is 8°N to 37°N and the longitudinal extent is 68°E to 97°E .
6. The Tropic of Cancer divides the country into two halves.
7. India is the 7th largest country in the world and the largest democracy in the world.
8. The southern most point of mainland India is Kanyakumari and the southernmost point of the Indian Union is Indira Point.
9. The Palk Strait separates India from Sri Lanka.
10. India has two sets of islands – The Andaman and Nicobar Islands in the Bay of Bengal and the Lakshadweep Islands in the Arabian Sea.
11. The Andaman and Nicobar islands are volcanic in nature and the Lakshadweep Islands are coral islands.
12. India's only active volcano is in the Barren Islands in the Andaman and Nicobar.
13. India has 28 states and 7 Union Territories.
14. The meridian of $82^{\circ}30'\text{E}$ is the Central Meridian of India, and the standard time of India is fixed according to this meridian.
15. The Central Meridian passes through Mirzapur.
16. Rajasthan is the largest state of India.
17. Maldives is India's smallest neighbor.
18. India has one of the world's oldest civilizations.
19. The world's tallest mountains lie in the Indian sub-continent – Himalayas.
20. India's immediate neighbours include Pakistan, Afghanistan, China (Tibet), Nepal, Bangladesh, Bhutan, Myanmar, Sri Lanka and Maldives.

1. What is the longitudinal and latitudinal extent of India?
2. What is the total landmass of India?
3. What is India's position in the world according to size? Name the countries which are larger than India?
4. Explain five important features of India highlighting its supremacy among the countries of the world.
5. Area-wise which is the smallest and which is the largest state of India?
6. What divides India into almost two equal parts latitudinally?
7. Name the southernmost point of a) The Indian Union b) Mainland India.

8. What is the length of the land boundary and that of the coastline of mainland India including Andaman and Nicobar and Lakshadweep?
9. What are the implications of having a large land boundary and vast coastline of India?
10. The Deccan Peninsula protrudes into the Indian Ocean. What is the effect?
11. Why is it that inspite of having an almost equal latitudinal and longitudinal extent, the north south extent is greater than the east west extent in kilometers ?
12. What is local time ?
13. What is Indian Standard Time? Why do we need a standard time for India?
14. At 5 a.m. the sun has already risen in the eastern part of the country but places like Gujarat are still in darkness Explain.
15. Why has the $82^{\circ}30'$ E longitude been selected as the Standard Meridian of India?
16. Find out the number of Union Territories along the western and eastern coasts of India. Name them.
17. Why is the difference between the duration of day and night hardly felt at Kanyakumari but not so in Kashmir ?
18. India's contacts with the world have continued through the ages . Justify the statement with suitable examples



Why do places near the Equator not feel the difference between the duration of day and night whereas places away from the equator have a vast difference between the duration of day and night? This phenomena would apply to places like Kanyakumari and Kashmir.

Reasons:

1. The earth axis is tilted.
2. The sun's rays only illuminate only half of the earth at a time.
3. Because of the tilted axis of the earth more area in the northern hemisphere remains illuminated in summer (remember that the northern hemisphere is closer to the sun in summer)

4. Around the equator only half of the equatorial circumference remains illuminated (i.e. has daylight) so day and night would be of 12 hours each.
5. As we move away from the equator towards the north pole, the area which has light is more because of the tilted axis. So days are longer than nights (this is a summer phenomena).
6. The southern hemisphere experiences just the opposite of what is happening in the northern hemisphere because it is far away from the sun.

What is a subcontinent?

Subcontinent is a subdivision of a continent which has a distinct geographical, political and cultural identity and also a large land mass somewhat smaller than a continent. India is considered a subcontinent of South Asia because it has distinct geographical features not shared by other Asian countries, and has a unique system of governance as well. The Indian subcontinent is in south-central Asia, and forms the shape of a large peninsula. It contains a number of unique and distinguished topographical features and landmarks, including the Himalayan mountain range. The Himalayas are located in the northern region of the subcontinent, and help to form the border of India, Nepal and Pakistan. In the western part of the subcontinent are the Hindu Kush mountains, while the Arakan mountains lie to the east. The southern part of the peninsula is formed by the Indian Ocean, the Arabian Sea and the Bay of Bengal.

Did you know that Even though New Delhi and Bengaluru are both In India, Bengaluru sees the overhead sun twice a year whereas New Delhi never sees the overhead sun. Why?

This is because

1. Bengaluru lies between the Tropic of Cancer and the Tropic of Capricorn.
2. The sun's apparent movement is between these two Tropics every year. Once from the Tropic of Cancer to the Tropic of Capricorn and again back to the Tropic of Cancer from the Tropic of Capricorn.
3. The sun is overhead in Bengaluru twice a year – Once during its apparent journey to the Tropic of Cancer and again when it moves back to the Tropic of Capricorn.
4. Delhi never sees the over head sun because it lies beyond the Tropic Of Cancer
5. So all places lying beyond the tropics will never see the overhead sun while places lying between the tropics will see the overhead sun twice a year.

Have you wondered why that inspite of having an almost equal latitudinal and longitudinal extent, the north south extent is greater than the east west extent in kilometers ?

This is because

1. Latitudes are parallel to each other hence the distance between 2 latitudes remain the same throughout from the equator to the poles.
2. Longitudes on the other hand are widest at the equator and converge as we move towards the poles.
3. The grids formed by these intersecting latitudes and longitudes get elongated as we move from the equator to the poles.

4. Since India lies in the Northern Hemisphere, the longitudes have already started converging by the time we reach the 22°N latitude (this is the widest part of the country).
5. Therefore the north south extent of India in kms is more than the east west extent despite having the same number of latitudes and longitudes.

Now to prove this mathematically:

1. Latitudinal extent is $27^{\circ}\text{N} - 8^{\circ}\text{N} = 19^{\circ}$

Longitudinal extent is $97^{\circ}\text{E} - 68^{\circ}\text{E} = 29^{\circ}$

2. The distance between two latitudes at the equator is 111kms and remains the same while the distance between two longitudes is 111kms at the equator but reduces as we move towards the poles.

3. The distance between each longitude at the widest point in India is 100kms.

4. The latitudinal extent in kms is $111 \times 19 = 2109\text{kms}$

The longitudinal extent in kms is $100 \times 29 = 2900\text{kms}$

The difference is $2109 - 2900 = 791\text{kms}$

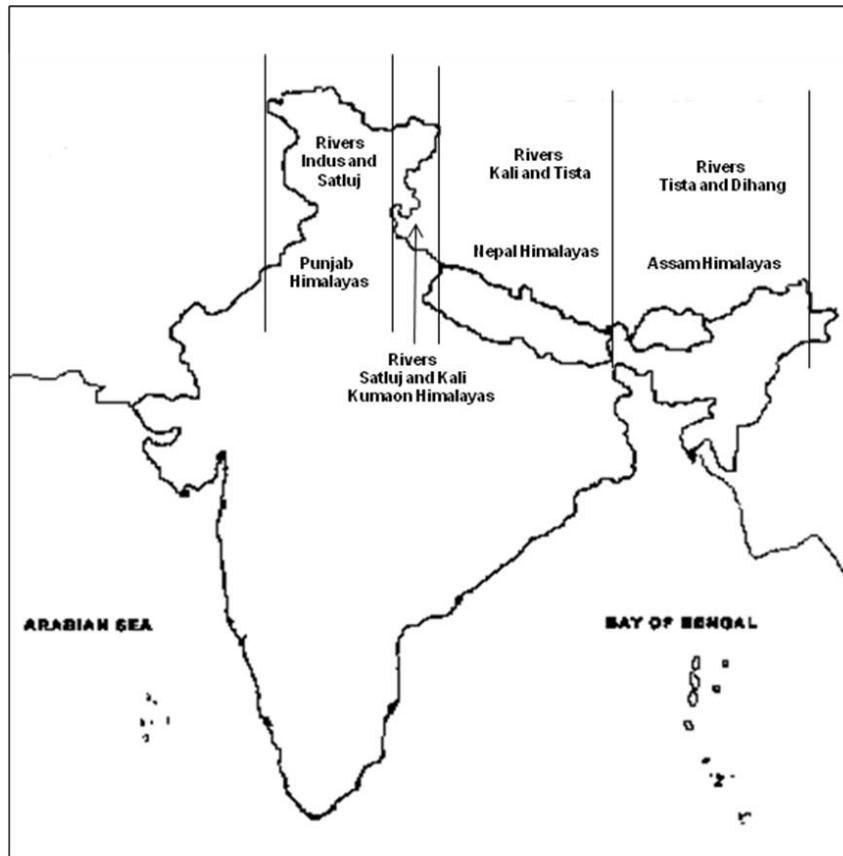
Learning Outcomes**At the end of the lesson**

- **Students will recognise and retrieve facts, figures, and narrate, processes.** Will be able to identify and locate the states and capitals of India, India's Neighbours and their capitals
- **defines important terms in Geography** such as, latitudes and longitudes
- **explains geographical concepts**, for example, analyses and calculates the reasons for difference between latitudinal and longitudinal extents, differences in day and night phenomena
- **analyses and evaluates information** on India's contacts in the past and its effect on present life
- **Interprets**, maps, text, posters and newspaper clippings
- **identifies assumptions** like international relations with our neighbours
- **demonstrates inquisitiveness.** About means and strategies of maintaining health relationships with neighbouring countries.

Chapter - 2**PHYSICAL FEATURES OF INDIA**

1. Name the different types of physical features present in our country.
2. Why does the colour of soil vary from place to place?
3. Name the factors that have influenced the relief of India?
4. What is meant by Plate Tectonics? Explain the theory of plate tectonics?
5. What are the effects of converging and diverging crustal plates on the earth's crust?
6. Describe the formation of the Himalayas. What proof do we have about their origin?
7. Describe the Himalayas as they have been demarcated by river valleys.
8. Differentiate between the Himadri and the Himachal ranges of the Himalayas. Give three points of difference each.
9. Which range of the Himalayas are called the Lesser Himalayas? Describe the Lesser Himalayas.
10. Describe the Shiwalik ranges of the Himalayas. Why are they prone to landslides?
11. What are 'Duns'?
12. What are the Purvanchals? Why are they so called? Mention two features of the Purvanchals. What are Patkai, Naga, Manipur, and Mizo in relation to the Purvanchals?
13. Contrast the relief of the Himalayan region with that of the Peninsular Plateau.
14. What do you understand by the term 'Doab'?
15. Describe the northern plains of India.
16. According to variations in relief features the northern plains can be divided into four regions. Explain?
17. Distinguish between
 - a) Bhangar and khadar alluvial soils
 - b) Bhabar and Terai regions
18. What are the two divisions of the Peninsular Plateau of India? How was the peninsular plateau formed? Describe its main features?
19. Describe main features of the eastern extension of the Central Highlands.
20. Why is the Deccan Trap so called? Where is it located? For what is this area important?
21. What are Aravalli hills?
22. Distinguish between eastern and western coastal plain?

23. Write a short note on corals ?
24. Distinguish between Lakshadweep and Andaman and Nicobar islands ?
25. Where is India's only active volcano located?
26. Explain how the diverse physical features of India complement each other ?
27. The given map shows the divisions of the Himalayas between rivers. Describe these divisions and name one major peak in each of these divisions



Learning Outcomes

At the end of the lesson

- **recognises and retrieves facts:**
On earth movements and its result in the formation of the Himalayas and the Plateau region
- **explains cause and effect relationship between phenomena, events, and their occurrence:**
of all the physical features found in India
- **analyses and evaluates information:**
on the physical features and their effect on the lives of the people living there.
- **interprets:**

maps

texts

news clippings and associates them with what they have learnt

- **demonstrates inquisitiveness, enquiry**

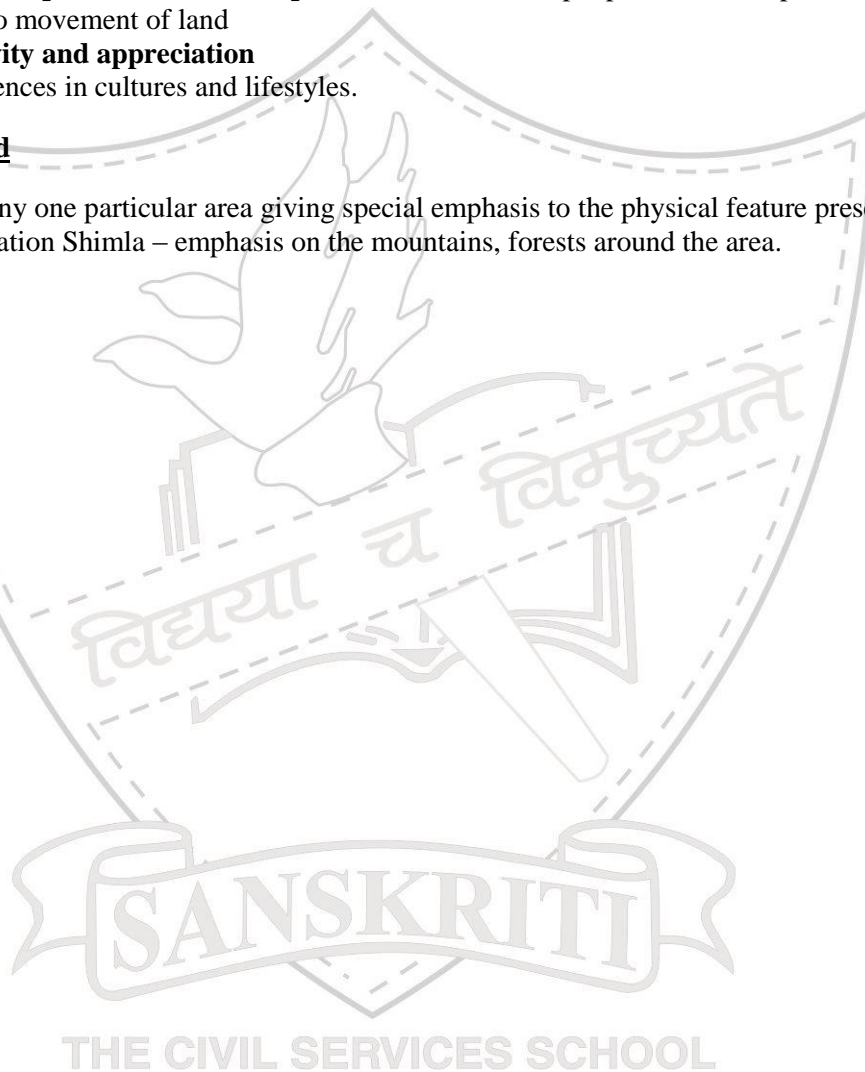
pose questions

give examples

- **extrapolates and predicts events and phenomena**, for example predicts the impact of natural disasters due to movement of land
- **shows sensitivity and appreciation** towards differences in cultures and lifestyles.

Art Integrated

Jamboard on any one particular area giving special emphasis to the physical feature present in that area. Eg hill station Shimla – emphasis on the mountains, forests around the area.

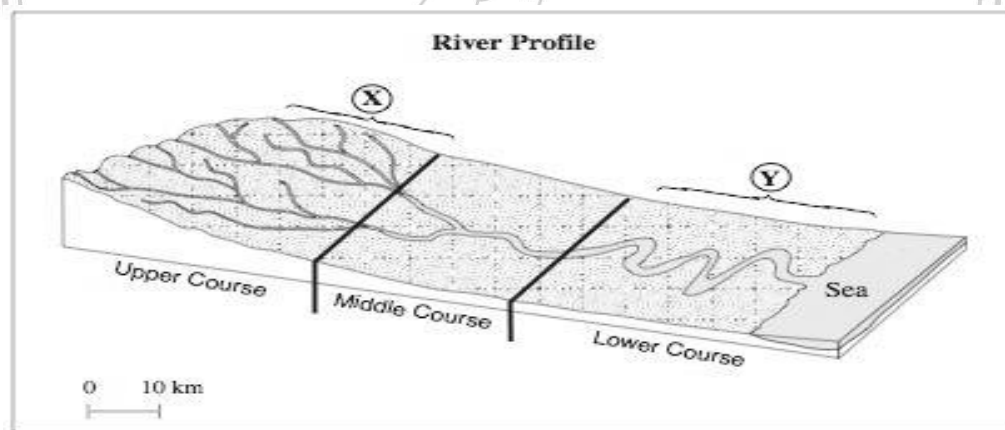


Chapter 3

DRAINAGE

1. Geographically, what does the term 'drainage' mean?
2. What is a drainage basin?
3. What is a water divide? Name one such feature of India.
4. What are the different types of drainage patterns likely to be found among the Indian rivers.
5. Distinguish between dendritic and trellis patterns of drainage and give one example of each:
6. In the following diagram

- A) What type of drainage pattern is shown in the region marked X?
- B) What features would you find in the region marked Y?



7. Distinguish between the following and support your answer with an example of each:
 - i) A delta and an estuary
 - ii) A tributary and a distributary?
8. What are the basic differences between the Himalayan rivers and the rivers of Peninsular India?
9. Describe the journey of the Indus river keeping in mind its source, tributaries, direction of flow, areas it covers and special features.
10. What does the Indus Water Treaty state? How does this treaty help the states of Haryana and Punjab?
11. The Ganga is the lifeline of India. Among all the rivers flowing through the country she is the mightiest. Answer the following questions and refresh your knowledge about this river.
 - i) Where does this river originate?
 - ii) What are the two headwaters of the Ganga called? Where do they meet to form the Ganga?
 - iii) Where does the Ganga descend to the plains?
 - iv) Which river is its major tributary and where does it meet the Ganga?

- v) Name some of its Himalayan tributaries.
- vi) Name the river that joins it from the Central Highlands.
- vii) Exactly from where in West Bengal does it enter Bangladesh?
- viii) What is the name of its major distributary? Name the city situated on this distributary.
- ix) What is it called in Bangladesh? Which rivers form its tributaries in Bangladesh?
- x) What is the unique geographical feature formed by this river at its mouth? What is special about this feature?
- xi) What is the length of this river?
- xii) Name the states the river crosses while in India.

12. Why does the Brahmaputra have less water while in Tibet?
13. What are the different names by which the Brahmaputra is known and in which areas are they relevant?
14. What kind of drainage pattern does the Narmada follow and why? What are some of the spectacular features formed by this river.
15. Why is the Godavari also known as the Dakshin Ganga? Describe the basin of this river.
16. What does the term "inland drainage" mean? Where in India would we find this feature?
17. How are ox-bow lakes formed?
18. "Lakes are of great value to human beings" – Justify the statement.
19. Observe the following pictures carefully and identify the feature shown here.



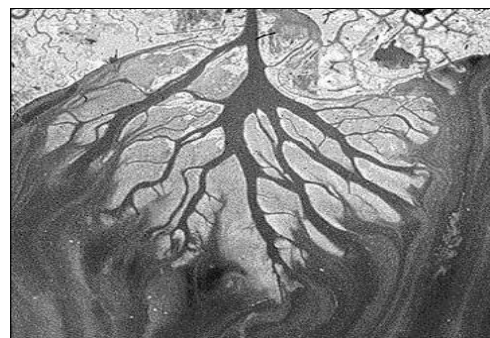
A



B



C



D

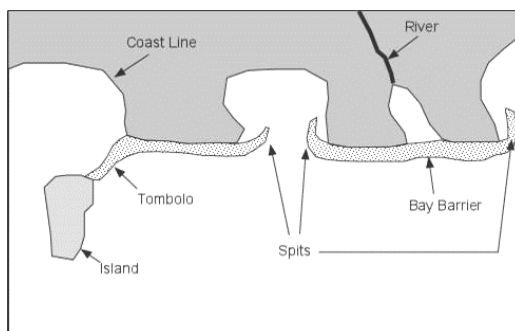


E

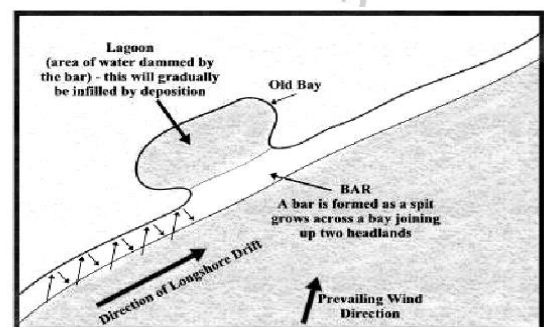
20. Give three reasons why rivers are considered to be lifelines of a nation?
21. What are the 2 major causes of river pollution and give two measures to prevent it?
22. What is the Ganga Action Plan? How far has it been successful?

What are Spits, Bars and Lagoons

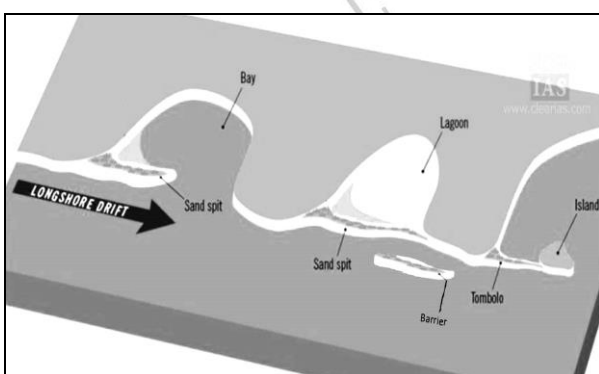
Formation of a Spit



Formation of a Bar



Lagoons



Spits Bars and Lagoons are different types of coastal features. They are features of wave deposition. These get formed when waves shift sand and pebbles along beaches. This process is called longshore drift. The beaches get longer. Some long beaches extend completely across the mouth of a river or a bay. The feature formed is called a bar. They form sandy banks with the sea on one side and lagoons on the other side. Lagoons are areas of shallow sea that have been separated from the main sea. Other long beaches continue out into the sea as narrow strips of land. These are known as Spits.

RIVERS OF INDIA

| RIVER SYSTEMS | TRIBUTARIES | SOURCE OF THE RIVERS | MOUTH OF THE RIVER | DRAINAGE BASIN | DRAINAGE PATTERN | FEATURES |
|---|---|---|--------------------|---|---|---|
| INDUS RIVER SYSTEM 2900km (India) | Zaskar, Nubra, Shyok, Hunza (Kashmir) Satluj, Beas, Ravi, Chenab, Jhelum (H.P, Punjab) | Tibet, near Mansarowar lake in the Kailash mountain range | Arabian Sea | China, India (J&K, H.P, Punjab) Pakistan | Dendritic pattern | Gorges (upper course), & gentle flood plains (middle & lower course) |
| GANGA RIVER SYSTEM 2500km | Yamuna, Kosi Ghagra, Gandak (Himalayan rivers) Chambal, Betwa, Son, Ken (peninsular rivers) but tributaries of the Yamuna | Ganga-Gangotri Glacier Yamuna-Yamunotri Glacier | Bay of Bengal | Uttarakhand Uttar Pradesh Bihar West Bengal | Dendritic pattern | Head waters-Bhagirathi joined by Alaknanda. Distributary-Bhagirathi-Hooghly. Largest Delta-Sunderban delta. Meanders, Oxbow lakes, Flood plains, levees. Names-Padma (Bangladesh) |
| BRAHMAPUTRA RIVER SYSTEM Tsangpo 1200km Brahmaputra 750km | Dibang, Lohit, Kenula | Tibet, east of Mansarowar lake. | Bay of Bengal | In India-Arunachal Pradesh, Assam | Braided with large riverine islands | Largest Riverine Island-Majuli in Assam. Floods during the Monsoons; Shifts channels frequently; Names Tsangpo (Tibet), enters India as Dihang. Brahmaputra (India) Jamuna (Bangladesh) |
| NARMADA RIVER 1312 km | Short tributaries Tawa, Banjar, Hiran | Amarkantak Plateau, MP | Arabian Sea | Madhya Pradesh, Gujarat | Rectangular pattern | Flows west through a Rift valley. Gorges. Marble rocks near Jabalpur. Waterfall- Dhuadhar falls. Sardar Sarovar dam. Forms an Estuary at the mouth of the river |
| TAPI RIVER 724 km | Purna, Girna, Panzara | Satpura ranges, in Betul dist. MP | Arabian Sea | MP, Gujarat, Maharashtra. | Rectangular pattern | Flows through a Rift valley. Narrow coastal plains. Forms an Estuary at the mouth of the river. |
| GODAVARI RIVER 724 km | Purna, Wardha, Pranhita, Manjra, Wainganga, Penganga | Western Ghats, Nasik Maharashtra. | Bay Of Bengal | Maharashtra, MP, Orissa Andhra Pradesh | Part Trellis, part Dendritic | Known as "Dakshin Ganga". Largest Peninsular River. |
| MAHANADI RIVER 860 km | Seonath, Jonk, Hasdeo, | Sihawa, Chattisgarh (extended part of the Eastern Ghats) | Bay of Bengal | Maharashtra Chattisgarh, Jharkhand, Orissa | Radial (upper course) & Dendritic pattern | Hirakud dam Large Distributary -Kathjori |
| KRISHNA RIVER 1400 km | Tungabhadra, Koyana, Musi, Ghataprabha, Bhima | Hills of Mahabaleshwar | Bay of Bengal | Maharashtra, Karnataka, Andhra Pradesh | Dendritic pattern | Fertile Delta 3rd largest river after Ganga & Godavari |
| KAVERI BASIN 760 km | Amravati, Bhavani, Hemavati, Kabini | Brahmagiri hills, in the Western ghats Karnataka | Bay of Bengal | Karnataka, Kerala, Tamil Nadu | Dendritic pattern | Only perennial river among the Peninsular rivers 2 nd highest waterfall-Jog falls |

Learning Outcomes

At the end of the lesson

- recognises and retrieves facts:

and associates with the different patterns of drainage

- **explains cause and effect relationship between phenomena, and their occurrence:**

of features formed by rivers

- **analyses and evaluates information:**
to know about the major drainage basins, lakes of the country

- **interprets:**
maps

texts

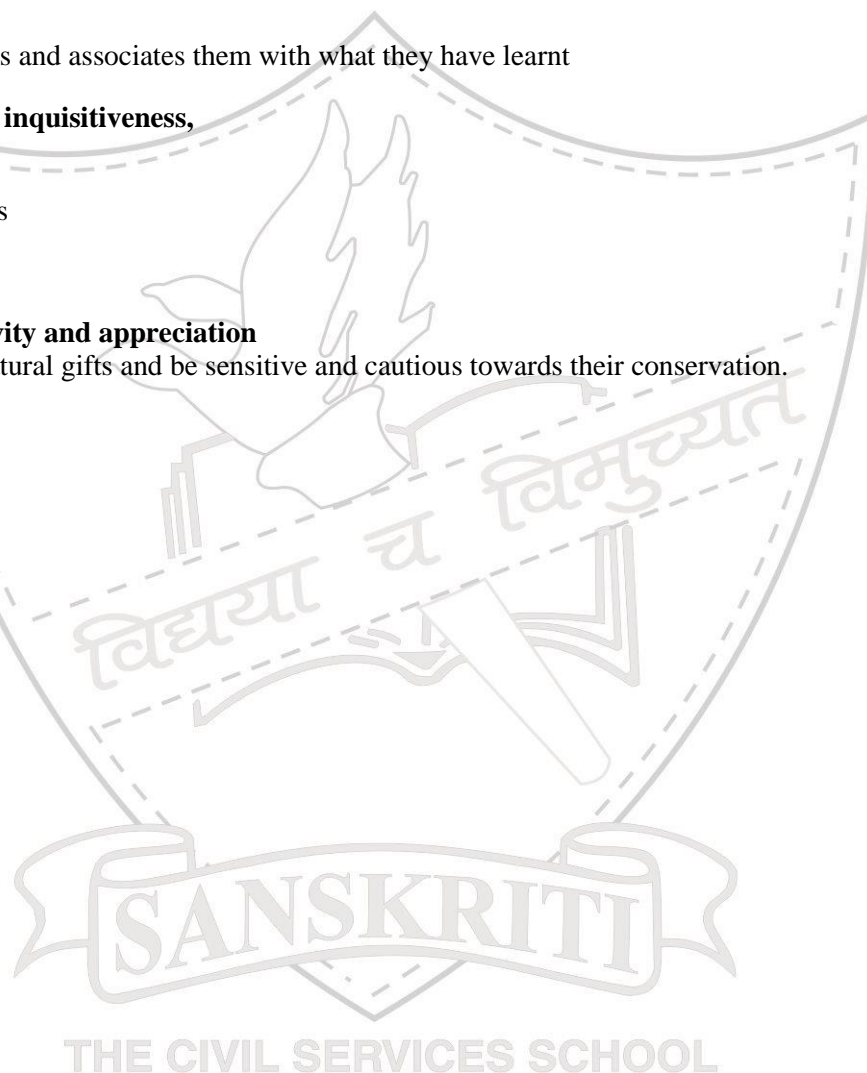
news clippings and associates them with what they have learnt

- **demonstrates inquisitiveness, enquiry**

pose questions

give examples

- **shows sensitivity and appreciation**
towards the natural gifts and be sensitive and cautious towards their conservation.



Chapter 4 :

CLIMATE

1. Define a) Weather b) Climate.
2. What are the atmospheric elements that govern weather and climate?
3. What is the origin of the word 'monsoon'? What does monsoon mean?
4. There are regional variations in climatic conditions within the country. Write about any one such variation.
5. India is a land of climatic contrasts. Explain the statement.
6. Why are most of the world's deserts located along the western margins of continents in the sub tropics?

Note:

Very often we notice a difference between the daytime temperature and the night temperature of a place. In the desert of Rajasthan the daytime temperature may rise upto 50°C during the day and fall to 15°C at night. The difference is too great. This difference between the maximum temperature and the minimum temperature in an area in one day is known as the diurnal range of temperature.

In some places like Delhi the difference between summer temperatures and winter temperatures is vast. Delhi has summer temperatures like 45°C and the winter temperatures fall to 5°C. This difference between the summer and winter temperatures is known as seasonal range of temperature.

7. Which parts of India would have a low range of temperature between day and night?
8. Name one place in India other than Delhi that has a high seasonal range of temperature and one place that has a low seasonal range of temperature.
9. Thiruvananthapuram has an "equable" climate. What does the term equable mean?
10. What are climate controls? Name the different controls that affect the climate of a place.
11. What role do the Himalayas play in regulating the climate of India?
12. What are the three major factors that affect the climate of India?

Note:

There some facts we must always remember

a) When temperature is high pressure is low. When temperature is low pressure is high. So places that are very hot have low pressure and places that are cold have high pressure.

Temp \propto 1/Pressure

b) Winds always blow from high pressure areas to low pressure areas.

c) Temperature always decreases with height.

Some interesting facts about jetstreams:

Jet streams are formed by the temperature differences in the upper atmosphere, between the cold polar air and the warm tropical air. This abrupt change in temperature causes a large pressure difference, which forces the air to move. During the winter there is a greater difference in the temperature, so this is when the jet streams are at their fastest.

They generally move in a west to easterly direction due to the rotation of the earth. They move north and south too, following the boundary between warmer and colder air.

Jet streams flow approximately 5 to 10 miles above the surface of the earth, with speeds up to 310 miles per hour. With these kinds of speeds you see why the aeroplanes are so keen to use them. Flying along with a jetstream helps to reduce time as well as fuel consumption. However, to navigate in a jet stream is not as easy as you might think, as it is only a few hundred miles wide, just a few miles thick, and constantly moving. Entering and leaving a jet stream can be a turbulent time for any aircraft no matter how big it is, and most passengers will want to leave this roller coaster ride.

An easterly jet stream at a mean height of 14 to 16 Kms is formed towards the end of June over the Indian Peninsula in the south-west monsoon season over the latitudes of 10 to 15 degrees North. It has been found that when this jet stream is strong the monsoon is very active. However it has been found that when this jet stream shifts to the north, weak monsoon conditions prevail.

Another sub-tropical westerly jet stream is formed along the latitude of 27 degrees North during winter at an average height of 12 Kms. The velocity of this jet stream decreases as it migrates to north. This sub-tropical jet adds to the thunder activity in north and north-west India. We call this the Western disturbances. This brings snowfall in the mountains and light showers of rain to the northern plains and a cold wave condition prevails.

(Information has been compiled from the Internet)

13. What are jet streams? How do they affect the climate of India?
14. What are Western Cyclonic Disturbances? What effect do they have over India in the winter season?
15. Why does Tamil Nadu receive rainfall in winter?
16. Describe the Cold weather season in India keeping in mind the period of occurrence, temperature and pressure conditions, direction of winds and special features associated with this season.

Various questions arise about El Nino and its effects. Even scientists have not been fully convinced about its occurrence. Here are some opinions about the El Nino.

El Nino is a shift in ocean temperatures and atmospheric conditions in the tropical Pacific that disrupts weather around the world. It is a poorly understood recurrent climatic phenomenon that primarily affects the Pacific coast of South America, but has dramatic impacts on weather patterns all over the world. Under normal conditions the cold Peruvian current flows along the west coast of

Peru and naturally gets deflected to the west towards Indonesia, on reaching the equator. Near the Equator the water also starts to warm up. Normally, trade winds blowing towards the west, across the Pacific, push warm surface water away from the South American coast towards Australia and The Philippines where they accumulate into a large, deep pool just east of Indonesia, and northeast of Australia.

The trade winds tend to lose strength with the onset of springtime in the northern hemisphere. By this time a large part of the ocean waters are already warm. This warm water from this large pool starts to move eastwards (towards South America) aided by surface winds and ocean currents. Over a period of four to six years the cold Peruvian current gets replaced by cover of warm water along the coast of Peru causing abnormal weather conditions which we commonly know as El Nino. Obviously evaporation is more from these waters which cause heavy rainfall to areas of South America which would otherwise have been dry. These conditions lead to extreme weather conditions.

Pronounced 'El-Ninyo', it means 'the boy' in Spanish and was named so by Peruvian fishermen after the Christ child since its effects are generally first felt around Christmas. The warm El Nino phase typically lasts for 8–10 months or so.

Along the Peruvian coast the water is cold and nutrient-rich, supporting high levels of primary productivity, diverse marine ecosystems, and major fisheries. Warm water accumulates on the surface, which causes the nutrients produced by the upwelling of cold water to significantly come down, leading to the killing of plankton and other aquatic life such as fish and the starvation of many seabirds.

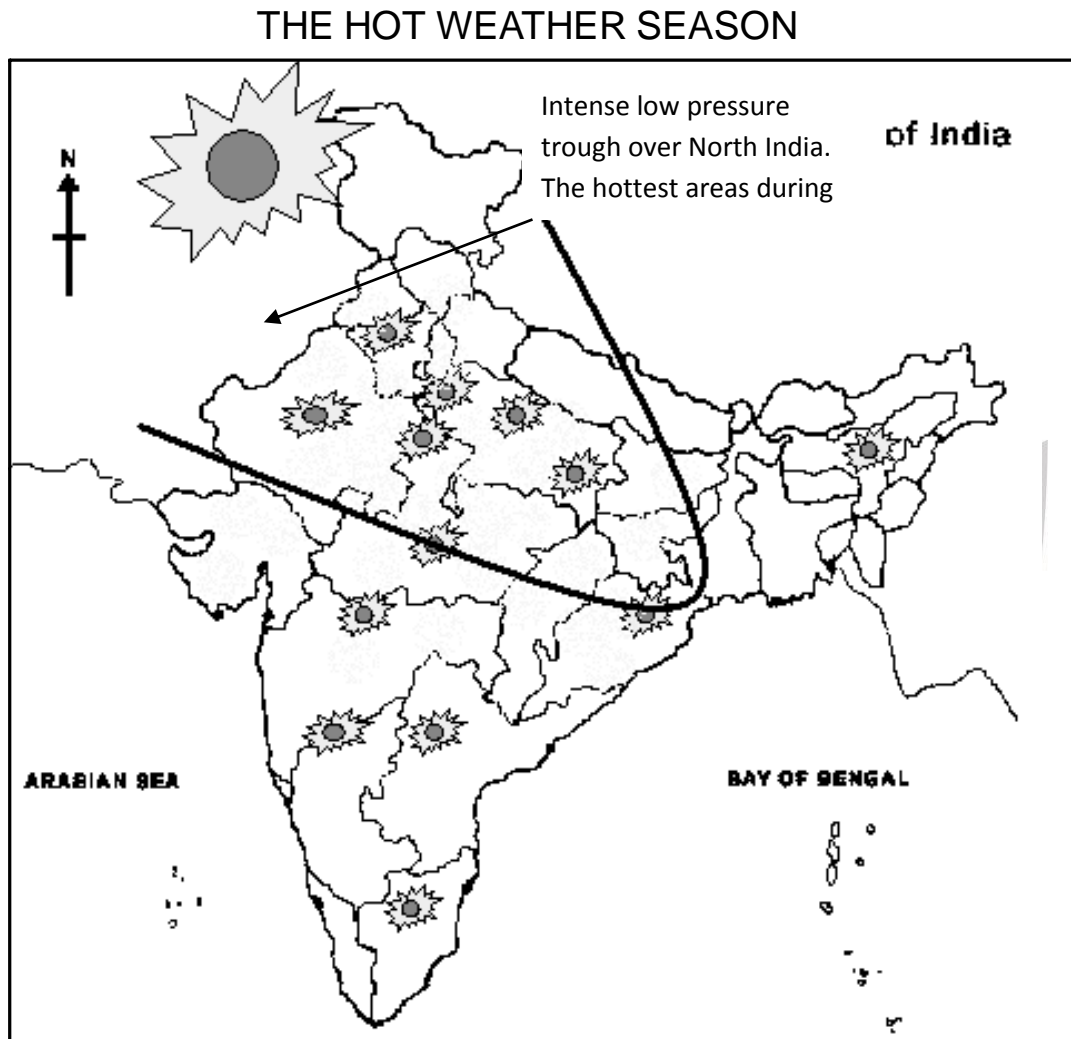
A wide variety of disasters have been blamed on the El-Nino effect including a famine in Indonesia in 1983, bush fires in Australia arising from droughts, rainstorms in California, and the destruction of anchovy fishery off the coast of Peru. During 1982/83 it is said to have led to the death of some 2000 people worldwide and caused losses amounting to approximately 12 billion dollars.

The impact of the 1997/98 spell of the phenomena was very damaging. Floods devastated the Americas, storms hit China, drought parched Austria, and forest fires burnt parts of South-East Asia and Brazil. Indonesia experienced the worst drought in the last 50 years and in Mexico, the town of Guadalajara saw snow for the first time since 1881. In the Indian Ocean, it affected the movement of the monsoon winds.

El Nino, is one part of what's called the **Southern Oscillation**. The Southern Oscillation is the see-saw pattern of reversing surface air pressure between the eastern and western tropical Pacific; when the surface pressure is high in the eastern tropical Pacific it is low in the western tropical Pacific, and vice-versa. Because the ocean warming and pressure reversals are simultaneous, scientists call this phenomenon the El Nino/Southern Oscillation or ENSO for short.

(Information has been compiled from the Internet)

17. The map below shows the condition of the country during summer



18. What is 'loo'? Which parts of India are under its effect? What are its features?
19. What are 'kaalbaisakhis'? Why are they so called?
20. What are mango showers?
21. What does 'burst' of the monsoon mean?
22. What are the reasons for the occurrence of the monsoons over India?
23. Write a note on the onset of the monsoons in India.
24. Which relief feature is responsible for the heavy rains in India. Why does this happen?
25. What are wet and dry spells during the monsoon season?
26. Describe briefly the season of the advancing monsoons.
27. Why is the bulk of rainfall in India concentrated over a few months?
28. What does the term "transition season" mean?
29. What is "October Heat"?
30. Why does the coastal region of the eastern part of India frequently get struck by cyclones?
31. Describe the occurrence of tropical cyclones during the season of the retreating monsoon.

32. Name two states that get over 400cms of rainfall and two states that get less than 50cms of rainfall.
33. Why do we say that the monsoons act as a unifying bond for the country?

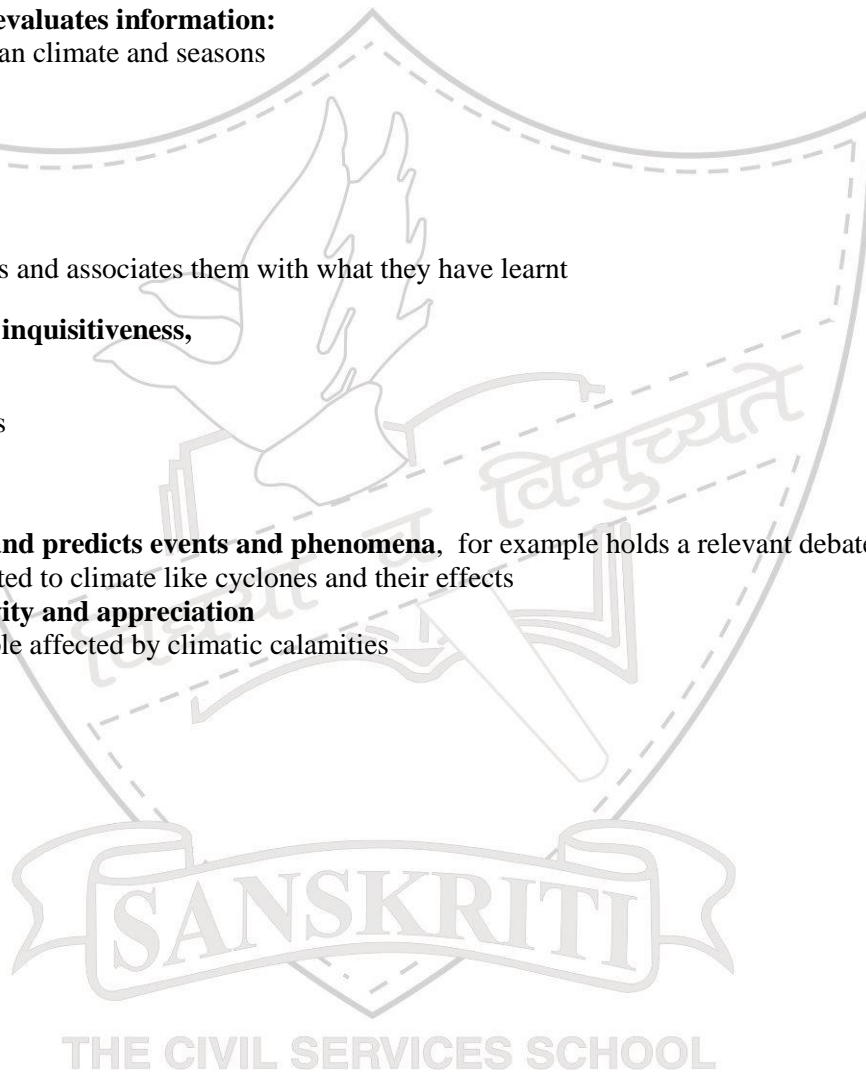
The monsoons in India have some peculiar characteristic features:

- The time of arrival and the time of departure from the country, does not remain fixed.
- The distribution of rainfall over the country is uneven. Some areas get so much rain that they suffer floods (Assam) and at the same time other areas get so little rain that they have droughts (Rajasthan).
- The quantity of rain received every year is not the same.
- The quantity of rain received throughout the season in all the months is not the same. It is more towards the beginning and less towards the end.
- It never rains continuously throughout the season. There are wet and dry spells during the season.



Learning Outcomes**At the end of the lesson**

- **recognises and retrieves facts:**
On the effects of weather conditions on places
- **explains cause and effect relationship between phenomena, events, and their occurrence:**
Like factors affecting climate
- **analyses and evaluates information:**
About the Indian climate and seasons
- **interprets:**
maps
texts
news clippings and associates them with what they have learnt
- **demonstrates inquisitiveness, enquiry**
pose questions
give examples
- **extrapolates and predicts events and phenomena,** for example holds a relevant debate on natural calamities related to climate like cyclones and their effects
- **shows sensitivity and appreciation**
areas and people affected by climatic calamities



Chapter 5

NATURAL VEGETATION AND WILDLIFE

1. What is “virgin vegetation”?
2. What is the difference between endemic and exotic species? Give an example of each type to prove your point.
3. What is a biome? How are biomes identified? Give an example of a biome?
4. How does land affect the growth of vegetation in a region?
5. What does photoperiod mean? How does photoperiod affect the growth of natural vegetation?
6. What role does temperature and rainfall play in the growth of plants?
7. Different types of soils support the growth of different types of natural vegetation. Explain this statement and support your answer with examples.
8. The southern slopes of the Himalayas and the western slopes of the Western Ghats are covered with thicker vegetation. Give reasons to support your answer?
9. “Forests are an essential part of our lives.” Justify this statement.
10. What are the environmental importance of forests?
11. What are the economic importance of forests?
12. How do human beings influence the ecology of a region?
13. Describe the Tropical Rain Forests of India. Lay emphasis on conditions for growth, features and types of trees, areas of occurrence and animal life.
14. Why are deciduous forests so called? What is the difference between dry and moist deciduous forests?
15. Observe the given pictures and answer the following questions



- a) What kind of natural vegetation is shown in the two pictures?
- b) Name two states of India where you would find this type of vegetation.
- c) Name four main plant species of this region.
- d) What are the special features associated with the plant species found in this region?

16. As we climb higher in a mountain region there is a distinct change in the type of vegetation. What are the reasons for this change? Name the types of vegetation according to their transition.

17.



This is a picture of a typical mangrove / tidal forest. Mangroves live life on the edge. With one foot on land and one in the sea, these botanical amphibians occupy a zone of desiccating heat, choking mud, and salt levels that would kill an ordinary plant within hours. Yet the mangroves are among the most productive and biologically complex ecosystems on Earth. Birds roost in the canopy, shellfish attach themselves to the roots, and snakes and crocodiles come to hunt. Mangroves provide nursery grounds for fish; a food source for monkeys, deer, tree-climbing crabs and a nectar source for bats and honeybees.

If the mangrove forests are destroyed, food chains for fish and prawns are degraded as well. Then the number of fish, prawns and crabs inhabiting the coastal area will decrease. Some sea animals cannot live without mangrove forests. For instance, crabs lay their eggs in the sea, but the newly born crabs come back to the mangrove forests. In fact all animals living in this region are dependent on the mangroves.

(Information has been compiled from the Internet)

- a) Where in India are mangrove forests found?
 - b) Which famous place in India has the largest collection of mangroves in the world?
 - c) Which carnivore is associated with this forest?
 - d) Name two types of mangrove trees that are found in these forests.
18. Name one animal found in the hot wet tropical rain forests of India. Name two states where they are found.
19. How is wildlife distributed in India?
20. Distinguish between the following:-

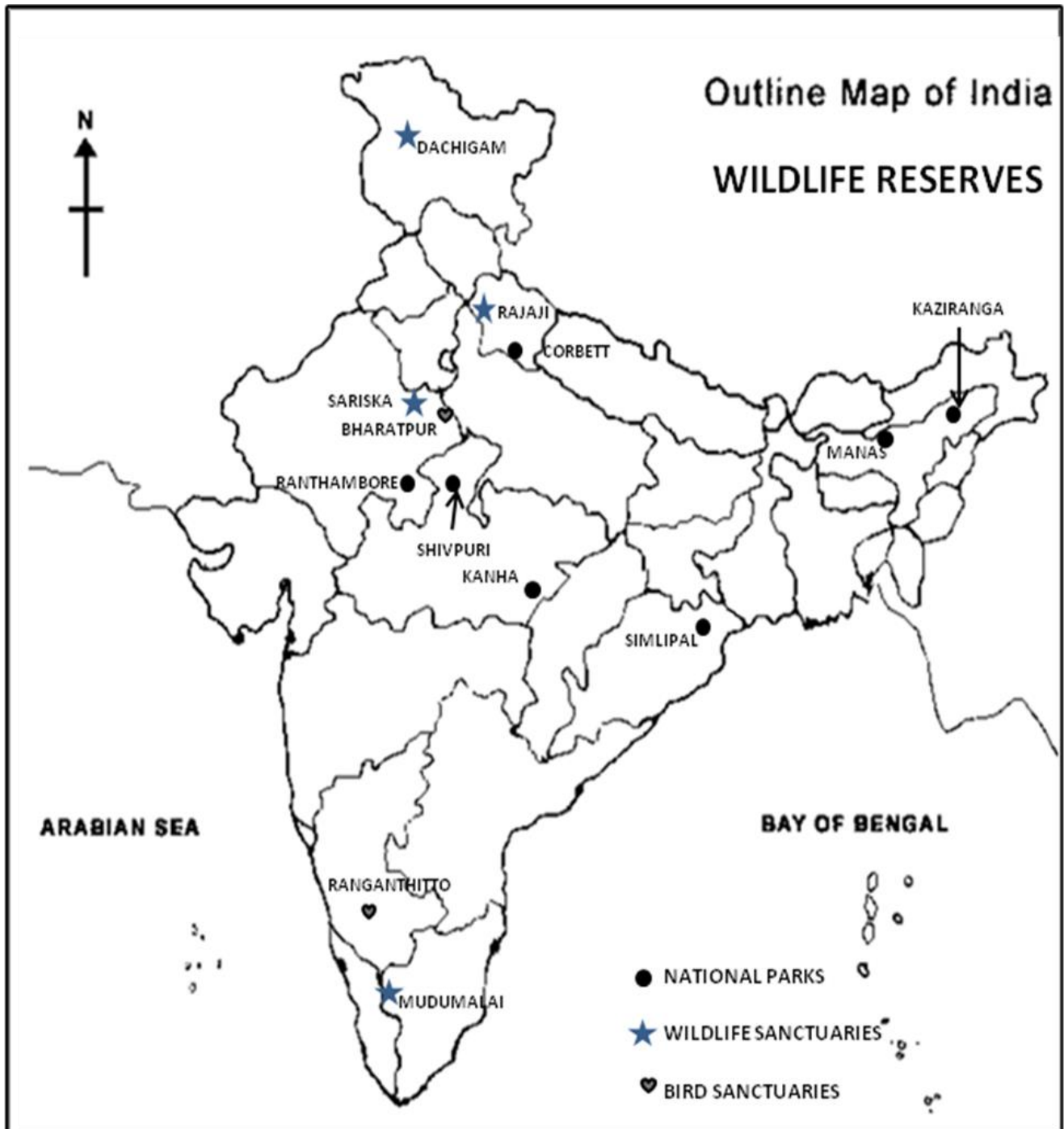
- i) wild life sanctuary and national park
- ii) extinct and endangered species

21. Mention two medicinal plants with their utility?
22. Which biosphere reserves of India have been included in the world network of biosphere reserves?
23. Suggest some important measures for the conservation of natural vegetation on this earth?
24. What are biosphere reserves? Which is the oldest biosphere reserve of India and where is it located? Find out what the special functions of biosphere reserves are.
25. Here are some pictures of migratory birds that visit India:



Why do migratory birds visit India? Name some of these birds you would see in India.

26. "To protect the flora and fauna of the country, the government has taken many steps". What are some of these steps taken by the government?



THE CIVIL SERVICES SCHOOL

Learning Outcomes**At the end of the lesson**

- **recognises and retrieves facts:**
on natural factors and their relationship to natural vegetation
- **explains cause and effect relationship**
between phenomena, events, and
their occurrence:

of physical and climatic factors and natural vegetation

- **analyses and evaluates information:**
on how wildlife depends on the natural vegetation of the place.
- **interprets:**
maps

texts

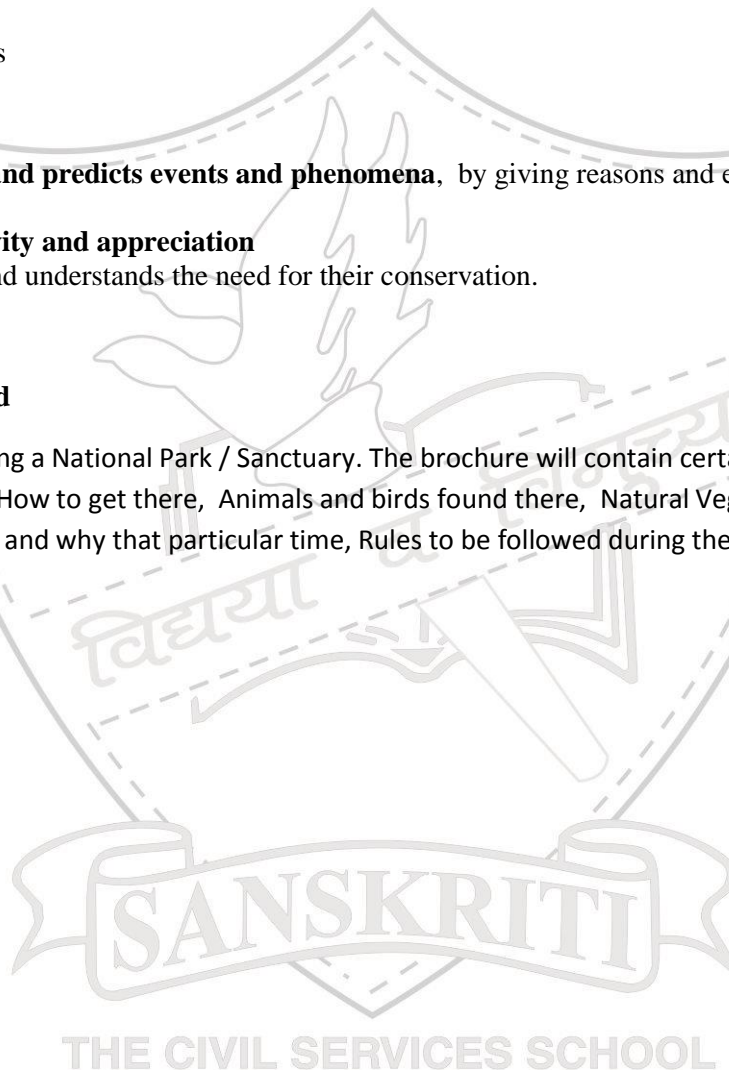
news clippings and associates them with what they have learnt
- **demonstrates inquisitiveness, enquiry**

pose questions

give examples
- **extrapolates and predicts events and phenomena,** by giving reasons and examples of extinction and reasons
- **shows sensitivity and appreciation**
natural gifts and understands the need for their conservation.

Art Integrated

Make a brochure Visiting a National Park / Sanctuary. The brochure will contain certain focus points like – Summary of the Park, How to get there, Animals and birds found there, Natural Vegetation of the area, Season/time for a visit and why that particular time, Rules to be followed during the visit



POPULATION

1. Why is the study of population necessary?
2. What does the term census mean?
3. Which is the most populous state in India?
4. Different regions have varying densities of population. Explain giving three reasons. Support your answer with examples.
5. Which factors have influenced the population density in Assam and the peninsular states?
6. What is population growth?
7. Why is the rate of population growth in India declining since 1981?
8. In spite of a decline in the growth rate of population, why is the total numbers so large?
9. Discuss the major components of population.
10. Define the following terms:-
 - a) Absolute increase of population
 - b) Annual growth rate
 - c) Sex ratio
 - d) Age structure
11. How does migrations affect the population of a place?
12. India's migrations have been from rural to urban areas. What are its effects?
13. Why is literacy a very important quality of a population?
14. How is occupational structure different in developed and developing countries? Explain with reference to India.
15. What are the various problems that affect the health situation in our country?
16. Read the comparative data about age composition of population of India and Japan and answer the questions that follow:

| Age in years | India % of total population | Japan % of total population |
|--------------|-----------------------------|-----------------------------|
| 0-14 | 38.33 | 23.5 |

| | | |
|--------------|------|------|
| 15- 59 | 54.7 | 67.2 |
| 60 and above | 6.9 | 9.3 |

- Which country has a large proportion of dependent population.
- What are its implications?
- What are the implications of the fact that there is a greater proportion of children in India?
- What can you infer from the table about the life expectancy of the two countries?

17. What are the significant features of the national population policy 2000 ?

18. What does the National Population Policy of 2000 provide within its framework for the adolescent in India?

Learning Outcomes

At the end of the lesson

- **recognises and retrieves facts:**
distribution of population in the country
- **explains cause and effect relationship between phenomena, events, and their occurrence:**
by co relation physical features and density of population
- **analyses and evaluates information:**
on growth and change in population in India.
- **interprets:**
maps
texts
news clippings and associates them with what they have learnt
- **demonstrates inquisitiveness, enquiry**
pose questions
give examples
- **extrapolates and predicts events and phenomena,** of how a large population can pose numerous problems through debate. How a change in the type of population can be of benefit.
- **shows sensitivity and appreciation**
towards initiatives taken to change the present population into a resource through better health and literacy.

CASE STUDIES

Case study 1 (Geog)

India lies in the region of north easterly winds. These winds originate from the subtropical high-pressure belt of the northern hemisphere. They blow southwards, get deflected to the right due to the Coriolis force, and move towards the equatorial low-pressure area. Generally, these winds carry little moisture as they originate and blow over land. Therefore, they bring little or no rain. Hence, India should have been an arid land, but it is not so. The pressure and wind conditions over India are unique. During winter, there is a high-pressure area north of the Himalayas. Cold dry winds blow from this region to the low-pressure areas over the oceans to the south. In summer, a low-pressure area develops over interior Asia, as well as, over northwestern India. This causes a complete reversal of the direction of winds during summer. Air moves from the high-pressure area over the southern Indian Ocean, in a south-easterly direction, crosses the equator, and turns right towards the low-pressure areas over the Indian subcontinent. These are known as the Southwest Monsoon winds. These winds blow over the warm oceans, gather moisture and bring widespread rainfall over the mainland of India.

1. The north easterly winds referred to in the paragraph are the

- a) The trade winds
- b) The westerlies
- c) The subtropical jet streams
- d) The easterly jet streams.

2. India should have been an arid land but it is not so.

- a) Because the winds are always cold and dry
- b) Because there is a high pressure area north of the Himalayas.
- c) Because of south-easterly winds cross the equator, and turns right towards the low-pressure areas over the Indian subcontinent.
- d) Because the north easterly winds gather a lot of moisture

3. Deflection of winds to their right in the northern hemisphere and to their left in the southern hemisphere is also known as.....

- a) Wind laws
- b) Ferrel's Law
- c) Laws of rotation
- d) Laws of gravity.

4. A complete reversal in wind direction in summer over India is caused by the

- a) Westerly jetstreams
- b) Himalayas
- c) High pressure over Madagascar.
- d) Low pressure over India

Case study 2 (Geog)

India is bound by the young fold mountains in the northwest, north and northeast. South of about 22° north latitude, it begins to taper, and extends towards the Indian Ocean, dividing it into two seas, the Arabian Sea on the west and the Bay of Bengal on its east. The latitudinal and longitudinal extent of the mainland is about 30°. Despite this fact, the east-west extent appears to be smaller than the north-south extent. From Gujarat to Arunachal Pradesh, there is a time lag of two hours. Hence, time along the Standard Meridian of India (82°30'E) passing through Mirzapur (in Uttar Pradesh) is taken as the standard time for the whole country. The latitudinal extent influences the duration of day and night, as one moves from south to north.

The Indian landmass has a central location between the East and the West Asia. India is a southward extension of the Asian continent. The trans Indian Ocean routes, which connect the countries of Europe in the West and the countries of East Asia, provide a strategic central location to India. The Deccan Peninsula protrudes into the Indian Ocean, thus helping India to establish close contact with West Asia, Africa and Europe from the western coast and with Southeast and East Asia from the eastern coast. No other country has a long coastline on the Indian Ocean as India has and indeed, it is India's eminent position in the Indian Ocean, which justifies the naming of an Ocean after it.

1. The young fold mountains bordering the northern part of India
 - a) Play a major role in determining the north south extent of the country.
 - b) Is required for determining the standard time of the country.
 - c) Have provided land routes to travellers.
 - d) Have helped in maintaining close contact with West Asia, Africa and Europe.
2. The east west extent and the north south extent of India are latitudinally and longitudinally the same, but the north south extent is more if measured in km because
 - a) As we move northwards the converging longitudes decreases the east west extent.
 - b) Nepal , Bhutan and Bangladesh have most of the land on the east west extent
 - c) Converging latitudes cause this difference
 - d) The Tropic of Cancer divides the country into two halves.
3. Kanyakumari has almost equal day and night because
 - a) The sun shines directly over Kanyakumari
 - b) It lies on the equator.
 - c) It lies close to the equator.
 - d) It is the southernmost point of the Indian Union.
4. India actually needs two time zones but the country has one time zone
 - a) This is to avoid confusion created by difference in time
 - b) There is a time lag of only two hours.

- c) There is no standard time in India so there is no need for two time zones.
- d) India follows the eastern time which doesn't need any time zones.

Case study - 3 (Geog)

It has been noticed that changes in the pressure conditions over the southern oceans also affect the monsoons. Normally when the tropical eastern south Pacific Ocean experiences high pressure, the tropical western Pacific Ocean and the tropical eastern Indian Ocean experiences low pressure. But in certain years, there is a reversal in the pressure conditions and the eastern Pacific has lower pressure in comparison to the eastern Indian Ocean. This periodic change in pressure conditions is known as the Southern Oscillation or SO. The difference in pressure over Tahiti (Pacific Ocean, 18°S/149°W) and Darwin in northern Australia (Indian Ocean, 12°30'S/131°E) is computed to predict the intensity of the monsoons. If the pressure differences were negative, it would mean below average and late monsoons. A feature connected with the SO is the El Nino phenomenon in which a warm ocean current that flows past the Peruvian Coast, in place of the cold Peruvian current, every 2 to 5 years. The changes in pressure conditions are connected to the El Nino. Hence, the phenomenon is referred to as ENSO (El Nino Southern Oscillations)

1. El Nino is a

- a) Warm ocean current in the Southern Indian Ocean originating with the cold Benguela current.
- b) a warm ocean current that replaces the cold Peruvian current and flows past the Peruvian coast every 2-5 years
- c) Cold current in the South eastern Pacific Ocean which flows alongside the Equatorial current
- d) Cold current in the which originates every 2-5 years

2. The Change in the pressure conditions over the southern Pacific Ocean and eastern Indian Ocean is known as _____

- a) South West Monsoon
- b) Cold Peruvian Current
- c) Southern Oscillation
- d) El Nino

3. If the pressure differences between port Darwin and Tahiti were negative then it would mean....

- a) Delayed monsoon with less than average rainfall
- b) Early monsoon with above average rainfall
- c) Regular monsoon
- d) Shorter monsoon with more than average rainfall

4. Under the normal conditions....

- a) Eastern Pacific has lower pressure in comparison to the eastern Indian Ocean
- b) Eastern Pacific has higher pressure in comparison to the eastern Indian Ocean
- c) Eastern Indian Ocean has higher pressure in comparison to the eastern Pacific Ocean
- d) Both (a) and (c)

ASSERTION AND REASONING

What are Assertion and Reasoning questions ?

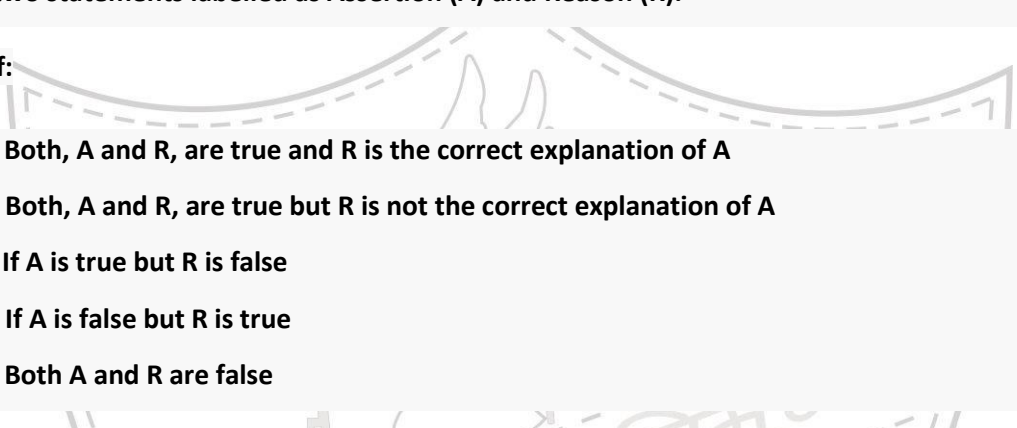
Assertion is a simple statement

Reasoning is the explanation for the assertion

In assertion / reason question the options given are:

Study the two statements labelled as Assertion (A) and Reason (R).

Point out if:

- 
- (a) Both, A and R, are true and R is the correct explanation of A
 - (b) Both, A and R, are true but R is not the correct explanation of A
 - (c) If A is true but R is false
 - (d) If A is false but R is true
 - (e) Both A and R are false

How to solve assertion and reason based questions:

Let us look at an example:

Assertion (A): It rains in Delhi in winter

Reason(R): Delhi lies in the Northern Plains and get the Western Disturbances

Solution:

First we will check if the assertion is true or not.

In this case the assertion is true.

Now we will check if reason is true or false.

In this case the reason is true, because the Northern Plains of India do experience western disturbances and get rainfall in winter

- (a) Both, A and R, are true and R is the correct explanation of A
- (b) Both, A and R, are true but R is not the correct explanation of A
- (c) If A is true but R is false
- (d) If A is false but R is true

(e) Both A and R are false

In this case option a is true

Solution:

We will follow the above given steps.

Check if assertion is true, and then check if reason is true and then choose the correct option

Another example

Assertion (A) : India's natural vegetation has undergone many changes recently.

Reasoning (R) : There is a difference in climatic factors including temperature, humidity, precipitation and soil available in the different parts of the country.

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) Both A and R are false
- e) Both A and R are false

b) is the correct option. Focus on the words undergone many changes recently.

Climatic factors and soil conditions have always been there. So even if the R statement is true it does not support A.

Exercises

1. Assertion (A): The monsoon trough keeps on moving northward or southward which determines the spatial distribution of rainfall.

Reason (R): Parts of western coast and north eastern India receive over 400cms of rainfall annually. *

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true.
- e) Both A and R are false

2. Assertion (A) : There is least difference in the duration between day and night at Kanyakumari. Reason (R) : Kanyakumari is closer to the equator. *

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true.
- e) Both A and R are false

3. Assertion (A): India occupies an important strategic position in South Asia.

Reasoning(R): India is the seventh largest country of the world. *

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true.
- e) Both A and R are false

5. Assertion (A) : The Tibetan Plateau gets intensely heated during the monsoons.

Reason (R) : This results in strong vertical air currents and the formation of low pressure. *

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true.
- e) Both A and R are false

SANSKRITI
THE CIVIL SERVICES SCHOOL

MAP LIST FOR SUBJECT – GEOGRAPHY (Outline Political Map of India)

Chapter -1: India-Size and Location (Location and Labelling)

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

Chapter -2: Physical Features of India

- **Mountain Ranges:** The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats

- **Mountain Peaks** – K2, Kanchan Junga, Anai Mudi
- **Plateau** - Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau
- **Coastal Plains** - Konkan, Malabar, Coromandal & Northern Circars

(Location and Labelling)

Chapter -3: Drainage

- **Rivers: (Identification only)**

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

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

- **Lakes:** Wular, Pulicat, Sambhar, Chilika

Chapter - 4: Climate (Identification only)

- Areas receiving rainfall less than 20 cm and over 400 cm

Chapter - 5: Natural Vegetation and Wild Life

- **Vegetation Type:** Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- **For identification only**

- **National Parks:** Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas

- **Bird Sanctuaries:** Bharatpur and Ranganthitto

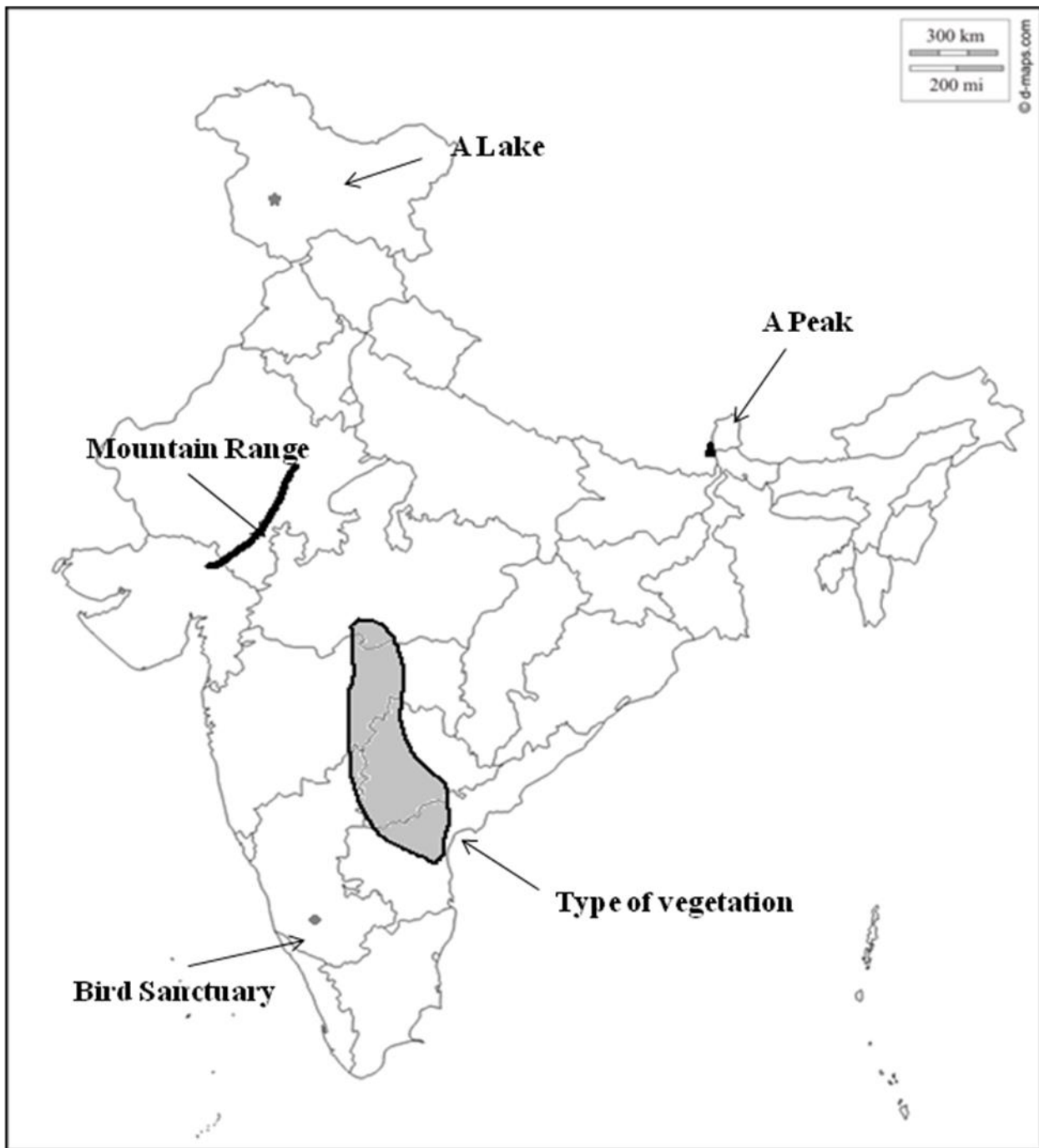
- **Wild Life Sanctuaries:** Sariska, Mudumalai, Rajaji, Dachigam

(Location and Labelling)

Chapter - 6: Population (location and labelling)

- The state having highest and lowest density of population
- The state having highest and lowest sex ratio
- Largest and smallest state according to area

Maps for practice

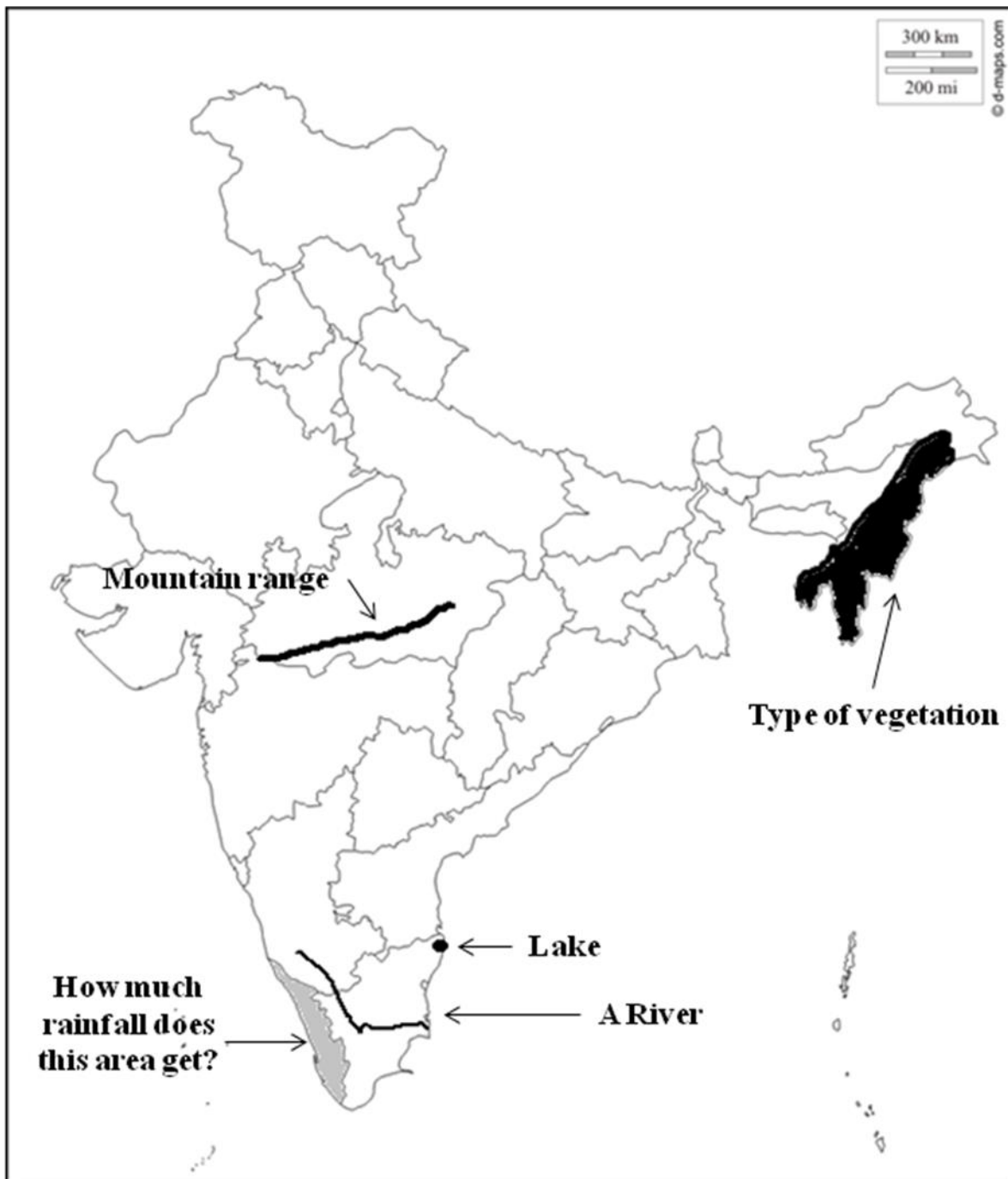


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Identify and name the features marked for you

On the map locate and label

- a) Malwa Plateau
- b) Konkan coast
- c) Easternmost point of India
- d) State having highest sex ratio
- e) Kaziranga National Park



Identify and name the features marked for you

On the map locate and label

- K2
- Goa with its capital
- Meteorological station Jodhpur
- Simlipal National Park
- Largest state according to area

STD 9 PROJECT**DISASTER MANAGEMENT**

Prepare a project on any **one** of the following topics

- a. Floods in Kerala 2019
- b. Cyclone Bulbul
- c. Air Pollution in Delhi 2019
- d. COVID19

Guidelines for preparing the project:

1. The project must be hand written and not more than 10 pages (20 sides, includes both sides of the paper used). However you may also make this an e-project
2. Relevant material, pictures, newspaper clippings or any other material related to the topic may be used.
3. You may also insert videos if you are doing an e-project
4. The project must have –
At the beginning
 - i) A cover page
 - ii) An acknowledgement
 - iii) Table of contents / index
At the end

Bibliography which includes a mention of the sources from where reference material has been obtained.
5. The project must contain –
 - i) An introduction to the topic
 - ii) Causes and consequences
 - iii) Contingency plans and prevention
 - iv) Rehabilitation
6. Marks will be allotted for –
 - i) Relevance of matter
 - ii) Aesthetics and presentation
 - iii) Timely submission.

Maps for practice























STD IX ECONOMICS

CONTENTS

Chapter 1 – THE STORY OF VILLAGE PALAMPUR

Chapter 2 – PEOPLE AS RESOURCE

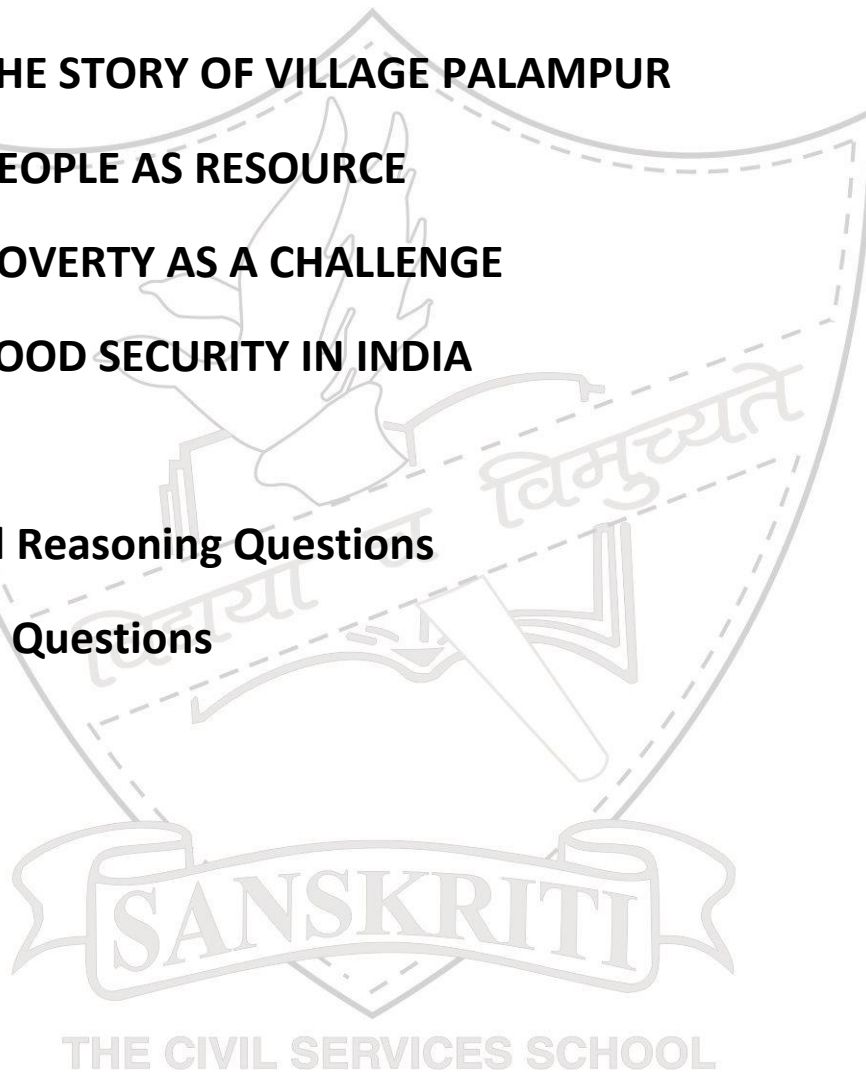
Chapter 3 – POVERTY AS A CHALLENGE

Chapter 4 – FOOD SECURITY IN INDIA

Case Studies

Assertion and Reasoning Questions

Some Sample Questions



Chapter 1**THE STORY OF VILLAGE PALAMPUR**

1. What is the aim of production?
2. What are the four requirements for the production of goods and services?
3. What is the importance of land in production?
4. What is the difference between fixed capital and working capital. Give 2 examples of each type to support your answer.
5. What is human capital? Why is human capital necessary for production of goods and services?
6. This picture shows a factory with several workers and heavy machines
7. Why is labour important as a factor of production?

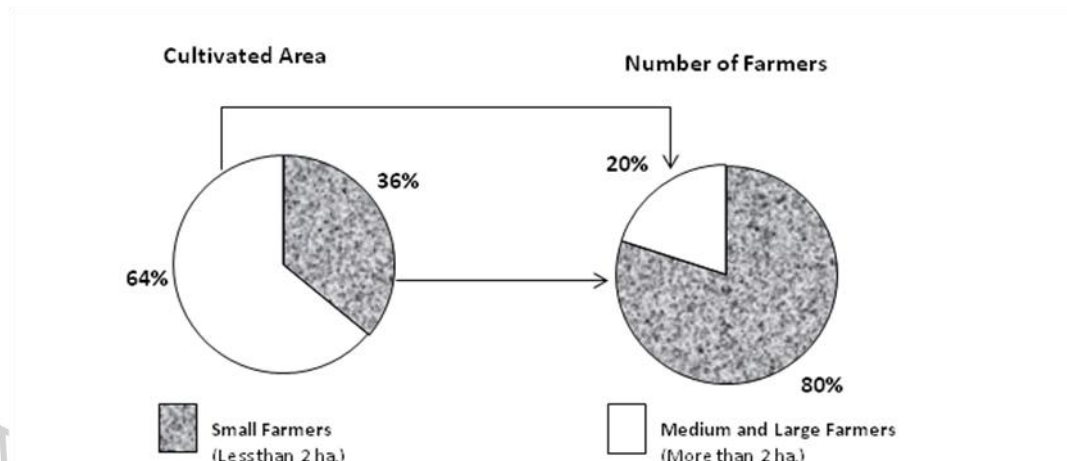


Which factors of production can you identify from these pictures?

8. In what ways can more crops be grown from the same land in Palampur?
9. In what ways can land under cultivation be increased in a place like Palampur?

10. How is it possible to increase agricultural output from a fixed amount of land?
11. What do the farmers grow in the kharif (rainy) season in Palampur? What is this crop used for?
12. What is the main crop grown in Palampur during the rabi season?
13. What do the farmers of Palampur do with their wheat crop?
14. What is the third crop grown in Palampur? When is it grown?
15. Palampur also grows sugarcane. How long does it take to harvest this crop? What do they do with the sugarcane that they grow?
16. What is the main reason because of which farmers can grow three different crops in a year?
17. How has the system of irrigation been changed in Palampur?
18. What is the difference between multiple cropping and modern farming methods?
19. Name the working capitals required by the farmer who uses modern farming methods.
20. What is yield?
21. What are the requirements for HYV seeds?
22. Why do modern farming methods require the farmer to start with more cash than before?
23. Why is the Green Revolution considered a boon as well as a bane in modern agriculture?
24. *'The Green Revolution has been a boon to the farmers and the country. Yet it has some negative aspects.'* What are some of the negative aspects of the Green Revolution?
25. Even though chemical fertilizers have given a boost to crop production, in the long run they have led to disastrous effects on land. Explain the statement with examples.
26. Why is it said that distribution of land in Palampur is unequal?
27. What is land fragmentation? What effects does land fragmentation have on production?
28. What kind of farmers does Palampur have?
29. Where does Palampur get its labour from?
30. What kind of labour is occupied in the cultivation of most of the land?
31. Why are farm labourers poor?
32. Where does the capital needed for farming come from?
33. "Palampur produces wheat" – What do small, medium and large farmers do with their produce?
34. What do large, medium and small farmers do with the capital they earn?

35. The given graph shows you the distribution of farmers and cultivated area. Answer the following questions



- i) How much is the land cultivated by small farmers?
 - ii) From the pie diagram what is your observation?
36. Farmers sell the surplus produce in the markets. For what do they utilize the capital that they earn from their sales?
37. How does an allied activity like dairy farming help the farmers?
38. What kind of small scale manufacturing activities are common in villages?
39. Other than farming and small scale manufacturing what are some of the tertiary activities that villagers can undertake to supplement their income?

Learning Outcomes

At the end of the lesson

- **recognises and retrieves facts:**
basic terms in economics.
- **explains cause and effect relationship between phenomena, events, and their occurrence:**
Use of modern technology and its effects both positive and negative through examples from the lesson
- **analyses and evaluates information:**
on current practices in agriculture in the country, labour and the problems they face
- **interprets:**
texts

news clippings and associates them with what they have learnt

- **demonstrates inquisitiveness, enquiry**

pose questions

give examples

- **shows sensitivity and appreciation**

the poor people who work for less and barely survive.

Art Integration

Prepare a comic strip on the factors of production – land , labour ,capital and human capital

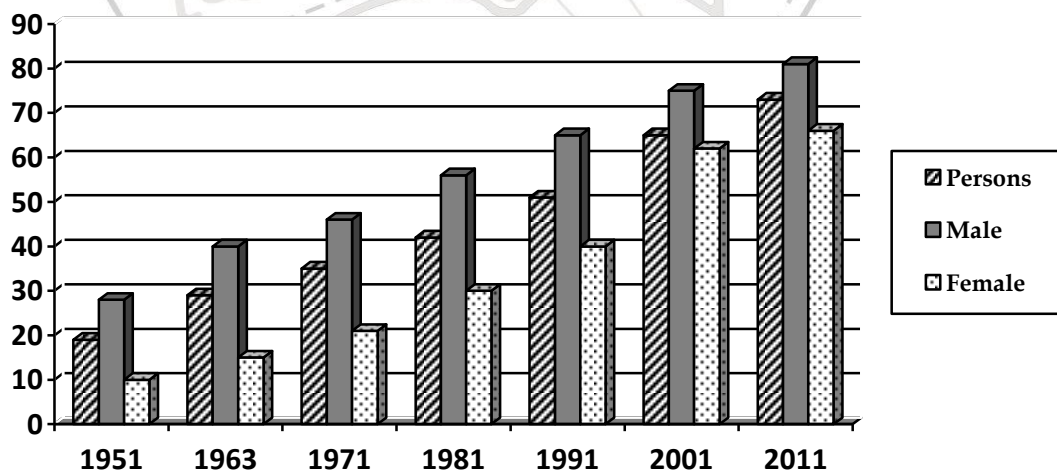


Chapter 2

PEOPLE AS RESOURCE

1. Why are people called 'resource'?
2. When does the population of a nation become its resource?
3. Why is it said that human capital is more superior to other resources?
4. What kind of inputs are required for the formation of human capital? What are the returns from human capital?
5. Name two countries of the world whose progress is related to the development of human resource. Why have they seen it necessary to invest in human resource?
6. What are the different sectors of economy? Name two activities each belonging to these sectors.
7. What are economic activities? Give two examples of economic activities and two non economic activities.
8. Differentiate between market activities and non-market activities.
9. Define National Income.
- 10.

Literacy rates in India (Economic Survey 2017 18)



Study the graph and answer the following questions

- a) What was the literacy situation like in the year 1951?
- b) Which year shows the maximum rise in literacy?
- c) What can you say about the male female literacy rates in the year 2001?
- d) In which decade has female literacy rate showed the maximum growth?

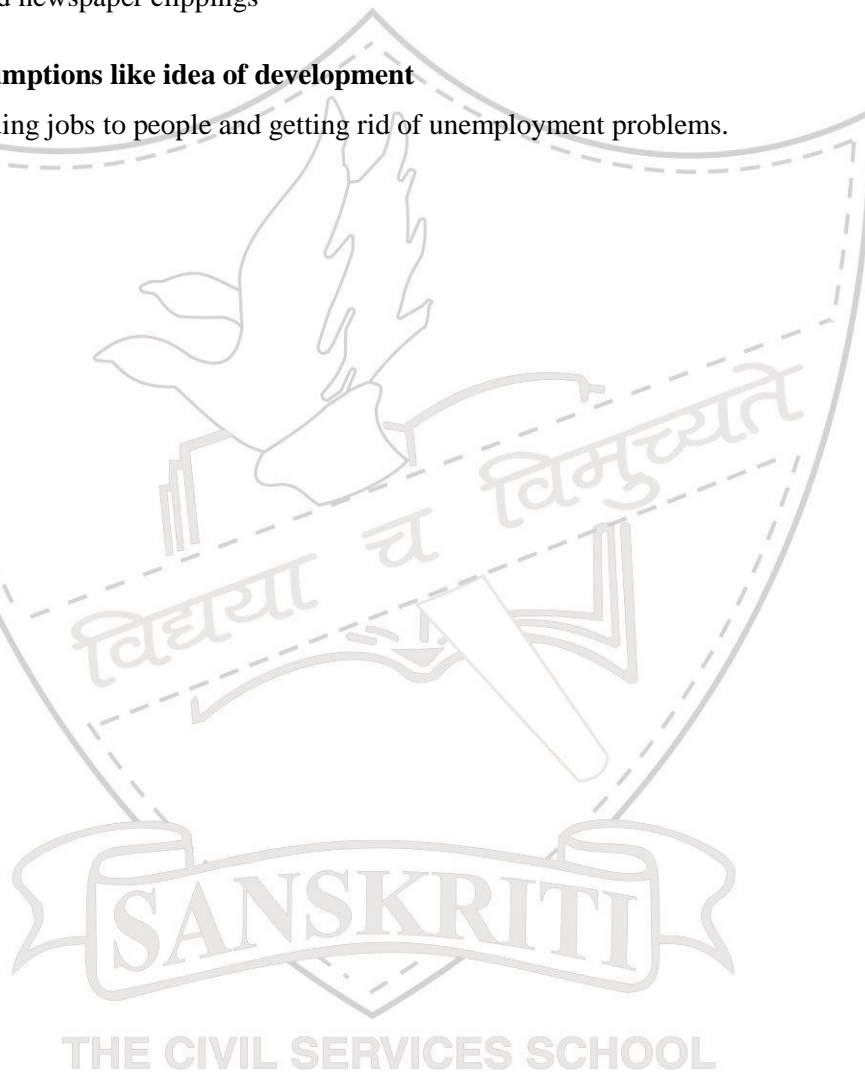
- e) Why are women in India less educated than men?
11. What steps has the government taken to increase literacy in India?
12. What do you get to know about the growth of male literacy In India?
13. Why do you think female literacy has not grown remarkably in all these years?
14. What is 'Sarva Siksha Abhiyan'? How does this programme plan to increase literacy in the country?
15. Why do employment firms recruit healthy people?
16. What does the quality of population depend on?
17. Define the terms IMR, Birth rate, Death rate
18. What is unemployment?
19. What is the difference between seasonal and disguised unemployment.
20. What is seasonal unemployment? What are the specific features of seasonal unemployment?
21. What is disguised unemployment? Why does disguised unemployment happen?
22. What kind of unemployment is prevalent in urban areas? How is this a problem?
23. In recent years how has the pattern of employment changed in the three sectors of economy?
24. "Unemployment has a detrimental impact on the overall growth of an economy". Explain why this statement is true.
25. Which is the most labour absorbing sector in the Indian Economy? Why has there been a decline in dependence of the population in this sector?
26. Which is the most labour absorbing in the secondary sector?
27. What are the new introductions in the tertiary sector that are fast growing?

Learning Outcomes

At the end of the lesson

- **Students will recognise and retrieve facts, figures, and narrate, processes.**
To state and give own views on how to develop the human resource base in this country.

- **defines important terms in Economics** National Income, Economic and non Economic activities, Gross Domestic Product
- **explains concepts in economics**
For example the difference between GDP and NI, market and non market activities
- **analyses and evaluates information**
On the importance of health and education to develop the human resource
- **Interprets,**
text, posters and newspaper clippings
- **identifies assumptions like idea of development**
through providing jobs to people and getting rid of unemployment problems.



Chapter 3

POVERTY AS A CHALLENGE

1. How would you define poverty?
2. List the factors that are indicators of poverty.
3. According to social scientists what are the social indicators of poverty?
4. How does social exclusion become a cause of poverty?
5. How does vulnerability become a cause for poverty?
6. What does vulnerability mean? How will this become a reason for poverty?
7. Which social groups are most prone to poverty?
8. Which economic groups are most prone to poverty?
9. How is poverty measured? What is taken into consideration while setting the poverty line in India?
10. Why do different countries use different poverty lines? Give an example to support your answer?
11. Study the table given below and answer the following questions:

| Year | Poverty Ratio (%) | | | Number of Poor (in millions) | | |
|---------|-------------------|-------|----------|-------------------------------|-------|----------|
| | Rural | Urban | Combined | Rural | Urban | Combined |
| 1993-94 | 50.7 | 32 | 45 | 329 | 75 | 404 |
| 2004-05 | 42 | 26 | 37 | 326 | 81 | 407 |
| 2009-10 | 34 | 21 | 30 | 278 | 76 | 355 |
| 2011-12 | 26 | 14 | 22 | 217 | 53 | 270 |

- a) Between 1993 and 2012 which sector has shown the maximum decrease in % of poverty?
- b) The poverty ratio declined between 1993 and 2005, yet the number of poor remained at about 407 million. Why is it so?
- c) The number of poor in the rural sector have decreased from 329 million to 278 million between 1993 and 2010 but in the urban sector the decrease is not significant. Why do you think this has happened?
- d) What is the total decrease in the number of poor in the rural and urban sectors?
- e) Why do you think the urban sector shows an increase in the urban poor in 2004-05?

12. Make a list of the socially vulnerable and the economically vulnerable groups, to poverty. Explain why these groups remain poor.
13. Name some states where the percentage of poverty is still very high.
14. Poverty has resurfaced in some of the former socialist countries like Russia. Why has this happened?
15. What is a poverty line? How much is considered below poverty line in rural and urban areas? According to the census of 2011 at what level has the poverty line been set?
16. What does the international poverty line mean?
17. How is a poverty line formulated?
18. Name two most poor states in India.
19. Explain how the following states have succeeded in reducing poverty
 - a) Punjab and Haryana:
 - b) Kerala:
 - c) West Bengal:
 - d) Andhra Pradesh and Tamil Nadu:
20. . How has China and some of the South East Asian countries reduced their poverty?
21. In countries like Russia poverty was non existent before but has now resurfaced. Why do you think this has happened.
22. How did poverty in India become an effect of the British Colonial administration?
23. Explain how a beneficial programme like the Green Revolution is being held responsible for the growing poverty in India.
24. Income inequalities are known to cause increase in poverty. Explain how it has been responsible for the growing poverty rate in India.
25. Explain how socio-cultural and economic factors add to the existing poverty rate in India.
26. Why do socially and economically vulnerable groups remain poor?
27. What are the two strategies by which the government has planned to combat poverty?
28. How will economic growth help in poverty reduction?

29. What does NREGA stand for? What are the features of this programme?

30. Give one aim of each of the following poverty reduction programmes:

- a. Prime Minister Rozgar Yojana
- b. Rural Employment Generation Programme
- c. Swarnajayanti Gram Swarozgar Yojana
- d. Pradhan Mantri Gramodaya Yozana
- e. Antyodaya Anna Yozana

31. Why do you think there is a wide range of disparity between the urban and rural poverty?

32. What are the setbacks faced by the various poverty alleviation schemes?

33. It is expected that poverty reduction will be expected to make better progress in the next ten to fifteen years. How will this be possible?

Learning Outcomes

At the end of the lesson

- **Students will recognise and retrieve facts, figures, and narrate, processes.**
dealing with poverty situation in India and its causes.
- **Explains concepts in Economics,**
for example , analyses the indicators of poverty in India and can co relate with the poverty situation they see around them.
- **analyses and evaluates information**
on causes and effects of the present poverty situation in India
- **Interprets,**
text,posters and newspaper clippings
- **identifies assumptions like idea of**
a poverty free country
- **demonstrates inquisitiveness**
On how common citizens can and are helping with the current poverty situation in the country and what more can be done.

Chapter 4

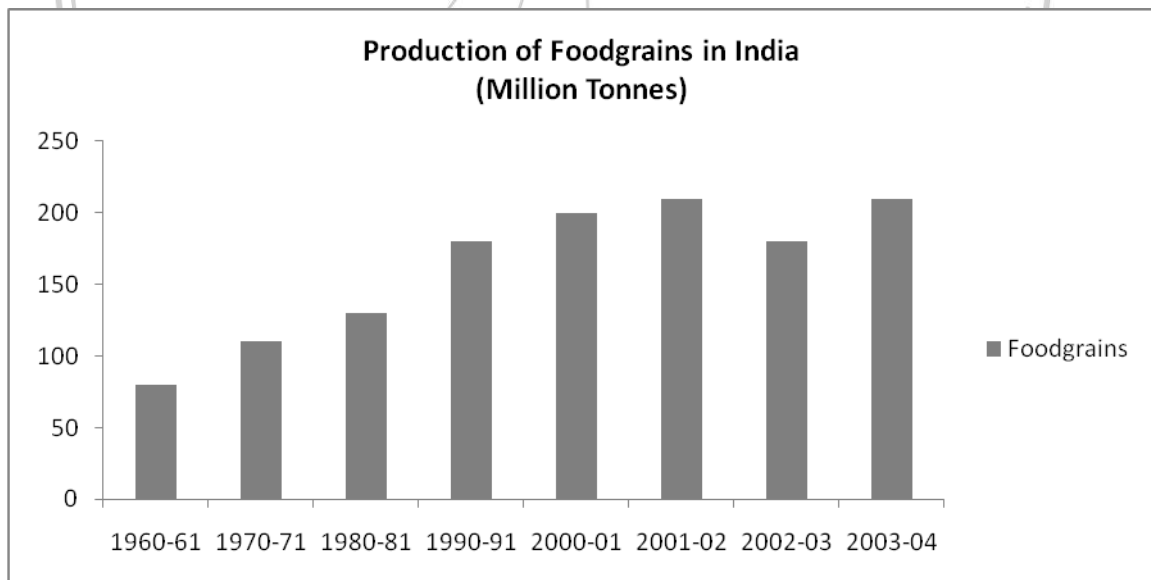
FOOD SECURITY IN INDIA

1. What does food security mean?
2. What are the three requirements that need to be fulfilled to ensure food security? Explain each of them.
3. Under what circumstances does a country face food insecurity?
4. What does the National Security Act of 2013 state?
5. Why is food security necessary?
6. How is food security affected during a calamity?
7. What is famine? What are the features of a famine? Who are worst affected most during a famine?
8. Look at the pictures and answer the following questions



- a) What do both the pictures show?
 - b) Which age group of people do you see in the first picture?
 - c) How can you tell that both the pictures show poor people?
 - d) How can you tell that the people shown in the pictures are victims of starvation?
9. In urban areas which group of people are worst affected by food insecurity?
 10. Name two programmes which are exclusively meant to ensure food security.
 11. When was the system of rationing food introduced and why?
 12. What are the two dimensions of hunger? Explain these two dimensions.
 13. What was the major step taken by the government to attain self sufficiency in food, since Independence?

14. Who are food insecure in rural and in urban areas?
15. Name three areas in India from where starvation deaths have been reported in recent years.
16. Why do rural casual labour face food insecurity?
17. Which social groups are most likely to face food insecurity?
18. Name three states account for the largest number of food insecure people in the country.
19. Production of which crops increased with the Green Revolution?
- 20.
21. Study the graph given below and answer the questions that follow:



- a. In which year did India cross the 200 million tones mark in foodgrain production?
 - b. In which decade did India experience the highest increase in foodgrain production?
 - c. What could be the reason for this remarkable steady increase?
 - d. What does the year 2002-03 show in foodgrain production?
22. How has India become self sufficient in food grains during the last 30 years?
 23. What is buffer stock? Which government body in responsible for procuring buffer stock? Why is it necessary to keep buffer stock?
 24. What is issue price?
 25. What does PDS stand for? Why is PDS necessary?

26. What are ration shops also called? What is available at these shops? Who is entitled to avail of this facility?
27. In the wake of the high incidence of poverty levels, three important food intervention programmes were introduced. What were these programmes?
28. What are the salient features of the National Food for Work Programme?
29. What has the TPDS helped in ensuring food security?
30. The PDS has been revamped in recent years. According to the new system who are the beneficiaries of this system?
31. Why is it not advisable to maintain a large amount of buffer stock?
32. What is Minimum Support Price? Why is MSP announced by the government?
33. Why did the government increase MSP ? What has this resulted in?
34. What are the effects of increased production of foodgrains, on land?
35. Why is it said that the PDS is the most important step taken by the Government of India towards ensuring food security?
36. What are the different categories of the PDS?
37. What is PDS? How has PDS helped in ensuring food security?
38. What are the drawbacks related to PDS?
39. What are some of the malpractices PDS dealers indulge in that have led to its decline?
40. How have co-operative societies helped in maintaining food security in India? Support your answer with examples.
41. Here are some pictures of 'Grain Banks'. Find out the answers to the questions given below





- a) What are grain banks?
- b) Who runs these grain banks?
- c) Which state is implementing this concept on a regular basis?
- d) What are the functions of these grain banks?

Learning Outcomes

At the end of the lesson

- **Students will recognise and retrieve facts, figures, and narrate, processes.**
to see how food shortage in the country has given way to adequate food in the country
- **defines important terms**
like the meaning of food security, PDS, MSP etc.
- **explains economics concepts,**
like food security, PDS, MSP, Grain Banks
- **analyses and evaluates information**
on the famines of the past and the bearing it has on food security today. The role of FCI in ensuring this.
- **Interprets,**
text, posters and newspaper clippings related to supply of food in the country
- **identifies assumptions like idea of development**
of the country through ensuring food security for all and proper honest functioning of Fair Price Shops to feed the less privileged.
- **demonstrates inquisitiveness.**
On how exactly food distribution happens among the poor, the meaning of different coloured ration cards and how cooperatives and grain banks work.

CASE STUDIES

Case study 1- Eco

In case of India, statistically, the unemployment rate is low. A large number of people represented with low income and productivity are counted as employed. They appear to work throughout the year but in terms of their potential and income, it is not adequate for them. The work that they are pursuing seems forced upon them. They may therefore want other work of their choice. Poor people cannot afford to sit idle. They tend to engage in any activity irrespective of its earning potential. Their earning keeps them on a bare subsistence level. Moreover, the employment structure is characterised by self-employment in the primary sector. The whole family contributes in the field even though not everybody is really needed. So there is disguised unemployment in the agriculture sector. But the entire family shares what has been produced. This concept of sharing of work in the field and the produce raised, reduces the hardship of unemployment in the rural sector. But this does not reduce the poverty of the family, gradually surplus labour from every household tends to migrate from the village in search of jobs. Let us discuss the employment scenario in the three sectors mentioned earlier. Agriculture, is the most labour absorbing sector of the economy. In recent years, there has been a decline in the dependence of population on agriculture partly because of disguised unemployment discussed earlier. Some of the surplus labour in agriculture has moved to either the secondary or the tertiary sector. In the secondary sector, small scale manufacturing is the most labour absorbing. In case of the tertiary sector, various new services are now appearing like biotechnology, information technology and so on.

1. India has low unemployment rates statistically because...

- a) A large number of people are gainfully employed in the secondary sector.
- b) Huge employment opportunities rose with the rise of tertiary sector
- c) A large number of people represented with low income and productivity are counted as employed
- d) Agriculture, is the most labour absorbing sector of the economy

2. Disguised unemployment exists in the Agricultural sector...

- a. It means people are employed in the farms even though they do not add to the total production.
- b. It means some people do not have jobs in certain seasons of the year.
- c. It means poor people move from villages to cities in search of employment.
- d. There has been a decline in the dependence of population on agriculture for employment.

3. With sharing of work in the field and the produce raised, the entire family shares what has been produced. This concept of sharing of work in the field and the produce raised, reduces the hardship of unemployment in the rural sector. But this does not reduce the poverty of the family.

- a) This is because the work they do is actually very little.
- b) This does not increase their income because of disguised unemployment.
- c) This is because the entire family shares the produce and the amount becomes very little.
- d) Because this reduces the hardship of work as well as the income.

4. In the secondary sector, small scale manufacturing is the most labour absorbing.
- a) Because these small scale units are many in number and spread all over the country.
 - b) Because they have a lot of money and can take extra labour.
 - c) Because the trade unions force them to take extra labour.
 - d) Because new sectors like biotechnology and information technology have been included in this sector.

Case study -2 (Eco)

Lakha Singh belongs to a small village near Meerut in Uttar Pradesh. His family doesn't own any land, so they do odd jobs for the big farmers. Work is erratic and so is income. At times they get paid Rs 50 for a hard day's work. But often it's in kind like a few kilograms of wheat or dal or even vegetables for toiling in the farm through the day. The family of eight cannot always manage two square meals a day. Lakha lives in a kuchha hut on the outskirts of the village. The women of the family spend the day chopping fodder and collecting firewood in the fields. His father a TB patient, passed away two years ago due to lack of medication. His mother now suffers from the same disease and life is slowly ebbing away. Although, the village has a primary school, Lakha never went there. He had to start earning when he was 10 years old. New clothes happen once in a few years. Even soap and oil are a luxury for the family.

1. The main reason/s for Lakha Singh's poverty is/are
- a) Lack of regular employment
 - b) Large size of the family
 - c) Lack of education and healthcare facilities
 - d) All of the above
2. Lakha lives in a kuchha hut on the outskirts of the village because...
- a) Those are the only areas he can afford
 - b) His field is there
 - c) His parents suffer from tuberculosis
 - d) His family prefers living there
3. Although, the village has a primary school, Lakha never went there. Why is it so?
- a) Lakha was a weak student and not interested in academics
 - b) His parents did not want him to go to school
 - c) He had to start working early and so could not go to school
 - d) The school was far away
4. People like Lakha Singh belong to this category.
- a) Rural Landless
 - b) Urban daily wage earners
 - c) Both a and b
 - d) None of the above

ASSERTION AND REASONING QUESTIONS (ECONOMICS)

1. Assertion (A): Market activities include production of goods or services including government services.

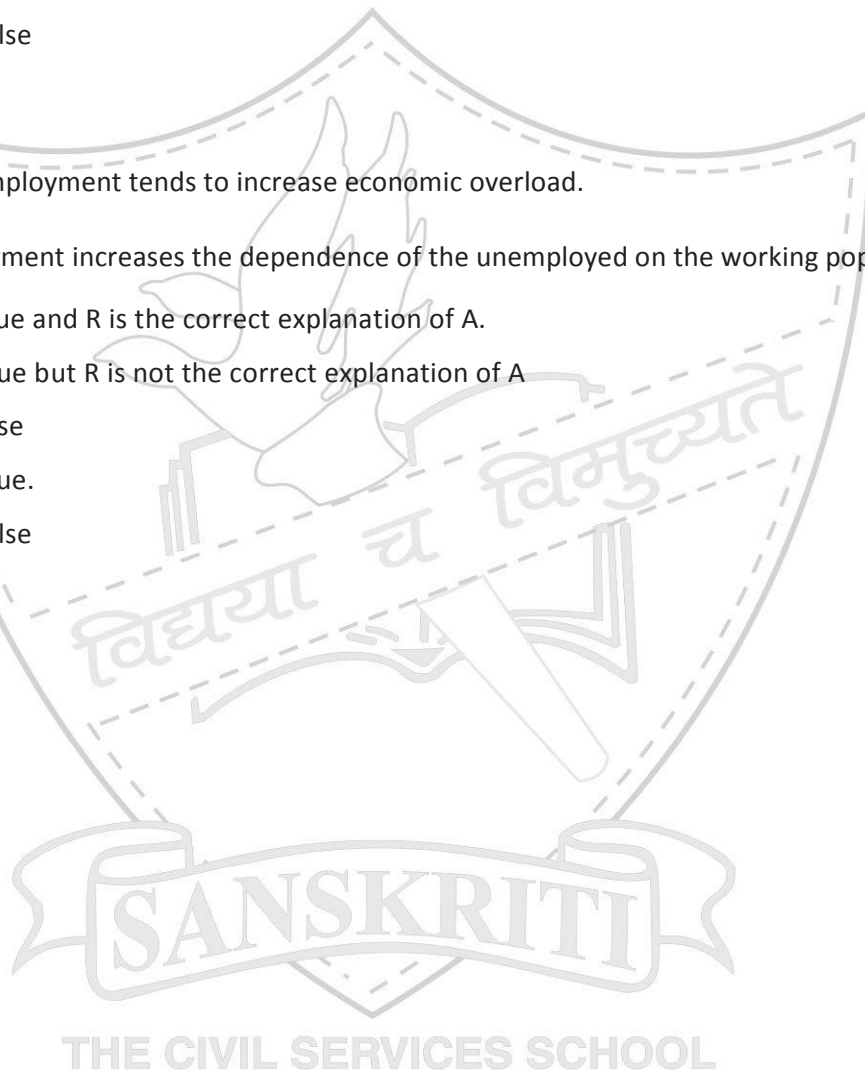
Reason (R) : Market activities are the production for self consumption.

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true.
- e) Both A and R are false

2. Assertion (A): Unemployment tends to increase economic overload.

Reason (R): Unemployment increases the dependence of the unemployed on the working population . *

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A
- c) A is true but R is false
- d) A is false but R is true.
- e) Both A and R are false



SAMPLE QUESTIONS GEOGRAPHY AND ECONOMICS

- Q.1 Why is the difference between the durations of day and night hardly felt at Kanyakumari but not so in Kashmir? 3
- Q2. "India's contacts with the world have continued through ages". Justify the statement with concrete examples. 3
- Q3. In which part of the Northern plains do streams that have disappeared in the bhabar area, re emerge? What is the characteristic feature of this area? Name any one national park or wildlife sanctuary present in this area. 3
- Q4. Describe the Indian desert under the following heads: 3
 a) Physical features of the desert
 b) Precipitation
 c) Natural vegetation
- Q.5 Describe in detail the characteristic features of Tropical Evergreen forest. 3
- Q6. Describe in detail the characteristic features of Scrub and Thorn forest. 3
- Q7. What do small farmers like Sarita do when they cannot pay back a loan taken from a large farmer like Tejpal Singh? 3
- Q8. Give any three reasons as to why the Green Revolution has been an environmental disaster in many areas of India 3
- Q9. How is human capital superior to other sources like physical capital? How can a government turn a large population into a productive asset ? 3
- Q10. How have countries like Japan become rich and developed? 3
- Q11. Explain why unemployment is an indicator of a depressed economy? Distinguish between Seasonal unemployment and Disguised unemployment? 5
- Q12. ' Investments made in education improve the quality of population living in an area.' What are the steps taken by the government of India towards improving the school education and higher education. 5

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