

**CONTENT
SYLLABUS -2021-2022
CLASS -X**

HISTORY

Book: India and the Contemporary World- II

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Chapter III: NATIONALISM IN INDIA

- ❖ First World War, Khilafat and Non -Cooperation
- ❖ Salt Satyagraha
- ❖ Movements of peasants, workers and tribals
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- ❖ A sense of collective belonging
- ❖ Map Work

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Chapter V: THE AGE OF INDUSTRIALISATION

- ❖ Proto-industrialization
- ❖ Industrialization in England: Hand Labour and Steam Power
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Chapter I: THE RISE OF NATIONALISM IN EUROPE

- ❖ The French revolution and the Idea of a nation.
 - ❖ The Making of Nationalism in Europe.
 - ❖ The Age of Revolutions: 1830-1848
 - ❖ The Making of Germany and Italy
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- Nationalism and Imperialism

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POLITICAL SCIENCE
Book: Democratic Politics – II

The chapters which will be assessed in the Periodic Tests ,will not be evaluated in Board Examination.

March -April

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May-June Chapter II: FEDERALISM

- ❖ What is federalism- What makes India a federal country
- ❖ How is federalism practiced in India – how has it helped national unity
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July

Chapter III: DEMOCRACY AND DIVERSITY (Periodic Assessment)

- ❖ Origin of social differences – overlapping and cross- cutting differences
- ❖ How does democracy accommodate different social groups?
- ❖ Effect of social divisions on politics
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July

Chapter IV: GENDER, RELIGION AND CASTE

- ❖ Gender and politics – women’s representation in politics
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September First Term Exam

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Chapter VI: POLITICAL PARTIES

- ❖ Need for political parties
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- ❖ Challenges to Political Parties
- ❖ Reform of Political Parties

Chapter V: POPULAR STRUGGLES AND MOVEMENTS (Periodic Assessment)

- ❖ Mobilisation and organisations
- ❖ Pressure groups and movements
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- ❖ Case studies of Nepal and Bolivia

Chapter VII: OUTCOMES OF DEMOCRACY

- ❖ Assessing the outcome of democracy –is it an accountable, responsive and legitimate government

- ❖ Economic growth and development in a democracy- to what extent can democracies reduce inequality and poverty
- ❖ Accommodation of social diversity
- ❖ To what extent does it promote dignity and freedom of citizens

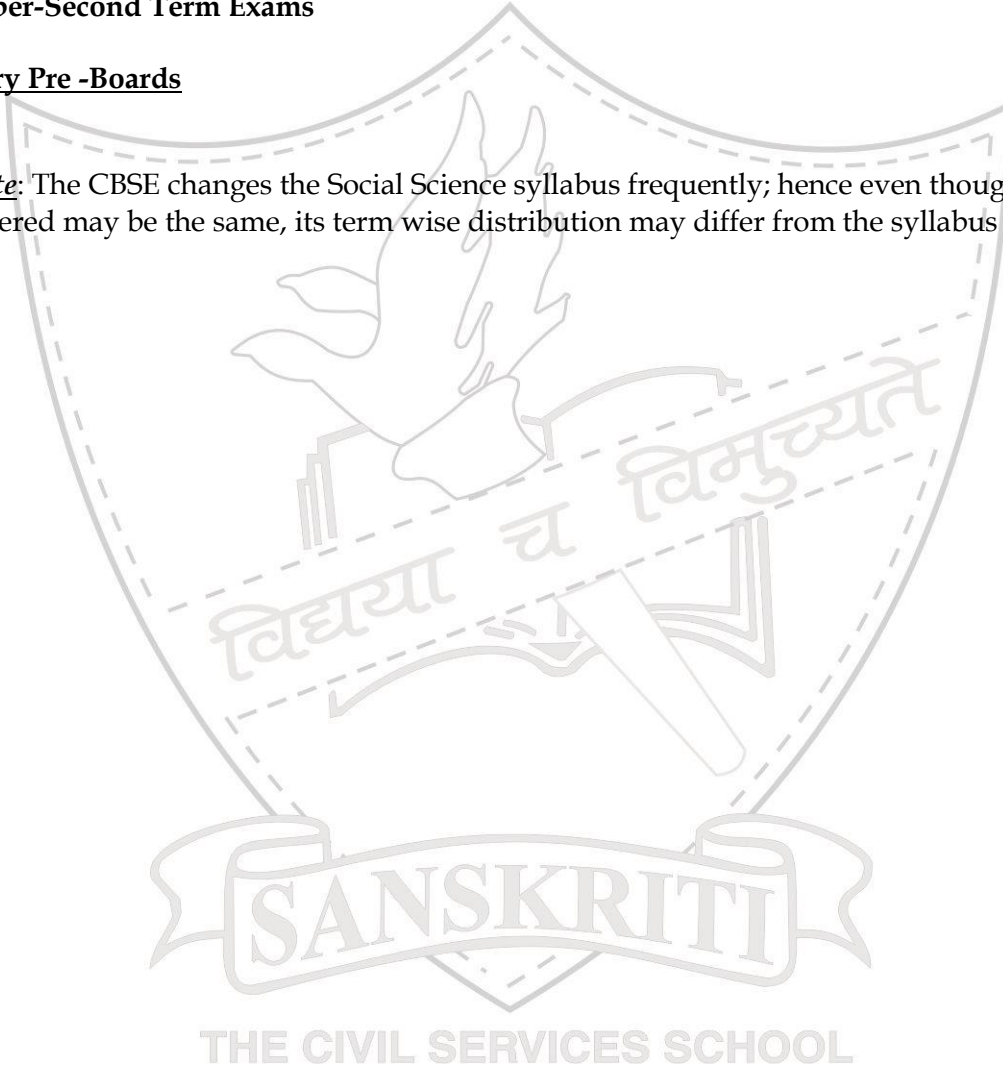
Chapter VIII: CHALLENGES TO DEMOCRACY (Periodic Assessment)

- ❖ The three kinds of challenges
- ❖ Political reforms
- ❖ Redefining democracy

December-Second Term Exams

January Pre -Boards

Please note: The CBSE changes the Social Science syllabus frequently; hence even though the topics covered may be the same, its term wise distribution may differ from the syllabus given.



Internal Assessment

Internal Assessment	Marks allotted	Assessment
Periodic Assessment	10	5 -Marks Unit Test 1,2 &3 5- Marks :Multiple Strategies: <ul style="list-style-type: none"> • Role Play • ,Debate • ,Peer Assessment • Mapwork • Online submission • Collaborative • Google form • Quizziz • Class Participation
Portfolio	5	<ul style="list-style-type: none"> • Notebook • Wakelet • Book Creator • Assignments • Heritage Quizzes • Presentations • Flipped Class • Any other exemplary work done by the student
Art Integrated /Subject Enrichment 5 marks(Project)	5	Project Work as prescribed by CBSE
Total	20	Internal Assessment





History

CHAPTER 1: THE RISE OF NATIONALISM IN EUROPE

Learning Objectives :

Students will be able to:

- Compare European nationalism with anti-colonial nationalism in India,
- Understand the reasons that led to unification of Germany
- Analyse the factors which led to the making of Italy as a nation.
- Become familiar with places and personalities associated with nationalism in Europe.
- Evaluate and present the process of industrialization in the imperial country and making of colonies
- Read and study the making of Germany and Italy
- The role of Army as an architect of a Nation, cementing of political fragmentation in Italy, British long-drawn-out process to become a nation state.
- Visualize the Nation Acquire abstract idea of the female figure become an allegory of the nation.
- Understand Nationalism and Imperialism.
- Evaluate the increasing intolerance in the nationalists and its alignment with imperialism

THE FRENCH REVOLUTION AND THE IDEAS OF THE NATION

The first clear expression of nationalism came with the **French Revolution in 1789**. It brought political and constitutional changes that led to the transfer of sovereignty from monarchy to a body of French citizens.

From its earliest days the revolutionaries in France introduced various measures and practices that could create a sense of collective identity amongst the French people. These ideas included:

- The concepts of the fatherland or la patrie and citizen or le citoyen that emphasized the notion of a united community enjoying equal rights under a constitution.
- The new French Flag
- An Estates General elected by a body of citizens
- A centralized administrative system
- Uniform weights and measures
- Uniform laws
- One language (French)
- Hymns were composed, oaths taken and martyrs commemorated all in the name of the nation.
- Revolutionaries declared that it would liberate people of Europe from despotic rule.

These ideas inspired students as well as the middle class in different cities of Europe to set up revolutionary organizations. With the outbreak of the revolutionary wars, the French armies began to carry the ideas of nationalism abroad.

Under **Napoleon Bonaparte** democracy was destroyed in France but he introduced various reforms that helped to unite the people. Reforms included:

- Civil Code of 1804 or the Napoleonic did away with privileges based on birth, established equality before law and secured right to property. This code was also implemented in areas under French control(Dutch Republic, Switzerland, Italy and Germany)
- Napoleon simplified administrative divisions, abolished the feudal system, freed peasants from serfdom and manorial dues.
- In towns guild restrictions were removed.
- Transport and communication systems were improved.

Effects:

1. Peasants, artisans and the new middleclass enjoyed their new freedom.
2. Businessmen and small-scale producers of goods began to realize that uniform laws, uniform weights and measures and a common currency would facilitate trade.
3. In areas under French control reactions were mixed. Some cities as well as places welcomed the French armies as they liberated them from despotic rule and ushered in an era of freedom. Later however they were disillusioned as increased taxation, censorship and forced conscription into French armies seemed to outweigh the administrative advantages.

THE MAKING OF NATIONALISM IN EUROPE

In the mid 18th century there were no nation states as we know them today. Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had complete control over their territories.

East and Central Europe were under autocratic monarchies who ruled over territories inhabited by diverse cultures. Such differences did not promote a sense of political unity. The only commonality was their allegiance to the emperor.

How did nationalism and the idea of a nation state emerge?

- **STRUCTURE OF SOCIETY:** The **landed aristocracy** was a dominant class on the continent. Its members were united by the fact that they owned town houses and vast estates, they spoke French, held high posts in the government and army and their families were connected through matrimonial alliances. This group was numerically small.
- The majority of the population was made up of **peasants**. In Western Europe the land was farmed by tenants and small owners and in eastern and central Europe there were vast estates cultivated by serfs.

- Industrialization began in England in the 18th century and gradually spread to France and Germany. With industrialization and creation of a market economy new social groups emerged (**working class, businessmen and professionals**). It was among the liberated middle class that the ideas of national unity gained popularity.
- **LIBERAL NATIONALISM:** The idea of national unity in early 19th century Europe was closely allied to the ideology of liberalism. Liberalism is derived from the Latin root, liber, meaning free. For **the new middle-class liberalism meant** freedom for the individual and equality before law. **Politically it meant** end of autocracy and clerical privileges, a constitution and a representative government through Parliament. In the 19th century liberals stressed on private property. However, in France except for the Jacobin government suffrage was limited.
- In **the economic sphere** liberalism stood for the freedom of markets and abolition of state-imposed restrictions on the movement of goods and capital. However, Napoleon's administrative measures had created countless principalities in Germany which created obstacles to economic exchange and growth especially for the new middle class. They argued for the creation of a unified economic territory that would permit free flow of people, goods and capital. In 1834 a customs union called the **ZOLLVEREIN** was formed. The initiative was taken by Prussia and joined by most of the German states. This union
 - Abolished tariff barriers
 - Reduced number of currencies from over 30 to 2
 - Creation of the railways stimulated their mobility.

This wave of economic nationalism helped to strengthen nationalist sentiments.

- **CONSERVATISM:** A wave of conservatism emerged after the defeat of Napoleon in 1815. Conservatives believed in
 - Monarchy
 - Church
 - Social hierarchy
 - Preservation of property and family

However, after 1815 most conservatives accepted the changes introduced by Napoleon and believed that modernization could strengthen institutions like the monarchy, it could make the state effective and strong, a modern army, an efficient bureaucracy, a dynamic economy, abolition of feudalism and serfdom could further strengthen the autocratic monarchies of Europe.

In 1815 the representatives of Britain, Russia, Prussia and Austria who had defeated Napoleon met at Vienna to draw up a settlement for Europe. This came to be known as

THE CONGRESS OF VIENNA and it was presided over by the Austrian Chancellor DUKE METTERNICH.

CONGRESS OF VIENNA AND ITS IMPACT

IMPACT:

The Bourbon dynasty which had been deposed was restored to power.

France lost the territories that it had annexed under Napoleon.

A series of states were set up on the boundaries of France to prevent French expansion in future. The kingdom of Netherlands which included Belgium was set up in the north and Genoa added to Piedmont in the south. Prussia was given important new territories on its western frontiers. Austria was given control of northern Italy. The German confederation of 39 states that had been set up by Napoleon was left untouched. In the east Russia was given a part of Poland while Prussia was given a portion of Saxony.

Thus, conservative regimes came to power.

They did not tolerate criticism and dissent.

Most of them imposed censorship laws to control what was said in the newspaper, plays and songs.

Ideas of liberty and freedom were not tolerated.

However, the ideas of the French Revolution continued to inspire liberals.

Fear of repression drove many to form secret societies in many European states. They were committed to oppose the monarchical forms of government and fought for liberty and freedom. One such individual was GIUSEPPE MAZZINI. He would go on to play an important role in the Unification of Italy.

THE AGE OF REVOLUTIONS 1830-1848

As conservative regimes tried to consolidate their power, liberalism and nationalism came to be increasingly associated with revolution in many regions of Europe. These revolutions were led by liberal nationalists belonging to the educated middle-class elite, among whom were professors, school teachers, clerks and members of the commercial middle classes.

The first upheaval took place in France in July 1830. The Bourbons were overthrown by the liberal revolutionaries who installed a constitutional monarchy with LOUIS PHILIPPE as its head. The July revolution sparked an uprising in BRUSSELS which led to Belgium breaking away from the United Kingdom of the Netherlands.

THE GREEK WAR OF INDEPENDENCE also played an important role in mobilizing nationalist feelings among the educated elite.

Greece had been a part of the Ottoman Empire since the 15th century. The growth of nationalism in Europe sparked off a struggle for independence among the Greeks. This began in 1821.

Nationalists in Greece got support from the other Greeks living in exile and also from many West Europeans who had sympathies for ancient Greek culture.

Poets and artists mobilized public opinion to support its struggle against the Ottoman Empire.

Finally, the **TREATY OF CONSTANTINOPLE** was signed in 1821 and it recognized the independence of Greece.

ROMANTIC IMAGINATION AND NATIONAL FEELING

Culture too played an important role in the development of nationalism. **ROMANTICISM** was a cultural movement which sought to develop a particular form of nationalist sentiment. Romantic artists and poets criticized the glorification of reason and science and focused instead on emotions, intuition and mystical feeling. Their effort was to create a sense of shared collective heritage, a common cultural past, as the basis of a nation.

German philosopher **JOHANN GOTTFRIED HERDER** claimed that true German culture was to be discovered among the common people. His focus was on folk culture as essential to nation building.

In Poland, language too played an important role in developing nationalist sentiments especially as Poland was occupied by Russia and Polish almost disappeared from schools. The use of Polish came to be seen as a symbol of struggle against Russian dominance.

HUNGER, HARDSHIP AND POPULAR REVOLT

The 1830s were years of great economic hardship in Europe.

- There was large scale unemployment.
- Migration of people from villages to cities where they lived in overcrowded slums.
- Small producers faced stiff competition from imports of cheap machine-made goods coming from England.
- In those regions in Europe which was still under the aristocracy, peasants struggled under the burden of feudal dues and obligations.
- The rise of food prices or a bad harvest led to widespread pauperism in towns and country.

- In 1848, food shortages and widespread unemployment brought the population of Paris out on the roads. Louis Philippe was forced to flee. A National Assembly proclaimed a Republic, granted suffrage to all adult males above 21 and guaranteed the right to work. National workshops to provide employment to all were set up.

THE REVOLUTION OF THE LIBERALS, 1848

- The Revolution in France had a direct impact on other nations in Europe. The Liberal Middle class in Germany, Italy, Poland and the Austro-Hungarian Empire demanded constitutionalism and unification.
- In the German regions a large number of political associations whose members were middle class professionals, businessmen and prosperous artisans came together in FRANKFURT and voted for an all-**German National Assembly**.
- On 18th May 1848, 831 elected representatives marched in a festive procession to take their place in the Frankfurt Parliament convened in the Church of St. Paul.
- They drafted a Constitution for a German nation to be headed by a Constitutional monarch whose powers were limited by the Parliament.
- When this was offered to Friedrich Wilhelm IV, King of Prussia, he rejected it and joined hands with the other monarchs to oppose the elected assembly.
- In the end, the opposition of the aristocracy and the military became stronger, troops were called in and the assembly was forced to disband.
- Women had formed their own political associations, founded newspapers and taken part in political meetings and demonstrations. Despite this they were denied suffrage rights during the election of the assembly. When the assembly convened at Frankfurt women were only admitted as observers and made to stand in the visitor's gallery at the church.

Finally, though the conservative forces were able to suppress liberal movements in 1848, they could not restore the old order. Thus, the autocratic monarchies of Central and Eastern Europe began to introduce reforms. Serfdom and bonded labour were abolished in Russia and the Habsburg dominions.

THE MAKING OF GERMANY AND ITALY

After 1848, nationalism in Europe moved away from its association with democracy and revolution. Nationalist sentiments were often mobilized by conservatives for promoting state power and achieving political domination over Europe.

- Prussia had a record of great achievements to her credit. She had not only resisted Napoleon but had also established the Zollverein which bound the smaller states to her by strong ties of material interest. Thus, Prussia was the only state in Germany that could challenge the might of Austria, the only obstacle before German unity.

- After the Vienna Settlement Germany continued to comprise 39 states. Provision was made for a federal diet which was to be presided over by Austria.
- In 1861 William I became the King of Prussia. He was a Prussian to the core. He believed in autocracy and the fact that if Germany was to be liberated, that could be done only if Prussia had a very big army. The King's proposals were rejected by the Diet. As a last resort the king sent for OTTO VON BISMARCK to solve the crisis. Bismarck was an absolutist and a bully who had no faith in parliamentary institutions. He said, 'Not by speeches and resolutions of the majorities are the great questions of the day to be decided, but by blood and iron.' Both the king and his President desired one German nation.
- THE SCHLEISWIG-HOLSTEIN QUESTION: Schleswig and Holstein were two duchies, long united under Denmark. They had both Danish and German populations and they retained their separate laws and institutions. Both the Danish and the Germans wanted to incorporate these two duchies into Denmark and Germany respectively. Trouble brewed for a long time and then in 1863 the King of Denmark violated a treaty and tried to occupy the two duchies. Bismarck saw in this a grand opportunity in the cause of German unification. He entered into an alliance with Austria and declared war on Denmark. They defeated Denmark and the Danish king gave up all his rights over the two duchies to Austria and Prussia jointly.
- As Bismarck had anticipated it led to a quarrel between Austria and Prussia over the disposition of the two duchies and war was inevitable. Before declaring war, Bismarck, not only made military preparations but isolated Austria diplomatically by securing the neutrality of France and by entering into an alliance with Italy. He also secured the goodwill of Russia.
- THE SEVEN WEEKS' WAR or the AUSTRO PRUSSIAN WAR (1866) broke out and Austria was defeated by Prussia at Sadowa. By the terms of the Treaty of Prague, Austria accepted her exclusion from the German confederation, ceded Venetia to Italy and her share in Schleswig and Holstein to Germany. She also agreed to recognize the reconstruction of Germany to be made by Prussia. All the states of north Germany were joined together in the NORTH GERMAN CONFEDERATION under the presidency of Prussia. The states of south Germany were allowed to remain independent.
- Bismarck thus set to work to reorganize Germany. The southern states, he knew were not willing to join the German confederation and this could only be achieved by force. France opposed this union. France had expected the Austro Prussian war to be a lengthy one and had also hoped for territorial gain. But this did not happen. With Prussia's victory, France had lost her dominant position in Europe. War between Prussian and Germany was inevitable. Bismarck set about to isolate France by seeking the goodwill of Russia, Italy and Austria.
- The pretext for war came in 1869 when, the Spanish throne was vacant, and a distant relative of the Hohenzollern Prussian king was offered the throne. France protested and he withdrew his candidature. Not satisfied the French king demanded that no Hohenzollern should ever sit on the throne of Spain. The Prussian king politely refused this demand, but

Bismarck by a falsified telegram, produced the impression that the French ambassador had insulted the Prussian King. This led to the FRANCO PRUSSIAN WAR and the French were defeated in the war. By a treaty, France had to cede Alsace and Lorraine to Germany.

- The great victory won by the united effort of the states of the north and the south created a desire for permanent union. Accordingly, on January 18, 1871, in the royal palace of Versailles, King William of Prussia was proclaimed German Emperor. The constitution of the north was modified to include all the south German states and a federal government was established in Germany.

UNIFICATION OF ITALY

- Like Germany, Italy too had a long history of political fragmentation. Italians were scattered over several dynastic states as well as the multinational Habsburg Empire.
- During the middle of the 19th century Italy was divided into seven states of which only SARDINIA- PIEDMONT was ruled by an Italian princely house. The north was under the Austrian Habsburgs, the central part was ruled by the Pope and the southern regions were dominated by the King of Spain. The language had many regional and local variations.
- During the 1830s GIUSEPPE MAZZINI had formed a secret society called YOUNG ITALY in Marseilles and then YOUNG EUROPE in Berne. He believed that Italy could not be a patchwork of states and kingdoms. It had to be forged into a single unified republic. This unification alone would be the basis of Italian liberty. However, the uprisings in 1831 and 1848 failed to achieve the desired results.
- The man who would be able to fulfill this dream was KING VICTOR EMMANUEL II, King of Sardinia-Piedmont and his able chief minister Count Cavour. He realized that without external help, Italy could never be free. By a stroke of diplomatic genius, he offered the services of the Sardinian troops to Napoleon III of France. Thus, he secured from him the formal pledge of French cooperation especially in case of war with Austria in future.
- Cavour began extensive military preparations and provoked Austria. The allied French and Sardinian troops aided by another Italian patriot and leader GARIBALDI defeated Austria. Sardinia acquired Lombardy but allowed Austria to retain Venetia.
- The news of the evacuation of Lombardy by the Austrians was the signal for explosion of popular feelings especially in the duchies of Parma, Modena, Romagna and Tuscany. The result was that plebiscites were held in these four provinces and these states voted for their annexation to Sardinia-Piedmont. Other than Venetia, the northern half of Italy was united and made free from foreign control.
- In the meantime, Naples and Sicily rose in revolt against the tyranny of the Bourbon king. Garibaldi with his volunteers marched to their help and conquered Sicily. Naples fell into his hands next. By plebiscites both kingdoms declared their desire for union to the Sardinia-Piedmont government.

- War broke out between Austria and Prussia in 1866. Italy formed a close alliance with Prussia. With the Prussian victory over Austria at Sadowa, Italy compelled Austria to surrender Venetia.
- On the outbreak of the Franco-Prussian war in 1870, Napoleon III was forced to withdraw troops, and Victor Emmanuel II seized this opportunity to occupy Rome. Rome became the capital of a united Italy.
- The unification of Italy thus reached its completion-accomplished by Mazzini's moral enthusiasm, Garibaldi's sword, Cavour's diplomacy and Victor Emmanuel's tact and good sense.

THE STRANGE CASE OF BRITAIN

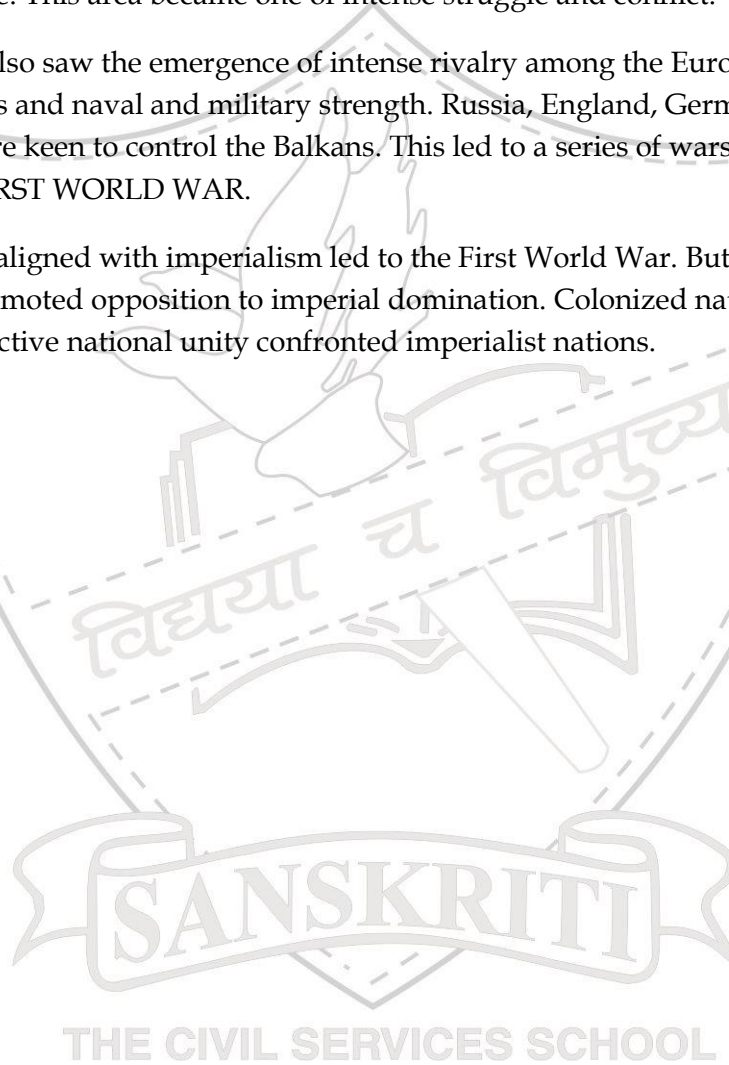
- There was no British nation prior to the 18th century. People who inhabited Britain were the Welsh, Scots, Irish and English. All these ethnic groups had their own distinctive culture, but with England's expansion in wealth and territorial expansion, the identities of the other ethnic communities were soon threatened.
- The English Parliament seized power in 1666 from the king.
- The Act of Union between Scotland and England (1707) meant that England was able to impose its influence on Scotland. This also meant that Scotland's distinctive culture and political institutions were systematically suppressed.
- Ireland suffered a similar fate. Ireland was forcibly incorporated into the United Kingdom in 1801. A new British nation was forged through the propagation of a dominant British culture.
- The Union Jack, God Save our Noble King and the English language were actively promoted.

VISUALISING THE NATION

- Artists in the 18th and the 19th century found out different ways to personify the nation. The female form that was chosen to personify the nation did not represent any particular woman in real life; rather it sought to give an abstract idea of the nation a concrete form.
- French artists used allegory to portray ideas such as Liberty, Justice and the Republic.
- Female allegories were invented by artists to represent the nation. In France she was called MARIANNE. Red cap, tricolor and the cockade were used as her features. Her images were marked on coins and stamps.
- In Germany she was called GERMANIA. She wore a crown of oak leaves as in Germany oak stands for heroism.

NATIONALISM AND UPRISING

- By the last quarter of the 19th century nationalism became a narrow creed with limited ends. Nationalist groups became increasingly intolerant of one another and were ever ready to go to war.
- The most serious source of nationalist tension broke out in the Balkans (modern day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro.) A large part of this area was under the Ottoman Empire. As the empire began to disintegrate, these nationalities began to break away and asserted their independence. This area became one of intense struggle and conflict.
- This period also saw the emergence of intense rivalry among the European powers over trade colonies and naval and military strength. Russia, England, Germany and the Austria-Hungary were keen to control the Balkans. This led to a series of wars in the region and finally the FIRST WORLD WAR.
- Nationalism aligned with imperialism led to the First World War. But in the colonized nations it promoted opposition to imperial domination. Colonized nations, inspired by a sense of collective national unity confronted imperialist nations.



THE RISE OF NATIONALISM IN EUROPE

The following questions carry 3 marks.

1. Why didn't Code Napoleon have its desired impact?
2. What was the reaction of the conservative regimes set up after 1815?
3. Discuss how language played an important role in developing nationalist sentiment in Poland.
4. Do you think that the Revolution of the Liberals (1848) extended their liberalism for women? Explain.
5. How was Ireland integrated into the United Kingdom?
6. Why did the Frankfurt Parliament fail?
7. What was the immediate outcome of the February Revolution of 1948?
8. How did artists visualize the nation? Illustrate your answer with examples.

The following questions carry 5 marks.

1. What were the different measures and practices used by France to create a sense of collective identity?
2. How did Code Napoleon organize the administrative system in France and other European nations?
3. What was liberal nationalism?
4. Why did Greece demand independence? Why did it get support from the rest of Europe? How did the war finally come to an end?
5. What did the philosophy of liberalism mean in the economic sphere?
6. How did the Congress of Vienna reorganize Europe?
7. Write in brief the causes of the July Revolution of 1830.
8. Discuss the process of unification of Germany/ Italy.
9. What do you understand by the term Balkans? Why do you think it a war was imminent in this region?
10. How was society structured in Europe in the 19th century?

ASSIGNMENT

Nationalism in Europe, Units 1 & 2

1. The term liberalism is derived from the Latin word liber meaning _____.
2. For the new middle classes' liberalism stood for _____ the individual and _____ of all before the law.
3. The word suffrage means the right to _____.
4. The Napoleonic Code was also known as the _____.
5. In revolutionary France, which marked the first political experiment in liberal democracy, the right to vote and to get elected was granted exclusively to _____.
6. In 1834, a customs union or _____ was formed at the initiative of Prussia and joined by most of the German states.
7. Conservatives believed that established, traditional institutions of state and society like the _____, the _____, _____ and the _____ should be preserved.
8. In 1815, representatives of the European powers – _____, _____, and _____ – who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe.
9. To be revolutionary at this time meant a commitment to oppose monarchical forms that had been established after the Vienna Congress, and to fight for liberty and freedom. One such individual was the Italian revolutionary _____.
10. Metternich described _____ as 'the most dangerous enemy of our social order.'



THE CIVIL SERVICES SCHOOL

Nationalism in Europe -Units 3, 4 &5

1. The first upheaval after the French Revolution took place in France in July 1830. The _____ kings who had been restored to power during the conservative reaction after 1815, were now overthrown by _____ who installed a constitutional monarchy with _____ at its head.
2. The July Revolution sparked an uprising in Brussels which led to Belgium breaking away from the _____.
3. Treaty of Constantinople of 1832 recognised _____ as an independent nation.
4. German philosopher _____ claimed that true German culture was to be discovered among the common people – das volk.
5. The year 1848 was a year when food shortages and widespread unemployment brought the population of Paris out on the roads. Barricades were erected and King _____ was forced to flee.
6. In the German regions a large number of political associations whose members were middle-class professionals, businessmen and prosperous artisans came together in the city of Frankfurt and decided to vote for an all-German National Assembly. On 18 May 1848, 831 elected representatives in Germany marched in a festive procession to take their places in the _____ parliament convened in the Church of _____. They drafted a constitution for a German nation to be headed by a monarchy subject to a _____.
7. Three wars over seven years – with _____, _____ and _____ – ended in Prussian victory and completed the process of unification. In January _____, the Prussian king, _____, was proclaimed German Emperor in a ceremony held at _____.
8. In 1861 _____ was proclaimed king of united Italy.
9. The _____ between England and Scotland that resulted in the formation of the 'United Kingdom of Great Britain' meant, in effect, that England was able to impose its influence on Scotland.
10. The symbols of the new Britain were the _____, _____ and _____.
11. Female allegories were invented by artists in the nineteenth century to represent the nation. In France she was christened _____, a popular Christian name, which underlined the idea of a people's nation.

Read the source given below and answer the questions that follow:

The revolutionaries were instrumental in spreading nationalism. The revolutionaries opposed monarchical forms and fought for liberty and freedom. They also saw the creation of nation-states as a necessary part of this struggle for freedom. They founded many secret societies. One such notable revolutionary was an Italian, Giuseppe Mazzini. Mazzini joined a society of Carbonari and fought for the unification of Italy. Later he founded Young Italy in Marseilles and Young Europe in Bern.

Answer the following MCQs by choosing the most appropriate option:

1.1 What was the necessary part of struggle for freedom by the revolutionaries?

- (a) Feeling of nationalism and liberty.
- (b) Creation of nation states
- (c) Abolition of state-imposed restrictions
- (d) Both (a) and (b)

2.2 An Italian, Giuseppe Mazzini mainly fought for:

- (a) unification of Germany
- (b) liberty and freedom
- (c) unification of Italy
- (d) abolition of social injustice

2.3 What was opposed by the revolutionaries?

- (a) Spreading of nationalism
- (b) Monarchical forms
- (c) Social order
- (d) Autocratic rule

2.4 Italy had a long history of:

- (a) economic development
- (b) political dominance
- (c) political fragmentation
- (d) monarchical political system

- 1 Identify the correct statement with regard to 'The Act of Union -1707' from the following options.
 - a) The British monarchy surrendered the power to English Parliament.
 - b). The British parliament seized power from Ireland.
 - c) The formation of the 'United Kingdom of Great Britain'.
 - d) The British nation was formed as a result of a war with Scotland and Wales
- 2 Which of the following treaty recognized Greece as an independent nation?
 - a) Treaty of Sevres
 - b) Treaty of Versailles
 - c) Treaty of Lausanne
 - d) Treaty of Constantinople

- 3 Read the source given below and answer the questions that follows:

Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism. Conservatives believed that established, traditional institutions of state and society – like the monarchy, the Church, social hierarchies, property and the family – should be preserved. Most conservatives, however, did not propose a return to the society of pre-revolutionary days. Rather, they realised, from the changes initiated by Napoleon, that modernisation could in fact strengthen traditional institutions like the monarchy. It could make state power more effective and stronger. A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe. In 1815, representatives of the European powers who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe. The Congress was hosted by the Austrian Chancellor Duke Metternich. The delegates drew up the Treaty of Vienna of 1815 with the object of undoing most of the changes that had come about in Europe during the Napoleonic wars. The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon. A series of states were set up on the boundaries of France to prevent French expansion in future.

Answer the following MCQs by choosing the most appropriate option

3.1 Which of the following statements correctly describes about European conservative ideology?

- a. Preservation of beliefs introduced by Napoleon
- b. Preservation of two sects of Christianity
- c. Preservation of socialist ideology in economic sphere
- d. Preservation of traditionalist beliefs in state and society

3.2 Identify the purpose to convene the Vienna of Congress in 1815 from the following options?

- a. To declare competition of German unification
- b. To restore conservative regime in Europe
- c. To declare war against France
- d. To start the process of Italian Unification

3. 3. What did conservatives focus on at the Congress of Vienna?

Select the appropriate option.

- a. To re-establish peace and stability in Europe
- b. To establish socialism in Europe
- c. To introduce democracy in France
- d. To set up a new Parliament in Austria

3.4 How did the Congress of Vienna ensure peace in Europe?

Select the appropriate option.

- a. With the restoration of Bourbon Dynasty
- b. Austria was not given the control of Northern Italy
- c. Laying out a balance of power between all the great powers in Europe
- d. By giving power to the German confederation

Identify the correct statement with regard to 'The Act of Union -1707' from the following options.

- a. The British monarchy surrendered the power to English Parliament.
- b. The British parliament seized power from Ireland.
- c. The formation of the 'United Kingdom of Great Britain'.
- d. The British nation was formed as a result of a war with Scotland and Wales

- 4 Which of the following treaty recognized Greece as an independent nation? a. Treaty of Sevres
b. Treaty of Versailles
c. Treaty of Lausanne
d. Treaty of Constantinople
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THE CIVIL SERVICES SCHOOL

CHAPTER 2: NATIONALISM IN INDOCHINA**Learning Objectives:**

Students will be able to :

- Understand the struggle in Vietnam against French colonial domination
 - Examine the historical experience of Indo China in relation to India. Differences and similarities understand the variety of way nationalism has developed and shaped contemporary world
 - Understand the background and early history under China and the Vietnamese religious beliefs
 - Study as to how French colonizers saw education to civilize the natives
 - Analyse the different strands of movements in Vietnam and the US intervention in the struggle .
 - Understand the Communist Movement and relate it to Vietnamese nationalism.
-
- Vietnam gained a formal independence in 1945 but it took another 3 decades for the Republic of Vietnam to be set up in 1975.
 - Nationalism developed here in a colonial context
 - Indo-China comprises of Laos, Vietnam and Cambodia
 - People in Indo-China, even after independence in 1945, were highly influenced by the Chinese culture and its rulers also followed the Chinese rule of governance.
 - Vietnam was also connected through the maritime silk route which brought in goods, ideas and people.
 - Non-Vietnamese people were called Khmer Cambodians
 - The only difference between British colonization in India and French colonization in Vietnam was that the French wanted military and economic dominance just like the British as well as wanted to reshape the culture of Vietnam.
 - French troops landed in Vietnam in 1858
 - After the Franco-Chinese war the French assumed control over Tonkin and Annam.
 - In 1887 the French Indo-China was formed.
 - Francis Garnier was a French officer who had to establish a colony in Tonkin. So he carried out an attack on Hanoi, Capital of Tonkin, but was killed in the attack.
He had attacked the ruling Nguyen dynasty.

People throughout Indo China realized that Vietnam was losing its cultural identity under the French. Some of them even expressed their views such as: Nguyen Dinh Chien- a blind poet who expressed his views on French colonialism.

- Importance of colonies:

The French considered the colonies essential because:

1. They provided raw materials and other essential goods to the mother country.
2. The French also considered occupying territories as a part of their civilizing mission i.e. they thought that Europeans were the most advanced people and it was their duty to civilize the primitive, backward and uncivilized people of Asia.

Steps taken by the French to develop Vietnam:

1. Built canals
2. Drained lands from the Mekong delta region to increase cultivation
3. Increased rice production and allowed its export to international markets.
4. Introduced infrastructure projects such as railway networks so that goods could travel quickly from one place to another.

2 important railway networks:

1. Trans Indo-China rail network linked Southern and Northern parts of Vietnam and China.
2. Second link: linking Vietnam to Siam via Cambodian capital Phnom Penh.

There were 3 dilemmas faced by the French:

1. Should colonies be developed?
2. How far should the Vietnamese be educated?
3. What language should be the mode of education-French or Vietnamese?

1. Should colonies be developed?

Some people like Paul Bernard, who was an influential writer and policy maker said that colonies should be developed because:

- Standard of people would increase
- They would buy goods from the market
- The markets would continually expand
- This would lead to French profit.

He also suggested three barriers to economic growth in Vietnam:

1. High population of Vietnam
2. Low agricultural productivity
3. Extensive indebtedness among peasants

Colonial economy in Vietnam was based on:

1. Rice cultivation
2. Rubber plantation (indentured labour was common)

The French did nothing to develop their colonies according to what Paul Bernard said.

2. How far were the Vietnamese to be educated?

The French needed an educated labour force but they feared two things:

1. Educated Vietnamese will question French colonial rule.
2. They would also endanger the jobs and lives of colons (French living in Vietnam)
3. The French also faced another problem -the Vietnamese elite were highly influenced by the Chinese language and culture.
4. So the French wanted to consolidate power and hence had to replace Chinese language with some other mode of language. The French also set up French schools and dismantled the Chinese system of education.

3. What language was to be the medium in schools?

- There were 2 broad opinions on this issue:

1. Some people said that French should be the medium of instruction as the Vietnamese would then respect the culture of France, there would be an Asiatic France solidly tied to European France. They would also respect French ideals and hence work for the French.
2. Some people said that the Vietnamese should be taught in lower classes and French in higher. So people who will opt for French will be rewarded with French citizenship.
 - But only the Vietnamese elite could enroll in schools and only those among these hardly passed examination because of the deliberate policy of failing, so that the educated Vietnamese would not be eligible to qualify for white collar jobs offered to colons. In 1925, out of 17 million less than 400 students passed the school leaving examination.

SCHOOL TEXTBOOKS

- GLORIFIED French rule in Vietnam
- Showed Vietnamese as primitive and backward
- Justified French dominance
- The Vietnamese were skilled copyists and not at all creative.
- Suggested that only the French rule could ensure peace in Vietnam.
- Tonkin free school was started in 1907 to provide Western style education. Included classes of science, French and hygiene.
- It was just not western to be educated but to look western and modern... So, schools encouraged short hair styles which meant a major break for the Vietnamese girls of their identity as they traditionally kept long hair.

Sometimes in schools there was silent resistance or open opposition.

 - The Vietnamese did not follow a curriculum assigned by the French blindly.
 - The Vietnamese teachers taught at lower levels because:
 1. They were cheaply available
 2. They would reduce competition at higher levels
 3. So these teachers at lower levels quietly modified the text and criticized what was mentioned in the text.
- In 1926 a major protest erupted in Saigon Native Girls School (a Vietnamese girl at the front desk was asked to move back for a French student, she refused because of which she was expelled and thus protests were widespread, so the government then forced the principal who was also a colon to take back all the students he had expelled.)
- The students considered their duty that they being educated should work for the betterment of society. So, the Party of Young Annam and journals like Annamese student were published

So schools became an important place of political and cultural battles.

- The Vietnamese intellectuals realized:
 1. Vietnam was suffering a loss of its culture and territory
 2. People were developing a master-slave mentality
 3. Forgetting their culture and traditions
 4. Devaluing their own customs
 5. Losing out on the spirit of nationalism

Political battles were being fought in everyday life:

1. In the sphere of education (as mentioned earlier)
2. In the sphere of hygiene

The French part of Hanoi was very clean, tidy and beautiful and had a wonderful infrastructure, while the native part was old, dirty and slimy. The sewage from the native part would enter the river through the sewage system passing from the French part of Hanoi. Sometimes, this sewage would overflow into the clean city during the rains.

This became the cause of the bubonic plague and these sewers served as a breeding ground for rats as well as easy transport system of rats.

Thus a rat hunt was started in 1902 which taught the Vietnamese an early lesson of collective bargaining. People who caught these rats collectively bargained for a higher bounty for these rats and found innovative ways to increase their profit.

The rat menace thus marks the limits of French power and contradictions to their civilizing mission. This is how colonialism was fought in everyday life in Vietnam.

Vietnam's religious beliefs were a mixture of:

1. Confucianism
2. Buddhism
3. Local beliefs

Christianity was introduced in Vietnam as a result of colonization.

There were various revolts against Christianity and French control such as:

SCHOLAR'S REVOLT OF 1868 it was led by the officials at the imperial court, led by a general uprising in Ngu An and Ha Tien provinces, where thousands of Catholics were killed.

The French crushed the uprising but it inspired many others to protest and revolt.

Hoa Hao movement of 1939 was a movement against the French led by Hyunh Phu So- he performed miracles and was against:

1. Sale of child brides
2. gambling
3. Consumption of opium and alcohol

It was based on the religious ideas against the anti-French uprising. The French tried to suppress the movement and called him a mad bonze and sent him to a mental asylum.

"THE VISION OF MODERNISATION"

There were few people who considered essential to rediscover their cultural identity but few said that even through resentment one should learn from the west and follow these ideals.

1. Phan Boi Chau

He was a major figure in the anti-colonial movement and set up a revolutionary society in 1903 with Prince Guong De as the head. He also met Liang Qichao in Yokohama in 1905 and then wrote the 'History of the loss of Vietnam' with the help of Liang. This book focused on two issues:

- a. Loss of Vietnam's independence
 - b. Ties between China and Vietnam
2. Phan Chu Trinh:
3. He was not against the French rule but wanted to establish a Democratic republic and was hostile towards the monarchy

Other ways of becoming modern:

1. Japan
 2. China
1. GO EAST MOVEMENT became really popular as 300 Vietnamese students first went to Japan to acquire modern education.
Aim of Students:

- Overthrow the French
- Remove French puppet emperor
- Establish Nguyen Dynasty

Why Japan?

- It has resisted colonial domination from the West
- In a war against Russia Japan won and proved its military capabilities.

So the students set up a Restoration Society in Tokyo

Why China?

- In 1911 a long-established monarchy in China was overthrown by a popular movement under Sun-Yat Sen. So, students set up an association for the restoration of Vietnam.

US INTERVENTION IN VIETNAM

In February 1930 Ho Chi Minh brought together various nationalist groups and formed the Vietnamese Communist Party, later renamed as INDO CHINESE COMMUNIST PARTY.

- He was inspired by the Communist parties of Europe.

In 1940 Japan occupied Vietnam so the nationalists now had to fight the Japanese as well as the French. So the league for independence of Vietnam or Vietminh fought against Japanese and recaptured Hanoi in September 1945. The Democratic Republic of Vietnam was formed with Ho Chi Minh as the head.

The French tried to regain control using the puppet emperor Bao Dai and hence the Vietminh retreated towards the hills and years later in 1954 the French were defeated at Dien Bien Phu.

General Henry Navarre, French commander of the army said in 1953 that they would defeat Vietminh easily but ultimately lost the battle.

In peace negotiations in Geneva the Vietnamese were persuaded to accept the division of the country-north went to Ho Chi Minh and its communists and South to Bao Dai's regime.

Now Bao Dai's regime was overthrown by Ngo Dinh Diem who was a dictator and maintained authoritarian govt. with ordinance 10, a French law that permitted Christianity and outlawed Buddhism.

So the NLF and Ho Chi Minh's communists fought for the unification of the country. Regarding this alliance with fear, as it was scared of the Communists gaining power intervened in this war.

Even though U.S. had the most advanced technology and high medical supplies, casualties were very high in the U.S. as well.

They used deadly weapons and bombs such as:

- Napalm
- Agent Orange
- Phosphorus bombs

Many within the U.S. were against the war as they were scared of increasing violence and many people were angry as those who were sent to fight were from the middle and working classes and not the elites.

MOVIES

1. Green Berets of John Wayne supported the war.
2. Apocalypse Now of Francis Ford Coppola showed the confusion caused due to the war.

U.S. also feared the domino effect i.e. with the Communist takeover of Vietnam the whole of Asia would surrender to Communism as well.

U.S.A

- Underestimated the power of a small nation-Vietnam
- Became overconfident

Ho Chi Minh trail:

1. Was mostly outside Vietnam.
2. Linked northern and southern parts of Vietnam
3. Had support bases and hospitals
4. Helped in easy transport of supplies
5. Was built quickly by the Vietnamese even though it was regularly bombed by the US.

ROLE OF WOMEN

1. Shown as rebels: eg. In Nhat Lin's novel, Trung sisters by Phan Boi Chan, Trieu Au
2. Warriors- eg. Nguyen Thi Xuan who shot a jet with few bullets.
3. Porters along the Ho Chi Minh trail.
4. Workers-constructing underground rooms.
5. Nursing the wounded
6. Fighting the enemy
7. Working in agricultural co operatives

8. Working in factories and production units.

At the end of the war, JANE FONDA, MARY MCCARTHY and scholar NOAM CHOMSKY showed their sympathy and appreciated the brilliance shown by the Vietnamese. This war became the first television war.

A peace settlement was signed in Paris in Jan 1974 and NLF occupied the presidential palace in Saigon on 30th April 1975 and unified Vietnam.

Nationalism in Indo – China

Answer the following questions. Each question carries three marks.

- 1) How did France establish military control over Indo China?
- 2) What steps did the French take to improve the infrastructure of the colonies?
- 3) What were the dilemmas confronting the French government in their bid to introduce western education?
- 4) What was the condition of rural areas of Vietnam?
- 5) 'Teachers and students did not blindly follow the curriculum. Sometimes there was open opposition, at other times there was silent resistance.' Discuss.
- 6) What was the Hoa Hao movement?
- 7) What were the effects of the Great Depression on Vietnam?
- 8) How did the Trung sisters inspire the Vietnamese women to fight the Americans?
- 9) What is NLF and what was its aim?
- 10) What is the significance of the Battle of Din Bien Phu?
- 11) Examine the decisions taken about Vietnam in 1954 Geneva negotiations.

Answer the following questions. Each question carries 5 marks.

1. Mention the several barriers to economic growth in Vietnam as suggested by Bernard. What were his solutions to the problem?
2. Mention the different religious trends prevalent in Vietnam. What was syncretic tradition.
3. What was the 'Go East' movement? What were the objectives? What was its impact?
4. Trace the political events in Vietnam from 1930 till setting up of NLF (National Liberation Front)?
5. What were the main challenges faced by the New Democratic Republic of Vietnam from 1945 to the setting up of the Bao Dai regime?
6. Why was the rat hunt started in 1902? How did the authorities deal with it?
7. In what ways were the ideas of Phan Boi Chau different from the ideas of Phan Chi Trinh?

8. Explain the causes of the U.S. involvement in the Vietnam War? What effect did this involvement have on life within the U.S. itself? "Early Vietnamese nationalists had a close relationship with Japan and China." Explain with examples.
9. What role did the women of Vietnam play in the struggle for independence?



CHAPTER 3: NATIONALISM IN INDIA

Learning Objectives:

Students will be:

- Students will be able to discuss the strategy of satyagraha and non-violence adopted by Gandhiji in achieving Independence of India;
- Discuss different movements in the freedom struggle where satyagraha was adopted by the leaders to recognise the immense strength and courage it requires to internalise characteristics of satyagraha and non-violence to resolve conflicts.
- Defines terms and concepts such as, nationalism, colonialism, orientalism, democracy, satyagraha,
- Able to identify the symbols of nationalism such as, the image of Bharatmata

In India, similar to Vietnam, nationalism arose when the dark period of colonialism began. Different groups were united and protested in huge numbers against the colonizing powers.

Effects of the First World War:

1. Increase in defense expenditure
2. Forced recruitment
3. Crop failure
4. Influenza epidemic
5. Introduction of the income tax

These created problems for the citizens of India and they believed that all their hardships would come to an end after the war but that did not happen.

Then a new leader emerged and suggested a new mode of struggle. Mahatma Gandhi returned to India in January 1915 from South Africa, where he successfully fought racial discrimination with a novel method of mass agitation-Satyagraha.

SATYAGRAHA: It is suggested that if the fight was for the truth, against injustice, then no physical force is required to win the battle. Gandhiji believed that the people needed to see the truth rather than just accept it. It emphasizes the power and need for truth. He also believed that this Dharma of non-violence would unite all Indians.

Hence, he started his Satyagraha movements in three places across India:

1. 1916, Champaran, Bihar: here, he inspired the peasants to struggle against the oppressive plantation system.
2. 1917, Kheda district, Gujarat: here, the peasants were demanding relaxation in tax revenue.
3. 1918, Ahmedabad- here, he organized the Satyagraha movement among cotton mill workers.

Rowlatt Act (1919) was hurriedly passed by the imperial council despite opposition from the Indian members

- It gave enormous powers to the government
- It allowed the government to suppress any political meeting
- It allowed the government to arrest political leaders without trial for 2 years.

Mahatma Gandhi was against this, he started with a strike on 6th April 1919

- Rallies were organized
- Shops were looted
- Bazaars were picked

British saw this as a threat and imposed martial law.

Jallianwala Bagh incident (13th April 1919) People from surrounding villages had gathered at the Bagh and were unaware of the imposition of martial law. General Dyer ordered his forces to fire at the unarmed crowd. He wanted to spread a feeling of terror and awe in the minds of people. When the news of this incident spread, people rallied, burnt offices, destroyed public property and the British then responded brutally.

- People had to rub their noses against the ground on the street
- Had to do salute the British
- Crawl on the streets
- Villages were bombed

Seeing the violence, Mahatma Gandhi called off the Satyagraha movement. He realized that this movement was restricted only to the cities and towns. So he wanted to launch a more broad based movement and he could do this only when the Hindus and the Muslims were united. So, he took up the Khilafat issue.

After the First World War, after the defeat of the Ottoman Turks, there was a rumour that a harsh peace treaty was going to be imposed Turkey which would threaten the powers of the spiritual leader, the KHALIFA. To defend his temporal powers, a Khilafat Committee was set up in Bombay in March 1919.

Muhammed Ali and Shaukat Ali began discussing issues with Gandhiji and at the Calcutta session of the Congress in 1920 convinced all the other members about joining the Non-Cooperation Movement with the Khilafat movement.

In his Hind Swaraj (1909) Mahatma Gandhi declared that the British were stable in India only because of the cooperation extended by the Indians.

He suggested that Non-Cooperation would become a movement in 3 stages:

1. Surrender of all titles awarded by the British
2. Boycott of all British institutions, police officers, clothes etc.
3. In case the government used repression, a full civil disobedience will be launched.

Many within the Congress feared that it would lead to popular violence but finally in the Nagpur session of Congress in 1920, Non-Cooperation programme was adopted.

The Non-Cooperation Movement began in January 1921

It included many groups of people:

1. Towns/working classes
2. Peasants
3. Tribals
4. Plantation workers

In towns

- Students left their schools
- Teachers left teaching
- Lawyers left their practices
- Council elections were boycotted except in Madras, where the Justice party found this the only way to gain power.

But this movement gradually lost its momentum because:

1. Khadi was quite expensive and it could not be afforded by an ordinary person
2. Alternative Indian institutions had to come up in place of the British ones but since they were slow to come up so the students and teachers went back to the old British ones.
3. It also did not get much support from the backward classes. Peasants

in Awadh, they were led by Baba Ramchandra who came from Fiji as an indentured labourer

Their demands:

1. Reduction of revenue
2. Abolition of beggar
3. Social boycott of oppressive landlords

In October 1920, Oudh Kisaan Sabha was set up with Jawaharlal Nehru and Baba Ramchandra as the leaders.

The peasant lost their patience and started killing British officials and burning houses. The name of Mahatma was invoked to sanction all actions and aspirations.

Tribals

In Gudem hills of Andhra Pradesh, they were headed by Alluri Sitaram Raju (who healed people, survived gunshots and could make correct astrological predictions)

Their demands:

- Able to collect firewood from the forests
- Forests should not be enclosed

Alluri Sitaram Raju: believed in the ideology followed by Gandhiji but said that India would gain freedom only violence. He promoted use of Khadi and persuaded people to give up drinking. He was executed in 1924, but over time became a folk hero.

Plantation Workers

In Assam, their demands were:

- Able to move freely from one place to another. Under the Inland Emigration Act 1859, plantation workers were not allowed to move from one place to another, they were not even given permission to leave the tea gardens.
- They struck work, defied authorities, left the plantations and headed home as they believed that Gandhi raj was coming.
- However, they were caught and beaten up.

Congress never defined the meaning of Swaraj, different social groups interpreted their meaning of freedom and interrelated with Swaraj. Congress left 'Swaraj' as a relative term.

At Chauri Chaura, Gorakhpur, when Gandhiji realized that violence was spreading he called a halt to the No -Cooperation Movement. He felt that people need to be trained before mass struggle.

Under the Government of India Act (1919) many within the Congress were tired of mass struggles and wanted to participate in the Council elections. CR Das and Motilal Nehru wanted to enter council politics so that they could demonstrate that these were not truly democratic. They formed the Swarajya Party. Whereas younger blood like that of Jawaharlal Nehru and Subhash Chandra Bose wanted full independence.

Just like in Vietnam, due to the great economic depression, prices of agricultural products fell and ultimately collapsed. During this period the new Tory government of Britain introduced a Statutory Commission under John Simon which had:

1. To suggest changes in the Constitutional system
2. To see the proper functioning of the system.

When he arrived in India in 1928 many greeted him with slogans like 'Simon Go Back' and in an effort to win them over viceroy Lord Irwin announced the DOMINION STATUS and a ROUND TABLE CONFERENCE to be held in England at a future date.

This did not satisfy the leaders. In 1929 at the Lahore session of the Congress, under the presidency of the J Nehru it was declared that 26th January 1930 would be celebrated as Independence Day and the struggle for full independence or Purna Swaraj will begin. But this attracted less attention so Gandhiji found a new symbol for struggle: salt.

On 31st January 1930 he sent a letter to Viceroy Irwin stating his 11 demands which were wide ranging so that all the groups could associate with the movement. He also gave an ultimatum till 11th March after which he would launch a civil disobedience campaign.

As Lord Irwin was unwilling to negotiate, Gandhiji started a salt march from Sabarmati Ashram to the coastal town of Gujarat-Dandi

They walked for 24 days, 10 miles a day and on reaching Dandi, on 6th April 1930, broke the salt law and manufactured salt by boiling sea water. This marked the beginning of the Civil disobedience movement. People were now not only asked to not cooperate but also to break laws. People began breaking colonial laws, looting bazaars and picketing shops etc.

When Abdul Ghaffar Khan, a disciple of Gandhiji was arrested, many people began demonstrating on the streets of Peshawar. When Gandhiji himself was arrested dockworkers of Sholapur protested, burning British houses and buildings. Seeing the violence spread, he called off the movement and signed the Gandhi-Irwin Pact, on 5th March 1931. He decided to participate in the Second Round Table Conference in London and Irwin agreed to release political prisoners.

But the decisions broke down and when Gandhiji came back he saw:

- Congress declared illegal
- Abdul Ghaffar Khan and J. Nehru in jail
- Series of events/ measures had been adopted to prevent public meetings etc.

So, he relaunched the movement but in 1934 it gradually lost its momentum.

Participants of the civil disobedience movement:

1. Rich peasant communities
2. Industrialists
3. Women

Rich peasant communities like the Jats of U.P. and the Patidars of Gujarat were very active in the movement as they were affected badly by the great economic depression. They wanted the government to reduce the revenue.

For them, the fight for swaraj was a fight against high revenue. But when Gandhiji called off the movement in 1931 without decreasing the revenues they were deeply depressed and didn't join the movement when it was relaunched.

Poor Peasantry always stayed aloof from the Congress as it supported the rich peasantry. Their problem was the paying of high rents to the rich peasants as tenants. But they often joined movements led by SOCIALISTS and COMMUNISTS.

Industrialists: Their demands were:

- Protection against imported goods
- Rupee-sterling high exchange ratio to discourage imports. So they formed IICC (Indian Industry Commercial Congress) in 1920 and FICCI (Federation of Indian Chambers Of Commerce and Industries) in 1927. These were led by **Purshottam Das Thakurdas** and **G.D. Birla**.

For them, Swaraj meant freedom to trade without any restrictions or colonial barriers. But after the failure of the Round Table Conference they were not at all interested in the movement.

Workers

Obviously, the working class stayed aloof but in some places like Nagpur, Chotanagpur area whose workers wore Gandhian caps participated in the movement. At the same time, they also demanded better wages and better conditions of work. But Congress never took the workers seriously as this would alienate the industrialists.

Women

Many women in urban areas were from high caste families but in rural areas they were from the rich peasant communities.

They felt it was their duty to serve the nation. But Gandhiji was only interested in their symbolic presence in the movements.

Limits of Civil Disobedience Movement

1. Untouchables did not participate
 2. Muslims felt alienated
- Untouchables: Called themselves dalits or the oppressed. They were not included because this would anger the Sanatanis or the conservative high caste Hindus.

But Gandhiji called them Harijans, i.e. children of God and himself cleaned toilets and organized Satyagraha, to permit them into temples etc.

But many of their leaders wanted reserved seats in educational institutions and a separate electorate.

Dr. B. R. Ambedkar organized them into Depressed Classes association in 1930 and demanded separate electorates but Gandhiji believed that a separate electorate would not unite the country so the Poona Pact of September 1932 was signed where the Dalits were given reserved seats and not a separate electorate, they would be voted in through the general electorate.

- Muslims

After the failures of the Non-Cooperation Khilafat movement and seeing Congress associate with Hindu Mahasabha, the Muslims felt alienated and thought that the Hindu majority would suppress the Muslim minority.

M A Jinnah attempted to negotiate with the Congress and stated the following:

- Reserved seats in the Central legislature
- Representation in proportion to their population in Muslim dominated areas (Punjab and Bengal)
- They were ready to give up their demand for separate electorate

However, at the All Parties Conference in 1928, Mr. R. Jayakar, of the Hindu Mahasabha strongly opposed any compromise, all hopes were shattered.

Sense of Collective Belonging:

A spirit and feeling of nationalism arise only when people realize that they belong to one nation.

This feeling was brought about by:

1. Images
2. Folklore
3. Symbols
4. Reinterpretation of the Past

Images

- BHARAT MATA by Bankim Chandra Chattopadhyaya
- He also wrote Vande Mataram
- Anandmath
- Bharatmata was painted by Abanindranath Tagore

Folklore

- Rabindranath Tagore
- Natesa Sastri published The Folklore of Southern India

Symbols

- A tricolour flag (red, green and yellow) with eight Lotuses (8 provinces of British India) and a crescent moon and sun (Hindus and Muslims)
- A tricolour flag (Red, green and white) and a spinning wheel symbolizing 'Self Help'.

Reinterpretation Of Past

The British considered Indians primitive and backward so glorification of ancient India was very essential. People would be aware of all the achievements of the Indians. This would instill a sense of pride among them and enable them to rise up against the British.

NATIONALISM IN INDIA

Answer the following questions. Each carry three marks

1. Explain the term satyagraha.
2. What is the importance of the Lahore Session in the India National Movement?
3. Why did Gandhiji start the Dandi March?
4. When and who formed the Swaraj Party? What was their main aim?
5. What was Gandhi -Irwin Pact?
6. How did Non-Cooperation become a movement?
7. How was the effect of the Non-Cooperation Movement on the economic front dramatic?
8. What were the limitations of the Non-Cooperation Movement?
9. Why did the peasants of Awadh join the Non-Cooperation Movement?
10. How did the Civil disobedience Movement begin? What were the methods used by the nationalists to fight the British?

Answer the following questions briefly. Each question carries 5 marks.

1. How did the war create a new economic and political situation?
2. What were the provisions of the Rowlatt Act? How did the Congress react to the act?
3. What were the causes of the Non-Cooperation Movement? How did the movement unfold?
4. Explain the immediate effects of the Lahore session of the Congress on the India national movement
5. Discuss the Salt March. Why & how was it an effective symbol of resistance to colonialism?
6. How did the revival of Indian folk songs and reinterpretation of history help in the spread of nationalism amongst Indian people?
7. What was Simon Commission? How did the Indians react? What was the reaction of various political parties?
8. What were the limitations of the Civil Disobedience Movement?
9. How did the countryside people the tribal peasants and the plantation workers react to the Non-Cooperation Movement?
10. What was the contribution of women to the movement between 1930 and 1934? Why was the Congress reluctant to give women positions of authority?

Map Work**Chapter-3: Nationalism in India (1918-1930).**

For locating and labeling / Identification on an outline political map of India

1. Indian National Congress Session

- a. Calcutta (Sept 1920)
- b. Nagpur (Dec 1920)
- c. Madras (1927)

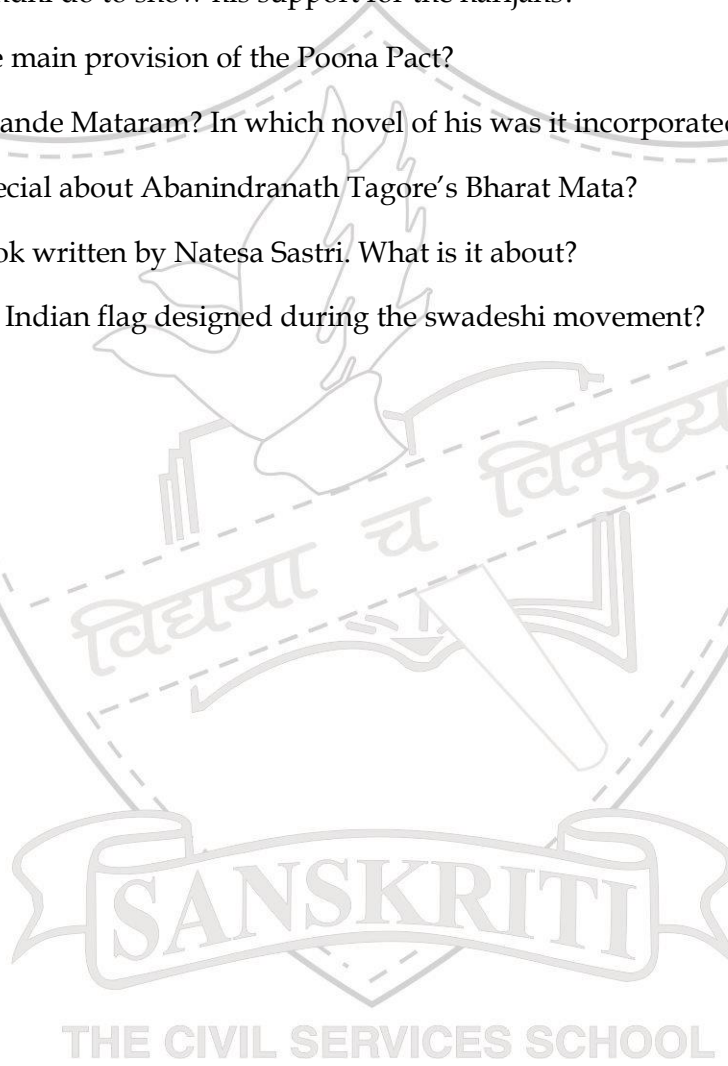
2. Important Centres of Indian National Movement

- a. Champaran (Bihar) - Movement of Indigo Planters
- b. Kheda (Gujrat) - Peasant Satyagraha
- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Chauri Chaura (U.P.) - calling off the Non-Cooperation Movement
- f. Dandi (Gujarat) - Civil Disobedience Movement

Following questions carry 1 mark

1. Name the 3 places where Gandhi initiated his satyagraha movement.
2. What are the two main pillars of satyagraha?
3. Why did the peasants of Champaran and Kheda organise a satyagraha?
4. Many cities were bombed after the Jallianwala incident. Name one.
5. What was the reason behind the Rowlatt Satyagraha?
6. What was the main provision of the Rowlatt satyagraha?
7. Why did Gandhi wish to initiate the Khilafat Movement?
8. What was the significance of the Calcutta and Nagpur sessions of 1920?
9. Name the book in which Gandhi mentions the importance of Non-Cooperation?
10. Mention the 3 stages of the Non-Cooperation Movement.
11. How did Nehru link the movement at Awadh with the Nationalist movement?
12. Name the leaders of the tribal movement at Gudem Hills and the peasants of Awadh.
13. What was the Inland Emigration Act?
14. Why did the Simon Commission come to India?

15. Why couldn't Irwin's Offer in 1929 satisfy the Congress leaders?
16. What was significant about the Congress session of Lahore, 1929?
17. How did the Civil Disobedience Movement begin?
18. What were the main provisions of the Gandhi Irwin Pact of 1930?
19. From which area do we see non participation of workers during the Civil Disobedience Movement?
20. What did Gandhi do to show his support for the harijans?
21. What was the main provision of the Poona Pact?
22. Who wrote Vande Mataram? In which novel of his was it incorporated?
23. What was special about Abanindranath Tagore's Bharat Mata?
24. Name the book written by Natesa Sastri. What is it about?
25. How was the Indian flag designed during the swadeshi movement?



CHAPTER 5: WORK, LIFE AND LEISURE**Learning Objectives:**

Students will be able to :

- Analyse the rise and development of the modern city in England .
- Understand the modern era , the form of urbanisation changes due to industrialization.
- Examine the social changes in the city, problems and solutions with the new spirit of individualism is highlighted during discussions
- Compare the life of Bombay emerging as a city of dreams hub for films, culture and the life on the other side i.e chawls, poverty is brought to light.

In 1880 Durgacharan Ray wrote a novel Debganer Martye Agoman in which he wrote that when the Gods visited the earth they were both shocked and amazed to see city life. They were amazed to see a beautiful metropolis with offices and shops and were equally shocked to see pickpockets, thieves and impoverishment.

Hence the city offered both opportunities and disappointments.

Three historical processes that shaped the rise of modern cities include:

- Industrial Capitalism
- Establishment of Colonial Rule
- Development of democratic Ideals.

Characteristics of the City

Cities themselves vary in size. Some can be a metropolis i.e. a huge city with a huge population or a smaller one with limited functions.

FUNCTIONS OF THE CITY

- Social gatherings
- Trade and Industry
- Religious Institutions
- Administrative Work
- Political Activities

URBANISATION refers to the development of a city in the modern world. The term urbanization is generally used to describe rapid growth in urban areas clusters of urban settlements develop around the town or the city, the situation is described as urban agglomerations.

The main factor which contributed to the urbanization was the INDUSTRIAL REVOLUTION. Establishment of large factories led to mass immigration of villagers to the new towns and cities where new industries were established. Thus one sees the rise of cities such as London, Leeds and Manchester. Industries that employed the maximum number of migrants included wood and furniture, iron and steel, clothes and shoes and precision products.

As cities grew, crime flourished. Philanthropists were worried about public morality and the industrialists wanted an orderly labour force. In an attempt to discipline the citizens, high penalties were imposed and jobs were offered to those who were the deserving poor.

Women often lost their jobs due to technological changes and hence had to work as domestic servants, tailors, washerwomen and cooks. During times of war they were employed in the factory. Under the Compulsory Elementary Education Act 1870 children were not allowed to work.

HOUSING

Factory or workshop owners did not provide housing facilities but individual landowners provided cheap and badly maintained tenements for the new arrivals. The rich wanted slums to be cleared away but later realized the importance of better livelihood for the poor because:

- These possessed a threat to public health
- Could lead to fire hazards
- Socially weaker sections could protest and rebel.

CLEANING LONDON

Steps taken to clean up London include:

- Creation of open spaces where trees were planted
- Decongestion of localities
- Building of apartment blocks
- Introduction of rent control measures
- Introduction of the green belt throughout London
- Concept of garden city came into existence and was designed by EBENEZER HOWARD, BARRY PARKER and RAYMOND UNWIN.

PROBLEMS AND SOLUTIONS:

- Garden cities were welcomed but were too far away from the city
- Only the rich could afford it
- A public transport system would effectively solve the problem. Thus the underground railway network was introduced in London. The first track was laid between Paddington and Farringdon Street in London.

ILL EFFECTS OF RAILWAYS

- Led to suffocation
- Displacement of houses on large scale
- Environmental damage
- Mess and unhealthiness of the city

GOOD EFFECTS OF THE RAILWAYS

- Quicker transport
- Helped to decongest the city as many people could live outside the city and travel easily to work.

SOCIAL CHANGES IN THE CITY

- The institution of marriage began to break down
- Family sizes reduced
- Urban women started feeling alienated, isolated and neglected
- Domestic servants managed their children
- Individualism spread
- Public place became a suitable place for men and the household for women
- Many movements such as the Chartist movement and the 10 hour movement became popular
- Family became the heart of the market

LEISURE TIME

For the rich:

- Operas
- Theatres

- Musical performances
- Libraries and museums. (as entries were free here, people came in huge numbers.)

For the middle class

- Pubs were an attraction
- Cinema became common
- Music halls became popular
- Seaside holidays were encouraged to derive the benefits of the sun and bracing winds.

POLITICS IN THE CITY

- In 1886, due to the severe winter, the poor protested and led an uprising against the terrible conditions in which they lived. This was suppressed by the British.
- A small riot occurred in 1887 and was called the Bloody Sunday of November 1887
- In 1889, London dockworkers went on strike to gain recognition for the dockworkers union.
- Thus the large city population was both a threat and an opportunity.

INDIA

The pace of urbanization in India was slower to the pace in London. The 3 main presidency cities were Calcutta, Bombay and Madras. Every city was divided into the black town and white town. They were multi functional cities and Bombay was the premier city.

BOMBAY

- It was originally a group of 7 islands under the control of the Portuguese and in 1661, when the Portuguese princess married Britain's King Charles II it went to the British as dowry.
- It was an important port, administrative centre and a city of dreams. It became the capital of the Bombay Presidency in 1819.
- The establishment of the textile mills led to a fresh surge in migration mostly from the suburbs of Bombay.
- Housing in Bombay thus became a problem. It was a crowded city. Most people lived in chawls.
- CHAWLS were multi storeyed structures, unhygienic and people were forced to live there because of low rents compared to other places. They had to keep their windows shut because of the sewage and the stench of the gutters nearby. Streets were used for washing, cooking and sleeping. Leisure activities included the akharas, kadalakshmis, magicians, monkey players and acrobats.
- The CITY OF MOMBAY IMPROVEMENT TRUST was established to clean the city and the RENT ACT was passed to settle rates at a reasonable cost but was of no use as many landlords withdrew their homes from the market.
- WILLIAM HORNBY, the governor of Bombay approved the building of a sea wall which prevented the flooding of the low lying areas. Thus began the reclamation projects to reclaim land from the sea and accommodate the growing population. THE BACKBAY RECLAMATION COMPANY won the rights to reclaim land from Colaba to Malabar Hill.

CINEMA

- As a city of dreams Bombay provided a lot of opportunity to poets and script writers and thus the MAYAPURI evolved.
- HARISHCHANDRA SAKHARAM BHATWADEKAR shot a scene of a wrestling match in Bombay's Hanging Gardens and it became India's first movie in 1896.
- DADASAHEB PHALKE made RAJA HARISHCHANDRA in 1913.
- ISMAT CHUGTAI and SADDAT HASAN MANTO were also a part of the film industry.

CHALLENGES TO URBANISATION

- Environmental damage
- Water and air pollution
- Health problems

STEPS TAKEN TO FIGHT IT:

- In England- SMOKE ABATEMENT ACT, 1847,1853.
- Calcutta-BENGAL SMOKE NUISANCE COMMISSION managed to control pollution to some extent



Work Life and Leisure

Q1. Answer the following questions. Each question carries 3 marks.

- a) Mention the main causes of urbanization.
- b) What is the meaning of subsistence migration?
- c) Why were migrants attracted towards London and Manchester?
- d) Why did women lose their industrial jobs?
- e) When and where was the first underground railway in the world opened?
- f) What was the Chartist Movement?
- g) What do you understand by reclamation?
- h) Why did William Hornby approve the building of the great sea wall?
- i) Explain the term chawls.

Q2. Answer the questions. Each question carries 3/5 marks.

- a) Why did people recognize the need to clean up London?
- b) Discuss the steps adopted to clean up the city of London.
- c) Did the creation of Garden Cities solve London's housing problem?
- d) Do you think that the underground railway network solved London's housing problem?
- e) How did industrialization effect the family set up in London?
- f) Give an account of the life a typical Bombay worker who lived in the chawls.
- g) What were the widespread problems due to the use of coal in homes and industries in England in the 19th century?
- h) How was the city of Calcutta affected by pollution? Were any steps taken to fight pollution?



CHAPTER 6: THE AGE OF INDUSTRIALISATION

Learning Objectives:

Students will be able to:

- Understand the factors which affected the pattern of industrialisation in England, America and India
- Familiarize with the Pro- to-Industrial phase and Early factory system
- Analyse the factors which led to the rise of handicrafts industry and also understand the reasons for its decline.
- Compare and contrast situations in Britain and India
- Analyze the journey of India's dominance in the international market in textiles to loss of its own markets.

E.T. Paul produced a music book that had a picture of a woman and it said 'Dawn of the Century'. The inclusion of railways, camera, machines, printing press factory symbolizes modernity and the age of progress.

The picture 'Two Magicians' published in Inland Printers, indicates Aladdin who represents Orient & the past, the mechanic stands for the west & modernity and shows rapid advancement in technology. Orient refers to the countries on the eastern side of the Mediterranean Sea, basically referring to Asia which was considered backward, primitive, traditional and mysterious.

Conditions which favour the growth of any industry in a particular area:

1. Raw materials
2. Labour
3. Capital
4. Natural resources
5. Availability of land
6. Political stability
7. Technology
8. Transport and Communication

We often relate industries to factories, industrial workers as factory workers, but this is incorrect, because even before factories were introduced there was large scale industrial production going on for the international market. This period refers to the early form of industrialization- **PROTO INDUSTRIALISATION**.

Results of Proto industrialization-

1. Close relationship developed between the town and the countryside.
2. Merchants were based in towns but the work was mostly done in the countryside
3. To manufacture cloth in England, wool was purchased from a wool-stapler, taken for production to weavers, fullers and then dyers.
4. It led to network of commercial exchanges.

MERCHANTS often came to the countryside to expand their business from towns because:

TRADE GUILDS AND URBAN CENTRES were highly powerful medieval associations of producers that trained craftsmen and artisans. They had assumed monopoly rights to trade in specific products and didn't allow new people to enter the arena of trade. In the 17th & 18th century merchants from towns in Europe began moving to the countryside. They supplied money to peasants & artisans to produce for an international market.

During this time the open fields were being enclosed into private and individual lands. Because of this the poor peasants had to look out for other alternatives. Also, many had tiny plots of land which could not employ all the members of the family. Hence, when merchants came to the countryside and offered loans or advances, these peasants couldn't resist and entered the merchants' employment. Within this system a close relationship had been established between the town and the countryside.

In early 18th century English goods such as textiles were produced in village households. This was domestic system of production. The expansion of trade led to high demand for goods. More machines were invented and this started factory system of production. This shift is known as industrial revolution.

LONDON was also known as the finishing center because finishing of cloth was carried out there and then exported to the international market.

THE COMING UP OF A FACTORY

Mostly all new factories came up in production of cotton because

1. Most inventions were in the field of textiles i.e. cotton.
2. Richard Arkwright created the cotton mill because of which all processes under production came under one roof.

BENEFITS OF A COTTON MILL:

1. All processes of production came under one roof
2. Regulation of labour was possible.
3. Supervision of labour was possible
4. A check could be kept on the quantity of products.
5. Costly new machines could be purchased and maintained in a mill.

CHANGES AFTER THE FACTORIES CAME UP:

1. Painters earlier concentrated on nature but now on industries
2. Grey skies
3. Environmental disturbances

PACE OF INDUSTRIAL CHANGE AND THE IMPACT ON ECONOMY, SOCIETY, POLITICS, INTELLECTUAL AND CULTURAL EFFECT

1. The most dynamic industries first came up in the field of cotton and then metals (iron and steel).
2. These industries could not displace the traditional industries. Less than 20% of the population worked in technologically advanced industrial sector.
3. New small inventions were the basis of non-mechanized industry sector.

Technological changes were slow and expensive to come up because:

1. The new machines were very expensive
2. They involved a lot of capital investment.
3. Their repair and maintenance were expensive
4. Labour was not a problem in England so initially, labour replaced machines.

JAMES WATT modified the steam engines which was first produced by NEWCOMEN and patented the new model in 1781. His friend MATHEW BOULTON produced the new model. It could not find buyers for years.

There were only 321 steam engines out of which 80 were in cotton industries, 9 in wool industry and the rest in iron works. The new powerful technology that enhanced the productivity was slow to be accepted by industrialists.

WHEN LABOUR IS PLENTY WAGES ARE LOW.

So labour was not a problem in England but most industries required only seasonal labour because their production fluctuated within seasons. Eg:

1. Breweries
2. Publishing houses
3. At the water front
4. Book binders.

Machine made goods were uniform and standardized for exporting to the colonies or for the mass population, whereas hand made goods were important especially among the elites because they were a status symbol; they were classy, stylish and exclusive.

LIFE OF WORKERS

The abundance of labour actually affected the lives of workers badly.

1. The actual possibility of getting a job was dependent on kin relations or networks. Many unemployed labourers who had come from outside the city had to either live in

- Casual wards
- Night refugees

2. Seasonality of labour also meant prolonged periods without work. Some would go back and some would find small jobs, but these were hardly available.

3. Wages increased during war time but the actual value fell so it didn't much profit the workers and change their lives. Wages were not fixed.

4. The fear of unemployment made workers hostile to the introduction of new technology.

SPINNING JENNY was introduced by James Hargreaves. After the 1840s, new job opportunities were opened up as railway networks, roads and tunnels came into existence.

Industrialisation in the colonies:

1. Silk and cotton goods from India dominated the international market.
2. A variety of Indian merchants and bankers were involved in the network of export trade
3. The European trading companies gained concessions from Royalty and got monopoly right to trade. This resulted in decline of old ports like Surat (connected India to Gulf and Red sea ports), Hoogly (Connected India to South East Asian ports) and Masulipatnam.
4. Trade through new ports of Bombay, Madras, and Calcutta was being controlled by the European companies.
5. This led to change in life of weavers and artisans.

There were 2 kinds of men who were involved in this kind of trade:

1. Supply merchants- they linked the ports to the inland regions. They gave advances to the weavers, procured cloth and carried it to the ports.
2. Export merchants – they would have brokers who would negotiate the price of cloth and buy it from the supply merchants.

This system gradually started breaking down and many European companies gained power by:

1. Seeking consensus from local courts
2. Monopoly rights to trade

Thus, this shift from old ports to new ones was an indicator of growth of colonial power. Those who wanted to survive among the merchants had to now work under European guidelines.

Hence the Indian textiles were in great demand, the Dutch, the French, the Portuguese and the British faced problems in acquiring cotton from weavers as they would give it to the best buyer. So, the East India Company thought of asserting its monopoly rights to trade by:

1. Introducing a gomasthas i.e. by eliminating existing traders and brokers so that he could keep a check on quality and procure cloth from them.
2. THROUGH A SYSTEM OF ADVANCES the company kept the weavers tied to them so that they could not sell their cloth to others.

Gomasthas were very cruel and often beat the weavers if weren't given the supply in time, whereas earlier the supply merchants often helped the weavers in their hard times and were more like a family to them.

So, the weavers had to now devote all their time to weaving and their family members would also be involved in different tasks related to cloth weaving. Many times, weavers left their homes and went to a different city to set up a new shop or small business.

In 1772 HENRY PATULLO, a company official, said that production of Indian textiles would never fall as no other country produced the same quality of cloth. However, there was a gradual decline in the textile industry because:

1. The Manchester goods had started being produced, so the English cleverly introduced heavy import duties which discharged Indian goods to enter the British market.
2. The East India Company sold British manufactures in India at a lower cost.

Hence, problems faced by the weavers were

1. The export market collapsed
2. Local markets shrank
3. During the American civil war, demand for cotton from India increased, driving up the price and hence making raw material more expensive for the weavers.
4. Also factories began their production, so markets were now flooded with cheap machine made goods.

EARLY FACTORIES IN INDIA

The British gained profits from everywhere; they grew opium in India and exported it to China and in return took tea from there and exported it to England. So many people became junior players in this game of trade, like Dwarkanath Tagore, Dinshaw Petit, Jasetji Nuseerwanjee Tat, Seth Hukumchand, father of G.D. Birla.

Their role:

1. Procuring supplies
2. Shipping consignments
3. Providing finance

3 major European managing agencies controlling Indian trade were:

1. BIRD HEIGLERS AND CO.
2. JARDINE SKINNER AND CO.
3. ANDREW YULE

Workers came from all over, especially from the surrounding districts. For the Bombay cotton mill, workers came from neighbouring districts like Ratnagiri.

These industrialists (junior players) employed a jobber who recruited people in the mills and would often ask for gifts in return for favours.

The European managing agencies were interested in specific products such as tea, coffee, jute, indigo etc. mainly for export.

When the Indian businessmen wanted to set up their mills, they did not compete with Manchester goods and thus started producing YARN which wasn't a part of British goods, and then started exporting it to China.

Indian textile industry would expand and the Indian businessmen started producing cloth due to the following reasons:

1. Swadeshi movement gained momentum
2. Export of Indian yarn to China declined (because China started producing its own cloth)
3. The First World War broke out. (because of which imports of Manchester goods declined in India).

AFTER THE WAR, MANCHESTER GOODS COULD NEVER OCCUPY OR REPLACE THE POSITION OF INDIAN GOODS.

After the World War, small scale production continued to dominate, even though weavers faced a lot of problems, they thrived as they had adapted to technological changes and hence could compete with the mill sector and also reduce labour costs and increase productivity. (although certain weavers were in a better position than others).

THERE WERE 2 TYPES OF INDIAN WEAVERS:

- Coarse cloth producers- coarser cloth was bought by the poor. During famines, its production fluctuated and its producers had to suffer.
- Fine cloth producers- finer cloth was bought by the rich. During famines and other natural calamities its production remained constant and hence these producers were in a better position.

But even though finer cloth producers were in a better state, they had:

- To work long hours.
- To work very hard
- To devote all their time to weaving
- To incorporate their family members at every step of the weaving process.

ADVERTISING IS ESSENTIAL FOR THE SALE OF ANY GOOD OR SERVICE.

- Many a time, products were advertised using pictures of Gods to give the impression that it had divine approval and hence the quality of the product could not be questioned.
- Many a time, the name of the manufacturer was printed as a mark of quality or to familiarize the buyers with the brand.
- Sometimes, calendars were printed with various advertisements so that people who could not read would just see the advertisement every day.
- But when Indian manufacturers advertised, the message of the Swadeshi movement was quite clear: 'If you respect the nation, then respect and use the products produced by its citizens.'



The Age of Industrialization

Answer the following questions. Each carries three marks.

1. Why was labour available in the countryside and not in the towns?
2. How did the production system operate under the domestic system?
3. Why was labour in great demand in the winter season?
4. How did trade operate in pre-colonial India?
5. How did the Company ensure a regular supply of cotton textiles from the Indian weavers?
6. How was a jobber different from a gomathas?
7. Why did peasants begin looking for alternative sources of income?
8. How did early Indian entrepreneurs source their capital?
9. "In the 20th century weavers survived despite problems" Explain
10. What role did labels play in persuading Indians to buy Manchester cloth?

Answer the following questions. They carry 5 marks.

1. How did the First World War create a dramatically new situation in India?
2. Why did the merchants in the 17th and 18th century begin moving to the countryside?
3. Differentiate between domestic and factory system of production.
4. The typical worker in the 19th century was not a machine operator but traditional craftsperson and labourer. Comment.
5. What was the condition of workers in the early 19th century?
6. What was the condition of trade in India before machine industries?
7. Coming of East India Company and establishment of trade affected the lives of weavers and other artisans. Explain.
8. What were the various strategies adopted by European firms to capture the Indian market?
9. Who were the early entrepreneurs? What were their main sources of capital?
10. Name the three European managing agencies. How did they function?

The following questions carry 1 mark

1. What does a stapler/fuller do?
2. What is carding?
3. When did the first factories come up in England?
4. Who created the first cotton mill?
5. Who produced the first steam engine? Who improved it later? Who manufactured the new model?
6. Why were machines in great demand in USA?

7. Why was the Spinning Jenny so unpopular?
8. Name the three ports used by Indian merchants before the colonial period.
9. What was the main work of the supply merchant?
10. Give two reasons to explain how the EIC gradually acquired power?
11. What major problem was faced by the weavers in the 1860s?
12. When did the first cotton mill /jute mill come up in Bombay/Calcutta?
13. How did the fly shuttle help the Indian weaver?
14. Name the three managing agencies set up by the British in India.
15. Why were images of gods and goddesses printed on labels?



CHAPTER 7: PRINT CULTURE AND THE MODERN WORLD

Learning Objectives:

Students will be able to:

- Learn about the first print technology in China and Japan its journey from bureaucracy to different social sections and subjects.
- Trace the journey of paper technology from east to west and then of the print technology from west to east.
- Witness and illustrate flooding of the markets with the variety of books resulting in major social changes and relates print revolution to debate and discussions for religious reforms
- Get aware of the change of Oral culture to print culture, from manuscripts to books and from vernacular books to English books.

CHINA

- The earliest kind of print technology was developed in CHINA, KOREA AND JAPAN. This was the system of hand printing. Skilled craftsmen could duplicate these prints with accuracy.
- The imperial state of China was for a long time the major producer of printed material. Textbooks for civil service examinations were printed in large numbers and from the 16th century as the number of students increased so did the demand for printed matter.
- By the 17th, as urban culture bloomed in China, the uses of print diversified in the form of narratives, poetry, literary masterpieces and romantic plays.
- By late 19th century western printing techniques and mechanical presses were imported and there was a gradual shift from hand printing to mechanical printing.

JAPAN

- Buddhist missionaries from China introduced hand printing into Japan around 768-770 AD. The oldest book in Japan is the DIAMOND SUTRA. It was printed in 868 AD.
- Printed material also included playing cards, money, collection of paintings, books on women, flower arrangement, cooking etc indicating the rise of a flourishing urban culture.

PRINT COMES TO EUROPE

- MARCO POLO in 1295 brings the knowledge of wood block printing to Europe. Italians begin to produce books with wood blocks. This did not mean the end of handwritten books preferred by the aristocracy and rich monastic libraries as they looked down upon printed books as cheap vulgarities. However printed books were very popular with students as it was cheaper.
- MANUSCRIPTS were gradually replaced by printed books as they were expensive, laborious, time consuming, fragile and could not be carried around easily. Moreover there was a growing demand for quicker and cheaper reproduction of texts.

- The invention of the printing press by JOHANN GUTENBERG, developed in 1430s and perfected in 1448 was the answer to the demand.
- The first book he printed was THE BIBLE.
- The new technology could not entirely displace the art of hand written books, but within a hundred years between 1450 and 1550 we see a shift from hand printing to mechanical printing which led to the PRINT REVOLUTION.

THE PRINT REVOLUTION AND ITS IMPACT

- A new reading public emerged as printing reduced the time, labour and thus the cost of the book.
- Access to books created a new reading culture across cities and towns. Knowledge was transferred orally earlier and now instead of a hearing public a reading public came into being.
- However, books could only be read by the literate population which was still low in most European nations till the 20th century. To entice the common man to read printers began to publish popular ballads, folk tales and books with lots of illustrations. These were then sung and recited at gatherings. Oral culture thus entered print and the line between oral and reading public became inter mingled.

RELIGIOUS DEBATES AND THE FEAR OF PRINT

- Print created a world of debate and discussion. People could now put down their ideas and encourage others to think differently. This also created apprehensions in the minds of those who felt threatened with new ideas attempting to question the existing authority.
- For example, MARTIN LUTHER started the Protestant Movement in Germany when a printed copy of his criticism of the Catholic Church was pinned on a church door.
- MANOCCHIO, a poor miller re interpreted The Bible and formulated his own idea about God and Creation in print.
- This enraged the Church and it imposed several restrictions on booksellers and publishers.

THE READING MANIA

- Through the 17th and the 18th century literacy levels began to increase in most of Europe, so people wanted to read. Popular literature appeared on print. Booksellers employed PEDLARS who carried little books for sale like the ALMANAC. In England PENNY CHAPBOOKS were sold for a penny while in France the BIBLIOTHEQUE BLEUE were common. They were low priced, small books, printed on poor quality paper and bound in cheap blue covers.
- The periodical press developed. They carried information about current affairs and entertainment.
- Ideas of philosophers and scientists also became accessible to the common people.
- By the mid 18th century there was a common belief that books were a means of spreading progress and enlightenment and thereby liberate society from despotism and tyranny. Louis Sebastian Mercier was convinced of the power of print bringing enlightenment and destroying the basis of despotism.

PRINT CULTURE AND THE FRENCH REVOLUTION

- Many historians have concluded that the print culture conditions within which the French Revolution occurred as it
- Popularized the ideas of the intellectuals
- It created a culture of dialogue, debate and thinkers
- As literature mocked royalty and their way of life, people began to question the existing social order.
- There some who also sided with the church.

THE NINETEENTH CENTURY

- The 19th century saw the emergence of the new readers in women, children and workers.
- For children printing of school textbooks became critical.
- The children's press printed literature for children alone and included folk tales and old fairy tales.
- For women there were the PENNY MAGAZINES taught them proper behavior and housekeeping.
- Most radical of all print material was the emergence of the novel that began to define the new woman who was a person of will and determination and a free thinker.
- The working class depended largely on the lending libraries.

FURTHER INNOVATIONS

Late 18 th century	Press was made out of metal
Mid 19 th century	Richard Hoe perfected the power-driven cylindrical press. It was capable of printing 8000 sheets per hour.
Late 19 th century	Offset press that could use 6 colours at a time
20 th century	Electrically operated press

OTHER DEVELOPMENTS:

- Method of feeding paper improved
- Improved quality of plates
- Automatic paper reels
- Photoelectric controls of colour register
- Obviously, publishers began to use new strategies to sell their product.

INDIA AND THE WORLD AND PRINT:

- India had a very rich and old tradition of handwritten manuscripts in various languages. They were copied on handmade paper and sometimes beautifully illustrated.
- However, they were FRAGILE, EXPENSIVE, HAD TO HANDLED CAREFULLY and COULD NOT BE READ EASILY.
- They were NOT WIDELY USED IN EVERYDAY LIFE.
- Print came to India with the PORTUGUESE MISSIONARIES.
- The English language press did not grow in India till about late 18th century.
- From 1780, JAMES AUGUSTUS HICKEY began to edit the BENGAL GAZETTE A WEEKLY MAGAZINE and this was a private enterprise.

- By the close of the 18th century a number of newspapers and journals appeared in print. There were Indians too who began to publish newspapers.

RELIGIOUS REFORM AND PUBLIC DEBATE

- From the early 19th century there was intense debate about around religious issues.
- This was a time of intense controversy between the social and religious reformers and the Hindu orthodoxy over matters like sati, widow remarriage, Brahmanical idolatry etc. to reach the wider audience; the ideas were printed in the everyday spoken language of the ordinary people.
- In the north the ulemas were deeply anxious about the collapse of Muslim dynasties and feared conversion by the colonial rulers. To counter this, they used cheap lithographic presses, published Persian and Urdu translations of Holy Scriptures and printed religious newspapers and tracts.
- Amongst Hindus too print encouraged the reading of religious material. Books were portable and could be read out to a large group of illiterate men and women.
- Print also connected communities and people in the different parts of India, encouraged debate and discussion and a pan Indian feeling.

NEW FORMS OF PUBLICATION

New forms included:

- Novels, lyrics, short stories, essays about political and social matter.
- A visual culture was taking shape, where the paintings of Raja Ravi Verma could be reproduced in multiple copies for mass circulation.
- Cheap prints and calendars were easily available
- In the 1870s caricatures and cartoons had also become popular. They commented on social and political issues

WOMEN AND PRINT

- Lives of women began to change with the printing press. Liberal husbands and fathers began to educate the women of their households. Journals wrote to say why women should be educated.
- Not all families were liberal. Conservative Hindus and Muslims felt that educated women would be corrupted by reading.
- In spite of this, these women wrote. They included women like RASHSUNDARI DEVI, KAILSHBASHINI DEVI, TARABAI SHINDE, PANDITA RAMABAI etc. They wrote about their miserable conditions.
- There were also journals for women and they discussed fashion and household issues.

PRINT AND THE POOR PEOPLE

- Very cheap small books were published for the poor
- Public libraries were also set up
- From the late 19th century caste discrimination was written about in a big way.
- Even though workers in factories were too overworked and lacked education to write much, there were exception to the rule.

PRINT AND CENSORSHIP

- Before 1778 the East India Company controlled printed matter written against Englishmen in India who were critical of Company misrule.

- In 1820 the Calcutta Supreme Court passed certain regulations to control press freedom.
- After 1857, the enraged government demanded a clamp down on the native press.
- In 1878 the Vernacular Press Act was passed providing the government with extensive rights to censor articles.
- Despite repressive measures the nationalist press grew in all parts of India and encouraged the rise of nationalism.

Print, Culture and the Modern World

Answer the following questions. Each question carries 3 marks.

1. What is calligraphy?
2. How did the shift from hand printing to mechanical printing take place in China?
3. What do you understand by oral culture?
4. What was the Protestant Reformation?
5. What strategies were adopted by the printers and publishers to sell their products in the 20th century?
6. How did the Battala encourage reading?
7. Name a few new forms of publication in the 19th century India.
8. How were manuscripts written out in India before the arrival of the print?

Each question carries 5 marks.

1. How was the increase in demand for books met in Europe in the 14th century?
2. How can we say that the print revolution in a big way created a situation that resulted in the French Revolution?
3. Do you think Johann Gutenberg's printing press was able to displace the art of producing books by hand?
4. What was the impact of the print revolution in Europe?
5. Discuss the factors that led to the rise of a reading public in the 17th and 18th century?
6. How did the print culture increase readership among women, children and workers in Europe?
7. What were the various strategies adopted by the publishers and printers in the 19th century to sell their product?
8. Print did not only stimulate the publication of conflicting opinion amongst communities, but it also connected communities and people in the different parts of India." Discuss
9. . How did the colonial government follow a policy of censorship in British India?
10. Why did the ulema oppose English culture? What step did they take to counter the impact?

The following questions carry 1 mark

1. Where did the earliest type of print technology develop?
2. Name the Chinese traditional book which was folded and stitched on the side.
3. Name the city in China which became the hub of a new print culture in the late 19th century.
4. In the earliest times how did silk and spices from China reach Europe?
5. How were wood blocks used in Europe in the early 15th century?
6. Why did the Roman Catholic church begin to maintain an Index of Prohibited books from 1558?
7. Why did the Roman Catholic Church impose control over publishers and booksellers?
8. What was the Bibliotheque Blue in France?
9. Who said the following words, "tremble, therefore tyrants of the world! Tremble before the virtual writer."
10. What was the contribution of Richard M Hoe to the art of printing?
11. Mention one characteristic feature of an offset press?
12. Who brought out the Bengal Gazette?
13. Name two Persian papers published from 1882 onwards?
14. What did Tarabai Shinde and Pandita Ramabai write about?
15. Why was the vernacular Press Act passed?



CHAPTER 8: NOVELS, SOCIETY AND HISTORY

Learning Objectives:

Students will be able to:

- Trace the journey of novels from manuscripts to print .Its first root in England and France
- Learn about the first form of novel Serialisation and importance of novels
- Witness and discuss the world of novels from Europe, USA and India.
- Understand the regional peculiarities of novels in India -what inspired the authors to write in the colonial period and how novels reflected social divisions in India .
- Understand the reflections of history written by colonial historians and their depiction of Indians and appreciate novels written by Indian which cultivated a sense of nation building in India.

NOVEL is a modern form of literature. Serialization allowed readers to enjoy and discuss stories for weeks. It also maintained suspense of the reader eg. Pickwick papers by Charles Dickens.

IMPORTANCE OF NOVELS:

1. They produced a number of common interests among various social groups
 2. They allowed flexibility in the form of writing
 3. The worlds created by novels seemed realistic
 4. Novels allowed individuals the pleasure of reading in private as well as public
 5. They introduced people to everyday life of various kinds of people
 6. Novels created a feeling connection between the rich and the poor
 7. Novels bring many different cultures together
 8. For the ones colonized, novels allowed them to explore their own identities and problems
 9. Helped the British to know Indian culture better
 10. Helped Indians to criticize the defects in their society
 11. Also helped to rediscover the past
 12. Helped to bring about a feeling of collective belonging
 13. Offered new forms of entertainment
 14. promoted silent reading
 15. Dialects came into the picture and knowledge of various kinds of language spread.
- ❖ K.R. Krishnamurthy (a Tamil Novelist) writes under the pen-name of KALKI
 - ❖ Tamil Novelists: Kandukuri Veerasalingam and Chandu Menon
 - ❖ Hindi Novelists: Srinivas Das, Devaki Nandan Khatri and Munshi Premchand
 - ❖ Bengali Novelists: Bankim Chandra Chattopadhyay and Sarat Chandra Chattopadhyay

IN EUROPE AND UNITED STATES OF AMERICA:

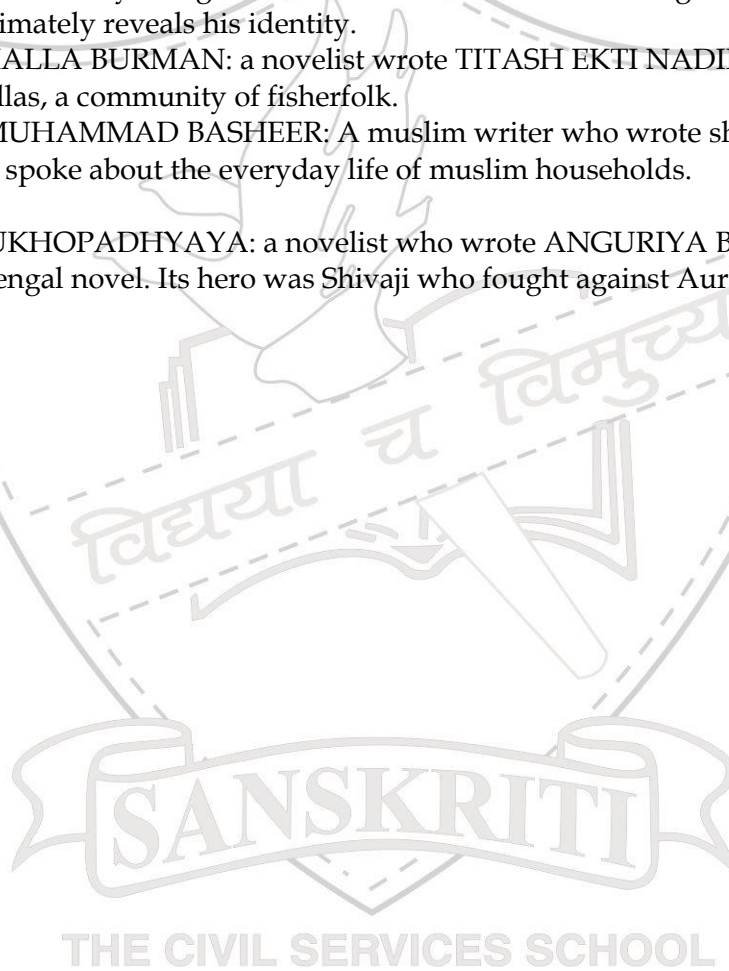
1. HENRY FIELDING: a novelist who claimed that he was the founder of a new province of writing, where he could make his own laws, he wrote TOM JONES.
2. WALTER SCOTT: a novelist remembered for collecting popular Scottish ballads about wars and Scottish clans which he used in his novels.

3. SAMUEL RICHARDSON: a novelist who wrote PAMELA, an epistolary novel in the form of letters. This story was told through love letters exchanged between two lovers.
4. CHARLES DICKENS: He wrote 'PICKWICK PAPERS' which was serialized in a magazine. He also wrote HARD TIMES, which described the terrible effects of industrialization on peoples' lives. In this novel, he describes a fictitious industrial town called Coketown which had only machinery, smoking chimneys and polluted rivers and workers were called 'hands' as if they had no identity of their own. In his novel OLIVER TWIST he wrote about a poor orphan who lived in a cruel environment of thieves and criminals but was ultimately adopted by a wealthy man and lived happily ever after.
5. EMILE ZOLA: In his novel, he didn't end his story happily. He wrote GERMINAL which was based on the life of a young miner from France who forms a union of his own which ultimately fails, his co-workers turn against him and all his hopes are shattered.
6. THOMAS HARDY: A British novelist who wrote about the traditional rural communities of England that were fast vanishing. He wrote THE MAYOR OF CASTERBRIDGE about Michael Henchard, a successful grain merchant who becomes the mayor of the farming town of Casterbridge.
7. JANE AUSTEN: a woman novelist whose novels gave a glimpse of the world of women in rural areas. She wrote PRIDE AND PREJUDICE which emphasizes on the fact that a single man in the possession of a good fortune must be in want of a wife.
8. CHARLOTTE BRONTE: In her novel JANE EYRE she showed Jane as an assertive and independent girl who told her aunt that she was a bad person.
9. R.L. STEVENSON; He wrote his novel TREASURE ISLAND for the young which became really popular.
10. RUDYARD KIPLING: A novelist who wrote JUNGLE BOOK which was a great hit among the young.
11. G.A. HENTY: A novelist who wrote historical adventure novels for boys which were popular. These novels were always about young boys witnessing grand historical events.
12. HELEN HUNT JACKSON: a woman novelist who wrote love stories like RAMONA for adolescent girls
13. SARAH CHAUNCEY WOOLSY: A woman novelist who wrote stories for adolescent girls like WHAT KATY DID under the pen-name of SUSAN COOLIDGE.
14. DANIEL DEFOE : a novelist who wrote ROBINSON CRUSOE in which Crusoe treats coloured people not as human beings equal to him but as inferior. He rescues a 'native' and makes him his slave. Without asking his name, he calls him 'Friday'.
15. JOSEPH CONRAD: a novelist who wrote about the dark side of colonialism.

INDIA

1. BANABHATTA: a novelist who wrote KADAMBARI in Sanskrit which was an early example of a novel in India.
2. BABA PADAMAJI: a novelist who wrote a novel in Marathi called YAMUNA PARYATAN which spoke about the plight of widows.
3. LAKSHMAN MORESHWAR HALBE: a novelist who wrote MUKTAMALA, a novel which was not realistic and represented imaginary romance.
4. CHANDU MENON: a novelist from Kerala who tried to translate an English novel into Malayalam but realized that the Indian readers would not identify with British characters and get bored. So he dropped the idea and instead wrote INDULEKHA. In this novel Indulekha was from the Nambuthiri Caste whereas Madhvan is a Nayyar. Suri Nambuthiri comes to marry Indulekha but she rejects him and marries Madhavan. Suri, desperate to find a life partner, marries a poorer relation from the same family and pretends that he has married Indulekha.
5. KANDUKURI VEERASALINGAM: A Telugu novelist who wanted to translate an English novel in Telugu, but due to similar reasons mentioned above, dropped the idea and instead wrote RAJASEKHARA CARITAMU.
6. BHARATENDU HARISHCHANDRA: a pioneer who encouraged many members of his circle of poets to translate novels from other languages.
7. SRINIVAS DAS: a novelist wrote a novel PARIKSHA GURU which cautioned young men to do well and stay away from bad company. It reflected the inner and the outer world of middle classes. The young men in this novel are told to cultivate a good habit of reading newspapers without sacrificing their traditional values. This novel was too moralizing.
8. DEVAKI NANDAN KHATRI: a novelist who wrote CHANDRAKANTA, a romance with dazzling elements of fantasy.
9. PREMCHAND: a Hindi and Urdu novelist, he first began writing in Urdu and then shifted to Hindi. He wrote: SEWASADAN which dealt with the poor condition of women in society. Issues like Dowry and child marriage are mentioned in this novel. He wrote RANGBHOOMI. The central character in this novel, Surdas, is a beggar, signifying the importance of the oppressed in literature. Surdas is struggling against a forcible takeover of his land. Surdas was inspired by Gandhiji's personality and ideas. His novel GODAN was about a peasant couple Hori and Dhanai whose land is robbed by a group of landlords, moneylenders, etc. but they still maintain their dignity till the end.
10. BANKIM CHANDRA CHATTOPADHYAY: A Bangla novelist wrote a novel called DURGESHNANDINI, his first novel. His novel ANANDMATH was when the Hindus fought against Muslims-this novel inspired many freedom fighters.
11. SARAT CHANDRA CHATTOPADHYAY: A Bengali novelist who wrote about social issues like polygamy, child marriage, zamindars etc. He wrote DEVDAS.

12. ROKEYA HOSSEIN: a woman novelist who wrote a satiric fantasy i.e. using sarcasm to criticize gender inequalities in society. In her novel SULTANA'S DREAM which shows how women take place of men in society. In her other novel PADMARAG she showed the need of women in society and reform their conditions by their own actions.
13. HANNAH MULLENS: a Christian missionary who wrote KARUNA O PHULMONIR BIBARAN tells her readers that she writes in secret.
14. SAILABALA GHOSH JAYA: a Bengali woman novelist who wrote only because her husband protected her.
15. POTHERI KUNJAMBU: a lower caste writer wrote a novel called SARASWATIVIJAYAM this novel shows an untouchable leaving his village to escape the cruelty of landlords. He converts to Christianity and gets educated and returns to his village local court as a judge. The judge ultimately reveals his identity.
16. ADVAITA MALLA BURMAN: a novelist wrote TITASH Ekti NADIR NAAM, an epic about the mallas, a community of fisherfolk.
17. VAIKKOM MUHAMMAD BASHEER: A muslim writer who wrote short novels and stories which spoke about the everyday life of muslim households.
18. BHUDEB MUKHOPADHYAYA: a novelist who wrote ANGURIYA BINIMOY which was a historical Bengal novel. Its hero was Shivaji who fought against Aurangzeb in the battle.



Novels Society and History

Answer the following questions each carries three marks.

1. What is a Novel? In which two countries of Europe were the novels first published and who were its readers?
2. What made the writers choose their own style of writing?
3. What were the different kinds of novels written by the new authors when they were allowed the flexibility in the form of writing?
4. In what way was the entertainment of the old elite of Bengal different from that of the new bhadralok?
5. What was the theme of the novels written by Charles Dickens? Explain with an example.
6. What was the change experienced in the work of Thomas Hardy .Name the novel.
7. How did women get involved in reading novels in 18th century?
8. Who wrote Pariksha Guru? What message is conveyed in the novel?
9. Write the main contribution of Vaikom Muhammad Basheer as a novelist in Malayalam.
10. How was the dilemma of being modern resolved in Indulekha?

Each question carries five marks.

1. How was the novel useful for the colonizers as well as the colonized?
2. How was caste and community reflected in the novel of Advaita Malla Burman?
3. Why do you think women were not encouraged to read and write? Give examples to show how women defied this norm?
4. Mention some of the reasons for popularity of novels.
5. Mention the contribution made by Munshi Premchand to hindi literature.
6. Explain the following :-
 - i) After 1740 the readership of novels began to increase amongst the poor.
 - ii) What actions of Robinson Crusoe make us see him as a typical colonizer?
7. How did the novel gain popularity?
8. How did Industrialization affect the writings of novels? Explain with example.

REVISION ASSIGNMENT 1

1. Name the place where Gandhiji launched his first satyagraha movement in India.
2. Name the mass movement launched by Gandhi to protest against the Rowlatt Act.
3. What were the main causes behind the Non-Cooperation Movement?
4. How did the Non-Cooperation Movement come to an end?
5. Name the movement that led to the Civil Disobedience Movement.
6. Where and when was the resolution of Purna Swaraj adopted?
7. Name the pact signed by Gandhi and Ambedkar. What did this pact aim to do?
8. What were the demands of the poor peasants during the Civil Disobedience Movement?
9. How similar and dissimilar were Gandhi and Alluri Sitaram Raju?
10. Why was the Congress hesitant to give support to the peasants?

REVISION ASSIGNMENT 2

Identify the following personalities:

1. He was responsible for the Civil Code of 1804.
2. He founded Young Italy.
3. This English poet organized funds and fought in the Greek War of Independence.
4. He was a German philosopher who claimed that true German culture was to be discovered among the common people.
5. He celebrated the national struggle in Poland through his opera and music.
6. He was proclaimed German Emperor in 1871.
7. He was the architect of a unified Germany.
8. He helped to unite the Two Sicily's.
9. The king of Italy who was crowned in 1861.
10. The Austrian reactionary.

REVISION ASSIGNMENT 3

1. Mention any 3 features of proto industrialization.
2. Mention any 3 features of industrialization.
3. Why did the month of December witness a sudden increase in demand for labour?
4. What was the difference between a supply merchant and an export merchant?
5. How was the gomastha different from a jobber?
6. Name 2 Indian entrepreneurs.
7. Why did the British companies use illustrations of Gods and Goddesses to sell their products?
8. What do you understand by the term guilds?
9. When did the first factory come up in England and in India?
10. Why is Richard Arkwright important?

REVISION ASSIGNMENT 3

FILL THE COLUMNS WITH THE APPROPRIATE ANSWERS

Author	Name of The Book	Place of Origin	Subject of the book/ paper
Jyotiba Phule	Gulamgiri	Maharashtra, India	Caste Oppression
Kashibaba			Linked caste and class exploitation
	Sacchi Kavitayan		
Rashsundari Devi			
Ram Chaddha			Taught women to be obedient



CHAPTER 1: POWER SHARING

Learning Objectives:

Students will be able to:

- Examine the case studies of Belgium and Sri Lanka.
- Analysis of the situation faced by the minorities in Tamil.
- Appreciate the efforts done by Belgium government to unite the country.
- Comparative analysis of the difference between Prudential and moral reason behind power sharing.
- Will learn the importance of power sharing that it should be distributed among as many citizens.
- Appreciate that how Power sharing can reduce the conflicts and fulfil our expectations in real life.

Belgium –a case study:

- A small country in Europe bordered by Netherlands, France and Germany.

Ethnic composition:

- 59% living in Flemish region -- speak Dutch (majority -but poor)
- 40 % living in Wallonia – speak French (minority -but rich)
- 1% speak German
- Capital: Brussels –80% speak French (majority)
20% speak Dutch (minority)

Sri Lanka – a case study:

- A small island in Asia.

Ethnic composition:

- 74 % speak Sinhalese -- Buddhists
- 18% speak Tamil – Hindus / Muslims
- 13 % (out of 18%) – Tamil natives of Sri Lanka, called Sri Lankan Tamils
- Rest – Tamil Lankans – descendants of plantation workers who went from India and settled there during the colonial period.

Both countries share the ethnic problem of people speaking different languages and having different culture.

What can this problem lead to?

There can be tension and conflict between ethnic groups –can lead to civil war, division of the country and conflict between communities.

SOLUTIONS:**Sri Lanka:**

- Independent in 1948 – adopted a series of majoritarian measures to establish Sinhala supremacy. Majoritarianism is a belief that that the majority community should be able to rule a country in whichever way it wants, by disregarding the wishes and needs of the minority).
- In 1956 an Act was passed to recognize Sinhala as the official language
- The governments followed preferential policies that favoured Sinhala applicants for university positions and government jobs

- A new constitution stipulated that state shall protect and foster Buddhism.

Result:

- Tamils felt alienated – their culture, language, religion neglected.
- Led to a struggle for equality in jobs and education, entry to the university, recognition of their language and culture.
- Gradually it changed into a demand for regional autonomy.

The government of Sri Lanka refused to accept these terms. The LTTE was formed to force the government to accept the demands of the Tamils. This led to a civil war.

Many people killed, forced to leave the country as refugees, many lost their livelihood, setback to economy, society, culture, education and health.

Belgium:

Method of Accommodation – amended constitution to accommodate every ethnic community, with the result no civil war, demand for autonomy or partition of the country – unity of the country possible only by respecting the feelings and interests of different communities and regions – led to power sharing.

- Equal number of Dutch and French speaking Ministers in the Central Government
- State governments were not subordinate to the central government.
- Separate government for Brussels with equal representation for both linguistic groups
- A third government called the community government elected by the Dutch, French and German speaking people, in charge of language, cultural and educational issues.

Reasons for Power Sharing:

Power sharing is a must in a democracy.

Prudential	Moral
Reduces the possibility of conflicts which can lead to violence & political instability	The spirit of democracy calls for power sharing between different social groups which can reduce conflict
Prevents groups from overstepping their rights to enhance their own power	People who are affected by the policies must have a hand in shaping them
Ensures the unity of a nation, no single group can subvert the Constitution. When power is not shared, the majority oppresses the minority	People have a right to be consulted on how they are to be governed

Forms of Power Sharing:

1) Horizontal Distribution of Power:

- Power is shared among the different organs of the govt. – the legislature, executive, judiciary
- Different organs of govt. at the same level exercise different powers – separation of power
- Ensures a check over unlimited powers of each organ – balance of power
- It acts as a system of “ checks and balances”

2) Among governments at different levels:

- Power is shared among govt. at different levels like union, state and local level -- Federalism
- Powers of different levels of government, is clearly specified – union list, state list, concurrent list
- No concept of checks and balances as powers are clearly given by the constitution from the higher level to the lower level

3) Among different social groups:

- Power is shared between different religious and linguistic groups eg. Community government in Belgium
- Reservations for socially weaker sections and women in legislature and administration give space to diverse social groups -- give minority communities a fair share in power.

4) Between Political parties, Pressure Groups, Movements:

- Political Parties –

- leads to competition – people get to choose among various contenders for power
- power does not remain with any one party
- coalition governments are formed if any party fail to get the majority
- parties have to perform to remain in power

- Pressure Groups –

They influence the govt. and force them to change policies eg. Farmers, traders, industrialists, industrial workers

- Movements --

Social movements sometimes bring about changes by forcing the govt. to change laws .Eg. Movements against dowry, child marriage , exploitation of women and children.



THE CIVIL SERVICES SCHOOL

Power Sharing

Answer the following questions briefly. Each question carries 3 marks.

1. What does the term power sharing signify?
2. What is meant by ethnic composition?
3. State briefly the methods adopted by Sri Lanka and Belgium to solve their ethnic problems.
4. Define Majoritarianism and Civil War.
5. What is the full form of LTTE? Why was it formed?
6. What led to tensions between Dutch and French speaking communities of Belgium in 1950s and 1960s?
7. Mention any three features essential for a country to be called a democracy.
8. What do you understand by the system of "Checks and Balances"?
9. Define:
 - i) Federal Government
 - ii) Federal Division of Powers

Answer the following questions. Each question carries 5 marks.

1. What were the ethnic problems shared by Belgium and Sri Lanka?
 2. Why did the Sri Lankan Tamils feel alienated?
- OR
3. What were the preferential treatments followed by the Sri Lankan government?
 4. How did the Tamils react to the Majoritarian method of the Sri Lankan government?
- OR
5. Why did a civil war break out in Sri Lanka? What were its consequences?
 6. Write a short note on the Belgian method of accommodation. What were its consequences?
- OR
7. Examine the main elements of the Belgian model of power sharing.
 8. What are the Prudential and Moral reasons for power sharing? Explain with examples.
 9. Differentiate between Horizontal and Vertical division of powers.
 10. How does democracy accommodate different social groups?
 11. How is power shared among political parties, pressure groups and movements?

CHAPTER 2: FEDERALISM

Learning Objectives :

Students will be able to:

- Enhance their knowledge to explore about the other federal political countries all over the world.
- They will learn about independent powers of the level of the government and that the Indian Union is based on the principles of federalism.
- Do a comparative analysis of creation of the states in India on the basis of languages.
- Will appreciate the spirit of federalism, respect for diversity and desire for living together became shared ideals in our country.
- To understand various dimensions of learning like critical thinking, comparative and analytical skills.

Federalism is a system of government where power is shared between a central authority and various constituent units of the country.

Differences between Unitary and Federal forms of government:

UNITARY	FEDERAL
One level of government	Two levels of government
The central government is more powerful than the subordinate units.	The two levels of government are equally powerful.
The central government is answerable to the people.	Both governments are equally responsible.
Central government takes all the decisions.	While the central government looks after issues of national interest, the state government looks after issues of the state.
It usually has an unwritten and flexible Constitution. (Britain)	It usually has a rigid and written constitution. (USA)

Features of a Federation:

- 2 or more levels of govt.
- Each tier of govt. has its own jurisdiction in matters of legislation, taxation and administration. The jurisdiction of the respective levels or tiers of govt. are specified in the constitution.
- People have two sets of identities-- of the region and the country. Each region has a separate system of govt., distinct powers and responsibilities.
- An independent judiciary prevents conflicts between the centre and the state and among the states.
- No fundamental change can be made in the constitution without the consent of all levels of govt.
- sources of revenue for each level of govt. are clearly specified to avoid conflict

Federal system has 2 objectives: safeguard and promote unity of the country and accommodate regional diversity.

An ideal federal system has 2 aspects: mutual trust and agreement to live together.

Kinds of federation:

Coming together federation: When independent states come together to form a bigger union. They enhance their security by pooling their sovereignty and retaining their identity. The states and centre have equal powers. Eg. USA, Australia, Switzerland.

Holding together federation: a large country decides to divide its power between the states and the central govt. The central govt. is always more powerful than the regional states. Some units have special powers. Different constituent units have unequal powers. Eg. India, Spain, Belgium.

How federal is India?

India is a quasi-federal country because:

- Constitution declared India to be a union of states based on the principles of federalism.
- There is a three-tier system of govt, and they enjoy separate jurisdiction.
- Three -fold distribution of legislative power between the Union and State govts. through the **THREE LISTS** --

UNION	STATE	CONCURRENT	RESIDUARY
97 SUBJECTS	66 SUBJECTS	47 SUBJECTS	-
Foreign policy	Police	education	Cyber law
Only the union govt can pass a law.	Only state govts can pass a law.	Both govts can pass laws. However, in case of a conflict the union govt prevails.	Only the union govt passes laws.

However, unlike a true federal country like USA, India cannot be called truly federal:

No dual citizenship. Every citizen vote as an Indian.

Centre is more powerful than the states (Refer to the three lists)

All the states in India do not have identical powers.

Some states enjoy a special status like Jammu & Kashmir which has its own constitution.

Some very small units called union territories do not enjoy many powers. They are too small to become independent states. Union govt. has the power to run them.

The powers of the Centre and the states are so well defined by the constitution that it is not easy to change them. Any change has to be passed by both houses of Parliament with at least 2/3 majority and ratified by the legislatures of at least ½ of the total states.

The Judiciary has the power to oversee the implementation of the constitution. In case of dispute The High Courts and Supreme Court make decisions.

How is Federalism practiced in India?

Constitutional provisions are not enough for the success of federalism. The reason for the success of federalism in India can be attributed to the spirit of federalism, respect for diversity and a shared desire to live together. The factors facilitating the success of federalism are:

a) Creation of Linguistic states:

Between 1947 and 2006 many new states were created and old ones vanished. Creation of new states was done on the basis of:

- Culture, ethnicity or geography eg. Nagaland, Uttarakhand etc.
- basis of language. eg. Andhra Pradesh, Maharashtra etc.

b) Language Policy:

- Our Constitution did not give the status of national language to any one language.
- Hindi is the official language (spoken by only 40% of the population)
- There are 21 other languages called Scheduled Languages.
- Candidates can take an exam conducted for Central govt. positions in any of these languages.
- States have their own official languages. The govt. work takes place in the official language of the state.
- English was to cease as an official language in 1965. But due to agitations on many states English was allowed to continue for official purpose along with Hindi.
- Central govt. promotes Hindi but cannot impose it on any state.

c) Centre- State relations:

Centre – state relations have been restructured to strengthen federalism.’

Before 1990	After 1990
Same party ruled the centre and most of the states	Rise of regional parties. Era of coalition governments at the centre.
State governments could not exercise their rights as autonomous units	State governments could exercise their rights as many were a part of the coalition in the centre.
Central government often dismissed state governments controlled by rival parties.	This was no longer possible in the era of the coalitions. The Supreme Court also supported the state governments.

All this has made federal power sharing very effective.

Decentralization in India:

India has a three-tier system of govt. -- union, state and local government. The three-tier system was adopted because:

India is a very big country

Difficult for union and state governments to manage big provinces and huge and diverse population. Therefore, a need for power sharing was felt within the states.

Hence, India adopted decentralization.

Decentralization means that power is taken away from centre and state governments and given to local government.

Reasons for Decentralisation:

- Local problems and issues are best settled at the local level
- Local people have better knowledge of local problems
- They have better ideas of where to spend the money and prioritize their problems better
- People can directly participate in decision making (inculcates a habit of democratic participation)
- People can approach a local govt. for solving their problems easily and quickly. The cost is also reduced to a minimum.
- Local governments at grass root level ensure stability, strength and a healthy democracy.

Forms of Local Government:**Rural**

Zilla Parishad
Gram Samitis
Gram Panchayats

Urban

Municipal Corporations (large areas)
Municipal Councils (small areas)

Before 1992 the local bodies were under the state governments. Regular elections were not held and the local bodies did not have their own power or resources.

1992- Amendment to the constitution made the three-tier system more powerful and effective. (73rd concerned the rural local governments and 74th concerned the urban local governments.).

Steps taken in 1992 towards decentralisation:

- Mandatory to hold elections to the local government bodies regularly
- reservation of seats for SC, St & OBC
- 1/3 of seats reserved for women
- State Election Commission created in each state to conduct panchayat & municipal elections.
- State governments to share some power and revenue with local government bodies.

Rural Local Bodies:

ZILA PARISHAD

BLOCK SAMITI

GRAM PANCHAYAT

GRAM SABHA (comprises the adult population in the village)

a. Gram Panchayat:

- found in each village or a group of villages
- consists of several ward members (panch) and a president/ sarpanch
- directly elected by all the adult population of the ward for 5 years.
- It is the decision-making body.
- Functions under a gram sabha -- a general body with all the villagers as its members-- meets 2/3 times a year to approve the work of the panchayat and approve of the budget.

b. Panchayat Samiti/ Block / Mandal:

- a few gram panchayats grouped together
- members elected by all the panchayats of the area

c. Zilla Parishad:

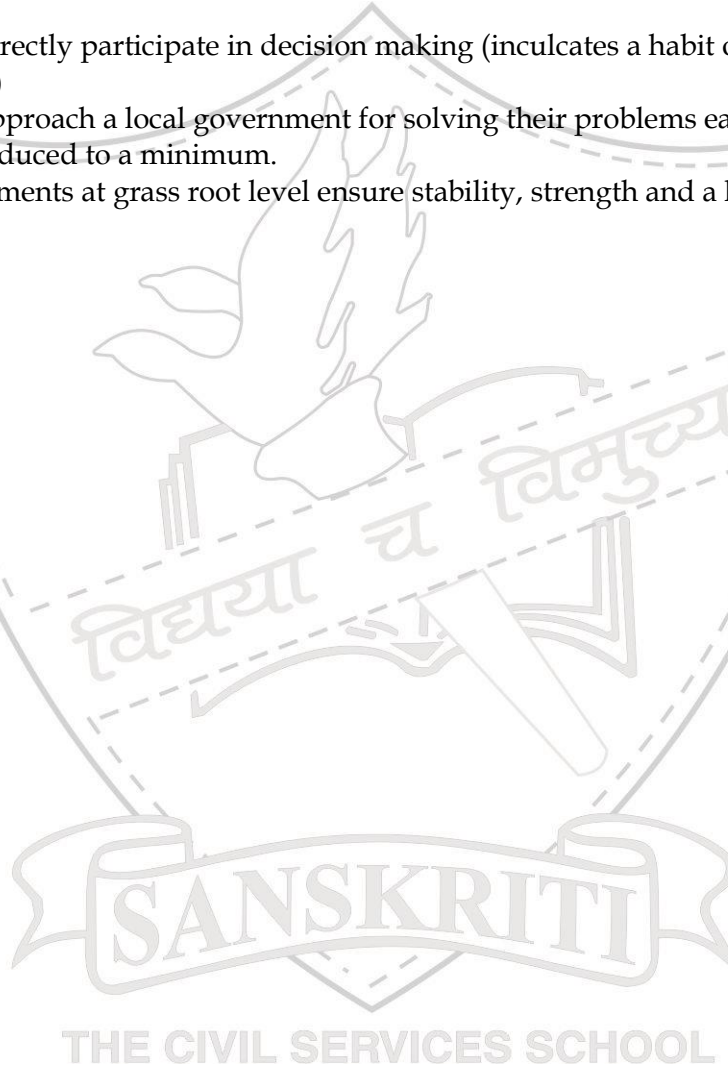
- all samitis or mandals together
- members – mostly – some are also elected
- Members of Lok Sabha and MLA s and some officials of other district level bodies

Urban Local Bodies:**a. Municipal Corporations & Municipalities:**

- members are elected
- Head of the municipality is the chairperson
- Head of the Corporation is a Mayor

Local Self govt. has helped to deepen democracy and increased women's representation. Yet, there are some problems:

- i elections not held regularly
 - ii state governments have not given them significant power and resources.
- Local people have better ideas of where to spend the money and prioritize their problems better.
 - People can directly participate in decision making (inculcates a habit of democratic participation)
 - People can approach a local government for solving their problems easily and quickly. The cost is also reduced to a minimum.
 - Local governments at grass root level ensure stability, strength and a healthy democracy.



Federalism

Answer the following questions briefly. Each question carries 3 marks.

1. What do you mean by the term "Federalism"? How many kinds of federations do we have?
Name them and give examples of each.
2. Define a union territory.
3. What do you understand by the term "Scheduled Languages"?
4. What are the main changes that can be seen in the political map of India of 1947 and 2006?
5. Name two states created on the basis of ethnicity and two on the basis of language.
6. Why did India adopt a three-tier system of government?
7. What is decentralization?
8. Mention three difficulties faced by the local governments.
9. How do the three lists in the Constitution ensure power sharing?

Answer the following questions briefly. Each question carries 5 marks.

1. Distinguish between the Unitary and Federal form of government.
2. How was power misused by the Central Government in India before 1991?
3. Why are the years after 1990 called the era of the beginning of coalition governments?
4. "Judiciary plays an important role in Indian federation." Discuss.
5. Discuss the main features of a federation.
6. Explain the difference between the two types of federation.
7. How has the constitution made provisions to distribute power between the centre and the state governments?
8. How is federalism practiced in India?
9. Explain that the language policy of the Indian federation is wise and prudent and has kept India united.
10. Describe the main features of the language policy of India.
11. Why is it necessary to decentralize power in India?
12. Discuss the features of the local self-government system in India.

Source Based passage :

Restructuring the Centre-State relations is one more way in which federalism has been strengthened in practice. How the constitutional arrangements for sharing power work in reality depends to a large extent on how the ruling parties and leaders follow these arrangements. For a long time, the same party ruled both at the Centre and in most of the States. This meant that the State governments did not exercise their rights as autonomous

federal units. As and when the ruling party at the State level was different, the parties that ruled at the Centre tried to undermine the power of the States. In those days, the Central Government would often misuse the Constitution to dismiss the State governments that were controlled by rival parties. This undermined the spirit of federalism.

Answer the following MCQs by choosing the most appropriate option:

1.1 The Centre-state relations undermined the spirit of federalism in the following way: (a)

The formation of states led to the disintegration of the country.

(b) The formation of linguistic states made the country united.

(c) The state governments could not exercise their rights as autonomous federal units due to same ruling party at both centre and states.

(d) State government misused the constitution to dismiss the rival parties.

2.2 Constitutional arrangements for sharing power work depends on:

(a) same party rule at both centre and states (b) how ruling parties follow them (c) strength of federalism (d) rights of state as autonomous federal units.

2.3 The basic objective of a federal system is to:

(a) accommodate regional diversity

(b) share powers among different communities

(c) ensure financial autonomy

(d) both (a) and (b)

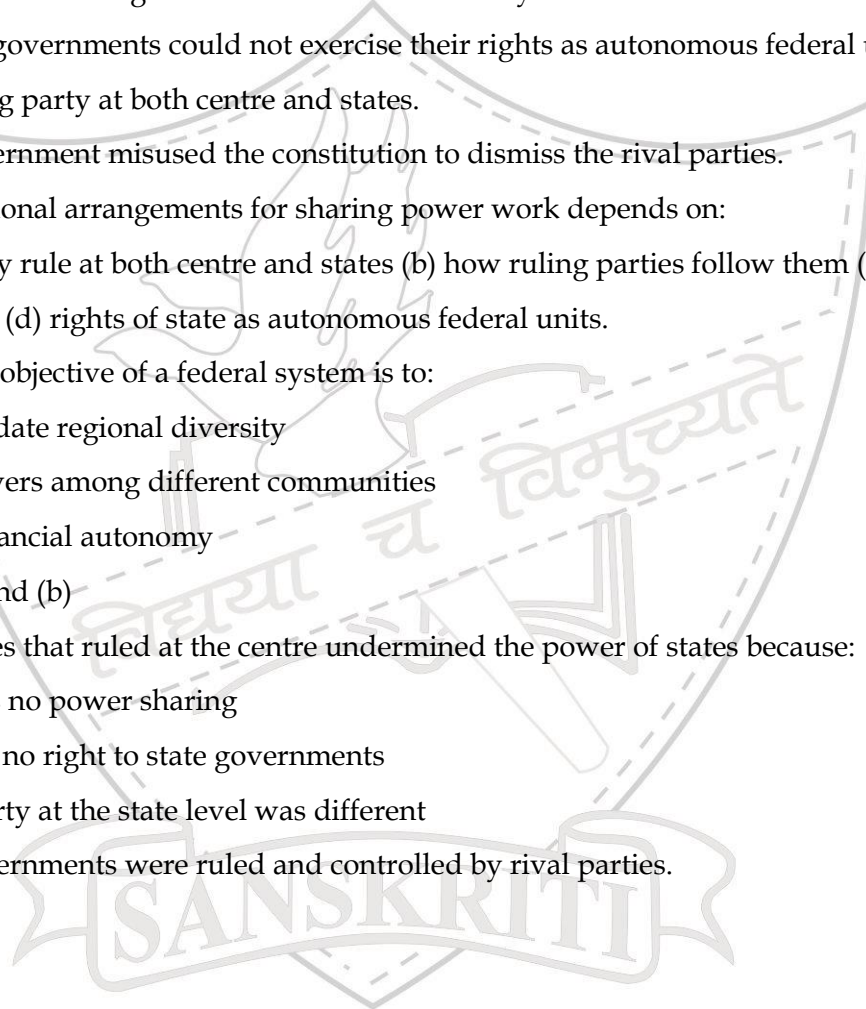
2.4 The parties that ruled at the centre undermined the power of states because:

(a) there was no power sharing

(b) there was no right to state governments

(c) ruling party at the state level was different

(d) state governments were ruled and controlled by rival parties.



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CHAPTER 3: DEMOCRACY AND DIVERSITY

Learning Objectives :

Students will be able to:

- Examine the case studies of the Civil right movements in the United states.
- Do a Comparative analysis of diverse social movements like athletes responded to social divisions and social inequalities.
- Analyse the situation when situation of this kind produce social divisions, when one kind of social difference become more important than the other, and the people start feeling that they belong to different community.
- Analyse how the combination of politics and social division is very dangerous and explosive. At the same time they will learn every expression of social division in politics does not lead to such disaster.
- Instill the sense of pride with India's past that democracy is the best way to fight for recognition and also to accommodate diversity.



A Story from Mexico Olympics

The picture depicts an important landmark in the history of the CIVIL RIGHTS MOVEMENT IN THE UNITED STATES.

The black-gloved and raised clenched fists were meant to symbolise BLACK POWER. Their medals were taken back. These represent the medal ceremony of the 200 metres race in the 1968 Olympics held at Mexico City. The two men standing with clenched fists upraised and heads bowed, while the American national anthem was played, are the US athletes, Tommie Smith and John Carlos. They are AFRICAN-AMERICANS. They had won the gold and bronze medals respectively. Why do you think Peter Norman, who was neither Black nor American, joined in the gesture of protest? Norman too suffered for his action and was not included in the Australian team for the next Olympic.

The athletes in the example above were responding to social divisions and social inequalities.

Origins of Social differences:

- Is based on accident of birth which makes us rich, poor, fair or dark. Normally we don't choose to belong to our community. We belong to it simply because we were born into it.
- But all kinds of social differences are not based on accident of birth. Some of the differences are based on our choices. For example, some people are atheists. May be based on the choices that we make later on in life (depends upon our choice of subjects, occupation, cultural activities, preference given to a religion.)

Every social difference does not lead to a social division.

- Social differences divide similar people from one another, but they also unite very different people e.g. Carlos and Smith were similar in one way (both were African-

American) and thus different from Norman who was white . But they were also all similar in other ways – they were all athletes who stood against racial discrimination. White Australian Norman cut across the boundaries of his group and supported the Black Americans.

- Thus, people belonging to different social groups share differences and similarities, which cut across all political boundaries.

Some social differences can lead to social divisions

- They can be based on different religions (Sri Lanka)
- They can be based on racial discrimination (USA, South Africa)

Kinds of Differences:

I. Overlapping Social Difference:

- Social division takes place when some social difference overlaps with other differences. One kind of social difference becomes more important than the other and people start feeling that they belong to different communities.
- In US, division between the Blacks and Whites – Blacks were poor, homeless and discriminated against. They were not given justice.
- In India, the dalits are poor and landless and face injustice and discrimination at the hands of the upper castes.
- This kind of difference creates deep social divisions and tensions
- For eg. Ireland: In N. Ireland, a Catholic class and religion overlap each other. If one is a Catholic but also may have suffered discrimination.

II. Cross- cutting Social Difference:

- These are easier to handle and accommodate.
- Here, social differences cut across one another ie, groups that share a common interest on one issue are likely to be on different sides on a different issue.
- For eg. In Netherlands, Catholics and Protestants both can be either rich or poor. Here, class and religion tend to cut across each other. Hence the difference does not encourage divisive forces.

Social divisions and Politics: How are they related?

In a democracy, social divisions will be reflected in politics:

- Political parties will refer to these divisions.
- They will try to redress the grievances of the minorities.
- There are sometimes parties that focus on only one community
- voting also is affected as people from one community prefer one party more than the others.
- Thus Social divisions can turn into political divisions and can lead to conflict, violence and sometimes even disintegration of the country.
- In Ireland for eg. the Catholics represented by Nationalist parties wanted to be unified with Republic of Ireland, while the Protestants led by the Unionists wanted to remain with UK. Civil war waged for many years after which a peace treaty was signed between the Nationalists and the UK govt.
- In Yugoslavia, ethno- religious differences led to political competition, civil war followed by disintegration of Yugoslavia into six independent nations.
- Partition of India, Ethnic war in Sri Lanka
- So, one opinion is that politics and social divisions should not be allowed to mix.
- However, they do not always lead to the disintegration of the country, eg. Belgium.

Political expressions of social divisions are very normal and can be healthy in a democracy. It allows the disadvantaged communities to voice their grievances and get the govt. to attend to these. There is a willingness to accommodate diversity in a democracy.

Factors that determine the outcome of social divisions:

Three factors determine the outcome of politics of Social Divisions:

- a How people perceive their identities: If people see their identities as singular and exclusive, it becomes difficult to accommodate them. (Ireland: people saw themselves not as Irish but as Catholics and Protestants). People must look at their identities as multiple and complementary (Belgium)
- b How political leaders raise the demands of any community: One community must not dominate the other communities. (Sri Lanka, Yugoslavia)
- c How the govt. reacts to demands of different groups: If the rulers are willing to share power there is no threat to unity of the country. But if suppressed it leads to violence (Sri Lanka)



Democracy and Diversity

Answer the following questions briefly. Each question carries 3 marks.

1. When does a social difference become a social division?
2. Why do we have differences even when we belong to the same religion?
3. How did the athletes express their feelings against racial discrimination in the 1968 Olympics?
4. What are the two possible outcomes of politics of social divisions?

Answer the following questions briefly. Each question carries 5 marks.

1. Write a brief note on the two kinds of social differences. Give one example of each
2. Which social differences are more dangerous and why?
3. How do social divisions affect politics? Give two examples.
4. Discuss three factors that determine the outcome of politics of social divisions?
5. What is homogeneity and how is it affected by migrants?
6. Do social differences always create social divisions?
7. What is the similarity between the social positions of Blacks in USA and Dalits in our country?



CHAPTER 4 : GENDER, RELIGION AND CASTE

Learning Objectives:

- Critical thinking that in the society how gender division is not based on biology but on social expectation and stereotype.
- Critical thinking on the reports of harassment, exploitation and violence against women.
- Appreciate women's movements that are aimed at equality in personal and family life as well.
- Will understand that problem begins when religion is seen as the basis of the nation.
- Critical analysis of the fact that still untouchability has not ended completely, despite constitution prohibition.
- Will be able to understand that if the politics is based on caste then it will divert the attention from very important issues like poverty development and corruption.

Gender Division and Politics

Division based on gender or sex of a person, discrimination against a person on the basis of gender is called gender division – not based on biology but on social expectations and stereotypes.

Role of Women

- i. At home: all household work, bringing up children. Social status is very low, not much value attached to their work.
- ii. Work outside:
 - Rural areas: fetch water, gather fuel, and work in fields, not paid
 - Urban areas: work in offices, domestic help – not valued, equal wages denied, literacy rate low

Public Life and Politics:

Minimum role in public life especially politics. They were not given voting rights, right to contest elections or participate in public affairs. Women organized agitations eg. Suffragette movement in England for equal rights.

- Women demanded educational and job opportunities, improvement in their legal and political status
- Feminist Movements. Demanded equality in personal and family life

Result: marked change in the status of women. Participation in public life has gone up.

Status of women in India:

- Patriarchal society- men given more power and value than women
 - Literacy rate among women much less than that of men
 - Though girls fare better than boys, dropout rate of girls is more as parents want to spend their resources on boys
 - In spite of Equal Wages act, women are paid less for the same work
 - Crimes and violence against women
 - Parents prefer to have sons – feticide and female infanticide still common
 - Proportion of women in legislature has been low – elected members in Lok Sabha – less than 10% of total members and 5% in the assemblies. Only in Panchayati raj 1/3 seats are reserved for women
 - Bill for reservation in Lok Sabha – pending
- Gender division which is a social division can be removed only when women have power in politics.

Religion, Communalism and Politics:**Religion & Politics:**

- Gandhiji – religion and politics cannot be separated. Politics must be guided by religious ethics. Religion according to him meant moral values.
- Human rights people – most of the communal riots result in victimization of the minorities. They want protection for the minorities.
- Women’s Movement – family laws of all religions are discriminatory. They are tilted against women & govt. should change these laws.

Conclusion –

- A healthy relationship between religion and politics will strengthen the roots of democracy
- Ideas, ideals and values drawn from different religions should play a role in politics.
- If all religions are treated equally then various needs, interests and demands will get expression.
- People who hold political power must ensure that discrimination and oppression does not take place due to religion.

Communalism:

Communalism is based on the idea that religion is the basis of a religious community. The followers of a particular religion must belong to one community with the same fundamental interests.

It also believes that people who follow different religions cannot belong to the same community.

If the followers of different religions have some commonalities, these are superficial and immaterial.

In its extreme form communalism leads to the belief that people belonging to different religions cannot live together.

- It is a situation where one community tries to promote its own interest at the cost of others.
- The problem becomes acute when one religion is presented as superior to others
- When one religious group tries to dominate the others
- Politicians mobilize people on religious grounds eg. Using sacred symbols, emotional appeal, sometimes even plain fear
- The result is division on the basis of religion and can lead to violence, massacre & riots.
- India being a land of many religions has faced the problem of communalism for ages and finally resulted in the Partition of the country.

Factors responsible for the rise of communalism in India:

- Divide and Rule Policy followed by the British
- The economic and social distance between the two communities has been widening thereby creating tension between the two communities
- The Fundamentalists on both sides fan the emotions of their followers and serve their personal interests
- Both the communities are highly organized and are often emotionally integrated with communal parties and organizations
- Members of a particular community are seen as vote banks and appeased by political parties
- Media has further created tensions by supporting or criticizing one community against another

- Outside intervention in the form of terrorism and militancy across the border.

This kind of communal feeling is a threat to democracy and even to national unity. It is therefore important to strike at the root of communalism.

Measures to be taken to combat communalism:

- Religion should be separated from politics. Parties which promote communalism to be derecognized
- Removal of communal orientation from school textbooks
- Punishment to those found guilty of dereliction of duty in controlling communal violence
- Reawakening of citizens to work towards common good of unity

India chose secularism as a model to counter the threat of communalism.

- No state religion- all religions are given equal status
- Constitution allows freedom to practice, profess, propagate any religion
- No discrimination on grounds of religion is allowed
- Constitution has banned untouchability

However, this constitutional provision is not enough to fight communalism.

Communal prejudices and propaganda have to be taught in everyday life and at every step.

Caste and Politics:

Caste system is unique to India.

It is an extreme form of division of labour where hereditary occupational divisions are sanctioned by rituals.

Members of one caste did not mix with members of other castes.

It created social distinctions. The inhuman practice of untouchability also existed.

Today, caste hierarchy is breaking down due to

- economic development, growth of literacy and education, loss of power and position of the landlords, and occupational mobility (people shifting from one occupation to another)
- In urban areas people are not really concerned or bothered about who is sitting next to them in a restaurant or walking with them.
- The Constitution of India does not allow any discrimination based on caste.

However, caste has not completely disappeared from present day India.

It is still linked with economic status and access to education.

Casteism is the exploitation of caste consciousness for narrow political and economic gain.

- Caste system fragments society and weakens national unity. It leads to caste violence and caste interest being given preference over national interest.
- By encouraging outdated caste loyalties, it creates an obstacle in the development of a secular society.
- It goes against the democratic principles of our Constitution that of justice, equality and fraternity
- Creates an atmosphere of fear, suspicion and destruction leading to polarization on caste lines.

Caste can take various forms in politics

Caste system is inherent in Indian politics because it plays a dominant role in Indian Polity.

- Caste encourages the belief that people belonging to the same caste belong to the same community and have the same interests, which they do not share with other communities.

- In many places people vote on the basis of caste in the hope that they will uphold their caste interest. As a result, they fail to select suitable candidates.
- When parties nominate candidates for elections, they keep in mind the caste composition of the electorate – nominate candidates from different castes to muster support.
- When a govt. is formed after elections, parties take care that members of various castes are represented in the govt.
- Political parties and candidates appeal to caste sentiments, favour some castes against others.
- Universal adult Franchise and the principle of one person one vote compelled political leaders to raise caste-based issues during elections. They have also brought new consciousness among the people of castes considered inferior and low until now.
- New kinds of caste groups have come up like backward and forward caste groups
- The SC and STs are given reservations to remove their historically accumulated backwardness. But this has indirectly strengthened casteism and created conflicts

Thus, the focus of caste in politics can create the impression that elections are all about caste and nothing else.

However, caste is only one of the factors in electoral politics. It alone cannot determine election result in India.

- No parliamentary constituency has only one caste dominating it. So, every candidate and party have to win the confidence of more than one caste and community
- All voters belonging to the same caste do not vote for the same party. They have different interests depending on their economic status and sex and vote differently.
- Sometimes more than one candidate from the same caste may stand for elections and sometimes there can be no candidate from a particular caste.
- People's assessment of the performance of the govt. and the popularity rating of the leaders matter and are often decisive in elections. Thus, ruling party MPs and MLAs also lose elections.

Politics in Caste

Politics also influences caste identities

- Each caste tries to increase its number by including sub-castes or neighbouring castes. New caste groups come up, like backward and forward caste groups
 - Various caste groups form coalition with other castes during elections
 - Political parties make demands; agitate against discrimination on the basis of caste. They demand more dignity, more resources, more opportunities
- Caste politics have helped dalits and OBCs to gain better access to decision making.

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Gender, Religion and Caste

Answer the following questions. Each carry 3 marks.

1. How was the gender issue raised in politics?
2. How can women achieve gender equality?
3. What is meant by Feminism & Feminist movement?
4. How can religion play an important role in politics in a positive way?
5. Explain the term Secular State.
6. What do you understand by caste inequalities?
7. Define Communalism.
8. What is communal Politics?
9. How has Panchayati Raj succeeded in giving a fair representation to the women in the elected bodies?
10. What do you understand by caste hierarchy?
11. How does politics influence caste?

Answer the following. Each question carries 5 marks.

1. Enumerate gender issues with respect to politics.
2. What do you understand by sexual division of labour?
3. Do you think caste exists in India today?
4. "Caste matters in electoral politics." Discuss.

OR

Caste system and politics cannot be separated in India." Discuss.

5. Despite the decline of the caste system, it has not disappeared. Discuss.
6. Enumerate the facts, which prove that the condition of women in India has not improved.
7. When and how does the problem of communalism become acute?
8. Why is there an immediate need to combat communalism?
9. What does political mobilization on communal lines mean?

OR

10. "There is a relationship between religion and politics." Comment.
11. State 4 different forms of communal politics in India. Give examples.
12. What are the Constitutional provisions, which make India a secular state?
13. What measures do you suggest to curb communalism in India?

CHAPTER 5 : POPULAR STRUGGLES AND MOVEMENTS

Learning Objectives:

Students will be able to:

- Examine the case studies of Movement for democracy in Nepal.
- Comparative analysis of both the countries and will able to get in democracy several different kinds of organisations work behind any big struggle
- Enhance their communication skills by discussing on that pressure groups do not look power of political office for themselves, but do seek to influence the decisions made by those who do not hold this political power.
- Analyse situations when social movements and pressure groups try to mobilise citizens in many way

Movement for democracy in Nepal:

- Popular movement in Nepal began in 2006 – to restore democracy.
- Nepal had a constitutional monarchy where the king was the head of the state, but the real power was exercised by elected representatives.
- Death of King Birendra in 2001 in a mysterious massacre of the royal family.
- The new king Gyanendra refused to accept the democratic rule and dissolved the elected parliament.
- All major political parties formed a Seven Party Alliance (SPA) and called for a four-day strike.
- Maoist insurgents joined the strike and called for an indefinite strike.
- Major labour unions, organizations of the indigenous people, teachers, lawyers and human rights group supported them,
- On 21 April they sent an ultimatum to the king demanding:
 - Restoration of Parliament
 - A constituent assembly
 - An all -party government
- 3 days later the king accepted the ultimatum, thereby losing most of his powers.
- G. P. Koirala became the new PM.
- Democracy was restored in Nepal

Bolivia's Water War

- A poor country in Latin America. The government was pressurized by the World Bank to give up its control over municipal water supply and sell it to a multinational company, who immediately increased the price of water by four times
 - In January 2000, a four-day general strike organized by a new alliance of labour, human rights and community leaders.
 - Led not by a political party but by an organization called FEDECOR comprising of local professionals, supported by farmers, factory workers, middle class students and the homeless street children
 - Government agreed to negotiate but did nothing
 - Another strike followed and the government imposed martial law. But the power of the people forced the officials of the MNC to flee and made the govt. concede to all the demands of the protestors.
 - Water supply was restored to the municipality at old rates.

Differences between the popular struggles in Nepal and Bolivia

BOLIVIA	NEPAL
It was against a democratic government	It was against a monarchy.
It dealt with a specific civic issue-water	It dealt with a political issue-change of govt.
It was led by FEDECOR and the Socialist Party.	It was led by the Maoists and the Seven Party Alliance.
MNC promoted by the democratic govt was spurned.	A democratic govt was established.

- Both in Nepal and Bolivia, popular struggle was successful and both had the same reasons for success, thereby leading to the conclusion
 - Democracy evolves through popular struggles
 - Conflict is resolved through mass mobilization/ intervention of the parliament/judiciary.
 - Public demonstration of mass support decides the issue
 - Political and other organizations play an important role – direct / indirect
- Direct – forming parties, contesting elections and forming governments
- Indirect --- pressurizing govt. to listen to their demands and influence decision making.

Organisations

POLITICAL	NON- POLITICAL
Political parties (Congress, BJP)	Movement groups (Narmada Bachao Andolan)
	Pressure groups(FEDECOR)

DIFFERENCES

POLITICAL PARTY	PRESSURE GROUP
Members contest elections	They do not contest elections
They enjoy constitutional recognition.	They do not.
They are accountable to the people	They are not accountable
They use constitutional methods to fight elections.	They organize strikes, fasts and submit petitions.
They are concerned with national and international issues	They are concerned mainly with issues of national concern.

Pressure Groups	Movements
It has a formal organization.	It may or may not have a formal organization
Decision making is formal.	Decision making is formal and flexible.
Does not depend on mass participation.	Depends on spontaneous mass participation
They are more widespread.	They are more localized.

DIFFERENCES

PRESSURE GROUPS

MOVEMENTS

sectional Interest Group /Public Interest Group		Single issue Movement /Generic Movement	
Promotes interest of a Particular section of society	Promotes interests of the society in general	Deals with a single issue. It has a single objective.	Deals with more than one issue. Has a broader goal.
Members from that particular section benefit.	Members may or may not benefit.	It has clear leadership	Different leaders deal with different issues.
It aims at selective good.	It aims at collective good.	It has a clear and formal organization.	There is no single organization to control and guide the movement.
Teachers Union,Trade Unions	FEDECOR BAMCEF	It works within a limited time frame	It does not work within a limited time frame
		Narmada Bachaon Andolan	Womens Movement, Environmental Movement.

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Influence of pressure groups and movements on politics:

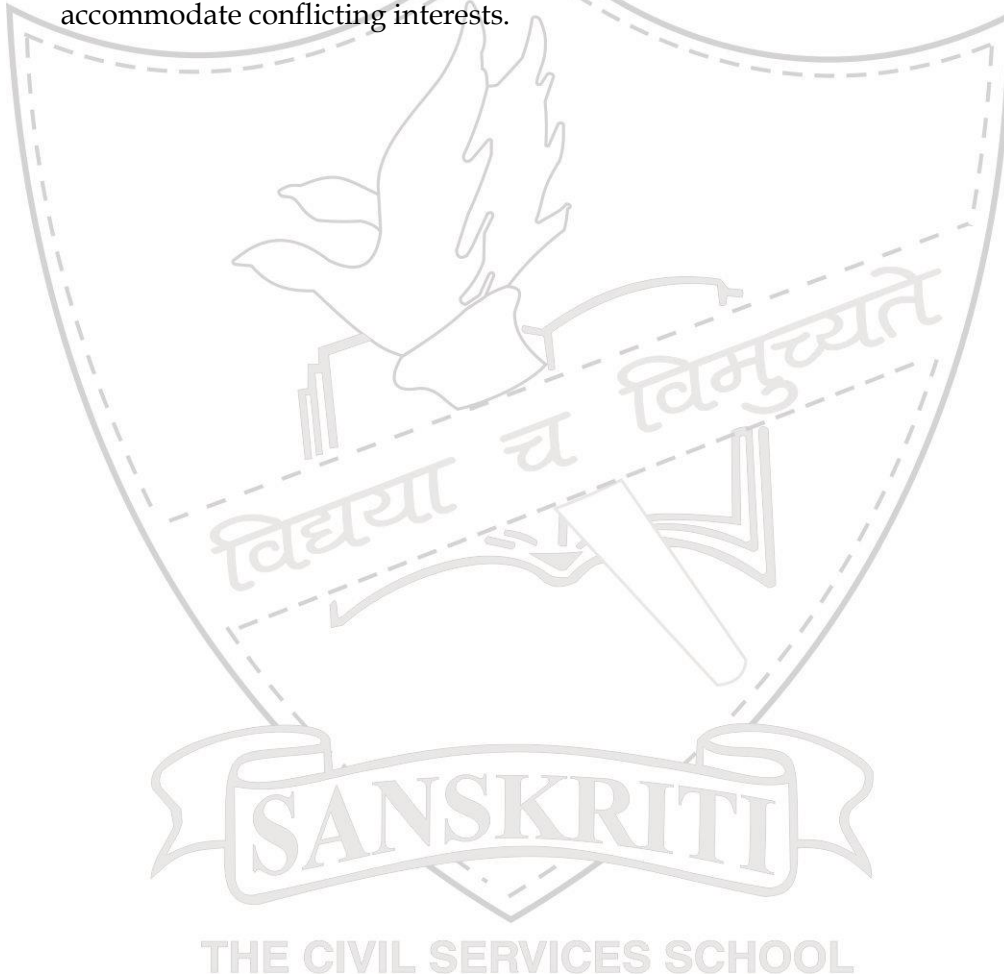
- Gain public support and sympathy for their goals through campaigns, meetings, petitions and influence the media to give more attention to these issues.
- Organize protest – strikes etc.
- Business groups sponsor expensive ads or employ professional lobbyists.
- Relation between pressure groups and political parties :
- Pressure groups are formed or led by leaders of political parties or act as extended arms of political parties
- Sometimes political parties grow out of movements eg. Asom Gana Parishad
- Sometimes movt. groups raise certain issues which are taken up by political parties

Relation between pressure groups and political parties :

- Pressure groups are formed or led by leaders of political parties or act as extended arms of political parties
- Sometimes political parties grow out of movements eg. Asom Gana Parishad
- Sometimes movt. groups raise certain issues which are taken up by political parties

Importance of pressure groups:

- Deepened democracy
- Counter the influence of a small group of rich and powerful people and remind the govt. of the needs and concerns of the ordinary citizens.
- Sectional groups give the govt. the opportunity to get to know what different sections of the population want – they act as a balance on each other and help to accommodate conflicting interests.



Popular struggles and Movements

Answer these questions briefly. Each question carries 3 marks.

1. What were the demands of the people and the political parties of Nepal in 2006?
2. What does the term SPA mean? What were the main demands of this party?
3. Who were MNCs? Why were people in Bolivia protesting against them?
4. Which party gave the call for an indefinite strike in Nepal? Which other organizations joined the strike?
5. Which major party joined the movement for restoring Democracy in Nepal? How was this party different from other parties?
6. What is FEDECOR? What were its political achievements?
7. Define a pressure group and its types with examples.
8. What is a movement? Explain the different types with examples.
9. How do pressure groups and movements influence politics?
10. How have pressure groups and movements deepened democracy?
11. What were the similarities and differences in the uprising in Nepal and Bolivia?
12. Explain the difference between
 - a. pressure group and political party
 - b. movement and pressure group



CHAPTER 6: POLITICAL PARTIES

Learning Objectives:

Students will be able to:

- Understand the importance of the political parties that it is the part of the society and thus involve partisanship.
- Identify the work and functions of political parties.
- Do a comparative analysis of one party system and (at least) two party system.
- Understand that in a federal system there are tend two kinds of political parties: Parties that are present in only one of the federal units and parties that are present in several or all units of the federation.
- Appreciate, accept and adopt that how political parties as vehicle of federal sharing of political power and as negotiators of social divisions in the arena of democratic politics.

Political Parties are the most visible institutions of a democracy. For most people democracy is equivalent to political parties.

Meaning – It is a group of people who come together to contest elections and form / hold power in the government. They agree on some policies and programmes for the society with a view to promote collective good.

A political party has three components – the leader, the active members, the followers.

FUNCTIONS:

1. contest elections by putting up candidates
2. put forward different policies and programmes
3. make laws for the country
4. form and run government
5. losing parties form the opposition
6. shape public opinion
7. provide access to government machinery and welfare schemes

Need for political parties:

Parties are a necessity for a democracy as modern societies are large and complex –

- parties act as an agency to gather information and views on different issues and present it to the govt. –
- act as a mechanism to restrain the govt. make policies, justify or oppose them
- without parties every candidate in elections will be independent and no one will actually be responsible for running the country

There are 3 types of party systems:

- **One Party System:** only one party controls and runs the govt. eg. Communist Party of China. It is not a good option as it does not permit free and fair competition for power and limits the choice and freedom of the citizens.
- **Two Party System:** other parties exist and contest elections but the two main parties only have a serious chance of winning and forming the govt. eg. USA, (Democrats and Republicans). The winner has to get maximum number of votes and not majority.
- **Multi-Party System:** several parties contest, more than two parties have a chance of coming to power either on their own strength or in alliance with others. eg. India , Australia This system -- appears messy and leads to political instability allows a variety of interests and opinions to enjoy political representation.

How many parties should a country have?

No system ideal for all countries and situations. Each country develops a party system which is shaped by its special circumstances – its nature of society, socio-religious divisions, history of politics and system of elections.

Types of Parties:

Every party has to register with the Election Commission, which treats all parties equally but offers some special facilities to large and established parties, like a unique symbol. These parties are called '**recognized political parties**'. The Commission has also laid down the criteria of the proportion of votes and seats that a party must get to be a recognized party.

In a federal form of democracies there are two types of political parties.: (i) parties present in only one federal unit (ii) parties present in several or all units of the federation

(1) National Parties:

Definition: A party that secures at least 6% of total votes in an election to the Lok Sabha or assembly elections in 4 states and wins at least 4 seats in the Lok Sabha.

- Has influence all over the country or in many states
 - Cares for national interests – deals with national problems
 - Has to harmonize various conflicting regional interests – tries to end regional imbalances
- According to this classification, there were seven recognised national parties in the country in 2018.

All India Trinamool Congress (AITC)

- Launched on 1 January 1998 under the leadership of Mamata Banerjee.
- Recognised as a national party in 2016
- The party's symbol is flowers and grass. Committed to secularism and federalism.
- Has been in power in West Bengal since 2011.
- In the General Elections held in 2019, it got 4.07 per cent votes and won 22 seats, making it the fourth largest party in the Lok Sabha.

Indian National Congress - INC

- Congress Party, the oldest party founded in 1885 by A.O. Hume.
- Ruling party till 1977 and 1980 – 1989.
- A centrist party ie, neither left nor right
- Advocates secularism, welfare of weaker sections and minorities
- Supports New Economic Reforms and policy of non-alignment
- Leads the ruling UPA coalition government since 2004 elections

Bharatiya Janata Party --BJP

- Founded in 1980 by reviving the Jana Sangh
- Came to power in 1996 as the leader of the NDA
- Draws inspiration from ancient Indian culture and values
- Believes in Hindutva (cultural nationalism)
- Advocates integration of Jammu and Kashmir
- Uniform civil code for everyone
- Supports ban on religious conversions

Presently the principal opposition party in the Lok Sabha

Bahujan Samaj Party – BSP

- Founded in 1984 by Kanshi Ram
- Represents the interests of and secure power for – dalits adivasis, OBCs and religious minorities.
- It has its main base in the state of UP.

Communist Party Of India (Marxist) CPI-M

- Founded in 1964, believes in Marxism Leninism
- Supports socialism, secularism, democracy and opposes imperialism and communalism
- Critical of the new economic policy that allows free flow of foreign capital and goods in the country

Communist Party Of India – CPI

- Formed in 1925
- Believes in Marxism, Leninism, secularism and democracy
- Opposes forces of secessionism and communalism
- Seeks to promote interests of the working class, farmers and poor through parliamentary democracy

Nationalist Congress party -- NCP

- Formed in 1999 following a split in the Congress
- Advocates democracy, Gandhian secularism, equity and social justice
- Wants high offices to be confined to natural born Indian citizens

(2) State Parties:

Definition: A party that secures 6% of the total votes in an election to the Legislative Assembly of a state and wins at least 2 seats.

- Has influence in the state where it exists or in a few states.
- Promotes mainly regional interests
- They stand for greater autonomy for the states
- A symbol of a regional party is reserved for it only in the state in which it is recognized.

However, some of these parties are all India parties, have national level political organization with units in several states eg. Samajwadi Party, Rashtriya Janata Dal; while some are very conscious of their state identity eg. Biju Janta Dal, Mizo National Front.

Challenges Faced by Political Parties:

- i. **Lack of internal democracy within parties:**
 - a. power concentrated in the hands of a few
 - b. no organizational meetings. No membership register kept
 - c. no internal, regular elections
 - d. ordinary members do not have access to information, cannot influence decision
 - e. disagreement with leader leads to ouster from the party
- Loyalty to the leader more important than loyalty to the party principle

ii. Dynastic succession:

- a. top leaders have an unfair advantage to favour people close to them or family members
- b. top positions controlled by family members in most parties
- c. bad for democracy – as these members may not be qualified or have the ability to hold this position

iii. Money and muscle power:

- a. this power is very visible during elections
- b. candidates who can raise money are nominated
- c. rich people and companies who give funds have influence on policies

iv. Parties do not offer a meaningful choice to the voters:

- a. not much difference in ideology among parties – fundamental issues raised by parties are the same
- b. on the economic front, all parties have the same agenda -- not many options for voters to choose from – only difference is the priority they will give to any problem
- c. same set of leaders keep changing their parties thus limiting the choice of the people

Can Parties Be Reformed?

Those who can reform political parties are – **The Constitution, The Judiciary and The Election Commission**

The Constitution was amended to prevent defection

- a. this was done as many MLAs and MPs were changing parties for cash rewards or to become ministers
- b. they will lose their seat if they defect
- c. Result: MLAs and MPs cannot differ from the party leaders; they have to accept what they decide

The Judiciary:

- a. Supreme Court passed orders to reduce the power of money and Criminals
- b. Mandatory for all candidates to file an affidavit giving details of their property and criminal cases pending against them.
- c. Led to decline in the influence of the rich and a lot of information is made public

The Election Commission:

- a. Political parties are asked to file their income tax returns
- b. they have to hold organizational elections

This is still a mere formality, effectiveness is still doubtful

Some Other Suggestion:

- a. law should be made to regulate internal politics, hold open elections, maintain a register of its members, follow its own constitution, have an independent judge in party disputes
- b. mandatory to give minimum party tickets (1/3) to women candidates; there should be a quota for women in decision making bodies of the party
- c. state funding of elections – government. should give money to the parties to support their election expenses – petrol, paper, telephone etc. Or cash.
- d. People can put pressure on political parties through petitions, publicity, agitations. Media and pressure groups can join the ordinary people. Parties might start thinking about reforms seriously if they feel that they would lose public support
- e. If people who want to reform join political parties. Criticism from outside is not enough, bad politics can be solved by good politics

None of these suggestions have been accepted, as the parties cannot be forced to pass a law that they do not like.

Political Parties

Answer these questions briefly. Each question carries 3 marks.

1. What is a political party? What are its main components?
2. Why are political parties a necessity?
3. What are the different kinds of political parties?
4. What is meant by alliance? What is it also called? Give an example.
5. Define a national party. How is it different from a state party?
6. How many recognized national parties are there in India? Give examples.
7. Why do parties need reform?
8. Name the three institutions which can help political parties to reform.
9. Explain the terms Defection and Affidavit.
10. What is the role of Election Commission in reforming political parties?

Answer the following questions. Each question carries 5 marks.

1. What are the functions of political parties?
2. What do you understand by ruling party and opposition party? Give examples.
3. What is the function of the opposition party?
4. Discuss the merits and demerits of a multi party system.
5. Explain how the importance of regional parties has increased over the years.
6. Discuss the various challenges faced by political parties
7. Mention some of the suggestions made to reform political parties.

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CHAPTER 7: OUTCOMES OF DEMOCRACY

Learning Objectives:

Students will be able to:

- Examine some of the things we can reasonably expect from democracy and examine the record of democracy.
- Will be able to understand the importance of people in decision making.
- Do a comparative analysis of the other forms of the government and find democracy has better outcomes.
- Appreciate that democracy in India has strengthened the case of the disadvantaged and discriminated castes for equal status and equal opportunity
- Understand that freedom of dignity is prevalent and appreciate that how democracy can fulfil our expectations in real life.

Democracy is a better form of government because:

- i. It promotes equality among citizens
- ii. It recognizes and enhances the dignity of the individual
- iii. Improves the quality of decision making
- iv. Provides a method to resolve conflicts
- v. Allows room to correct mistakes

Three aspects of democracy

Political	Social	Economic
Involves a government by consent, universal adult franchise and people's right to stand for elections.	This requires social equality which is achieved through right to equality	Aims at equal distribution of wealth

Other features of democracy

Free and fair elections, Multi-party system, Adult Franchise, Social Equality, Sound Political System, Freedom of Speech and Expression, Strong Opposition. Democracy is seen to be good in principle as it can address all socio-economic and political problems.

But it is not felt to be so good in practice. Features of democracy are common to all the countries that follow a democratic form of govt., but there are differences in social situations, achievements and their cultures.

For eg. In USA –the world's biggest and the most stable democracy, there is a wide gap among the rich; the poor and the black do not get social justice.

What are the outcomes of democracy?

It is an accountable, responsive and legitimate government. –

- It should be efficient and effective. Even though deliberations and negotiations delay decision-making, however, it is a more effective government as the decision is more acceptable to the people. Whereas, in non-democracy quick decisions can be taken but may not win the approval of the majority of people, hence, problems.
- Decision making is based on norms and procedures ie, there is transparency
- Govt. is accountable to the people

- Holds regular and free elections and sets up conditions for public debate

However, democracies have fallen short of people's expectations:

- Elections do not provide a fair chance to everyone
- Do not have a very good record of sharing information with citizens – not very transparent
- Not every decision is subjected to public debate
- Have not been free of corruption and have not been attentive to the needs and expectations of the people

Conclusion: It is thus slow, less efficient, not always responsive and clean. Still, it is a legitimate govt., it is people's own govt. This is the reason for its popularity. People all over the world want to be ruled by representatives elected by them.

Economic growth and development:

Democracies lag behind dictatorships with regard to economic growth

Economic growth depends on:

- a. size of the population of the country
- b. global situation
- c. co-operation from other countries
- d. economic policies adopted by the country

Surveys have shown that:

- Countries under dictatorships have grown faster than countries under democracies
- Even poor countries under dictatorship have recorded a faster rate of growth than countries under democracies: though the difference is negligible.

However, the other positive aspects of democracy make it a more preferable form of govt. than dictatorship.

Economic growth does not ensure an equitable distribution of wealth. Therefore, a more reasonable expectation from democracy is that it will **reduce economic disparities**. Though democracies are based on political equality where all citizens have equal weight in electing representatives, unfortunately democracies have not been able to successfully reduce economic inequalities. The poor are becoming poorer and sometimes they find it even difficult to meet their basic requirements.

Accommodation of Social diversity

Democracy tries to help its citizens lead a peaceful and harmonious life by accommodating various social divisions. Eg. Belgium and India.

Democratic govt. tries to resolve differences, respect differences and try mechanisms which can negotiate differences. This reduces possibility of tensions and conflicts.

To achieve this, a democracy must fulfill certain preconditions:

- Majority should always work with minority to represent the general view and not try to dominate it.
- No one should be barred from being in the majority group on the basis of birth. Every citizen should have a chance to be in the majority at some time.

Dignity and freedom of the Citizens:

Democracy promotes dignity and freedom of the individual. Most democracies have achieved this to a certain degree.

i. Dignity of Women:

Women now can wage a struggle against what is acceptable and what is not acceptable legally and morally

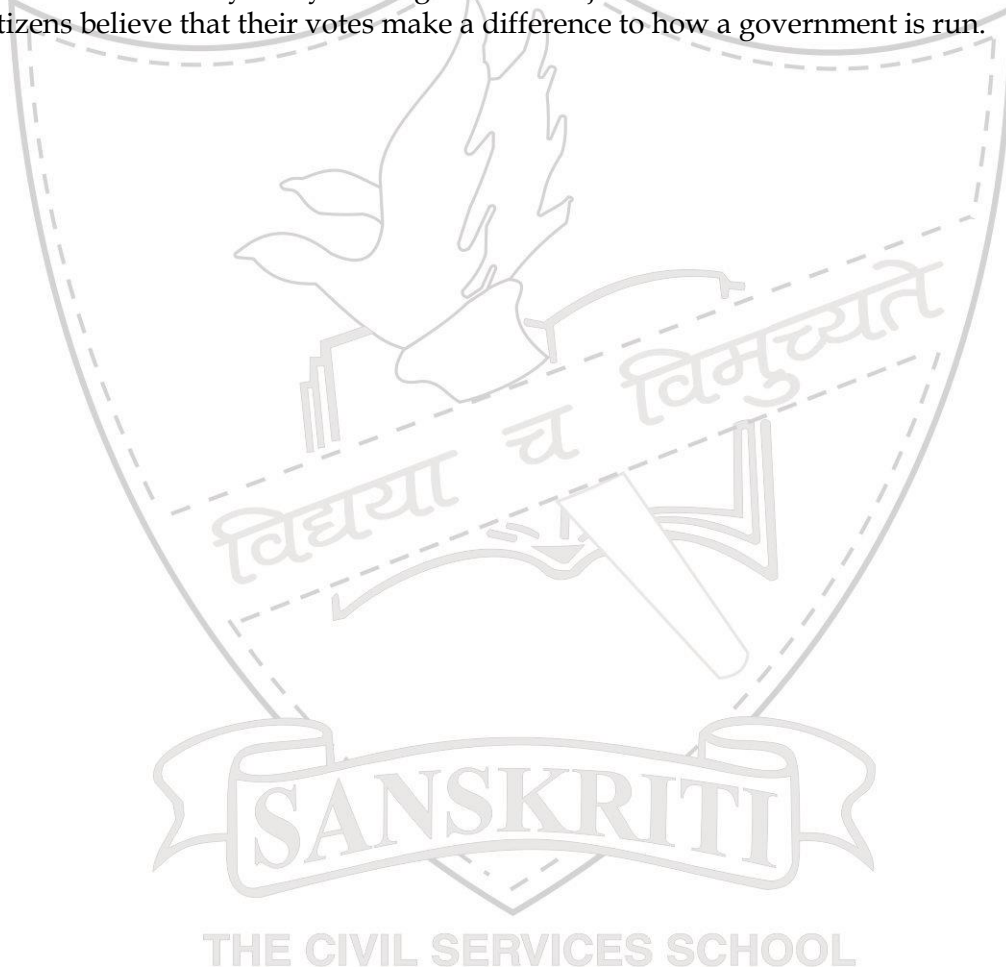
In non-democracies this unacceptability would not have legal basis because the principle of individual freedom and dignity do not have the legal and moral force. Of course, women are still struggling for their rights.

ii. Caste Inequalities:

In India, the disadvantaged and discriminated castes have the legal and moral right to fight for equal status and opportunities. Though there are still instances of atrocities and inequalities suffered by people because of caste, they do not have legal or moral support.

Unique feature of democracy – it is constantly being scrutinized and tested.

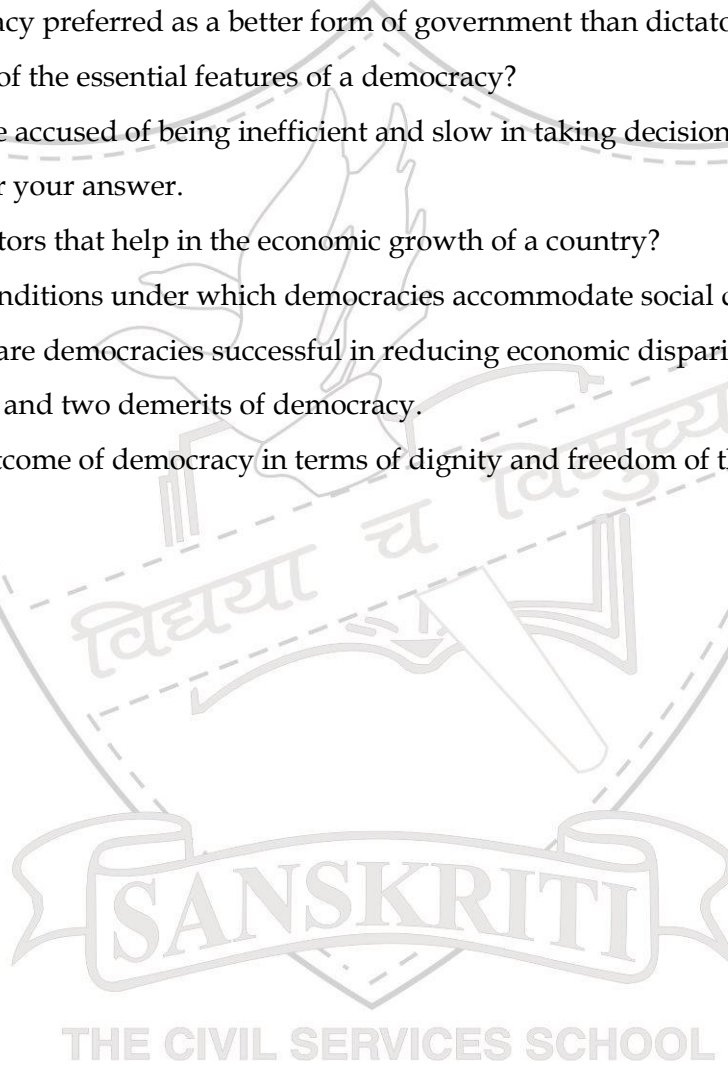
- Democracy is always striving towards a better goal. People constantly demand more benefits in a democracy. There are always more expectations
- People are critical of those who hold power- the rich and the powerful. They express their dissatisfaction loudly. They no longer act as subjects but citizens of a democratic country.
- Citizens believe that their votes make a difference to how a government is run.



Outcomes of Democracy

Answer these questions briefly. Each question carries 3 marks.

1. Explain 3 main features of political democracy.
2. Name any 3 countries that have the most stable democratic systems in the world. Why?
3. How have democracies fallen short of people's expectations?
4. How is dignity of women promoted in a democratic government?
5. How has India dealt with caste inequalities?
6. Why is democracy preferred as a better form of government than dictatorship?
7. What are some of the essential features of a democracy?
8. Democracies are accused of being inefficient and slow in taking decisions. Do you agree?
Give reasons for your answer.
9. Mention the factors that help in the economic growth of a country?
10. What are the conditions under which democracies accommodate social diversities?
11. To what extent are democracies successful in reducing economic disparities?
12. List two merits and two demerits of democracy.
13. Evaluate the outcome of democracy in terms of dignity and freedom of the citizens.



CHAPTER 8: CHALLENGES TO DEMOCRACY

Learning Objective:

- Students will examine some of the challenges in democracy
- Students will be able to analyse that different countries have different forms of challenges.
- Appreciate the form of government which is always accountable to the people.
- Critically examine the role of a democratic government which may sometimes result in being counter-productive.
- Enhance decision making with critical thinking.
- Able to differentiate between democratic and non-democratic regimes

Challenge:

It may be defined as a situation that requires some action, a difficulty that needs to be overcome. Facing a challenge takes us to greater heights and enables progress.

Challenges are of 3 kinds:

FOUNDATIONAL CHALLENGE: Foundational challenges are faced by all those countries that are yet to become democracies. This involves bringing down the existing non-democratic regimes, keeping the army away from controlling the government and establishing a sovereign and functional state. (Myanmar)

CHALLENGE OF EXPANSION: It involves the application of the basic principles of democratic governments across all regions, different social groups and various institutions. (USA and India face this challenge)

It includes:

- Power to local govts
- Extension of federal principle to all units of federation
- Inclusion of women and minority groups

DEEPENING OF DEMOCRACY: It is faced by every form of democracy. (India, USA, Italy)

It involves:

- Strengthening of institutions and practices of democracy which includes reducing the power and control of the rich in influencing government decisions.

Political reforms:

- Laws play an important role in introducing reforms, but laws by themselves cannot overcome challenges to democracy. Democratic reforms can only be carried out by political activists, parties, movements and politically conscious citizens.
- Laws that give political actors incentives to do good things have more chances of working. The best laws empower people to carry out democratic reform. For example the Right to Information Act has helped to control corruption and supplements existing laws that banned corruption and imposed strict penalties.
- Democratic reforms can be brought about by increasing and improving the quality of political participation by ordinary citizens.
- Political reforms should also be about who will implement the laws and how.

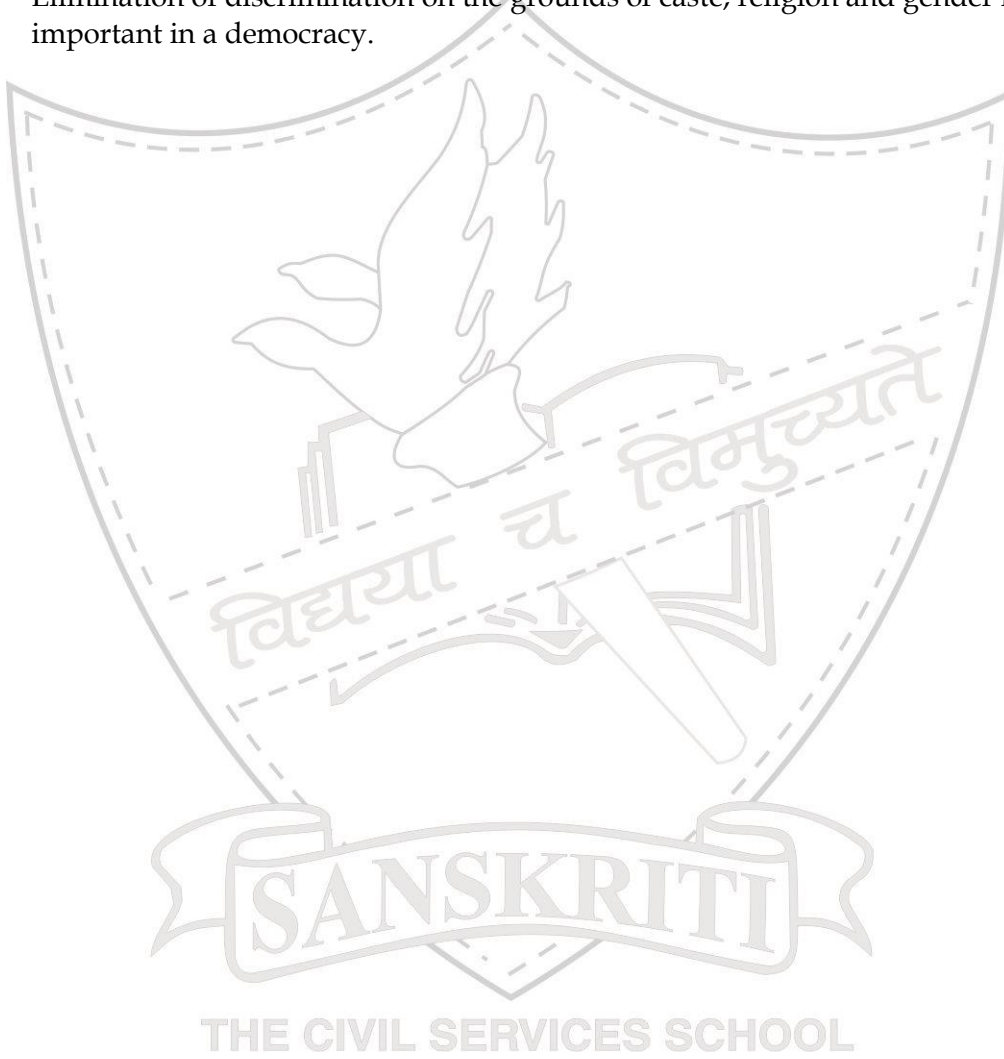
Basic definition of democracy

- Democracy is a form of Govt where rulers elected by the people must take all major decisions.

- Elections must offer a choice and fair opportunity should be available to all the people to change the current rulers
- The government formed should be limited by basic rules of the constitution and citizens rights.

Desirable conditions that a good democracy should have

- Rights in a democracy are not limited to political rights but should also include social and economic rights.
- Power sharing between governments and social groups is necessary in a democracy
- Democracy cannot be the rule of the majority through brute force. Respect for the minority is equally important
- Elimination of discrimination on the grounds of caste, religion and gender is important in a democracy.



Challenges to Democracy

Answer these questions briefly. Each question carries 3 marks.

1. Define the term challenge.
2. Mention 3 challenges faced by India.
3. Mention any 3 challenges faced by a democracy.
4. Give any 3 features of a democracy.
5. What are the forms of challenges faced by different countries in respect to democracies?
6. Define democracy. What are the most desirable conditions of a good democracy?
7. How can political reforms improve the quality of democracy?



ASSIGNMENT 1

1. The term federalism means a country:

a. where power is wielded by a king.	b. where a President is elected by the people
c. which has a government at the centre and state.	d. which has a government only at the centre.

2. When power of the central and state government is shared by a third level of government it is called:

a. dictatorship	b. democracy
c. decentralization	d. monarchy

3. Coalition governments at the centre made an appearance in:

a. the 1980s	b. the early 1990s
c. 2000	d. the late 1990s

4. An example of a state formed on the basis of language is:

a. Nagaland	b. Meghalaya
c. Jharkhand	d. Tamil Nadu

5. Social differences are based on the:

a. religion we follow	b. language we speak
c. occupation we engage in	d. all of the above

6. When one believes that one's religion is superior to that of the others it is called:

a. communism	b. secularism
d. socialism	d. communalism

7. Casteism involves division on the basis of:

a. colour	b. caste
c. gender	d. ideology

8. Countries that have experienced divisive forces on the basis of social differences are:

a. Netherlands and Ireland	b. Sri Lanka and Ireland
c. Sri Lanka and Netherland	d. Yugoslavia and Netherland

9. The mayor is the presiding officer of a:

a. Block Samiti	b. Municipal Corporation
c. Municipality	d. Panchayat

10. Black Power was a movement that symbolized:

a. the power of the Africans	b. the demand for rights by the African Americans.
c. the dawn of a new era.	d. power of the colour black.

ASSIGNMENT 2

1. The movement for democracy in Nepal began in:

a.2005	b.2001
c.2006	d.2004

2. Pressure groups and movement groups:

a. contest elections.	b. nominates members to the Parliament.
c. pressurise the government on various issues	d. make laws.

3. The following are national parties:

a. DMK,Congress and BJP	b. Congress,BJP and BSP
c. CPM,JMM and Congress	d. Congress,BJP and Janta Dal

4. Countries following the One-Party System include:

a. China, North Korea and Cuba	b. China, South Korea and Russia
c. North Korea, Cuba and Russia	d. none of the above.

5. The movement for democracy in Nepal is an example of:

a. deepening of democracy	b. foundational challenge
c. challenge of expansion	d. all of the above

6. The founder of Bahujan Samajwadi Party was

a.B.R.Ambedkar	b. Jyotiba Phule
c. Kanshi Ram	d. Sahu Maharaj

7. Hindutva is supported by:

a.BSP	b. Congress
c. Communist Party of India	d.BJP

8. Factors depending on economic growth of a country include:

a. size of the population	b. global situation
c. policy of the government	d. all of the above

9. Features of a democracy include:

a. free and fair elections	b. franchise
c. one party system as in China	d. anarchy

10. FEDECOR is a

a. pressure group	b. movement
b. political party	d. none of the above

ASSIGNMENT-3

Q1. Belgium comprises the following communities:

a. French, German and Russian	b. French, German and Dutch
c. German, French and Danish	d. French, Dutch and Danish

Q2. Majoritarianism means:

a. majority rule	b. majority rule comprising different communities
c. majority rule of a particular community	d. dictatorship

Q3. In 1956, the act passed by the Sri Lankan government declared:

a. sinhala as the official language	b. preferential treatment towards the Sinhalese
c. Buddhism as the official religion	d. All of the above

Q4. the Constitution of Belgium has provisions for:

a. 3 forms of government	b. 2 forms of government
c. one central government	d. none of the above

Q5. Power sharing means:

a. giving people power	b. sharing power between centre and state
c. giving different organs of government power	d. all of the above



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ASSIGNMENT 4

Identify the following.

1. This means changing party allegiance.
2. He was the founder of the Bahujan Samaj Party.
3. A signed document to an officer, where a person makes a sworn statement regarding her personal information.
4. The challenge of making the transition to democracy.
5. The followers of Chairman Mao.
6. Political party that runs the government.
7. A recognized party is given this special facility by the Election Commission.
8. This political party believes in Hindutva.
9. This political party espouses democracy, Gandhian secularism, equity and federalism.
10. This means strengthening people's role in a democracy.

Chapter wise Summary: Political Science

Power Sharing:

- ☐ Location of Belgium
- ☐ Ethnic composition of Belgium
- ☐ Location of Sri Lanka
- ☐ Ethnic composition of Sri Lanka
- ☐ Majoritarianism
- ☐ Act of 1956
- ☐ Reasons for the alienation of Tamils
- ☐ Reasons for the Civil War in Sri Lanka
- ☐ Policy of Accommodation
- ☐ Belgian Model
- ☐ Moral Reason for Power Sharing
- ☐ Prudential Reason for Power Sharing
- ☐ Forms of power sharing-Levels of Government/Social groups/Organs of Government/political parties, pressure groups and movements.

Federalism:

- ☐ Unitary and Federal forms of government
- ☐ Concept of Federalism
- ☐ Features of federalism
- ☐ 'Coming Together' and 'Holding Together' Federations.
- ☐ Union List, State List, Concurrent List
- ☐ Reasons for India to be classified as a Holding together Federation
- ☐ The procedure to amend the Power sharing arrangement
- ☐ Linguistic States
- ☐ Language policy and how it promotes and preserves the diversity
- ☐ Power sharing between Central and State governments
- ☐ Decentralization-basic idea, need for decentralization, Steps taken in 1992

- ☐ Panchayati Raj-structure of local government

Democracy and Diversity:

- ☐ Mexico Olympics, the incident, show of solidarity by the athletes
- ☐ Origins of social differences-based on birth/ based on choice
- ☐ Overlapping and cross-cutting differences
- ☐ Social divisions and the influence of politics
- ☐ Three factors determining the outcomes of social divisions
- ☐ Social divisions and the influence of politics

Gender, Religion and Caste

- ☐ Division of Labour
- ☐ Feminist Movements
- ☐ Ways in which women are discriminated against
- ☐ Importance of political representation of women
- ☐ Religion and politics
- ☐ Communalism/ various forms it takes in politics
- ☐ Concept of a secular state
- ☐ Caste System-Reasons why it continues even after being legally abolished
- ☐ Reasons why caste system (on the contrary) is disappearing in urban areas.
- ☐ Caste in politics and politics in caste

Political Parties

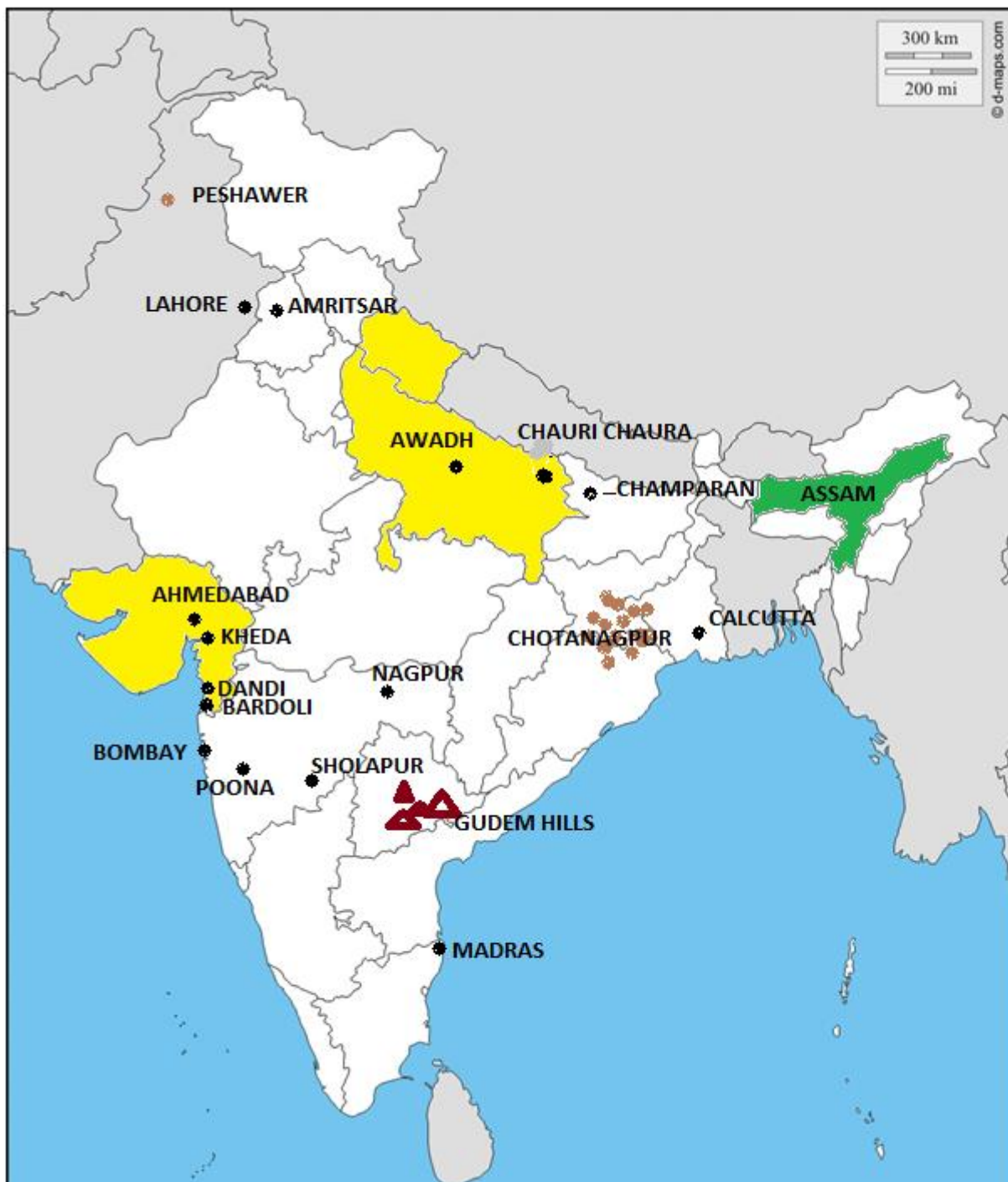
- ☐ Need for political parties
- ☐ Functions of a political party
- ☐ Necessity of a political party
- ☐ Nonparty based elections
- ☐ Front
- ☐ National political parties (criteria)
- ☐ Each National Party, its ideology, symbol, year of formation.
- ☐ Role of Supreme Court, Election Commission and Constitution in reforming political parties
- ☐ Ways in which people can reform political parties

Outcomes of Democracy

- ☐ Reasons why Democracy is a preferred form of government
- ☐ Meaning of Accountable, Legitimate and Responsive government
- ☐ Comparison of Democratic and Non-Democratic governments with respect to,
 - a. Economic growth and development
 - b. Reduction of inequality and poverty
 - c. Accommodation of Social diversity
 - d. Dignity and freedom of citizens

Challenges to Democracy

- ☐ Foundational challenge of Democracy
- ☐ Challenge of Expansion
- ☐ Challenge of Deepening
- ☐ You should be able to explain the challenge of democracy if a situation is given to you.
- ☐ Ways to reform politics
- ☐ Legal Constitutional changes (why they are not recommended)
- ☐ Essential features of a democracy









Practice Paper

Maximum Marks :40

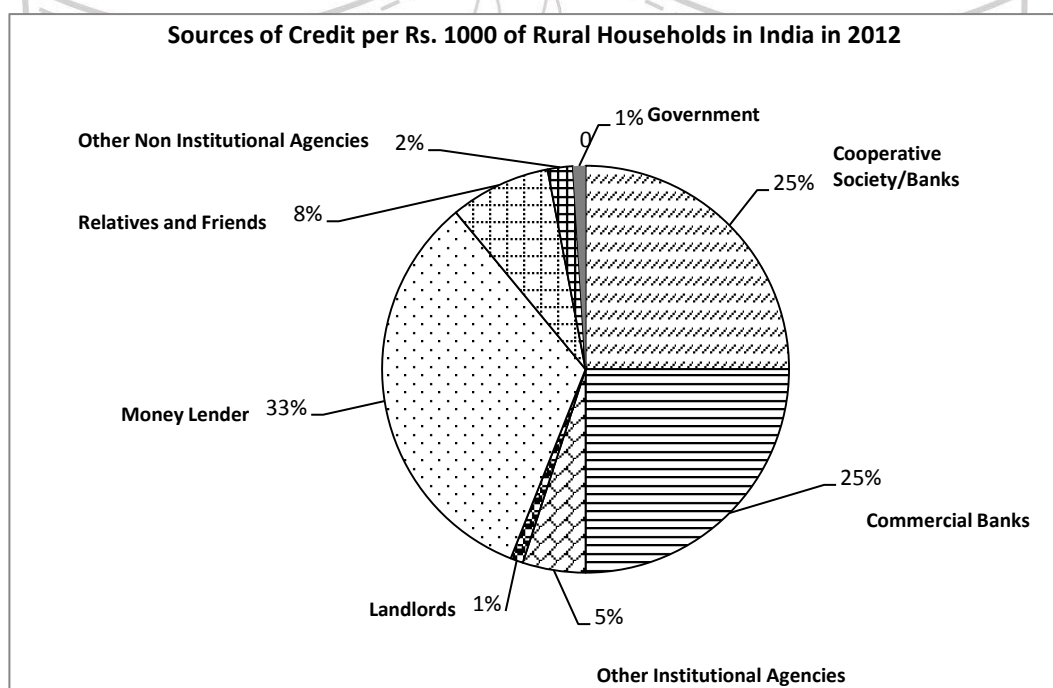
- Q1. Write the correct answer: 1
The Congress of Vienna
a) Heralded the beginning of a conservative phase in Europe
b) The conservatives supported the rise of Napoleon Bonaparte
c) Otto von Bismarck presided over the Congress
d) The aim of the Congress was to empower France.
- Q2. What does the Latin word liber mean? 1
- Q3. Match the columns 1
- | | |
|------------|-----------------|
| Zollverein | Civil Code 1804 |
| Mazzini | Austria |
| Metternich | Customs union |
| Napoleon | Carbonari |
- Q4. Mention any 4 ways in which French revolutionaries created a sense of collective belonging. 2
- Q5. What did liberalism signify politically? 5
- Q6. Write the correct answer: 1
FEDECOR is an example of a
a) political party
b) movement
c) pressure group
d) generic movement
- Q7. Mention the most significant difference between a pressure group and a political party. 1
- Q8. Explain any 3 functions of political parties 3
- Q9. What are the drawbacks of a multi party system? 5
- Q10. Correct the following statement by changing the underlined phrase 1
In the cotton textile industry weaving is highly decentralized because of unavailability of weavers.
- Q11. Match the following:

Type of Industry	Based on
a) Small scale	Bulk and weight of raw material
b) Basic or key industry	Main role
	Capital investment

1/2 + 1/2

- | | Source of raw material | |
|------|--|---|
| Q12. | Which industry expanded to other parts of India after the Green Revolution? | 1 |
| Q13. | Why is India not able to perform to its full potential in steel production? | 2 |
| Q14. | “The manufacturing sector is considered to be the backbone of development in general and economic development in particular”. Give any three reasons to support the given statement. | 3 |
| Q15. | On the map of India provided to you locate and label the following
a) Jamshedpur steel plant
b) Software technology park at Bangalore | 2 |

- Q16. 1



What % of rural households avail credit from the formal sector?

- Q17. Choose the correct option 1
 Banks are supposed to maintain a cash balance of _____ to pay their depositors
 a) 10% b) 15%
 c) 20% d) 25%
- Q18. Correct the statement changing the underlined word or phrase 1
Absence of collateral pushes a borrower into a situation from which recovery is very painful.
- Q19. Write about any two functions of the RBI 2
- Q20. How does an SHG help women in rural areas to meet their needs? When does an SHG become eligible for availing a bank loan? 1+1
- Q21. “Poor households are still dependent on informal sources of credit”. Explain why. 3

2020-21
Unit Test

NOTE : Due to online exams part of the Unit Tests/Term Exams were in Google form.

History and Political Science

Section A -5 Marks

Q.1 In Victorian Britain why was the process of industrialization slow? 1

Explain any one point

Q.2 Explain how opportunities for employment increased after 1840. 1

Any 2 points

Q.3 Which class preferred hand made goods and why?

Q.4 Demand for labour was seasonal in Victorian Britain

Section B- 5 marks

Q.5 What is Federalism? 1

Q.6 Why was Hindi not chosen as the national language of India? How does India accommodate linguistic diversity through it's language policy?2

Q.7 India is a 'Holding Together' federation. Support the statement with two examples. 2

History /Political Science Unit Test

MM 15

Time 30 minutes

Section A-History

M.M 8

Q.1 In the case of both Greece and Poland, language played a major role in the growth of nationalism. How? 2

Q.2 Write about the role played by Cavour and Garibaldi in the unification of Italy. 2

Q.3 What were the developments that led to the unification of Germany? 4

Section B- Political Science

M.M 7

Q.4 Is a democratic government inefficient? Why/why not? 2

Q.5 Political equality and economic inequality are outcomes of a democracy. Give one point each to explain. Give any three points of comparison between democracies and non democracies 5

THE CIVIL SERVICES SCHOOL

First Term Exam

Section A-History and Political Science

- Q.1 Two noted leaders of India debated about the dalit issue. 3
Who were they? What were their stands?
- Q.2 Europe went deeper into conservatism immediately 2+1+2= 5
following the Congress of Vienna. Explain.
What was the reaction of the revolutionaries towards the new regimes?
With the help of any 2 points, explain Mazzini's role in the following years.
Or
French Revolution was an attempt towards making France a nation-state. How?(Give 2 points)
Napoleonic code was welcomed. Why? In what way was Napoleon's rule undoing the achievement of the revolution? 2+2+1=5

Q3

 $\frac{1}{2} \times 6 = 3$

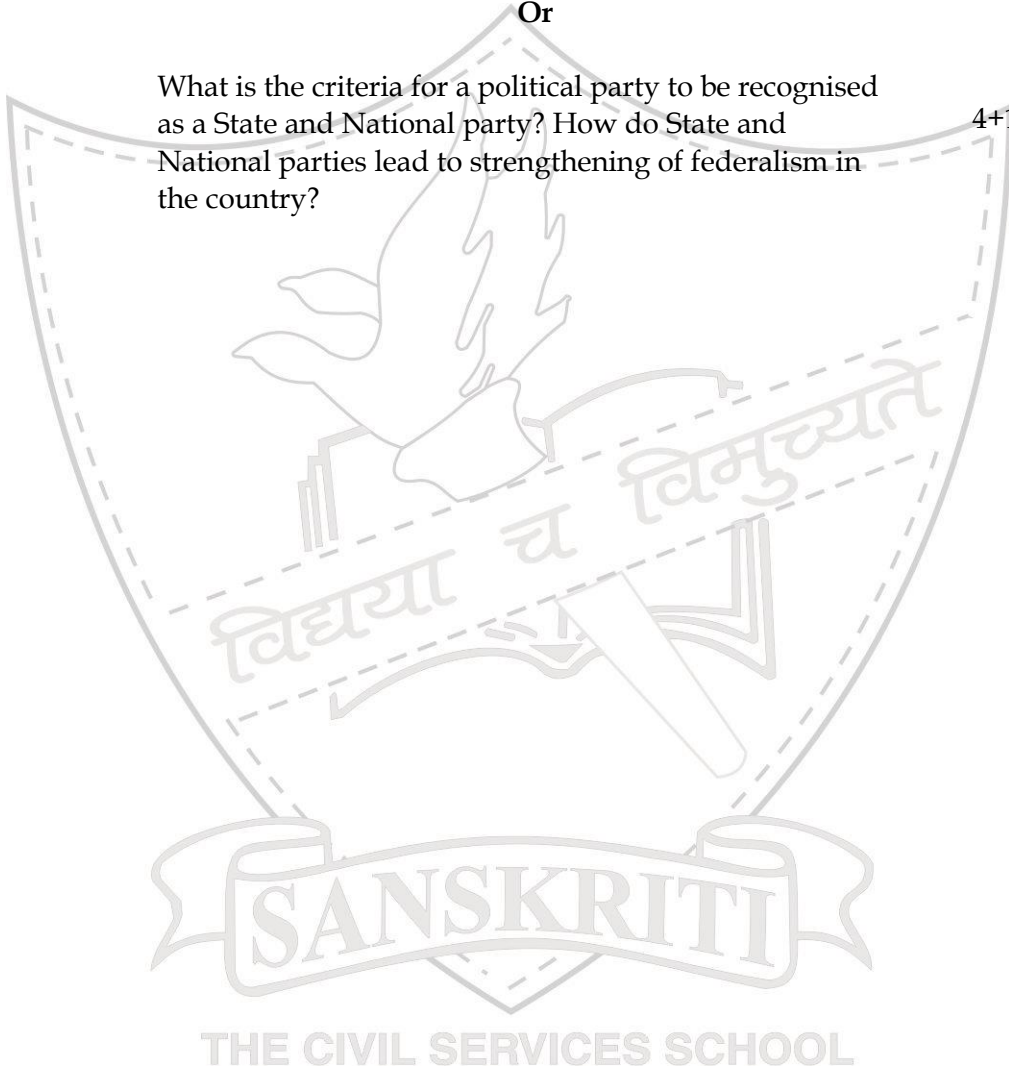
Identify places A, B and C.
Why were each of these places important in the context of freedom struggle?

Q.4 Why should there be power sharing in democracies? How is power shared among different levels of government? 2+1=3

Q5 Political Parties are a necessary evil. Explain with two points. Why should there be no limit on the number of political parties in the country? What are the steps taken by the Election Commission to reform the political parties. 2+1+2

Or

What is the criteria for a political party to be recognised as a State and National party? How do State and National parties lead to strengthening of federalism in the country? 4+1



Pre-board- I

80 Marks

Section A

1 x 16 =
16

- 1 European ideas of nationalism were not replicated anywhere as
- They were relevant only to Europe
 - People everywhere developed their own ideas of nationalism
 - Monarchies became successful everywhere
 - The ideas of nationalism grew weak with time
- 2 Find the odd one out:
Balkans became an area of intense conflict because:
- Balkan states were jealous of each other
 - Balkan states competed with each other for greater territory
 - Balkan states put up a united front against European powers
 - Balkan states were an area of interest for rival European powers
- 3 Find the odd one out:
Nationalism spreads through
- sense of collective belonging
 - shared history
 - symbols
 - Varied expectations of people
- 4 _____ resources are surveyed and their quality and quantity are known
- OR
- _____ are vital for human survival as well as for maintaining the quality of life.
- 5 Grouping of small land holdings into a bigger one is called
- ceiling on land holdings.
 - collectivisation.
 - cooperative farming.
 - consolidation of land holdings.
- 6 Which crop requires tropical conditions and 210 frost free days.
- OR
- What variety of coffee is grown in India?

- 7 Which one of the following statements is incorrect as regards to commercial farming?
- (a) Use of heavy doses of modern inputs.
 - (b) Crops are grown for sale.
 - (c) Family members are involved in growing crops.
 - (d) Practised on large land holdings.
- 8 Preferred means of transport used for carrying heavy and bulky goods are
- a) Roadways
 - b) Railways
 - c) Waterways
 - d) Pipelines
- 9 Find the incorrect option:
Situation of a civil war developed in Sri Lanka because
- a. there was mistrust between Sinhalese and Tamil people
 - b. Tamil had been recognized as the official language
 - c. Sinhala people were preferred over Tamils
 - d. Act of 1956 made the divide in the society deeper
- 10 Define prudential reason for power sharing
OR
Define horizontal form of power sharing.
- 11 When many independent states pool in their sovereignty to form a federation it is called _____ type of federation.
- 12 Arrange the following options in the correct sequence:
(A) Deposit extra cash with bank
(B) Withdraw money
(C) Write a cheque
(D) Open a bank account
Options:
(a) (A) – (B) – (C) – (D)
(b) (A) – (C) – (B) – (D)
(c) (D) – (A) – (C) – (B)
(d) (D) – (C) – (B) – (A)
- 13 Products introduced by MNC's has targeted the _____ buyers.
- 14 Which of the following lending activities are considered in the formal sector?
- (a) Money borrowed from Grameen banks for seeds and fertilizers.
 - (b) Monetary help rendered by relatives in illness.

(c) Monetary help extended by cooperative societies to farmers during drought like situation.

(d) Money borrowed from the employer to buy a plot.

i. a) and d)

ii. b) and c)

iii. a) and c)

iv. b) and d)

15 The MGNREGA is a part of the _____ law.

16 In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and chose the correct option:

Assertion (A): Not every good or service that is produced and sold needs to be counted to know the total production in each sector.

Reason (R): The value of final goods already includes the value of all the intermediate goods.

Options:

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 correct but R is wrong.

d. A is wrong but R is correct.

SECTION-B

3 × 6 =
18

17 Give one contribution each of Bankim Chandra Chattopadhyay, Abanindranath Tagore and Rabindranath Tagore in the spread of nationalism in India

18 The Treaty of Vienna was a significant event in Europe. How?

OR

The Act of Union between England and Scotland led to England imposing its influence over Scotland. Support the statement with three points.

19 Write about any three most significant features of the laterite soils of India

20 Give any three ways in which decentralisation is practised in India.

OR

In India, the central government tends to be more powerful vis a vis the state governments. Explain with any three points.

21 Why is total income not useful for comparing countries? What criteria is useful for such a comparison? What is India's position according to the

World Bank criterion in classifying countries?

- 22 There has been a historical change in the 3 sectors of economy. Justify the statement.

4 x 4 =
16

SECTION- C

- 23 In the German regions a large number of political associations whose members were middle-class professionals, businessmen and prosperous artisans came together in the city of Frankfurt and decided to vote for an all-German National Assembly. On 18 May 1848, 831 elected representatives marched in a festive procession to take their places in the Frankfurt parliament convened in the Church of St Paul. They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament. When the deputies offered the crown on these terms to Friedrich Wilhelm IV, King of Prussia, he rejected it and joined other monarchs to oppose the elected assembly. While the opposition of the aristocracy and military became stronger, the social basis of parliament eroded. The parliament was dominated by the middle classes who resisted the demands of workers and artisans and consequently lost their support. In the end troops were called in and the assembly was forced to disband.
- 23.1. The beginning of the above source refers to political associations largely belonging to which group?
- Liberals
 - Conservatives
 - Monarchists
 - Bureaucracy
- 23.2. The social basis of the Parliament eroded because
- The Church was stronger
 - King was stronger
 - Middle classes were themselves divided
 - Troops were called in to disband it
- 23.3. The representatives to the Frankfurt Parliament drafted a constitution to
- Make Germany democratic
 - Establish monarchy subject to Parliament
 - Give all power to the middle class
 - Empower women and give them equal rights
- 23.4. At the end of this experiment with the Parliament
- People turned out to be supreme
 - Crown accepted parliament as the final authority
 - King of Prussia had to abdicate
 - Aristocracy and military turned out to be stronger

- 24 After an industrial activity starts, urbanisation follows. Sometimes, industries are located in or near the cities. Thus, industrialisation and urbanisation go hand in hand. Cities provide markets and also provide services such as banking, insurance, transport, labour, consultants and financial advice etc. to the industry. Many industries tend to come together to make use of the advantages offered by the urban centres known as agglomeration economies. Gradually, a large industrial agglomeration takes place.

Answer the following MCQs by choosing the most appropriate option:

24.1. How does industrialisation and urbanisation go hand in hand?

- (a) Urbanisation gives rise to new markets, demands increase and thus, more industries establish their units in such areas.
- (b) Industrial activities stimulate the process of urbanisation.
- (c) More industries employ more people, lifestyles are improved and better infrastructure is set up.
- (d) All of the above.

24.2. What do you mean by Agglomeration in this paragraph?

- (a) Assemblage or a mixture
- (b) Compound of chemicals
- (c) Economically stable
- (d) None of the above

24.3. Which of the following can NOT be an agglomeration economy?

- (a) A city with a large market and all services like transportation, communication, financial consultations, labour force etc in place.
- (b) A small town with a smaller market, but all the services.
- (c) A village with no transportation facilities.
- (d) None of the above.

24.4. Which of the following factors affect the choice of Industrial location?

- (a) Availability of raw material, capital and power supply.
- (b) Proximity to airports.
- (c) Availability of government offices close to the location
- (d) Proximity of rural or urban centres next to the factory.

- 25 No society can fully and permanently resolve conflicts among different groups. But we can certainly learn to respect these differences and we can also evolve mechanisms to negotiate the differences. Democracy is best suited to produce this outcome. Non-democratic regimes often turn a blind eye to or suppress internal social differences. Ability to handle social differences, divisions and conflicts is thus a definite plus point of democratic regimes. Democracy remains democracy only as long as every citizen has a chance of being in majority at some point of time. The majority always needs to work with the minority so that governments function to represent the general view. Majority and minority opinions are not permanent.

Answer the following questions:

25.1. Which of the following is an outcome of democracy?

- a. Respecting differences

- b. Making majority and minority opinions permanent
- c. suppressing minorities
- d. Accommodating the interest of the majority community

Find the incorrect option

25.2. Non Democratic regimes

- a. Arrive at decisions quickly
- b. Do not handle social differences
- c. Go by the will of the minorities
- d. Have a better economic growth rate

25.3. Democracy acquires its true spirit when every citizen gets the chance of being in the _____

- a. Minority
- b. Majority
- c. government
- d. Political party

Find the odd one out:

25.4. In a democracy, same political party does not remain in power always because

- a. Opinions of the people keep changing
- b. People have a fair political choice
- c. government is formed in a legitimate manner
- d. People are not able to make wise decision

- 26 Megha has taken a loan of Rs 5 lakhs from the bank to purchase a house. The annual interest rate on the loan is 12 per cent and the loan is to be repaid in 10 years in monthly instalments. Megha had to submit to the bank, documents showing her employment records and salary before the bank agreed to give her the loan. The bank retained as collateral the papers of the new house, which will be returned to Megha only when she repays the entire loan with interest.
- Swapna, a small farmer, grows groundnut on her three acres of land. She takes a loan from the moneylender to meet the expenses of cultivation, hoping that her harvest would help repay the loan. Midway through the season the crop is hit by pests and the crop fails. Though Swapna sprays her crops with expensive pesticides, it makes little difference. She is unable to repay the moneylender and the debt grows over the year into a large amount. Next year, Swapna takes a fresh loan for cultivation. It is a normal crop this year. But the earnings are not enough to cover the old loan. She is caught in debt. She has to sell a part of the land to pay off the debt.
- 26.1. Megha has to pay 12% rate of interest per annum on her loan of 5 Lakhs for a period of 10 year. In addition to this the bank retains the original papers of her house for a period of 10 years. What is this referred to as?
- a. A commercial loan
 - b. Collateral
 - c. Terms of credit

d. Documentation.

26.2. Swapna's Agricultural loan is an example of...

- a. Informal Credit
- b. Formal Credit
- c. RBI loan
- d. A commercial loan

26.3. Who in the above-mentioned credit situations is trapped in a debt trap?

- a. Swapna
- b. Megha
- c. Both of them
- d. None of them

26.4. This is an asset that the borrower owns and uses this as a guarantee to a lender until the loan is repaid.

- a. A normal crop
- b. Rate of Interest
- c. Salary slip
- d. Collateral

SECTION -D

5x5=25

- 27 What was the Rowlatt Act? Rowlatt Satyagraha was integrated with another cause. Explain. 2+3=5

OR

Give any three reasons why the Civil Disobedience movement was withdrawn. What was the Gandhi-Irwin pact?

3+2=5

- 28 Explain the importance of roadways in India 5
- OR

Describe the importance of international trade in India.

- 29 List out any three functions of political parties. Should there be a limit on the number of political parties? Give two reasons in support of why/ why not. 3+2=5

- 30 What was the power sharing arrangement in Brussels? Bring out two points of difference between how ethnic diversity was handled in Belgium and Sri Lanka. 3+2=5

- 31 What are MNC's? In what ways do MNC's interlink production across countries? 5

OR

What is liberalization and how has it helped globalisation?

32 SECTION E 2+3=5

32.1 Identify and name the places marked on the map: 2

A. Massacre took place here

B. Session of Congress where it was decided to integrate non cooperation with Khilafat

32.2 On the outline political map of India, locate and label any THREE of 3

the following with suitable symbols

a) Kandla Port b) Kanpur cotton textile industry

c) Tehri dam d) Tarapur nuclear power plant e) Raja Sansi International airport



History /Political Science Practice Pre Board II

HISTORY

- Q.1 Enthusiasm around Napoleon's measures soon died down because of 1
- Uniform laws
 - Political freedoms
 - Censorship
 - Zollverein

- Q.2 Find the odd one out: 1
- Conservative regimes set up in 1815 were autocratic as
- They sought to control activities which questioned the government
 - They gave freedoms to people
 - They did not tolerate any criticism
 - They imposed censorship

- Q.3 Mazzini believed that 1
- Italy must continue to be a patchwork of states
 - Italy must become a unified state
 - Italy must be ruled by a monarch
 - Italy must make an alliance with all European countries

- Q.4 Write about the role of women in the Civil Disobedience movement. Also write in what way was the role limited? 3

- Q.5 What was the July Revolution? How did it impact Belgium? 3

OR

What was Romanticism? Name a German philosopher who identified with this school of thought.

- Q.6 An event that mobilised nationalist feelings among the educated elite across 4

Europe was the Greek war of independence. Greece had been part of the Ottoman Empire since the fifteenth century. The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks which began in 1821. Nationalists in Greece got support from other Greeks living in exile and also from many West Europeans who had sympathies for ancient Greek culture. Poets and artists lauded Greece as the cradle of European civilisation and mobilised public opinion to support its struggle against a Muslim empire. The English poet Lord Byron organised funds and later went to fight in the war, where he died of fever in 1824. Finally, the Treaty of Constantinople of 1832 recognized Greece as an independent nation

- 6.1 Which of the following statements is False?

- a. Greece was the cradle of European civilisation
- b. Greece was a part of the Ottoman empire since the 15th century
- c. Feelings of nationalism in Greece were inspired by religious and cultural reasons
- d. Greeks living in exile did not support the nationalist struggle.

6.2 Find the statement which is True

- a. Lord Byron supported the Greek cause
- b. Lord Byron supported the Ottoman empire
- c. Lord Byron sided with Constantinople
- d. Lord Byron promoted the cause of England.

6.3 Greece gained the status of an independent nation through _____

6.4 The story of Greece proves that _____ can play a key role in nationalism a.

- a. Educated elite
- b. Aristocracy
- c. Bureaucracy
- d. Monarchy

Q.7 When the Civil Disobedience movement was launched, various social groups

5

joined it with their own agenda. Why did the following groups give support to the movement? Give the main reasons:

- a. one reason for Rich peasants
- b. One reason for Poor peasants
- c. Three reasons for Business classes.

OR

How were Simon Commission and the offer of dominion status instrumental in shaping the demand for Purna Swaraj?

Q.8 Identify and name the places marked on the map:

2

- a. The session of Congress where Purna Swaraj was adopted as the goal of national movement
- b. The violence at this place led to the Non-cooperation movement being withdrawn

POLITICAL SCIENCE

Q.9 Find the correct sentence:

1

- a. Belgian formula can be adopted by all countries
- b. Ethnic conflicts occur only when there are more than 3 communities in a country
- c. Internal disharmony can lead to a situation of civil war
- d. Different organs of government refer to vertical power sharing

Q.10 Define majoritarianism.

OR

What was the Community government?

Q.11 The _____ government has the power to legislate over Residuary subjects

Q.12 Explain India's language policy.

3

OR

What is a 'holding together' federation?

Q.13 Democracies are based on political equality. All individuals have equal weight 4 in electing representatives. Parallel to the process of bringing individuals into the political arena on an equal footing, we find growing economic inequalities. A small number of ultra-rich enjoy a highly disproportionate share of wealth and incomes. Not only that, their share in the total income of the country has been increasing. Those at the bottom of the society have very little to depend upon. Their incomes have been declining. Sometimes they find it difficult to meet their basic needs of life, such as food, clothing, house, education and health.

Answer the following questions:

13.1 Democracy is based on political equality but not on

- a. Equality of voting
- b. Equality of opportunity
- c. Equality of contesting
- d. Equality of economic status

13.2 Democracies often do not address the issue of poverty as

- a. They have other issues to take care of
- b. Vote banks have to be kept intact
- c. Only the rich support democracy
- d. Everyone is financially equal

13.3 Find the incorrect statement

- a. In a democracy wealth is distributed disproportionately
- b. In a dictatorship, people are financially strong
- c. Social diversity is well accommodated in a democracy
- d. Democracy is not a preferred form of government

13.4 In a democracy, disparities exist because

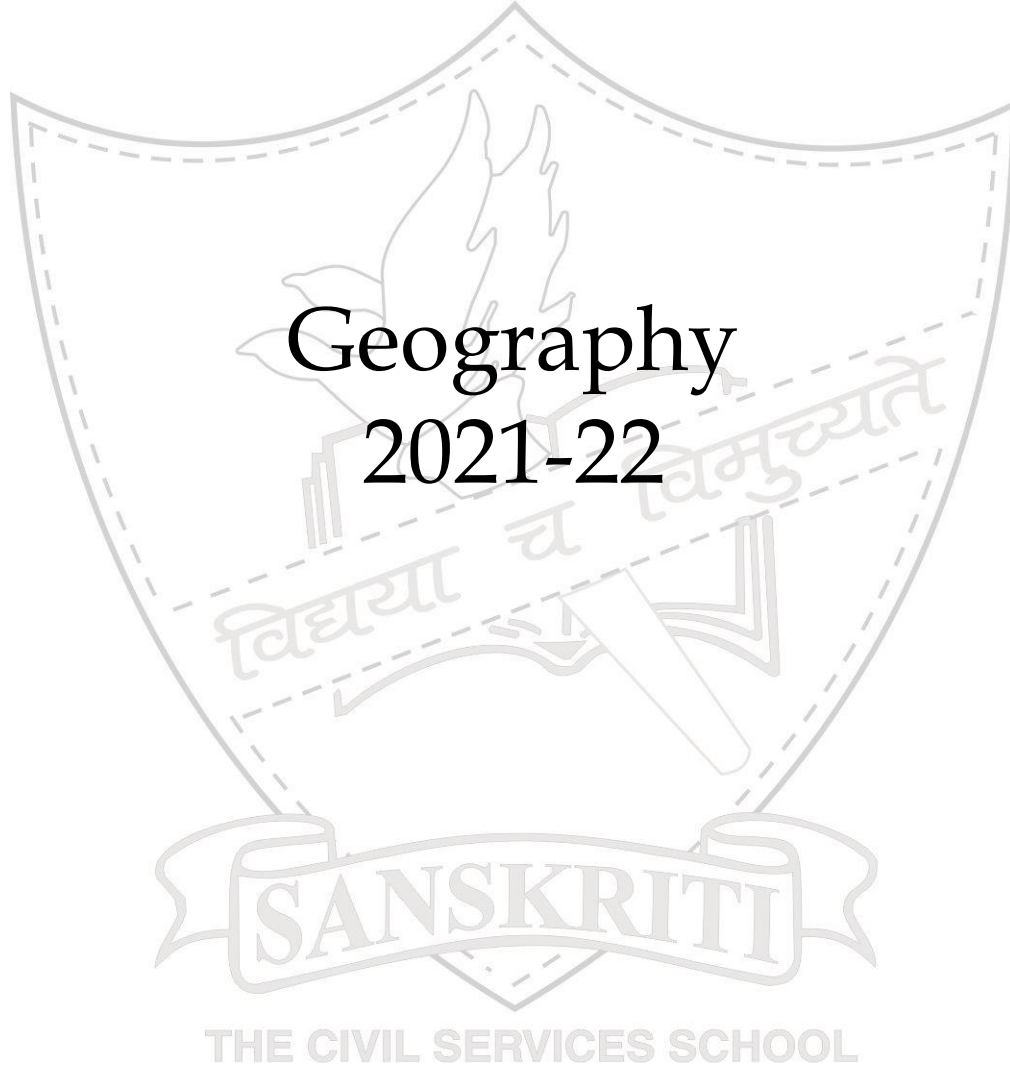
- a. They are natural in any society
- b. Everyone does not get equal opportunity
- c. Government creates them
- d. All other forms of government, equalise them

Q.14 Political parties must overcome some challenges in order to be truly effective.

4+1

What are these challenges? Can you suggest any one way to tackle any of these?

Q.15 Give three reasons why the Sri Lankan Tamils felt alienated in Sri Lanka. How 3+2 did the community react against it?



Geography Syllabus

<p>Chapter 1- Resources and Development:</p> <ul style="list-style-type: none"> • Types of Resources • Development of Resources • Resource Planning in India • Land Resources • Land Utilization • Land Use Pattern in India • Land Degradation and Conservation Measures • Soil as a Resource • Classification of Soils • Soil Erosion and Soil Conservation
<p>Chapter 2- . Forest and Wildlife</p> <ul style="list-style-type: none"> • Biodiversity or Biological Diversity • Flora and Fauna in India • Vanishing Forests. • Asiatic Cheetah: Where did they go? • The Himalayan Yew in trouble • Conservation of forest and wildlife in India • Project Tiger • Types and distribution of forests and wildlife resources • Community and Conservation <p>Note: The chapter 'Forest and Wildlife' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</p>
<p>Chapter 3- Water Resources:</p> <ul style="list-style-type: none"> • Water Scarcity and The Need for Water Conservation and Management • Multi-Purpose River Projects and Integrated Water Resources Management • Rainwater Harvesting <p>Note: The chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</p>
<p>Chapter 4- Agriculture:</p> <ul style="list-style-type: none"> • Types of farming • Cropping Pattern • Major Crops • Technological and Institutional Reforms • Impact of Globalization on Agriculture
<p>Chapter 5- Minerals and Energy Resources</p> <ul style="list-style-type: none"> • What is a mineral? • Mode of occurrence of Minerals

<ul style="list-style-type: none"> • Ferrous and Non-Ferrous Minerals • Non-Metallic Minerals • Rock Minerals • Conservation of Minerals • Energy Resources -Conventional and Non-Conventional sources • Conservation of Energy Resources
<p>Chapter 6 – Industries</p> <ul style="list-style-type: none"> • Manufacturing Industries: • Importance of manufacturing • Contribution of Industry to National Economy • Industrial Location • Classification of Industries • Spatial distribution • Industrial pollution and environmental degradation • Control of Environmental Degradation
<p>Chapter 7- Life Lines of National Economy:</p> <ul style="list-style-type: none"> • Transport – Roadways, Railways, Pipelines, Waterways, Airways • Communication • International Trade • Tourism as a Trade

GEOGRAPHY – MAPWORK (Outline Political Map of India)

- Chapter 1: Resources and Development (Identification only)

Major soil Types

- Chapter 3: Water Resources (Locating and Labelling)

Dams: a. Salal b. Bhakra Nangal c. Tehri d. Rana Pratap Sagar e. Sardar Sarovar f. Hirakud
g. Nagarjuna Sagar h. Tungabhadra

Note: The chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.

- Chapter 4: Agriculture (Identification only)

Major areas of Rice and Wheat b. Largest / Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

- Chapter 5: Minerals and Energy Resources Minerals (Identification only)
 - a. Iron Ore mines • Mayurbhanj • Durg • Bailadila • Bellary • Kudremukh
 - b. Coal Mines • Raniganj • Bokaro • Talcher • Neyveli
 - c. Oil Fields • Digboi • Naharkatia • Mumbai High • Bassien • Kalol • AnkaleshwarPower Plants (Locating and Labelling only)
 - a. Thermal • Namrup • Singrauli • Ramagundam
 - b. Nuclear • Narora • Kakrapara • Tarapur • Kalpakkam
- Chapter 6: Manufacturing Industries (Locating and Labelling Only)
 - Cotton Textile Industries: a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore
 - Iron and Steel Plants: a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijaynagar f. Salem
 - Software Technology Parks: a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad f. Bengaluru g. Chennai h. Thiruvananthapuram
- Chapter 7: Lifelines of National Economy
 - Major Ports: (Locating and Labelling)
 - a. Kandla b. Mumbai c. Marmagao d. New Mangalore e. Kochi f. Tuticorin g. Chennai h. Vishakhapatnam i. Paradip j. Haldia
 - b. International Airports: a. Amritsar (Raja Sansi) b. Delhi (Indira Gandhi International) c. Mumbai (Chhatrapati Shivaji) d. Chennai (Meenam Bakkam) e. Kolkata (Netaji Subhash Chandra Bose) f. Hyderabad (Rajiv Gandhi)

Note: Items of Locating and Labelling may also be given for Identification and vice versa.



Project Work: Social Sciences

Every student has to compulsorily undertake any one project on the following units / topics.

Consumer Awareness

OR

Social Issues

OR

Sustainable Development

The distribution of marks over different aspects relating to Project Work is as follows

1. Content accuracy and originality- 2
2. Presentation and creativity - 1
3. Process of Project Completion: Initiative, cooperativeness, participation and punctuality-1
4. Viva or written test for content assimilation -1

It is to be noted here by all that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure. The Project Report should be handwritten by the students themselves and should comprise of not more than 15 foolscap pages.

Art Integrated Learning

One of the objectives of art integrated education is to make the students aware of the vast and diverse cultural heritage of our country. Therefore, Students will take up integration with any form of Indian Art - visual or performing, as it will be helpful to students to easily understand the project that is culturally connected to them.

Under Ek Bharat Shrestha Bharat Programme, Art Integrated Project Work of the students of the schools in the State of Delhi will be based on the art form of Sikkim.

Students shall be designing a 'Travel Brochure' on Sikkim which should be covering the following aspects on Sikkim. The brochure can be a pen and paper physical brochure or an e-brochure

- a. Best time and places to visit
- b. Organic farming- Festivals related to harvest ...
- c. History and culture

Chapter 1

RESOURCES AND DEVELOPMENT

Learning Outcomes

- **Students will recognise and retrieve facts, figures, and narrate, processes**, for example, identify different types of soil, minerals, renewable and non-renewable energy resources, etc.
- **They should be able to define important terms in Geography** such as, resource, renewable and non-renewable resources, environmental protection, and environmental sustainability
- **Can explain cause and effect relationship between phenomena, events, and their occurrence**, for example, analyse the impact of overuse of natural resources such as, ground water and crude oil.
- **Can analyse and evaluate information**, assess the impact of conservation of natural resources on the life of people in any area in view of sustainable development.
- **Can Interpret** maps, text, posters and newspaper clippings
- **Identifies assumptions like idea of development**
- **Demonstrates inquisitiveness.**
- **illustrates decision making/problem solving skills-** ways to develop sustainability.

Some definitions explained

1. Resource: Everything available in our environment which can be used to satisfy our needs, provided, it is technologically accessible, economically feasible and culturally acceptable can be termed as 'Resource'.
2. The Oceanic Area of a country from 12 nautical miles to 200 nautical miles from its coastline is called Exclusive Economic Zone of a country. In case there are two countries with less distance between them, then the oceanic distance between them for economic purposes is divided with mutual consensus.
3. Difference between Potential Resources and Reserves.
Potential resources are not being utilised in the present either because the technology is not completely developed or because it is still too expensive to utilise these resources. Eg Solar and wind power in many parts of the country.
In Reserves even though we do have the technology, the resources are not being utilised because we are saving it for future use when the demand would increase further. Eg under utilised hydroelectricity generation potential of India.
4. Net Sown Area and Gross Cropped Area
Area cultivated once in one agricultural year is Net Sown Area.
Area Sown more than once in an agricultural year plus net sown area is known as Gross Cropped Area.

Answer the following questions

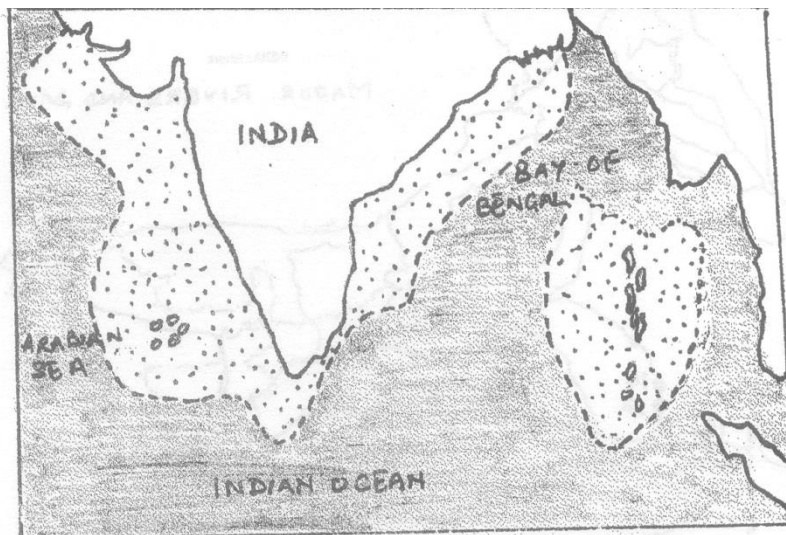
- Q1. What is a Resource?
- Q2. Classify resources on the basis of exhaustibility, ownership and status of development?
- Q3. What is Exclusive Economic Zone? How much is the Exclusive Economic Zone of India?
- Q4. What is meant by 'reserves'? How is it different from 'Stock'?
- Q5. List the problems caused by indiscriminate uses of resources?
- Q6. What is sustainable development?
- Q7. What is resource planning? What is the need for resource planning? Describe the three stages involved in resource planning.
- Q8. State the main aim of Agenda 21?
- Q9. Why is it necessary to conserve natural resources? Give two reasons.
- Q10. Distinguish between biotic and abiotic resources.

Q11. Study the following data carefully and answer the questions that follow:

Land features	Area covered (in %)
Plains	43
Mountains	30
Plateau	27

- Name the land feature, which occupies the highest surface area of India.
- Give two advantages of having the land feature you have mentioned in the previous question
- Why are mountains important for India?
- Of what economic importance is the plateau region to India?

Q12. The Exclusive Economic Zone



- Which lines mark the boundary of the Exclusive Economic Zone?
- Why is the Exclusive Economic Zone of India very narrow near the south-east coast?
- Name the mineral whose right of mining from the Zone of International Resources is being given to India.
- Name the zone marked in dark grey colour.

Q13. Define the term land use pattern. Mention the factors affecting it.

Q14. "Degradation of land is a cause of worry." Give one reason to support the statement.

Q15. Compare the given data showing the land use pattern of India and answer the questions that follow

Categories of Use	General Land use Categories 1960-1961	General Land use Categories 2002-2003
Forest	18.11%	22.57%
Barren and Waste Land	12.01%	6.29%
Area under non-agricultural use	4.95%	7.92%
Permanent Pastures and Grazing Land	4.71%	3.45%
Area under Miscellaneous Tree Crops and Groves	1.50%	1.10%
Culturable Wasteland	6.23%	4.41%
Fallows other than Current Fallow	3.50%	3.82%
Current Fallow	3.73%	7.03%
Net Sown Area	45.26%	43.41%

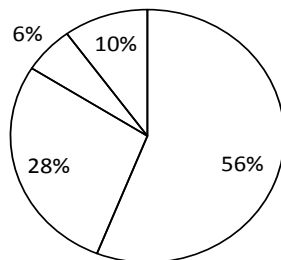
- a) Name the two categories under which the area in use has increased/decreased.
- b) Which is the most satisfying feature of present land use pattern give one reason for it.
- c) Explain the term fallow land.
- d) What is fallowland other than current fallow?
- e) What does culturable wasteland mean?
- f) What should be the desired percentage of forest in India and why?

Q16. Why is the net sown area over 80% in states like Punjab and Haryana and less than 10% in states like Arunachal Pradesh and Mizoram?



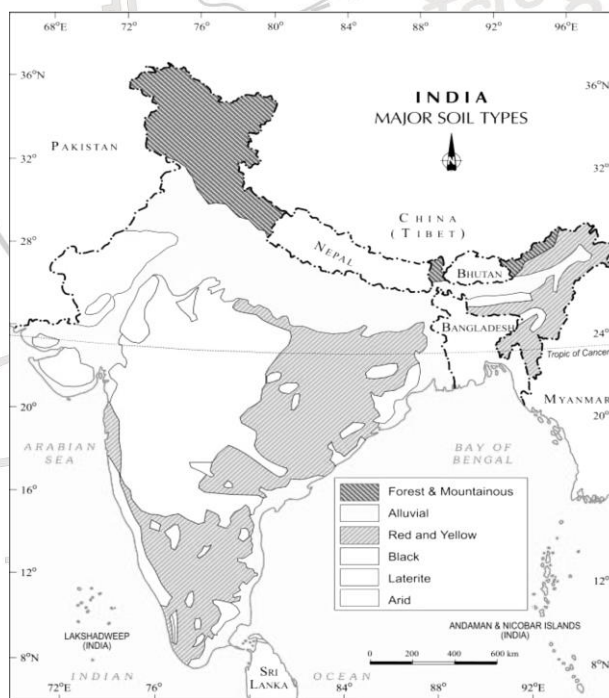
Q 17. Study the diagram given below and answer the following questions:

India: Wasteland in 2000



- How much is the area of wasteland in India? Calculate its % share in the total area of the country.
- Arrange the four types of wasteland according to their decreasing area percentages.
- Explain the human activities which are responsible for land degradation in India and also write against each activity the names of states where it is the main cause of land degradation.

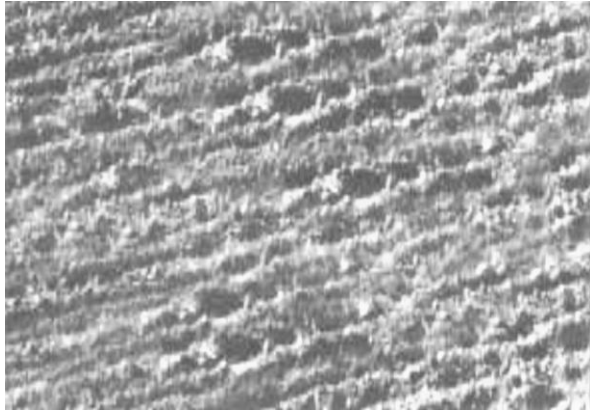
Q 18. Study the given map and answer the following questions:



- Which soil type covers the largest parts of the states of Maharashtra and Madhya Pradesh?
- Name the crop with which the above soil type is related.
- Name the soil type which has a continuous spread in the east – west direction, covering larger areas of six states and also name the states.

- d) Which soil type has the maximum latitudinal extent and which one the minimum?
e) Which soil type has the maximum longitudinal extent and which one the minimum?
- Q19. Name the soil type shown in each of the two pictures 1 and 2 and also explain the basis of identifying each soil type.

1



2



- Q20. Name the type of soil erosion shown in the given picture. How does it occur? Which region in India is known for this type of soil erosion?



- Q21. Observe the given picture and answer the following questions:



- a) What does the given picture show?
b) What effects would this activity have on land.
c) Suggest a measure to control this problem.

Q22. The given pictures show a human induced land degrading activity. Answer the following questions:



- a) What is land degradation?
- b) What is the human activity shown in the given pictures?
- c) How does this activity cause degradation of land?

Q23. What are some of the measures followed to control land degradation?

Q24. What are some of the factors responsible for the formation of soil?

Q25. On what basis are Indian soils classified?

Q26. Write two characteristics of laterite soils.

Q27. How are black soils formed? What are the main features of black soils? Name two states having large areas covered with black soils.

Q28. What are badlands? Where are they commonly found in India?

Q29. What is sheet erosion?

Q30. What are the characteristics of khadar and bhangra soils?

Q31. Name the methods of soil conservation shown in figures 1 and 2

Fig 1

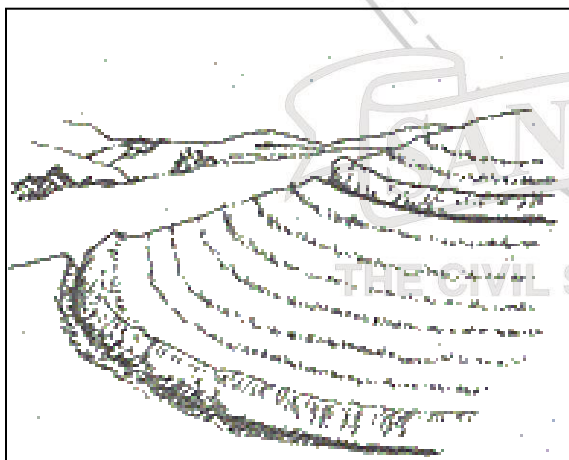
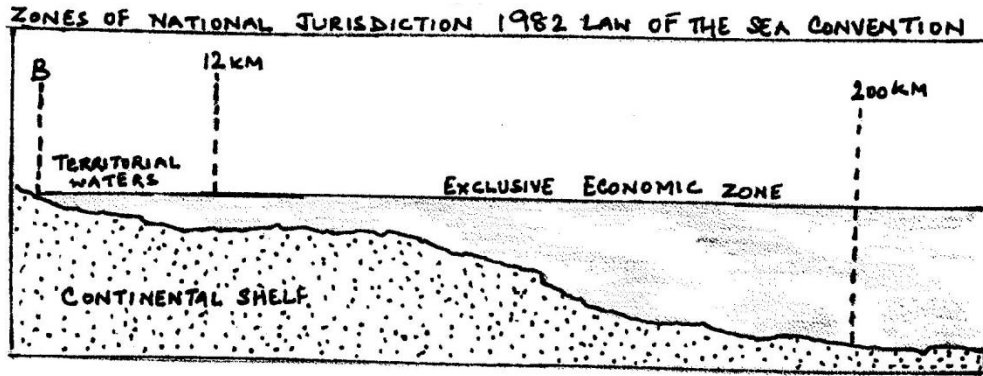


Fig 2

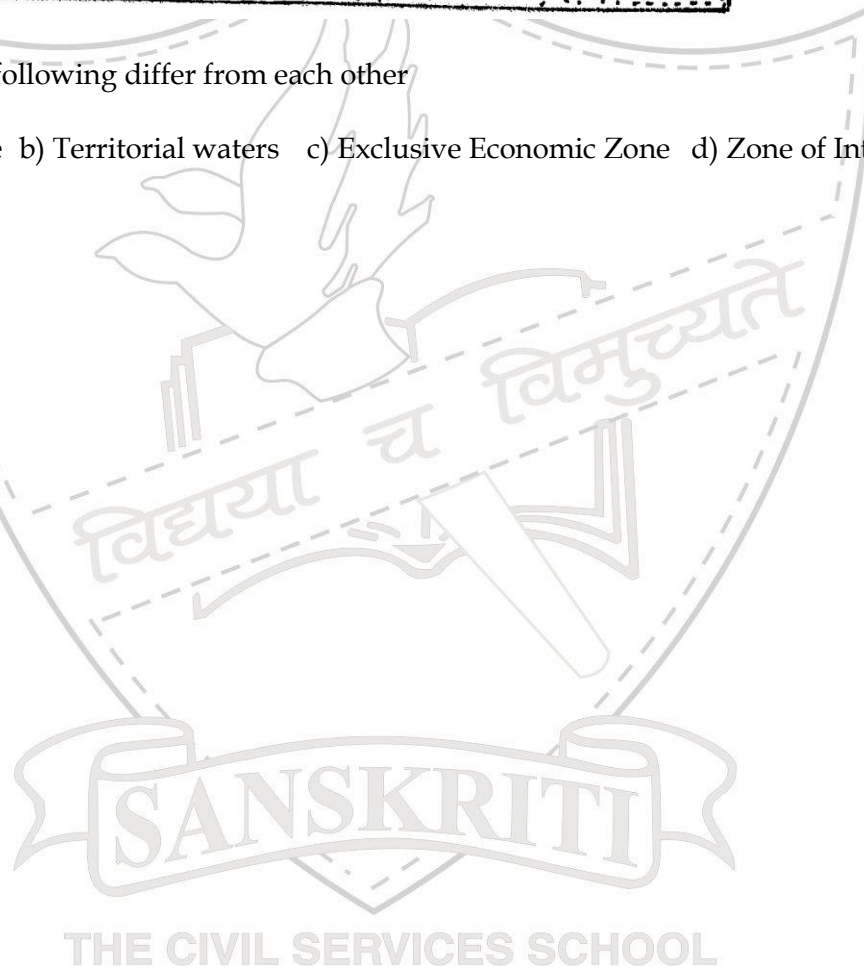


Q32. Study the given diagram and answer the following questions



How do each of the following differ from each other

- a) Nautical mile b) Territorial waters c) Exclusive Economic Zone d) Zone of International Resources



SOIL TYPES ON A POLITICAL MAP OF INDIA



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OBJECTIVE TYPE QUESTIONS**Choose the correct option**

1. Which one of the following type of resource is iron ore?

- (a) Renewable
- (b) Biotic
- (c) Flow
- (d) Non-renewable

2. Under which of the following type of resource can tidal energy be put?

- (a) Replenishable
- (b) Human-made
- (c) Abiotic
- (d) Non-renewable

3. Which one of the following is the main cause of land degradation in Punjab?

- (a) Intensive cultivation
- (b) Deforestation
- (c) Over-irrigation
- (d) Overgrazing

4. In which one of the following States is terrace cultivation practiced?

- (a) Punjab
- (b) Plains of Uttar Pradesh
- (c) Haryana
- (d) Uttaranchal

5. In which of the following States is black soil found?

- (a) Jammu & Kashmir
- (b) Gujarat
- (c) Rajasthan
- (d) Jharkhand

6. Materials in the environment which have the potential to satisfy human needs but human beings do not have appropriate technology to access them are called:

- (a) Potential resource
- (b) Stock
- (c) Developed resource
- (d) Reserves

7. India's territorial water extends upto a distance of:

- (a) 12 km
- (b) 12 nautical miles

- (c) 19.2 miles
- (d) 200 nautical miles

8. Resources that take long geological time for their formation are called:

- (a) Renewable resources
- (b) Reserve
- (c) Community resources
- (d) Non-renewable resources

9. Area sown more than once in an agricultural year plus net sown area is known as:

- (n) Net sown area
- (b) Forest cover
- (c) Waste land
- (d) Gross cropped area

10. The total degraded land in our country is:

- (a) 133 million hectares
- (b) 130 million sq. km.
- (c) 140 million hectares
- (d) 130 million hectares

11. The main cause of land degradation in Punjab, Haryana and Western Uttar Pradesh is:

- (a) Mining
- (b) Over irrigation
- (c) Deforestation
- (d) Over grazing

12. Which is the most common soil of Northern India?

- (a) Black soil
- (b) Laterite soil
- (c) Alluvial soil
- (d) Red soil

13. Red soil is mostly found in:

- (a) Parts of Jammu & Kashmir
- (b) Upper Ganga Plains
- (c) Eastern and Southern part of Deccan Plateau
- (d) None of the above

14. Red soil is reddish in colour due to:

- (a) high clay content
- (b) presence of kankar nodules in the subsoil
- (c) diffusion of iron in igneous and metamorphic rocks
- (d) high moisture content

15. Which of the following is not important for soil formation?

- (a) Relief
- (b) Parent rock
- (c) Climate
- (d) Duration of day

16. Black soil is also called:

- (a) Bhangar
- (b) Khadar
- (c) Regur
- (d) Humus

17. Black soils are common in:

- (a) Deccan trap region
- (b) Kashmir Valley
- (c) Ganga Valley
- (d) Northern Plains

18. Laterite soil is very useful for growing:

- (a) Rice, wheat and mustard
- (b) Tea, coffee and cashewnut
- (c) Pulses, sugarcane and resin
- (d) None of the above

19. Which of the following soils has self-aeration capacity?

- (a) Alluvial
- (b) Red soil
- (c) Black soil
- (d) Mountain soil

20. Ploughing along the contour lines to decelerate the flow of water down the slopes is called:

- (a) Strip cropping
- (b) Sheet erosion
- (c) Contour ploughing
- (d) Terrace cultivation

21. Land that is left uncultivated for more than five agricultural years is called:

- (a) Pasture land
- (b) Culturable waste land
- (c) Barren land
- (d) Current fallow

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Chapter 2

FOREST AND WILDLIFE (for periodic assessment only)

Learning Outcomes-

Students will be able to...

- **Recognise and retrieve facts:** Identify variety of flora and fauna around them.
- **Explain cause and effect relationship between phenomena, events, and their occurrence,** for example, reasons for their depletion.
- **Analyse and evaluate information:** assess the impact of conservation steps.
- **Interpret-** for example, maps texts news clippings
- **Demonstrate inquisitiveness, enquiry,** for example, pose questions
- **Extrapolate and predict events and phenomena,** for example predicts the impact of pollution and natural disasters due to deforestation.
- **Show sensitivity and appreciation** to solving problems

Some Notes

Comparison between National Park, Wildlife Sanctuary and Biosphere Reserve.

National Park	Wildlife Sanctuary	Biosphere Reserve
Notified areas that cover a larger area of land which may cover multiple National Parks, Sanctuaries, and reserves as well.	It is a natural habitat, owned by the government or private agency, that safeguards a particular species of birds and animals	A reserved area of land established by the government to protect the environment as a whole
Flora, fauna, landscape, historical objects, etc	Animals, birds, insects, reptiles, etc	Meant to preserve the biodiversity of a specified area
Highly restricted, random access to the general public is not allowed. Permissions required for any access	Restrictions are less and open to visitations by the general public. No permissions needed	A typical biosphere reserve is divided into the following <ul style="list-style-type: none"> • Core (no human activity is there), • Buffer (limited human activity is permitted), • Manipulation zone (several human activities can occur in this zone).

Reserved forests

1. These are permanently earmarked either for production or their forest produce.
2. More than 50% of the total forest land of India has been declared as reserved forests.

3. These are controlled by the government.
4. The forests of J 8. K, Andhra Pradesh, Uttarakhand, Kerala, Tamil Nadu, West Bengal and Maharashtra fall in this category.

Protected forests

1. These are protected from any further depletion.
2. Almost 1 /3rd of the total forest area of India is called as the protected forest.
3. These are controlled by the government.
4. The forests of Bihar, Haryana, Punjab, Himachal Pradesh, Odisha and Rajasthan fall under this category.

Unclassed forests

1. These consist of inaccessible forests or wastelands.
2. These consist of only 16% of the total forest areas of India.
3. These are owned by government and private individuals.
4. The forests of north-eastern states and parts of Gujarat fall under this category.

Questions and Answers

- Q1. What does biodiversity mean?
- Q2. How are Flora and Fauna interrelated to each other?
- Q3. What is biodiversity? Why is it important for humanity?
- Q4. What are endemic species? Give two examples to support your answer.
- Q5. Distinguish between the following:--
- a) endangered and extinct species
 - b) vulnerable and rare species
- Q6. What are the negative factors that cause such fearful depletion of flora and fauna?
- Q7. How have rural women suffered due to the depletion of forests in India?
- Q8. Forests and wildlife are vital to the quality of life and environment in the continent". Explain how.
- Q9. What were the provisions made by the Indian Wildlife Protection Act?
- Q10 What are the key aspects that Project Tiger touches upon? Why was this necessary?
- Q11. What is the difference between Reserved Forests and Protected Forests?
- Q12. What are unclassified forests? Where in India do we find them?
- Q13. With the help of some concrete examples show how local traditional communities have managed to conserve forests and wildlife in India.

Chapter - 3

WATER RESOURCES (For periodic assessment only)

Learning Outcome- Students will be able

- **Recognise and retrieve facts, figures, and narrate, processes-** availability of water, reasons for scarcity.
- **Explain cause and effect relationship between phenomena**
- **Analyse and evaluate information,** analyses indigenous or modern methods of conservation of water, forests, wildlife, and soil.
- **Interpret,** for example, Maps texts
- **Draw interlinkages-** advantages and disadvantages of dams.
- **Demonstrate inquisitiveness, enquiry,** for example, questions Related to scarcity of portable water
- **Extrapolate and predicts events**

Question and Answers.

Q1. What is water scarcity and what are its main causes?

Q2. Observe the given pictures and answer the following questions:

1



2



- a) Scarcity of which resource is shown in Picture 1 and how is it shown? Suggest methods to reduce the scarcity of this resource.
- b) Name the Dam shown in Picture 2 and which feature of this dam is unique in the world?

Q3. What are dams and how do they help us in conserving and managing water?

Q4. Why have multipurpose projects and dams come under great opposition in recent years? Give six reasons.

Q5. Irrigation has changed the cropping pattern, ecological consequences, and social landscape of the country. Explain.

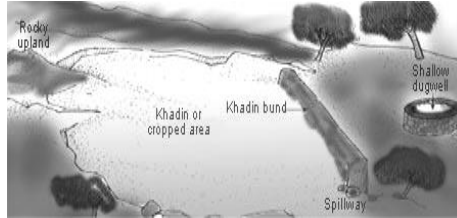
Q6. Discuss how rainwater harvesting in semi- arid regions of Rajasthan is carried out?

These are pictures of some traditional methods of rainwater harvesting in India

Johads of Rajasthan



Khadins of Jaisalmer



Inundation canals



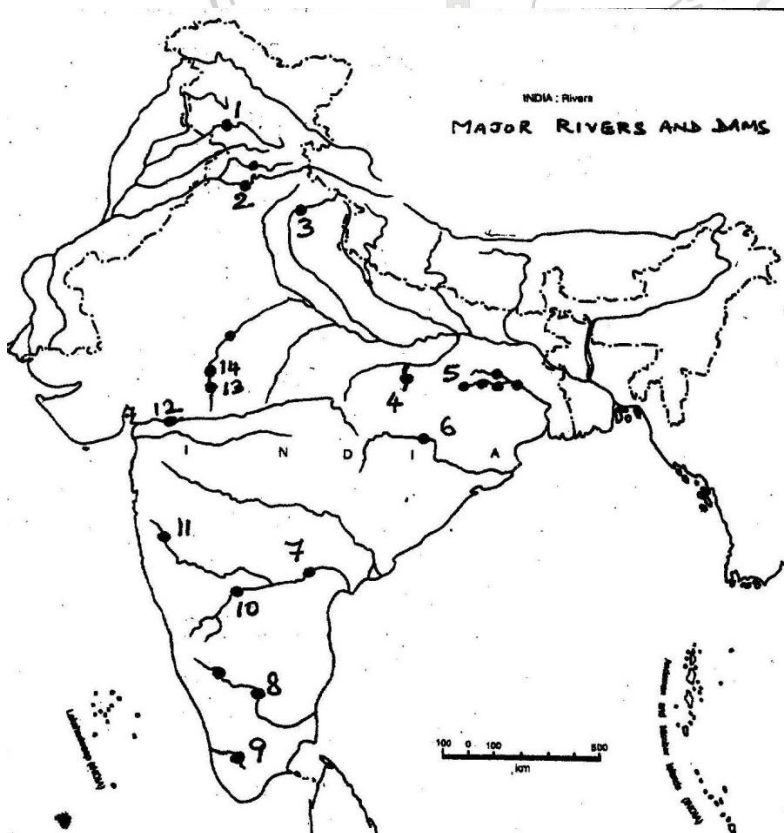
Q7. Define the following:-

- a) Palarpani. b) Guls and kuls. c) Tankas.

Q8. Discuss the qualitative aspect of water resources.

Q9. Why is it necessary to conserve and manage our water resources?

Q10. Name the dams numbered in the map and also write against each dam the name of the river on which it is built and the state where it is located.



RIVERS ON A POLITICAL MAP OF INDIA



Chapter 4

AGRICULTURE

Learning Outcomes- Students should be able to

- **Recognise and retrieve facts, figures, and narrate, processes,** for Example, define subsistence agriculture, plantation, shifting agriculture, locates areas or regions known for production of rice, tea, rubber etc.
- **Classify and compare events, facts, data and figures,** for example, classify types of farming, subsistence and commercial farming. compare areas growing rice and wheat on the map of India.
- **Explain cause and effect relationship between phenomena, events, and their occurrence,** for example, factors responsible for production of different crops in India.
- **Construct views, arguments and ideas on the basis of collected or given information,** for example, how to improve food security, parity for Indian farmers etc
- **Illustrate decision making/problem solving skills,**

The importance of agriculture to the country is best summed up by this statement: "If agriculture survives, India survives".



- Q1. "India is an agriculturally important country". Justify this statement.
- Q2. What is 'slash and burn' agriculture? Where in India is it still practiced? Name three primitive methods of cultivation practiced in this country. Name two crops grown with this method of farming.
- Q3. List two differences each between primitive subsistence farming and intensive subsistence farming.
- Q4. Why is commercial agriculture so called? Describe one type of commercial agriculture practiced in India.

Some facts you must know about the typical features related to Indian agriculture:

- Indian agriculture is essentially monsoon based and not all agricultural areas have developed irrigation facilities.*
- Most of the Indian farmers are subsistence farmers, i.e they are poor and grow crops mainly for self-sustenance. They rarely have any surplus to sell.*
- Most of the Indian farmers depend on animals to carry out agricultural activities and use old or primitive tools. Use of tractors and other mechanical implements are only used by rich farmers.*
- Most of the crops grown are food crops*

- e) Roads from villages (production areas) to urban areas (market) are not well developed and sometimes even cease to exist during the rains. In such cases there is heavy spoilage of perishable crops.
- f) Storage facilities are also not well developed and often large quantities of crops get destroyed by pests and rodents or fungus.

Q5. What are the three cropping seasons in India? Name two crops that are grown in each of these seasons.

Q6. What are the climatic and soil conditions that are required for the cultivation of a) rice b) wheat? Name two states which are the largest producers of these crops.

Q7. What are the benefits of growing crops like jowar, bajra and ragi?

Q8. Why are pulses important?

Q9. Describe the growth conditions required for sugarcane. Other than sugar what are the other products of sugarcane?

Q10.

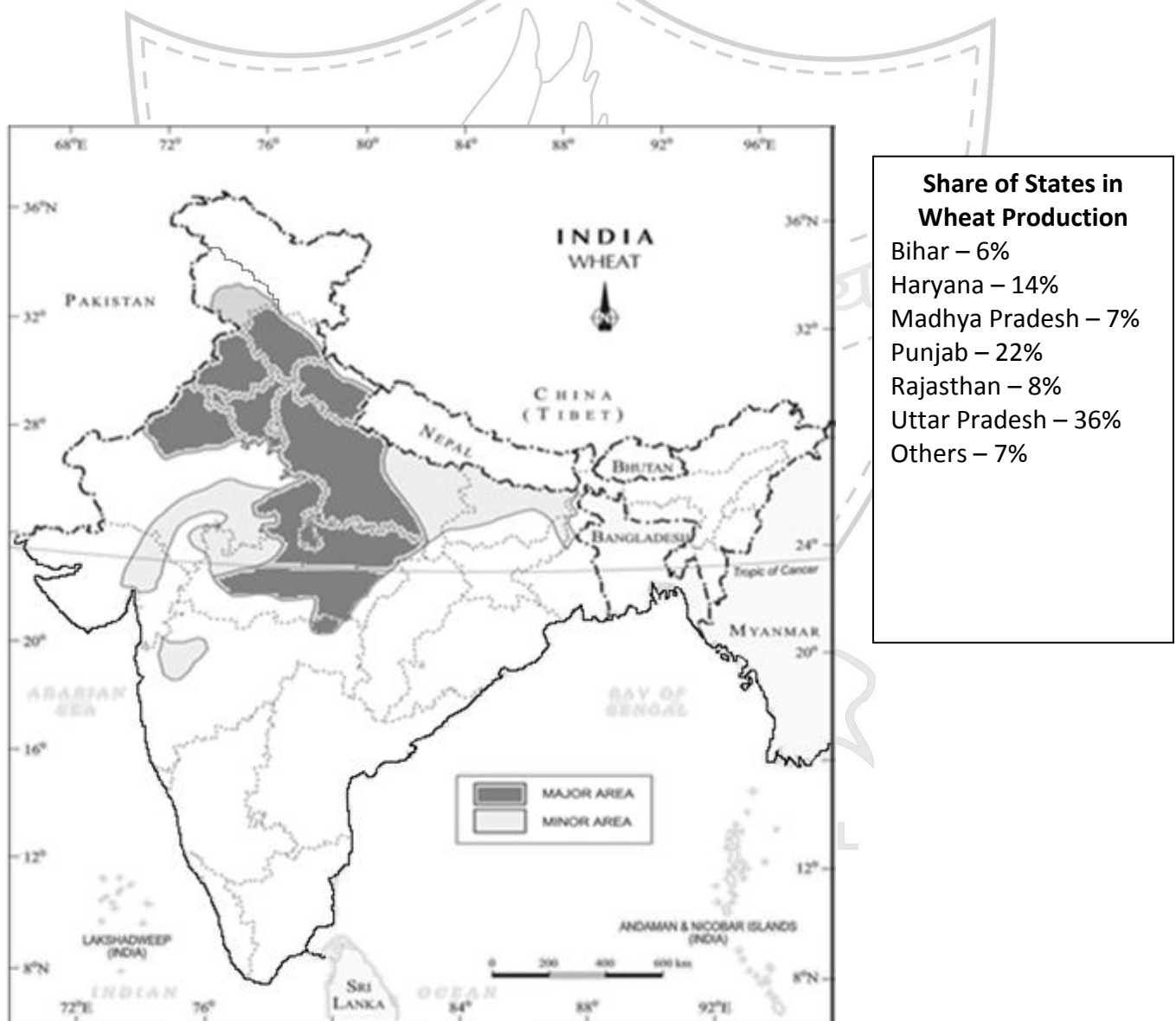


Share of States in Rice Production

Andhra Pradesh – 10%, Assam – 5%, Bihar – 7%, Orissa – 5%, Punjab – 12%, Tamil Nadu – 8%, Uttar Pradesh – 11%, West Bengal – 20%, Others – 22%

Explain the main features of the Crop shown in the above map, under the following heads or questions:

- Importance
- Cropping season
- Climatic requirements for its cultivation
- Three states whose entire parts are covered under Major Area and that of one state under Minor Area
- Why is the major area of the crop confined mainly in the eastern parts of the country, give reasons. Name five states in the decreasing order of their % share, which together contribute to 61% in the total crop production of the country.



Q11. Explain the main features of the crop (wheat) shown in the above map, under the following headings / questions:

- Importance
- Cropping season.
- Climatic requirements for its cultivation.
- Two states which are completely covered under Major Area
- Why are the major and minor areas of wheat mainly confined to the north-western parts of India? Give reasons.
- Name the four states in the decreasing order of their percentage shares which together contribute to 80% of the total wheat production of India.

Q12. Under which category of crops is 'Tea' listed? What are the conditions required for this crop to grow well? Tea bushes are kept to a height of 4ft by regular pruning of the bushes – why is this done?

Q13. Cotton cultivation in India has gained a lot of importance over the recent years. Why is this so? Which area in India grows maximum cotton?

Q14. These are some types of seeds India grows for oil. Answer the questions that follow:

Sunflower



Castor (Non edible)



Safflower



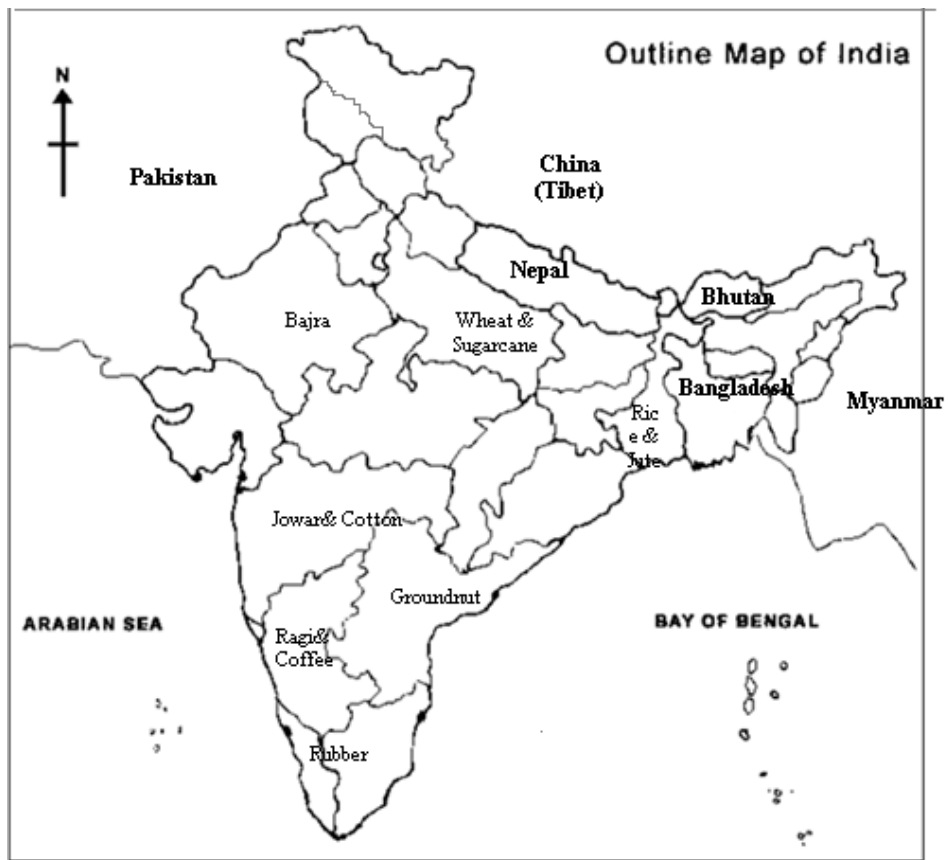
Soyabean



- What is India's position in the production of oilseeds?
- Other than cooking oil what are the other products obtained from oilseeds?
- Name four types of oilseeds grown in India.
- Name two states where oilseed production is the highest.

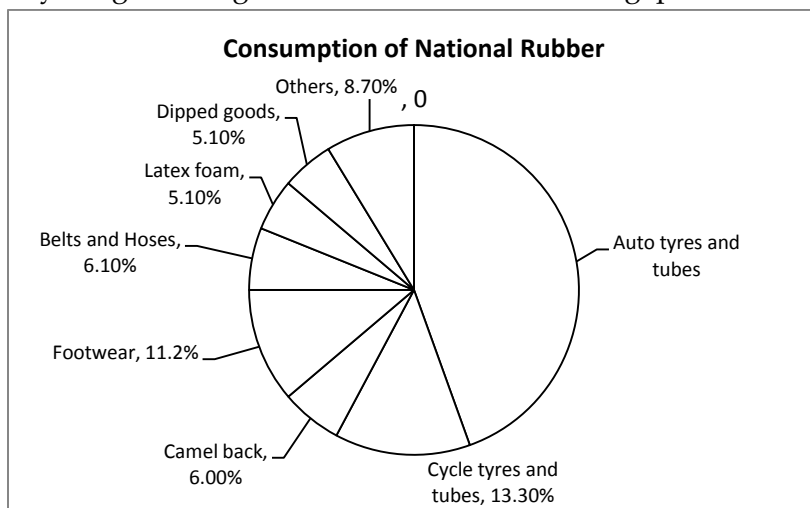
Q15. Study the following map and write against each crop, its category or type and name of the state which is its largest producer

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Name of Crop	Category or type	Largest Producing State
Wheat		
Bajra		
Groundnut		
Rubber		
Jowar		
Sugarcane		
Cotton		
Rice		
Coffee		
Jute		
Ragi		

Q16. Study the given diagram and answer the following questions



- Which item consumes the largest part of natural rubber production and also find out its percentage share in the total consumption of natural rubber.
- Name the other two items which occupy second and third positions in the consumption of natural rubber.

Q.17 Describe the impact of globalisation on Indian agriculture.

Q18. What were the technical reforms introduced by the government in the field of agriculture?

Q19. What are some of the important steps taken up by the Government of India to modernize agriculture?

Q20. "Farmers are withdrawing their investment from agriculture causing a downfall in the employment in agriculture" - Why is this happening?

Q21. For a number of years now we have been reading about cases where farmers of different states have committed suicide. What do you think the reason could be? What kind of agriculture related alternative employment opportunities can you think about that could help farmers earn money?

Name of Crop	Type of crop	Temperature requirements	Rainfall requirements	Soil requirements	Areas of Growth	Special Features
Rice	Cereal crop (kharif – grows in the rainy season)	High above 25°C and high humidity	Above 100cms	Clayey, alluvial	West Bengal, North Eastern states specially Assam, coastal areas and in the deltas of rivers.	1. Staple food crop of a majority of Indians. 2. 2 nd largest producer in the world. Largest producer state is West Bengal. 3. Needs plenty of water.

						4. Grows with the help of irrigation in areas of less rainfall like Punjab.
Wheat	Cereal crop (rabi - winter crop)	15 ^o C - 22 ^o C cool growing season with bright sunshine for ripening	50 - 75cms	Silt, clay and loamy soils	Main growing areas - Ganga - Satluj plains of North India and black soil regions of the Deccan. Punjab, Haryana, Uttar Pradesh, MP and Maharashtra.	1. Second most important cereal crop 2. Largest producers are Punjab Haryana and Uttar Pradesh.
Millets (jowar, bajra, ragi)	Cereal crop (kharif)	27 ^o C - 32 ^o C	50 - 75cms	Grows in poor quality alluvial or loamy soils		1. Also known as "dry crops" or coarse grains. 2. No irrigation only rain water used. 3. Have very high nutritional value 4. India is first in the world in millets production.
	Jowar				Largest producer is Maharashtra	1. Third most important cereal crop 2. Is mainly rain fed and hardly needs irrigation
	Bajra			Sandy soils and shallow black soils	Rajasthan is the largest producer, Uttar Pradesh	
	Ragi			Red, black, sandy, loamy and shallow black soils	Largest producer is Karnataka, Tamil Nadu	rich in iron, calcium, other micro nutrients and roughage.
Maize	Cereal crop (Kharif)	21 ^o C - 27 ^o C		Old alluvial soils.	Uttar Pradesh, Karnataka, Bihar	1. Is used both as food as well as fodder crop. 2. Also grown in Bihar as a rabi crop.

						3. Increased production is due to use of HYV seeds increased fertilizers and irrigation.
Pulses	Food crops (all kinds of dals – moong, masur, arhar, urad, gram, peas) – rabi and kharif		Mainly grows during the rainy season		Grows all over the country but major producers are Uttar Pradesh, Madhya Pradesh, Rajasthan, Maharashtra.	1. High in proteins 2. They are leguminous and give fertility to the soil therefore grown in rotation with other crops. 3. Need less moisture 4. Pulses are also imported to India
Sugarcane	Cash crop	21°C – 27°C	75cms to 100cms. Irrigation needed in low rainfall areas.	Can be grown on a variety of soils	Uttar Pradesh, Bihar, Maharashtra, Tamil Nadu, Punjab, Haryana UP is the largest producer	1. Is a tropical as well as sub tropical crop. 2. Needs manual labour from sowing to harvesting. 3. India is the second largest producer in the world. 4. Is the main source of sugar. 5. Other products are jaggery (gur), khandsari and molasses.
Oilseeds	Both Rabi and Kharif crop				Andhra Pradesh (groundnut), Tamil Nadu, Maharashtra, Gujarat, Karnataka.	1. India is the largest producer in the world. 2. Main oilseeds produced are – groundnut, mustard, soyabean, sesame, castor, linseed, sunflower. 3. Most are edible and produced for extracting cooking oil. 4. Some are also used for making soap,

						cosmetics and ointments
Tea	Beverage crop	Mild temperature 15-20°C	Very heavy rainfall. Well distributed through the year 200-400cms	Deep fertile well drained soils rich in humus and organic matter	Hills of Darjeeling and Jalpaiguri districts of West Bengal, Assam, Tamil Nadu and Kerala.	<ol style="list-style-type: none"> 1. Grown in plantations on slopes of hills. 2. Grows well both in tropical and sub tropical climates. Needs warm and moist but frost free climate throughout the year. 3. Frequent showers good for growth of new leaves. 4. Is a labour intensive industry and needs cheap and skilled labour. 5. Processing is done within the garden itself. 6. India is the largest producer and exporter of tea in the world.
Coffee	Beverage Crop	22-27°C	200 cms	Well drained soils rich in nutrients and humus	In the Nilgiri and Baba Budan Hills in Karnataka, Kerala and Tamil Nadu.	<ol style="list-style-type: none"> 1. known in the world for its good quality. 2. Arabica variety is produced here. 3. Grows on slopes.
Cotton	Cash crop (kharif)	High temp and bright sunshine during growth 25-27°C	Light rainfall 50-80cms	Black soils	In the drier regions of Maharashtra, Gujarat, Punjab and Haryana, Madhya Pradesh and Tamil Nadu.	<ol style="list-style-type: none"> 1. India is the original home of the cotton plant. 2. One of the main raw materials for the cotton textile industry 3. Needs 210 frost free days and about 6 to 8 months to mature. 4. India is the third largest producer in the world. 5. Can also grow with irrigation.

Jute	Fiber crop	High temperature for growth 25-27°C	170 – 250 cms	Well drained fertile soils of the flood plains and deltas where soil is renewed every year	West Bengal, Assam, Bihar and Orissa	1. Also known as “Golden Fibre” because of its colour. 2. Used for making gunny bags, mats, ropes, yarn, carpets. 3. Cost of production is high hence is facing stiff competition from the synthetic fibre industry.
Rubber	Cash crop	Above 25°C	More than 200cms	Well drained red soils	Kerala, Tamil Nadu, Karnataka	1. Is an equatorial crop. 2. Is an important industrial raw material. 3. India is 5 th among natural rubber producers of the world.



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Chapter 5

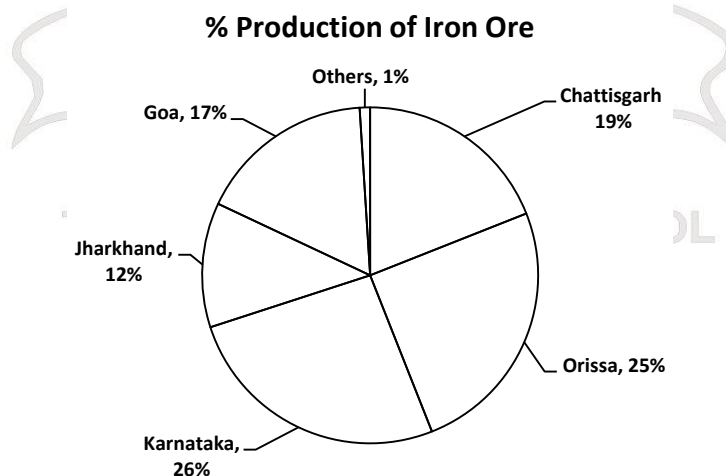
MINERAL AND ENERGY RESOURCES

Learning Outcomes- Students will be able to

- **Recognise and retrieve facts, figures, and narrate, processes, for example,** Identify different types of soil, minerals, renewable and non-renewable energy resources, etc. locates areas or regions known for production of coal, iron ore, petroleum
- **Classify and compare events, facts, data and figures, for example-** types of resources, minerals, interprets thematic maps using BHUVAN MAPS PORTAL.
- **Explain cause and effect relationship between phenomena, events, and their occurrence,** for example, minerals found in different types of rocks.
- **Interpret for example,** maps, texts and symbols
- **Demonstrates inquisitiveness, enquiry, for example, pose questions constructs views, arguments and ideas on the basis of collected or given information.**

Questions and Answers

- Q1. What is a mineral?
Q2. Why are minerals found in varied forms in nature?
Q3. What are the different modes of occurrence of minerals?
Q4. How are metallic minerals classified?
Q5. What is Rat-Hole mining? What kind of mineral are obtained with the help of this type of mining? Where in India is it done?
Q6. Describe the distribution of iron ore in India.
Q7. The following diagram shows percentage distribution of iron ore in India. Observe the diagram carefully and answer the following questions:



- a) Which state has the maximum output of iron ore?

- b) What is the production of iron ore from Orissa? What quality of ore does it produce?
- c) Which region of Karnataka produces maximum ore?
- d) Which mine in Karnataka has the largest deposits of iron ore in the world?
- e) How is the ore from this mine transported to the port? Which port handles its export?

Q8. What are the uses of manganese? Which state is the largest producer of manganese ores in India?

Q9. What are the beneficial properties of copper? Name two copper producing areas of India.

Q10. What is alumina? Why is aluminum an important metal?

Q11. Why is mica said to be indispensable to the electrical and electronics industry? Which region in India is its leading producer?

Q12. Mining is said to be a hazardous both to humans and the environment. What are the reasons for this?

Q13. How is grading of coal done? What are the different types of coal? Name the major coal producing belts of India.

Q14. Why are heavy Industries and thermal power stations located on or near coalfields?

Q15. In what type of geological area are oilfields generally located? Which region of India produces maximum petroleum? Where is India's oldest oilfield located?

Q16. Why is Natural Gas considered to be an environment friendly fuel? Which is India's longest gas pipeline? Which places does it connect? Which industries are key users of Natural Gas?

Q17. What are the benefits of hydro-electricity over thermal electricity?

Q18. "Solar energy has a bright future in India". Justify the statement.

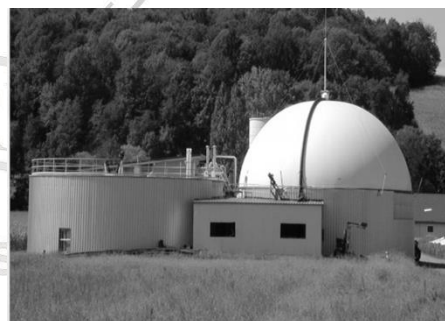
Q19. What is a wind farm? Name two states where such farms are located.

Q20. How is tidal energy harnessed? Name a few places in India where we make tidal energy.

Q21. The following pictures show both traditional and modern biogas plants in India. Answer the questions that follow



A rural biogas plant



A modern biogas plant

- a) What is used to make this gas?
- b) Who makes these plants?
- c) How do these plants benefit the farmer?
- d) Name one state where such plants are used extensively.

Q21. As responsible citizens how can we do our bit to conserve energy?

Mineral Resources

Name	Areas of Occurrence	Districts	Mines	States	Uses	Special features
Iron Ore	Odisha - Jharkhand belt Durg-Bastar Chandrapur 3. Bellary-Chitradurga-Chikmagalur-Tumkur Maharashtra-Goa	Odisha - Mayurbhanj, Kendujhar Jharkhand - Singhbhum Chhattisgarh - Durg, Bastar Maharashtra - Ratnagiri	Guanandi Bailadila Kudremukh	Odisha, Jharkhand Chhattisgarh, Maharashtra Karnataka Goa, Maharashtra	Making steel and for export	Magnetite has high content of iron - 70%. Excellent magnetic qualities and valuable in the electrical industry. Hematite - industrial iron. About 50-60% iron content Bailadila mines - Iron ore is super high grade and best for making steel. Iron ore is exported to Japan and S. Korea through Vishakhapatnam port Kudremukh mines - Is a 100% export unit. Deposits are one of the largest in the world. Transported to Mangalore port through pipelines in the form of slurry.
Manganese (Ferrous mineral)				Odisha largest producer	Manufacturing of steel and ferro manganese alloys,	Nearly 10 kgs of manganese is required for making 1 tonne of steel

					bleaching powder, insecticides, paints	
Copper (Non ferrous mineral)		Singbhum	Balaghat Khetri	Jharkhand Madhya Pradesh Rajasthan	Used in the electrical industry, electronics, chemicals	India is deficient in production of copper. It is malleable and ductile, good conductor
Bauxite (Ore of Aluminium) (Non ferrous mineral)	Panchpatmali Amarkantak plateau Maikal hills	Koraput	Katni Bilaspur	Odisha – largest producer Madhya Pradesh Chhattisgarh	Electrical industry, paints	A clay like substance from which alumina is obtained. Deposits are formed by decomposition of rocks rich in aluminium silicates Has the strength of metals like iron but is light. Good conductor and is malleable.
Mica (Non ferrous mineral)	Chota Nagpur Plateau	Gaya – Hazaribagh belt Ajmer Nellore	Koderma	Jharkhand Rajasthan Andhra Pradesh	Used in the electrical and electronics industry	Made up of a layers of thin sheets or leaves. Can be clear, black, green, red, yellow or brown. Has excellent di-electric strength, low power loss factor, insulating properties, resistance to high voltage.
Limestone (Rock mineral)				Andhra Pradesh Karnataka	Cement industry, used for smelting iron ore	Found in association with rocks composed of calcium carbonates or magnesium carbonates in sedimentary rocks.

Power Resources

Name	Areas of Occurrence	Mines / Drilling Areas	States	Uses	Special features
Coal	Damodar Valley Godavari, Mahanadi, Son and Wardha Valley North Eastern States	Jharia, Bokaro Raniganj Talcher Korba Singrauli Neyveli	Jharkhand West Bengal Assam, Meghalaya, Arunachal Pradesh, Nagaland Tamil Nadu	Power generation, energy for industry and domestic uses	4 types of coal – Anthracite – highest quality of coal. Bituminous – Found in large quantities, commercial use, energy generation and metallurgical use in the blast furnace for smelting of iron in the blast furnace Lignite – low grade brown coal, is soft with high moisture content used for energy generation Peat – Decaying plants in swamps. Low carbon and very high moisture content, low heating capacity. Coal is a bulky material which loses weight on use (turns to ash on burning) so heavy industries and thermal power plants are located on or near coalfields.
Petroleum	Mumbai High	Mumbai High Ankleshwar	Gujarat Assam	Provides fuel for heat and lighting, lubricants for machines,	Occurs in anticlines and fault traps in rock formations between porous and non-porous rocks In regions of folding it occurs in the crest of the upfold.

		Digboi Naharkatiya Moran-Hugrijan		raw material for many manufacturing industries like synthetic textiles, fertilizer and chemical industries	Oil bearing layer is porous limestone or sandstone through which oil may flow. Oil is prevented from rising or sinking by intervening non porous layers. 63% of India's petroleum is produced by Mumbai High.
Natural Gas	Mumbai High Krishna - Godavari basin, Gulf of Cambay (Khambhat) Andaman and Nicobar islands	Mumbai High Bassien	Gujarat	Used for energy generation, in the petrochemical industry, fertilizer industry Recently CNG is being used as fuel for vehicles	Clean energy resource. Found in association with or without petroleum. Environment friendly because of low carbon-di-oxide emissions Hazira-Vijaipur-Jagdishpur pipeline carrying natural gas is the longest gas pipeline in the country, 1700km in length.



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Chapter 6

MANUFACTURING INDUSTRIES

Learning Outcomes- Students will be able to

- **Recognize and retrieves facts** figures, and narrate, processes, eg: distribution of industries.
- **Classifies and compares events, facts, data and figures, for example** Types of industries and their correlation with distribution of minerals.
- **Explain cause and effect relationship between phenomena, events, and their occurrence,** for example explains industries and their impact on the environment.
- **Analyse and evaluate information**
- **Interprets, for example** maps texts symbols pie and bar diagrams related to gross domestic product, production in different sectors and industries.
- **Draw interlinkages within Social Science**-explain why only some regions of India are developed and others not.
- **Demonstrate inquisitiveness, enquiry, for example, pose questions related to the** — concentration of industries in certain areas.

Importance of Manufacturing

- Manufacturing industries help in modernizing agriculture; which forms the backbone of our economy. Apart from this, manufacturing industries also reduce the heavy dependence of people on agricultural income. This becomes possible because of creation of new jobs in secondary and tertiary sectors.
- Industrial development helps in eradication of unemployment and poverty.
- Export of manufactured goods expands trade and commerce and brings in much needed foreign exchange.
- A country with high level of manufacturing activities becomes prosperous.

Q1. What is manufacturing? Why is it considered the backbone of development in the country?

Q2. "Agriculture and industry are not exclusive of each other. They move hand in hand". Explain

Q3. What are "agglomeration economies"?

Q4. Name various physical and human factors for the location of an industry.

Q5. How are industries classified on the basis of source of raw material and on the basis of ownership?

Some important facts

1. Raw Cotton after picking



2. Cotton put in bales for



3. Spinning mills where thread is made sending to the factory\





4. A powerloom



5. A handloom

Cotton textile industry

There are several thousand factories which have five to ten looms. 90 % of the cotton cloth is produced in decentralized sector other than mills. It provides employment to thousands of workers all over the country. Cotton and other facilities are available everywhere. So to provide employment and make availability of cloth at all places, it is necessary to keep the mill sector loomage lower than powerloom and handloom.

Q6. Discuss the factors that lead to the localization of cotton textile industry in Gujarat - Maharashtra belt.

Q7. Why did our traditional cotton textile industry suffer a setback in the colonial period?

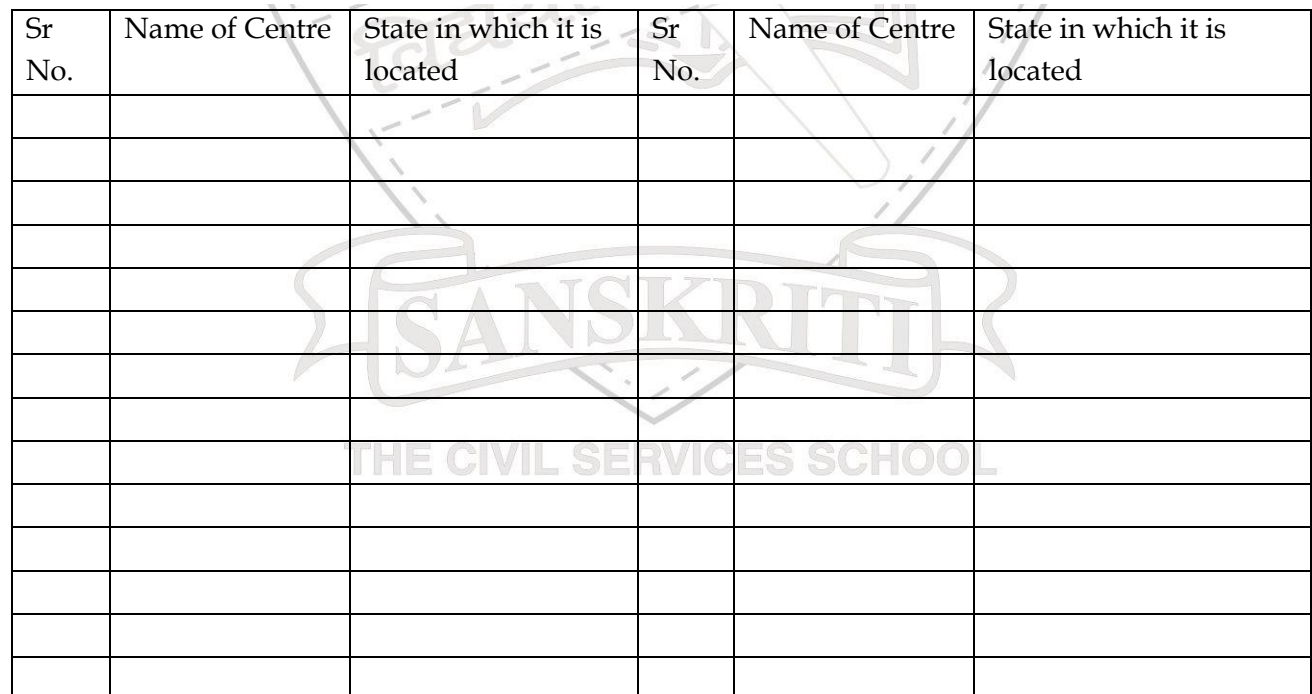
Q8. Why do many of our spinners export cotton yarn while apparel / garment manufacturers import fabric?

Q9. Why is it important for our country to keep the mill sector loomage lower than power loom and hand loom?

Q10. Discuss the problems faced by cotton textile industry.

Q11 Centres of cotton woolen and silk textile industries are marked in the given map by different symbols and numbered from 1-28. Identify them and write under each textile industry the Sr. No. of the centre. Its name and state in which the centre is located.



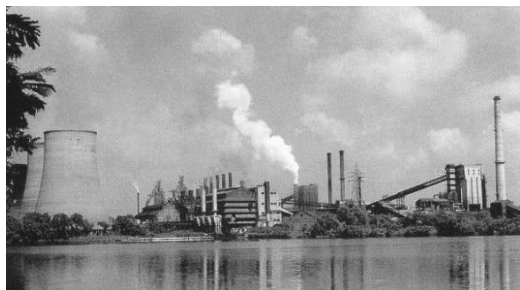


Q12. What are the factors responsible for localization of jute mills around the Hugli basin?

Q13. What are the various problems faced by jute textile industry?

Q14. In recent years there is a tendency for the sugar mills to shift and concentrate in southern and western states. Give three reasons

Iron and steel industry



Indian Iron and Steel Co. Burnpur (West Bengal)



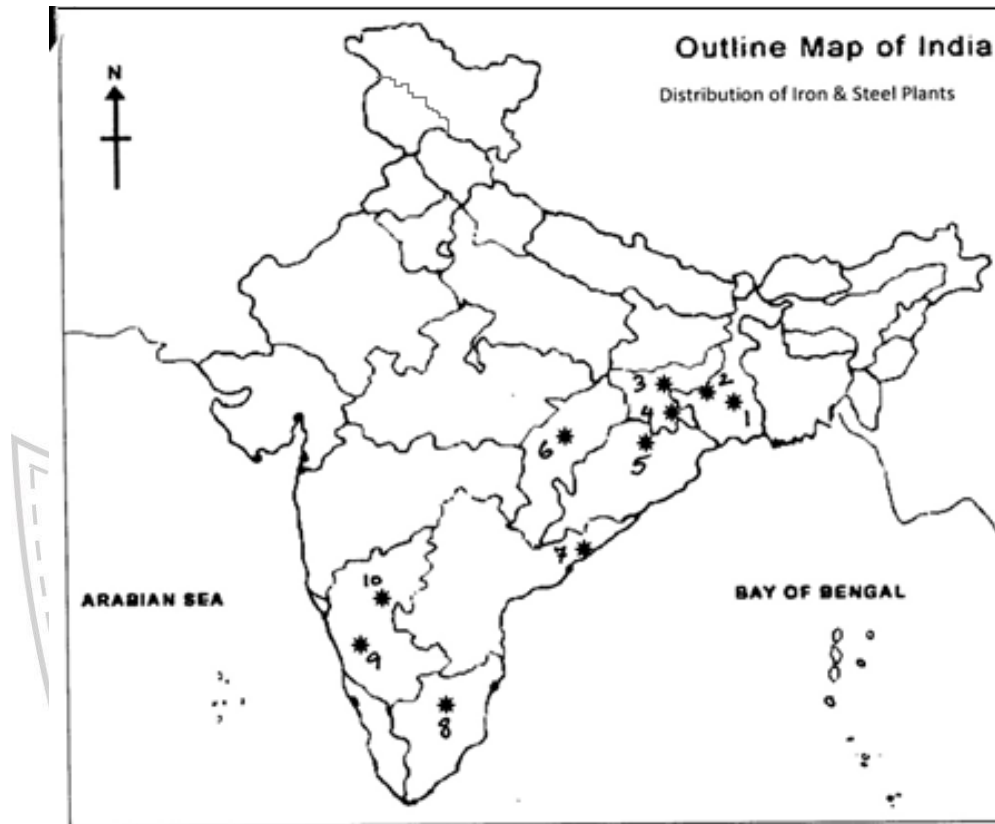
Jindal Steel – Hissar (Haryana)

Integrated steel plants are large. They handle everything in one complex – from putting together raw material to steel making, rolling and shaping. There are 10 primary integrated steel plants in India. A few are iron and steel company Burnpur, Bhilai, Raurkela, Durgapur etc.

Mini steel plants are smaller, have electric furnaces, use steel scrap and sponge iron. They have re-rollers that use steel ingots as well. They produce mild and alloy steel. There are about 200 mini steel plants in India. Jindal Steel is one such example

Q15. How are integrated steel plants different from mini steel plants?

Q16. Chota Nagpur plateau region has the maximum concentration of iron and steel plants. Mention the factors that facilitated this.



Q17. Study the given map and answer the following questions:

- Name the Iron and Steel plant and the state in which it is located as is marked from 1-10.
- Which Iron and Steel plant is in the Private Sector? Name the company which owns it.
- Name the Iron and Steel plants which have been set up in collaboration with the Soviet Union, Germany and UK separately.
- Explain the most important reasons for establishing the five Iron and Steel plants, Sr Nos 1-5 in close proximity to one another.

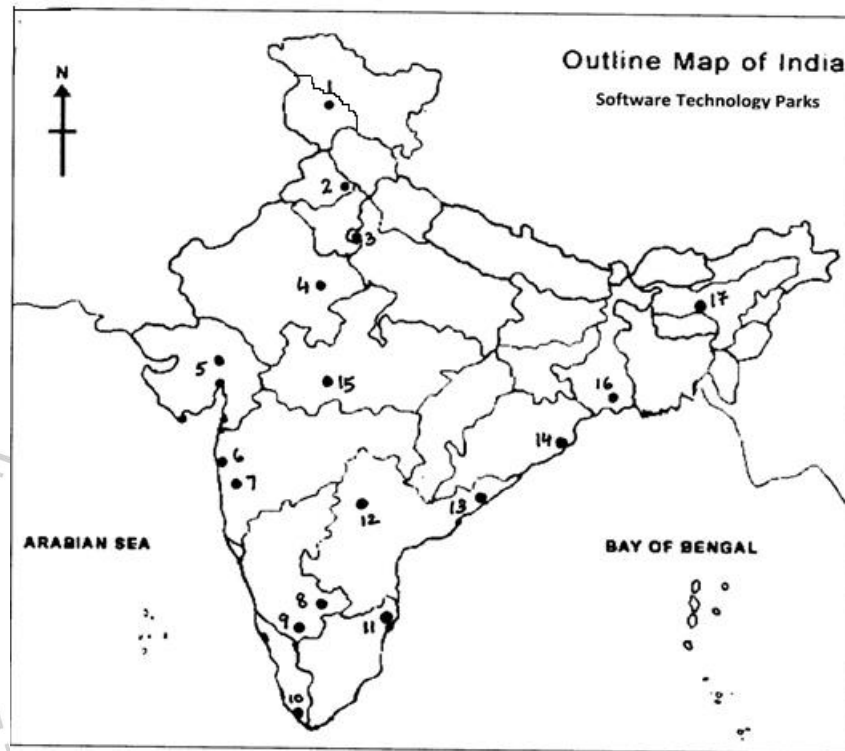
Q18. Give the properties and uses of aluminium.

Q19. Describe the main features of chemical industry.

Q20. How has green revolution helped in expansion of fertilizer plants?

Q21. Study the given map and answer the given questions:

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- According to their serial numbers name the software technology parks and the state in which they are located.
- Which city is known as the capital of electronic industry of India?
- Name the important products of the electronic industry, i.e Information Technology Industry.
- Explain the encouraging features of the IT industry of India.

Q22. How do industries pollute the environment? Describe the method of treatment of Industrial effluents?

Some helpful sites

<https://www.topperlearning.com/study/cbse/class-10/geography/text-book-solutions/ncert-contemporary-india-ii-x/172/manufacturing-industries/551/b101c2s23e9>

<https://www.excellup.com/classten/ssten/industry.aspx>

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Chapter 7

LIFELINES OF NATIONAL ECONOMY

Learning Outcomes- Students will be able to

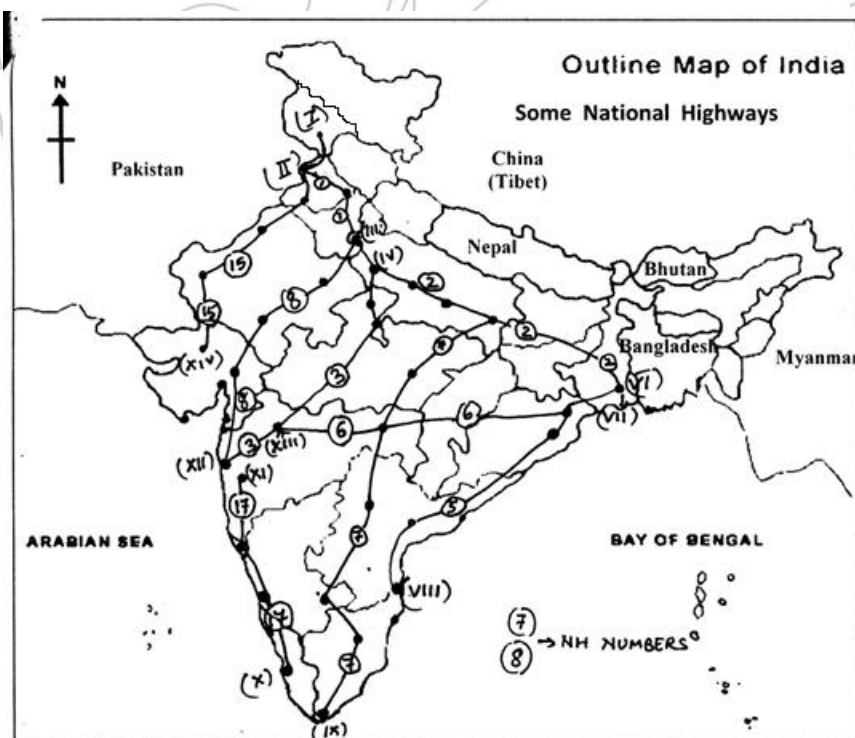
- **Recognise and retrieves facts, figures, and narrate, processes** -related to various means of transportation, communication and trade
- **Classify and compares events, facts, data and figures** regarding trade items, tourism etc
- **Explain cause and effect relationship between phenomena, events, and their occurrence** - To understand that dense and efficient network of transport and communication is important for local ,national and global development.
- **Interprets, for example, maps, texts and symbols**
- **Demonstrate inquisitiveness, enquiry,**
- **Construct views, arguments and ideas on the basis of collected or given information**

Questions and Answers

Q1. What is transport? What is the need for transport? What are the three modes of transport?

Q2. How does road transport score over rail transport?

Q3. Study the map and answer the questions that follow.



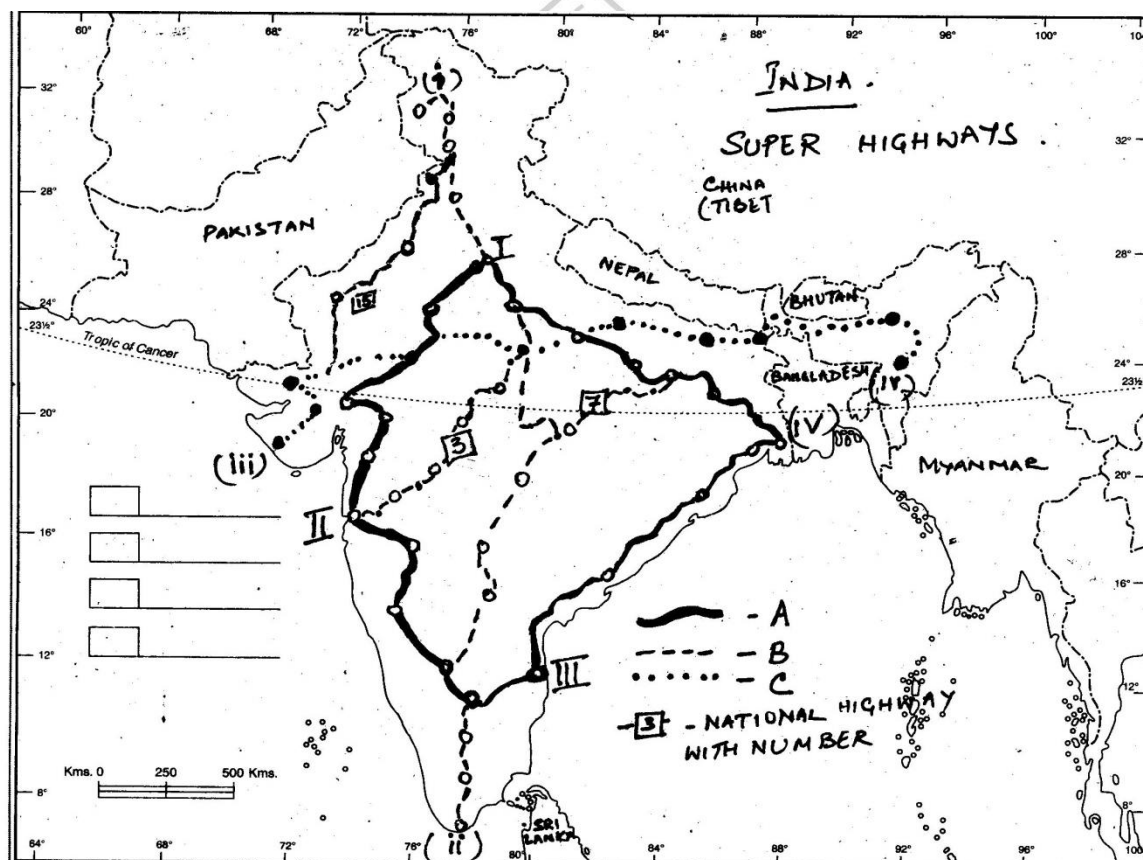
- Name the two National Highways which jointly were known as GT Road or Sher Shah Suri Marg in the past. Which of them passes through four states? Name these states
- Name the National Highway which has one of the following characteristics
 - Located very near to the Pakistan border.
 - Longest in length
 - Runs parallel to the east coast.

- iv) Runs in the east – west direction through the middle of the country.
- v) Name the terminal cities given in Roman numbers through which these highways pass.

Q4. Name the places that are connected by- a) The Golden Quadrilateral and b) North-South and East-West Corridor? What is the major objective of having these Super Highways?

Q5. What are the basic differences between National Highways and State Highways?

Q6. Study the given map and answer the questions that follow.



- a) Name the three different Super Highways shown in the map by symbola A, B and C.
- b) Name the four mega cities I to IV linked by Highway A.
- c) Name the terminal cities of each of the Super Highways B and C.
- d) Explain the main features of these highways.

Q7. This picture shows roads in the mountains. Answer the questions that follow:



- Which organization is responsible for building roads in this kind of area?
- When was this organization established and why?
- Why are these roads so important to our Nation?

Q8. Define road density.

Q9. What are the problems faced by road transportation?

Some facts and terms you should know about the railways.

- The term **guage** is used to explain the distance between two rails on a railway track
- Trains using the **narrow guage** are no longer used for extensive passenger travel since they are slow and uncomfortable and prone to accidents. The only narrow guage trains found in India are the Toy Train of Darjeeling, The train between Coimbatore to Ooty, and the Himalayan Queen to Shimla
- Metre gauges** are now being converted to broad guage and most of the work has been completed to have a system of **uniguage** for railways.
- Broad gauges** can carry heavier load, ensures faster movement of rail traffic, are safer and less accident prone.

The following table gives you the 17 Railway zones of India along with their Headquarters

	Railway Zones	Headquarters
1	Northern Railway	Delhi
2	North Eastern Railway--	Gorakhpur
3	Northeast Frontier Railway--	Maligaon (Guahati)
4	Eastern Railway	Kolkata
5	South Eastern Railway	Kolkata
6	South Central Railway	Secundrabad
7	Southern Railway	Chennai
8	Central Railway	Mumbai

9	Western Railway	Mumbai
10	South Western Railway	Hubli
11	North Western Railway	Jaipur
12	West Central Railway	Jabalpur
13	North Central Railway	Allahabad
14	South East Central Railway--	Bilaspur
15	East Coast Railway--	Bhubaneshwar
16	East Central Railway	Hajipur
17	Konkan Railway	Navi Mumbai

Q11. What is the importance of railways in India?

Q12. Study the map given below and answer the following questions:



- a) Name six states, in a sequence from north to south, through which the railway route along the western coast passes and also name the stations of each state.

- b) Name the four cities (stations) in which the Headquarters of different Railway Zones, named after primary directions, lie. Mention the name of the Railway Zone.

Q13. "The northern plains have a larger network of railways than the mountain regions". Why?

Q14. Explain in detail the physiographic, economic and administrative reasons for the density of rail network in the country.

Q15. Enumerate the problems faced by our railways.

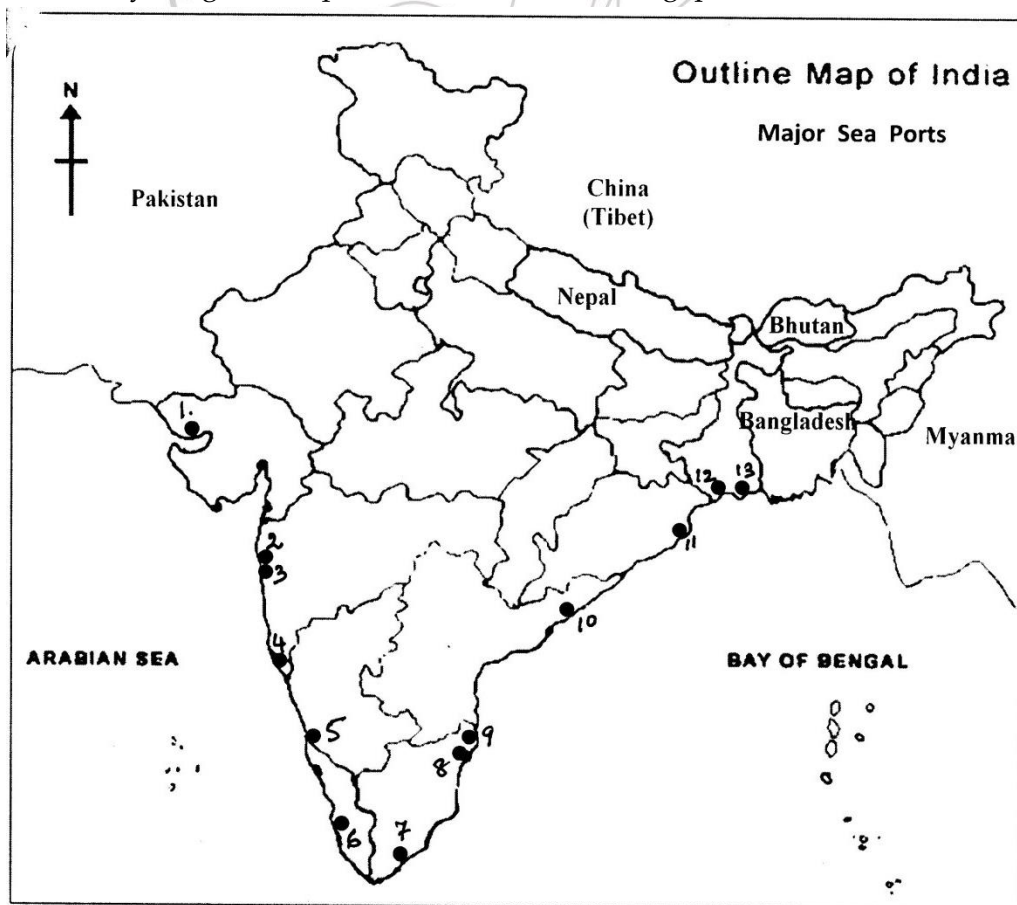
Q16. What are pipelines used for? What are the two main benefits of having pipelines? Name the longest pipeline of India and the major places it goes through.

Q17. Why should the use of inland waterways be encouraged? Give two reasons. Name two inland waterways of India

Q18. What are the important features of the following ports of India: Be very brief.

- | | | | |
|-------------------|----------------|--------------------------|-------------|
| a) Kandla port | b) Mumbai port | c) Jawaharlal Nehru Port | d) Marmagao |
| e) New Mangalore | f) Kochi | g) Tuticorin | h) Chennai |
| i) Vishakhapatnam | j) Paradip | k) Kolkata | l) Haldia |

Q19. Study the given map and answer the following questions:



- a) Name the major sea ports and the state they are in.
- b) Name the sea ports which have been developed to ease the volume of trade on each of the following ports: Mumbai, Chennai, Kolkata.

c) Some characteristics of ports are given to you. Name the port to which the following characteristics are related.

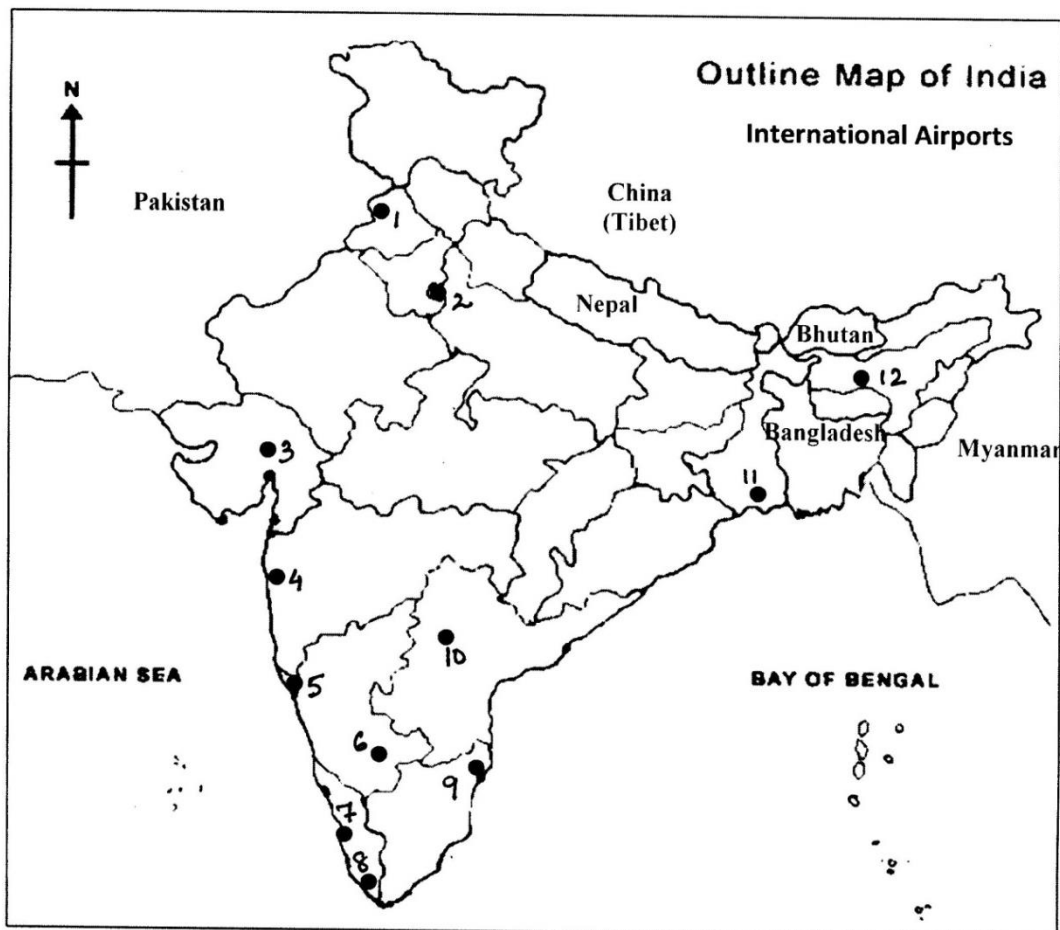
i) Tidal port ii) Biggest port iii) largest iron ore exporting port iv) oldest artificial port

v) deepest land locked port vi) inland river port.

Q20. Name the major ports located on the east coast of India?

Q21. What is the importance of air transport in India?

Q22. Study the given map and complete the following table:



Sr No	Name of the city where the airport is situated	Local name if any	State where it is situated

Q23. Distinguish between personal communication and mass communication.

Q24. Write a short note on the importance of the telecom network in India.

Q25. What does STD facility mean? How is it useful?

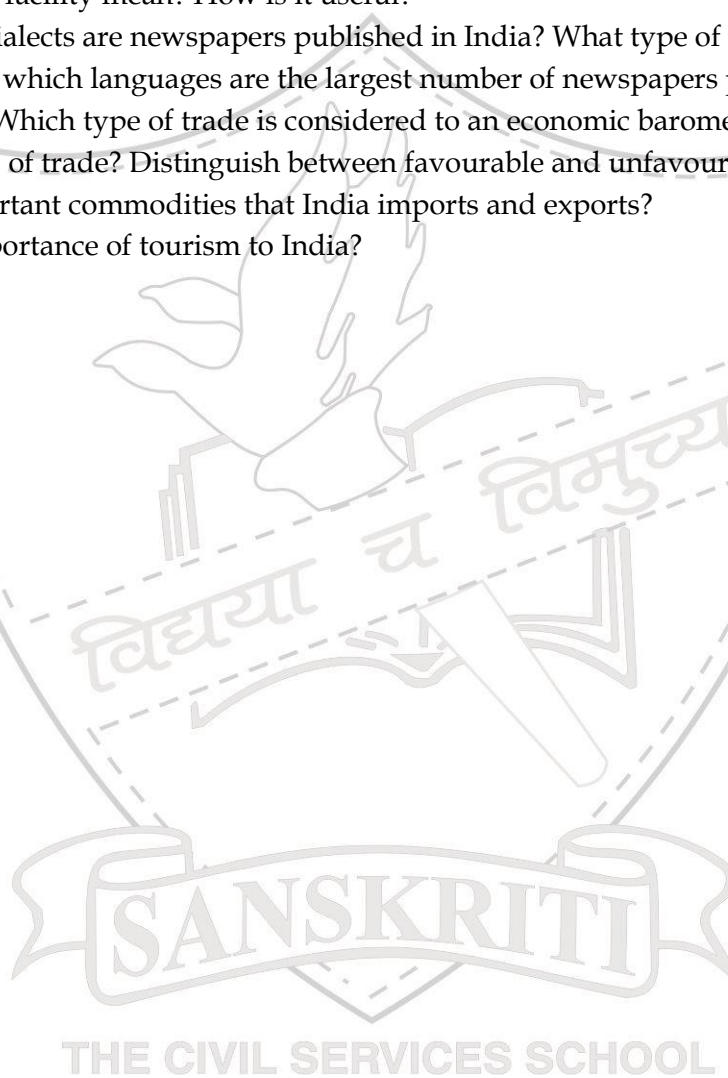
Q26. In how many dialects are newspapers published in India? What type of communication do they come under? In which languages are the largest number of newspapers published?

Q27. What is trade? Which type of trade is considered to an economic barometer and why?

Q28. What is balance of trade? Distinguish between favourable and unfavourable balance of trade?

Q29. Name the important commodities that India imports and exports?

Q30. What is the importance of tourism to India?



Case studies – Geography**1. Read the source given below and answer the questions that follows:**

Planning is the widely accepted strategy for judicious use of resources. It has importance in a country like India, which has enormous diversity in the availability of resources. There are regions which are rich in certain types of resources but are deficient in some other resources. There are some regions which can be considered self-sufficient in terms of the availability of resources and there are some regions which have acute shortage of some vital resources. For example, the states of Jharkhand, Chhattisgarh and Madhya Pradesh are rich in minerals and coal deposits. Arunachal Pradesh has abundance of water resources but lacks in infrastructural development. The state of Rajasthan is very well endowed with solar and wind energy but lacks in water resources. The cold desert of Ladakh is relatively isolated from the rest of the country. It has very rich cultural heritage but it is deficient in water, infrastructure and some vital minerals. This calls for balanced resource planning at the national, state, regional and local levels.

Answer the following MCQs by choosing the most appropriate option:**1. Which of the following statements correctly describes about resource planning?**

- (a) Identification and quantification of available resources
- (b) Development of available resources.
- (c) Uneven distribution of resources
- (d) Both (a) and (b)

2. Resource planning is important in a country like India due to:

- (a) Enormous diversity in availability of resources
- (b) Deficiency in certain types of resources
- (c) Abundance of water resources
- (d) Rich cultural heritage

3 The state(s) which is/are rich in minerals and coal deposits is/are:

- (a) Jharkhand
- (b) Chhattisgarh
- (c) Madhya Pradesh
- (d) All of the above

4. The states like Jharkhand, Madhya Pradesh are rich in coal and minerals but have less development in resources as:

- (a) they are economically less developed.

- (b) they have rich cultural heritage
- (c) they lack water resources
- (d) they lack technological and institutional support

2. Read the extract and answer the questions that follows:

We have shared our land with the past generations and will have to do so with the future generations too. Ninety five percent of our basic needs for food, shelter and clothing are obtained from land. Human activities have not only brought about degradation of land but have also aggravated the pace of natural forces to cause damage to land. Some human activities such as deforestation, overgrazing, mining and quarrying too have contributed significantly in land degradation. Mining sites are abandoned, after excavation work is complete, leaving deep scars and traces of over burdening. In states like Jharkhand, Chhattisgarh, M.P. and Odisha, deforestation due to mining have caused severe land degradation. In states like Gujarat, Rajasthan, M.P. and Maharashtra, overgrazing is one of the main reasons for land degradation. In the states like Punjab, Haryana, Western Uttar Pradesh, over irrigation is responsible for land degradation due to water logging leading to increase in salinity and alkalinity in the soil.

Answer the following MCQs by choosing the most appropriate option:

1 Most of the basic needs for food, shelter and clothing are obtained from:

- (a) land
- (b) human activities
- (c) mining
- (d) land degradation

2 Deforestation due to mining have caused severe land degradation in the state of:

- (a) Jharkhand
- (b) U.P.
- (c) Punjab
- (d) Haryana

3 Over irrigation is responsible for land degradation due to the following reason:

- (a) deforestation and overgrazing.
- (b) increase in alkalinity of the soil.
- (c) water logging leading to increase in salinity in soil.
- (d) None of the above

4. Human is considered as the main culprit for land degradation because:

- (a) of his excavation work at mining sites.
- (b) of his significant contribution to deforestation.
- (c) he has aggravated the pace of natural forces causing damage to Land.
- (d) All of the above

3. Read the following extract/source carefully and answer the following questions:

Sustained uses of land without compatible techno-institutional changes have hindered the pace of agricultural development. In spite of development of sources of irrigation most of the farmers in

large parts of the country still depend upon monsoon and natural fertility in order to carry on their agriculture. For a growing population, this poses a serious challenge. Agriculture which provides livelihood for more than 60 per cent of its population, needs some serious technical and institutional reforms.

1 Which of the following best describes the nature of farming being described in the source?

- (a) Primitive Subsistence Agriculture
- (b) Intensive Subsistence Agriculture
- (c) Plantation Agriculture
- (d) Shifting Agriculture

2 farming is essential for meeting the needs of growing population.

- (a) Organic
- (b) Intensive
- (c) Subsistence
- (d) Shifting

3 Which of the following cannot be categorised as technical and institutional reforms.

- (a) Crop insurance and minimum support price.
- (b) Collectivisation
- (c) Use of combines, thrashers and harvesters
- (d) Clearing land by destroying and burning trees.

4 Agriculture is the mainstay of Indian economy because:

- (a) Farmers have diversified the cropping system.
- (b) It provides livelihood for more than 60 percent of its population.
- (c) Hoe, dao and digging sticks have been replaced by combines and thrashers.
- (d) Land productivity has increased due to techno - institutional reforms.

4. Read the text given below and answer the following questions.

Manufacturing industries not only help in modernising agriculture, which forms the backbone of our economy, they also reduce the heavy dependence of people on agricultural income by providing them jobs in secondary and tertiary sectors. Industrial development is a precondition for eradication of unemployment and poverty from our country. This was the main philosophy behind public sector industries and joint sector ventures in India. It was also aimed at bringing down regional disparities by establishing industries in tribal and backward areas. Export of manufactured goods expands trade and commerce, and brings in much needed foreign exchange.

Countries that transform their raw materials into a wide variety of finished goods of higher value are prosperous. India's prosperity lies in increasing and diversifying its manufacturing industries as quickly as possible. Agriculture and industry are not exclusive of each other. They move hand in hand. For instance, the agro-based industries in India have given a major boost to agriculture by raising its productivity.

Answer the following MCQs by choosing the most appropriate option

1. Manufacturing industries fall in _____ and agriculture in _____

- A. Primary, Secondary Sector
- B. Secondary, Tertiary Sector

- C. Primary, Tertiary Sector
D. Secondary, Primary Sector

2. Manufacturing provides job opportunities to reduce dependence on agriculture. Identify which sector the following jobs belong to - Jobs created or promoted by manufacturing

Industries	Sector
a. Garment Production	1. Primary
b. Research and development	2. Tertiary
c. Banking	3. Secondary
d. Mining	4. Quaternary

Choose the correct option -

- A. a-1, b-2, c-3, d-4
B. a-3, b-4, c-2, d-1
C. a-2, b-3, c-1, d-2
D. a-4, b-1, c-4, d-3

3. Which of the following options does not help in modernising agriculture?

- A. Manufacturing farm equipment
B. Providing unskilled labour force
C. Supplying fertilizers and pesticides
D. Producing tube well pumps and sprinklers

4. In order to attract foreign manufacturing firms, a country needs to develop

- A. Agrarian facilities
B. Cultivable lands
C. Media facilities
D. Infrastructure facilities

5. Read the text given below and answer the following questions.

After an industrial activity starts, urbanisation follows. Sometimes, industries are located in or near the cities. Thus, industrialisation and urbanisation go hand in hand. Cities provide markets and also provide services such as banking, insurance, transport, labour, consultants and financial advice etc. to the industry. Many industries tend to come together to make use of the advantages offered by the urban centres known as agglomeration economies. Gradually, a large industrial agglomeration takes place.

Answer the following MCQs by choosing the most appropriate option:

- (A) How does industrialisation and urbanisation go hand in hand?
(a) Urbanisation gives rise to new markets, demands increase and thus, more industries establish their units in such areas.
(b) Industrial activities stimulate the process of urbanisation.
(c) More industries employ more people, lifestyles are improved and better infrastructure is set up.
(d) All of the above.

(B) What do you mean by Agglomeration in this paragraph?

- (a) Assemblage or a mixture
- (b) Compound of chemicals
- (c) Economically stable
- (d) None of the above

(C) Which of the following can NOT be an agglomeration economy?

- (a) A city with a large market and all services like transportation, communication, financial consultations, labour force etc in place.
- (b) A small town with a smaller market, but all the services.
- (c) A village with no transportation facilities.
- (d) None of the above.

(D) Which of the following factors affect the choice of Industrial location?

- (a) Availability of raw material, capital and power supply.
- (b) Proximity to airports.
- (c) Availability of government offices close to the location
- (d) Proximity of rural or urban centres next to the factory.

6. Read the text given below and answer the following questions.

Border Roads

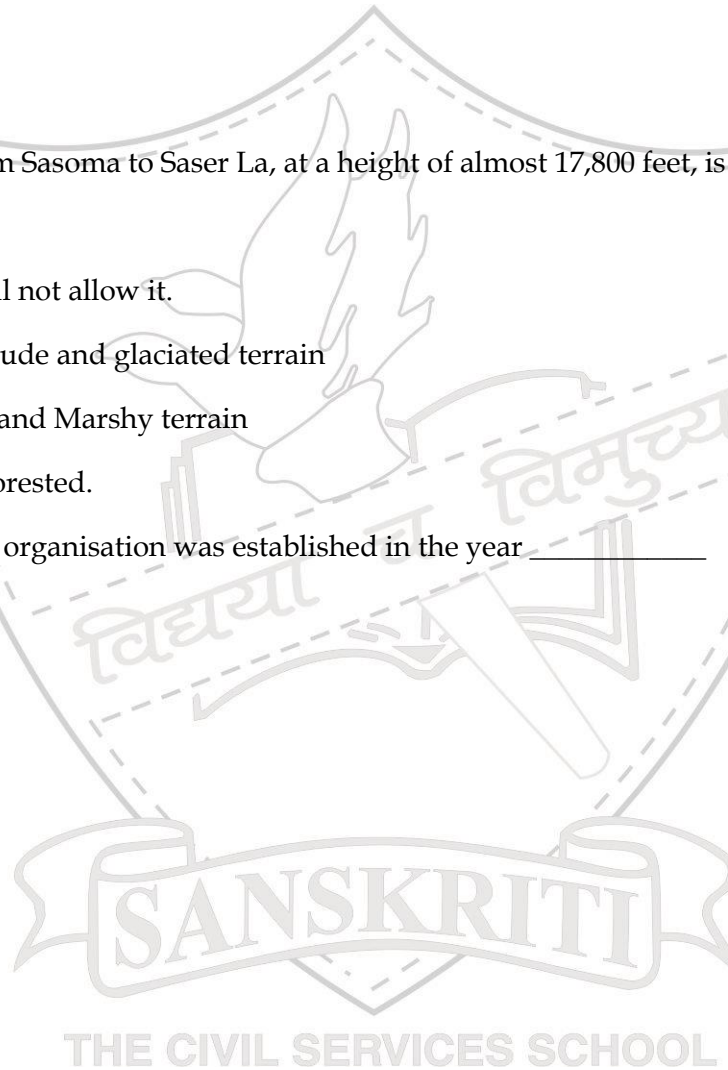
India is working on two key roads near the China border in eastern Ladakh to provide connectivity to an important forward area. While the first is the strategic Darbuk-Shyok-Daulat Beg Oldi (DS-DBO) road that provides connectivity to the country's northern-most outpost, Daulat Beg Oldi, the second road being built from Sasoma to Saser La could eventually provide an alternative route to DBO near the Karakoram Pass. Both projects are being executed by the Border Roads Organisation.

The current Chinese troop build-up in the Galwan valley threatens the critical 255-km DS-DBO road (also known as the SSN road), and top experts and China watchers have argued that India should build an alternative road to DBO.

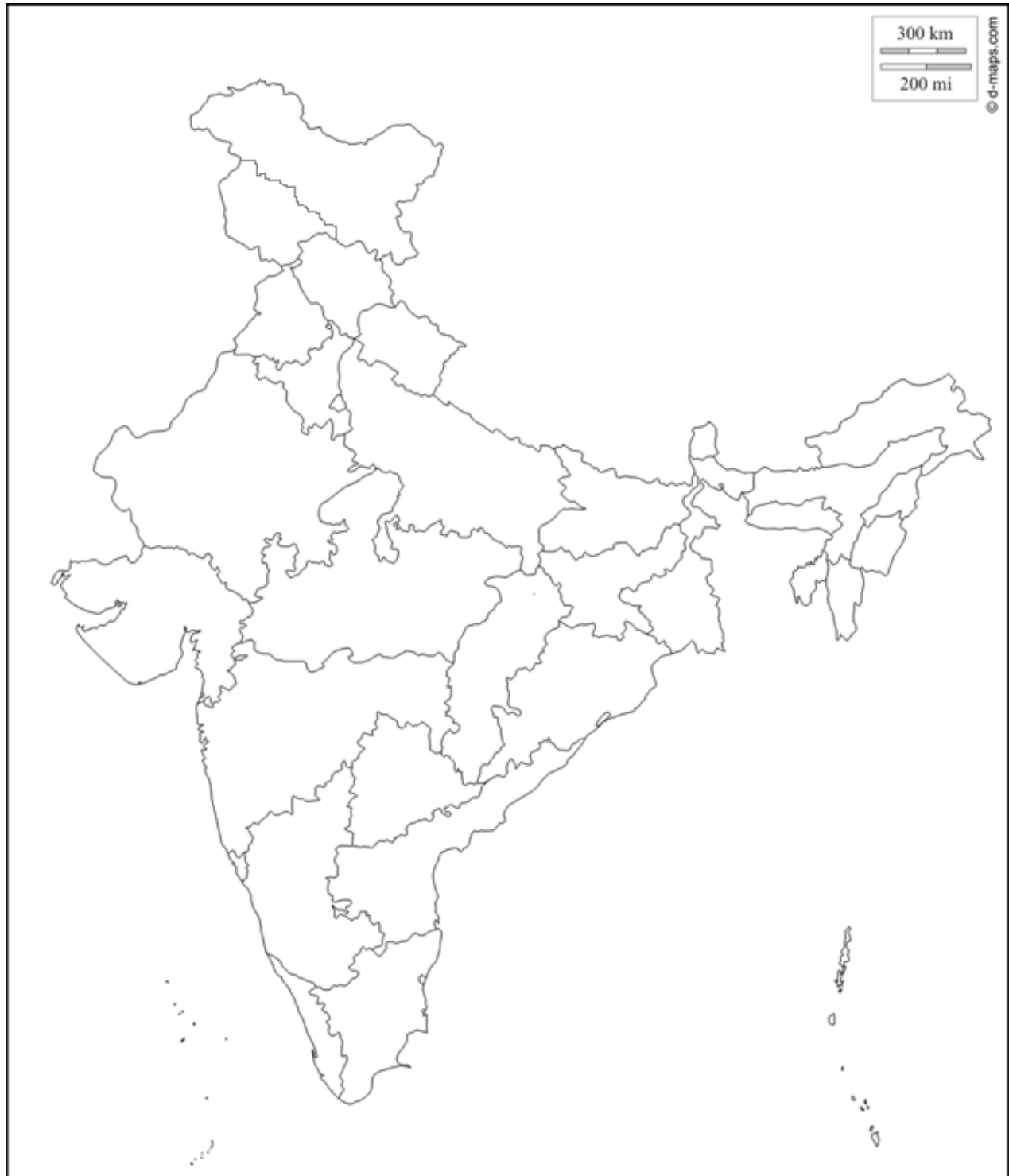
The road from Sasoma to Saser La, at a height of almost 17,800 feet, is a tough project that falls under "Hardness Index-III", the BRO's top-most classification for hard projects. It will be an engineering challenge due to the glaciated terrain. It may require construction of a tunnel too. If the DS-DBO project is blocked, the Indian Army will be forced to use aerial supply lines.

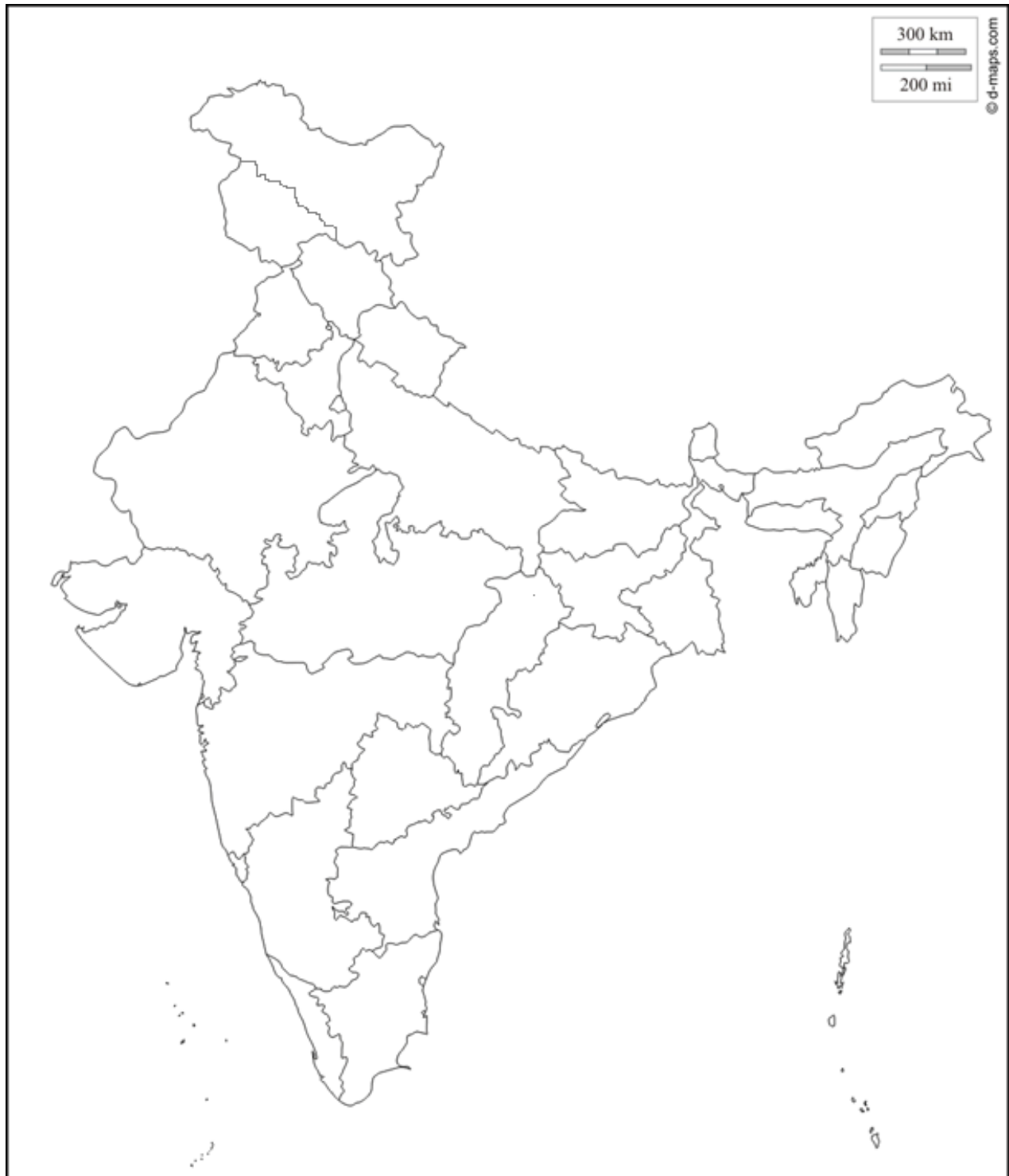
1. Border roads can be found near the _____
 - a. Coastal boundaries of India.
 - b. Inter-state boundaries

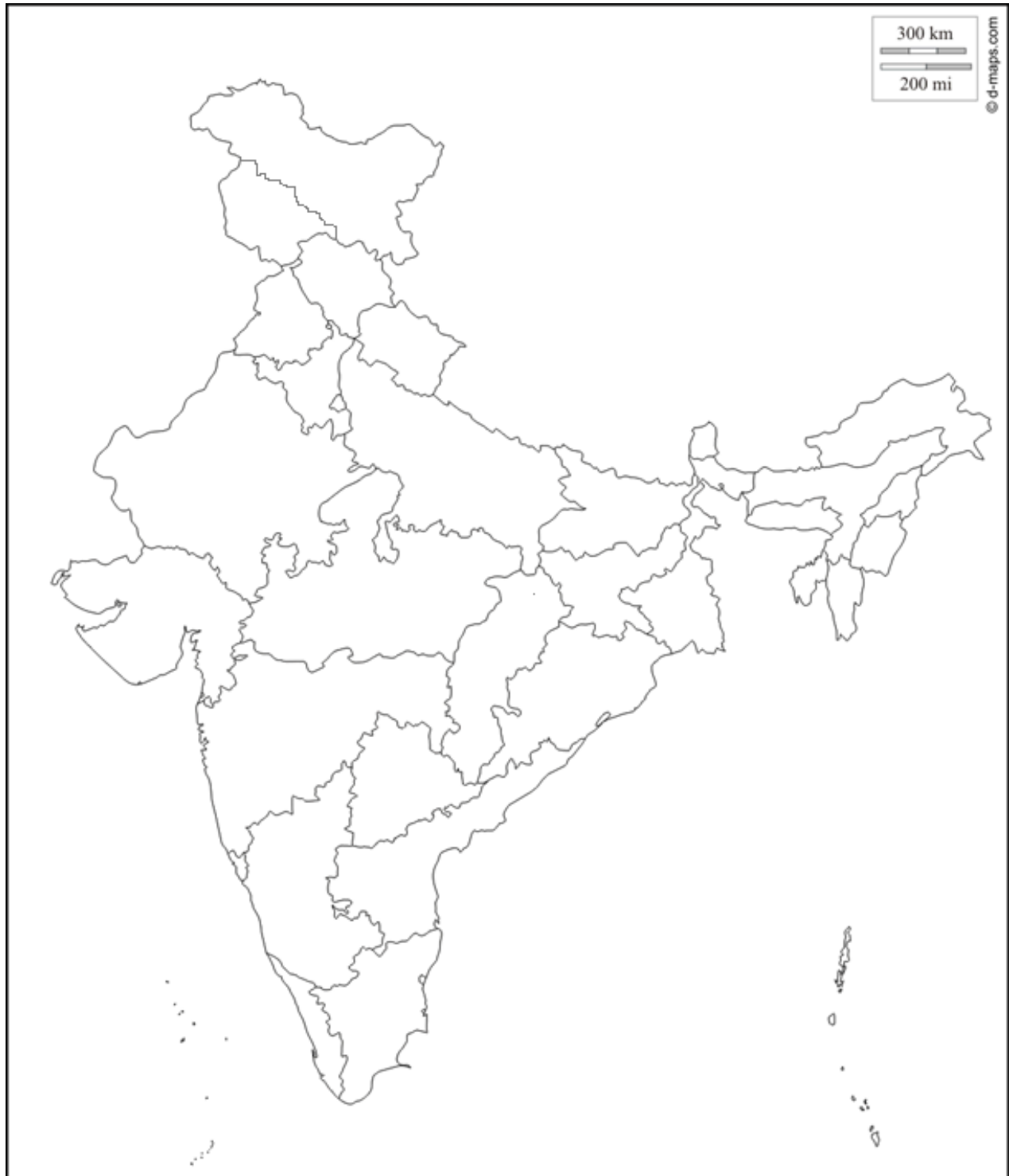
- c. International boundaries.
 - d. Mountainous and plateau regions
2. Border roads have immense _____ significance.
- a. Military and Economic
 - b. Socio cultural
 - c. Patriotic
 - d. Tourism
3. The road from Sasoma to Saser La, at a height of almost 17,800 feet, is a very tough project because of....
- a. China will not allow it.
 - b. High altitude and glaciated terrain
 - c. Swampy and Marshy terrain
 - d. Thickly forested.
4. Border roads organisation was established in the year _____
- a. 1951
 - b. 1962
 - c. 1965
 - d. 1960

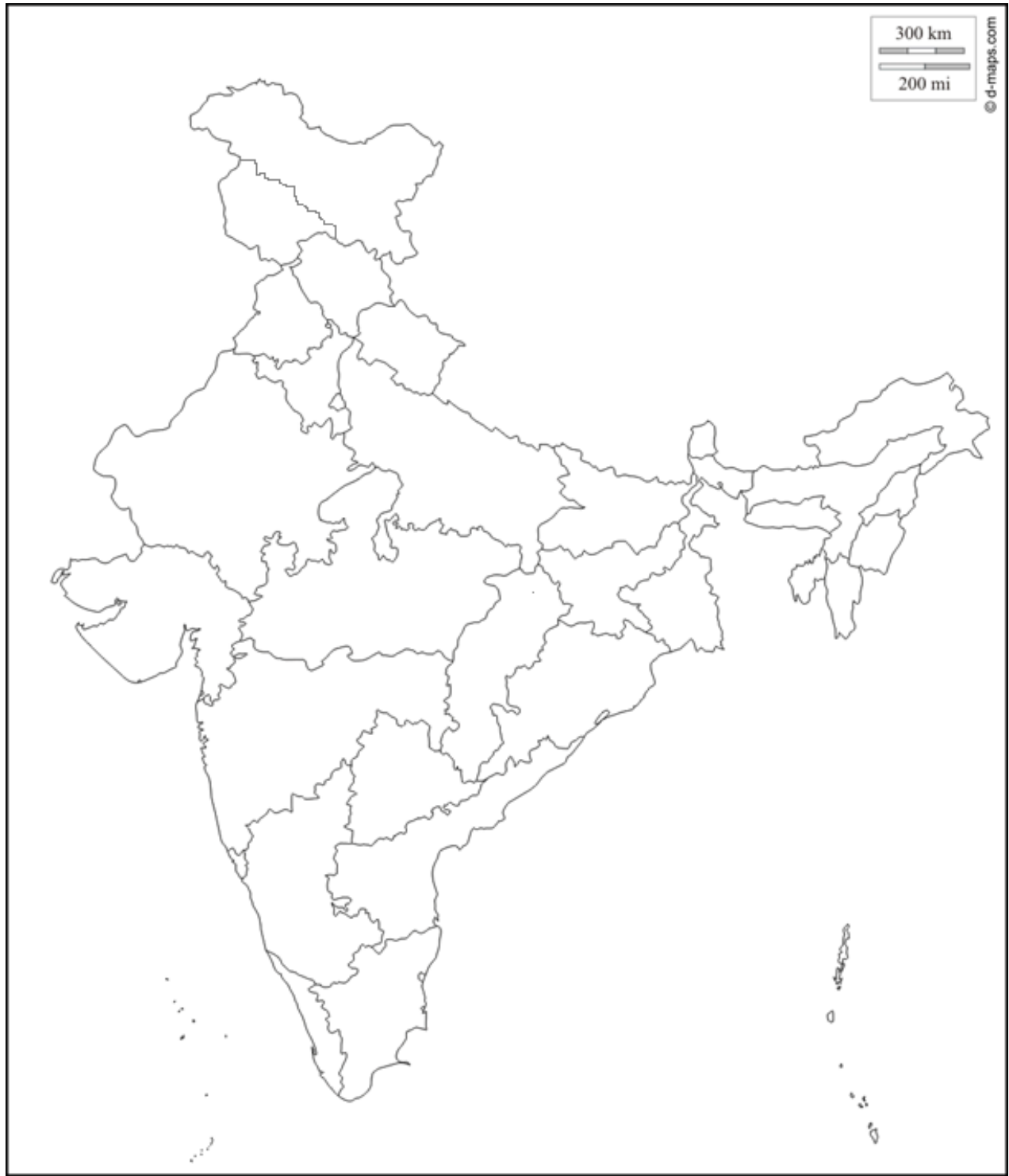


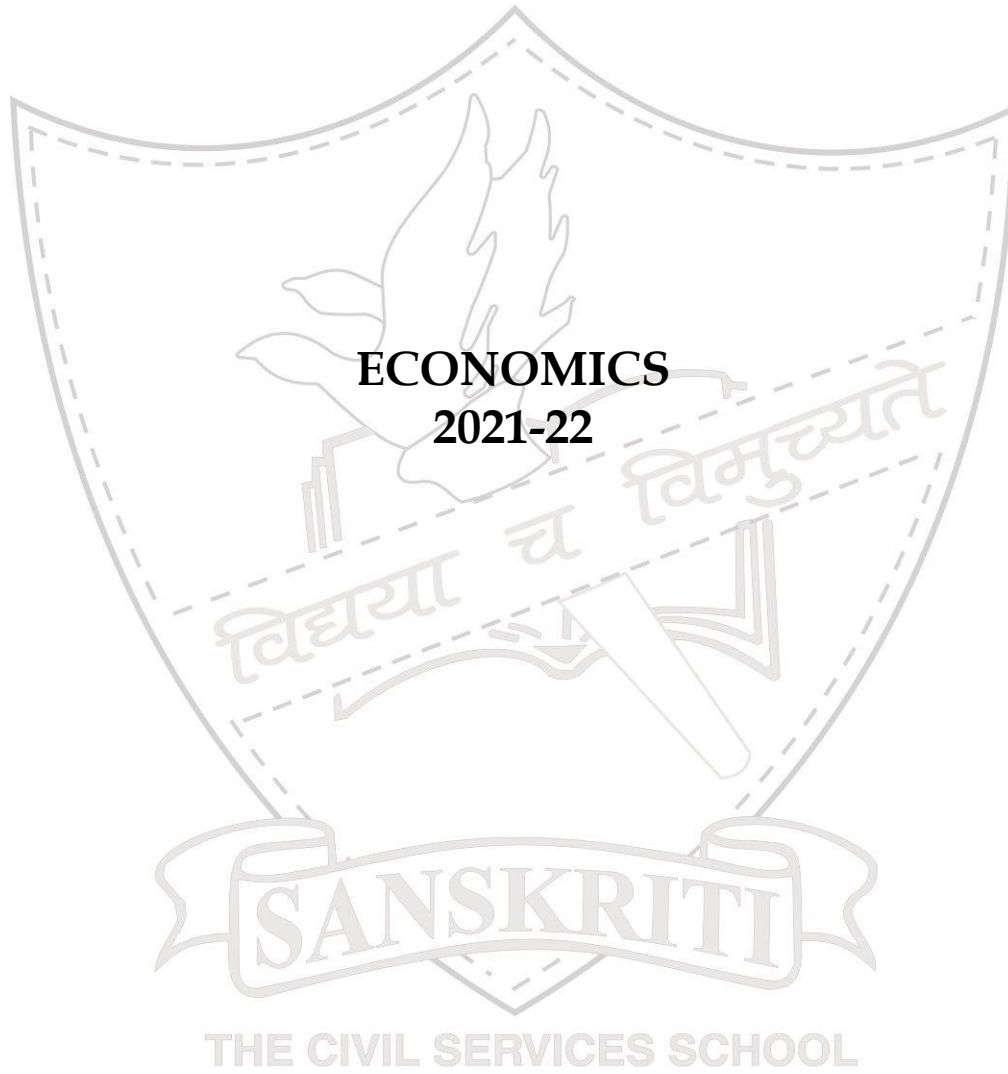












SYLLABUS

APRIL/MAY

Chapter 1: Development

- What Development Promises - Different people different goals
- Income and other goals
- National Development
- How to compare different countries or states?
- Income and other criteria
- Public Facilities
- Sustainability of development

JULY

Chapter 2- Sectors of the Indian Economy:

- Sectors of Economic Activities
- Comparing the three sectors
- Primary, Secondary and Tertiary Sectors in India
- Division of sectors as organized and unorganized
- Sectors in terms of ownership: Public and Private Sectors

AUGUST

Chapter 3- Money and Credit:

- Money as a medium of exchange
- Modern forms of money
- Loan activities of Banks
- Two different credit situations
- Terms of credit
- Formal sector credit in India
- Self Help Groups for the Poor

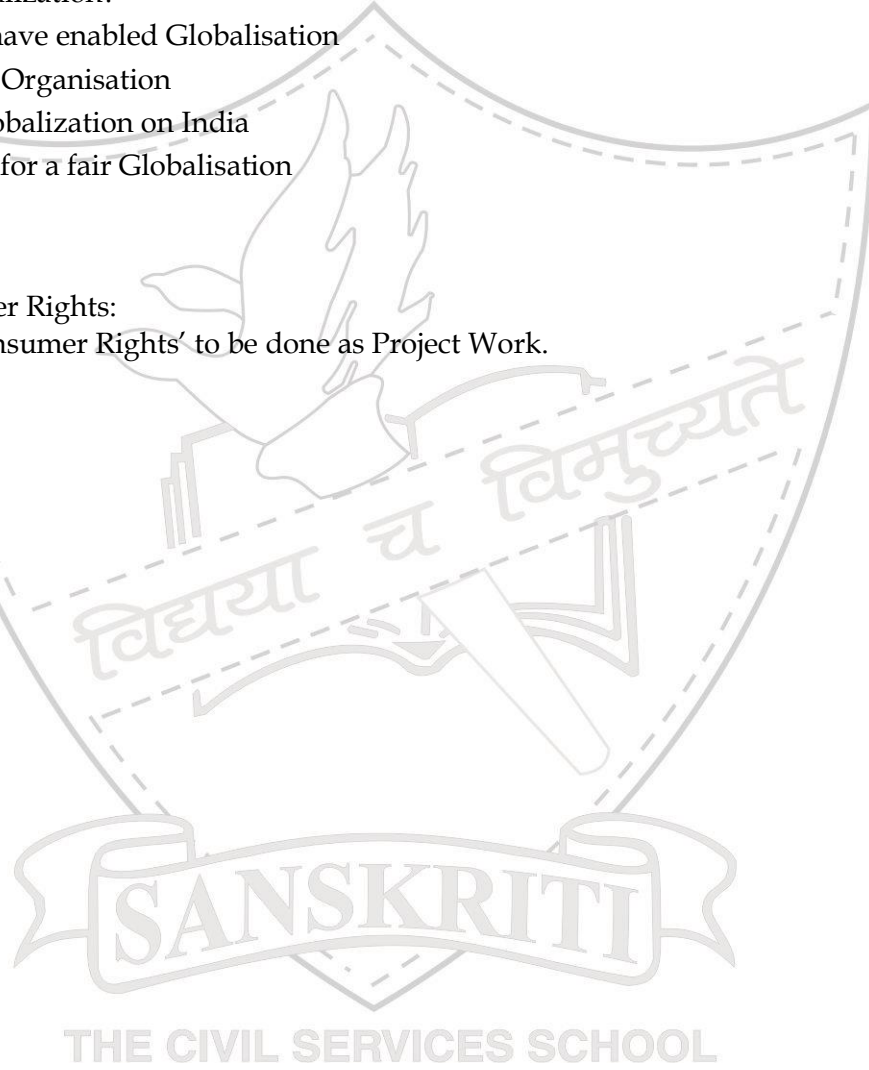
OCTOBER

Chapter 4- Globalization and the Indian Economy:

- Production across countries
- Interlinking production across countries
- Foreign Trade and integration of markets
- What is globalization?
- Factors that have enabled Globalisation
- World Trade Organisation
- Impact of Globalization on India
- The Struggle for a fair Globalisation

Chapter- 5. Consumer Rights:

Note: Chapter 5 'Consumer Rights' to be done as Project Work.



ECONOMIC DEVELOPMENT

Learning Outcomes- Students will be able to

- **Recognise and retrieve facts, figures, and narrate, processes** for example define basic Economic terms associated with economic development such as, human capital, sustainable development
- **Classify and compares events, facts, data and figures,** compares per capita income of some important countries.
- **Explain cause and effect relationship between phenomena, events, and their occurrence** analyse the impact of overuse of natural resources such as, ground water and crude oil.
- **Analyse and evaluates information.**
- **Draw interlinkages within Social Science** shows the linkages between economic development and democracy
- **Identify assumptions, biases, prejudices or stereotypes about various aspects, for example** idea of development and the notion of progress.
- **Demonstrate inquisitiveness, enquiry, for example, pose questions**
- **Construct views, arguments and ideas on the basis of collected or given information, for example** economic issues, such as, economic development.

Synopsis

- **Traditional notions of Development:**
 - Different people have different development goals
 - What may be development for one may not be development for the other. It may even be destructive for the other.
- **Income and other goals like equal treatment, freedom, security etc.**
- **National development** - Different people have different notions of national development.
- **Comparison between different countries or states**
 - National income and Per capita income
 - Comparative analysis of Haryana, Kerala and Bihar
- **Provision of public facilities**
- **Human Development**
 - Comparison of India with its neighbours on the basis of HDI rank
- **Sustainable Economic Development**

SOME DEFINITIONS & NOTES

National development refers to the ability of a nation to improve the lives of its citizens. Measures of improvement may be material, such as an increase in the gross domestic product, or social, such as literacy rates and availability of healthcare.

It includes not only economic growth, although that is crucial, but also human development—providing for health, nutrition, education, and a clean environment.

National Income is the final value of all goods and services produced in a country plus net factor income from abroad.

Per Capita Income is the average income of a country which derived by dividing the total income of the country by its total population.

$$\text{Per Capita Income} = \frac{\text{Total Income}}{\text{Total population}}$$

Sustainable development - Balancing the need to use resources and also conserve them for the future along with saving the environment is called sustainable development.

Economic development is the process by which a nation improves the economic, political, and social well-being of its people.

Economic development looks at how the citizens of a country are affected. Apart from their living standards, it also looks at the freedom they have to enjoy those living standards.

Economic development takes into account the following information:

- Average life expectancy.
- Education standards.
- Literacy rates, i.e., what percentage of the population can read.
- Environmental standards.
- Availability of housing, plus the quality of housing.
- Access to healthcare. This takes into account the number of doctors per thousand people, access to affordable medicine, etc.
- Income per capita.

1 Mark Questions

1. Define per capita income.
2. State the components of human development index.
3. Under what conditions are developmental goals not limited to just material conditions? Give any one example from real life situation.
4. All groups of people seek certain developmental goals. Identify and list any two.
5. Which factor besides per capita income determines the physical quality of life?
6. What indicator is used to classify countries as developed, developing and least developed?
7. What is the traditional index of measuring development? How is it calculated?
8. Why does the World Bank calculate per capita income in dollars and not in the currencies of the different countries?
9. What do you mean by sustainable development?
10. What is the most common method of measuring the economic development of a country?
11. What is National Income?
12. According to World Bank rating, how are countries regarded as rich or developed?
13. Out of Haryana & Kerala, which state has higher per capita income?
14. What is meant by economic development?
15. What do you understand by Economic Growth?
16. Give one example where factors other than income are important aspects of our lives.
17. What can be some of the developmental goals of a village?
18. Suggest two measures that you can undertake at your level to promote sustainable development
19. Why do you think per capita income is an important criterion for development? Explain.
20. Besides the level of per capita income, which other property of income is important in comparing two or more societies?

3 to 5 Mark Questions

1. The records of a country show that the per capita income has been increasing over a period of time. From this, can we conclude that all sections of the economy have become better? Give reasons for your answer.
2. In what respect is the criterion used by the UNDP for measuring development different from the one used by the World Bank?

3. Distinguish between Developed and Developing Countries.
4. Why Kerala is regarded more developed than Haryana?
5. Do you think public facilities can be an important developmental goal? Explain.
6. What is sustainable economic development? What are its features?
7. "Problem of resource allocation in mixed economy is effectively solved through market forces and planning process". Give two facts to support this statement.
8. What is Human Development index? Why do you think a small country like Sri- Lanka is much ahead of India in its HDI rankings?
9. 'Consequences of environmental degradation do not respect national or state boundaries'. Do you agree with this statement? Give reasons for your answer.

Activity

Prepare a development report card of India highlighting the current socio-economic status of the Indian economy. Specify your choice of indicators and how the country fares in these selected parameters.

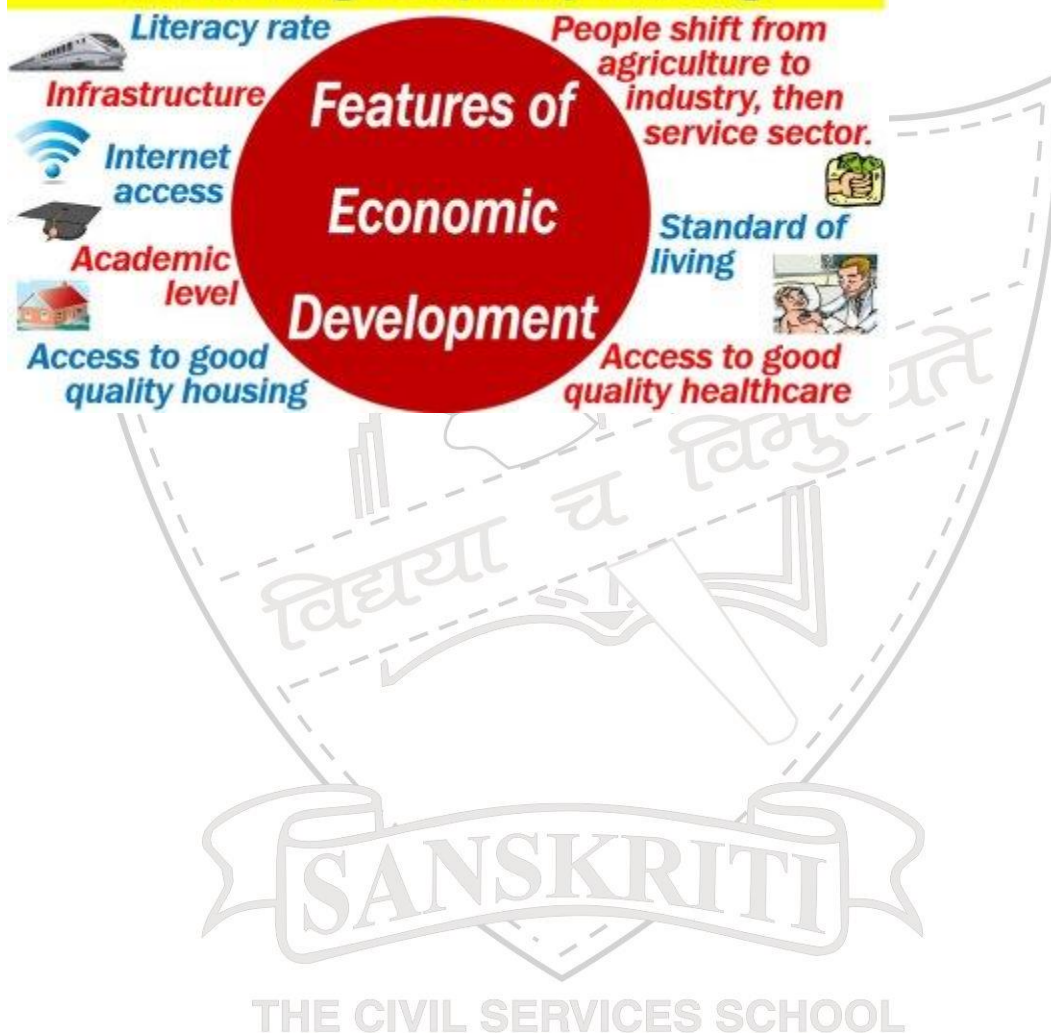
Report card will be evaluated on the following criteria:

Choice of indicators, research, analysis and presentation.



Economic Development

The process in which people in a country become wealthier, healthier, better educated, and have greater access to good quality housing.



Chapter 2- SECTORS OF THE INDIAN ECONOMY

Learning Outcomes- Students will be able to

- **Recognise and retrieve facts, figures, and narrate, processes, for Example** define basic Economic terms associated with economic development, human capital, gross domestic product, gross value added, per capita income, human development index.
- **Classify and compare events, facts, data and figures** classifies occupations and economic activities into sectors using different criteria.
- **Analyse and evaluate information, for example** analyses the contribution of different sectors to output and employment
- **Interpret, for example** pie and bar diagrams related to gross domestic product, production in different sectors and industries, employment and population in India
- **Demonstrates inquisitiveness, and enquiry,**
- **Construct views, arguments and ideas on the basis of collected or given information, for example** definitions commonly available in textbooks for various economic concepts, methodology used to estimate gross domestic product, poverty and size organized / unorganised sector
- **Show sensitivity and appreciation skills,** for example, empathise with workers of unorganised sector.

Synopsis

- **Classification of sectors on the basis of nature of activity**
- **Interdependence** among primary, secondary and tertiary sectors
- **Concept of Gross Domestic Product:** final and Intermediate goods
- **Structure of Indian Economy** (a comparative study)
- Reasons behind **rising importance of tertiary sector**
- **Occupational structure** and types of unemployment
- Ways to create more **employment opportunities**
- **NREGA'2005**
- **Organised and unorganised sectors**
- Classification of sectors on the **basis of ownership:** Role of **public sector**

The following questions are for 1 mark:

1. Mention any two primary activities.
2. Mention any two secondary activities.
3. Mention any two tertiary activities.
4. What are final goods? Give one example.
5. Which sector has shown the highest growth rate in India?

6. Which sector is the largest employer in India?
7. What is unemployment?
8. What is underemployment?
9. Name some occupations where the problem of underemployment prevails.
10. Mention any two long-term measures to remove the problem of underemployment.
11. What is disguised unemployment?
12. "Agriculture is an unorganized sector." Give two examples.

The following questions are for 3 to 5 marks:

1. India is a major service provider to the world. Explain.
2. Distinguish between final goods and intermediate goods.
3. Distinguish between organized and unorganized sector.
4. Distinguish between public sector and private sector.
5. How do terms of employment differ in organized and unorganized sector?
6. Differentiate between primary, secondary and tertiary sector.
7. "As a country develops the contribution of primary sector declines and that of secondary and tertiary sector increases." Explain.
8. Explain how income and employment among farmers will increase if they are provided with better irrigation, transportation and credit facilities.
9. The table below shows the estimated number of workers in India in organized and unorganized sector:

Sector	Organized	Unorganized	Total
Primary	2	240	242
Secondary	9	54	63
Tertiary	17	76	93
Total	28	370	398

- (a) What percentage of people is employed in the tertiary sector?
- (b) Which sector accounts for maximum employment in the organized and unorganized sector? Why?
10. How are economic activities classified by sectors? Explain with suitable examples how the various sectors are interdependent.
11. Growth of GDP in the country and growth of employment opportunities have not been congruent in India. Why? How can this situation be remedied?

12. How is the GDP of a country calculated? Explain how double counting can be avoided in such calculations.
13. Why is unemployment most rampant among agricultural labourers? Give two suggestions for correcting the situation.
14. How are economic activities classified on the basis of the way people are employed and their conditions of work? Give 2 differences between them?
15. Suggest three measures that would provide greater security of services to people in the unorganised sector. Is such security really desirable?
16. Why is growth in manufacturing sector more desirable than growth in the services sector? Give three reasons.
17. State any four measures that would promote social security of workers in the unorganised sector.

Activity

NREGA is one of the measures adopted by the government to solve the problem of unemployment. Find out the other measures that have been adopted. Have these been successful? Present this research to your class together with relevant statistics.



Chapter 3

MONEY AND CREDIT

Learning outcomes- Students will be able to

- **Recognize and retrieve facts, figures, and narrate, processes,** for example, lists different forms of money and sources of credit
- **Explain cause and effect relationship between phenomena, events, and their occurrence, for example** analyse the consequences of dependence on different sources of credit.
- **Analyse and evaluates information,** for example assess the impact of MNREGA, role of banks as a source of credit.
- **Illustrate decision making/problem solving skills, for example,** come out with solutions to issues in one's own area such as: (a) problems related to landless poor, loans and debt trap. (b) generate employment opportunities, improve access to credit for low income families .
- **Show sensitivity and appreciation skills, for example,** empathise with differently abled and other marginalised sections of the society, such as unorganised sector workers.

Synopsis

- **%Money as a medium of exchange-**
 1. Double coincidence of wants
 2. Money is an intermediate with legal backing.
- **Modern forms of money-**
 - (i) Currency
 - (ii) Deposits with banks
 - (iii) Cheques
- **Loan Activities of banks-** Income generation by banks
- **Positive and negative role of credit**
- **Terms of Credit-**

Interest rate, collateral, documentation required and the mode of repayment comprise the terms of credit.

- **Formal sector in India-**
 1. Loans extended by banks and cooperatives, monitored by RBI.
 2. Informal lenders.

Formal Sources	Informal Sources
1. Formal sources of credit are loans from banks and cooperative societies.	1. Informal sources of credit are money-lenders, traders, employers, relatives, friends etc.

2. Functioning of formal sources of credit is governed by Reserve Bank of India. Their interest rate and money lending details are periodically checked by RBI	2. There is no organisation that manage or check the credit activities performed by informal sources.
3. Rate of interest is common and fixed for all formal sources and borrowers.	3. Rate of interest depends upon the choice of moneylenders.
4. Formal sources of credit needs to satisfy all the terms of credit before credit, activities.	4. Informal sources of credit are flexible in term of credit.
5. They provide cheap and affordable credit for both urban and rural borrowers interest.	5. They generally charge higher rate of interest.

- **Self Help Groups-** Aim, composition, functioning and importance

1 Mark Questions

1. What is credit?
2. What is barter system?
3. Why is money called a medium of exchange?
4. Recognize the situation in which both the parties in a barter economy need to buy and sell each other's commodities. What is it called?
5. What is a cheque?
6. Why are the deposits in the banks called demand deposits?
7. What is meant by the terms of credit?
8. What is meant by collateral?
9. Why do banks ask for collateral while giving loans?
10. What are formal sectors loans?
11. What are informal sector loans?
12. What do you mean by self-help groups?
13. Why are banks willing to lend to women organized in SHG?
14. What is a debt-trap?

3/5 Mark Questions

1. How does money solve the problem of double coincidence of wants? Explain with an example.
2. How do banks mediate between those who have surplus money and those who need money?
3. Arun needs a loan to set up a small business. On what basis will Arun decide whether to borrow from the bank or the moneylenders? Discuss.
4. Define Bank. Also explain the functions of commercial bank.
5. How does RBI supervise the functioning of commercial banks?
6. Why do banks prefer to give loans to self-help groups rather than poor individuals?
7. What are various sources of credit in rural areas of India? Why are the sources of formal credit better than the informal ones?
8. Why should government expand formal credit in India?
9. What is credit? How can credit help a farmer to increase his earnings and also push him into debt-trap?
10. Describe the aim of formation, composition and functioning of the Self-Help Groups. How have these groups helped women?
11. The following table shows the sources of credit for rural households in India in 2003

Source	Share (in %)
Moneylenders	30
Cooperative Societies	27
Commercial Banks	25
Others (traders, relatives etc.)	18

On the basis of the above table answer the following questions:

- What is the share of the formal sector in total credit?
 - Suggest two measures for improving the share of formal sector in total credit?
 - Why is the moneylender still the largest single contributor?
12. How do small farmers and artisans meet their credit needs?

Activity

Role play- The class is divided into two groups and the first group highlights the positive effect of credit whereas the second group shows its negative effect through role play. Each group is given 25 minutes to practice and 5-10 minutes to enact.



Chapter 4 GLOBALISATION

Learning outcomes- Students will be able to

- **Recognise and retrieve facts, figures, and narrate, processes, for example**, defines basic Economic terms- multinational company, foreign trade, liberalization and foreign investment.
- Define terms and concepts such as industrialisation, globalisation, and Urbanisation.
- **Explain cause and effect relationship between phenomena, events, and their occurrence, for example** impact of technology on globalisation.
- **Analyse and evaluate information, for example**, assess the impact of globalisation in their area, region, and local economy.
- **Interpret, for example**- text, posters, newspaper clippings.
- **Draw interlinkages within Social Science** analyse the impact of trade on socio-economic fabric of a country.
- **Identify assumptions, biases, prejudices or stereotypes about various aspects, for example**, globalisation and industrialisation
- **Construct views, arguments and ideas on the basis of collected or given information, for example** economic development and globalisation
- **extrapolate and predict events and phenomena, for example**, come out with answers creatively on the issue: (a) if India stops importing petroleum crude oil; (b) if multinational companies are closed; (c) the nature of employment in India in 2050; (d) what would happen if all schools and hospitals in India are privatised?

Synopsis

- **Production across countries -**
Multinational corporations-
- **Interlinking production across countries -**
 1. Foreign investment
 2. Joint venture
 3. Purchase of local companies
 4. Placing orders for production with small producers
- **Foreign trade and integration of markets-**
- **What is globalization?**
Process of rapid integration or interconnection between countries through movement of goods, services, capital and technology.
- **Factors that have led to Globalization**
 1. Liberalisation
 2. Technology

a. Development in transport

b. Development in IT and Communication technology

- World Trade Organisation
- Impact of globalization – both negative and positive impact on producers as well as consumers.

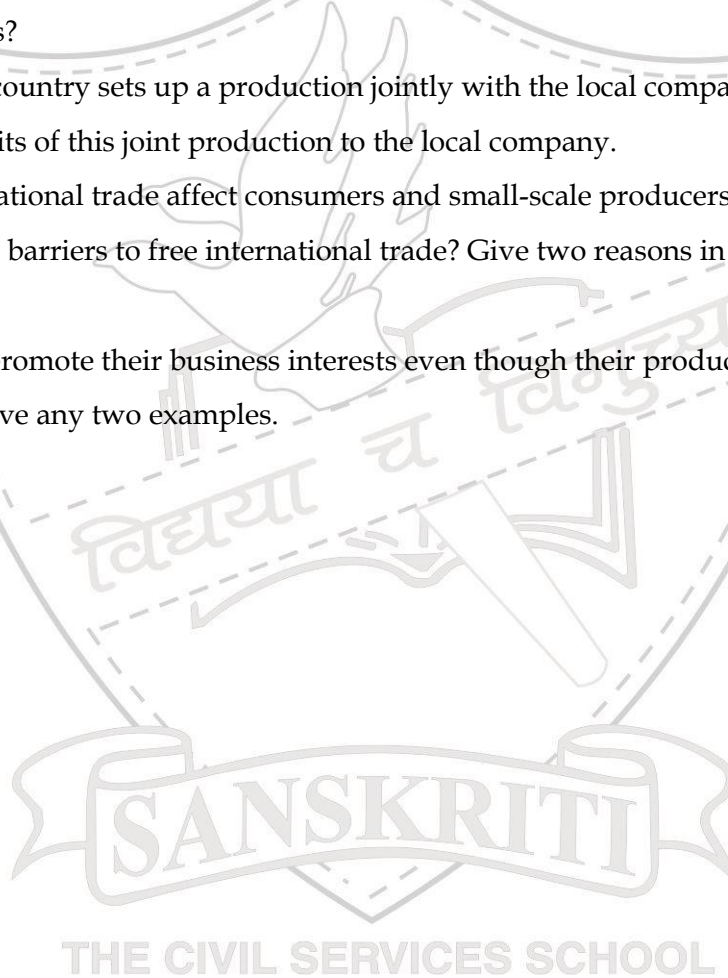
1 Mark Questions

1. What is Globalization?
2. Why is the production process of MNCs spread out across the globe?
3. What is investment?
4. What is foreign investment?
5. Why do people move from one country to another?
6. What is liberalization?
7. What are trade barriers?
8. What is the importance of trade barrier for the government?
9. Name any two Indian MNCs.
10. How has competition benefited India?
11. What is the basic function of foreign trade
12. Distinguish between foreign trade and foreign investment.

3 to 5 Mark Questions

1. How do the MNCs help in the growth of local companies?
2. “The Indian government, after independence, imposed many barriers on foreign trade and foreign investment.” Why?
3. What are disadvantages of globalization for a country?
4. Mention any four features of Multinational Corporations.
5. Explain the importance of foreign trade.
6. What are the advantages of Multinational Corporations?
7. What are the disadvantages of Multinational Corporations?
8. “Foreign trade results in connecting the markets or integration of markets in different countries.’ Explain.

9. "Rapid improvement in technology has been one major factor that has stimulated the globalisation process." Explain.
10. What changes have occurred in India due to the adoption of the policy of liberalization and globalisation?
11. What is the role of the government in encouraging globalisation?
12. Describe the effects of globalization on small producers and workers.
13. What is globalisation? How has globalisation affected the Indian consumer and Indian market?
14. Briefly explain how MNCs operate in countries other than their own? How does it suit their business interests?
15. The MNC's of a country sets up a production jointly with the local company of other country. State any 3 benefits of this joint production to the local company.
16. How does international trade affect consumers and small-scale producers? Should governments put barriers to free international trade? Give two reasons in support of your answer.
17. How do MNCs promote their business interests even though their products may be harmful to public health? Give any two examples.



Activity

Choose any one MNC in India that produces a good or a service that you consume and analyse how the presence of the firm has impacted consumers, workers and other producers in India. Present your findings in the form of a scrapbook.

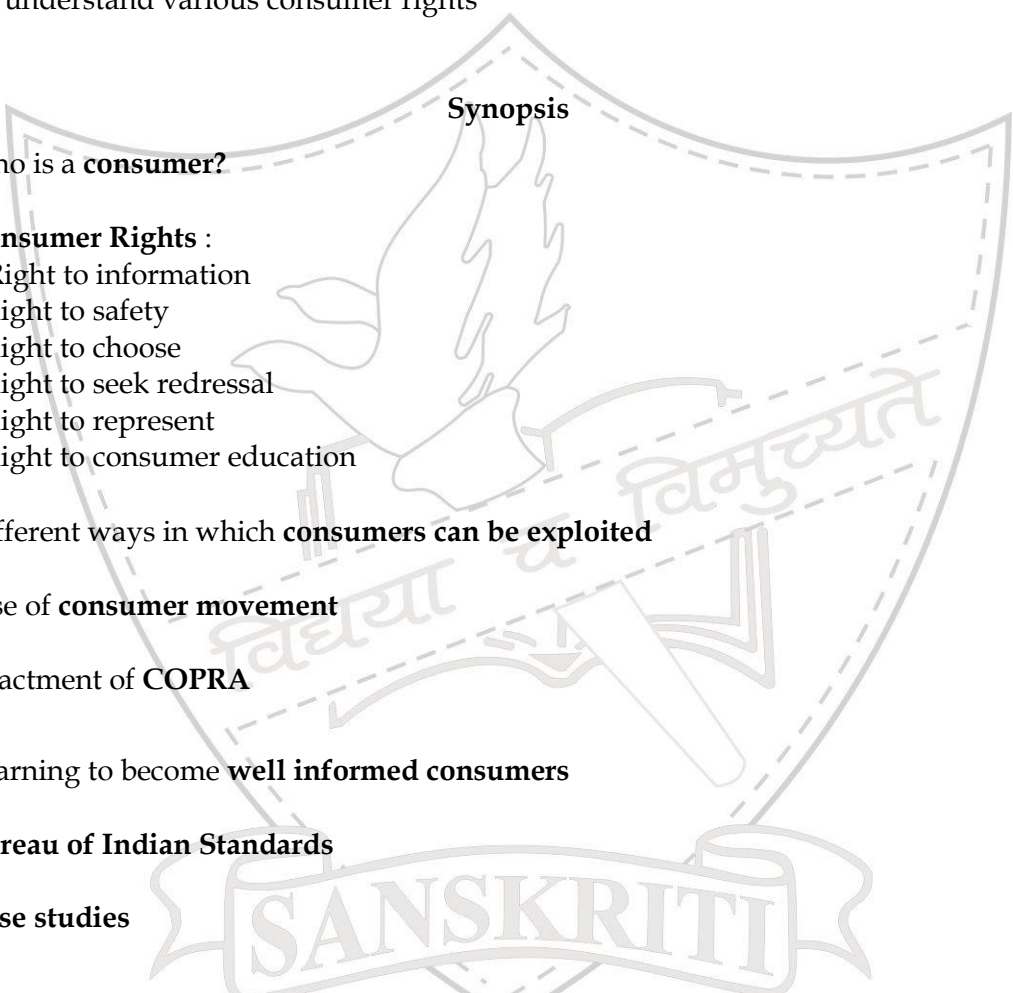


Chapter 5

CONSUMER RIGHTS

Learning Outcomes – Students will be able to

- To understand how is consumer exploited in the market
- To know the importance of consumer awareness
- To understand the difference between foreign trade and investment
- To understand the role of government in consumer protection
- To understand various consumer rights



Synopsis

- Who is a **consumer**?
- **Consumer Rights :**
 1. Right to information
 2. Right to safety
 3. Right to choose
 4. Right to seek redressal
 5. Right to represent
 6. Right to consumer education
- Different ways in which **consumers can be exploited**
- Rise of **consumer movement**
- Enactment of **COPRA**
- Learning to become **well informed consumers**
- **Bureau of Indian Standards**
- **Case studies**

Consumer Awareness is an act of making sure the buyer or consumer is aware of the information about products, goods, services, and consumers rights. Consumer awareness is important so that buyer can take the right decision and make the right choice.

1 Mark Questions

1. Who is a Consumer?
2. What is consumer exploitation?
3. Why was the consumer Protection Act, 1986 enacted?

4. Name two ways by which a shopkeeper cheats the customers.
5. When is World Consumers Rights day celebrated?
6. What is adulteration?
7. Mention a few organizations that provide certifications of standardization in India.
8. How does illiteracy lead to the exploitation of the consumers?
9. Reema bought a pack of brown bread, later she realized that it was expired. Which right does she have to counter this problem?
10. Suppose you buy a bag of cement for the purpose of repair work in your house, which logo or mark will you look for?

3 to 5 Mark Questions

1. Explain the need for consumer consciousness giving three examples.
2. Suppose you buy a bottle of honey and a gold chain. Which logo or mark will you have to look forward and why?
3. While making purchases what can the consumers do to secure their rights?
4. Describe some of your duties as a consumer if you purchase a book from a book shop in your locality.
5. How does Govt. Of India protect consumers' interest by standardizing products?
6. Explain any 3 factors, which cause exploitation of consumers.
7. What are various ways in which a consumer is exploited?
8. Why is consumer protection required in the market place? Illustrate with two examples.
9. "Limited competition and limited information results in the exploitation of consumer". Explain.
10. Explain the rights of the consumer as codified in the Indian Laws.
11. What is the need for standardization of products?
12. Analyse the meaning of right to choose provided under Consumer Protection Act.
13. Explain with three suitable examples the meaning of right to be informed as provided under Consumer Protection Act.

14. Compared to shopkeepers, the consumers are at a relative disadvantage as far as fair-trade practices are concerned. Give examples and reasons to substantiate the statement.
15. Briefly mention the highlights of the Consumer Protection Act of 1986. You find that an electric fan supplied to you by dealer is defective and the dealer refuses to set it right. What course of action is open to you to get your grievance redressed?
16. What procedure has to be followed for making a report to the Consumer's Forum?
17. In what ways can a consumer court compensate a consumer? Illustrate with a suitable example.

Activity

1. Make a scrap book of the 'Jago Grahak Jago' campaigns initiated by the Ministry of Consumer Affairs.
2. Using the above information, you will be asked to educate the junior classes on ways consumers can be exploited.



Case Studies**1. Read the text given below and answer the following questions.**

The idea of development or progress has always been with us. We have aspirations or desires about what we would like to do and how we would like to live. Similarly, we have ideas about what a country should be like and what are the essential things that we require.

Can life be better for all? How should people live together? Can there be more equality?

Development involves thinking about these questions and about the ways in which we can work towards achieving these goals

Answer the following

1. What would development mean in general sense?

- a. increase in the standard of living in a Nation's population with sustained growth
- b. accumulation of wealth in hands of few
- c. increase in per capita income
- d. having high developmental goals

2. People do not have same notion of development or progress because

- a. there is so much to be done
- b. some are poor and some are rich
- c. people have diverse wishes likes and dislikes and aspirations
- d. People like discrimination

3. What can be the common developmental goals

- a. Big house
- b. increase in per capita income
- c. To live abroad
- d. Peace security and better living conditions

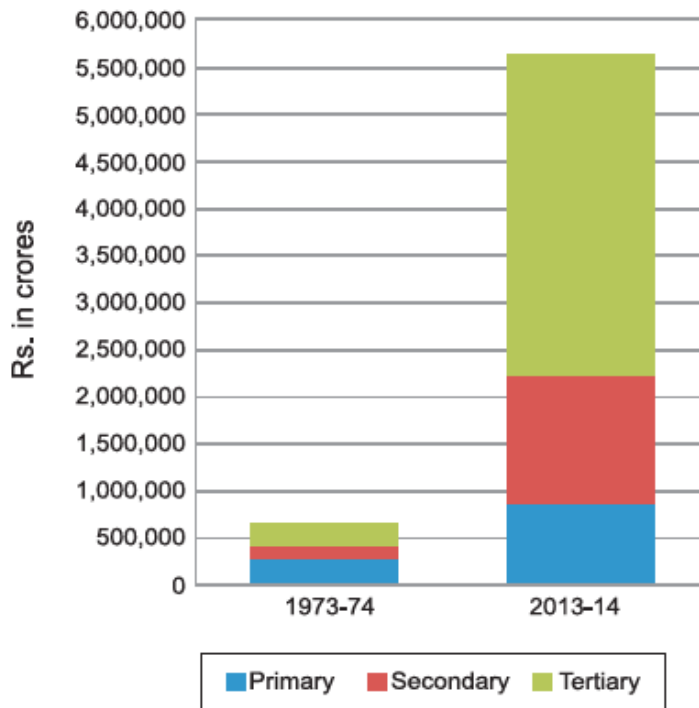
4. We all have different desires and aspirations. In this regard what would be the desire of landless rural labourers

- a. Better health facilities
- b. Better educational institutions
- c. more days of work and better wages
- d. increase in country's national income

SANSKRITI
THE CIVIL SERVICES SCHOOL

2. Analyse the source/ Graph given below and answer the questions that follow:

Graph 1 : GDP by Primary, Secondary and Tertiary Sectors



1 Which was the largest producing sector in 1973?

- (a) Secondary sector
- (b) Tertiary sector
- (c) Agriculture or Primary sector
- (d) None of these

2 Which is the largest producing sector in 2003?

- (a) Tertiary or Service sector
- (b) Secondary sector
- (c) Agriculture or Primary sector
- (d) None of these

3 What was the GDP of India in 2013-14?

- (a) Rs 500,000Cr
- (b) Rs 550,000Cr
- (c) Rs 5,600,000Cr
- (d) Rs 5,500,000Cr

4. Which sector has grown the most over thirty years?

- (a) Service sector
- (b) Public sector
- (c) Agriculture sector
- (d) Primary sector

3. Read the following extract/source carefully and answer the following questions: Another way of classifying economic activities into sectors could be on the basis of who owns assets and is responsible for the delivery of services. In the public sector, the government owns most of the assets and provides all the services. In the private sector, ownership of assets and delivery of services is in the hands of private individuals or companies. Railways or Post Office is an example of the public sector whereas companies like Tata Iron and Steel Company Limited (TISCO) or Reliance Industries Limited (RIL) are privately owned.

1 Economic activities are classified on the basis of

- (a) area and availability
- (b) ownership and provision of services
- (c) division of resources
- (d) Level of income

2 Indian Railways is an example of public sector as:

- (i) It is controlled and managed by the government.
- (ii) It is a medium of public transport.
- (a) Both (i) and (ii)
- (b) Only (i)
- (c) Only (ii)
- (d) Neither (i) nor (ii)

3 Match the following items in column A with those in column B and choose the correct answer from the options given below :

Column A	Column B
(i) Airtel	a. Public Sector
(ii) Post office	b. Private Sector
(iii) Profit	
(iv) Welfare of the common people	

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

4 Which of the following is not a feature of Public Sector?

- (a) It is run by the government
- (b) It is regulated by profit earning
- (c) It aims at social welfare
- (d) It is an organized sector

4. Read the text given below and answer the following questions.

Megha has taken a loan of Rs 5 lakhs from the bank to purchase a house. The annual interest rate on the loan is 12 per cent and the loan is to be repaid in 10 years in monthly instalments. Megha had to submit to the bank, documents showing her employment records and salary before the bank agreed to give her the loan. The bank retained as collateral the papers of the new house, which will be returned to Megha only when she repays the entire loan with interest.

Swapna, a small farmer, grows groundnut on her three acres of land. She takes a loan from the moneylender to meet the expenses of cultivation, hoping that her harvest would help repay the loan. Midway through the season the crop is hit by pests and the crop fails. Though Swapna sprays her crops with expensive pesticides, it makes little difference. She is unable to repay the moneylender and the debt grows over the year into a large amount. Next year, Swapna takes a fresh loan for cultivation. It is a normal crop this year. But the earnings are not enough to cover the old loan. She is caught in debt. She has to sell a part of the land to pay off the debt.

Answer the following-

1. Megha has to pay 12% rate of interest per annum on her loan of 5 Lakhs for a period of 10 year. In addition to this the bank retains the original papers of her house for a period of 10 years. What is this referred to as?

- a. A commercial loan
- b. Collateral
- c. Terms of credit
- d. Documentation.

2. Swapna's Agricultural loan is an example of...

- a. Informal Credit
- b. Formal Credit

- c. RBI loan
- d. A commercial loan

3. Who in the above-mentioned credit situations is trapped in a debt trap?

- a. Swapna
- b. Megha
- c. Both of them
- d. None of them

4. This is an asset that the borrower owns and uses this as a guarantee to a lender until the loan is repaid.

- a. A normal crop
- b. Rate of Interest
- c. Salary slip
- d. Collateral

5. Read the text given below and answer the following questions.

In recent years, people have tried out some newer ways of providing loans to the poor. The idea is to organise rural poor, in particular women, into small Self- Help Groups (SHGs) and pool (collect) their savings. A typical SHG has 15-20 members, usually belonging to one neighbourhood, who meet and save regularly. Saving per member varies from Rs 25 to Rs 100 or more, depending on the ability of the people to save. Members can take small loans from the group itself to meet their needs. The group charges interest on these loans but this is still less than what the moneylender charges. After a year or two, if the group is regular in savings, it becomes eligible for availing loan from the bank. Loan is sanctioned in the name of the group and is meant to create self-employment opportunities for the members.

1. Which of the following statements are correct about the Self-Help Groups?
 - a. The SHGs help borrowers overcome the problem of collateral
 - b. The SHGs are the building blocks of organisation of the rural poor.
 - c. The SHG is a group which is not responsible for the payment of loan
 - d. Both a. and b.
2. Which among the following is the basic idea behind the SHGs for the poor?
 - a. Help to reduce the functioning of informal sector of credit.
 - b. Help to reduce the functioning of formal sector of credit
 - c. Help the men to become self-reliant
 - d. Organise urban poor, particularly women

3. Which of the following options signifies the definition of SHG
 - a. It is the small group of 15 to 20 members
 - b. It is mostly active in rural areas especially amongst women for the improvement of their economic and social conditions.
 - c. It is able to create self-employment opportunities for the members
 - d. All of the above
4. Which of the following is the reason for the banks willing to provide credit to the self-help groups without collateral?
 - a. SHGs used to be regular with savings
 - b. The group decides the loan activities and any case of non-payment of the loan is taken seriously by the group members
 - c. SHG helps the rural women to become both socially and economically self-reliant.

6. Read the following and answer –

For a long-time foreign trade has been the main channel connecting countries in history. You would have read about the trade routes connecting India and South Asia, two markets both in the East and West and the extensive trade that took place along these routes. You would also remember that it was trading interest which attracted various trading companies such as East India Company to India

Answer the following MCQ

1. The passage given above relates to which of the following options?
 - a. interlinking production across countries
 - b. foreign trade and integration of markets
 - c. increase flow of goods globally
 - d. increased Global competition
2. What is the basic function of foreign trade
 - a. benefits to the small and medium traders
 - b. increase in the prices of essential commodities
 - c. it creates an opportunity for the producers to reach beyond the domestic market
 - d. equal distribution of resources to all
3. Which of the following factors have enabled foreign trade in the recent years
 - a. increased population across the world
 - b. rise in poverty levels across the world
 - c. easy availability of raw material
 - d. Information and Communication Technology
4. what has been the result of foreign trade
 - a. difficulty in carrying on global production
 - b. increased choice of goods lower prices and close competition among the producers
 - c. Global support for MNCs
 - d. equal benefit shared by all

Practice Paper for Term 1

Time: 3 Hrs.

Max. Marks: 80

- ✎ This question paper has 4 printed sides.
 ✎ There are 29 questions in this question paper.

General Instructions

1. There are 29 questions in all. All questions are compulsory.
2. Marks for each question are indicated against the question.
3. Questions from serial number 1 to 10 are 1 mark questions.
Answers of these questions may be from one word to one sentence each.
4. Questions from serial number 11 to 18 are 3 marks questions.
Answers of these questions may be given in 60-80 words each.
5. Questions from serial number 19 to 28 are 4 marks questions.
Answer of these questions may be given in 80-100 words each.
6. Question No. 29 is on map work. Attach the map inside your answer book.

Q.1 Name any one novel written by Munshi Premchand and mention one striking feature of the novel. 1

OR

Q.2 Why did the rural folk readily accept jobs offered to them by the merchants?
Mention any 2 novels that promoted a pan Indian feeling. 1

OR

Mention any 2 strategies adopted by publishing houses to popularise the novel.

Q.3 What is Sericulture ? 1

Q.4 What type of soil is found along the west coast ? Give a feature of this type of soil. 1

Q.5 What are Vulnerable Species ? Give an example. 1

Q.6 What is Gross Sown Area? 1

Q.7 Name one state each formed on the basis of linguistic or ethnic composition in India. 1

Q.8 What is meant by the sexual division of labour or define gender. 1

Q.9 What do you understand by the term 'unemployment'? 1

Q.10 What is Public distribution System? 1

Q.11 Titash Ekti Nadir Naam was an epic novel written in the 20th century. Who was its author?. How was the author able to give such a vivid account of the community? Mention any 2 features of the novel. 3

OR

- Classify novels giving examples.
- Q.12 What was the condition of the Indian weavers after 1850? 3
- Q.13 Differentiate between a gomastha and a jobber . 3

OR

What were the different features of the Bengali novel that interested the common man?

- Q.14 Read the following passage and answer the questions given below it: 3

“Dear children , don’t read these novels , don’t even touch them. Your life will be ruined. You will suffer disease and ailments. Why did the good Lord make you? to wither away at a tender age? To suffer in disease? To be despised by your brothers, relatives and those around you? No. No. You must become mothers: you must lead happy lives; this is the divine purpose. You. Who were born to fulfil this sublime goal, should ruin your life by going crazy after the despicable novels.”

- a. Analyse the message given by the writer to children
- b. Name the woman novelist of the early nineteenth century who wrote against the traditional role of women as wives and mothers.
- Q.15 Differentiate between federal and unitary forms of government. Give examples. 3

OR

- How has the era of coalitions encouraged accommodation of diverse views?
- Q.16 Explain the 3 factors that are crucial in deciding the outcome of politics of social division. 3
- Q.17 Classify sectors of economy on the basis of nature of work done ? Give examples. 3
- Q.18 What is the main criterion used by the World bank in classifying different countries? Give any two limitations of this criterion . 1+2=3
- Q.19 Discuss the various reasons behind the availability of cheap labour in London in the 19th century. 4

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- How was the novel useful to the colonial masters? Was the novel in any way useful to the Indian community?
- Q.20 What are the problems faced by Indian farmers ? What are the initiatives taken by the government to ensure the increase in agricultural production ? 2+2=4
- Q.21 Describe how communities have conserved and protected forests and wildlife in India? 1x4=4

- | | | |
|------|---|-------|
| Q.22 | Compare the advantages and disadvantages of multi purpose river valley projects? | 2+2=4 |
| Q.23 | Do you think vote bank politics on the basis of caste exists in India? Give arguments either for or against it. | 4 |
| Q.24 | How does communalism impact politics? | 4 |
| Q.25 | Differentiate between overlapping and crosscutting differences. Illustrate your answer with examples | 4 |
| Q.26 | Differentiate between organised and unorganised sectors of economy? | 2+2=4 |
| Q.27 | Explain why tertiary sector is becoming so important in India? | 1x4=4 |
| Q.28 | In what ways can employment be increased in rural areas ? | 4 |
| Q.29 | Map | 2+4 |

A. : On an outline map of India mark 2 ports that the Company merchants used for the purpose of trade and commerce.

B: On a political map of India mark the following:

- 1) Largest rubber producing state
- 2) Sardarsarovar dam
- 3) Jharkhand
- 4) Red soils in north east

OR

Identify the following

- 1) A dam
- 2) Soil type
- 3) The state
- 4) River

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Sample Paper 1

Subject: Social Science

M/3/1

Time: 3 Hours

Max. Marks: 80



This question paper has 5 printed sides.



There are 35 questions in this question paper.

General Instructions

- The question paper is divided into four sections - Section A, Section B, Section C and Section D.
- The question paper has 35 questions in all.
- All questions are compulsory
- Marks are indicated against each question.
- Questions from serial number 1 -20 are objective type questions. Each question carries one mark.
- Questions from serial number 21 - 28 are 3 mark questions. Answers to these questions should not exceed 80 words each.
- Questions from serial number 29 - 35 are 5 mark questions. Answers to these questions should not exceed 100 words each.
- Question number 35 is a map question of 5 marks with two parts. 35A from History (3 marks) and 35B from Geography (3 marks) **It is mandatory to do all map questions on the Map**

Section A

Q1 What is the lady doing?

1



Q2 Write whether True or False

1

Gandhi was planning to launch a civil disobedience movement as the third phase of the non cooperation movement.

Q3 Name the Irishman who led a rebellion against the British government.

1

- Q4 Identify the person: 1
He was an 18th century French novelist who thought that the printing press was the most powerful engine of progress and public opinion was the force that sweep despotism away.
- Q5 Correct the statement and rewrite: 1
Gutenberg drew on the knowledge of two things while developing his printing press. The ink press provided the model for the printing press and the geometrical patterns used for casting metal types for the letters of the alphabet.
- Q6 What step has the Supreme Court taken to prevent this . 1



- Q7 Identify the correct statement: 1
Sexual division of labour in most families means
- a) work is shared equally at home
 - b) boys are encouraged to work outside the house
 - c) women do all the work inside the home
 - d) women do all the work at home in addition to some sort of paid work outside.
- Q8 Fill in the blank: 1
Power shared among different organs of government is also called _____ .
- Q9 Answer in one word: 1
The area over which someone has legal authority.
- OR
- A system of government in which power is divided between a central authority and various constituent units.
- Q10 Correct the given statement and rewrite: 1
A legitimate government is one where leaders/ representatives through participation acquire a stake in the system
- Q11 Which of the following is an example of an Abiotic Resource? 1
- a) Flora and Fauna
 - b) Human

- c) Metals
- d) Animal

- Q12 Which two cities are connected by National Highway no. 1? 1
- Q13 What are the Basic or the Key Industries? 1
- Q14 Why is Mica the most indispensable minerals used in electric and electrical industries? 1
- Q15 Which of the following neighbouring countries has better performance in terms of Human Development than India? 1
- a) Bangladesh
 - b) Sri Lanka
 - c) Nepal
 - d) Pakistan
- Q16 The value of final goods already includes the value of all the _____ goods that are used in making the final good. 1
- Q17 What is the main source of income for the banks? 1
- Q18 Define Globalisation. 1
- Q19 Give one word for the following: 1
- The money that is spent to buy assets such as land, building, machines, etc. is called -
- Q20 Formal source of credit does not include: 1
- a) Banks
 - b) Cooperatives
 - c) Employers

Section B

- Q21 When was the demand for Purna Swaraj made? How did Gandhi react when this demand was not fulfilled? 3

OR

1830s were the years of great economic hardship. Explain.

- Q22 Why did the Church feel that print was responsible for the spread of rebellious and irreligious thoughts? Illustrate your answer with an example. 3

OR

In the first decade of the 20th century a series of changes affected the pattern of industrialisation in India. Mention any 3 changes.

- Q23 How did Belgium transform from a unitary to a federal system of government? 3
OR
How is the rise of political parties directly linked to representative democracies?
- Q24 How can India overcome the challenge of communalism? 3
- Q25 Why is railways the most convenient means of transportation? 1x3
- Q26 What can be the three reasons why banks might not be willing to lend to certain borrowers? 3
- Q27 How has Liberalisation of trade and investment policies helped in the process of Globalisation? 3
- Q28 Give three reasons why Haryana's HDI value is less than Kerala even when its per capita income is higher. 3

Section C

- Q29 Discuss the limitations of the Civil Disobedience Movement. 5
OR
How did liberalism express itself in the economic sphere in Europe in the 19th century?
- Q30 How is a democracy accountable, responsive, transparent and legitimate? 5
OR
What is most distinctive about democracies is that its examination never gets over. Explain.
- Q31 Draw a comparison between vertical and horizontal distribution of power. 5
- Q32 What is Manufacturing? Give three important reasons for tendency for the Sugar mills to shift and concentrate in the southern and western states of India? Which two challenges are faced by the Indian Sugar Industries? 1+3+1
- Q33 Why is Magnetite considered the finest type of Iron-ore? Discuss the four important Iron-ore belts in India. 1+4
- Q34 Define Gross Domestic Product. Why is the Tertiary Sector becoming so important in India? 1+4

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Section D

- Q35. A On an outline map of India 3
- Mark the place where the resolution for Purna Swaraj was passed
 - Mark the place where the Congress session was held in September 1920
 - Mark the place where the peasant satyagraha took place in Gujarat. .

Q35. B On the given outline map of India, name and locate the following:

3

- a) A cotton textile industry in Gujarat
- b) Deepest land-locked port of India
- c) Identify the Oil field marked as a ▲

35A&B)



Sample Paper- 2
Subject: Social Science

Time: 3 Hours

Max. Marks: 80

This question paper has 5 printed sides.
There are 26 questions in this question paper.

General Instructions

- a) The question paper is divided into four sections - Section A, Section B, Section C and Section D.
- b) The question paper has 26 questions in all.
- c) All questions are compulsory
- d) Marks are indicated against each question.
- e) Questions from serial number 1 -7 are very short answer type questions. Each question carries one mark.
- f) Questions from serial number 8-18 are 3 mark questions. Answers to these questions should not exceed 80 words each.
- g) Questions from serial number 19 - 25 are 5 mark questions. Answers to these questions should not exceed 100 words each.
- h) Question number 26 is a map question of 5 marks with two parts. 26A from History (2 marks) and 26B from Geography (3 marks)

SECTION A

- | | | |
|-----------|---|---|
| Q1. | State a debated issue around which the novel Indulekha revolved. | 1 |
| Q2. | Which idea, other than economic exploitation, was behind French colonisation of Vietnam? | 1 |
| Q3. | Which level of government in India has the power to legislate on 'residuary subjects'? | 1 |
| Q4. | What are Individual Resources? | 1 |
| OR | | |
| | What is Sustainable Development? | |
| Q5. | Why is tertiary sector also known as the service sector? | 1 |
| Q6. | It makes sense only to include final goods and services produced in the Gross Domestic Product of a country. Do you agree? Give reason. | 1 |
| Q7. | What is Infant Mortality Rate? | 1 |

OR

What is Net Attendance Ratio?

SECTION B

- Q8. Why could Manchester not recapture its old position in the Indian market? 3
- Q9. Why did the French policy makers want to educate the people of Vietnam? What problems were faced by the French in spreading education to the Vietnamese? 3
- Q10. 'Describe about the ideology and organisation of Bahujan Samaj Party. 3
- Q11. What is meant by a 'national political party'? State the conditions required to be a national political party. 1+2
- Q12. Do all democracies lead to peaceful and harmonious life among citizens? Explain by giving examples. 3
- Q13. Why is Net Sown Area high in the states of Punjab and Haryana and very low in states of Mizoram and Arunachal Pradesh. Give three reasons. 3
- OR**
- Give any three characteristic features of Arid soils.
- Q14. Multipurpose projects have come under severe criticism in the recent years. Support this statement giving any three reasons. 3
- Q15. Every loan agreement specifies certain terms of credit? Explain each of these terms. 3
- OR**
- How does Reserve bank of India supervise the functioning of formal sources of loans?
- Q16. How do Self-Help Groups help in the social and economic growth of poor people in villages especially women? 3
- Q17. How are formal and informal sectors of credit different from each other? 3
- Q18. How can governments play a major role in ensuring fair globalization? 3

OR

How has globalization benefitted Indian economy?

SECTION C

- Q19. How did novels depict caste practices? Explain with examples from India. 5
- Q20. How did the first World War create new political and economic situation in India. 5
Elucidate. OR
"Plantation workers had their own understanding of Mahatma Gandhi's ideas and the notion of 'Swaraj'." Support the statement.
- Q21. Women face disadvantage, discrimination and oppression in various ways even today. Assess the statement by giving five suitable arguments. 5
- Q22. When do social divisions take place? "Politics and Social divisions must not be allowed to mix." Explain with examples. 3+2
- Q23. What are the advantages of Pipeline transportation? Give any two advantages of waterways as a means of transportation 3+2
- Q24. Despite being an important iron and steel producing country in the world, why is India not able to produce to its full potential? Why does Chotanagpur plateau region have a large concentration of iron and steel industries? 3+2
- Q25. Mention some of the rights of consumers. Write a few sentences on each. 5

SECTION D

- Q26.A Mark, name, label the following places on the map of India. 1x2
a) Bardoli, give its importance
b) Place related to the calling off of the Non Cooperation Movement.
- Q26.B On the same political map of India provided to you, locate and label any three of the following with appropriate symbols: 1x3
A. Locate and label
i) Nagarjun Sagar Dam
ii) Kakrapar Nuclear power station
iii) Kandla port
iv) Mysore software technology park
v) Rajiv Gandhi International airport.

Q26 A and B

