

As per the rationalized syllabus

Practice & More

Social Science

History • Geography • Social and Political Life



ANSWERS



Ratna Sagar

HISTORY

1. Introduction: Tracing Changes Through a Thousand Years

- A. 1. d 2. b 3. c 4. b 5. a
- B. 1. Arab 3. Ali 5. sixteenth
2. sources 4. medieval
- C. 1. e 2. c 3. a 4. b 5. d
- D. 1. False 2. True 3. True 4. True 5. False
- E. 1. cartographer 3. bhakti 5. jatis
2. Afghanistan 4. scribe
- F. 1. Al-Idrisi lived in the twelfth century.
2. Cartography is the science of making maps.
3. The Persian wheel was used to irrigate the fields.
4. The Rajputs were warriors who claimed Kshatriya caste status.
5. The Mughal Empire declined in the eighteenth century.
- G. 1. Minhaj-i-Siraj used the term 'Hindustan' for areas that were controlled by the Delhi Sultan. By 'Hindustan' he meant the areas of Punjab, Haryana and the land between the Ganga and the Yamuna rivers.
2. Historians use different sources of history to learn about the past. Coins, paintings, inscriptions, monuments and textual records, such as manuscripts, are the main sources of history.
3. The medieval period saw many technological innovations. Some of them were the Persian wheel which was used in irrigation, the spinning wheel which was used in weaving, and different kinds of firearms which were used in battle.
4. The Rajputs were glorified by their poets and bards. Extreme valour and a great sense of loyalty were the qualities that were attributed to them.
5. Two factors made the Brahmanas very important during this period. One was their knowledge of Sanskrit texts. The second factor was that the rulers needed their support to legitimise their rule. The Brahmanas supported the rulers and the rulers, in turn, gave them a lot of importance.
- H. 1. The meaning of the term 'Hindustan' has changed over the centuries. Minhaj-i-Siraj used it in a political sense in the thirteenth century. He used it to indicate the region controlled by the Delhi Sultan of that time. In the sixteenth century, Mughal emperor Babur used the term 'Hindustan' in a geographical and cultural sense. He used it to describe the geography and the culture of the people of the subcontinent. Today, the term 'Hindustan' means India, an independent and a modern nation-state.
2. Textual records are our main source of information about the medieval period. This was because paper became cheap and widely available during this period. As a result, a large number and different kinds of manuscripts are available. Holy texts, chronicles of rulers, letters, judicial records, and many other kinds of texts are available in plenty. These records give us a good idea of the developments taking place in those times, how people lived and what they thought.
3. There was a gradual clearing of forests and the extension of agriculture during this period. Changes in their habitat forced many forest-dwellers to migrate. Others started tilling the land and became peasants. These new peasant groups came into contact with other groups and gradually became assimilated into larger societies. There was a lot of interdependence among the different groups. Some people became richer and more powerful and began to exert greater influence. Gradually, social hierarchies developed and jatis came into existence. People became part of different jatis, based on their social background and the occupations they pursued.
4. The term 'pan-regional' means something that spans diverse regions. In other words, it means something that is not limited to one specific region but encompassed many regions, often with different geographical and cultural characteristics. In the medieval period, the Cholas, Khaljis, Tughluqs and the Mughals built pan-regional empires. The Mughal Empire, in particular, covered a large part of the subcontinent. However, not all these empires were equally stable or successful.
5. The period under study witnessed many developments in the religious sphere. Here are a few of the major ones:
- ◆ Many new deities came to be worshipped. The kings constructed temples of these deities.
 - ◆ The Brahmanas became a lot more important. They became the dominant group in society. The kings gave them a lot of respect.
 - ◆ The idea of 'bhakti' became very popular. It meant devotion to a personal deity and communion with her/him without the aid of priests or elaborate rituals.
 - ◆ Islam appeared in the subcontinent and gradually became very popular.

2. Kings and Kingdoms

- A. 1. d 2. a 3. c 4. b 5. d
- B. 1. Chahamanas. 3. 1192. 5. tanks
2. *Prashastis* 4. Rajendra I
- C. 1. Palas 3. samanta 5. manuscripts
2. Nagabhata 4. Kalyani
- D. 1. True 2. False 3. True 4. True 5. False
- E. 1. Rashtrakutas 3. Chauhan 5. nagarams
2. Mahmud Ghazni 4. Rajendra I
- F. 1. The Paramaras and the Chandellas ruled in central India.
2. Learned Brahmanas composed the *prashastis*.
3. Mayurasharman established the Kadamba kingdom in present-day Karnataka.
4. The land gifted to temples was called *devadana*.
5. The inscriptions from Uttaramerur list the qualifications needed to become a member of a sabha.
- G. 1. Samantas were big landlords or warrior chiefs. They were subordinates of the kings. They brought

- gifts for them, were present at their courts, and provided the kings with military support whenever needed.
2. Kalhana wrote a long Sanskrit poem about the kings who ruled over Kashmir. He used different sources – inscriptions, documents, eyewitness accounts and earlier histories – to write it.
 3. The 'tripartite struggle' was a long-drawn conflict among three dynasties – the Gurjara-Pratiharas, the Rashtrakutas and the Palas. Rulers of these dynasties fought with one another to control the city of Kanauj, located in the Ganga valley.
 4. The Chola rulers encouraged people to clear forests and level the land so that it could be cultivated. They built embankments to prevent flooding and constructed canals to carry water to the fields. They also built wells and tanks to collect rainwater.
 5. The Cholas administered their territories well. The lowest unit was the village. Many villages were grouped together to form a 'nadu'. Each one had a council. The land gifted to Brahmanas was looked after by an assembly called the 'sabha'. It had many committees. The 'nagarams' performed administrative functions in towns.
- H. 1. The kings collected many kinds of taxes from peasants, cattle-keepers, artisans, traders and other groups. The money collected was used
- ◆ to maintain the king's establishment,
 - ◆ to construct and maintain temples and forts, and
 - ◆ to fight wars.
2. The kings and the Brahmanas needed each other. The kings often gifted land to the Brahmanas. This was called 'brahmadeya'. They used the revenue from this land for their upkeep. In return for this favour, the Brahmanas composed '*prashastis*' for the kings. In these, the war exploits and achievements of the kings was recorded. The kings were often depicted as brave, larger-than-life figures.
 3. Vijayalaya was an ambitious man. He belonged to Uraiyur, located in present-day Tamil Nadu. In the middle of the ninth century, he captured the Kaveri delta from the Muttaraiyar family, and became king. He ruled from Thanjavur. His successors fought with the Pandyas and the Pallavas and conquered more territories. In the eleventh century, Rajaraja I and his son, Rajendra I made the Cholas very powerful. At his height, the Cholas controlled a large part of south India.
 4. The Chola kings built many temples. The biggest of them were the ones at Thanjavur and Gangaikondacholapuram. The Chola temples were the hub of religious, economic, social and cultural life. Often, settlements grew around the temples. Besides this,
 - ◆ they were places of worship.
 - ◆ they were centres of craft production. Many temples specialised in making beautiful bronze images of deities and kings. Big temples also carried on trading activities.
 - ◆ they were places where the social and cultural life of a community was centred. Dancers and musicians attached to the temples performed here.

5. Chola inscriptions mention the following categories of land:
 - ◆ 'vellanvagai' – land of non-Brahmana peasant proprietors
 - ◆ 'brahmadeya' – land gifted to Brahmanas
 - ◆ 'shalabhoga' – land for the maintenance of a school
 - ◆ 'devadana' or 'tirunamattukkani' – land gifted to temples
 - ◆ 'pallichchandam' – land donated to Jaina institutions

3. Delhi: 12th to 15th Century

- A. 1. c 2. a 3. c 4. d 5. b
 B. 1. e 2. c 3. a 4. b 5. d
 C. 1. False 2. False 3. True 4. True 5. True
 D. 1. Kakatiya 3. bandagan. 5. Humayun.
 2. Mongols. 4. chroniclers.
- E. **ACROSS**
 3. BALBAN 4. MUHAMMAD 5. RAZIYYA
- DOWN**
 1. BAHULUL 2. ALAUDDIN
- F. 1. Delhi become an important city in the twelfth century.
 2. Fakhr-i Mudabbir wrote about the 'circle of justice' in the thirteenth century.
 3. The Khaljis ruled before the Tughluqs.
 4. Land tax under the Delhi Sultans was 50 per cent of the peasant's produce.
 5. Sher Shah Sur established the Sur dynasty.
- G. 1. Raziyya was the daughter of Sultan Iltutmish. She ruled for four years only (1236–1240). Her reign was very short because the nobles of the court were not comfortable with a woman ruler. They also resented the fact that Raziyya was an independent-minded woman and made attempts to rule independently.
 2. The early Delhi Sultans and their special slaves, called bandagan, were dependent on each other. The Sultans trusted them fully since they were totally dependent upon their master (the Sultan). They knew that these slaves would not rebel against them. So they appointed these slaves to important political offices.
 3. Each Sultan had his own set of special slaves and trusted nobles. So whenever a new ruler came to the throne, he promoted his own trusted people to important posts. This was resented by the earlier nobility and led to a conflict between the old set of nobles and the new ones.
 4. Sultan Alauddin Khalji collected three types of taxes from the people. The most important was the land tax (kharaj), which was half of the peasant's total produce. He also collected a tax on cattle and on houses.
 5. The Mongols were a constant threat to the Delhi Sultanate. Alauddin Khalji and Muhammad Tughluq kept a large standing army primarily to deal with the numerous Mongol invasions. A large army was also needed to carry out military expeditions to expand the frontiers of the Sultanate.
- H. 1. The early Turkish rulers faced two big challenges. The first was how to establish effective control over the territories they held. Controlling far-flung areas was particularly difficult because the governors

- posted there often rebelled and could not be brought under control easily. The second challenge was how to deal with the Mongols. The Mongols from Afghanistan were continuously invading the frontiers of the Sultanate. They had to be repelled if the Delhi Sultans wanted to consolidate their rule.
- The Delhi Sultans consolidated their rule in the hinterland of the cities by forcing the landed chieftains – the samanta aristocrats – and rich landlords to accept their authority. Under Alauddin Khalji the state brought the assessment and collection of land revenue under its own control. The rights of the local chieftains to levy taxes were cancelled and even they were forced to pay taxes. The Sultan's administrators, measured the land and kept careful accounts. Some of the old chieftains and landlords served the Sultanate as revenue collectors and assessors in the hinterland of the cities and also accepted the Delhi Sultans as their overlords.
 - Iqtadars were military commanders who were appointed as governors of territories. They were often shifted from one iqta to another. These iqtadars were expected to lead military campaigns to crush rebellions or to conquer territories. They were also responsible for maintaining law and order in their iqtas. The iqtadars were not paid a salary. They had to collect revenue from their areas, and from this money pay their soldiers. They could keep the rest for themselves.
 - Alauddin Khalji and Muhammad Tughluq kept a strict check on the iqtadars. Their office was not inheritable and they were transferred frequently. The rulers also appointed accountants to keep a check on how much revenue was being collected by the iqtadars and to ensure that the iqtadars collected only the prescribed taxes. The rulers also made sure that the iqtadars were maintaining the required number of soldiers and were not cheating the state on that account.
 - In the fifteenth and sixteenth centuries, new ruling groups such as the Afghans and the Rajputs emerged. Sher Shah, an Afghan, initially managing a small territory in Bihar, rose to prominence in the sixteenth century. He challenged and defeated the Mughal emperor Humayun twice. He captured Delhi and established his own dynasty. Although the Sur dynasty ruled for only fifteen years (1540–1555), it introduced an administration that borrowed elements from Alauddin Khalji's administrative system and made them more efficient. Sher Shah's administration became the model followed by the Mughal Emperor Akbar.

4. The Mughals (16th to 17th Century)

1. c 2. b 3. d 4. a 5. c
 1. Ferghana 3. zat 5. coparcenary
2. Kachhwaha 4. Todar Mal inheritance
 1. False 2. False 3. True 4. False 5. True
 1. d 2. a 3. e 4. c 5. b
 1. Genghis Khan 3. Mansabdars 5. Zabt
2. Rajput 4. Akbar
 1. Babur defeated Ibrahim Lodi at the first battle of Panipat.
- The Mughals annexed Ahmadnagar in 1685.
 - The title of the third volume of *Akbarnama* is *Ain-i Akbari*.
 - There was a shortage of jagirs during the reign of Aurangzeb.
 - Todar Mal was the revenue minister of Akbar.
1. The Mughals were descendants of two famous rulers. From their maternal side, they were descendants of Genghis Khan who had ruled over parts of China and Central Asia in the early thirteenth century. From their paternal side, they were descendants of Timur who had ruled over modern-day Iran, Iraq and Turkey in the latter half of the fourteenth century.
2. The Mughals did not like to be called as Mongol because Genghis Khan's memory was associated with the massacre of innumerable people. Besides, it was also linked with the Uzbeks, their Mongol competitors.
3. 'Primogeniture' means that the father's estate would pass on to the eldest son. In other words, the eldest son would become the ruler once the king passed away. 'Coparcenary inheritance' means that the father's estate would be divided amongst all the sons. In this case, whichever son was more powerful and could control his other brothers would become king.
4. The Mughal rulers respected the Rajputs and treated them well. They took Rajput princesses as their wives. Many Rajput chiefs were also given high positions in the administration. Even defeated Rajput rulers were never humiliated, given due respect and treated honourably. Some of them were even allowed to rule over their territories.
5. The international travellers in the seventeenth century described the Mughal Empire as the fabled land of wealth. They were fascinated by the empire's great economic and commercial prosperity. However, these visitors were also appalled by the stark inequalities within the empire. Documents from the twentieth year of Shah Jahan's reign inform us that the highest ranking mansabdars (merely 5.6 per cent of the total number of mansabdars) received 61.5 per cent of the total estimated revenue of the empire as salaries for themselves and their troopers.
1. Babur became the ruler of Ferghana in 1494. But he lost his kingdom and became 'a king without a kingdom'. In 1504, he conquered Kabul and began ruling it. His desire for more territories brought him to Hindustan. In 1526, he defeated Ibrahim Lodi at the first battle of Panipat and captured Delhi and Agra. With this, he established control over parts of northern India. He could not consolidate his hold over this region as he passed away in 1530.
2. This statement highlights the severe economic disparity that existed in the Mughal Empire during the seventeenth century. While the Mughal Empire was known for its wealth and prosperity, most of the wealth was concentrated in the hands of the Mughal emperors and their mansabdars. They spent a significant portion of their income on salaries and luxurious goods. However, the primary

producers of wealth—peasants and artisans—were heavily burdened with taxes and had very little left for themselves. Due to the exploitative taxation system and limited investment opportunities to increase productivity of their lands, many poor peasants and workers barely earned enough to cover their basic needs, such as food and shelter.

3. The mansabdari system was a grading system developed by the Mughals. It was used to fix the rank (zat), salary and the number of cavalrymen (sawars) the mansabdars were required to maintain. The higher the zat, the more sawars the mansabdars had to maintain and the larger was his salary. Also, in lieu of cash salary, each mansabdar was assigned a jagir whose revenue was roughly equal to his salary. Under Akbar, the system worked smoothly as there were fewer mansabdars and plenty of jagir land was available. Aurangzeb increased the number of mansabdars which resulted in a shortage of jagirs. This upset the balance and the mansabdari system began to collapse.
4. Under Akbar, land revenue was collected through a well-organised system known as the zabt, which was introduced by his revenue minister, Todar Mal. This included a careful survey of crop yields, prices, and land under cultivation. This survey was conducted over a 10-year period. On the basis of the data collected, the provinces were divided into revenue circles, each with its own schedule of rates for different crops based on productivity. However, this system was prevalent in those areas where proper land surveys could be conducted. It was not implemented in provinces, such as Gujarat and Bengal, where the land was difficult to assess.
5. Jahangir described *sulh-i kul* (universal peace) as a policy of complete religious tolerance, where people of all classes and faiths were allowed to live in harmony. He emphasised that his father's (Akbar) empire was open to people of different beliefs, whether good or bad in the eyes of others. Under this policy, there was no discrimination based on religion—Sunnis and Shias worshipped together in one mosque, while Christians and Jews shared churches. The idea was to create an environment where different religious communities could practise their faith freely, without interference or conflict. By following *sulh-i kul*, according to Jahangir, his father ensured that intolerance had no place in his administration and promoted unity and peace among his diverse subjects.

5. Tribes, Nomads and Settled Communities

- A. 1. a 2. d 3. b 4. c 5. d
- B. 1. False 2. True 3. False 4. False 5. True
- C. 1. Akbar 2. clan 3. jatis 4. shifting 5. Aurangzeb
- D. 1. Oraons 3. Balochis 5. Gaddis
2. Kolis 4. Langahs
- E. 1. d 2. a 3. e 4. c 5. b
- F. 1. The Brahmanas prescribed the rules of varna.
2. Nearly 70,000 villages were part of the Gond kingdom of Garha Katanga.
3. Aman Das was the Gond raja of Garha Katanga.
- G. 1. The tribal people were engaged in different occupations. Some of them practised agriculture and grew crops. Others were hunter-gatherers, hunting animals and gathering forest produce to sustain themselves. A few tribals reared and herded animals. Most tribals combined all these activities in different measures.
2. The Banjaras were trader-nomads who moved in caravans. Their main occupation was to transport food grains, such as wheat and rice, from the villages to the city markets. During Mughal times they also transported grains for the army at the time of military campaigns.
3. The Gond kingdom of Garha Katanga was divided into many 'garhs'. Each was controlled by a particular Gond clan. Each 'garh' was further divided into units of 84 villages called 'chaurasi'. Each of these was further subdivided into units of 12 villages called 'barhots'.
4. To be recognised as Rajputs, the Gond chiefs assumed high-sounding titles. For instance, Aman Das assumed the title of Sangram Shah. Some Gond chiefs also married into Rajput families. Dalpat, the son of Aman Das, married Durgawati, the daughter of the Chandel Rajput raja of Mahoba.
5. The Ahoms worshipped their tribal gods. Over time, many accepted Hinduism. They began to worship Hindu gods in temples. However, they continued with their traditional beliefs even after adopting Hinduism.
- H. 1. Tribal societies differed from caste-based societies. In a tribe, people were united by kinship bonds. They were not divided into numerous unequal castes, as in the case of caste-based societies. The rules of varna did not apply to them. Everyone was equal and there was no concept of high or low. Tribal societies also did not follow the social rules and rituals prescribed for caste-based societies. Land and pastures were owned jointly by all members of the tribe. The produce from the land was also shared equally.
2. Nomadic pastoralists were people who did not live in one place for long. They moved from one place to another with their flock of animals such as sheep, cattle and horses. They often interacted with settled communities and exchanged wool, milk, ghee and other pastoral products for grain, cloth, utensils and other things they needed. Some nomads even reared animals for sale. They sold cattle and horses to get items of daily need.
3. Shifting cultivation, as the name suggests, was a system of farming in which the tribals cultivated a piece of land and when the soil lost its fertility, they shifted to a different piece of land. First, they would select a piece of land for farming. Then they would cut and burn the bushes and trees on that land. Thereafter they would sow the crop in the ashes. When the crop was ready, they would harvest it. Once the soil started showing signs of losing its fertility, they would abandon that land, select another piece of land and repeat the process there.

Shifting cultivation was sustainable at that time because there was plenty of land available.

4. Rani Durgawati was the princess of Mahoba. She was married to Dalpat, the Gond raja of Garha Katanga. Her husband, however, died early. As their son was a minor, the responsibility of ruling the kingdom came upon her shoulders. She protected and expanded her kingdom. In 1565, Akbar sent a large force under Asaf Khan to conquer Garha Katanga. Despite being outnumbered, she put up a valiant resistance. She did not surrender and died on the battlefield. It is for her heroism that she is spoken of highly and will always be remembered.
5. The Ahoms made the Brahmaputra valley their home in the thirteenth century. They suppressed the numerous local landlords of the region and established a new kingdom. In the sixteenth century, they expanded their area of operation. They annexed the kingdoms of the Chhutiyas in 1523 and of Koch-Hajo in 1581. In addition to these two big acquisitions, they also subjugated many other tribes. One big reason for their success was that they had access to high-quality firearms.

6. Devotional Paths to the Divine

- A. 1. a 2. d 3. b 4. c 5. d
 B. 1. d 2. e 3. b 4. c 5. a
 C. 1. Alvars 3. Sufis 5. Kabir
 2. Ramanuja 4. Rishi
 D. 1. True 2. True 3. True 4. False 5. True
 E. 1. Nayanars 4. monotheism
 2. Alvar 5. Tulsidas, Awadhi
 3. Maharashtra.
 F. 1. The Sangam literature is the earliest example of Tamil literature.
 2. Shankara was born in the eighth century in Kerala.
 3. Sheikh Nuruddin Wali established the Rishi order of Sufism.
 4. Khwaja Nizamuddin Auliya belonged to the Chishti silsila.
 5. Guru Gobind Singh instituted the 'Khalsa' in 1699.
 G. 1. Hagiographies (in context of this chapter) are the religious biographies of the Alvar saints (devoted to Lord Vishnu) and the Nayanar saints (devoted to Lord Shiva). They were composed between the tenth and twelfth centuries.
 2. The Virashaiva movement was initiated by Basavanna, Allama Prabhu and Akkamahadevi who lived in present-day Karnataka in the mid-twelfth century. The Virashaivas were against the caste system and believed that all human beings are equal. They were also against Brahmanical rituals and idol worship.
 3. The Nathpanthis, Siddhacharas and Yogis sought to achieve oneness with the Ultimate Reality by renouncing the world and devoting themselves to intense meditation. They practised *yogasanas* and breathing exercises to train the mind and the body to meditate for long hours.
 4. Khwaja Muinuddin Chishti, Qutbuddin Bakhtiar Kaki, Baba Farid, Khwaja Nizamuddin Auliya

and Bandanawaz Gisudaraz were some famous Chishti saints. They were popular because they were accessible to all and were also credited with miraculous powers to cure illnesses and solve worldly problems.

5. Mirabai was a Rajput princess and lived in the sixteenth century. She was a Krishna *bhakt*. She composed many *bhajans* expressing her strong devotion and intense love for Lord Krishna. Mirabai was the true embodiment of the bhakti tradition.
- H. 1. The Alvar and Nayanar saints were pioneers of the bhakti tradition. They preached that salvation is possible only by loving Lord Vishnu (Alvars) or Lord Shiva (Nayanars). They blended the ideal of love with that of bhakti. They spoke against caste distinctions and welcomed people of all castes into their fold. They spread their message by going from place to place, singing poems, hymns and *bhajans* in praise of the two deities.
2. The bhakti tradition was very strong in Maharashtra. Some saint-poets of Maharashtra were Dnyaneshwar, Namdev, Eknath, Tukaram, Sakhubai and Chokhamela. They were devotees of Lord Vitthala, a form of Lord Vishnu. These saint-poets were against ritualism, outward display of piety and any kind of caste distinctions. They also did not believe in renouncing the world in search of a personal God. They believed that God resides in the heart of every human. They lived with their families and worked hard to earn their living. Through their songs, they inspired people to love God and help those in need.
3. The Sufis were Muslim mystics. Their philosophy was the same as that of the bhakti saints. They rejected rituals and outward religiosity. They laid stress on love and devotion to God. To them, loving God with a true heart was all that mattered. They proposed the methods of *zikr* (chanting of God's name) and *sama* and *raqs* (music and dance gatherings) to achieve union with God. They also emphasised the need of the guidance of a *pir* or a spiritual guide, who would act as a bridge between the devotee and God.
4. Kabir was perhaps the most famous saint of the bhakti tradition. He composed hundreds of hymns through which we have pieced together his vision of bhakti. He rejected all religions, terming them orthodox and bent on taking people away from the real issues. He was against the caste system and also against the priestly classes. He attacked both Hinduism and Islam for propagating wrong practices. He said that both Hindus and Muslims were equal in the eyes of God. So, Kabir believed in a formless God who could be reached only through devotion (bhakti).
5. Baba Guru Nanak was born in 1469 at Talwandi, now in Pakistan. His teachings attracted many people towards him. Here are his main teachings:
 - ◆ All people are created equal. To achieve liberation, caste, creed or gender did not matter. What matters is worshipping God with a true heart.
 - ◆ People must not renounce the world in search of God. They must live the life of a householder and

should pursue a useful occupation.

- ◆ People must contribute to society and help those in need.

These teachings can be summarized as

a) *nam-japna* or take the name of God, b) *kirt-karna* or live honestly, and c) *vand-chhakna* or help others.

7. The Making of Regional Cultures

- A. 1. c 2. b 3. a 4. d 5. a
- B. 1. True 2. True 3. True 4. False 5. True
- C. 1. Kerala 3. 1739 5. temples
2. Mughals 4. Palas
- D. 1. e 2. d 3. b 4. a 5. c
- E. 1. Puri. 4. Kangra
2. Jaipur, Lucknow 5. Vishnupur
3. cloth, paper.
- F. 1. The Chera rulers used Malayalam in their inscriptions.
2. Wajid Ali Shah was the last Nawab of Awadh.
3. Mughal miniature painters primarily illustrated manuscripts.
4. Bengali is derived from Sanskrit.
5. Rice and fish is the staple diet of the Bengalis.
- G. 1. The Rajputs are centred in the present-day state of Rajasthan. Bravery, valour, self-respect, honour, loyalty, friendship, love, anger and commitment are a few qualities associated with a Rajput.
2. The Mughal emperors, especially Akbar, Jahangir and Shah Jahan, patronised miniature painters. Once the Mughal Empire started declining, these painters migrated to other areas. Many took employment in the courts of the emerging regional kingdoms.
3. The Kangra school of painting was heavily influenced by the Mughal style. A lyrical treatment of themes and the use of soft colours, including shades of blue and green, were two defining features of this style.
4. The rich and the powerful often built temples. They did this for two reasons – to demonstrate their power and authority, and to proclaim their piety. Building temples raised their stature in society.
5. The Bengalis love fish. In one form or the other, fish is a part of their daily diet. Since it is available locally, it is cheap and even poor Bengalis can afford it. The literature and architecture of Bengal also reflect their fascination with fish.
- H. 1. The Rajputs have always been synonymous with bravery and valour. The Rajput rulers were also depicted as heroes who fought valiantly and embraced death on the battlefield than face defeat and be humiliated by the enemy. People wrote poems, songs and stories about them. Minstrels, who kept travelling from one place to another, spread these far and wide. The common people were also inspired by the cult of the heroic Rajputs.
2. Kathak traces its origin to story-tellers, called 'kathaks', affiliated to temples in north India. They used songs and gestures to tell stories. This tradition continued for several centuries till the bhakti movement introduced elements of dance into it. The *rasa lilā* of Radha and Krishna combined

folk dances with the use of gestures. Under the Mughals, Kathak developed as a distinctive style and began to be performed in the court. Thereafter it developed in two places – Jaipur and Lucknow. It was under the patronage of Wajid Ali Shah of Awadh that Kathak developed into a major dance form. Today, it is one of the nine classical dances of India.

3. Miniatures are small-sized paintings. During the medieval times, they were generally done in water colour on cloth or on paper. The Mughal rulers, especially Jahangir, encouraged the art of miniature painting. Many talented painters lived in his court. They generally illustrated manuscripts related to historical accounts or to poetry. The favourite themes depicted were court scenes, scenes of battle, scenes depicting Mughal emperors hunting, and general aspects of everyday life. These were painted in bright colours.
4. Bengal had a rich literary tradition. Early Bengali literature can be divided into two categories:
- ◆ Literature that was influenced by Sanskrit – This includes translations of the Sanskrit epics, the 'Mangalakavyas' or poems on local deities, and the bhakti literature. These were composed between the fifteenth and the eighteenth centuries.
 - ◆ Literature that developed independently – This includes the Nath literature such as the songs of Maynamati and Gopichandra, stories concerning the worship of Dharma Thakur, and numerous fairy tales, folk tales and ballads. These circulated orally and cannot be dated.
5. Many temples began to be built in Bengal starting from the late fifteenth century. The early temples were modest structures. Some of them were thatched huts in which images of local deities were installed. Others were built of bricks and terracotta. As time passed, temples began to get bigger and beautiful. They were usually built on a square platform. The outer walls were decorated with paintings, ornamental tiles or terracotta tablets. The roof was the distinctive 'Bangla dome', either double-roofed or four-roofed, and resembled a thatched hut.

8. Eighteenth-Century Political Formations

- A. 1. b 2. c 3. b 4. d 5. a
- B. 1. Aurangzeb 3. Ahmad Shah 5. Shah Alam II
2. Farrukh Siyar 4. Alamgir II
- C. 1. d 2. e 3. b 4. a 5. c
- D. **ACROSS**
2. RAJPUTS 3. MARATHAS 5. JATS
DOWN
1. MUGHALS 4. SIKHS
- E. 1. False 2. False 3. True 4. True 5. False
- F. 1. Nobles appointed as governors of large provinces were called subadars.
2. The Iranis and the Turanis were the two major groups of nobles in the Mughal court.
3. The Mehrangarh Fort is in Jodhpur.
4. In 1699, Guru Gobind Singh instituted the 'Khalsa'.
5. Shivaji was an expert in guerrilla warfare.

- G. 1. The eighteenth century was a century of rapid changes. After Aurangzeb's death in 1707, the efficiency of the imperial administration broke down. Aurangzeb's successors were unable to arrest the gradual shifting of political and economic authority into the hands of provincial governors, local chieftains and other groups. In the midst of this power shift and the economic and political crisis which followed, foreign invaders, attracted by the immense wealth of the Mughal Empire, invaded India multiple times. Invaders such as Nadir Shah (1739) and Ahmad Shah Abdali (1748–1761) plundered Delhi and other regions.
2. Baji Rao I, also known as Baji Rao Ballal, was the Peshwa of the Maratha kingdom. He played an important role in expanding the Maratha Empire beyond the Vindhyas. He was a great military general and led successful military campaigns against the Mughals, the Rajputs, and the Portuguese, extending Maratha influence into Malwa, Bundelkhand and Gujarat. Baji Rao I's leadership helped the Marathas become a dominant power. By the 1730s, the Maratha king was recognised as the overlord of the entire Deccan peninsula.
3. The Mughals granted 'watan jagirs' to those Rajput rulers who accepted their suzerainty. These 'watan jagirs' were the same territories as already being ruled over by a Rajput king. It was just a way to let the Rajput kings rule over their kingdoms, but under Mughal protection.
4. Sawai Raja Jai Singh was the ruler of Amber. He was interested in astronomy and got astronomical observatories constructed at five places – Delhi, Jaipur, Ujjain, Mathura and Varanasi.
5. The Jats ruled in parts of eastern Rajasthan, southern Haryana, western Uttar Pradesh, and Delhi. Agra and Bharatpur were their strongholds. Churaman and Suraj Mal were two powerful Jat leaders.
- H. 1. The crisis in the Mughal Empire was caused by the following factors:
- ◆ Aurangzeb's long campaign in the Deccan depleted the financial and military resources of the empire.
 - ◆ Powerful nobles carved out independent territories and began ruling independently. This caused a loss of territory as well as revenue for the successors of Aurangzeb.
 - ◆ Peasants rebelled in many parts and challenged Mughal authority.
 - ◆ Disagreements between Irani and Turani nobles weakened the empire.
 - ◆ The invasions of Nadir Shah and Ahmad Shah Abdali dealt a huge blow to the prestige of the empire.
2. In the eighteenth century, the Mughal Empire gradually fragmented into many regional kingdoms. These can be divided into the following groups:
- ◆ Awadh, Bengal and Hyderabad, which were in theory Mughal provinces but were being ruled independently by powerful nobles
 - ◆ Areas ruled by the Rajputs as 'watan jagirs'
 - ◆ Territories under the control of the Marathas, the Sikhs, and the Jats
3. Under the leadership of Raja Suraj Mal, the kingdom of Bharatpur (in present-day Rajasthan) emerged as a strong state and the power of the Jats reached its zenith. In a short span of time (1756–1763), the Jats consolidated their control over parts of eastern Rajasthan, southern Haryana, western Uttar Pradesh, and Delhi. Raja Suraj Mal built several forts and palaces, including the Lohagarh Fort in Bharatpur, which is regarded as one of the strongest forts built in this region. When Nadir Shah sacked Delhi in 1739, many of the city's nobles and wealthy citizens took refuge in Bharatpur, highlighting its growing importance.
4. The Sikhs became a strong political force under Guru Gobind Singh. He founded the 'Khalsa' in 1699. He fought against both the Rajputs and the Mughals to create a distinct identity for the Sikhs. His unfinished work was carried on by Banda Bahadur. Later, the Sikhs organized themselves into 'jathas' and later 'misls'. They carved out areas for themselves and collectively were a strong force. The greatest Sikh ruler was Maharaja Ranjit Singh. He reunited all the different Sikh groups (misls) and formed a strong, unified Sikh kingdom.
5. The Marathas were the dominant regional power in the eighteenth century. It was Chhatrapati Shivaji Maharaj's vision to carve out a strong Maratha kingdom. He fought against the Mughals and against Bijapur, often using guerrilla tactics to defeat their forces. He collected two taxes – 'chauth' and 'sardeshmukhi' – from the areas he controlled. Once he passed away, the Peshwas became the head of the Maratha kingdom. They controlled the entire Deccan. Rulers of the surrounding areas were forced to accept Maratha sovereignty and pay a tribute. Baji Rao I launched many military campaigns and greatly expanded the kingdom.

Model Test Paper

- A. 1. c 3. d 5. a 7. a
 2. d 4. b 6. c
- B. 1. d 2. e 3. b 4. a 5. c
- C. 1. Chola 3. Kayastha 5. 1707.
 2. Jahangir, 1605. 4. Durgawati
- D. 1. Ghiyasuddin Balban 4. Khizr Khan
 2. Alauddin Khalji 5. Bahlul Lodi
 3. Firuz Shah Tughluq
- E. 1. Babur was the first Mughal emperor.
 2. The Ahom state depended upon forced labour. Those forced to work for the state were called paiks.
 3. Thanjavur was the capital of the Cholas.
 4. Nadir Shah invaded India in 1739.
 5. The Marathas collected 'chauth' and 'sardeshmukhi' from their territories.
- F. 1. PANIPAT 5. SOMNATH
 2. JAIPUR 6. SURAT
 3. AGRA 7. Thanjavur
 4. KANAUJ

GEOGRAPHY

1. Environment

- A. 1. c 2. b 3. d 4. b 5. a
- B. 1. abiotic 3. ecosystem. 5. interact
2. water 4. gravity.
- C. 1. False 2. False 3. True 4. True 5. True
- D. 1. atmosphere 3. ecosystem 5. desert
2. human 4. hydrosphere
- E. 1. b 2. c 3. e 4. a 5. d
- F. 1. Lithosphere, hydrosphere, atmosphere and biosphere are the four domains of the earth.
2. *Environer/Environner* is the French word from which the word 'environment' originated.
3. The atmosphere consists of a number of gases, dust and water vapour.
4. Lake, river, ocean and pond are the ecosystems which are also part of the hydrosphere. (Accept any three of these.)
5. Individual, family, community, religion, educational, economic and political situation are the components of human environment.
- G. 1. Biosphere is a narrow zone of the earth where land, water and air interact with one another to support life.
2. Atmosphere is the thin layer of air that surrounds the earth.
3. The early humans adapted themselves to the natural surroundings. They led a simple life and fulfilled their requirements from the nature around them.
4. Ecosystem is a system formed by the interaction of all living organisms with each other and with the physical and chemical factors of the environment in which they live, all linked by transfer of energy and material.
5. Biotic components include living organisms, such as plants and animals, whereas abiotic components include non-living elements, such as land.
- H. 1. Lithosphere is the solid crust or the hard top layer of the earth. It is made up of rocks and minerals and covered by a thin layer of soil. It is an irregular surface with various landforms, such as mountains, plateaus, plains, valleys, etc. Landforms are found over the continents and also on the ocean floors. Lithosphere is the domain that provides us forests, grasslands for grazing, land for agriculture and human settlements. It is also a source of mineral wealth.
2. The place, people, things and nature that surround any living organism is called environment. Environment is a combination of natural and human made phenomena. While the natural environment refers to both biotic and abiotic conditions existing on the earth, human environment reveals the activities, creations and interactions among human beings.
3. With time human needs grew and became more varied. Thus human beings learned new ways to

use and modify the environment according to their need. They learned to grow crops, domesticated animals and led a settled life. The wheel was invented, surplus food was produced, barter system emerged, trade started and commerce developed. Industrial revolution enabled large scale production. Transportation became faster. Information revolution made communication easier and speedy across the world.

4. The domain of water is referred to as hydrosphere. It comprises various sources of water and different types of water bodies like rivers, lakes, seas, oceans, etc. It is essential for all living organisms. On the other hand, biosphere is a narrow zone of the earth where land, water and air interact with one another to support life. It is also known as the living world. Plant and animal kingdoms together make up the biosphere.
5. The components of the environment can be classified into natural, human made and human. The natural components of the environment can be further classified into land (lithosphere), air (atmosphere), water (hydrosphere) and living things (biosphere). They form the four domains. The human made components of the environment consist of buildings, parks, bridges, roads, industries and monuments. The human components of the environment comprise individual, family, community, religion, educational, economic and political situation.

2. Inside Our Earth

- A. 1. a 2. d 3. d 4. a 5. b
- B. 1. mantle 3. oceanic 5. Clay
2. igneous 4. Igneous
- C. 1. True 2. True 3. False 4. True 5. False
- D. 1. granite (Accept this or any other relevant response.)
2. basalt (Accept this or any other relevant response.)
3. sandstone (Accept this or any other relevant response.)
4. slate, marble (Accept any one of these or any other relevant response.)
5. coal, natural gas, petroleum, iron, aluminium, gold, uranium (Accept any one of these or any other relevant response.)
- E. 1. crust 3. metamorphic 5. basalt
2. limestone 4. core
- F. 1. The main mineral constituents of the continental mass are silica and alumina.
2. There are three types of rocks.
3. Rocks are made up of different minerals.
4. In sima, 'ma' refers to magnesium.
5. Sandstone is made up of grains of sand.
- G. 1. Any natural mass of mineral matter that makes up

the earth's crust is called a rock.

2. The remains of dead plants and animals trapped in the layers of rocks are called fossils.
 3. Three layers are found inside the earth. From the surface to the centre, they are the crust, the mantle and the core.
 4. Lava is the fiery red molten magma that comes out from the interior of the earth to its surface.
 5. One type of rock changes to another type under certain conditions in a cyclic manner. This process of transformation of the rock from one to another is known as rock cycle.
- H. 1. The uppermost layer over the earth's surface is called the crust. It is the thinnest of all the layers. It is about 35 km on the continental masses and only 5 km on the ocean floors. The main mineral constituents of the continental mass are silica and alumina. So the continental mass is also called sial. The oceanic crust mainly consists of silica and magnesium. Therefore, it is also called sima. Mantle lies below the crust.
2. When molten lava comes to the earth's surface, it rapidly cools down and becomes solid. Rocks formed in such a way on the crust are called extrusive igneous rocks. On the other hand, sometimes the molten magma cools down deep inside the earth's crust. Solid rocks so formed are called intrusive igneous rocks.
 3. Rocks roll down, crack, and hit one another and are broken down into small fragments, called sediments. These sediments are transported and deposited by wind, water, etc. These loose sediments are then compressed and hardened to form layers of rocks called the sedimentary rocks.
 4. The rock cycle is the process of transformation of one type of rock to another type under certain conditions in a cyclic manner. The rock cycle begins when the molten magma cools and solidifies to become igneous rocks. These igneous rocks are broken down into small particles that are transported and deposited to form sedimentary rocks. When these igneous and sedimentary rocks are subjected to heat and pressure, they change into metamorphic rocks. The metamorphic rocks which are still under great heat and pressure melt down to form molten magma. This molten magma again cools down and solidifies into igneous rocks.
 5. Minerals are naturally occurring substances which have certain physical properties and a definite chemical composition. Minerals are useful to humankind. Some minerals, such as coal, natural gas and petroleum, are used as fuels. Some other minerals, such as iron, aluminium, gold, uranium, etc., are used in industries, in medicines and in the making of fertilisers.

3. Our Changing Earth

- A. 1. b 2. a 3. d 4. c 5. c
B. 1. b 2. c 3. e 4. a 5. d
C. VOLCANO – crater, lava

EARTHQUAKE – epicentre, focus

RIVER – meander, floodplain

WIND – mushroom rock, sand dune

- D. 1. Angel 3. epicentre. 5. moraines.
2. levees. 4. earthquake
- E. 1. focus 2. plates 3. glacier 4. loess 5. delta
- F. 1. Running water is the agent of erosion and deposition in a river.
2. The lithospheric plates move just a few millimetres in a year.
3. Beaches are formed due to deposition of sediments by the sea waves.
4. Richter scale is used to measure the magnitude of an earthquake.
5. Ice is the agent of erosion and deposition in a glacier.
- G. 1. A volcano is a vent (opening) in the earth's crust through which molten material erupts suddenly.
2. The three types of earthquake waves are the P waves or longitudinal waves, the S waves or transverse waves and the L waves or surface waves.
3. When the grains of sand are very fine and light, the wind can carry it over very long distances. When such sand is deposited in large areas, it is called loess.
4. The lithospheric plates move because of the movement of the molten magma inside the earth.
5. The steep rocky coast rising almost vertically above sea water is called sea cliff.
- H. 1. The forces which act in the interior of the earth are called endogenic forces. These forces sometimes produce sudden movements and at the other times produce slow movements. Sudden movements are earthquakes and volcanoes. They cause mass destruction over the earth's surface. On the other hand, the forces that work on the surface of the earth are called exogenic forces. Weathering and erosion are examples of such forces. The processes of erosion and deposition create different landforms on the earth's surface.
2. As the river enters the plain it twists and turns forming large bends known as meanders. Due to continuous erosion and deposition along the sides of the meander, the ends of the meander loop come closer and closer. In due course of time, the meander loop cuts off from the river and forms a cut-off lake called the ox-bow lake.
3. Due to erosion when sea caves become bigger and bigger, only the roof of the caves remain. Thus sea caves are transformed into sea arches. Further, erosion breaks the roofs of the sea arches and only walls, called stacks, are left behind.
4. Weathering is the breaking up of the rocks on the earth's surface. Erosion, on the other hand, is the wearing away of the landscape by different agents like water, wind and ice. In this case, the eroded material is carried away or transported by water, wind, etc., and eventually deposited.
5. When the wind blows, it lifts and transports sand from one place to another. When it stops blowing,

the sand falls and gets deposited in low hill-like structures called sand dunes.

4. Air

- A. 1. d 2. b 3. a 4. d 5. c
B. 1. d 2. e 3. b 4. c 5. a
C. 1. weather. 3. troposphere. 5. colder
2. more 4. High
D. 1. atmosphere 3. direction 5. local
2. mesosphere 4. insolation
E. 1. True 2. False 3. True 4. True 5. False
F. 1. Oxygen is produced by green plants during photosynthesis.
2. Exosphere is the uppermost layer of the atmosphere.
3. Convictional rainfall, orographic rainfall and cyclonic rainfall are the three types of rainfall.
4. The thermosphere helps in radio transmission.
5. Water vapour condenses into droplets of water.
G. 1. Temperature is the degree of hotness and coldness of the air.
2. Carbon dioxide released in the atmosphere creates a greenhouse effect by trapping the heat radiated from the earth. That is why carbon dioxide is called a greenhouse gas.
3. Air presses us with a great force on our bodies, but we do not feel it. This is because the air presses us from all directions and our body exerts a counter pressure.
4. The winds that blow constantly throughout the year in a particular direction are called permanent winds.
5. Air is a mixture of many gases, such as nitrogen, oxygen, carbon dioxide, helium, ozone, argon and hydrogen. Apart from these gases, tiny dust particles are also present in the air.
H. 1. Weather is the hour-to-hour, day to day condition of the atmosphere. On the other hand, the average weather condition of a place for a longer period of time represents the climate of a place.
2. A huge blanket of air that surrounds our earth is called the atmosphere. All living beings on this earth depend on the atmosphere for their survival. It provides us the air we breathe and protects us from the harmful effects of the sun's rays. Without this blanket of protection, we would be baked alive by the heat of the sun during day and get frozen during night. So it is this mass of air that has made the temperature on the earth liveable.
3. The stratosphere lies above the troposphere. It extends up to a height of 50 km. This layer is almost free from clouds and associated weather phenomenon, making conditions most ideal for flying aeroplanes. The stratosphere contains a layer of ozone gas that protects us from the harmful effect of the sun rays.
4. Carbon dioxide released in the atmosphere creates a greenhouse effect by trapping the heat radiated from the earth. Without carbon dioxide the earth would have been too cold to live in. However, when the level of carbon dioxide in the atmosphere increases due to factory smoke or car fumes, the

heat retained increases the temperature of the earth. This causes global warming. The effect of global warming is that it causes the snow in the coldest parts of the world to melt. As a result, the sea level rises causing floods in the coastal areas. There may be drastic changes in the climate of a place leading to extinction of some plants and animals in the long run.

5. The movement of air from high pressure area to low pressure areas is called wind. Winds can be broadly divided into three types. They are permanent winds, seasonal winds and local winds.
- ◆ Permanent winds blow constantly throughout the year in a particular direction. The trade winds, westerlies and easterlies are the permanent winds.
 - ◆ Seasonal winds change their direction in different seasons. The monsoon winds in India is a seasonal wind.
 - ◆ Local winds blow only during a particular period of the day or year in a small area. The land breeze and sea breeze are local winds.

5. Water

- A. 1. a 2. c 3. b 4. b 5. d
B. 1. storm 3. evaporation 5. fresh
2. cold 4. tide
C. 1. True 2. True 3. False 4. False 5. True
D. 1. river, pond, spring, glacier (Accept any two of these or any other relevant response.)
2. Ganga, Brahmaputra, Amazon, Nile, Danube, Darling (Accept any two of these or any other relevant response.)
3. Caribbean Sea, Arabian Sea, Bay of Bengal, Mediterranean Sea (Accept any two of these or any other relevant response.)
4. Gulf Stream, Kuroshio Current, Humboldt (Peru) Current (Accept any two of these or any other relevant response.)
5. Caspian Sea, Lake Superior, Lake Huron, Lake Victoria (Accept any two of these or any other relevant response.)
E. 1. coastal 3. fresh water 5. tides
2. foggy 4. Africa
F. 1. The average salinity of the oceans is 35 parts per thousand.
2. The warm ocean currents originate near the equator.
3. River Danube flows through Europe.
4. High/spring tide and low/neap tide are the two types of tides.
5. The Benguela Current is found in the Atlantic Ocean.
G. 1. Ocean water is salty because it contains large amount of dissolved salts.
2. Waves are formed when winds scrape across the ocean surface.
3. Salinity is the amount of salt in grams present in 1000 grams of water.
4. The rhythmic rise and fall of ocean water twice in a day is called a tide.

5. The Dead Sea has a salinity of 340 parts per litre of water. The high salt content makes the water dense. Thus people can float on it.
- H. 1. The process by which water continually changes its form and circulates between oceans, atmosphere and land is known as the water cycle. The sun's heat causes evaporation of water into vapour. When the water vapour cools down, it condenses and forms clouds. From there it may fall on the land or sea in the form of rain, snow or sleet.
2. During the full moon and the new moon days, the sun, the moon and the earth are in the same line and the tides are highest. These tides are called spring tides. But when the moon is in its first and last quarter, the ocean waters get drawn in diagonally opposite directions by the gravitational pull of sun and moon, resulting in low tides. These tides are called neap tides.
 3. Ocean currents are streams of water flowing constantly on the ocean surface in definite directions. The ocean currents influence the temperature conditions of the area. Warm currents bring about warm temperature over land surface. The areas where the warm and cold currents meet, such as the seas around Japan and the eastern coast of North America, provide the best fishing grounds of the world.
 4. A huge tidal wave, as high as 15 m, is called a tsunami. It is formed when an earthquake, a volcanic eruption or underwater landslides shift large amounts of ocean water.
 5. The Indian Ocean tsunami of 2004 was caused when the Indian plate went under the Burma plate. This caused a sudden displacement of the sea floor, causing an earthquake. This resulted in a huge mass of ocean water to flow and fill in the gap that was being created by the displacement. This marked the withdrawal of the water mass from the coastlines of the landmasses in the south and southeast Asia. After thrusting of the Indian plate below the Burma plate, the water mass rushed back towards the coastline, causing the tsunami.

6. Human Environment Interactions

The Tropical and the Subtropical Region

- A. 1. b 2. a 3. d 4. c 5. d
- B. 1. Indian 3. equatorial 5. Amazon
2. Brahmaputra 4. water
- C. 1. True 2. False 3. True 4. False 5. False
- D. 1. paddy, wheat, maize, sorghum, gram, millets (Accept any two of these or any other relevant response.)
2. toucan, humming bird, macaw (Accept any two of these or any other relevant response.)
3. Ghaghra, Son, Gandak, Kosi (Accept any two of these or any other relevant response.)
4. coffee, maize, cocoa (Accept any two of these or any other relevant response.)
5. elephant, tiger, deer, monkey, one-horned rhinoceros, crocodile, rohu, catla, hilsa (Accept any two of these or any other relevant response.)
- E. 1. delta/Sundarban delta (Accept any one of these)
2. Amazon 4. Ganga
3. silkworm 5. maloca
- F. 1. The Trans Amazon highway has made all parts of the Amazon rainforest accessible.
2. The Kolkata port is located on the River Hooghly.
3. The Manas wildlife sanctuary is located in Assam.
4. The flesh-eating fish, piranha, is found in the Amazon river.
5. Orchids and bromeliads are the plant parasites found in the Amazon rainforest.
- G. 1. The subtropical region is situated between 10° N to 30° N latitudes.
2. Population density is the number of persons that live in one square km of area.
3. The tropical region lies very close to the equator, between 10° N and 10° S. That is why it is also referred to as the equatorial region.
4. The food of the people living in the Amazon rainforest includes manioc or cassava, queen ants and egg sacs.
5. The rainforests are so thick that the dense roof created by leaves and branches does not allow the sunlight to reach the ground. That is why the ground of the rainforest remains dark and damp.
- H. 1. Mouth – The place where a river flows into another body of water is called the river's mouth.
Tributary – The small river that joins the main river is called a tributary.
Catchment area – The main river along with all its tributaries that drain an area forms a catchment area.
2. The environment of the Ganga-Brahmaputra basin plays a dominant role in the distribution of the population. The mountain areas with steep slopes have inhospitable terrain. Therefore, fewer people live in the mountain area of the Ganga-Brahmaputra basin. The plain area provides the most suitable land for human habitation. The soil is fertile and the flat land is available to grow crops. Thus, the density of population of the plains is very high.
3. The Amazon basin is characterized by hot and wet climate throughout the year. Both days and nights are almost equally hot and humid. It rains almost every day, that too without much warning. The day temperatures are high with very high humidity. At night the temperature goes down but the humidity remains high.
4. The vegetation cover of the Ganga-Brahmaputra basin varies according to the type of landforms. In the Ganga and the Brahmaputra plain tropical deciduous trees, such as teak, sal and peepal, grow. Thick bamboo groves are common in the Brahmaputra plain. The delta area is covered with the mangrove forests. In the mountains, such as

in Uttarakhand, Sikkim and Arunachal Pradesh, coniferous trees like pine, deodar and fir can be seen because the climate is cool and the slopes are steep.

5. Slash and burn agriculture is a way of cultivating land where farmers clear a piece of land by slashing or cutting down trees and bushes. These are then burnt, which releases the nutrients into the soil. Then crops are grown in the cleared field for a few years.

7. Life in the Deserts

A. 1. a 2. c 3. b 4. d 5. c

B. 1. oases 3. monastery 5. Deserts
2. Tafilalet 4. Zoji la

C. 1. True 2. False 3. True 4. False 5. False

D. 1. e 2. d 3. a 4. c 5. b

E. **ACROSS**

1. INDUS 3. EGYPT 7. AFRICA 8. LEH

DOWN

2. SAHARA 4. YAK 5. TUAREG 6. WILLOW

- F. 1. Camel, hyena, jackal, fox, scorpion and many varieties of snakes and lizards are found in the Sahara desert.
2. On the basis of temperature, deserts can be classified into hot deserts and cold deserts.
 3. Willow, poplar and fruit trees, such as apples, apricots and walnuts, grow in Ladakh.
 4. Eleven countries that are touched by the Sahara desert are Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Sudan, Tunisia and Western Sahara.
 5. Ladakh experiences as low as 10 cm of rainfall in a year.
- G. 1. The people in the Sahara desert wear heavy robes to protect themselves against dust storms and hot winds.
2. Ladakh is located in the Great Himalayas, to the east of Jammu and Kashmir. The Karakoram Range in the north and the Zaskar mountains in the south enclose it.
 3. The major tourist attractions of Ladakh are the visits to the gompas, treks to see the meadows and glaciers and to witness the ceremonies and festivities.
 4. The characteristics of a desert are low rainfall, scanty vegetation and extreme temperatures.
 5. Due to Ladakh's location in high altitude, the air is so thin that the heat of the sun can be felt intensely.
- H. 1. The climate of the Sahara desert is scorching hot and parch dry. It has a short rainy season. The sky is cloudless and clear. Here, the moisture evaporates faster than it accumulates. Days are unbelievably hot. The temperatures during the day may soar as high as 50 °C, heating up the sand and the bare rocks, which in turn radiates heat making everything around hot. The nights

may be freezing cold with temperatures nearing zero degrees.

2. The animals reared in Ladakh are wild goats, wild sheep, yak and special kinds of dogs. The animals are reared to provide for the milk, meat and hides. Yak's milk is used to make cheese and butter. The hair of the sheep and goat is used to make woollens.
3. During the summer season the people of Ladakh cultivate barley, potatoes, peas, beans and turnips. The climate in the winter season is so harsh that people keep themselves engaged in festivities and ceremonies.
4. The Sahara desert is covered with vast stretches of sand. Besides this, there are also gravel plains and elevated plateaus with bare rocky surface. These rocky surfaces may be more than 2500 m high at some places.
5. The discovery of oil is transforming the cultural landscape of the Sahara. Now gleaming glass-cased office buildings tower over mosques and superhighways crisscross the ancient camel paths. Trucks are replacing camels in the salt trade. Tuaregs are seen acting as guides to foreign tourists. More and more nomadic herdsmen are taking to city life, finding jobs in oil and gas operations.

Model Test Paper

A. 1. a 3. c 5. d 7. b

2. a 4. c 6. d 8. a

B. 1. Environment 3. equator 5. white marble

2. biotic 4. exogenic

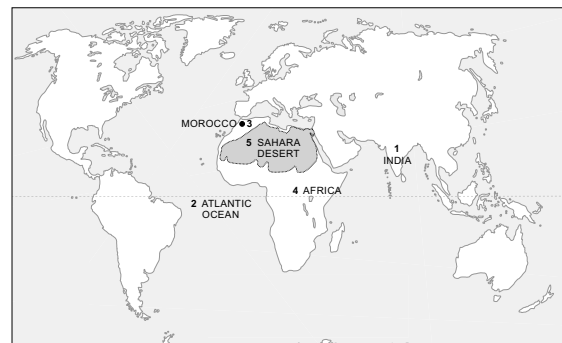
C. 1. tributary 3. condenses 5. sea cliff

2. Brahmaputra 4. core

D. 1. b 2. d 3. e 4. c 5. a

- E. 1. An earthquake, a volcanic eruption or an underwater landslide are the causes of a tsunami.
2. Nickel and iron make up the core of the earth.
 3. Large apartment-like houses with a steep slanting roof found in the Amazon basin are called maloca.
 4. A wind vane shows the direction of the wind.
 5. The Karakoram Range lies to the north and the Zaskar mountains lie to the south of Ladakh.

F.



SOCIAL AND POLITICAL LIFE

1. On Equality

- A. 1. b 2. c 3. d 4. a 5. b
- B. 1. untouchability. 3. midday meal 5. democratic.
2. *Dalit* 4. opportunity.
- C. 1. Parliament 4. discrimination
2. Indian Constitution 5. law
3. equality
- D. 1. False 2. True 3. True 4. False 5. True
- E. 1. The Indian Constitution defines equality as prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.
2. As per the learner's understanding of the lesson, accept relevant response.
3. When people are treated unequally, their dignity is violated.
4. Some people are discriminated against and treated unequally despite the law because people refuse to think of them as equals.
5. The Civil Rights Movement was the movement that began in the USA in the 1950s in which African-American people demanded equal rights and an end to racial discrimination.
- F. 1. The midday meal programme has helped to reduce caste prejudice because children of all castes in the school eat this meal together, and in quite a few places, *Dalit* women have been employed to cook the meal.
2. The following are the factors on the basis of which some people are treated unequally:
♦ caste
♦ religion
♦ place of birth
♦ gender
♦ race
3. The Indian Constitution recognises every person as equal. This means that every individual in the country, including men and women from all castes, religions, tribes, educational and economic backgrounds are recognised as equal.
4. The two ways in which the government has tried to implement equality guaranteed by the Indian Constitution are as follows:
♦ It has tried to implement equality through laws.
♦ It has tried to implement equality through programmes or schemes to help the disadvantaged communities.
5. The African-Americans were treated extremely unequally in the United States and were denied equality through law. For example, when travelling by bus, they either had to sit at the back of the bus or get up from their seat whenever a white person wished to sit.
- G. 1. Kanta is a domestic worker. Her living conditions are vastly different than those of her employer. It is safe to assume that she does not enjoy the same economic and social privileges as her employer. Despite her living and working conditions being far from equal, she has the same political rights as any

other citizen in the country. As a citizen of India she has the right to vote, and will be treated equally under Rule of Law despite her economic and living conditions.

2. There are broadly three major challenges to democracy. They are:
- ♦ No country can be described as completely democratic.
 - ♦ There are always communities and individuals trying to expand the idea of democracy and push for a greater recognition of equality in existing as well as new issues.
 - ♦ There is a constant struggle for the recognition of all persons as equal and for their dignity to be maintained.
3. The recognition of equality includes the following provisions in the Constitution:
- ♦ Every person is equal before the law. This means that every citizen of the country has to obey the same law.
 - ♦ No person can be discriminated against on the basis of their religion, race, caste, place of birth or whether they are male or female.
 - ♦ Every person has access to all public places including playgrounds, hotels, shops and markets. All can use publicly available wells, roads and bathing ghats.
 - ♦ Untouchability is abolished by the law.
4. The following are the positive effects of the midday meal scheme:
- ♦ More poor children have begun enrolling and regularly attending school. Their attendance has improved.
 - ♦ It has also helped reduce caste prejudices because children of all castes in the school eat the meal together, and in quite a few places, *Dalit* women have been employed to cook the meal.
 - ♦ It has also helped to reduce the hunger of poor students who often come to school and cannot concentrate because their stomachs are empty.
5. The Civil Rights Act of 1964 prohibited discrimination on the basis of race, religion or national origin. It also stated that all schools would be open to African-American children and they would no longer have to attend separate schools specially set up for them. Even after the introduction of the Civil Rights Act of 1964, a majority of African-Americans continue to be among the poorest in the country. Most African-American children can only afford to attend government schools that have fewer facilities and poorly qualified teachers as compared to white students who either go to private schools or live in areas where the government schools are as highly rated as private schools.

2. Role of the Government in Health

- A. 1. d 2. a 3. c 4. d 5. c

- B. 1. c 2. e 3. d 4. a 5. b
- C. 1. medicines 3. Public 5. healthiest
2. OPD 4. private
- D. 1. False 2. True 3. False 4. True 5. False
- E. 1. Health means our ability to remain free of illness and injuries. It also includes the ability to live without mental strain.
2. A system of hospitals and health centres run by the government is known as public healthcare system.
3. According to our Constitution, the primary duty of the government is to ensure the welfare of the people and provide healthcare facilities to all.
4. The following are the two categories of healthcare facilities:
- ◆ Public health services
 - ◆ Private health facilities
5. The District Hospital supervises all the health centres at the district level.
- F. 1. Apart from diseases, the following factors also affect our health:
- ◆ Access to clean drinking water and a pollution-free environment are likely to make people healthy.
 - ◆ Lack of adequate food to eat or cramped living conditions make people prone to illness.
 - ◆ Everyone would like to be active, in good spirits and be free from mental strain. Being dull, inactive, anxious and scared for long stretches of time is unhealthy and affects our health.
2. The following healthcare facilities are required for preventing and treating illnesses:
- ◆ health centres
 - ◆ hospitals
 - ◆ laboratories
 - ◆ ambulance services
 - ◆ blood banks
3. Foreigners come to India specifically for medical treatment at hospitals that offer world-class facilities at a lower cost than what they would have to pay in their own countries. They are known as medical tourists.
4. Health facilities not owned or controlled by the government are private health facilities. Unlike the public health services, in private health facilities, patients have to pay a lot of money for every service that they use. In present times, private health facilities can be found all around. In fact, there are large companies that run hospitals and some are engaged in manufacturing and selling medicines. Medical shops are found everywhere as well.
5. It is the responsibility of the government to provide quality healthcare services to all citizens, especially the poor and the disadvantaged. However, health is as much dependent on basic amenities and social conditions of the people as it is on healthcare services. Therefore, it is important to work on both in order to improve the health situation of the people of India.
- G. 1. Healthcare facilities are required by patients. The following are required to run healthcare facilities:
- ◆ health workers
 - ◆ nurses
 - ◆ doctors
 - ◆ other health professionals who can advise,

- diagnose and treat illnesses
- ◆ medicines
 - ◆ equipment required for treating patients
2. Aman went to a private hospital. Aman's father took him to a new hospital in Kingsway with the best facilities. Aman's father had to pay ₹ 500 at the reception counter before even seeing the doctor. The hospital was very clean and hygienic. The doctor ordered many tests which Aman underwent in the hospital itself. The nurse was kind and friendly to him. After the test results were out, Aman and his father met the doctor who prescribed the necessary medication for viral fever. Aman was treated with care, patience and as a priority.
3. The chain of health centres and hospitals run by the government are linked together so that they cover both rural and urban areas and can also provide treatment to all kinds of problems – from common illnesses to special services. At the village level, there are health centres where there is usually a nurse and a village worker. They are trained in dealing with common illnesses and work under the supervision of doctors at the Primary Health Centre (PHC). Such a centre covers many villages in a rural area. At the district level is the District Hospital that also supervises all the health centres.
4. The Kerala government made major changes in the state in the year 1996. Forty per cent of the entire state budget was given to the panchayats. This move helped them to plan and provide for their requirements. This made it possible for a village to plan for water, food, women's development and education. This meant that water supply schemes were checked, the working of schools and *anganwadis* were ensured and certain problems of the village were taken up. Health centres were also improved. All of this helped to improve the health situation of the state.
5. Costa Rica took a very important decision and decided not to have any army. This helped the Costa Rican government to spend money on health, education and other basic needs of the people. The Costa Rican government believes that a country has to be healthy for its development and pays a lot of attention to the health of its people. Therefore, it provides safe drinking water, sanitation, nutrition, and housing to the people. Health education is also considered very important, and knowledge about health is an essential part of education at all levels. This is why Costa Rica is considered one of the healthiest countries in Central America.

3. How the State Government Works

- A. 1. a 2. c 3. b 4. d 5. a
- B. 1. MLAs 3. Chief Minister 5. Parliament.
2. Governor. 4. media
- C. 1. True 2. False 3. True 4. False 5. True
- D. **ACROSS**
2. RULING PARTY 3. COALITION 5. MINISTRIES
- DOWN**
1. LEGISLATIVE ASSEMBLY 4. ELECTION
- E. 1. A constituency is a particular area from which all voters living there choose their representatives.

2. The government works at three levels.
 3. The term 'majority' refers to a situation when more than half the number in a group supports a decision or an idea.
 4. The Governor of each state in India is appointed by the Central Government to ensure that the State Government works within the rules and regulations of the Constitution.
 5. The people elect the Members of the Legislative Assembly (MLAs).
- F. 1. The public health situation in Patalpuram was not good. There was shortage of water. Streams and tanks had dried up and people were reported to be drinking unclean water. Villagers have had to carry water across great distances. The District Hospital in Patalpuram was overflowing with patients, mainly children, suffering from acute diarrhoea.
2. The term 'opposition' refers to elected representatives who are not members of the ruling party. The opposition questions the decisions and actions of the government, as well as raise new issues for consideration in the Assembly.
 3. Every state in India has a Legislative Assembly. Each state is divided into different areas or constituencies. From each constituency, people elect one representative who then becomes a Member of the Legislative Assembly (MLA). People stand for elections in the name of different parties. These MLAs belong to different political parties.
 4. A press conference is a gathering of journalists from the media who are invited to hear about and ask questions on a particular issue and are then expected to report on this to the larger public.
 5. After the elections, the MLAs belonging to the ruling party elect their leader, who then goes on to become the Chief Minister. The Chief Minister then selects other MLAs as ministers.
- G. 1. The situation in Patalpuram had become serious because apart from water shortage, many people were reported to have died because of diarrhoea. People from the opposition party had taken out a rally and gheraoed the residence of the MLA of the ruling party. They were angry because no constructive action was taken by the ruling party to tackle the situation. The opposition demanded that the authorities should take immediate action to bring the public health situation under control. They also demanded that the MLA should take responsibility for the breakdown of the public health situation.
2. The MLAs of the ruling party put forward the following arguments in their defence in the debate:
 - ◆ One of the MLAs said that the government had taken steps to control the situation in Patalpuram. Water tankers had been put into service. ORS packets were being distributed. The government was trying to help people in every possible way.
 - ◆ Another MLA said that the opposition were unnecessarily blaming the government. The previous government had not paid any attention to sanitation. Therefore, the ruling government has taken up the responsibility to clear the garbage that had been lying around for years.
 3. The minister for health organised a press conference soon after the discussion in the Assembly about the situation in Patalpuram. Large number of people from different newspapers were present. The minister and some government officials were also present. The minister explained the steps the government had taken. The reporters asked many questions at the meeting. These discussions were then reported in different newspapers.
 4. The following steps were taken by the government to tackle the situation in Patalpuram:
 - ◆ The Chief Minister and the minister for health visited Patalpuram. They visited the families who had lost their relatives and also visited people in the hospitals. The government announced a compensation for these families.
 - ◆ The Chief Minister promised that a high-level enquiry committee would be asked to look into the needs of the district to provide sanitation facilities and would request the minister for Public Works to take care of the needs of proper water supply in the region.
 5. The following things done by the Chief Minister and other ministers give a clear picture of the working of the government:
 - ◆ They take action on various issues and get the work done by different departments like the Public Works Department, the Agriculture Department, the Health Department, and so on.
 - ◆ They have to answer the questions that are asked in the Legislative Assembly and convince the people that the current government is taking the necessary measures.
 - ◆ They are also answerable to the media because the media discusses certain issues widely.
 - ◆ They also play a role in making of laws for the state.

4. Growing Up as Boys and Girls

- A. 1. a 2. c 3. d 4. b 5. d
 B. 1. c 2. e 3. d 4. a 5. b
 C. 1. identity. 3. discrimination. 5. Inequality
 2. domestic 4. housework
 D. 1. True 2. False 3. True 4. False 5. False
 E. 1. Our society teaches us what kind of behaviour is acceptable for girls and boys, and what boys and girls can or cannot do.
 2. No, there are many ways of growing up.
 3. Identity is a sense of self-awareness of who one is. Typically, a person can have several identities.
 4. Care-giving refers to a range of tasks related to looking after and nurturing. Besides physical tasks, they have a strong emotional aspect.
 5. In the context of housework, people can feel devalued if they are not given due recognition for the task or job they have done.
- F. 1. According to the research reports on the Samoan society, in the 1920s, children did not go to school. Fishing was a very important activity. Young

people, therefore, learnt to undertake long fishing expeditions. But they learnt these things at different points in their childhood.

2. From the examples of growing up in the Samoan society in the 1920s and Madhya Pradesh in the 1960s, one can understand that there are different ways of growing up. At times, one might think that there is only one way in which all children grow up. That is because we are only familiar with our own experiences. If we talk to the elders of the family we will see that their childhoods were very different from ours.
 3. All over the world, the responsibility for housework and care-giving tasks such as looking after the family, especially children, the elderly and sick members, lies with women. Yet, the work that women do within the home is not recognised as work. It is also assumed that this is something that comes naturally to women. Therefore, a woman does not have to be paid for housework. In this way, society devalues this work.
 4. Double-burden means a double load. The term is commonly used to describe the women's work situation. Women typically labour inside the home (housework) and as well as outside it. This puts extra load on them.
 5. A number of tasks performed by women require heavy physical work. In urban as well as rural areas, women and girls have to fetch water. In rural areas women have to carry heavy loads of firewood. Other activities such as washing clothes, cleaning, sweeping and picking up loads require bending, lifting and carrying. Many chores, like cooking, involve standing in front of the stove for long hours. Therefore, it can be said that the work that women do is strenuous.
- G. 1. In the Samoan society as soon as babies learnt to walk, their mothers or other adults no longer looked after them. Older children, often as young as five years old, took over this responsibility. Both boys and girls looked after their younger siblings. But, by the time a boy was about nine years old, he joined the older boys in learning outdoor jobs such as fishing and planting coconuts. Girls had to continue looking after small children or do errands for adults till they were teenagers. After the age of fourteen or so, girls also went on fishing trips, worked in the plantations and learnt how to weave baskets. Cooking was done in special cooking-houses, where boys were supposed to do most of the work while girls helped with the preparations.
2. In the 1960s in Madhya Pradesh, from Class VI onwards, boys and girls went to separate schools. The girls' school was designed very differently from the boys' school. They had a central courtyard where girls played in total seclusion and safety from the outside world. The boys' school had no such courtyard, and the playground was just a big space attached to the school. Every evening, once school was over, the boys watched as hundreds of schoolgirls crowded the narrow streets. As these girls walked on the streets, they looked so purposeful. This was unlike the boys who used

the streets as a place to stand around idling, to play, to try out tricks with their bicycles. For the girls, the street was simply a place to get straight home. The girls always went in groups, perhaps because they were afraid of being teased or attacked.

3. Melani's first job was with a rich family that lived in a three-storeyed house. The lady of the house would shout to get the work done. Melani's work was in the kitchen. Her day would begin at 5 o'clock in the morning. For breakfast, Melani and others would get a cup of tea and two dry rotis. They could never get a third roti. In the evening, when Melani cooked the food, she would secretly give a roti to the other two domestic workers and make an extra one for herself. They could not wear chappals in the house. In winter, their feet would swell up due to the cold. Melani used to feel scared of the lady of the house. She also felt angry and humiliated.
4. Society starts differentiating between boys and girls from an early age. Boys are given cars and girls are given dolls to play with. Therefore, toys become a way of telling children that they will have different futures when they become men and women. This difference is created in the smallest and everyday things. How girls must dress, what games boys should play, how girls need to talk softly, or boys need to be tough. All these are ways of telling children that they have specific roles to play when they grow up to be men and women. Later in life this affects the subjects that boys and girls can study or the careers they can choose.
5. The following steps have been taken by the government to reduce the inequality that exists between men and women:
 - ◆ It has set up *anganwadis* or child-care centres in several villages in the country.
 - ◆ The government has passed laws that make it mandatory for organisations that have more than 30 women employees to provide crèche facilities. The provision of crèches helps many women to take up employment outside their home. It also makes it possible for more girls to attend schools.

5. Women Change the World

- A. 1. c 2. d 3. a 4. d 5. b
- B. 1. engine
2. *Sultana's Dream*
3. Women's
- C. 1. False 2. False 3. True 4. False 5. True
- D. **ACROSS**
2. DISCRIMINATION 3. BOYS 5. PUBLIC RALLIES
DOWN
1. DOMESTIC VIOLENCE 4. CENSUS
- E. 1. Getting an education has helped in creating new opportunities for women.
2. Rokeya Sakhawat Hossain was stopped from learning English because in those days it was believed that English would expose girls to new ideas, which people thought were not correct for the girls.

3. Providing equal schooling facilities to children from all communities and class, backgrounds, and particularly girls, continues to be a challenge in India.
 4. When someone forcefully breaks the law or a rule or openly shows disrespect, we can say that she/he has committed a violation.
 5. Women individually and collectively campaigning for legal reform, raising awareness, protesting and showing solidarity with other women and causes is known as the women's movement.
- F.
1. When we believe that people belonging to particular groups based on religion, wealth and language are bound to have certain fixed characteristics or can only do a certain type of work, we create stereotypes. These stereotypes prevent us from looking at people as unique individuals.
 2. Learning to read and write led some women to question the situation of women in society. They wrote stories, letters and autobiographies describing their own experiences of inequality. In their writings, they also imagined new ways of thinking and living for both men and women.
 3. When we do not treat people equally or with respect, we indulge in discrimination. It happens when people or organisations act on their prejudices. Discrimination usually takes place when we treat someone differently or make a distinction.
 4. Many girls in India are forced to leave schooling due to the following reasons:
 - ◆ poverty
 - ◆ inadequate schooling facilities
 - ◆ discrimination
 5. The following are the important aspects of the women's movement:
 - ◆ campaigning
 - ◆ raising awareness
 - ◆ protesting
 - ◆ showing solidarity
- G.
1. Women have fewer opportunities and are believed to be good at only certain jobs because of stereotypes. For example, many people believe that women make better nurses because they are more patient and gentler than men. This is linked to women's roles within the family. Similarly, it is believed that science requires a technical mind, and women are not capable of dealing with technical things. Many girls do not get the same support that boys do to study and train to become doctors and engineers. In most families, once girls finish school, they are encouraged by their families to see marriage as the main aim in life.
 2. The skill of reading and writing was known to only a few in the past. Majority of children learnt the work their families or elders did. The situation of girls was worse. In communities where boys were given education, girls were not allowed to learn the alphabet. In families where skills like pottery weaving and craft were taught, the contribution of daughters and women were only seen as supportive. For example, in the pottery trade, women collected the mud and prepared the earth

for the pots. But since they did not operate the wheel, they were not seen as potters.

3. Ramabai's Mission in Khedgaon encouraged widows and poor women not only to become literate but also to be independent. They were taught a variety of skills from carpentry to running a printing press, skills that are not usually taught to girls even today.
4. Women and girls now have the right to study and go to school. There are other spheres such as legal reform, violence and health, where the situation of women and girls have improved. These changes did not happen automatically. Women individually and collectively have struggled to bring about these changes. This struggle is known as the Women's Movement. Individual women and women's organisations from different parts of the country are part of the movement. Many men support the movement as well. The diversity, passion and efforts of those involved makes it a very vibrant movement. Different strategies have been used to spread awareness, fight discrimination and seek justice.
5. In the 1980s, women's groups across the country spoke against 'dowry deaths' – cases of young brides being murdered by their in-laws or husbands who were greedy for more dowry. Women's groups spoke out against the failure to bring these cases to justice. They did so by coming on to the streets, approaching the courts and by sharing the information. Eventually, this became a public issue in the newspapers and society, and the dowry laws were changed to punish families who seek dowry. Thus, campaigning helped in changing dowry laws in India.

6. Understanding Media

- A. 1. a 2. d 3. b 4. a 5. c
- B. 1. True 2. True 3. False 4. True 5. False
- C. 1. electronic 3. advertising 5. naming
2. Journalism 4. independent.
- D. 1. publish 3. broadcast 5. censorship
2. technology 4. media
- E. 1. Media is the word that is used to collectively refer to all forms of communication.
2. TV, radio and newspapers are referred to as mass media because they reach millions of people, or the masses, across the country and the world.
3. A balanced report is one that discusses all points of view of a particular story and then leaves it to the readers to make up their minds.
4. Television images travel long distances through satellites and cables.
5. Advertisements made by the government or private agencies that have a larger message for society are known as social advertisements.
- F. 1. The various ways through which we communicate in society can be described as media. Media is the plural form of the word 'medium'. Since media refers to all means of communication, everything ranging from a phone call to the evening news on TV can be called media.
2. Big business houses own radio, newspaper,

TV and so on, and they advertise their products there. The media promotes these products through advertisements to the readers, viewers and listeners. Many people buy these products and thus money flows back into the big business houses.

3. The media tends to focus on a particular aspect of a story because they believe this makes the story interesting. Also, if they want to increase public support for an issue, they often do this by focusing on one side of a story. Further, media's continual need for money and its links to advertising makes it difficult for media to report against people who give them advertisements.
 4. An independent media is important in a democracy because it is on the basis of the information that media provides that people take action as citizens. So, it is important that information is reliable and not biased.
 5. Censorship prevents the media from being independent. The government exercises control over the media. It can prevent certain scenes from movies, or the lyrics of a song from being shared with the larger public.
- G. 1. It is difficult for us to think about our lives without television. Television has enabled us to think of ourselves as members of a larger global world. Television images travel huge distances through satellites and cables. This allows us to view news and entertainment channels from other parts of the world. Most of the cartoons that you see on television are mostly from Japan or the United States. We can now be sitting in Chennai or Jammu and can see images of a storm that has hit the coast the Florida in the United States. Television has brought the world closer to us.
2. In a news studio, it is not only the newsreader who needs to be paid but also a number of other people who help put the broadcast together. This includes those who look after the cameras and lights. Also, the technologies that the mass media use keep changing so a lot of money is spent on getting the latest technology. Due to these costs, the mass media needs a lot of money to do its work. As a result, most television channels and newspapers are part of big business houses.
 3. The media plays an important role in deciding what stories to focus on, and therefore, decides on what is newsworthy. By focusing on particular issues, the media influences our thoughts, feelings and actions, and brings those issues to our attention. Due to the significant role that it plays in our lives and in shaping our thoughts, it is commonly said that the media 'sets the agenda'.
 4. Since mainstream media will not be interested in covering small issues that involve ordinary people and their daily lives, local groups have joined hands together to start their own media. Many people use community radio to tell farmers about the prices of different crops and advise them on the use of seeds and fertilizers. Many make documentary films with cheap and easily available video cameras on the living conditions of poor communities.

Sometimes the poor people are given video cameras to make films on their own lives. *Khabar Lahriya*, a fortnightly newspaper, is run by eight Dalit women in Chitrakoot district in Uttar Pradesh. Written in *Bundeli*, the newspaper reports on Dalit issues and cases of violence against women and also on political corruption.

5. It is very important to analyse the information imparted by the media because nowadays, media's close relationship with business often means that a balanced report is difficult to come by. It is essential for people to be aware that the factual information that a news report provides is often not complete and can be one-sided. One can ask the following questions to analyse the given information:
 - ◆ What information is one receiving from a report?
 - ◆ What information is not given?
 - ◆ From whose point of view is the article written?
 - ◆ Whose point of view is left out and why?

7. Markets Around Us

- A. 1. d 2. a 3. d 4. c 5. b
- B. 1. Producers 3. Malls 5. Markets
2. neighbourhood 4. traders.
- C. 1. True 2. False 3. False 4. True 5. False
- D. 1. d 2. a 3. b 4. c
- E. 1. A weekly market is called so because it is held on a specific day of the week.
2. A shopping complex is a market in an urban area and it has many shops.
 3. Goods reach faraway places through the links of different traders.
 4. People in urban areas enter markets without stepping out of their houses through online purchases.
 5. A chain of markets is a series of markets that are connected like links in a chain because products pass from producers to wholesalers and to traders.
- F. 1. We may visit the following markets for our everyday needs:
 - ◆ shops
 - ◆ hawkers' stalls in our neighbourhood
 - ◆ weekly market
 - ◆ large shopping complex
 - ◆ mall
2. Sameer is a small trader. He buys clothes from a large trader in the town and sells them in six different markets in a week. He and other cloth sellers hire a mini van and move in groups. His customers are from villages that are near the marketplace. During festivals, he does good business.
 3. Shops in the neighbourhood are useful in the following ways:
 - ◆ They are near our house and we can go there at our convenience.
 - ◆ Generally, the buyer and the seller know each other and these shops, therefore, give goods on credit.
 4. In urban markets like shopping complexes and malls, one can get both branded and non-branded goods. Branded goods are expensive and are

often promoted by advertising and claims of better quality. The companies that produce such products sell them through shops in large urban markets and special showrooms as well. Fewer people can afford to buy branded goods as compared to non-branded goods.

5. People can place orders for various things through the phone and through the Internet and goods are delivered at the doorstep. In nursing homes and clinics, medical representatives wait for doctors to sell them goods. Therefore, buying and selling takes place in different ways and not necessarily through shops in the market.
- G. 1. Many goods in weekly markets are available at cheaper rates. This is because when shops are in permanent buildings, they incur a lot of expenses such as rent, electricity, taxes and so on. They have to pay wages to their workers as well. The shop owners in weekly markets store the goods they sell at their homes. They do not need to hire workers, as in most cases their family members help them out. Weekly markets also have a large number of shops selling the same products and that is why there is competition amongst them. If some shopkeeper were to charge a higher price, buyers would have the option to go to another shop selling the same good at a lower price. Buyers can also bargain and get the product at a much cheaper price.
2. Every city has areas for wholesale markets. This is where goods first reach and are then supplied to traders. For example, a roadside hawker probably purchases a large quantity of plastic items from a wholesale trader in town. The wholesale trader must have bought these items from another and probably a bigger wholesale trader in the city. The wholesale trader from the city would have purchased the plastic items from the factory and stored them in a godown. This is how a chain of markets is set up.
 3. Aftab is one of the wholesale traders who purchases in bulk. His business starts around 2 o'clock in the morning when vegetables reach the market. This is the time when the vegetable market or *mandi* starts buzzing with activity. The vegetables come in trucks, matadors, tractor trolleys from farms both near and far. Then the process of auction begins. Aftab participates in this auction and decides what he would buy. He has a shop in the market where he stores the vegetables he buys. From the shop he sells to the hawkers and shopkeepers who start coming to the market from early morning. They have to organise their purchases so that they can start their shop for the day.
 4. A large number of goods are bought and sold that we do not use directly. Farmers use fertilizers to cultivate crops that they purchase from special shops in the city and they, in turn get them from factories. Car factories purchase engines, gears, petrol tanks, axles, wheels and so on from various other factories. People only get to see the final product and not all the buying and selling that takes

place. This is applicable to other goods as well. Therefore, there are markets that we may not be aware of.

5. Shop owners in a weekly market and those in shopping complexes are very different. One is a small trader with little money to run the shop whereas the other is able to spend a lot of money to set up the shop. They also earn unequal amounts. The small trader earns little compared to the profit of a regular shop owner in a shopping complex. Similarly, buyers are differently placed. There are many who are not able to afford the cheapest of goods while others shop in malls. Therefore, it can be said that all buyers and all sellers do not benefit equally from the markets.

8. A Shirt in the Market

- A. 1. b 2. d 3. a 4. c 5. b
 B. 1. c 2. e 3. d 4. a 5. b
 C. 1. selling 3. Exporter 5. loom
 2. readymade 4. tailors.
 D. 1. True 2. False 3. True 4. True 5. True
 E. 1. A chain of markets links the cotton producer to the buyer of the shirt in the supermarket.
 2. A ginning mill is a factory where seeds are removed from cotton bolls and cotton is pressed into bales to be sent for spinning into thread.
 3. Weavers invest all their money to buy looms. Each loom costs ₹ 20,000.
 4. Profit refers to the amount that is left or gained from earnings after deducting all the costs.
 5. Swapna and her husband take the harvest to the local trader.
- F. 1. Cultivation of cotton requires high levels of inputs such as fertilizers and pesticides for which the farmers have to incur heavy expenses. Therefore, many a times small cotton cultivators need to borrow money to meet these expenses.
 2. The government helps weaver's cooperatives by buying clothes from them at a reasonable price, selling it through stores known as Co-optex.
 3. Women are employed as helpers for the following activities at the Impex garment factory:
 ♦ thread cutting
 ♦ buttoning
 ♦ ironing
 ♦ packaging
 4. Garment export factories hire workers at the lowest possible wages in order to cut costs. They get maximum work out of these workers. In this way they can maximise their own profits, and also supply the garments to foreign buyers at a reasonable price.
 5. The poor have to depend on the rich and the powerful for various things. They have to depend on them for loans, for raw materials, for marketing their goods, and most often for employment. Due to this dependence, the poor are exploited in the market.
- G. 1. The following things happen after the trader buys cotton from the farmers till the time the yarn is sold to yarn dealers:
 ♦ The trader sells the cotton at the cotton market.

- ◆ Ginning mills buy the cotton.
 - ◆ Ginning mills remove the seeds and press the cotton into bales.
 - ◆ Spinning mills buy the bales.
 - ◆ Spinning mills spin the cotton into yarn.
 - ◆ Spinning mills sell the yarn to yarn dealers.
2. The arrangement between the merchant and the weaver, wherein the merchant supplies the raw material and receives the finished product is called the putting-out system. This system is advantageous to the weavers because of the following reasons:
- ◆ They do not have to spend their money to buy yarn, and the sale of finished cloth is also taken care of.
 - ◆ They know at the outset what cloth should be made and how much of it is to be woven.
3. The weavers are paid very little by the merchant under the putting-out system. Weaver's cooperatives are one way to reduce the dependence of weavers on the merchant. It also helps to earn a higher income for the weavers. In a cooperative, people with common interests come together and work for their mutual benefit. In a weaver's cooperative, the weavers form a group and take up certain activities collectively. They procure yarn from the yarn dealer and distribute it among the weavers. The cooperative also does the marketing. So, the role of the merchant is reduced, and weavers get a fair deal.
4. The merchant from Erode supplies cotton cloth produced by the weavers to a garment exporting factory near Delhi. The factory then uses the cloth to make shirts. The shirts will be exported to buyers/stores in foreign countries. These large

- stores do business strictly on their terms. They demand the lowest prices from the suppliers. In addition, they set high standards for quality of production and timely delivery. Any defects or delay is strictly dealt with. So, the exporter tries his best to meet the conditions set by these powerful buyers.
5. Foreign businesspeople makes huge profits in the market. Compared to this, the garment exporter make only moderate profits. On the other hand, the earnings of the workers at the garment export factory are barely enough to cover their day-to-day needs. For example, the small cotton farmer and the weaver at Erode put in long hours of hard work. But they do not get a fair price in the market for what they produce. The merchants or traders are somewhere in between. Compared to the weavers they earn more but it is still much less than the exporter. Therefore, not everyone gains equally in the market.

Model Test Paper

- A. 1. a 3. b 5. d 7. c
 2. b 4. c 6. a 8. a
- B. 1. Tuberculosis 3. market 5. Public rallies
 2. domestic 4. Democracy
- C. 1. c 2. d 3. e 4. a 5. b
- D. **ACROSS**
 4. *AMAR JIBAN* 5. RETAILER
- DOWN**
 1. GOVERNOR 2. MIDDAY MEAL 3. BROADCAST
- E. 1. True 2. False 3. True 4. True 5. False
- F. 1. independent 3. census 5. wholesale
 2. untouchability 4. cotton

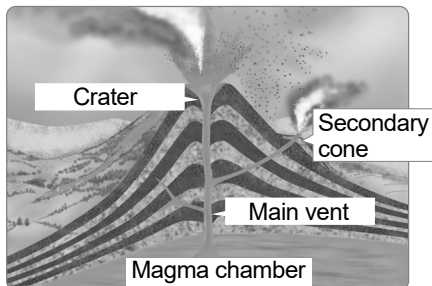
As Per the New Assessment Pattern

Source-based questions

- A. 1. b 2. c 3. a 4. b
 B. 1. d 2. b 3. c 4. a
 C. 1. b 2. c 3. b

Picture-based questions

- A. 1. a 2. b 3. d 4. c 5. b
 B. 1.



2. Magma is the molten material found inside the earth, whereas when the molten magma comes out from the interior of the earth on its surface is called lava.
3. Ask the student to go to the library and search for the relevant response.
- C. 1. c 2. b 3. b

Map Skill-based questions

1. a 2. d 3. b 4. d

Assertion-Reason questions

1. a 3. b 5. b 7. a
 2. b 4. b 6. a 8. a

and More

Subject Integration

- C. 1. Y 2. Y 3. N 4. Y 5. Y
- D. 1. $\frac{16}{40}, \frac{40}{100}, 40\%$ 3. $\frac{2}{40}, \frac{5}{100}, 5\%$ 5. $\frac{10}{40}, \frac{25}{100}, 25\%$
2. $\frac{8}{40}, \frac{20}{100}, 20\%$ 4. $\frac{4}{40}, \frac{10}{100}, 10\%$
- G. 1. HARDWORKING 6. CREATIVE
2. KINDHEARTED 7. EFFICIENT
3. EMPATHETIC 8. RESOURCEFUL
4. RESOLUTE 9. LOVING
5. DISCIPLINED 10. AFFECTIONATE

Life Skills and Values

- A. 1. actor 6. spokesperson
2. sibling 7. cabin crew/flight attendant
3. homemaker 8. server
4. spouse 9. chief assistant
5. police officer 10. salesperson
- B. 1. ✓ 3. ✓ 5. ✗ 7. ✗
2. ✗ 4. ✓ 6. ✓

Physical Education and Well-Being

- A. 1. boxing 4. golf 7. shooting
2. tennis 5. cricket 8. polo
3. football 6. chess

- B. 1. meals 6. Overeating
2. fruits 7. salt
3. water 8. dental floss, tongue cleaner
4. hands 9. Vitamin D
5. Breakfast 10. eight

C.

O	R	I	W	S	O	W	T	G	T	M
N	F	M	F	U	H	I	S	A	R	S
W	A	T	E	R	P	O	L	O	I	W
R	O	I	I	F	W	N	Y	K	A	I
G	E	W	I	I	K	Y	A	A	T	M
S	N	N	G	N	S	K	C	Y	H	M
S	U	W	I	G	I	O	H	A	L	I
L	N	K	O	W	G	I	T	K	O	N
W	A	T	E	R	S	K	I	I	N	G
I	G	W	T	I	M	I	N	N	G	P
E	P	R	O	W	I	N	G	G	S	Y

Art Integration

- A. 1. PEMBARTHI, Telangana, brass
2. TARAKASI, Odisha, silver
3. TAMBAT, Maharashtra, copper

