

As per the rationalized syllabus

# Practice & More

## Social Science

History • Geography • Social and Political Life



# ANSWERS



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# HISTORY

## 1. Introduction: How, When and Where

- A. 1. a      2. c      3. c      4. d      5. b  
B. 1. e      2. c      3. b      4. a      5. d  
C. 1. dates      4. archives, museums  
2. Mountbatten      5. newspapers  
3. James Mill, 1817.  
D. 1. False    2. True    3. False    4. True    5. True  
E. botanical surveys, census reports, zoological surveys, letters from *tahsildar's* office  
F. 1. Warren Hastings was the first Governor-General of India.  
2. James Mill divided Indian history into three periods – Hindu, Muslim and British.  
3. Important documents and letters were carefully preserved in record rooms, archives and museums.  
4. A calligraphist is someone who specialises in the art of beautiful handwriting.  
5. Census operations were done every ten years.  
G. 1. History is the story of the past. It is a study of the changes that occur over time. It is a journey of finding out how things were in the past and how they have changed in the present. It is the story of people's lives.  
2. Modern historians have divided Indian history into three periods – 'ancient', 'medieval' and 'modern'. This periodisation is based on the broad features and characteristics of a particular time.  
3. Colonisation is the process of the complete subjugation of one country by another leading to major political, economic, social and cultural changes in the colonised country. Since the British changed India's politics, economy, society and culture, we can say that India was 'colonised' by the British.  
4. Historians use two categories of sources to study the British period in India. The first category is the official records maintained by the British. These include memos, letters, notes, and reports of official proceedings and surveys. The second category are non-official records such as diaries of people, accounts of travellers, autobiographies, and booklets.  
5. The British carried out detailed surveys to know India better. They believed that this knowledge would help them administer India effectively. The surveys carried out included revenue surveys, census surveys, botanical surveys, zoological surveys, archaeological surveys, anthropological surveys, forest surveys, and many more.  
H. 1. We cannot assign a specific date to some historical developments for the simple reason that they take place over a long period of time, sometimes several years or decades and sometimes a century or two. For example, we cannot assign a date when the British became masters of India. They conquered India little by little, the process stretching over for more than a century and a half. Similarly, changes in economy and society happen over a stretch of time and it is impossible to set a date to them. For a specific event, however, a date can be

assigned.

2. British historians wrote history "from above". To them, their Governor-Generals and Viceroy were the only people that mattered. All historical developments were linked to their activities, policies and achievements. To such historians, nothing outside the lives of these few privileged people was important enough to be recorded. To them, the activities of the Indian people were insignificant and unimportant.  
3. James Mill was a Scottish economist and political philosopher. In his three-volume work, *A History of British India*, he divided Indian history into three periods – 'Hindu', 'Muslim' and 'British'. Mill was of the opinion that Asian societies were inferior to European ones. He said that before the British came to India, Indian society was plagued by religious intolerance, caste taboos and superstitious practices. The British, he said, civilised and modernised India. He opined that Indians were very happy under British rule. According to him, British rule was instrumental in transforming India from an "age of darkness" to an "age of enlightenment".  
4. Historians opine that the 'medieval' period was followed by the 'modern' period. They associate the 'modern' period with progressive developments such as the growth of science and reason, the emergence of the idea of democracy, equality, liberty and freedom, and the unprecedented economic growth and progress. In their view, all these features marked the end of medievalism and the beginning of modernism.  
5. The British started maintaining detailed records of the different aspects of administration in India. But these were official records, written from their perspective and recording only what they considered important. They give us no idea of what the people of India thought, felt and believed. The goals and aspirations of the Indian people were never recorded, as all this was considered unimportant. So official records show only one side of the coin. To get to see the other side, we have to depend on other sources.

## 2. From Trade to Territory

### The Company Establishes Power

- A. 1. c      2. b      3. c      4. a      5. d  
B. 1. F      2. T      3. F      4. T      5. T  
C. 1. Portuguese      3. Mysore      5. Ranjit  
2. Bengal      4. Panipat  
D. 1. Aurangzeb      4. Wellesley  
2. factors      5. Jhansi  
3. Shujaudaulah  
E. 1. Vasco da Gama      4. Rani Channamma  
2. Sirajuddaulah      5. Warren Hastings  
3. Tipu Sultan  
F. 1. The Charter of 1600 granted to the East India Company the exclusive right to trade with the East.

2. The Battle of Buxar was fought in 1764.
  3. Srirangapatnam was the capital of Tipu Sultan.
  4. Mahadji Sindhia and Nana Phadnis were two famous Maratha statesmen of the eighteenth century.
  5. The British annexed Awadh on the pretext of saving the people of the province from the misgovernment of the Nawab.
- G.
1. The East India Company secured the exclusive right to trade with the East. So, it eliminated internal competition. Then, the Company identified places from where it could buy goods that were in demand in Europe. It bought these goods cheaply and sold them in Europe at very high prices, thereby making huge profits.
  2. The 'Residents' were agents of the Company. Through them, the Company sought to control the internal affairs of the Indian states. They helped the Company secure political, commercial and administrative control over the Indian states.
  3. The British were unhappy with Tipu Sultan because he stopped the export of sandalwood, pepper and cardamom through the ports of his kingdom and disallowed local merchants from trading with the Company. He was also close to the French in India and was modernising his army with their help, which was disliked by the British.
  4. The British were keen to secure the north-west border in order to prevent Russia from entering India through the north-west. To do so, they established their indirect rule over Afghanistan and also annexed Sind (in 1843) and Punjab (in 1849).
  5. Changing military requirements after the 1820s made the infantry the dominant wing of the Company's army. The British fought in Burma, Afghanistan and Egypt, where soldiers were armed with muskets and matchlocks and cavalry was ineffective against them. So the Company increased its infantry regiments.
- H.
1. The seventeenth and eighteenth centuries was a period of intense rivalry among the English, French, Portuguese and the Dutch trading companies. This rivalry was centred around trade. Two things that India produced were in great demand in Europe. The first was fine qualities of cotton and silk. The other was spices such as pepper, clove, cardamom and cinnamon. All trading companies were after these goods, and this competition led to an increase in their prices. Trade became less profitable for all the companies. The only way to make reasonable profits was to eliminate the others. This led to fierce battles. Ultimately, the English East India Company emerged victorious and monopolised trade.
  2. The English East India Company started off as a trading company. Over time, the officials of the Company became more ambitious. Besides legal trade, they carried on their private trade and to increase their profits, refused to pay legitimate taxes and duties on this trade. This led to a huge loss of revenue for the Bengal nawabs. Besides the economic loss, the nawabs were also unhappy with

the fact that the Company was trying to establish political hegemony by minting coins, and by enlarging and fortifying its settlements.

3. The grant of Diwani was a momentous event in the economic history of eighteenth century India. Once the Company acquired the Diwani rights, it systematically began to bleed India economically. Hitherto, it had purchased goods from India and had paid for them with gold and silver imported from Britain. After they became masters of Bengal, they began to use the revenues of Bengal to pay for their purchases in India. They also used these resources to maintain a large army, fight wars, and meet other administrative and trade expenses. In short, Indian money began to be used to subjugate India.
4. The 'Doctrine of Lapse' was a policy devised by Governor-General Lord Dalhousie to annex territories in India without going to war. It stated that if an Indian ruler passed away without a male heir, his kingdom would be taken over by the Company. In other words, adopted heirs and women were barred from inheriting a kingdom and becoming rulers. The kingdoms that were annexed using this policy included Satara (in 1848), Sambalpur (in 1850), Udaipur (in 1852), Nagpur (in 1853) and Jhansi (in 1854).
5. The British brought about many changes in administration. They put the territories they acquired in India under administrative units called 'Presidencies'. There were three Presidencies – Bengal, Madras and Bombay. Each one was ruled by a Governor. The Governor-General was the supreme head of administration. In the district, the Collector was the highest ranking official. He had two functions – collection of revenue and maintaining law and order. Each district had two courts – a criminal court (*faujdarī adalat*) and a civil court (*diwani adalat*). A Supreme Court was also set up.

### 3. Ruling the Countryside

- A. 1. d    2. b    3. c    4. d    5. a  
 B. 1. True    2. False    3. True    4. True    5. True  
 C. 1. crore    4. gomasthas  
 2. Alexander Read, Thomas Munro.    5. Indigo  
 3. blue  
 D. 1. 1765    2. 1770    3. 1793    4. 1859    5. 1917  
 E. Top to bottom – 3, 1, 5, 2, 4  
 F. 1. Lord Cornwallis was the Governor-General of India when the Permanent Settlement was introduced.  
 2. The Mahalwari system came into effect in 1822.  
 3. Indigo was used to dye cloth.  
 4. 'Satta' was a contract or agreement between the planters and the indigo cultivators.  
 5. Champaran is in the state of Bihar.
- G. 1. The grant of Diwani meant several things for the Company. The Company could administer the land and streamline the different sources of revenue so as to collect as much revenue income as possible. It could also buy fine cotton and silk cloth cheaply and even pay for it from the revenues of Bengal.
2. The Company exploited the artisans and the

peasants. The artisans were forced to sell their goods to the Company at very low prices. The peasants had to pay very high taxes. If they could not do so for any reason, they were evicted from their land.

3. Woad was grown in Europe. So, it was plentiful and easily available, and hence cheap. Indigo was imported from India and was expensive. That is why woad and not indigo was commonly used in Europe to dye cloth.
  4. Cloth dyers of Europe preferred indigo over woad. This was because indigo was a better product as it produced a rich blue colour, whereas the colour produced from woad was pale and dull.
  5. There were many obstacles to expanding 'nij' cultivation. Firstly, not much fertile land was available, because much of the good quality land was under rice cultivation. Secondly, labour was difficult to obtain, the peasants being busy with cultivating labour-intensive rice. Thirdly, 'nij' cultivation required many ploughs and bullocks, which required a huge investment.
- H. 1. The British introduced the Permanent Settlement in 1793. Under it, the zamindars had to pay the same amount of revenue, year after year, to the Company. In other words, the revenue demand was fixed permanently and was never to be increased. The zamindars, in turn, would collect revenue from the individual peasants. The British envisaged many advantages of this system – no hassle of collecting revenue from individual peasants and assurance of a fixed and regular supply of revenue. On paper, it looked good but in practice, the system failed. One, the British never got the desired revenue as it was fixed so high that most zamindars found it difficult to pay. Two, in areas where cultivation expanded, the British got no additional revenue since revenue demand had been fixed on a permanent basis.
2. The mahalwari system was devised by Holt Mackenzie. It came into effect in 1822 in some parts of present-day Uttar Pradesh. It was different from the Permanent Settlement. The main features were:
    - ◆ In each village, the land was inspected, measured and then the revenue estimated from the entire village was calculated.
    - ◆ The Company entered into an agreement with the headman of each village (not with the zamindar, as under the Permanent Settlement) to collect the revenue from the village and pay it to the Company.
    - ◆ The revenue demand was not permanently fixed, but was to be revised regularly.
  3. The ryotwari system was initiated by Captain Alexander Read and later developed by Thomas Munro. It was introduced in parts of south India. Unlike the Permanent Settlement and the mahalwari system, this time the Company entered into a revenue agreement directly with the cultivators (ryots). The cultivable land of each cultivator was measured, assessed and then a

revenue assessment was made. The cultivator had to pay the revenue directly to the Company officials. There were no middlemen, neither the zamindar (as under the Permanent Settlement) nor the village headman (as under the mahalwari system).

4. There were two main systems of indigo cultivation – 'nij' and 'ryoti'. Under the former, the planter cultivated indigo on the land that he owned or on land that he had rented from other zamindars. He hired labourers, arranged for ploughs and bullocks, and looked after all aspects of cultivation himself. Under the 'ryoti' system, however, the planter entered into a contract with the cultivators (ryots) or in a few cases with the village headman. He gave them cash advances, seeds and farming equipment. The cultivators had to prepare the soil, sow the seeds, look after the crop, harvest it when ready, and finally deliver it to the planter. Broadly speaking, under the 'ryoti' system, the planter provided the money while the cultivators provided their land and labour.
5. The indigo cultivators were an unhappy lot. They were exploited by the planters in different ways, sometimes directly and sometimes indirectly. Here are a few of their grievances:
  - ◆ They got very low prices for the indigo they cultivated.
  - ◆ The planters ensured that they were always in debt to him. And as long as they were in debt, they had to do what the planter wanted.
  - ◆ The planters forced them to cultivate indigo on their most fertile land. This left them no choice but to use their not so fertile land for rice cultivation. So they did not get a good price for either of the crops.
  - ◆ Indigo cultivation exhausted the soil fertility and the land could not be subsequently used for rice cultivation. So the poor cultivators had no choice but to keep cultivating indigo.

#### 4. Tribals, *Dikus* and the Vision of a Golden Age

- A. 1. b      2. d      3. c      4. a      5. b
- B. 1. *dikus*      4. witchcraft, sorcery  
2. forest      5. churches, police stations  
3. tribal
- C. 1. c      2. e      3. a      4. b      5. d
- D. 1. shifting      3. pastoralists      5. Burdwan  
2. replenishes      4. cholera
- E. 1. True      2. False      3. False      4. True      5. False
- F. 1. People believed that Birsa Munda could cure all diseases and could also multiply grain.  
2. The Gaddis and the Bakarwals were pastoral communities and lived by herding and rearing animals.  
3. The Malas and the Irulars lived in Kerala.  
4. The Santhals reared cocoons in Hazaribagh, in the present-day state of Jharkhand.  
5. The contractors paid the tribals very low wages and also did not allow them to return home.
- G. 1. The tribals were completely dependent on the forest. They hunted wild animals that roamed in the forest. They ate fruits and roots found in the forest. They used the different herbs found in the wild and

- prepared different medicines from them. All in all, the forest provided them with all they needed for survival.
2. The tribals were simple people and were always exploited. The traders sold them goods at very high prices, sometimes many times more than the prevailing market rates. The moneylenders charged a very high rate of interest on the loans they advanced to the tribals. So, the tribals regarded the traders and moneylenders as evil people.
  3. The British wanted the tribals to settle down in one place and become cultivators for two reasons. One, settled people are easier to control and administer compared to those who shift frequently from one place to another. Two, to get a regular source of revenue from these people.
  4. The middlemen acted as a link between the silk growers and the big exporters. They bought cocoons at low rates from the tribal silk growers and then sold them at high rates to the exporters. They made huge profits while the silk growers earned very little for their labour.
  5. Birsa Munda asked his followers to reform themselves. He asked them to give up liquor, and stop believing in witchcraft and sorcery. He also urged them to revive the golden past by earning an honest living cultivating their land, living peacefully with others, and being one with nature and the forest.
- H. 1. The tribals were engaged in a variety of activities. Some tribal groups, such as the Khonds and Baigas, were hunter-gatherers and lived by hunting animals and gathering forest produce. Some such as the Van Gujjars, Labadis, Gaddis and Bakarwals were pastoralists and lived by herding and rearing animals. Some tribals were shifting cultivators and practised 'jhum' cultivation. A small section of the tribals were engaged in settled agriculture. They lived in one place and cultivated the same land year-after-year.
2. The tribal chiefs were unhappy with British rule as their traditional role underwent a massive change. Before the British arrived, they had wielded a great deal of power within the tribe. They made rules and enforced them. The people of the tribe had to obey them. Their word was law. The arrival of the British, however, changed all this. The chiefs lost their power and authority, and were forced to obey the laws made by the British. They were also forced to pay tribute to British officials. Such a drastic change was unacceptable to most of the tribal chiefs.
  3. The lives of the tribals was linked to the forest. Everything they needed came from the forest. But the British forest laws forbade the tribals from living in forests. As a result, they could not hunt, collect forest produce, gather firewood, cut trees, practice agriculture, herd animals, and do so many other activities that they had been doing for generations. The new laws changed their entire way of life and posed a serious threat to their livelihood. At many places, the tribals rebelled and refused to follow such laws.

4. The tribals rebelled against what they called *dikus* or outsiders. These included primarily the British and their agents such as traders and moneylenders. They rebelled because the British made laws which threatened their traditional way of life. The forest laws were designed to evict them from those very forests they had been living in for centuries. They were also being forced to pay taxes to the British government. And on top, they were being exploited by the traders and moneylenders. The Kol Rebellion of 1831–1832 and the Santhal Rebellion of 1855 were the two biggest tribal revolts of the nineteenth century.
5. Birsa Munda wanted to achieve many things. Firstly, he wanted to reform tribal society and usher in a "golden age" in which all would be prosperous and happy. Secondly, he wanted to drive out the British and their agents because they had disrupted the traditional way of living of the tribals and had inflicted untold suffering on them. Thirdly, he specifically targeted the missionaries who were a threat to the religion and culture of the tribals. Eventually, Birsa Munda wanted to set up a Munda Raj with himself as its head.

#### 5. When People Revolt 1857 and After

- A. 1. d      2. b      3. c      4. a      5. b
- B. MAIN CENTRES – Bareilly, Faizabad, Jhansi  
OTHER CENTRES – Saharanpur, Sagar, Aligarh
- C. 1. c      2. a      3. e      4. b      5. d
- D. 1. False    2. False    3. True    4. True    5. True
- E. 1. Dalhousie      3. Kunwar Singh      5. 1858.  
2. cows, pigs.      4. Bahadur Shah Zafar
- F. 1. Nana Saheb was the adopted son of Peshwa Baji Rao II.  
2. The sepoy refused to go to Burma by the sea route because they believed that they would lose their religion and caste if they crossed the sea.  
3. The rebelling sepoy proclaimed Bahadur Shah Zafar as their leader.  
4. Rani Lakshmbai led the revolt in Jhansi.  
5. Buxi Jagabandhu was the leader of the Paik Uprising.
- G. 1. The rajas and the nawabs lost their honour, authority and power. Their freedom to rule independently was greatly reduced. Their armed forces were also disbanded. With their territories taken away by the British, their sources of revenue also dwindled. For all practical purposes, they became completely dependent on the British.  
2. The British annexed Awadh in 1856. Governor-General Lord Dalhousie tried to legitimise the annexation on the ground that the erstwhile ruler was misgoverning the province and that British rule was needed to ensure proper administration and good governance.  
3. The peasants were unhappy under British rule. They were forced to pay very high taxes. Even in times of natural calamities, the revenue demands were not reduced. If they failed to pay the due tax,

their lands were taken away from them and they were rendered landless and helpless.

4. The rebel sepoys proclaimed Bahadur Shah Zafar as their leader. Soon after, he wrote letters to the chiefs, nawabs and rulers of different areas. In it, he requested them to forget their differences and agree to be a part of a confederacy to fight the British.
  5. After the suppression of the revolt, Bahadur Shah Zafar was sentenced to life imprisonment for his role in the upheaval. He and his wife, Begum Zinat Mahal, were exiled to Rangoon. He passed away in Rangoon in 1862.
- H.
1. The sepoys had many grievances with their British masters. Their pay and allowances were very meagre and the conditions of service were very severe. They were also required to serve overseas, whenever needed, and this went against their caste and religious beliefs. The sepoys were aggrieved when they were ordered to use the new cartridges, which they suspected were coated with the fat of cows and pigs. They were sure that this was being done to make them outcasts. When some sepoys refused to use the cartridges, they were severely punished. All this made the sepoys take up arms against their masters.
  2. The British took many steps to reform Indian society. In particular, they tried to improve the condition of women. They banned the inhuman practice of 'sati'. A law was passed permitting widow remarriage. The British also promoted English-language education, which they believed would make the people shed their traditional beliefs and adopt progressive ideas. They also encouraged people to convert to Christianity. All this, however, did not go down well with the Indians. They felt that the British were unnecessarily interfering with their religion, social beliefs and customs, and their traditional way of life.
  3. The Act of 1858 contained the following provisions:
    - ◆ The powers of the East India Company were transferred to the British Crown. So, the British government assumed direct responsibility of ruling India.
    - ◆ Rulers and chiefs were allowed to rule over their territories provided they agree to rule as subordinates of the British Crown.
    - ◆ The army was reorganized to prevent a recurrence of another uprising.
    - ◆ The British decided to prosecute the Muslims because they were believed to be the main instigators of the uprising.
    - ◆ The British decided not to interfere in the religious and social practices of the Indians.
    - ◆ Landlords and zamindars were given security of rights over their lands.
  4. Two main changes were introduced in the army with a view to prevent another countrywide uprising. Firstly, it was decided that there would be more European soldiers and fewer Indian soldiers in the British army in India. This was done with the idea that even if the Indian soldiers revolted, the

European soldiers would be able to control them. Secondly, the British decided that they would avoid recruiting soldiers from Awadh, Bihar, central India and south India, which were the hotbeds of the uprising. Instead, they would recruit soldiers from among the Gurkhas, Sikhs and Pathans. These races had played little part in the uprising and the British felt that they would prove to be more loyal.

5. Khurda, in modern Odisha, witnessed a popular uprising in 1817. What led to it were a number of grievances that people had against the British and their agents. Here is a list of those grievances:
  - ◆ The revenue demand was very high. Besides, it was forcibly collected. No leniency was shown even in times of natural calamities. And if the people failed to pay the revenue, they were evicted from their lands.
  - ◆ The British insisted that revenue be paid in the new silver currency that was introduced. It was difficult for the people to do so.
  - ◆ There was an increase in the price of food items and salt. The common people could not afford to buy even basic foodstuffs.
  - ◆ The British made salt-making their monopoly. The salt makers were not allowed to make salt, something that they had been doing for generations.
  - ◆ The police and the revenue officials were corrupt and exploited the people.

#### 6. Civilising the "Native", Educating the Nation

- A. 1. a      2. d      3. c      4. d      5. b
- B. 1. William Jones      3. 1857      5. West Bengal  
2. Oriental      4. Indian
- C. 1. T      2. F      3. T      4. T      5. F
- D. 1. Asiatic Society of Bengal.      4. Charles Wood.  
2. 1791, Benaras.      5. 1901.  
3. Thomas, Macaulay
- E. 1. e      2. c      3. a      4. b      5. d
- F. 1. The Calcutta Madrasa was set up to promote the study of ancient customs of India and encourage Oriental learning.  
2. The main criticism against Oriental learning was that it was unscientific and full of errors.  
3. The Calcutta Madrasa and the Benaras Sanskrit College were two Oriental institutions.  
4. Charles Wood was the President of the Board of Control of the East India Company.  
5. 'Pathshalas' were set up either by individuals – wealthy people or teachers (gurus), or by the local community.
- G. 1. Jones and Colebrooke started getting ancient Indian texts translated with two objectives. The first was to help Indians rediscover their own heritage and make them understand their glorious culture. The second was to let the British learn from the Indian culture and thereby improve themselves.  
2. James Mill believed in the useful and practical aspect of education. He felt that Indians should be taught the scientific and technical knowledge as acquired by the West. He believed that only this

- could lead to growth in future.
- Thomas Macaulay promoted the teaching of English in order to “civilise” the Indians. He believed that knowledge of English would enable Indians to read English literature, the finest in the world. It would also make them aware of the developments in Western science and philosophy.
  - The English Education Act of 1835 proposed the making of English the medium of education for higher education. It also suggested putting a stop to the promotion of the various Oriental institutions.
  - After the ‘Wood’s Despatch’, changes were made in school education. Education departments of the government were also set up. A system of university education was started and in 1857, universities were set up in Calcutta, Madras and Bombay.
- H. 1. The Orientalists had great respect for ancient Indian culture. They believed that to understand India and take it forward, people must be made aware of ancient sacred and legal texts. So they wanted the British to promote Indian rather than Western learning. They felt that institutions should be set up to encourage the study of ancient Indian texts. They wanted people to be taught Sanskrit and Persian literature and poetry. They laid great stress on the teaching of vernacular languages.
- The ‘Wood’s Despatch’ outlined the educational policy that the British intended to follow in India. It highlighted the practical benefits of promoting European learning. Here is what it envisaged:
    - European learning would help people recognise the advantages of expanding trade and commerce.
    - European learning would change the tastes and desires of the people and make them buy European goods. In other words, such learning would create a demand for British goods and help Britain prosper economically.
    - European learning would develop in Indians the skills required for administration and keep the British supplied with civil servants who would be loyal to the Company.
  - There were lakhs of ‘pathshalas’ in India. A majority of them were small institutions with very few students. The system of education in these ‘pathshalas’ was very flexible.
    - There was no school building, no benches or chairs and no blackboards. Classes were held in the guru’s home or in the open, under a tree.
    - There were no printed books, no fixed time-table and no examinations. All teaching was oral and the guru decided what to teach, based on the needs of his students.
    - There was no fixed fee. Students paid what they could afford.
    - There was no system of separate classes. All the students sat together at one place.
    - Classes were often suspended during times of harvest, when children helped their parents in the fields.

- Mahatma Gandhi despised Western education. He said that it created an inferiority complex in Indians. He believed it was evil as it enslaved the people and made them believe that everything Western was good and everything Indian was bad. His other main issue against Western education was that it focused on reading and writing and not on oral knowledge. He said that it valued textbooks rather than lived experience and practical knowledge. It also did not encourage people to work with their hands and learn a craft. Western education, he believed, was incomplete as it did not develop a person’s mind and soul.
- Rabindranath Tagore’s vision of education was ‘eclectic’. He wanted to combine the good things of Western education with the best within Indian tradition. He wanted children to self-learn, develop a curiosity about things, and use the ‘explore, experiment and learn’ model. He also believed that creative learning happened best in a natural setting. He set up a school at Santiniketan where he exposed children to the best of both worlds – science and technology of the West, and art, music and dance of India.

### 7. Women, Caste and Reform

1. c     2. a     3. d     4. c     5. b
1. d     2. c     3. b     4. e     5. a
1. Raja Rammohun Roy  
2. Begum Rokeya Sakhawat Hossain  
3. Pandita Ramabai  
4. Shri Narayana Guru  
5. E. V. Ramaswamy Naicker
1. True   2. False   3. True   4. True   5. True
1. sati                    4. Jyotirao Phule  
2. Vidyasagar           5. Swami Vivekananda  
3. Mahars, Madigas
1. The Brahmans and the Kshatriyas considered themselves as ‘upper castes’.  
2. Widow remarriage was permitted by law in the year 1856.  
3. The Child Marriage Restraint Act was passed in 1929.  
4. The Paramhans Mandali was founded in 1840 in Bombay.  
5. Ramakrishna Paramhansa was the guru of Swami Vivekananda.
1. The condition of women in the early nineteenth century was pitiable. They were married off at a very tender age, were not allowed to study, had no right to property, and largely remained confined to the house. In some communities, widows were expected to commit ‘sati’.  
2. Ishwarchandra Vidyasagar worked for the upliftment of women, especially widows. He was in favour of widow remarriage. He pressed the government to legalise the remarriage of widows. Finally, in 1856, a law was passed that permitted widow remarriage.  
3. The poor from the low castes were oppressed and humiliated by the upper-caste landowners. To escape this oppression and to improve their

standard of living, many of them migrated to cities and plantations to work in factories and as manual labourers.

4. B. R. Ambedkar was a dalit. In school, he was not allowed to sit inside the classroom and had to sit on the ground outside the classroom. He was also not allowed to drink water from taps that upper-caste children used.
  5. The Singh Sabhas were reform organisations of the Sikhs. They promoted education among the Sikhs and sought to rid Sikhism of superstitions, caste distinctions and unethical practices. The first Singh Sabhas were formed at Amritsar in 1873 and at Lahore in 1879.
- H. 1. The untouchables were at the bottom of the social pyramid. The upper castes considered them as 'inferior'. Even their shadow was considered polluting and their touch, it was believed, would lead to a loss of caste. So they had to live outside the village, away from the higher caste people. They were not allowed to enter temples. Neither could they draw water from the wells used by the other castes, or bathe in ponds where the upper castes bathed. Most people believed that the untouchables were born to serve the people of the higher castes.
2. Raja Rammohun Roy is considered the pioneer of the reform movement in India in the nineteenth century. Through his reform association, the Brahmo Sabha, he worked on two issues – spreading western knowledge, and ensuring greater freedom and equality for women. His greatest achievement was his untiring work to end the inhuman practice of widow burning. He studied ancient texts and showed that such a thing was nowhere mentioned in any of the texts. His relentless pursuit to end this horrific practice bore fruit in 1829, when the British brought out a law declaring 'sati' illegal.
  3. Jyotirao Phule was a reformer in western India. He attacked the Brahmans for claiming that they were superior to all others. He argued that the Brahmans had no right to the land they held as they were foreigners (Aryan origin) and had forcibly established their dominance over the indigenous people. He founded an association named the Satyashodhak Samaj and through it attacked the caste system, and the inequality and discrimination that such a system propagated. He encouraged the labouring castes and the untouchables to unite and challenge caste discrimination.
  4. 'Periyar' was a supporter of the non-Brahman movement. Like other representatives of non-Brahman movement, he believed that the Brahmans were heirs of the Aryan invaders and were therefore outsiders. They had subjugated the original inhabitants of the region and termed them 'untouchables'. He challenged their so-called 'right' to rule over the others. He criticised the Hindu scriptures and argued that they were used by the Brahmans to suppress the lower castes and women. He argued that social divisions and caste

distinctions were not ordained by God. He said that these mechanisms were devised only to subjugate the masses. He founded the Self Respect Movement and encouraged the untouchables to fight for their dignity.

5. Swami Vivekananda was a disciple of Ramakrishna Paramhansa. On the spiritual front, he was a believer in the Vedanta philosophy. The speech he delivered at the World Parliament of Religions at Chicago in 1893 made the world sit up and take notice of India as a spiritual superpower. In addition to his spiritual inclinations, Vivekananda was also a 'realist' and a 'modernist'. He wanted to uplift the condition of the masses. He asked people, especially the youth, to serve the downtrodden and the needy. He was also an 'internationalist' in the sense that he believed that many problems could be overcome if all nations come together and work on those issues as a collective force. Many people today consider Swami Vivekananda as the greatest 'nationalist' of the nineteenth century.

#### 8. The Making of the National Movement: 1870s–1947

- A. 1. a      2. b      3. c      4. d      5. d
- B. Top to bottom – 2, 5, 1, 4, 3  
1. 1905    2. 1930    3. 1885    4. 1919    5. 1916
- C. 1. Sovereignty  
2. Dacca, 1906  
3. Mohammad Ali, Shaukat Ali  
4. lawyers  
5. Subhas Chandra Bose
- D. 1. e      2. c      3. a      4. b      5. d
- E. MODERATES – Dadabhai Naoroji, Dinshaw Wacha  
RADICALS – Bepin Chandra Pal, Lala Lajpat Rai  
REVOLUTIONARY NATIONALISTS – Bhagat Singh, Chandra Shekhar Azad
- F. 1. The Arms Act disallowed Indians from possessing arms.  
2. Badruddin Tyabji was the President of the Indian National Congress in 1887.  
3. Balgangadhar Tilak was the editor of *Kesari*.  
4. The 'Lucknow Pact' was signed between the Indian National Congress and the Muslim League.  
5. The revolutionary nationalists formed the Hindustan Socialist Republican Association in 1928.
- G. 1. The political associations formed after 1850 included the Poona Sarvajanik Sabha, the Indian Association, the Madras Mahajan Sabha, and the Bombay Presidency Association. The biggest and the most powerful association was the Indian National Congress.  
2. The Vernacular Press Act was passed in 1878 to stop people from printing anything against the government. It allowed the government to ban newspapers, confiscate printing presses and arrest newspaper owners if they print anything that the government considered "objectionable". The objective was to stop such material from reaching the masses.  
3. The All India Muslim League asked the government to create separate electorates for the Muslims. This meant reserving a few seats in the councils



for Muslim candidates, who would be elected by Muslim voters. The British government agreed to this demand and granted it in 1909.

4. Mahatma Gandhi was against any sort of violence. He called off the Non-Cooperation Movement in February 1922 after a group of people set fire to a police station in Chauri Chaura, which led to the death of 22 policemen.
  5. The revolutionary nationalists wanted to involve the workers and the peasants to bring about a social revolution in the country. They were against the British government as well as the rich exploiting classes and wanted to overthrow both. Sometimes they also assassinated unpopular and cruel British officials.
- H. 1. Controversy over the Ilbert Bill erupted in 1883. It was a bill that sought to introduce equality between British and Indian judges. The main provision of the bill was that Indian judges could try Britishers or Europeans. Till now, only British or European judges could hear cases involving people of these nationalities. There was huge opposition to the bill and the government was forced to withdraw the bill. The people of India were very unhappy at this development. To them, it highlighted the racial attitude of the British and made it clear that Indians could never expect to be treated as equals.
2. The Indian National Congress was formed in 1885. In the first two decades, it was 'moderate' in its objectives and methods. Its main demands during this phase were:
- ◆ Indians should be given more representation in the government. The Legislative Councils should be given more powers and should have more Indians in them. Also, all provinces should have a Legislative Council.
  - ◆ The civil service examinations should be held both in England and in India. This would ensure that more Indians could appear in it and compete for high positions.
  - ◆ The judiciary should be separated from the executive. It must be independent of executive interference.
  - ◆ The Arms Act and the Vernacular Press Act must be repealed.
  - ◆ The land revenue demand should be reduced. Also, more funds should be diverted towards improving irrigation.
  - ◆ Military expenditure must be cut and the money thus saved should be used for good causes.
3. The Moderates and the Radicals differed in their objectives and methods. The Moderates had faith in the British and therefore sent petitions to the government. The Radicals were against this "politics of prayers". They felt that the government would not accept even the just demands of the Indians and the people would have to fight for their rights. Again, the Moderates believed in mobilising

public opinion against the British. They felt that public pressure would force the British to grant them their rights. The Radicals, however, believed in mass mobilisation and public demonstrations. They also advocated boycott of British goods and institutions.

4. By the early twentieth century, the freedom movement engulfed the whole country. While freedom from British rule was the overarching theme, redressing local grievances became the immediate task in a few areas.
  - ◆ In Kheda (Gujarat), peasants organised campaigns demanding a reduction of land revenue.
  - ◆ In parts of Andhra and Tamil Nadu, liquor shops were picketed and there were demonstrations against the menace of drinking.
  - ◆ In Guntur, the tribals protested against the restrictions imposed on them on the use of forest resources.
  - ◆ In Punjab, there was a movement to remove the corrupt mahants.
  - ◆ In Assam, the tea garden labourers refused to work till their wages were increased.
5. The 'two-nation theory' was advanced by Mohammad Ali Jinnah. According to him, the Muslims were the deprived lot and had not been given the representation they deserved. From the late 1930s, the Muslim League under Jinnah, began viewing the Muslims as a separate 'nation' from the Hindus. The Muslim League and Jinnah, therefore, advocated that the country should be divided into two – India for the Hindus and people of other religions, and Pakistan for the Muslims. The Congress leaders opposed this, saying that Hindus and Muslims had always lived together and people of both religions considered India as their homeland. But Jinnah was adamant. Ultimately, it led to the partition of India.

#### Model Test Paper

- A. 1. d      3. c      5. c      7. d  
 2. a      4. b      6. a
- B. 1. d      2. e      3. b      4. c      5. a
- C. 1. New Delhi.      3. Tantia Tope      5. 1905, Curzon  
 2. Cornwallis.      4. Santiniketan
- D. 1. False      2. True      3. True      4. True      5. False
- E. 1. Henry Louis Vivian Derozio started the Young Bengal Movement.  
 2. Haider Ali and Tipu Sultan ruled over Mysore.  
 3. Bahadur Shah Zafar died in a jail in Rangoon.  
 4. Mahatma Gandhi lived in South Africa for many years.  
 5. The Khudai Khidmatgar was a non-violent movement started by Khan Abdul Ghaffar Khan.
- F. 1. Meerut      3. Lucknow      5. Jhansi  
 2. Bareilly      4. Faizabad

# GEOGRAPHY

## 1. Resources

- A. 1. b      2. d      3. a      4. d      5. c
- B. 1. renewable      3. resources      5. human made  
2. human      4. Non-renewable
- C. 1. True    2. True    3. False    4. True    5. False
- D. 1. air, water, soil, mineral, solar energy, wind energy, forest, coal, petroleum, natural gas  
(Accept any two of these or any other relevant response.)  
2. building, bridge, road, machinery, vehicle, technology  
(Accept any two of these or any other relevant response.)  
3. coal, petroleum, natural gas  
(Accept any two of these or any other relevant response.)  
4. knowledge, skill, education, technology, health  
(Accept any two of these or any other relevant response.)  
5. air, water, soil, mineral, solar energy, wind energy, forest  
(Accept any two of these or any other relevant response.)
- E. 1. wheel      4. human made resource  
2. sustainable development    5. nature  
3. resource
- F. 1. Time and technology are two factors that can change substances into resources.  
2. Natural resources can be classified into renewable and non-renewable resources.  
3. Education and health are the factors that make people a valuable resource.  
4. We can conserve resources by reducing consumption, recycling and reusing things.  
5. Stock of resource is the amount of resources available for use.
- G. 1. Balancing the need to use resources and also conserving them for the future is called sustainable development.  
2. Using resources carefully and giving them time to get renewed is called resource conservation.  
3. The distribution of natural resources depends upon a number of physical factors like terrain, climate and altitude. Thus the distribution of resources is unequal because these factors differ so much over the earth.  
4. Improving the quality of people's skills so that they are able to create more resources is known as human resource development.  
5. Once the stocks of petroleum are exhausted, it may take thousands of years to be renewed or replenished. Since this period is much more than human life spans, petroleum is considered non-renewable.
- H. 1. People themselves are the most important resource. It is their ideas, knowledge, inventions and discoveries that lead to the creation of more

resources. Each discovery or invention leads to many others. The discovery of fire led to the practice of cooking and other processes while the invention of the wheel ultimately resulted in development of newer modes of transport. The technology to create hydroelectricity has turned energy in fast flowing water into an important resource.

2. Renewable resources are those which get renewed or replenished quickly. Some of these are unlimited and are not affected by human activities. Examples include solar and wind energy. On the other hand, non-renewable resources are those which have a limited stock. Once the stocks are exhausted it may take thousands of years to be renewed or replenished. Coal, petroleum and natural gas are some examples.
3. We can preserve the life support system that nature provides by ensuring that
- ◆ all uses of renewable resources are sustainable.
  - ◆ the diversity of life on earth is conserved.
  - ◆ the damage to natural environmental system is minimised.
4. Five principles of sustainable development are:
- ◆ Respect and care for all forms of life.
  - ◆ Improve the quality of human life.
  - ◆ Conserve the earth's vitality and diversity.
  - ◆ Minimise the depletion of natural resources.
  - ◆ Change personal attitude and practices towards the environment.
  - ◆ Enable communities to care for their own environment.
- (Accept any five of these.)
5. Resources that are drawn from Nature and used without much modification are called natural resources. Air, water, soil and minerals are natural resources. Many of these resources are free gifts of nature and can be used directly. In some cases tools and technology may be needed to use a natural resource in the best possible way. Natural resources can be broadly categorised into renewable and non-renewable resources. On the other hand, sometimes natural substances become resources only when their original form has been changed. For example, iron ore was not a resource until people learnt to extract iron from it. People use natural resources to make buildings, bridges, roads, machinery and vehicles, which are known as human made resources.

## 2. Land, Soil, Water, Natural Vegetation and Wildlife Resources

- A. 1. b      2. d      3. c      4. b      5. a
- B. 1. fresh      3. decrease      5. an individual  
2. Land      4. Time
- C. 1. d      2. e      3. a      4. b      5. c
- D. 1. sparsely      3. Trees      5. dry  
2. top soil      4. conserves
- E. 1. landslide      3. water cycle      5. soil  
2. biosphere      4. mulching

- F. 1. Landslides mostly occur in the hilly terrain.  
 2. Most of Africa, West Asia, South Asia, parts of western USA, north-west Mexico, parts of South America and entire Australia are the regions that face a shortage of fresh water supply.  
 3. On the basis of ownership land can be classified into private land and community land.  
 4. Bees provide us honey, help in pollination of flowers and have an important role to play as decomposers in the ecosystem.  
 5. Five methods of soil conservation are mulching, contour barriers, rock dam, terrace farming, intercropping, contour ploughing and shelter belts. (Accept any five of these.)
- G. 1. Land is used for different purposes such as agriculture, forestry, mining, building houses, roads and for setting up industries. This is known as land use.  
 2. Rain water harvesting is the process of collecting rain water from roof tops and directing it to an appropriate location where it is stored for future use.  
 3. Increasing population, rising demands for food and cash crops, increasing urbanization and rising standards of living are the major factors leading to shortages in supply of fresh water either due to drying up of water sources or water pollution.  
 4. Nature of the parent rock, climate, topography or relief, role of organic material and time taken are the factors of soil formation.  
 5. In the biosphere, living beings are inter-related and interdependent on one another for survival. This life supporting system is known as the ecosystem.
- H. 1. Plants are useful because they provide us with timber, give shelter to animals, produce oxygen we breathe, protects soil essential for growing crops, act as shelter belts, and help in storage of underground water. They also give us fruits, nuts, latex, turpentine oil, gum, medicinal plants and paper.  
 2. Water can be conserved by adopting the following measures:
  - ◆ Planting trees because forest and other vegetation cover slow the surface runoff and replenish underground water.
  - ◆ Practising water harvesting to save surface runoff.
  - ◆ Properly lining the canals, used for irrigating fields, to minimize water loss through seepage.
  - ◆ Using sprinklers to effectively irrigate the area by checking water losses through seepage and evaporation.
  - ◆ Using drip or trickle irrigation in dry regions to check water loss through high rates of evaporation.
  - ◆ Controlling water pollution by treating industrial effluents suitably before releasing them in water bodies.
 3. Mitigation techniques adopted in case of landslides are:
  - ◆ Hazard mapping to locate areas prone to landslides. Hence, such areas can be avoided for building settlements.
  - ◆ Construction of retention wall to stop the land from slipping.

- ◆ Increase in the vegetation cover to arrest landslides.
  - ◆ The surface drainage control works to control the movement of landslides along with rain water and spring flows.
4. Rock dam, terrace farming and intercropping help to conserve soil in the following ways:
  - ◆ In a rock dam, rocks are piled up to slow down the flow of water. This prevents gullies and further soil loss.
  - ◆ In terrace farming, broad flat steps or terraces are made on the steep slopes so that flat surfaces are available to grow crops. They reduce surface runoff and soil erosion.
  - ◆ In intercropping, different crops are grown in alternate rows and are sown at different times to protect the soil from rain wash.
5. A national park is a natural area designated to protect the ecological integrity of one or more ecosystems for the present and the future generations. On the other hand, a biosphere reserve is a series of protected areas linked through a global network, intended to demonstrate the relationship between conservation and development.

### 3. Agriculture

- A. 1. c      2. a      3. b      4. a      5. d  
 B. 1. Millets      3. primary      5. pisciculture  
 2. larger      4. coffee  
 C. 1. False      2. False      3. True      4. False      5. True  
 D. 1. grapes      3. irrigate      5. Rice  
 2. Jute      4. Intensive
- E. **ACROSS**  
 2. TEA      3. RUBBER      6. MILLETS      7. WINTER  
**DOWN**  
 1. CORN      2. TERTIARY      4. MEXICO      5. MANDI
- F. 1. Subsistence farming and commercial farming are the two main types of farming.  
 2. The operations involved in farming are ploughing, sowing, irrigation, weeding and harvesting.  
 3. Jute and cotton are two fibre crops.  
 4. Manufacturing of steel, baking of bread and weaving of cloth are three examples of secondary activities. (Accept these or any other relevant response.)  
 5. India and Bangladesh are the leading producers of jute in the world.
- G. 1. The land on which crops are grown is known as arable land.  
 2. The things included in agriculture are growing crops, fruits, vegetables, flowers and rearing of livestock.  
 3. Farming in which the land is used for growing food and fodder crops and also for rearing livestock is called mixed farming.  
 4. Wheat requires moderate temperature and rainfall during the growing season and bright sunshine at the time of harvest. It thrives best in well drained loamy soil.  
 5. Farming in which organic manure and natural pesticides are used instead of chemicals is called organic farming. No genetic modification is done to increase the yield of crops.

- H. 1. The average size of an Indian farm is about 1.5 hectares. The farmer usually lives in his house in the main village. He purchases high yielding varieties of seeds from the market every alternate year. The land is usually fertile so the farmer grows at least two crops in a year, which are normally rice or wheat and pulses. The farmer takes advice of his friends and elders as well as government agricultural officers regarding farming practices. He takes a tractor on rent for ploughing his field while some other farmers may still use traditional method of using bullocks for ploughing. The farmer also takes a tubewell on rent to irrigate his field. Some farmers may have livestock, such as buffaloes and hens. They sell milk in the cooperative store located in the nearby town. All the members of a farmer's family help him in various farm activities. Sometimes, the farmer takes credit from a bank or the agricultural co-operative society to buy HYV seeds and implements. The farmer sells his produce in the *mandi* located in the nearby town. Since a majority of the farmers do not have storage facilities, they are forced to sell the produce even when the market is not favourable to them.
2. Subsistence farming is practised to meet the needs of the farmer's family. Traditionally, low levels of technology and household labour are used to produce on small output. Subsistence farming can be further classified as intensive subsistence farming and primitive subsistence farming. On the other hand, in commercial farming crops are grown and animals are reared for sale in the market. The area cultivated and the amount of capital used is large. Most of the work is done by machines. Commercial farming includes commercial grain farming, mixed farming and plantation agriculture.
3. Agricultural development refers to efforts made to increase farm production in order to meet the growing demand of an ever increasing population. Agricultural development can be achieved in many ways, such as increasing the cropped area, the number of crops grown, improving irrigation facilities, use of fertilisers and high yielding variety of seeds. Mechanisation of agriculture is another aspect of agricultural development.
4. The geographical conditions required for the cultivation of rice are high temperature, high humidity and rainfall. It grows best in alluvial clayey soil, which can retain water. The geographical conditions required for the cultivation of cotton are high temperature, light rainfall, two hundred and ten frost-free days and bright sunshine. It grows best on black and alluvial soils.
5. Nomadic herding is practised in the semi-arid and arid regions of Sahara, Central Asia and some parts of India, like Rajasthan and Jammu and Kashmir. In this type of farming, herdsman move from place to place with their animals for fodder and water. This type of movement arises in response to climatic constraints and terrain. Sheep, camel, yak and goats are most commonly reared. They provide milk, meat, wool, hides and other products to the herders and their families.

#### 4. Industries

- A. 1. d      2. b      3. b      4. a      5. c  
 B. 1. e      2. c      3. a      4. b      5. d  
 C. 1. Jharia      3. Silicon      5. public  
 2. secondary      4. Superior  
 D. 1. silk weaving, food processing, basket weaving, pottery, handicrafts (Accept any two of these or any other relevant response.)  
 2. food processing, vegetable oil, cotton textiles, dairy products, leather (Accept any two of these or any other relevant response.)  
 3. Hindustan Aeronautics Limited, Steel Authority of India Limited (Accept these or any other relevant response.)  
 4. information technology, wellness, hospitality, knowledge (Accept any two of these or any other relevant response.)  
 5. Mumbai-Pune cluster, Bengaluru-Tamil Nadu region, Hugli region, Ahmedabad-Vadodara region, Chottanagpur industrial belt, Visakhapatnam-Guntur belt, Gurugram-Delhi-Meerut region, Kollam-Thiruvananthapuram industrial cluster (Accept any two of these or any other relevant response.)  
 E. 1. Minnesota      3. smelting      5. alloy  
 2. Bhopal      4. Sakchi  
 F. 1. An industry refers to an economic activity that is concerned with production of goods, extraction of minerals or the provision of services.  
 2. Emerging industries, such as information technology, wellness, hospitality and knowledge, are known as 'sunrise industries'.  
 3. The factors on which the size of an industry depends are the amount of capital invested, number of people employed, and the volume of production.  
 4. On the basis of raw materials, industries can be classified into agro based industries, mineral based industries, marine based industries, and forest based industries.  
 5. The Ohio, the Monogahela and the Allegheny rivers supply water to the steel industry at Pittsburgh.  
 G. 1. Secondary activities or manufacturing change raw materials into products of more value to people.  
 2. An industry owned and operated by the state and individuals or a group of individuals is known as a joint sector industry.  
 3. A co-operative sector industry is owned and operated by the producers or suppliers of raw materials, workers or both.  
 4. In case of a textile industry, the inputs are cotton, human labour, factory and transport cost. The processes are ginning, spinning, weaving, dyeing and printing. The output is the cloth.  
 5. After 1950, iron and steel industries are set up on large areas of flat land near sea ports. This is because by this time steel works had become very large and iron ore had to be imported from overseas.  
 H. 1. Steel is often called the backbone of modern industry. Almost everything we use is either made of iron or steel or has been made with tools and machinery of these metals. Ships, trains, trucks

and autos are made largely of steel. Even safety pins and needles are made from steel. Oil wells are drilled with steel machinery. Steel pipelines transport oil. Minerals are mined with steel equipment. Farm machines are mostly steel. Large buildings have a steel framework.

2. The factors affecting the location of industries are the availability of raw material, land, water, labour, power, capital, transport and market. Besides these, other factors include the incentives provided by the government, like subsidised power, lower transport cost and other infrastructure so that industries may be located in backward areas.
3. Jamshedpur's geographic location played a crucial role in the establishment of iron and steel. Jamshedpur is situated near the confluence of the rivers Subarnarekha and Kharkai, which not only ensured a reliable water supply for industrial processes but also provided a favourable environment for transportation and trade. Its proximity to major transport routes, including being only 32 km away from Kalimati station on the Bengal-Nagpur railway line, made it accessible for the movement of raw materials and finished goods. The region surrounding Jamshedpur is rich in natural resources, including iron ore, coal, and manganese, which are essential for steel production. TISCO sourced coal from the nearby Jharia coalfields and iron ore, limestone, dolomite, and manganese from Odisha and Chhattisgarh. This abundance of resources facilitated not only the operations of TISCO but also attracted other industries looking to capitalize on these materials for production.
4. An industrial system consists of inputs, processes and outputs. The inputs are the raw materials, labour and costs of land, transport, power and other infrastructure. The processes include a wide range of activities that convert the raw material into finished products. The outputs are the end product and the income earned from it.
5. Small scale industries use lesser amount of capital and technology as compared to large scale industries that produce large volumes of products. Investment of capital is higher and the technology used is superior in large scale industries. Silk weaving and food processing industries are small scale industries. Production of automobiles and heavy machinery are large scale industries.

### 5. Human Resources

- A. 1. c      2. b      3. d      4. c      5. d  
 B. 1. age-sex      3. composition      5. change  
     2. distribution      4. pyramid  
 C. 1. c      2. a      3. b      4. e      5. d  
 D. 1. True      2. False      3. False      4. False      5. True  
 E. 1. Emigrants      3. broad      5. death  
     2. distribution      4. north  
 F. 1. The areas where very few people live are in high latitudes, tropical deserts, high mountains and equatorial forests.  
 2. People migrate from rural to urban areas in search of employment, education and health facilities.

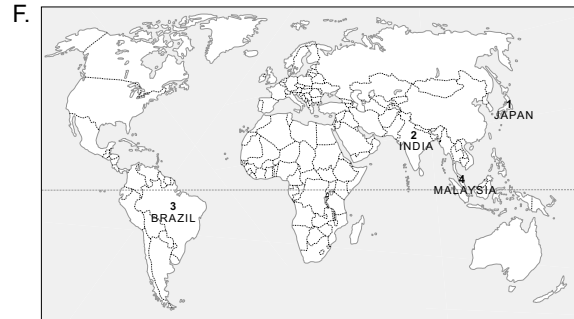
3. The population composition is studied using a population or age-sex pyramid.
  4. The two groups of dependents are the young dependents (aged below 15 years) and elderly dependents (aged above 65 years).
  5. The natural causes of population change are births and deaths.
- G. 1. People prefer to live on plains than on mountains and plateaus because these areas are suitable for farming, manufacturing and service activities.
2. A population pyramid shows the following:
    - ◆ The total population divided into various age groups, e.g., 5 to 9 years, 10 to 14 years, and so on.
    - ◆ The percentage of the total population, subdivided into males and females, in each of those age groups.
  3. Human resource is called the ultimate resource because people are a nation's greatest resource. Nature's bounty becomes significant only when people find it useful. It is people with their demands and abilities that turn them into 'resources'.
  4. The characteristics of population composition are age, sex, literacy level, health condition, occupation and income level.
  5. Population density is the number of people living in a unit area of the earth's surface. It is normally expressed as per square km.
- H. 1. The population pyramid of a country with high birth and death rates is broad at the base and rapidly narrows towards the top. This is because although, many children are born, a large percentage of them die in their infancy. Relatively few become adults and there are very few elderly people.
2. The factors that affect the distribution of population are broadly categorized into geographical, social, cultural and economic factors. The geographical factors include topography, climate, soil, water and minerals. Social factors include quality of housing, education and health facilities. Cultural factors include places with religion or cultural significance, such as Varanasi, Jerusalem and Vatican City, and economic factors include employment opportunities. Osaka and Mumbai are densely populated because these two cities, being industrial areas, provide employment opportunities. Thus, a large number of people are attracted to these cities.
  3. The way in which people are spread across the earth's surface is known as the pattern of population distribution. More than 90 per cent of the world's population lives in about 30 per cent of the land surface. The distribution of population in the world is extremely uneven. Some areas are very crowded and some are sparsely populated. The crowded areas are south and south east Asia, Europe and north eastern North America. Very few people live in high latitude areas, tropical deserts, high mountains and areas of equatorial forests. Many more people live north of the Equator than south of the Equator. Almost three-quarters of the world's people live in two continents, Asia and Africa. Sixty per cent of the world's people stay in just 10 countries.

4. Birth rate – The number of live births per 1000 people is known as birth rate.  
 Natural growth rate – The difference between the birth rate and the death rate of a country is called the natural growth rate.  
 Immigrant – An immigrant is a person who arrives in a country.  
 Life expectancy – Life expectancy is the number of years that an average person can expect to live.
5. The world's population change until 1800 was slow because though large number of babies were born during this time, they died early. This can be attributed to poor health facilities. Sufficient food was not available for all the people as farmers were not able to produce enough to meet the food requirements of all the people.

#### Model Test Paper

- A. 1. b      3. b      5. c      7. d  
 2. a      4. d      6. c      8. a
- B. 1. Salem      3. resource      5. Ground water  
 2. Rice      4. migration
- C. 1. False      2. True      3. True      4. False      5. True
- D. 1. private land      4. shifting cultivation  
 2. time      5. renewable resources  
 3. natural growth rate

- E. 1. India and Bangladesh are the leading producers of jute in the world.  
 2. Immigrants are people who arrive in a country.  
 3. Balancing the need to use resources and also conserve them for the future is called sustainable development.  
 4. CITES is an international agreement between governments that aims to ensure that international trade in specimens of wild animals and plants does not threaten their survival.  
 5. Methods of soil conservation are mulching, contour barriers, rock dam, terrace farming, intercropping, contour ploughing and shelter belts.  
 (Accept any five of these.)



## SOCIAL AND POLITICAL LIFE

### 1. The Indian Constitution

- A. 1. b      2. d      3. a      4. c      5. c  
 B. 1. d      2. e      3. a      4. b      5. c  
 C. 1. democracy      3. legislature      5. State  
 2. secular state      4. Right against Exploitation

#### D. ACROSS

3. SOVEREIGN      6. CONSTITUTION  
 4. TYRANNY

#### DOWN

1. POLITICAL SYSTEM      5. CONSCIENCE  
 2. MONARCHY

- E. 1. A Constitution is a written document which serves as a set of rules and principles that all persons in a country can agree upon as the basis of the way in which they want the country to be governed.  
 2. A goal or a principle in its most excellent or perfect form is an ideal.  
 3. The following are the three organs of the government:  
 ♦ Legislature      ♦ Executive      ♦ Judiciary  
 4. Fundamental Rights were included to protect citizens against the arbitrary and absolute exercise of power by the State.  
 5. The Indian Constitution has been amended over the years to reflect new concerns of the polity.
- F. 1. The Constituent Assembly feared that the executive might become too strong and ignore its responsibility to the legislature. The Assembly, therefore, included several provisions in the Constitution to limit and control the action taken by the executive branch of the government.  
 2. Dr B R Ambedkar stated that despite the laws,

Scheduled Castes still had reason to fear because the administration of these laws were in the hands of upper caste Hindu officers. He, therefore, urged Scheduled Castes to join the government as well as the civil services.

3. The following are the key features of the Indian Constitution:

- ♦ Federalism
- ♦ Parliamentary form of government
- ♦ Separation of powers
- ♦ Fundamental Rights
- ♦ Secularism

4. The word 'State' does not refer to state governments. Government is responsible for administering and enforcing laws. The government can change with elections. The State, on the other hand, refers to a political institution that represents a sovereign people who occupy a definite territory.  
 5. The first objective is that every citizen must be able to claim the Fundamental Rights. The second objective is that rights must be binding upon every authority that has got the power to make laws.

- G. 1. The Constitution serves the following purposes:  
 ♦ It lays out certain ideals that form the basis of the kind of country that citizens aspire to live in.  
 ♦ It defines the nature of a country's political system.  
 ♦ It helps to protect us against certain decisions that we might take which could have an adverse effect on the larger principles that the country believes in.
2. The Constitution defines the nature of the political

system of a country. For example, Nepal's earlier Constitution stated that the country was to be ruled by the King and his council of ministers. Later, when Nepal moved from a monarchy to a democratic government, a new Constitution was adopted. The Constitution thus plays a crucial role in laying out important guidelines that govern decision-making in countries that have adopted a democratic form of government or polity.

3. During the process of drafting the Indian Constitution, the members of the Constituent Assembly felt that the freedom struggle had prepared the masses for universal adult suffrage and that this would encourage a democratic mindset and break the clutches of traditional caste, class, and gender hierarchies. This meant that Indians would have a direct role in electing their representatives. Therefore, the members of the Constituent Assembly adopted the principle of universal adult suffrage.
4. Right to Equality states that all persons are equal before the law. This means that all persons shall be equally protected by the laws of the country. It also states that no citizen can be discriminated against on the basis of their religion, caste or sex. Every person has access to all public places including playground, hotels, shops, and so on. The State cannot discriminate against anyone in matters of employment.
5. India is a country made up of several communities. Therefore, it required a system of government that did not involve people from only one particular place making decisions for everyone. It was necessary to make another level of government in the states so that decisions could be made for that specific area. Each state enjoys autonomy in exercising powers on certain issues. Subjects of national interest require these states to follow the laws of the central government. Thus, in India we have governments at the centre and at the state level. Panchayati Raj is the third tier of the government.

## 2. Understanding Secularism

- A. 1. c      2. d      3. b      4. a      5. d
- B. 1. religion.      3. Jews      5. secular  
2. Government      4. democratically.
- C. 1. False    2. False    3. True    4. True    5. False
- D. 1. Secularism refers to the separation of religion from the State.  
2. Fundamental Rights protects Indian citizens against State power as well as against the tyranny of the majority.  
3. The term 'coercion' in the context of this lesson refers to the force used by a legal authority such as the State on someone to do something.  
4. By banning untouchability the Indian State intervened in religion to end an unfair and cruel social practice.  
5. The term 'intervene' in the context of this lesson refers to the State's efforts to influence a particular matter in accordance with the principles of the Constitution.

- E. 1. There should be justice for all. None should be discriminated against on grounds of their religious practices and beliefs. All forms of domination related to religion must end. This merged together is the essence of secularism.
2. Members of one religious community either persecute or discriminate against members of other religious communities. Such acts of discrimination on the grounds of religion happen easily when a particular religion is given official recognition by the State at the expense of other religions.
3. The following are the ways in which the Indian State works to prevent religious domination:
  - ◆ It uses the strategy of distancing itself from religion.
  - ◆ It uses a strategy of non-interference.
  - ◆ It uses a strategy of intervention.
4. 'Freedom to interpret' means the independence that all persons shall have to understand things in their own way. In the context of this lesson, it refers to a person's liberty to develop their own understanding and meaning of the religion they practice.
5. The secular Indian State ensures the following:
  - ◆ One religious community does not dominate another religious community.
  - ◆ Some members do not dominate other members of the same religious community.
  - ◆ The State does not enforce any particular religion nor take away the religious freedom of individuals.
- F. 1. The Indian Constitution contains Fundamental Rights. It allows individuals the freedom to live by their religious beliefs and practices as they interpret these. India has also adopted a strategy of separating the power of religion and the power of the State. This is how the Indian Constitution protects us against State power and the tyranny of the majority.
2. Almost all countries of the world will have more than one religious group living in them. Within these religious groups, there will be one group that is in majority. If this majority religious group has access to State power, then it could quite easily use this power and financial resources to discriminate against and persecute persons of other religions. This tyranny of the majority could result in discrimination, coercion and even the killing of religious minorities. The majority could prevent minorities from practising their religions. Any form of domination based on religion is in violation of the rights that a democratic society guarantees to every citizen irrespective of their religion. Therefore, the tyranny of the majority and the resultant violation of Fundamental Rights is the reason why it is important to separate the State and religion in democratic societies.
3. The Indian State works in various ways to prevent religious domination. First, it uses a strategy of distancing itself from religion. The Indian State is not ruled by a religious group and nor does it support any one religion. In India, government spaces such as law courts, police stations, government schools and offices are not supposed

to display or promote any one religion. Second, it uses a strategy of non-interference. This means that in order to respect the sentiments of all religions and not interfere with religious practices, the State makes certain exceptions for particular religious communities.

4. There is one significant way in which Indian secularism differs from the dominant understanding of secularism as practised in the United States of America. Unlike the strict separation between religion and the State in American secularism, in Indian secularism the State can intervene in religious affairs. For example, the Indian Constitution intervened in Hindu religious practices in order to abolish untouchability. In Indian secularism, though the State is not strictly separate from religion it does maintain a principled distance vis-à-vis religion. This means that any interference in religion by the State has to be based on the ideals laid out in the Constitution. These ideals serve as the standard through which we can judge whether the State is or is not behaving according to secular principles.
5. In February 2004, France passed a law banning students from wearing any conspicuous religious or political signs or symbols such as the Islamic headscarf, the Jewish skullcap, or large Christian crosses. This law has encountered a lot of resistance from immigrants, mainly those from the former French colonies of Algeria, Tunisia and Morocco. In the 1960s, France had faced a shortage of workers and, therefore, had provided visas for these immigrants to come and work in the country. The daughters of these immigrants often wear headscarves while attending school. However, with the passing of this new law, they have been expelled from their school for wearing headscarves.

### 3. Parliament and the Making of Laws

- A. 1. a      2. c      3. d      4. d      5. a
- B. 1. c      2. e      3. d      4. a      5. b
- C. 1. EVMs      2. political parties.      3. executive      4. court      5. Municipal
- D. 1. True      2. True      3. False      4. True      5. False
- E. 1. The two houses of the Parliament of India are the Rajya Sabha and the Lok Sabha.
2. Universal adult franchise means that all adult citizens of the country have the right to vote.
3. People approach courts if they feel that a law is unfair because courts can modify or cancel laws.
4. The Government of India Act, 1909 allowed for some elected representation in British India.
5. The Civil Rights Movement led to the introduction of the Civil Rights Act in 1964.
- F. 1. The following are the functions of the Parliament:
  - ◆ to select the national government
  - ◆ to control, guide and inform the government
  - ◆ law-making
2. The term 'coalition' refers to a temporary alliance of groups or parties. In this lesson it refers to the alliance formed by political parties after elections when no party has been able to get adequate

seats to form a clear majority.

3. The Opposition in the Parliament is formed by all the political parties that are not part of the majority party/coalition formed. The largest amongst these parties is called the Opposition party.
4. Women who face violence or are abused are seen as victims. But they struggle in several ways to survive and overcome these situations. Therefore, it is accurate to refer to them as survivors and not victims.
5. Repressive laws refer to the laws that brutally control people and often prevent them from exercising their Fundamental Rights, including Right to Speech and Assembly.
- G. 1. The Parliament, while in session, begins with a question hour. The question hour is an important mechanism through which the MPs can elicit information about the working of the government. This is a very important way through which the Parliament controls the executive. By asking questions the government is alerted to its shortcomings, and also comes to know the opinion of the people through their representatives in the Parliament. The opposition parties play a critical role in the healthy functioning of a democracy. They highlight drawbacks in various policies and programmes of the government and mobilize popular support for their own policies. Asking questions to the government is a crucial task for every MP. This is how MPs as representatives of the people control, guide and inform the Parliament.
2. The Rajya Sabha functions primarily as the representative of the states of India in the Parliament. It can initiate legislation. A bill is required to pass through the Rajya Sabha in order to become a law. Therefore, it has an important role of reviewing and altering (if alterations are needed) the laws initiated by the Lok Sabha. The members of the Rajya Sabha are elected by the elected members of the Legislative Assemblies of various states. There are 233 elected members plus 12 members nominated by the President.
3. After the Lok Sabha elections, a list is prepared showing how many MPs belong to each political party. For a political party to form the government, it must have a majority of elected MPs. Since there are 543 elected members in the Lok Sabha, to have a majority a party should have at least half the number i.e. 272 members or more.
4. In a democracy like India, people can express their unwillingness to accept repressive laws framed by the Parliament. Sometimes a law can be constitutionally valid and hence legal, but it can continue to be unpopular and unacceptable to people if they feel that the intentions behind it are unfair and harmful. Hence, people might criticize this law, hold public meetings, write about it in newspapers, report to TV news channels etc. When many people feel that a wrong law has been passed, then there is pressure on the Parliament to change it.
5. Our role as citizens does not end with electing our representatives. Rather, it is then that we begin



to use newspapers and the media to carefully chart the work that is being done by our MPs, and criticize their actions if required. Therefore, we should bear in mind that it is the extent, involvement and enthusiasm of the people that helps the Parliament perform its representative functions properly.

#### 4. Judiciary

- A. 1. a      2. b      3. b      4. c      5. a
- B. 1. High Courts      3. courts      5. Acquit  
2. Chief Justice      4. PIL
- C. 1. True    2. False    3. True    4. True    5. True
- D. 1. violation      3. criminal      5. eviction  
2. compensation    4. subordinate court
- E. 1. We have the judicial system to enforce rule of law.  
2. The following work is done by the judiciary:  
    ♦ dispute resolution  
    ♦ judicial review  
    ♦ upholding the law and enforcing the Fundamental Rights  
3. There are three different levels of courts in India.  
4. The different branches of the legal system are criminal law and civil law.  
5. 'To appeal' refers to a petition filed before a higher court to hear a case that has already been decided by the lower court.
- F. 1. Separation of powers is a key feature of the Constitution. It warrants that the other branches of the government – the legislature and the executive – cannot interfere in the work of the judiciary. The courts are not under the government and do not act on their behalf. This is what it means to have an independent judiciary.  
2. Appellate system means that a person can appeal to a higher court if they believe that the judgement passed by the lower court is not just. All the different levels of courts are connected to each other. In India, we have an integrated judicial system, which means that the decisions taken by the higher courts are binding on the lower courts.  
3. The subordinate court is more commonly known by the following names:  
    ♦ Trial Court or the Court of the District Judge  
    ♦ Court of the Additional Sessions Judge  
    ♦ Court of the Chief Judicial Magistrate  
    ♦ Court of the Metropolitan Magistrate  
    ♦ Court of the Civil Judge  
4. Some of the reasons why it is difficult for a majority of people to have access to courts in India are as follows:  
    ♦ Legal procedures involve a lot of money, paperwork and time.  
    ♦ For a poor person who cannot read and write and whose family depends on a daily wage, the idea of going to court to get justice often seems remote.  
5. The phrase 'justice delayed is justice denied' refers to the extended time that courts take to deliver justice. It affects the common person's access to justice because of the inordinately long number of years that courts take to hear a case.

- G. 1. The work done by the judiciary is as follows:  
    ♦ The judicial system provides a mechanism for resolving disputes between citizens, between citizens and the government, between two state governments, and between the centre and state governments.  
    ♦ The judiciary is the final interpreter of the Constitution. Therefore, the judiciary also has the power to strike down particular laws passed by the Parliament if it believes that these are a violation of the basic structure of the Constitution. This is known as judicial review.  
    ♦ The judicial system upholds the law and enforces Fundamental Rights. Every citizen of India can approach the Supreme Court or the High Court if they believe that their Fundamental Rights have been violated.
2. The following are the advantages of an independent judiciary:  
    ♦ The judges in the Supreme Court and the High Courts are appointed with little interference from other branches of the government. Once appointed to the office, it is difficult to remove a judge.  
    ♦ The independence of the judiciary allows the courts to play a central role in ensuring that there is no misuse of power by the legislature and the executive.  
    ♦ It plays a crucial role in protecting the Fundamental Rights of citizens because anyone can approach the courts if they believe that their rights have been violated.
3. There are three different levels of courts in our country. There are several courts at the lower level and only one at the apex level. The courts that most people interact with are the subordinate or district courts. These are usually at the district or *tehsil* level or in towns and they hear many kinds of cases. Each state is divided into districts that are presided over by a District Judge. Each state has a High Court which is the highest court of that state. At the top is the Supreme Court, presided over by the Chief Justice of India. The decisions made by the Supreme Court are binding on all other courts in India.

Criminal Law	Civil Law
Deals with conducts or acts that the law defines as offences.	Deals with any harm or injury to rights of individuals.
A First Information Report (FIR) must be lodged with the police, who investigates the crime, after which a case can be filed in the court.	A petition has to be filed before the relevant court by the affected party.
If found guilty, the accused can be sent to jail and also fined.	The court gives the specific relief asked for.

5. The Supreme Court in the early 1980s devised the mechanism of Public Interest Litigation or PIL to

increase access to justice. It allowed any individual or organisation to file a PIL in the High Court or the Supreme Court on behalf of those whose rights were being violated. The legal process was greatly simplified and even a letter or telegram addressed to the Supreme Court or the High Court could be treated as a PIL. PIL was used to secure justice on a large number of issues such as rescuing bonded labourers from inhuman work conditions, and securing the release of prisoners in Bihar who had been kept in jail even after their term of punishment was complete.

### 5. Understanding Marginalisation

- A. 1. a      2. d      3. c      4. a      5. b
- B. 1. Odisha      3. malnourished.      5. plantations  
2. Dongarria Konds      4. hierarchy
- C. 1. True      2. False      3. True      4. False      5. True
- D. 1. d      2. e      3. a      4. b      5. c
- E. 1. To be marginalised is to be forced to occupy the sides or fringes and thus not to be at the centre of things.  
2. Adivasis are communities who lived and often continue to live in close association with forests.  
3. The term 'militarised' refers to any area where the presence of the armed forces is considerable.  
4. The term 'displaced' refers to people who are forced or compelled to move from their homes for development projects like dams, mining and so on.  
5. Forest lands are cleared to get timber and to get land for agriculture and industry.
- F. 1. Certain groups and communities are marginalised because of the following reasons:  
♦ They speak a different language.  
♦ They follow different customs.  
♦ They belong to a different religious group from the majority community.  
♦ They may be poor and hence considered to be of 'low' social status.  
2. The term 'Scheduled Tribes' is used for addressing Adivasis by the Indian government in various official documents. There is an official list of tribes. Scheduled Tribes are often grouped together with Scheduled Castes in the category Scheduled Castes and Scheduled Tribes.  
3. In the context of this lesson, the term 'mainstream' is used to refer to a cultural context in which the customs and practices that are followed are those of the dominant community. The term is also used to refer to those people or communities that are considered to be at the centre of society, i.e. often the powerful or dominant group.  
4. Adivasis practice a range of belief systems that are different from other religions. These involve the worship of ancestors, village and nature-spirits such as mountain-spirits, river-spirits and so on. The village spirits are often worshipped at specific groves, while the ancestral ones are usually worshipped at home. They have been influenced by different religions such as Shakta, Buddhism, Vaishnav, Bhakti and Christianity.  
5. When tribals lose their main sources of livelihood

and food, they are forced to migrate to cities in search of work where they are employed for very low wages in local industries or at building or construction sites. They get caught in a cycle of poverty and deprivation.

- G. 1. Soma and Helen's Dadu lived in a village in Odisha when he was young. One fine day they were told that the forest was not theirs anymore. Forest officials and contractors cut down large parts of it. The villagers were beaten up when they protested and were taken to court. They did not have lawyers to fight their cases. Many villagers were forced to leave their homes and find seasonal work in nearby towns. Then came the companywallahs who wanted to mine iron ore. The villagers were promised jobs and money only if they sold their lands to the companywallahs. Some villagers gave their thumbprints without realizing that they were selling off their lands. Few were given token jobs. The majority, however did not sell off their lands. Then the companywallahs beat up the villagers and threatened until all of them were forced to sell and abandon their lands. This is why Soma and Helen's Dadu was forced to leave his village.
2. Adivasi communities are showcased in particular ways in India. In school functions, official events, books and movies, Adivasis are portrayed in very stereotypical ways – in colourful costumes, headgear, through their dancing. We seem to know very little about their lives. This often wrongly leads to people believing that they are exotic, primitive and backward. Often Adivasis are blamed for their lack of advancement as they are believed to be resistant to change or new ideas. Thus, stereotyping particular communities can lead to people discriminating against such groups.
3. The Indian Constitution recognises that the culture of majority influences the way in which society and government might express themselves. In such cases, size can be a disadvantage and lead to the marginalisation of the relatively smaller communities. Therefore, safeguards are needed to protect minority communities against the possibility of being culturally dominated by the majority. Fundamental Rights also protect minority communities against discrimination. In certain conditions, minority communities may feel insecure about their lives, assets and well-being. The Constitution provides these safeguards because it is committed to protecting India's cultural diversity, promoting equality and justice.
4. Like other minorities, Muslim customs and practices are sometimes quite distinct from what is seen as mainstream. Some, not all Muslims, may wear a *burqa*, sport a long beard, wear a *fez*, and these become ways to identify all Muslims. Because of this, Muslims tend to be identified differently and some people think they are not like the 'rest of us'. This becomes an excuse to treat them unfairly and discriminate against them at times. This prejudice leads to hatred and violence at times. Social marginalisation in some cases has led to Muslims migrating to new places, resulting in the

ghettoisation of the community.

5. An area or locality that is populated largely by members of a particular community is known as a ghetto. Ghettoisation refers to the process that leads to such a situation. This may occur due to various social, cultural and economic reasons. Fear or hostility may also compel a community to group together as they may feel more secure to live amongst their own people. Often a ghettoised community has few options of moving out, which may lead to alienation from the rest of the society.

### 6. Confronting Marginalisation

- A. 1. a      2. d      3. c      4. b      5. a
- B. 1. Constitution      3. equal rights      5. C K Janu  
2. Pakhis      4. Dalit
- C. 1. True      2. True      3. False      4. True      5. True
- D. 1. d      2. e      3. a      4. b      5. c
- E. 1. In the context of this lesson, the term 'confront' refers to groups challenging their marginalisation.  
2. The term 'ostracise' means to socially boycott an individual or a group.  
3. In the context of this lesson, the term 'assertive' refers to a person or group that can express themselves and their views strongly.  
4. Manual scavenging refers to the practice of removing human and animal waste from dry latrines.  
5. The term 'dispossessed' means to have to give up ownership or to give up authority.
- F. 1. Article 17 of the Constitution states that untouchability has been abolished. This means that no one can prevent Dalits from educating themselves, entering temples, using public facilities and so on. It also means that the practice of untouchability is a punishable crime.  
2. The term 'policy' means a stated course of action that provides direction for the future, sets goals to be achieved or lays out principles or guidelines to be followed and acted upon. We have read about government policies. But other institutions like schools, companies and so on also have policies.  
3. Rathnam filed his complaint against the domination and violence of the powerful castes in his village under the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989.  
4. Morally reprehensible refers to any act that violates all norms of decency and dignity that a society believes in. It usually refers to a hideous and repugnant act that goes against all the values that a society has accepted.  
5. The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006 states that this Act is meant to undo the historical injustices meted out to forest dwelling populations in not recognising their rights to land and resources. The Act recognises their rights to homestead, cultivable and grazing land and to non-timber forest produce. The Act also points out that the rights to forest dwellers includes conservation of forests and biodiversity.
- G. 1. Central government and State governments across India have their own list of Scheduled

Castes (or Dalits), Scheduled Tribes and backward and most backward castes. Students applying to educational institutions and those applying for posts in government are expected to furnish proof of their caste or tribe status in the form of caste and tribe certificates. If a particular Dalit caste or a certain tribe is on the government list, then a candidate from that caste or tribe can avail the benefit of reservation. For admission to colleges and institutes, governments define a set of 'cut off marks. This means that not all Dalit and tribal candidates can qualify for admission, but only those who have done reasonably well and secured marks above the 'cut off' point. Governments also offer special scholarships for these students.

2. The following are the provisions in the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989:
- ◆ It lists the modes of humiliation that are both physically horrific and morally reprehensible and seeks to punish those who (i) force a member of a Scheduled Caste or a Scheduled Tribe to drink or eat any inedible or obnoxious substance;... (iii) forcibly removes clothes from the person of a member of a Scheduled Caste or a Scheduled Tribe or parades him or her naked or with painted face or body or commits any similar act which is derogatory to human dignity.
  - ◆ It lists actions that dispossess Dalits and Adivasis of their meagre resources or which force them into performing slave labour. Thus, the Act sets out to punish anyone who (iv) wrongfully occupies or cultivates any land owned by, or allotted to, ... a member of a Scheduled Caste or a Scheduled Tribe or gets the land allotted to him transferred.
  - ◆ The Act recognises that crimes against Dalit and tribal women are of a specific kind, and therefore seeks to penalise anyone who (xi) assaults or uses force on any woman belonging to a Scheduled Caste or a Scheduled Tribe with intent to dishonour her. (Accept any two of these.)
3. Manual scavenging refers to the practice of removing human and animal waste/excreta using brooms, tin plates and baskets from dry latrines and carrying it on the head to disposal grounds some distance away. Manual scavenging is mainly done by Dalit women and young girls. According to the Safai Karamchari Andolan, an organisation working with manual scavengers, there are one lakh persons from Dalit communities who continue to be employed in this job in this country and who work in 26 lakh private and community dry latrines managed by municipalities. Manual scavengers are exposed to subhuman conditions at work and face serious health hazards. They are constantly exposed to infections that affect their eyes, skin, respiratory and gastro-intestinal systems. They also get paid very low wages for the work they do. Those working in urban municipalities earn ₹ 200 per day and those working privately are paid much less.

4. Adivasi activists refer to the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989 to defend their right to occupy land that was traditionally theirs. Adivasis are often unwilling to move from their land and are forcibly displaced. Activists have asked that those who have forcibly encroached upon tribal land should be punished under this law. They have also pointed to the fact that this Act merely confirms what had already been promised to tribal people in the Constitution – that land belonging to tribal people cannot be sold to or brought by non-tribal people. In cases where this has happened, the Constitution guarantees the right of tribal people to re-possess their land.
5. In 1993, the government passed the Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition Act). This law prohibits the employment of manual scavengers as well as the construction of dry latrines. In 2003, the Safai Karamchari Andolan and 13 other organisations and individuals, including seven manual scavengers, filed a PIL in the Supreme Court. The petitioners complained that manual scavenging still existed and it continued in government undertakings like the railways. The petitioners sought enforcement of their Fundamental Rights. The court observed that the number of manual scavengers in India had increased since the 1993 law. It directed every department/ministry of the union government and state governments to verify the facts within six months. If manual scavenging was found to exist, then the government department had to actively take up a time-bound programme for their liberation and rehabilitation.

### 7. Public Facilities

- A. 1. d      2. b      3. d      4. a      5. c
- B. 1. basic needs      3. 6–14      5. sanitation  
2. Buses      4. public
- C. 1. True    2. True    3. False    4. False    5. True
- D. 1. d      2. e      3. a      4. b      5. c
- E. 1. The government provides public facilities to the people.  
2. Primary requirements that are necessary for survival are known as basic needs.  
3. The sources of water in rural areas are mostly owned by individuals.  
4. Mylapore suffers from water shortage. It gets water once in two days.  
5. On days when the water supply is inadequate, Mr Ramagopal talks to a senior official in the municipal water board and easily arranges for a water tanker for his house.
- F. 1. Siva lives in Mandipakkam which gets water once in four days. He buys bottled water for drinking. Shortage of water is a major reason why Siva can't bring his family to Chennai.  
2. The Constitution of India recognises the right to water as being a part of the Right to Life under Article 21. This means that it is the right of every person, whether rich or poor, to have enough water to fulfil her/his daily needs at a price that she/he can afford. There should be universal access to water.

3. Public facilities are essential facilities that need to be provided for everyone. Water, healthcare, sanitation, electricity, public transport, schools and colleges are some examples of public facilities.
  4. Universal access is achieved when everyone has physical access to a good and can also afford it. For example, a tap connection at home will allow physical access to water, and if price of water is low or is provided free, everyone will be able to afford it.
  5. Provision of facilities for the safe disposal of human urine and faeces is known as sanitation. This is done by construction of toilets and pipes to carry the sewerage and by treatment of waste water. This is necessary so as to avoid contamination.
- G. 1. An important characteristic of public facilities is that once they are provided, the benefits can be shared by many people. For example, a school in the village will enable many children to get educated. Similarly, the supply of electricity to an area can be useful for many people. Farmers can run pumpsets to irrigate the fields, people can open small workshops that run on electricity, students will find it easier to study and most people in the village will benefit in some way or the other.
2. Every year the government presents the budget in the Parliament. This is an account of the expenses the government has made on its programmes in the past year and how much it plans to spend in the coming year. In the budget, the government also announces the various ways in which it plans to meet these expenses. The main source of revenue for the government is the taxes collected from the people, which the government is empowered to collect and use them for such programmes. For instance, to supply water, the government has to incur costs in pumping water, carrying it over long distances, laying down pipes for distribution, treating the water for impurities, and finally, collecting and treating waste water. It meets these expenses partly from the various taxes that it collects and partly by charging a price for water. This price is set so that most people can afford a certain minimum amount of water for daily use.
  3. Shortage of water in Chennai has opened up opportunities for private companies. Many private companies are providing water to cities by buying it from places around the city. In Chennai, water is taken from nearby towns like Mamandur, Palur, Karungizhi and from villages to the north of the city using a fleet of over 13,000 water tankers. Every month the water dealers pay farmers an advance for the rights to exploit water sources on their land. This water is taken away not just from agriculture but also from drinking water supplies of the villagers. This has depleted the groundwater levels drastically in all these towns and villages.
  4. Porto Alegre is a city in Brazil. The city's water department has achieved universal access to safe water and this is the main reason behind the lower number of infant deaths. The average price of water is kept low, and the poor are charged half the basic rate. Whatever profit the department makes is used to improve the water supply. The working

of the water department is transparent and people can have a direct say in deciding which projects the department should take up. Through a process of public meetings, people hear what the managers have to say and also vote on their priorities.

5. Sulabh is a non-government organisation that has been working for almost five decades to address the problem of sanitation facing low-caste, low-income people in India. It has constructed more than 8,500 community toilet blocks and 1.5 million household toilets, giving access to sanitation for 20 million people. The majority of the users of Sulabh facilities are from the poor working class. Sulabh enters into contracts with municipalities or other local authorities to construct toilet blocks with government funds. Local authorities provide land and funds for setting up the services, whereas maintenance costs are sometimes financed through user charges.

### 8. Law and Social Justice

- A. 1. a      2. c      3. a      4. d      5. b
- B. 1. consumer      3. unions      5. Emissions  
2. pesticides.      4. Employers
- C. 1. True    2. True    3. False    4. False    5. True
- D. 1. Laws that are created to protect people from exploitation ensure that the unfair practices are kept to a minimum.  
2. A person or an organisation that produces goods for sale in the market is a producer.  
3. Foreign companies come to India for cheap labour.  
4. As the lawmaker and enforcer of safety laws, the government is supposed to ensure that safety laws are implemented.  
5. People can exert pressure on both private companies and governments so that they take the demand for the right to a healthy environment seriously.
- E. 1. Laws are necessary in many situations, whether this be the market, office or a factory so as to protect people from unfair practices. Private companies, contractors, and business persons, in order to make profits, resort to unfair practices such as paying low wages to workers, employing children for work, ignoring the conditions of work, ignoring the damage to the environment and damage to the people, and so on.  
2. Workers' unions are associations of workers. Workers' unions are common in factories and offices but might also be found among other types of workers, for example, domestic workers' unions. The leaders of the union bargain and negotiate with the employer on behalf of its members.  
3. In 2016, the Parliament amended the Child Labour (Prohibition and Regulation) Act, 1986, banning the employment of children below the age of 14 years in all occupations and of adolescents (14–18 years) in hazardous occupations and processes. It made employing these children or adolescents a cognizable offence. Anyone found violating the ban must be penalized with a punishment ranging from a jail term and/or a fine.  
4. In the *Subhash Kumar vs. State of Bihar (1991)*

case, the Supreme Court held that the Right to Life is a Fundamental Right under Article 21 of the Constitution and it includes the right to enjoyment of pollution-free water and air for full enjoyment of life. The government is responsible for setting up laws and procedures that can check pollution, clean rivers and introduce fines for those who pollute.

5. Wages that Union Carbide pays to workers, in U.S.A., are far higher than what it had to pay to workers in a poor country like India. For lower pay, it got longer hours of work. Additional expenses such as housing facilities for workers were also fewer. This made way for the company to save costs and earn higher profits. That is why Union Carbide set up its plant in India.
- F. 1. Private companies, contractors, and business persons normally want to make as much profit as they can. In the drive for profits, they might deny workers their rights and not pay them fair wages. In the eyes of the law, it is illegal or wrong to deny workers their wages. Similarly, to ensure that workers are not underpaid, or are paid fairly there is a law on minimum wages. A worker must be paid not less than the minimum wage by the employer. The minimum wages are revised upwards every few years.  
2. In recent years, while the courts have come out with strong orders on environmental issues, these have sometimes affected people's livelihoods adversely. For example, the courts directed industries in residential areas in Delhi to close down or shift out of the city. These industries, which were set up without following the rules, were polluting the neighbourhood and discharge from these industries was polluting the Yamuna river. This closure led to many workers losing their jobs. Others were forced to go to far-away places where these factories had relocated. The same problem resurfaced in these areas – for now these places became polluted and the issue of the safety conditions of workers remained unaddressed.  
3. Emissions from vehicles is a major cause of environmental pollution. In a series of rulings (1998 onwards), the Supreme Court had ordered all public transport vehicles using diesel to switch to Compressed Natural Gas (CNG). As a result of this move, air pollution in cities like Delhi came down considerably. But a recent report by the Center for Science and Environment, New Delhi, shows the presence of high levels of toxic substances in the air. This is due to emissions from cars that run on diesel (rather than petrol) coupled with a sharp increase in the number of cars on the road.  
4. Advanced countries are relocating their toxic and hazardous industries to developing countries to take advantage of the weaker laws in such countries while keeping their own countries safe. South Asian countries, particularly India, Bangladesh and Pakistan play hosts for industries producing pesticides, asbestos or processing zinc and lead. Ship-breaking is growing rapidly in South Asia. Old ships no longer in use, are sent to shipyards in Bangladesh and India for scrapping.

These ships contain potentially dangerous and harmful substances.

5. The Bhopal Gas Tragedy took place at midnight on 2 December 1984. A poisonous gas called methyl-isocyanite leaked from the plant of an American company called Union Carbide. More than 8,000 people were dead within three days of the tragedy and hundreds and thousands were maimed for life. People who were exposed to the poisonous gas were mostly poor and from the working class. Even today nearly 50,000 of the survivors are too sick to work. Many developed severe respiratory disorders, eye problems and so on. Children developed abnormalities. It was not an accident. Union Carbide had deliberately ignored the safety measures to cut costs. The company refused to accept responsibility despite the evidence pointing at them. The government represented the victims in a civil case against Union Carbide. Survivors appealed against the settlement as they were given a measly compensation amount. The Supreme Court, however, ruled that

the settlement amount would stand. Union Carbide stopped its operations, but left behind tons of toxic chemicals. These seeped into the ground, contaminating water.

Even after so many years, people are still fighting for justice.

#### Model Test Paper

- A. 1. a      3. d      5. b      7. b  
 2. b      4. c      6. a      8. d
- B. 1. secularism.      4. government  
 2. Newspaper editorials      5. Fundamental Rights  
 3. Olga Tellis
- C. 1. True    2. False    3. True    4. True    5. False
- D. **ACROSS**  
 4. PUNISHMENT      5. SECULAR  
**DOWN**  
 1. BASIC NEEDS      2. PAKHIS      3. JUDGE
- E. 1. c      2. e      3. d      4. a      5. b
- F. 1. Jews      3. untouchability      5. executive  
 2. Parliament      4. Mumbai

## As Per the New Assessment Pattern

### Source-based questions

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

### Picture-based questions

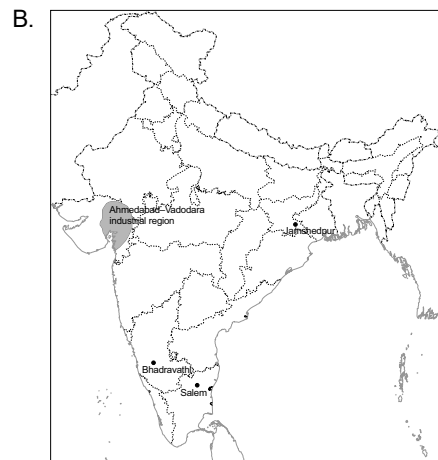
- A. 1. b      3. a  
 2. c      4. Accept any relevant response.
- B. 1. This type of farming is intensive subsistence farming.  
 2. This type of farming is mostly found in the thickly populated areas of the monsoon regions of south, southeast and east Asia.  
 3. One benefit of intensive subsistence farming is that it is practised to meet the needs of the farmer's family.

One drawback of intensive subsistence farming is that low levels of technology are used. Hence, the production is low.

- C. 1. d      2. a      3. b

### Map Skill-based questions

- A. 1. Bombay (now Mumbai)  
 2. Delhi  
 3. Surat  
 4. Calcutta (now Kolkata)  
 5. Lucknow



3. Odisha  
 4. Kerala  
 5. Black soil—Gujarat, Maharashtra and Madhya Pradesh  
 Desert soil—Western Rajasthan  
 Mountain soil—Jammu & Kashmir, Sikkim, Arunachal Pradesh  
 6. states of North-east India

### Assertion-Reason questions

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

# NOTES

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