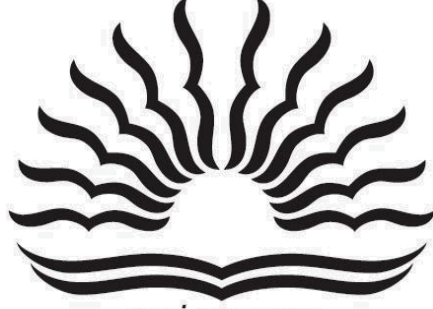


केन्द्रीय विद्यालय संगठन

KENDRIYA VIDYALAYA SANGATHAN



तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन

अहमदाबाद संभाग

AHMEDABAD REGION

अध्ययनसामग्री-  
STUDY MATERIAL

CLASS: IX

**SOCIAL SCIENCE**

सत्र201-41-5

**SESSION-2014-15**



## PREFACE

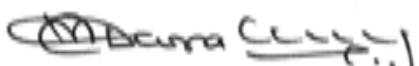
Kendriya Vidyalaya Sangathan is a pace setter organization in the field of School Education and always strives to provide quality education to its students. It is also known for its innovations and experimentations to achieve academic excellence. Preparing and printing of Study Material for Classes IX to XII is one of the important aspects of providing quality education in an innovative way to the students.

It gives me an immense pleasure in presenting the Study Material for the Classes IX to XII for the session 2014-15 which has been written as per latest CBSE pattern.

Subject teachers, both at the preparation and moderation levels have done a remarkable job by preparing a comprehensive study material of multiple utility. It has been carefully designed and prepared so as to promote better learning and encourage creativity in students through their increased self efforts for solving assignments of different difficulty level. But the teachers and the students must bear in mind that the purpose of the study material is in no way to replace the text-book, but to make it a complete set by supplementing it with this study material so that it may provide requisite and adequate material for use in different ways. Effectiveness of the study material will ultimately depend upon its regular and judicious use for the above listed purposes both by teachers and students. I am sure that this well prepared study material if used sincerely and judiciously will surely bring cheers to all sections of students.

Traditionally the support material aims in familiarizing the students with the different type of questions of various lessons and orienting them towards a better performance in the forthcoming Examination. This material is to be used one among the resources provided to the students for preparing the exams. Teacher's initiation and guidance in using this material in the classroom is earnestly solicited

Above all, sincere and dedicated efforts of the subject teachers in preparation of this study material deserve full appreciation. Teacher's observations, suggestions and critical analysis for further improvement of the study material will be highly appreciated

  
(P DEVAKUMAR)  
DEPUTY COMMISSIONER

**Design of sample question paper**  
**Social Science IX SA-II (2014-2015)**

S. No.	Form of questions	Marks of each question	Number of questions	Total Marks
1	MCQ	1	8	08
2	Short Answer (SA)	3	12	36
3	Long Answer (LA)	5	8	40
4	Map Question	3	2	06
	<b>Total</b>	-	<b>30</b>	<b>90</b>

\*The question paper will include a section on Open Text based assessment.

**The question paper will not have any choice(s) except for compensating /covering the syllabus contained in Unit-1 i.e. India and Contemporary World.**

S. No.	Unit No.	Marks
1	History	23
2.	Geography	23
3	Political Science	22
4.	Economics	22
	<b>Total</b>	<b>90</b>

## SUMMATIVE ASSESSMENT 2 (Term 2)

**Unit 1: India and the Contemporary World – I (HISTORY)**

**Sub-unit 1.2: Economies and Livelihoods (Any one of the following)**

**1. Pastoralists in the modern world.**

Case studies: focus on two pastoral groups, one from Africa and one from India. (Chapter 5)

**2. Forest society and colonialism:**

Case studies: focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)

**3. Farmers and peasants:**

Case studies : focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6)

**Sub-unit 1.3: Culture, Identity and Society (Any one of the following)**

**1. Sports and politics:** (Chapter 7)

**2. Clothes and cultures.** (Chapter 8)

**1. Map Work (Compulsory)** (3 marks).

**Unit 2: India - Land and the People Term I**

**1. Climate:** (Chapter 4)

**2. Natural Vegetation:** (Chapter 5)

**3. Wildlife:** (Chapter 5)

**4. Population:** (Chapter 6)

**1. Map Work (Compulsory)** (3 marks).

**Unit - 3: Democratic Politics I**

**1. Electoral politics in democracy** (Chapter 4)

**2. Institutions of parliamentary democracy** (Chapter 5)

**3. Citizens' rights in democracy** (Chapter 6)

**Unit - 4: Understanding Economic Development – I**

**1. Poverty as a challenge facing India :** (Chapter 3)

**2. Food Security : Source of food grains-** (Chapter 4)

# Part 1: History

## CHAPTER 4 FOREST SOCIETY AND COLONIALISM

### CONCEPTS:

#### DEFORESTATION:-

Deforestation is cutting down of trees indiscriminately in a forest area. Under the colonial rule it became very systematic and extensive.

#### **Why Deforestation**

- As population increased over the centuries and the demand for food went up, peasants extended the boundaries of cultivation by clearing forests.
- The British encouraged the production of commercial crops like jute, sugar, wheat and cotton for their industries as raw material.
- The British thought that forests were unproductive land as they yielded neither revenue nor agricultural produce. Cultivation was viewed as a sign of progress. Oak forests in England were disappearing. There was no timber supply for the shipbuilder industry. Forest resources of India were used to make ships for the Royal Navy.
- Spread of railways required two things :
- land to be cleared to lay railway tracks
- wood as fuel for locomotives and for railway line sleepers.
- Large areas of natural forests were cleared for tea, coffee and rubber plantations. Thus land was given to planters at cheap rates.

#### COMMERCIAL FORESTRY:-

The British were worried that the use of forests by local people and the reckless felling of trees by traders would destroy forests and hence invited German expert Dietrich Brandis as first Inspector General of Forests in India. Brandis set up the Indian Forest Service in 1864 and helped formulate the Indian Forest Act of 1865. The Imperial Forest Research Institute was set up in Dehradun in 1906. Scientific forestry was taught there. In the scientific forestry system, forests with different kinds of trees were replaced by plantations. Forest management plans were made by forest officials. They planned how much of the forest had to be cut and how much had to be replanted.

**The Forest Acts: According to this act the forest were** divided into three categories, but the villagers were dissatisfied with this Forest Acts. They were now forced to steal wood from the forests. If they were caught, they were punished.

#### **Forest Rules and Cultivation**

Shifting cultivation or Sweden agriculture was the agricultural practice in many parts of Asia, Africa and South America. The colonial foresters did not favour this system as it made it difficult for the government to calculate taxes. In addition, the forest officials saw in it the danger of fire and also that no trees could grow on this kind of land.

**Hunting and Forest Laws:** The forest laws forbade the villagers from hunting in the forests but encouraged hunting as a big sport. They felt that the wild animals were savage, wild and primitive, just like the Indian society and that it was their duty to civilise them.

**New Trade and New Employment:** New opportunities opened in trade as the forest department took control of the forests, e.g., the Mundurucu peoples of the Brazilian Amazon. With the colonial influence trade was completely regulated by the government. Many large European trading firms were given the sole right to trade in forest products of a particular area. Many pastoral communities lost their means of livelihood. New opportunities of work did not always mean improved well-being for the people.

#### FOREST REBELLIONS

Forest communities rebelled against the changes imposed upon them. The people of Bastar were one such group. The initiative was taken by the Dhurwas of the Kanger forest where reservation first took place. The British sent troops to suppress the rebellion. It took them three months to regain control. A victory for the people of Bastar was that the work on reservation was suspended and the area was reduced to half.

#### CHANGES IN JAVA:

**The Kalangs:** They rose in rebellion against the Dutch in 1770 but their uprising was suppressed.

**Scientific Forestry in Java:** Forest laws were enacted in Java. The villagers resisted these laws. Forest timber was used for ships and railway sleepers. The Dutch government used the 'balandongdiensten' system for extracting free labour from the villagers.

**Samin's Movement:** Samin of Randublatung village (a teak forest village) questioned the state ownership of forests. A widespread movement spread. They protested by lying on the ground when the Dutch came to survey it and refusing to pay taxes and perform labour.

**World Wars and Deforestation:** The world wars had a major impact on forests. The forest department cut freely to meet the British demands. The Dutch followed the scorched earth policy of destroying saw mills, burning logs of teak so that the Japanese could not benefit from it. The Japanese forced the villagers to cut down forests, when they occupied the area.

**New Developments:** Conservation and preservation of forests has now become the focus rather than timber. It has also been realised that if forests are to survive, the local community needs to be involved. There are many such examples in India where communities are conserving forests in sacred groves. This looking after is done by each member of the village and everyone is involved.

**Tea/Coffee plantations** — The colonial state thought that forest land was unproductive.

It is unable to yield agricultural production or revenue collection. Large areas of natural forests were hence cleared to make way for tea, coffee and rubber plantations to meet Europe's growing need for these commodities. The colonial government took over the forests and gave vast areas to European planters at cheap rates. The areas were enclosed and cleared of forests and planted with tea or coffee.

**Adivasis and other peasant users** — Adivasis and other peasant users do not cut down forests except to practice shifting cultivation or gather timber for fuel. They also gather forest products and graze their cattle. This does not destroy the forests except sometimes in shifting agriculture. In fact, now the new trends that promote forest conservation tend to involve local villagers in conservation and preservation. The adivasis and other peasant communities regard the forests as their own and even engage watchmen to keep a vigil over their forests.

### **MULTIPLE CHOICE QUESTIONS**

**Q.1. Who was the colonial power in Indonesia?**

- (a) British                      (b) Dutch                      (c) French                      (d) Portuguese

**Q.2. Which place is now famous as a rice-producing island in Indonesia?**

- (a) Java                      (b) Sumatra                      (c) Borneo                      (d) Kalimantan

**Q.3. Where did the Dutch start forest management in Indonesia?**

- (a) Java                      (b) Sumatra                      (c) Bali                      (d) None of the above

**Q.4. Who was 'Kalangs' of Java?**

- (a) Dynasty of rulers                      (b) Skilled forest cutters and shifting cultivators  
(c) A community of moneylenders                      (d) none of the above

**Q.5 The Kalangs resisted the Dutch in**

- (a) 1700                      (b) 1750                      (c) 1770                      (d) 1800

**Q.6. According to the forest laws enacted by the Dutch in Java,**

- (a) Villagers' access to forest was restricted  
(b) Wood could be cut only for specified purposes like making river boats or constructing houses  
(c) Villagers were punished for grazing cattle  
(d) All the above

**Q.7. What was the system of 'blandongdiensten'?**

- (a) A system of education                      (b) Industrialisation  
(c) First imposition of rent on land and then exemption                      (d) None of the above

**Q.8. What did Surontiko Samin of Randublatung village, a teak forest village, begin questioning?**

- (a) The foreign policy of the Dutch                      (b) State ownership of the forest  
(c) The export policy of the Dutch                      (d) none of the above

**Q.9. What was the policy followed by the British in India towards forests during the First and the Second World Wars?**

- (a) The forest department cut trees freely to meet British war needs  
(b) Cutting of trees was strictly prohibited for everyone, including the British  
(c) More and more trees were planted to give employment to Indians  
(d) None of the above

**Q.10. What is the goal of governments across Asia and Africa since the 1980s?**

- (a) Conservation of forests                      (b) Collection of timber  
(c) Settling people in forest areas                      (d) Destroying old forests and growing new ones

**Q.11. Who wrote the book 'The Forests of India' in the year 1923?**

- (a) David Spurr                      (b) E.P. Stebbing                      (c) Verrier Elvin                      (d) John Middleton

**12. Which of the following is not associated with Sweden agriculture?**

- (a) Karacha (b) Jhum (c) Bewar (d) Penda

**13. Indian Forest Service was set up in the year:**

- (a) 1865 (b) 1864 (c) 1854 (d) 1884

**14. Which of the following was not a tribal community?**

- (a) Karacha (b) Jhum (c) Korava (d) Yerukula

**15. The system of scientific forestry stands for:**

- (a) System whereby the local farmers were allowed to cultivate temporarily within a plantation  
(b) System of cutting old trees and plant new ones  
(c) Division of forest into three categories  
(d) Disappearance of forests

**16. In which year the Baster rebellion took place?**

- (a) 1910 (b) 1909 (c) 1911 (d) 1912

**17. In South-East Asia shifting agriculture is known as:**

- (A) Chitemene (b) Tavy (c) Lading (d) Milpa

**18. The Gond forest community belongs to which of the following**

- (a) Chhattisgarh (b) Jharkhand (c) Jammu and Kashmir (d) Gujarat

**19. Forests consisting of which type of trees were preferred by the Forest Department?**

- (a) Forests having trees which provided fuel, fodder and leaves  
(b) Forests having soft wood  
(c) Forests having trees suitable for building ships and railways

**20. Which of the following term is not associated with shifting agriculture in India?**

- (a) Penda (b) Bewar (c) Khandad (d) Lading

**21. Which of the following is a community of skilled forest cutters?**

- (a) Maasais of Africa (b) Mundas of Chotanagpur (c) Gonds of Orissa (d) Kalangs of Java

**22. Why did the government decide to ban shifting cultivation?** (a) To grow trees for railway timber

- (b) When a forest was burnt, there was the danger of destroying valuable timber  
(c) Difficulties for the government to calculate taxes  
(d) All the above reasons

**23. Wooden planks lay across railway tracks to hold these tracks in a position are called:**

- (a) Beams (b) Sleepers (c) Rail fasteners (d) none of these

**24. Which of the following was the most essential for the colonial trade and movement of goods?**

- (a) Roadways (b) Railways (c) Airways (d) River ways

**25. Which of the following is a commercial crop?**

- (a) Rice (b) Wheat (c) Cotton (d) Maize

### **SHORT ANSWER QUESTIONS**

**Q.1 what is deforestation? Why is it considered harmful?**

**Ans. 1** The disappearance of forests is referred to as deforestation. Forests are cleared for industrial uses, cultivation, pastures and fuel wood.

2. Clearing of forests is harmful as forests give us many things like paper, wood that makes our desks, tables, doors and windows, dyes that colour our clothes, spices in our food, gum, honey, coffee, tea and rubber. They are the home of animals and birds.

3. Forests check soil erosion and denudation, sand dunes. They preserve our ecological diversity and life support systems.

**Q.2. Describe scientific forestry.**

**Ans. 1.** In scientific forestry, different types of natural forests were cut down. In their place one type of tree was planted in straight rows. This is called a plantation.

2. Forest officials surveyed the forests, estimated the area under different types of trees and made working plans for forest management. They planned how much of the plantation area to be cut every year.

3. The forest area was cut down then to be replanted.

**Q.3. Mention the various uses of forests**

**Ans. 1.** Forests give us a mixture of things to satisfy our different needs — fuel, fodder, leaves, trees suitable for building ships or railways, trees that can provide hard wood.

2. Forest products like roots, fruits, tubers, herbs are used for medicinal purposes, wood for agricultural implements like yokes, ploughs etc. Forests provide shelter to animals and birds. They also add moisture to atmosphere. Rainfall is trapped in forest lands.

**Q.4. What is shifting agriculture? Why was it regarded as harmful by the British?**

**Ans. 1.** Shifting agriculture or Sweden agriculture is a traditional agricultural practice in many parts of Asia, Africa and South America. It has many local names such as 'lading' in South-East Asia, 'milpa' in central America, 'chitemene' or 'tavy' in Africa, 'chena' in Sri Lanka, *dhya, Penda, bewar, nevad, jhum, podu, khandad* and *kumri* in India.

2. In shifting cultivation, parts of a forest are cut and burnt in rotation, seeds are sown in ashes after the first monsoon rains and the crop is harvested by October-November. Such plots are cultivated for a couple of years and then left fallow for 12 to 18 years for the forest to grow back.

It was regarded as harmful by the British for the forests. They felt that land which was used for cultivation every few years could not grow trees for railway timber. When the forest was burnt there was the danger of the flames spreading and burning valuable timber.

**Q.5. Explain why did the Dutch adopt the 'scorched earth policy' during the war.**

**Ans. 1.** The First World War and Second World War had a major impact on forests. In India, working places were abandoned and trees were cut freely to meet British demand for war needs.

2. In Java, just before the Japanese occupied the region, the Dutch followed the 'scorched earth policy' destroying saw mills, burning huge piles of giant teak logs so that they could not fall into Japanese hands.

**Q.6. How did the forest rules affect cultivation?**

**Ans. 1.** One of the major impacts of European colonialism was on the practice of shifting cultivation or Jhum cultivation. In shifting cultivation, a clearing is made in the forest, usually on the slopes of the hills. After the trees are cut, they are burnt to provide ashes. The seeds are then scattered in the area, and left to be irrigated by the rain.

2. Shifting cultivation was harmful for forests and the land both.

3. It also made it harder for the Government to calculate taxes. Therefore, the government decided to ban shifting cultivation.

**Q.7. Why did land under cultivation increase during colonial rule?**

**Ans.** during the British domination of India, the British encouraged the cultivation of cash crops such as jute, indigo, cotton, etc. Food crops were also required to be grown for food. Both things were important. 2. Secondly, the forests were considered unproductive by the British government and hence large areas of forests were cleared for agriculture. Now this forest land could be cultivated to enhance the income of this state.

**Q.8. What did Dietrich Brandis suggest for the improvement of forests in India?**

**Ans.** Dietrich Brandis suggested that a proper system had to be followed. Felling of trees and grazing land had to be protected. Rules about use of forests should be made. Anyone who broke rules needed to be punished. Brandis set up in 1864 the Indian Forest Service. He also helped to formulate the Indian Forest Act of 1865.

**Q.9. What was taught at the Imperial Forest Research Institute? How was this system carried out?**

**Ans. 1.** Scientific forestry was taught at the Imperial Forest Research Institute. In this system, natural forests which had a variety of trees were cut down and, instead, one type of tree was planted.

2. Appointed forest officials managed these forests. They planned and assessed how much of the planted area had to be cut down and how much had to be replanted.

**Q.10. Differentiate between the customary practice of hunting and hunting as a sport in India, after the Forest Acts were passed.**

**Ans.** Before the laws were passed, people who depended on forests hunted birds and small animals for food. After the laws were passed, hunting of big game became a sport. Under colonial rule the scale of hunting increased so much that many species became extinct. Rewards were given for killing tigers, wolves, etc., on the pretext that they were a threat to human life. Certain areas of the forests were reserved for hunting.

#### **LONG ANSWER TYPE QUESTIONS [5 MARKS]**

**Q.1. Discuss the rise of commercial forestry under the colonial governments.**

**Ans. 1.** Commercial forestry became important during the British rule. By the early nineteenth century oak forests in England were disappearing. This created a problem of shortage of timber supply for the Navy.

2. How could English ships be built without a regular supply of strong and durable timber? How could imperial power be protected and maintained without ships?

3. Because of the factors given above, before 1856 the commercial forestry was considered important in India. By the 1820s, search parties were sent to explore the forest resources of India.

4. These parties gave them green signal for commercial forestry in India. Within a decade trees were being felled on a massive scale and large quantities of timber were being exported from India.

5. The spread of railway from the 1850s created a new demand. In India, the colonial government felt that railways were essential for effective internal administration, for colonial trade, for the quick movement of imperial troops.

**Q.3. “The introduction of extremely exploitative and oppressive policies proved to be a disaster.” With reference to Bastar —**

**(a) What were these policies?**

**(b) What were the consequences of these policies?**

**Ans. (a)** The colonial government proposed to reserve two-thirds of the forest in 1905 and stop shifting cultivation, hunting and collection of forest produce. The people of Bastar were very worried. Some villages were allowed to remain on in the reserved forests on the condition that they worked free for the forest department in cutting and transporting trees and protecting the forests from fires. Subsequently these came to be known as forest villages. People of other villages were displaced without any notice or compensation. For long the villagers had been suffering from increased land rents and frequent demands for free labour and goods by colonial officials. Then came the terrible famines in 1899-1900 and again in 1907-1908. Reservations proved to be the last straw.

**(b)** People began to gather and discuss these issues in their village councils, in bazars and at festivals or wherever the headmen and priests of several villages were assembled. The initiative was taken by the Dhruvas of the Kanger forest, where reservation first took place. Although there was no single leader, many people speak of Gunda Dhur from village Nethanar as an important figure in the movement in 1910 mango boughs, a limp of earth, chillies and arrows, began circulating between villages. These were actually messages inviting villagers to rebel against the British. Every village contributed something to the rebellion expenses. Bazars were looted, the houses of officials and traders, schools and police stations were burnt and robbed and grain redistributed.

The British sent troops to suppress the rebellion. The adivasi leaders tried to negotiate, but the British surrounded their camps and fired upon them. After that they marched through the villages, flogging and punishing those who had taken part in the rebellion. It took three months for the British to regain control. However, they never managed to capture Gunda Dhur. In a major victory for the rebels, work on reservation was temporarily suspended and the area to be reserved was reduced to roughly that planned before 1910. Were forcibly displaced from their homes in the forests. Some had to change occupations, while some resisted through large and small rebellions.

**Q.5. How did the following contribute towards the decline of forest cover in India between 1880-1920**

**(a) Railways and shipbuilding**

**(b) Commercial farming**

**Ans. (a) (1) Railways:** The spread of railways from 1850s created a new demand. Railways were essential for successful colonial control, administration, trade and movement of troops. Thus to run locomotives, (a) wood was needed as fuel (b) and to lay railway lines as sleepers were essential to hold tracks together. As the railway tracks spread throughout India, larger and larger number of trees were felled. Forests around the railway tracks started disappearing fast.

**(2) Shipbuilding:** UK had the largest colonial empire in the world. Shortage of oak forests created a great timber problem for the shipbuilding of England. For the Royal Navy, large wooden boats, ships, courtyards for shipping etc., trees from Indian forests were being felled on massive scale from the 1820s or 1830s to export large quantities of timber from India. Thus the forest cover of the subcontinent declined rapidly.

**(b) Commercial Farming:** Large areas of natural forest were also cleared to make space for the plantations or commercial farming. Jute, rubber, indigo, tobacco etc. were the commercial crops that were planted to meet Britain's growing need for these commodities. The British colonial government took over the forests and gave of a vast area and export to Europe. Large areas of forests were cleared on the hilly slopes to plant tea or coffee.

This also contributed to the decline of the forest cover in India.

**Q.6. How was colonial management of forests in Bastar similar to that of Java?**

**Ans.** The colonial government imposed new forest laws according to which two-thirds of the forests were reserved. Shifting cultivation, hunting and collection of forest produce was banned. Most people in forest villages were displaced without notice or compensation. In the same way, when the Dutch gained control over the forests in Java, they enacted forest laws, restricting villagers' access to forests. Now wood could only be cut for specific purposes and from specific forests under close supervision. Villagers were punished for grazing cattle, transporting wood without a permit or travelling on forest road with horse-carts or cattle. This was the similarity between the British (in Bastar) and Dutch (in Java) management of forests.

**Q.7. What new trends and developments have affected the forestry of today?**



**Ans. 1.** Since the 1980s governments across Asia and Africa have begun to see that scientific forestry and the policy of keeping forest communities away from forests has resulted in many conflicts. Conservation of forests rather than collecting timber has become a more important goal.

2. The government has realised/recognised that in order to meet this goal, the people who live near the forests must be involved.

3. In many cases, across India, from Mizoram to Kerala, dense forests have survived only because villagers protected them in sacred groves known as sarnas, Devarakudu, kau, rai etc. Some villages have been patrolling their own forests, with each household taking it in turns, instead of leaving it to the forest guards. Local forest communities and environmentalists today are thinking of different forms of forest management.

**Q.8. Where is Bastar located? Discuss its history and its people**

**Ans. 1.** Bastar is situated in the southern part of Chhattisgarh and borders Orissa, Andhra Pradesh and Maharashtra. The river Indravati flows from east to west across Bastar. The central part of Bastar is a plateau. To the north of this plateau is the Chhattisgarh plain and to its south is the Godavari plain.

2. The people of Bastar believe that each village was bestowed land by the earth and hence they offer something in return during agricultural celebrations. Apart from the earth the people of Bastar show reverence to the spirits of rivers, forests and the mountains.

3. Different communities such as Maria and Muria Gonds, Dhurwas, Bhatras and Halbas practise common customs and beliefs but speak different dialects. Each village is well aware of its boundaries. They look after and preserve their natural resources.

4. There exists a give and take relationship among the communities. If a village wants some forest produce from another village a small price is paid before taking it. This price is called 'dhand' or 'man' or 'devsari'. Villagers engage watchmen to look after their forests for a price.

5. This price is collected from all the families. There is a large annual gathering — a big hunt where the headmen of all the villages in a 'pargana' (a group of villages) meet and discuss matters that concern them.

**Q.9. Discuss the new developments in forestry after the 1980s.**

**Ans: 1.** Since the 1980s the governments of Asia and Africa have begun to see that scientific forestry and the policy of keeping forest communities away from the forests has resulted in many conflicts. Conservation and preservation of forests have become the major goal.

2. Collection of timber is a secondary objective. The governments emphasise that in order to conserve and preserve forests the involvement of people is important.

3. These are perfect examples to quote here — across India, from Mizoram to Kerala, dense forests have survived only because villagers protected them in sacred groves known as 'sarnas', 'devarakudu', 'kan', 'rai', etc. Some villagers have been patrolling their own forests, with each household taking it in turns, today are thinking of different forms of forest management.

**Q.10. Why did the people of Bastar rise in revolt against the British? Explain.**

**Ans. (i)** In 1905, the colonial government imposed laws to reserve two-thirds of the forests, stop shifting cultivation, hunting and collection of forest produce. People of many villages were displaced without any notice or compensation.

**(ii)** For long, villagers had been suffering from increased land rents and frequent demands for free labour and goods by colonial officials.

**(iii)** The terrible famines in 1899–1900 and again in 1907–1908 made the life of people miserable. They blamed the colonial rule for their sorry plight.

**(iv)** The initiative of rebellion was taken by the Dhurwas of the Kanger forest, where reservation first took place. Gunda Dhur was an important leader of the rebellion.

**HOTS**

**Q.18. How did the local people look after and protect the forests in Bastar region?**

**Ans. 1.** The people of Bastar showed respect to the spirits of the river, the forest and the mountain. Since each village knew its boundary the local people looked after all the natural resources within their boundary.

2. If the people from a village wanted to take some wood from forests of another village, they paid a small fee called 'devsari', 'dand' or 'man' in exchange.

3. Some villagers also protected their forests by engaging watchmen and each household contributed some grain to pay them.

4. Every year there was one big hunt where the headman of villages in a 'pargana' met and discussed issues of concern, including forests

**Q.2. How did the new forest laws affect the forest dwellers?**

**Ans.1.** Foresters and villagers had very different ideas of what a good forest should look like. Villagers wanted forests with a mixture of species to satisfy different needs — fuel, fodder, leaves. The forest department wanted trees which were suitable for building ships or railways.

2. They needed trees that could provide hard wood and were tall and straight. So particular species like *teak* and *sal* were promoted and others were cut. The new forest laws meant severe hardship for villagers across the country.

3. After the Act (Forest Act), all their everyday practices, cutting wood for their houses, grazing their cattle, collecting fruits and roots, hunting and fishing became illegal. People were now forced to steal wood from the forests, and if they were caught they were at the mercy of the forest guards who would take bribes from them.

**Q.4. How did the transformation in the forest management during the colonial period affect the following?**

**(a) Pastoral communities (b) Shifting cultivators**

**Ans.1.** The British required Indian forests in order to build ships and for railways. The British were worried that the use of forest by local people and the reckless felling of trees by traders would destroy forest.

2. Therefore the colonial government decided to invite a German expert Dietrich Brandis for advice and made him the first Inspector General of Forests in India. Dietrich Brandis realised that a proper system had to be introduced to manage the forests and people had to be trained in the science of conservation. Rules about the use of forest resources had to be framed.

3. Felling of trees and grazing had to be restricted so that forests in India could be preserved for timber production. The changes in forest management in the colonial period affected the following groups of people.

**(a) Pastoral communities:** Pastoral communities were affected by the new forest laws.

Before these laws came into force, the people of pastoral as well as nomadic community had survived by hunting deer, partridges and a variety of small animals. This customary practice was prohibited by the forest laws. Those who were caught hunting were now punished for poaching. Some of them began to be called criminal tribes and were forced to work in factories, mines and plantations under government supervision.

**(b) Shifting cultivators:** 1 One of the major impacts of European colonialism was on the practice of shifting cultivation or Jhoom agriculture. This is a traditional agricultural practice in several parts of Asia, Africa and South America.

2. European foresters regarded the practice of shifting cultivation as harmful for the forests.

They felt that land which was used for cultivation every few years could not grow trees for railway timber. When a forest was burnt, there was the added danger of the flames spreading and burning valuable timber. Shifting cultivation also made it harder for the British government to calculate taxes. So the colonial government decided to ban shifting cultivation. As a result, shifting cultivators were forcibly displaced from their homes in the forests. Some had to change occupations, while some resisted through large and small rebellions.

**Q.5 Describe four provisions of the Forest Act of 1878.**

**Ans.** (i) The Forest Act of 1878 divided forests into three categories: reserved, protected and village forests.

(ii) The best forests were called 'reserved forests'.

(iii) Villagers could not take anything from reserved forests, even for their own use.

(iv) For house building or fuel, they could take wood from protected or village forests.

**VALUE BASED QUESTIONS**

**Q.7. Why did land under cultivation increase during colonial rule?**

**Q.4. what is shifting agriculture? Why was it regarded as harmful by the British?**

**Q.9. Where is Bastar located? Discuss its history and its people.**

**KEY TO MCQ**

**Q.1(b) Q.2 (a) Q.3(a) Q.4(b) Q5(c) Q(d) Q.7(c) Q.8(b) Q.9(b) Q.10(a) Q.11(b) Q.12(a) Q.13(b) Q.14(b) Q.15(b) Q.16(a) Q17(c) Q18(a) Q.19(c) Q.20(d) Q21(d) Q.22(b) Q.23(b) Q.24(b) Q.25(c)**

## CHAPTER-5 NOMADISM AS A WAY OF LIFE

### **CONCEPTS:**

#### **The Mountain Nomads :**

**The Gujjar Bakarwals of Jammu and Kashmir** —They are pastoral nomads who move in groups called 'Kafila'. Their movements are governed by the cold and snow. In winters when the high mountains are covered with snow these Gujjars move down to the low hills of the Sivalik range. On the onset of summer, when the snow melts and the mountains become lush and green, these pastoralists move back to the mountains. The *Gaddi Shepherds* of Himachal Pradesh have a similar cycle of movement. They also spend the winter on the low Sivalik hills and the summers in Lahul and Spiti. The *Gujjar cattle herders* of Kumaon and Garhwal spend their summers in the 'bugyals' and their winters in the 'bhabar'. The *Bhotias, Sherpas* and *Kinnauri* follow the cyclic movement which helps them to adjust to seasonal changes and make best use of pastures.

#### **On the plateaus, plains and deserts —**

**The Dhangars of Maharashtra:** The Dhangars stay in the central plateau of Maharashtra during the monsoon. This is a semi-arid region. By October they begin their movement towards Konkan. Here their cattle help to manure the fields and hence they are welcomed by the Konkani peasant. As soon as the monsoon sets in, they retreat back to the semi-arid land of Maharashtra. The *Gollas* who herd cattle and the *Kurumas* and *Kurubas* who reared sheep and goat are from Karnataka and Andhra. They live near the woods and in the dry period the coastal tracts.

The *Banjaras* of Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh and Maharashtra move to different places in search of good pastures. The *Raikas* of Rajasthan combine cultivation with pastoralism. When their grazing grounds become dry they move to new and greener pastures. Pastoral life was sustained by their sense of judgement to know how long one must stay in an area to know where they could find food and water to assess and calculate the timings of their movement their ability to set up a relationship with the farmers so that the herds could graze on the harvested fields.

#### **CHANGES IN PASTORAL LIFE DUE TO COLONIAL RULE:**

Under colonial rule the life of the pastoralists changed completely. Their grazing grounds became less, their movements were regulated, the revenues they had to pay increased, their trade and crafts and agricultural produce declined.

#### **Coping with changes —**

1. Some reduced the number of cattle in their herds.
2. Some discovered new pastures.

#### **PASTORALISM IN AFRICA**

**The Maasai —** Changes in their way of life The Maasai cattle herders live primarily in East Africa. Rules, laws and regulations have changed their way of life. There are many problems which they have faced, the most prominent being continuous loss of their grazing grounds. This has many reasons: □ scramble for territorial possessions in Africa. Dividing the region into different colonies. best grazing grounds being taken over by the white settlements. Grazing grounds being converted to cultivated land and national parks and game reserves. The Kaokoland herders have faced a similar fate.

**Confined to special reserves** —Traditionally, pastoralists moved to different pastures but with the restrictions imposed on them these pastoralists were confined to special reserves. They could not move without special permits. They were not allowed to enter the markets in white areas. Some bought land and began to lead a settled life. Some poor peasants borrowed money to survive, in due course of time they lost their cattle and sheep and became labourers. Some tribes were affected by the Criminal Tribes Act. Even their trade activities were adversely affected.

**Why nomadism** — Pastoralists are nomadic — this allows them to survive bad times and avoid crises, such as drought. But later they could not shift to greener pastures and their cattle died of starvation.

#### **The Maasai society —**

The British appointed chiefs to administer the affairs of the tribe. These chiefs were wealthy and lived a settled life as they had both pastoral and non-pastoral income. The poor pastoralists passed through bad times and worked as labourers. There were two important changes:

1. The traditional difference between the elders and warriors was disturbed.
2. There came to be a marked difference between the rich and poor.

#### **Developments within Pastoral Societies:**

Pastoralists adapt to new times. They find new pastures, change their routes for their annual movement, reduce their cattle numbers, press for their rights, etc. It is being advocated today that pastoral nomadism is the best form of life suited to the dry, semi-arid and mountainous regions of the world.

**MULTIPLE CHOICE QUESTIONS [1 MARK]**

**Q.1. Why was some forests classified as “protected”?**

(a) In these the customary grazing rights of pastorals were granted but their movements were severely restricted.

(b) The colonial officials believed that grazing destroyed the saplings and young shoots of trees that germinated on the forest floor.

(c) Both (a) and (b)

(d) None of the above

**Q.2. In what ways lives of Gujjar Bakarwals of Jammu and Kashmir similar to that of Gaddi shepherds of Himachal Pradesh?**

(a) They both have a similar cycle of seasonal movement

(b) They both spend their winters on low hills of Siwalik range, grazing their herds in dry scrub forests.

(c) In April, they begin their upward journey again for their summer grazing grounds

(d) All the above

**Q.3. Which of these are the pastoral communities of the mountains?**

(a) Gujjars

(b) Gaddis

(c) Bhotiyas and Sherpas

(d) All the above

**Q.4. the social changes in Maasai society are that**

(a) The traditional difference based on age, between the elders and warriors, has been disturbed, but it has not broken down

(b) a new distinction between the wealthy and the poor pastoralists has developed

(c) both (a) and (b) ,

(d) none of the above

**Q.5. Dhangars were an important pastoral community of**

(a) Gujarat

(b) Maharashtra

(c) U.P.

(d) Assam

**Q.6. By October, the Dhangars harvested their bajra and started on their move to the west. Why were they welcomed by the Konkani peasants?**

(a) They married off their children in each other’s communities (b) The Dhangars brought bajra for them

(c) Dhangar flocks manured their fields and fed on the stubble (d) none of the above

**Q.7. Where was the Banjaras found?**

(a) Uttar Pradesh

(b) Punjab, Rajasthan

(c) Madhya Pradesh, Maharashtra

(d) All the above

**Q.8. Why did the colonial state want to transform all grazing lands into cultivated farms?**

(a) Land revenue was one of the main sources of its finance

(b) It could produce more jute, cotton, wheat and other agricultural produce that were required in England

(c) Both (a) and (b),

(d) None of the above

**Q.9. According to the ‘Wasteland Rules’**

(a) Uncultivated lands were taken over and given to select individuals

(b) These individuals were granted various concessions and encouraged to settle these lands

(c) Some of them were made headmen of villages in the newly cleared areas

(d) all the above

**Q.10. In which way did the Forest Acts change the lives of the pastoralists?**

(a) In the areas of forests where the pastoralists were allowed, their movements were regulated

(b) They needed a permit for entry

(c) The timing of their entry and departure was specified

(d) All the above

**Q.11. Which of the following statements best explains pastoralist nomads?**

(a) The villagers who move from one place to another

(b) The people who do not have a permanent place to live in

(c) The herdsman who move from one place to another looking for pasture for their herd

(d) The people who visit many places for enjoyment

**Q.12. The pastoralists had to pay tax on**

(a) every animal they grazed on the pastures

(b) the houses they were living in

(c) number of animals they had

(d) none of the above

**Q.13. What was the result of overgrazing pastures due to restrictions on pastoral movements?**

(a) The quality of pastures declined

(b) This created deterioration of animal stock

(c) Underfed cattle died in large numbers during scarcity and famine (d) All the above

**Q.14. Which of the following statements is/are correct?**

- (a) Some rich pastoralists started buying land and settling down giving up their nomadic life
- (b) Some became settled peasants cultivating land, others took to more extensive trading
- (c) The poor pastoralists became labourers, working on fields or in small towns
- (d) All the above

**Q.15. Which of these are the pastoral communities of Africa?**

- (a) Bedouins, Berbers (b) Maasai, Somali (c) Boran, Turkana (d) All the above

**Q.16. In 1885, Massailand was cut into half with an international boundary between**

- (a) Kenya and Tanganyika (b) Kenya and Ethiopia (c) Congo and Angola (d) Angola and Botswana

**Q.17. Which of these statements is true?**

- (a) Large areas of grazing land were turned into game reserves
- (b) Pastoralists were not allowed to enter these reserves
- (c) Serengeti National Park was created over 14,760 km of Maasai grazing land
- (d) All the above

**Q.18. When did a severe drought take place, killing over half the cattle in the Maasai Reserve?**

- (a) 1900 (b) 1933 and 1934 more (c) 1945 (d) 1946 and 1947

**Q.19. How was the authority of both elders and warriors adversely affected by the British efforts to administer the affairs of the Maasai?**

- (a) The British appointed chiefs of different sub-groups of Maasai
- (b) These chiefs were made responsible for the affairs of the tribe
- (c) The British imposed various restrictions on raiding and warfare
- (d) All the above

**Q.20. Which of these statements is not true?**

- (a) Pastoralists are a matter of past now
- (b) Pastoralists have tried to adapt to new times
- (c) They have changed the paths of their annual movement
- (d) They have demanded a right in the management of forests and water resources

**Q.21. Which seasonal movements affect the Dhangars of Maharashtra?**

- (a) Cold and snow (b) Climatic disturbance (c) Drought and flood (d) Alternate monsoon and dry seasons

**Q.22. Gaddi were an important pastoral community of:**

- (a) Gujarat (b) Maharashtra (c) Himachal Pradesh (d) Chhattisgarh

**Q.23. Nomadic tribes need to move from one place to another because of:**

- (a) Seasonal changes (b) In search of pastures (c) To maintain ecological balance (d) All the above

**Q.24. The word Maasai means:**

- (a) my people (b) pasture land (c) shifting cultivation (d) wasteland

**Q.25. Raika pastoral community belongs to:**

- (a) Himachal Pradesh (b) Rajasthan (c) Jammu and Kashmir (d) Maharashtra

**SHORT ANSWER TYPE QUESTIONS [3 MARKS]**

**Q.1. Describe the life of Dhangars of Maharashtra**

**Ans.**

1. The Dhangar shepherds stay in the central plateau of Maharashtra during the monsoon. By October, they harvest their *bajra* and move west to Konkan. The Dhangar flocks manure the fields and feed on stubble.
2. The Konkani peasants give them rice which they take to the plateau as grain is scarce there. With the onset of monsoon they leave Konkan and return to the dry plateau.

**Q.2. How did the life of pastoralists change under the colonial rule?**

**Ans.** Under colonial rule, the life of pastoralists changed dramatically. Their grazing grounds shrank, their movements were regulated and they had to pay more revenue. Their agricultural stock declined and their trade and crafts were adversely affected.

**Q.3. Why does a Raika genealogist recount the history of his community?**

**Ans.** I am a 60-year-old Raika- herder, I have seen many changes in my life. We as herders have been affected in a variety of ways by changes in the modern world. New laws and new borders have affected the pattern of our

lives and our movements. We have seen many restrictions being imposed on our mobility and we as pastoralists find it difficult to move in search of new pastures.

We have adapted to new times. We have changed the path of our annual movement, reduced our cattle numbers, pressed for rights to enter new areas, exerted political pressure on the government for relief, subsidy and other forms of support and demanded a right in management of forests and water resources. We are not relics of the past.

**Q.4. How did the Forest Acts change the life of pastoralists?**

**Ans.**

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

**Q.5 How did the pastoralists cope with the changes in production during the colonial period?**

**Ans.**

1. Under colonial rule the life of the pastoralists changed completely. Their grazing grounds became less, their movements were regulated, the revenues they had to pay increased, their trade and crafts and agricultural produce declined.
2. The pastoralists adjusted with these changes. They reduced the number of cattle in their herds. They discovered new pastures. Some bought land and began to lead a settled life. Some poor peasants borrowed money to survive.
3. In due course of time they lost their cattle and sheep and became labourers.

**Q.6. Compare the lives of African pastoralists with pastoralists in India during the colonial period.**

**Ans.1.** There are many similarities in the way in which the modern world forced changes in the lives of pastoral communities in India and Africa.

1. All uncultivated land was seen as wasteland by colonial powers. It produced neither revenue nor agricultural produce. This land was brought under cultivation. In most areas the lands taken over were actually grazing tracts used regularly by pastoralists. So expansion of cultivation inevitably meant the decline of pastures and a problem both for Indian pastoralists and the Maasai.

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

**Q.7. 'In Maasailand, as elsewhere in Africa, not all pastoralists were equally affected by the changes in the colonial period.' Explain.**

**Ans.1.** In Maasailand, as elsewhere in Africa, not all pastoralists were equally affected by the changes in the colonial period. In pre-colonial times, Maasai society was divided into elders and warriors.

2. To administer the affairs of Maasai, the British appointed chiefs who were made responsible for the affairs of the people. These chiefs often accumulated wealth with which they could buy animals, goods and land.

3. They lent money to poor neighbours who needed to pay taxes. Many of them began living in cities and became involved in trade. Their wives and children stayed back in villages to look after animals. These chiefs managed to survive the devastation of war and drought. They had both pastoral and non-pastoral income. But the poor pastoralists who depended only on their livestock did not have resources to tide over bad times. In times of war and famines, they lost nearly everything and had to look for work in towns.

**Q.8. Describe the social organisation of the Maasai tribe in the pre-colonial times. What changes occurred in Maasai community during colonial period?**

**Ans.1.** the Maasai society was divided into two social categories – elders and warriors. The elders formed the ruling group and the warriors were responsible for the protection of the tribe.

2. They were assertive, aggressive and brave but were subject to the authority of the elders. They proved their manliness by conducting raids and participating in wars. Raiding was important in a society where cattle were wealth.

3. The Maasai lost about 60% of their pre-colonial lands. Pasture lands were turned into cultivated fields and Maasai were confined to an arid zone with uncertain rainfall and poor pastures. 4. They could not move over vast areas in search of pastures. It affected both their pastoral and trading activities as they were not only deprived of land but of all forms of trade.

**Q.9 What were the views of the British officials about nomadic people? Mention two provisions of the Criminal Tribes Act.**

**Ans.1.** British officials were suspicious of nomadic people. They distrusted mobile craftsmen and traders who hawked their goods in villages, pastoralists who changed their residence every season.

2. The colonial government wanted to rule over a settled population. Under the Criminal Tribes Act, the nomadic people were considered criminals by nature and birth and many communities of craftsmen, traders and pastoralists were classified as Criminal Tribes.

3. These communities were restricted to living in notified village settlements and were not allowed to move without a permit.

**Q.10. Describe the life of pastoralists inhabiting the mountains of India.**

**Ans. 1.** The Gujjar Bakarwals of Jammu and Kashmir, the Gaddi shepherds of Himachal Pradesh, the Gujjar cattle herders of Garhwal and Kumaon, the Bhotiyas, the Sherpas and Kinnauris move annually between their summer and winter grazing grounds governed by the cycle of seasonal movements.

2. They adjust their movements to seasonal changes and make effective use of available pastures in different places. When pastures are exhausted or unstable in one place they move their herds to new areas

### **LONG ANSWER TYPE QUESTIONS [5 MARKS]**

**Q.1. Discuss the main characteristic features of pastoralism.**

**Ans. 1.** Pastoralists are people who rear animals, birds and move from place to place in search of green pastures. They are nomadic tribes who need to move from one place to another to save their animals from adverse climatic conditions and to provide meadows or pastures regularly.

2. Some of the pastoral nomads move to combine a range of activities – cultivation, trade and herding – to make their living. Continuous movement of nomadic tribes is useful for environment.

3. Pastoral nomadism is a form of life that is perfectly suited to many hilly and dry regions of the world. Pastoral movement allows time for the natural restoration of vegetation growth. Pastoralists play a very important role as moving traders.

4. In search of good pasture land for their cattle the pastoralists move over long distances selling plough cattle and other goods to villagers in exchange for grain and fodder.

**Q.2. Discuss the factors on which the life of pastoralists depend.**

**Ans.** Pastoralists live in small villages, in plateaus, in deserts or near the skirt of the woods. They cultivate a small piece of land, keep herds of cattle, flocks of sheep and goats or herds of camels. They move between their summer and winter pastures with their herds, selling plough cattle and their things to farmers and getting grain and rice, selling milk and ghee, animal skin and wool. The pastoral life is sustained by the knowledge of:

- How long to stay in one area
- How to find food and water for their herds
- How to assess the timing of their movement
- Their ability to set up relationship with farmers.

**Q.3. Elaborate on the seasonal movement of Dhangars of Maharashtra.**

**Ans.1.** The Dhangars live in the central plateau of Maharashtra during the monsoon season. They use it as a grazing ground for their flock and herds. They sow their dry crop of 'bajra' here during the monsoon season. By October, they reap the harvest and move to Konkan—a fertile Agricultural region.

2. The Konkan peasants welcome them to manure and fertilise their fields for the 'rabi' crop. The flocks manure the fields and feed on the stubble. They stay here till the monsoon arrives and then move on to the dry plateau. They carry with them the rice given by the Konkans.

**Q.4. Describe the various facts of pastoralism in Africa.**

**Ans. 1.** Communities like Bedouins, Berbers, Maasai, Somali, Boran and Tinkana live pastoral life. They raise cattle, camels, goats, sheep and donkeys. They sell milk, meat, animal skin and wool.

2. Some also earn through trade and transport, others combine pastoral activity with agriculture. Still others do a variety of jobs to supplement their meagre income.

3. Like pastoralists in India, the lives of African pastoralists have changed dramatically over the colonial and post-colonial periods. Cultivation expanded, pasture lands diminish. The new laws restricted their movements.

**Q.5. Give two examples to illustrate how the pastoral nomads adjust to seasonal changes and make effective use of available pastures in different places.**

**Ans.** (1) The Gaddi shepherds of Himachal Pradesh are a good example. They spend their winter in the low hills of the Sivalik range. Their cattle graze in the scrub forests.

2. As summer approaches (i.e. sometime in April) they move north to Lahul and Spiti. They stay there with their cattle. Some of them even move to higher altitudes as the snow melts. As the summer ends by September they begin their return journey.

3. Their return journey is interrupted in the villages of Lahul and Spiti where they reap their summer harvest and sow their winter crop. They then go down to the Sivalik hills where they stay for the winter. Next April their journey to the north begins again.

1. The Gujjar Bakarwals of Jammu and Kashmir also follow the same pattern. During winters they stay in the low Sivalik hills with their herds. The dry scrub forests provide fodder for their cattle. As summer approaches (i.e. by April) they gather for their journey to the valley of Kashmir.

2. They cross the Pir Panjal passes and reach the lush green mountain side. They stay here with their cattle till winter approaches (i.e. by September).

**Q.6 Why did the colonial government pass the law Criminal Tribes Act and imposition of Grazing Tax?**

**Ans.** 1. British officials were suspicious of nomadic people. They distrusted mobile craftsmen and traders who hawked their goods in villages, and pastoralists who changed their places of residence every season, moving in search of good pastures for their herds.

2. The colonial government wanted to rule over a settled population. They wanted the rural people to live in villages, in fixed places with fixed rights on particular fields. Such a population was easy to identify and control.

3. Those who were settled were seen as peaceable and law-abiding; those who were nomadic were considered to be criminal. Because of all the above reasons, in 1871 the colonial government in India had passed the Criminal Tribes Act.

4. By this Act, many communities of craftsmen, traders and pastoralists were classified as criminal tribes. They were stated to be criminal by nature and birth.

5. To expand its revenue income, the colonial government imposed the grazing tax. Pastoralists had to pay tax on every animal they grazed on the pastures.

**Q.7. Explain any four laws which were introduced by the colonial government in India which changed the lives of pastoralists.**

**Ans.** (i) From the mid-nineteenth century, Wasteland Rules were enacted in various parts of the country. By these rules uncultivated lands were taken over and given to selected individuals.

(ii) By the mid-nineteenth century, various Forest Acts were also enacted in different provinces. Through these Acts some forests which produced valuable timber like *deodar* or *sal* were declared 'Reserved'. No pastoralist was allowed access to these forests. Other forests were classified as 'protected'.

(iii) In 1871, the colonial government in India passed the 'Criminal Tribes Act'. By this Act, many communities of craftsmen, traders and pastoralists were classified as Criminal Tribes. They were stated to be criminal by nature and birth. Once this Act came into force, these communities were expected to live only in notified village settlements.

(iv) To expand its revenue income, the colonial government looked for every possible source of taxation. So tax was imposed on land, on canal water, on salt, on trade goods, and even on animals (the Grazing Tax).

**Q.8. Who are Gujjar Bakarwals and Gaddis? What are the similarities between them?**

**Ans.** 1. Gujjar Bakarwals are a pastoral community of Jammu and Kashmir. They are great herders of goats and sheep.

2. The Gaddis are a prominent pastoral community of Himachal Pradesh. The cycle of seasonal movements is similar in case of Gujjar Bakarwals and Gaddis. The Gaddis too spent their winter in the low hills of Sivalik range, grazing their flocks in scrub forests.

3. By April they moved north and spent the summer in Lahul and Spiti. When the snow melted and high passes were clear, many of them moved on to higher mountain meadows.

4. By September they began their return movement. On the way they stopped once again in the villages of Lahul and Spiti, reaping their summer harvest and sowing their winter crop. 5. Then they descended with their flock to their winter grazing ground on the Sivalik hills. Next April, once again, they began their march with their goats and sheep to the summer meadows.

### **HOTS**

**Q.1. How was the Grazing Tax implemented by the British on the pastoralists during mid-nineteenth century? Explain.**



**Ans.** 1. Pastoralists had to pay tax on every animal they grazed on the pastures. In most pastoral tracts of India, grazing tax was introduced in the mid-nineteenth century.

2. The tax per head of cattle went up rapidly and the system of collection was made increasingly efficient.

3. During the 1850s to the 1880s, the right to collect the tax was auctioned out to contractors. These contractors tried to extract as high a tax as they could to recover the money they had paid to the state and earn as much profit as they could within the year.

4. By the 1880s the government began collecting taxes directly from the pastoralists. Each of them was given a pass. To enter a grazing tract, a cattle herder had to show the pass and pay the tax. The number of cattle heads he had and the amount of tax he paid was entered on the pass.

**Q.2. Explain factors responsible for the annual movement of the Dhangars.**

**Ans.1.** Dhangars were an important pastoral community of Maharashtra. Most of them were shepherds, some were blanket weavers, and still others were buffalo herders.

2. They stayed in the central plateau of Maharashtra during the monsoon. This was a semi-arid region with low rainfall and poor soil. It was covered with thorny scrub. Dhangars sowed bajra there.

3. In the monsoon this region became a vast grazing ground for the Dhangar flocks. By October the Dhangars harvested their bajra and started on their move west. After a month, they reached the Konkan. This was a flourishing agricultural tract with high rainfall and rich soil. Here the Dhangar shepherds were welcomed by Konkani peasants.

4. After the kharif harvest was cut, the fields had to be fertilised and made ready for the rabi harvest. Dhangar flocks manure the fields and fed on the stubble. The Konkani peasants also gave supply of rice which the shepherds took back to the plateau where grain was scarce. 5. With the onset of the monsoon the Dhangars left the Konkan with their flocks and returned to their settlement on the dry plateau. The sheep could not tolerate the wet monsoon conditions.

**Q.3. Compare and contrast the life of wealthy pastoralists with that of poor pastoralists in Africa.**

**Ans.1.** In Maasailand, as elsewhere in Africa, not all pastoralists were equally affected by the changes in the colonial period. Wealthy pastoralists including chiefs were appointed by the British.

2. They often accumulated wealth. They had regular income to buy animals, goods and land. They lent money to the poor neighbours to pay taxes. Some of them lived in towns and got involved in trade. Their families stayed back in villages to look after the animals.

3. These rich pastoralists managed to survive devastation of wars and drought. But the life of poor pastoralists depended only on their livestock.

4. They did not have resources to tide over bad times. In times of war and famine they lost everything. They had to go looking for work in town. Some eked a living as charcoal burners. Others did odd jobs.

5. The lucky ones got more regular work in road or building construction.

**Q4. Comment on the closure of the forests to grazing from the standpoint of (a) a forester (b) a pastoralist.**

**Ans.** 1. The views of a forester: Rules about the use of forest resources were needed as indiscriminate felling of trees had to be stopped; grazing as well, this was the only way of preserving timber.

2. We need trees suitable for building ships or railways. We need *teak* and *sal* trees. It can be done only if villagers/pastoralists are barred from entering these forests; to stop them from taking anything from the forests.

3. The views of a pastoralist: We need fuel, fodder and leaves. Fruits and tubers are nutritious, Herbs are needed for medicines, wood for agricultural implements like yokes and ploughs, bamboo for fences and making baskets and umbrellas.

4. The Forest Act and closure of forests have deprived us of all these; we cannot also graze our cattle. We cannot also hunt and cannot supplement our food. We have been displaced from our houses in forests.

**Value based question**

**Q.1. Why does a Raika genealogist recount the history of his community?**

**Q.2. What were the views of the British officials about nomadic people? Mention two provisions of the Criminal Tribes Act.**

**Q.3 How did the pastoralists cope with the changes in production during the colonial period?**

**Q.4. Compare and contrast the life of wealthy pastoralists with that of poor pastoralists in Africa.**

**MCQ ANSWERS**

Q.1- (C)    Q.2- (D)    Q.3- (D)    Q.4- (C)    Q.5- (B)    Q.6- (C)    Q.7- (D)    Q.8- (C)    Q.9- (D)

Q.10- (D)    Q.11-(C)    Q.12-(B)    Q.13 -(D)    Q.14- (D)    Q.15-(D)    Q.16- (A)    Q.17-(A)

Q.18- (B)    Q.19- (D)    Q.20- (A)    Q.21-(D)    Q.22- (C)    Q.23- (B)    Q.24-(A)

Q.25- (B)

## CHAPTER 6 PEASANTS AND FARMERS

### **CONCEPTS:**

#### **OPEN FIELDS AND COMMON LAND:**

Peasants cultivated open fields which were strips of land near their villages. These strips were of varying quality. This was a measure to ensure that everyone had a mix of good and bad land. Beyond these strips lay common land which was used by all to graze cattle, gather fruits and berries and firewood. This began to change from the 16th century. Wool became important. Farmers began to enclose fields to improve sheep breeds and ensure good feed. With enclosed fields there was no concept of common land. This changed the entire landscape of England.

**Thrust in Grain Cultivation:** From the mid-18th century onwards enclosures became different.

They were now for grain cultivation. English population was expanding and Britain was industrialising. People moved to urban areas. Lesser people had to produce more grains. The market for food grain expanded. Food grain prices rose. This encouraged landowners to enclose lands and enlarge the area under grain cultivation.

**Enclosures:** Food grain production increased as much as population. England was producing almost 80% of the food grain the population consumed. Crop production received a boost through various crop rotation techniques. Enclosures allowed landowners to expand the land under their control and produce more for the market.

**The Farmers — The Poor:** The poor no longer had access to the commons. They were displaced from their lands and found their customary rights disappearing. Work became uncertain, insecure and income unstable.

**Dependency on Machines — The Thresher:** During the Napoleonic wars the threshing machine was introduced to lessen dependency on labour and increase production. After the Napoleonic wars ended soldiers returned home but found no work. At the same time an agricultural depression set in. There was agricultural surplus and labourers without work.

#### **BREAD BASKET AND DUST BOWL:**

**America the Land of Promises:** During the time of enclosed fields in England, in the USA, the white American settlers were confined to a small narrow strip in the east. By early 20<sup>th</sup> century, these Americans moved westward. America was seen as a land of promises. The American Indians were forced to give up their land and move westward. The white Americans now moved westward, cleared land and cultivated wheat.

**The Demand for Wheat:** From the late 19th century onwards there was a population increase. Export market in wheat was also becoming bigger. Demand for wheat increased. Wheat supply from Russia was cut off. During the First World War the wheat market boomed.

**The Introduction of Inventions:** New technology was introduced which aimed at increasing production. Tractors, disk ploughs, mechanical reapers, combine harvesters, etc., began to be used.

#### **THE INDIAN FARMER AND OPIUM PRODUCTION:**

**Trade with China:** Opium production in India is directly linked to the British trade with China. The western merchants wanted to balance their trade with China and hence searched for a commodity that could sell in China. The English bought tea from China and the Chinese bought opium from them.

**The Opium — Its Source — India:** The Indian peasants were forced to grow opium. The British government bought this opium from them at nominal rates.

**Unwilling Cultivators:** The cultivators were unwilling to produce opium for various reasons:

- opium required fertile land
- rates paid by the British were very low
- it required looking after

The British discovered that opium produced in British territories was declining whereas in territories not under British rule the production was increasing. Traders were selling opium directly to China. This forced the British to establish its monopoly over this trade.

**The Poor:** The machines spelt misery for the poor farmers. Many bought machines on loan which they could not pay later. Jobs were difficult to find. Production expanded and soon there was surplus. Wheat prices fell and export markets were adversely affected. The Great American Depression ruined the farmers in the 1930s.

**Dust Bowl:** In the 1930s, great dust storms were experienced. These killed cattle and destroyed land. Farmers had cleared land of grass which rendered large areas of land coverless and dry. The sod was broken into dust.

#### **MULTIPLE CHOICE QUESTIONS [1 MARK]**

**Q.1. The continuous movement of the pastoral communities helps in**

- (a) Recovery of the pastures (b) prevention of their overuse

(c) Reduction in the demand of houses (d) both A and B

**Q.2. which practice disappeared by 1800, drastically changing the lives of the labourers?**

- (a) Till 1800, the labourers lived with landowners, ate with their masters and helped them throughout the year doing various jobs
- (b) Now they were paid wages and employed only during harvest times
- (c) To increase their profits the landlords cut the amount they had to spend on their workers
- (d) All the above

**Q.3. why did the white settlers want to push away the Indian Americans from their lands?**

- (a) The land possessed by the Indians could be turned into cultivated fields
- (b) Forest timber could be exported, animals hunted for skins, mountains mined for gold and Minerals
- (c) Both (a) and (b)
- (d) It was a committed policy of the US Government

**Q.4. Who was Captain Swing?**

- (a) A farmer (b) A labourer (c) A mythical name (d) A landlord

**Q.5. Which of these reasons led to a radical transformation of the landscape by the early 20<sup>th</sup> century?**

- (a) White Americans had moved westward (b) Local tribes were displaced
- (c) Entire landscape was carved into different agricultural belts in the USA (d) All the above

**Q.6. what were the reasons of the dust storms?**

- (a) Early 1930s were years of persistent drought
- (b) The wind blew with ferocious speed
- (c) The entire landscape had been ploughed over, stripped of all the grass that held it together.
- (d) All the above

**Q.7. In the 19th century, the two major commercial crops India came to produce for the world Market were**

- (a) indigo (b) opium (c) maize (d) both (a) and (b)

**Q.8. Why were the Confucian rulers of China, the Manchus, suspicious of all foreign Merchants?**

- (a) The British were buying tea at very low rates
- (b) They feared that the British would interfere in local politics and disrupt their authority
- (c) China was self-sufficient and did not want to trade with any country
- (d) All the above

**Q.9. Name the US President who said "Plant more wheat, wheat will win the war."**

- (a) President Roosevelt (b) President Clinton (c) President Bush (d) President Wilson

**Q.10. How much land did the wheat barons possess at this time in the USA?**

- (a) 1000-2000 acres of land (b) 2000-3000 acres of land
- (c) 3000-4000 acres of land (d) 4000-5000 acres of land

**Q.11. In 1831, Cyrus McCormick invented the first mechanical reaper. What was its most Important advantage?**

- (a) It could harvest 50 acres of wheat (b) 500 acres of wheat could be harvested in two weeks
- (c) It could cut grass on large areas (d) It could prepare the ground for cultivation

**Q.12. Which one of these is not the correct option for the cause of the Great Agrarian Depression in the USA?**

- (a) Production had declined rapidly (b) Storehouses overflowed with grain
- (c) Vast amount of corn and wheat were turned into animal feed (d) Wheat prices fell and export markets collapsed

**Q.13. What did the settlers of the Great Plains realise after the 1930s?**

- (a) Using older methods of cultivation were better than modern machines
- (b) Competition with other countries was not healthy
- (c) They had to respect the ecological conditions of each region
- (d) None of the above

**Q.14. What was Chinese Emperor's order about the use of opium in China?**

- (a) The British were allowed to sell opium in China
- (b) The Chinese Emperor told his people to cultivate more and more opium
- (c) The Emperor had forbidden its production and sale except for medicinal purposes
- (d) None of the above

**Q.15. In 1839, who was sent by the Emperor to Canton as a Special Commissioner to stop the opium trade?**

- (a) I-tsing (b) Lin Ze-xu (c) Lao-Tsu (d) None of the above

**Q.16. What was the result of the 'Opium War' (1837-42)?**

- (a) China was forced to accept the humiliating terms of the subsequent treaties signed
- (b) It had to legalise the opium trade
- (c) It had to open up China to foreign merchants
- (d) All the above

**Q.17. What did the enclosure imply?**

- (a) It meant green fields
- (b) Piece of land enclosed from all sides
- (c) It meant open fields
- (d) vast area of marshy land

**Q.18. The Great Agrarian Depression of the 1930s was caused by**

- (a) Over production of wheat
- (b) fall of wheat production
- (c) Rise in the price of wheat
- (d) overproduction of rice

**Q.19. Opium was exported from India to:**

- (a) China
- (b) Rome
- (c) U.K.
- (d) Portugal

**Q.20. The Manchus were**

- (a) Chinese rulers
- (b) Roman rulers
- (c) Indian rulers
- (d) Portuguese rulers

### **SHORT ANSWER TYPE QUESTIONS [3 MARKS]**

**Q.1. Why were the poor farmers of England against the threshing machines? What was the Captain Swing Movement?**

**Ans.** The poor farmers felt the threshing machines would replace people, would deprive them of their livelihood and render them jobless. Captain Swing was a mythical name used in threatening letters, written by workmen against the use of threshing machines by rich farmers

**Q2. Define the following:**

**(a) Agriculture (b) Enclosure (c) Commons**

**Ans. Agriculture:** It is the science or practice of farming, i.e. cultivating land for growing crops; keeping animals.

**Enclosure:** Enclosing land by building hedges around their holdings to separate their land-holdings from that of others is called Enclosure. This deprived poor farmers of using the commons.

**Commons:** It was land which belonged to the villagers as a whole. Here they pastured their cows and grazed their sheep, collected fuel wood, fruit and berries. They fished in the rivers and ponds and hunted rabbits in the common forests.

**Q.3. 'Over the late eighteenth and early nineteenth centuries the English countryside changed dramatically.' Explain.**

**Ans.1.** Over the late eighteenth and early nineteenth centuries the English countryside changed dramatically.

**2.** Before this time, in large parts of England the countryside was open. It was not partitioned into enclosed lands privately owned by landlords. It was all open fields and common lands.

**3.** After the mid-eighteenth century the Enclosure Movement swept through the countryside, changing the English landscape forever. Between 1750 and 1850, 6 million acres of land was enclosed.

**Q.4. Why were the Manchus unwilling to allow the entry of foreign goods into China?**

**Ans.** The Confucian rulers of China were suspicious of all foreign merchants. They felt that these foreigners would meddle in local politics and disrupt their authority.

**Q.5. Explain three factors which led to the Enclosure Movement in England after the Mid-eighteenth century**

**Ans.** The factors which led to the Enclosure Movement in England were:

**(1)** Rapid expansion of population from 7 million in 1750 to 21 million in 1850 and 30 million in 1900.

**(2)** Increased demand for food grains to feed the growing population.

**(3)** War with France disrupted trade and import of food grains from Europe. Prices in England skyrocketed, encouraging landowners to enclose lands and enlarge the area under grain cultivation. Profits flowed in and landowners pressurised the parliament to pass the Enclosure Acts.

**Q.6. Discuss why the British Parliament passed the Enclosure Acts**

**Ans.1.** Till the middle of the eighteenth century the Enclosure Movement proceeded very slowly. The early enclosures were usually created by individual landlords.

**2.** They were not supported by the state or the Church. After the mid-eighteenth century, however, the Enclosure Movement swept through the countryside, changing the English landscape forever. Between 1750 and 1850, 3.6 million acres of land was enclosed. The British Parliament no longer watched this progress from a distance. It passed 4,000 Acts legalising these Enclosures.

**Q.7. what was the effect of Enclosure Movement on landlords of England?**

**Ans.** The Enclosure Movement was instrumental in making the rich landlords richer by filling. Due to it, the landlords brought various changes in agricultural methods and technology. The richer farmers expanded grain production, sold this grain in the world market, made profits and became powerful. The poor farmers sold their small land pieces to richer farmers. They left the villages.

**Q.8. Enclosure filled the pockets of landlords. What happened to the poor persons who depended on the commons for their survival?**

**Ans.** Enclosures filled the pockets of the rich landlords. When fences came up the enclosed land became the property of one landowner. The poor could no longer collect apples and berries or hunt small animals for meat, nor could they gather the stalks that lay on the fields after the crop was cut. Everything belonged to the landlord; everything had a price which the poor could not afford to pay. The poor were displaced from the land. They tramped in search of work. From Midlands they moved to the southern countries of England.

**Q.9. Explain three reasons for Captain Swing riots in English countryside.**

**Ans.1.** Modern agriculture in England: Use of threshing machines deprived workmen of their livelihood.

**2. Enclosures:** These deprived the poor of the use of the commons which was essential for their survival. The Enclosures barred them from pasteurising their cows

**3.** Collecting fruits and berries, fuel wood, hunting small animals for food etc., cutting of wages by landlords and cutting down of workmen.

All these factors prompted/induced the poor to start the Captain Swing riots.

**Q.10. Discuss the effect of Agricultural Revolution on different sections of people in English Countryside**

**Ans. 1.** The coming of modern agriculture in England led to many different changes. The open fields disappeared, and the customary rights of peasants were undermined.

**2.** The richer farmers expanded grain production, sold this grain in the world market, made profits, and became powerful.

**3.** The poor left their villages in large numbers. Some went from Midlands to the southern countries where jobs were available, others to the cities. The income of labourers became unstable, their jobs insecure, their livelihoods precarious.

#### **LONG ANSWER TYPE QUESTIONS [5 MARKS]**

**Q.1. Discuss the factors that precipitated the Agricultural Depression. What were the consequences of this Depression?**

**An1.** after the Napoleonic wars had ended, thousands of soldiers returned to the villages. They needed alternative jobs to survive.

**2.** But this was a time when grain from Europe began flowing into England, prices declined and an Agricultural Depression set in. Anxious landowners began reducing the area they cultivated and demanded that the exports of crops be stopped

**3.** They tried to cut wages and the number of workmen they employed. The unemployed poor tramped from village to village, and those with uncertain jobs lived in fear of a loss of their livelihood.

**4.** The Captain Swing riots spread in the countryside at this time. For the poor, the threshing machines had become sign of bad times.

**Q.2. Why did the farmers feel the need to introduce mechanisation in agriculture during the Napoleonic wars?**

**Ans.** During the Napoleonic wars, prices of food grains were high and farmers expanded production vigorously. Fearing a shortage of labour, they began buying the new threshing machines that had come into the market. They complained of the insolvency of labourers, their drinking habits and the difficulty of making them work. The machines, they thought, would help them reduce their dependence on labourers.

**Q.3. Discuss the westward expansion of the white settlers in America.**

**Ans.** The story of agrarian expansion is closely connected to the westward movement of the white settlers who took over the land. After the American War of Independence from 1775 to 1783 and the formation of the United States of America, the white Americans began to move westward. By the time Thomas Jefferson became the President of the USA in 1800, over

700,000 white settlers had moved into Appalachian plateau through the passes.

**Q.4. What were the problems associated with wheat expansion in USA? Discuss with special reference to mechanisation and 'dust bowl'.**

**Ans.1.** In the late 19th century, there was a great expansion of wheat cultivation in the USA. With an increase in population. The expansion was made possible by new technology.

**2.** Implements and tools were modified to suit their needs. Now farmers were using tractors and disk ploughs to clear land for cultivation.

**3.** Mechanical reapers were used to reap and cut harvest. By the early 20th century, combined harvesters were being used to cut grain.

4. Now with power-driven machinery large tracts of land could be ploughed, seeded, harvested within a short time. But there were problems. Poor farmers were hard to pay the taxes. They could not buy these machines. The bank offered loans but most and they could not repay these loans. Many of them left their farms in search of a job. In addition, terrifying dust storms began to blow, blinding the people, choking the cattle, covering fields, rivers, and machines with dust. This was because the entire area had been ploughed and stripped of grass whose roots could have bounded the soil.

**Q.5. Which system was introduced by the British to make the unwilling cultivators produce opium? How did this system work? Discuss with special reference to it being a drawback for the peasants.**

**Ans.**

1. Ever had enough to survive. It was difficult for them to pay rent to the landlord or to buy food and clothing
2. The government's opium agents advanced money to them through the headmen of their village.
3. They felt tempted to accept it, hoping to meet their immediate needs and pay back the loan at a later date, but the loan paid by the peasants to the headmen and through him to the government.
4. By taking the loan the cultivator was forced to grow opium on a specified area of land and hand over the produce to the agents once the crop had been harvested.

**HOTS:**

**Q.1. 'The history of opium production in India was linked up with the story of British trade with China.' Elaborate.**

**Ans. 1.** The history of opium production in India was linked up with the story of British trade with China. The English East India Company was buying tea and silk from China for sale in England. As tea became a popular English drink, tea trade became more and more important. This created a problem.

2. England at this time was producing nothing that could easily be sold in China. How to finance the tea trade? They searched for such a commodity. The Portuguese had introduced opium into China.

3. Western merchants began an illegal trade in opium. While the English cultivated a taste for Chinese tea, the Chinese became addicted to opium.

**Q.2. Discuss the reasons for the Opium Wars (1837-42).**

**Ans.1.** In 1839, the Chinese Emperor sent Lin-Ze-xu to Canton as a Special Commissioner with instructions to stop the opium trade.

2. After he arrived in Canton in the spring of 1839, Lin arrested 1,600 men involved in the trade and confiscated 11,000 pounds of opium

3. He forced the factories to hand over their stocks of opium, burnt 20,000 crates of opium and blew the ashes to the wind.

4. When he announced that Canton was closed to foreign trade Britain declared war. Defeated in the Opium War (1837–42)

5. The Chinese were forced to accept the humiliating terms of the subsequent treaties, legalising opium trade and opening up China to foreign merchants.

**Q.3. 'The conflict between the British government, peasants and local traders continued as long as opium production lasted.' Elaborate.**

**Ans.1.** By 1773, the British Government in Bengal had established a monopoly to trade in opium. No one else was legally permitted to trade in the product.

2. By the 1820s, the British taxed opium production in their territories to make it declining, but it was increasing outside British territories, especially in central India and Rajasthan within princely states, which are not under direct British control.

3. The British tried to stop it. It instructed its agents in princely states to confiscate all opium and destroy the crops. This conflict between the British Government, peasants and local traders continued as long as opium production lasted.

**VALUE BASED QUESTIONS:**

**Q.1. Discuss the westward expansion of the white settlers in America.**

**Q.2. Why were the farmers of Bengal unwilling to grow opium in their farms?**

**Q.3. Why the poor of England were opposed to the threshing machines**

**KEY TO MCQ:**

1.(d)2.(d)3.(c)4.(c)5.(d)6.(d)7.(d)8.(b)9.(d)10.(b)11.(b)12.(a)13.(c)14.(c)15.(d)16.(d)17.(b)18.(a)19.(a)20.(a)

## CHAPTER 7: HISTORY AND SPORT: THE STORY OF CRICKET

### **CONCEPTS:**

Cricket grew out of the many stick and ball games played in England. By the 17th century it evolved enough to be recognisable as a distinct game. It became so popular that its fans did not mind to be fined for playing it on Sunday instead of going to church.

### **HISTORICAL DEVELOPMENT OF CRICKET AS A GAME IN INDIA**

Cricket was given its unique nature by the history of England.

Peculiarities of cricket

- A match can go on for five days and still end in a draw.
- Length of the pitch is specified — 22 yards — but the size or shape of the ground is not.

### **Reasons:**

- Cricket rules were made before the Industrial Revolution when life moved at a slow pace.
- Cricket was played on the commons. Each common had a different shape and size. There were no designed boundaries or boundary hits.

### **The First Written Laws of Cricket (1744)**

- Principals shall choose from among the gentlemen present two umpires who shall absolutely decide all disputes.
- Stumps must be 22 inches high and bail across them six inches.
- Ball must be between 5 to 6 ounces.
- Two sets of stumps 22 yards apart.

The world's first cricket club was formed in Hambledon in 1760s. The Marylebone Cricket Club (MCC) was founded in 1787. In 1788 the MCC published its first revision of the laws and became the guardian of cricket's regulations. A series of changes in the game occurred in the 2nd half of the 18th century.

- It became common to pitch the ball through the air.
- Curved bats were replaced by straight ones. •Weight of ball was limited to between 5½ to 5¾ ounces.
- Width of the bat was limited to four inches. •A third stump became common.
- Three days had become the length of a major match. •First six seam cricket ball was introduced.

Cricket as a game changed and matured during the early phase of the Industrial Revolution but remained true to its origins in rural England. Unlike other games, cricket has refused to remake its tools with industrial or man-made materials. Protective equipment, however, has been influenced by technological change.

### **The Game and English Society**

The organisation of cricket in England reflected the nature of English society. The players of this game were divided into two categories.

- **Amateurs:** These were the rich who played for pleasure. They were gentlemen.
- **Players:** These were the professionals who played for money.

Rules of cricket were made to favour the gentlemen. These gentlemen did most of the batting. Their superiority over players made only the batsmen captains of teams. It was said that "the battle of Waterloo was won on the playing fields of Eton."

### **THE SPREAD OF CRICKET**

Cricket remained a colonial game. It was its colonial oddness that made it difficult to be accepted by other people. It was played in colonies by the white settlers or the local elites who wanted to copy their white masters. This game became very popular in the Caribbean. Success in cricket became a measure of racial equality and political progress. Through the early history of Indian cricket, teams were not organised on geographical principles and it was not till 1932 that a national team was given the right to represent India in a test match.

### **Cricket, Race and Religion**

The first Indian club, the Calcutta Cricket Club, was established in 1792. The first Indian community to play cricket were the Parsis. They founded the first Indian Cricket Club, the Oriental Cricket Club in Bombay in 1848. This became a precedent for other Indians who in turn established clubs based on the idea of religious community. By the 1890s there was talk of a Hindu Gymkhana and Islam Gymkhana. The colonial government encouraged communal clubs and institutions. Cricket began to be organised on communal and racial lines. This was Quadrangular tournament because it was played by 4 teams — Europeans, Parsis, Hindus and Muslims. Later it became Pentangular when a fifth team was added namely the Rest. By 1930s and 1940s many people

including India's most respected political figure, Mahatma Gandhi, condemned the Pentangular for dividing India on communal lines.

### **THE MODERN TRANSFORMATION OF CRICKET**

Modern cricket is dominated by Test and One-day internationals, played between national teams.

**Decolonisation and Sport:** Decolonisation was a process which led to the decline of English influence in many areas including sports. The colonial favour of world cricket during the 1950s and 1960s can be seen from the fact that England and the other white Commonwealth countries, Australia and New Zealand continued to play matches with South Africa. It was only with political pressure from countries of Asia and Africa (recently decolonised) combine with liberal feeling in Britain that forced the English cricket authorities to cancel a tour by South Africa in 1970.

### **COMMERCE, MEDIA AND CRICKET TODAY**

The 1970s were the decade in which cricket was transformed. 1971 saw the first one-day international being played between England and Australia in Melbourne. In 1977 the game was changed forever by an Australian television tycoon, Kerry Packer. He saw cricket as a money-making televised sport. He signed up 51 of the world's leading cricketers and for almost two years staged unofficial tests and One-day Internationals under the name of World Series Cricket. Packer drove home the point that cricket was a marketable game which could generate huge revenue. Continuous television coverage made cricketers celebrities. Television coverage also expanded the audience and children became cricket fans. Multinational companies created a global market for cricket. This has shifted the balance of power in cricket. India has the largest viewership for the game and hence the game's centre of gravity shifted to South Asia. This shift was symbolised by the shifting of the ICC headquarters from London to tax-free Dubai. The innovations in cricket have come from the practice of sub-continental teams in countries like

India, Pakistan and Sri Lanka — *doosra* and the reverse swing are Pakistani innovations.

### **MULTIPLE CHOICE QUESTIONS [1 MARK]**

**Q1** There were revision of laws by MCC between 1770s and 1780s. They were:

- (a) The weight of the ball and the width of the bat were specified
- (b) The first leg-before law was published in 1774
- (c) The third stump became common, and the first six seam cricket ball was created
- (d) All the above

**Q.2.** The West Indies win in Test Series against England in 1950, had two ironical features. They were:

- (a) The victory was considered a national achievement, a way of demonstrating that West Indians were equals of white Englishmen
- (b) The captain of the winning West Indies team was a white Englishman
- (c) West Indies cricket team represented not one nation but several dominions which became independent countries later
- (d) Both (b) and (c)

**Q3..** There was a quarrel between the Bombay Gymkhana (a Whites only club) and the Parsi Club, because :

- (a) The Parsis complained that the public park was left unfit for cricket because the Polo ponies of the Gymkhana Club dug up the surface
- (b) The colonial authorities were prejudiced in favour of their own White compatriots
- (c) The White cricket elite in India offered no help to the enthusiastic Parsis
- (d) All the above

**Q4.** When were the first written "Laws of Cricket" drawn up? (CBSE 2010)

- (A) 1703
- (b) 1744
- (c) 1750
- (d) 1760

**Q.5.** When was the Marylebone Cricket Club founded?

- (a) 1760
- (b) 1787
- (c) 1788
- (d) 1895

**Q.6** Which of these features for cricket were laid down in the 1770s and 1780s?

- (a) First leg-before law was published
- (b) A third stump became common
- (c) Creation of first six-seam cricket ball
- (d) All the above

**Q.7.** The reason that cricket has originated from the villages is/are

- (a) Cricket matches had no time limit
- (b) Vagueness of the size of the cricket ground
- (c) Cricket's most important tools are all made of pre-industrial materials
- (d) All the above

**Q.8.** What were the rich who played cricket for pleasure called?

- (a) Amateurs
- (b) Professionals
- (c) Commons
- (d) Both (a) and (b)

**Q.9.** The poor who played cricket for a living were called



(a) needy (b) entertainers (c) professionals (d) commons

**Q.10. Who wrote a novel titled 'Tom Brown's School Days' which became popular in 1857?**

(a) Thomas Arnold (b) Kim Hughes (c) Thomas Hughes (d) John Middleton

**Q.11. In which of these countries was cricket established as a popular sport?**

(a) South Africa, Zimbabwe (b) Australia, New Zealand  
(c) West Indies, Kenya (d) All the above

**Q.12. When and where was the first non-White club established?**

(a) End of 18th century, India (b) End of 19th century, West Indies  
(c) Mid-19th century, South Africa (d) Beginning of 19th century, Zimbabwe

**Q.13. What was the term 'tournament' called initially?**

(a) Triangular (b) Quadrangular (c) Angular (d) Pentangular

**Q.14. Who was Kerry Packer?**

(a) British tycoon (b) Australian television tycoon (c) Sri Lankan rebel (d) None of these

**Q.15. How did the cricket boards become rich?**

(a) By organising large number of matches (b) Through patronage from rich industrialists  
(c) By selling television rights to television companies (d) None of the above

**Q.16. The ICC headquarters shifted from London to**

(a) Sydney (b) India (c) Dubai (d) Singapore

**Q.17. When was the first World Cup successfully staged? (CBSE 2010)**

(a) 1972 (b) 1973 (c) 1974 (d) 1975

**Q.18. Polo was a game invented by the \_\_\_\_\_**

(a) French (b) Dutch (c) Colonial officials in India (d) Germans

**Q.19. The first hockey club in India was started in**

(a) Bombay (b) Madras (c) Bangalore (d) Calcutta

**Q.20. How many times has India won the Olympic gold medals in hockey?**

(a) Five (b) Six (c) Eight (d) Nine

### **SHORT ANSWER TYPE QUESTIONS [3 MARKS]**

**Q.1. How did the National Movement affect cricket in India?**

**Ans.**

1. A scheduled tour of MCC in 1930 was cancelled due to Gandhi's *Dandi March* and the Civil Disobedience.
2. The first Indian team toured England in 1932. Due to World War II in 1939, various tournaments were affected. By now Congress and Muslim League had taken opposite stands. Communal feelings had crept into sports.
3. In 1940, a Pentangular was played in Brabourne stadium, Bombay. Seats were allotted on communal basis, 2000 to Hindus, 1250 each to Muslim and Parsis.

**Q.2. 'The MCC's revision of the laws brought in a series of changes in the game that occurred in the second half of the eighteenth century.' Discuss the revision of the laws.**

**Ans.**

1. The MCC's revisions of the laws have brought in a series of changes in the game that occurred in the second half of the eighteenth century.
- 2 During the 1760s and 1770s it became common to pitch the ball through the air, rather than roll it along the ground.
3. This change gave the bowlers the options of length, deception through the air, plus increased pace. It also opened new possibilities for spin and swing. In response, the batsmen had to master timing and shot selection.

**Q.3. Why did cricket remain a colonial game till the 1930s?**

**Ans.**

1. Cricket remained a colonial game. The reason was that it had a pre-industrial oddness which made it very difficult to export.
2. It was played only in countries that the British conquered and ruled. Though the game was brought into the colonies by the masters, they did nothing to make it popular.
3. The Afro-Caribbean population was discouraged from participating in organised club cricket.

**Q.4. How did television coverage change cricket?**

**Ans.**

1. Television coverage made the players celebrities. It expanded the audience for the game by bringing cricket into small towns and villages.
2. Children became great fans. People could now watch and learn how to play cricket by imitating their heroes.

**Q.5. Which changes were introduced in the game of cricket during the 19th century?**

**Ans.** Many important changes occurred during the nineteenth century:

- (i) The rule about wide balls was applied.
- (ii) The exact circumference of the ball was specified.
- (iii) Protective equipment like pads and gloves became available.
- (iv) Boundaries were introduced where previously all shots had to be run.
- (v) Overarm bowling became legal.

**Q.6. Why did Mahatma Gandhi condemn the pentangular tournament?**

**Ans.** The pentangular tournament was based on religious communities. The five teams were: the Europeans, the Parsis, the Hindus, the Muslims and the Rest. India's most popular and respected politician, Mahatma Gandhi, condemned the pentangular tournament as a communally divisive competition. This was out of place in a time when nationalists were trying to unite India's diverse population. This tournament would have negative effect on the national movement.

**Q.7. How the centre of gravity in cricket has shifted from the old Anglo-Australian axis?**

**Explain.**

**Ans.**

1. The technology of satellite television and the worldwide reach of multi-national television companies created a global market for cricket.
2. This simple fact was brought to its logical conclusion by globalisation. Since India had the largest viewership for the game among the cricket-playing nations and the largest market in the cricketing world, the game's centre of gravity shifted to South Asia.
3. This shift was symbolised by the shifting of the ICC headquarters from London to tax-free Dubai.

**Q.16. Describe three main differences between amateurs and professionals**

**Ans.**

- (i) The rich who could afford to play cricket for pleasure were called Amateurs and the poor who played it for a living were called Professionals.
- (ii) The wages of Professionals were paid by **patronage** or **subscription** or gate money. The Amateurs were not paid at all.
- (iii) Amateurs were called Gentlemen while Professionals were described as players.
- (iv) Amateurs tended to be batsmen whereas Professionals tended to be bowlers.

**LONG ANSWER TYPE QUESTIONS**

**Q.1. What role did religion and politics play in the development of cricket in India?**

**Ans.**

1. The origin of Indian cricket is to be found in Bombay and the first community to start playing it were the Zoroastrians, the Parsis. Other religious communities soon followed.
2. By the 1890s, Hindus and Muslims were busy raising funds for a Hindu and a Muslim gymkhana. The British did not consider colonial India as a nation. They saw it as a collection of castes, races and religions.
3. The history of gymkhana cricket led to first-class cricket being organised on communal and racial lines.
4. These teams did not represent **regions** (as teams in today's Ranji Trophy do) but religious communities.
5. The tournament was initially called the Quadrangular because it was played by four teams: the Europeans, the Parsis, the Hindus and the Muslims. Later it became **Pentangular** when a fifth team "The Rest" was added. It comprised all the communities leftover such as the Indian Christians.

**Q.2. What part does nationalism play in the present-day cricket?**

**Ans.**

1. The teams that play cricket at national and International level today do not represent religions and races but regions and nationalities like in today's Ranji Trophy the Pentangular in colonial India was replaced by a rival tournament, the 'National Cricket Championship' later named the
2. Ranji Trophy. Cricket fans know that watching a match involves taking sides. In a Ranji Trophy match when Delhi plays Mumbai, the loyalty of spectators watching the match depends on which city they came from or support.

3. Earlier teams were not organised on geographical principles. It was not till 1932 that a national team was given the right to represent India in Test match.

**Q.3. Give your own reasons for the popularity of cricket in the world and specially India.**

**Ans.**

1. Television coverage changed cricket. It expanded the audience for the game by beaming cricket into small towns and villages. It also broadened the cricket's social base
2. The technology of satellite television and the worldwide reach of multinational television companies created a global market for cricket.
3. India has the largest viewership among the cricket-playing nations and the largest market in the cricketing world. The game's centre of gravity has shifted to South Asia, symbolised by shifting of ICC headquarters from London to tax-free Dubai.
4. Innovations in cricket technique in recent years have mainly come from sub continental teams in countries like India, Pakistan and Sri Lanka. Pakistan pioneered two great advances in bowling: the doosra, and the "reverse swing".

**Q.4. 'It's often said that the Battle of Waterloo was won on the playing fields of Eton. Explain**

**Ans.**

1. This saying is based on the argument that the values taught to schoolboys in its public schools resulted in Britain's military success. Eton was the most famous of these schools.
2. These schools trained English boys for careers in the Military, the Civil Service and the Church — the three great institutions of Imperial England.
3. In actual fact the Napoleonic wars were won because of the economic contribution of the iron works of Scotland and Wales, the mills of Lancashire and the financial houses of the city of London.

**Q.5. 'Despite the exclusiveness of the White cricket elite in the West Indies, the game became hugely popular in the Caribbean.' Explain how and why?**

**Ans.**

1. Despite the exclusiveness of the White cricket elite in the West Indies, the game became hugely popular in the Caribbean. Success at cricket became a measure of racial equality and political progress.
2. At the time of their independence, many of the political leaders of Caribbean countries like Forbes Burnham and Eric William saw in the game a chance for self-respect and international standing.
3. When the West Indies won its first Test series against England in 1950, it was celebrated as a national achievement, as a way of demonstrating that West Indians were the equals of white Englishmen.

**HOTS:**

**Q.1. How is cricket played in our subcontinent, West Indies and Africa, different from the way it is played in England?**

**Ans.**

1. The cricket played in our subcontinent (India, Pakistan, Sri Lanka, and Bangladesh), West Indies and South Africa is hugely different from the way it is played in England.
2. All these countries were colonies of England and cricket was spread by our colonial masters. The game is very popular and is played with a lot of passion and enthusiasm not seen anywhere in the world.
3. Cricket in these countries is synonymous with nationalism and patriotism. As these countries were under colonialism, there is a passion to show national supremacy via the game of cricket.
4. The aggressiveness shown in these countries is not to be seen in English game which exhibits professionalism and indifference.

**Q.2. Describe how cricket's connection with a rural past can be seen in the length of a Test match and vagueness about the size of a cricket ground.**

**Ans.**

1. Crickets- connection with a rural past can be seen in the length of a Test match. Originally, cricket matches had no time limit.
2. The game went on for as long as it took to bowl out a side twice. The rhythm of village life was slower and cricket's rules were made before the Industrial Revolution.
3. In the same way, vagueness about the size of a cricket ground is a result of its village origin. Cricket was originally played on country commons, unfenced land that was public property.
4. The size of the commons varied from one village to another, so there were no designated boundaries or boundary hits. When the ball went into the crowd, the crowd cleared a way for the fieldsman to retrieve it.

**Q.3. 'It's often said that the Battle of Waterloo was won on the playing fields of Eton. Explain**

**Ans.**

1. This saying is based on the argument that the values taught to schoolboys in its public schools resulted in Britain's military success.
2. Eton was the most famous of these schools. These schools trained English boys for careers in the Military, the Civil Service and the Church — the three great institutions of Imperial England.
3. In actual fact the Napoleonic wars were won because of the economic contribution of the iron works of Scotland and Wales, the mills of Lancashire and the financial houses of the city of London.
4. It was the English lead in trade and industry that made Britain the world's greatest power.

**VALUE BASED QUESTION:**

**Q.3. How did the National Movement affect cricket in India?**

**Q.5. Throw light on the curious peculiarities or characteristics of cricket.**

**Q.2. What part does nationalism play in the present-day cricket?**

**KEY TO MCQ:**

**Q1 Ans. (d) Q.2. Ans. (d)Q3.. Ans. (d)Q4. Ans. (b) Q.5. Ans. (b)Q.6 Ans.(d) Q.7. Ans. (d)Q.8.Ans.(a)**

**Q.9.Ans. (c) Q.10. Ans(c)Q.11Ans. (d)Q.12. Ans. (b)Q.13. Ans. (b)Q.14. Ans. (b)Q.15. Ans.(c)Q.16.ns.(c)**

**Q.17. Ans.(d) Q.18Ans. (c)Q.19. Ans. (d)Q.20Ans. (c)**

## **CHAPTER 8: CLOTHING : A SOCIAL HISTORY CONCEPTS**

**CONCEPTS:**

Before the democratic revolutions, most people dressed according to codes that were specified by their religion. Clothing styles were regulated by class, gender or status in the social hierarchy.

**Sumptuary Laws:** Before the French Revolution people in France followed these laws. These laws restricted social behaviour of the lower strata of the society and imposed restrictions upon their clothing, food and entertainment. The French Revolution brought an end to these restrictions. Political symbols became part of dress. Clothing became simple which signified equality. Now the way a person dressed depended on the differences in earning rather than sumptuary laws.

**Styles of Clothing:** Men and women dressed differently. Men were supposed to be strong, independent, aggressive while women were supposed to be weak, dependent and docile. Their clothes were designed accordingly. The women wore dresses which accentuated a slim waist. They had to wear a corset to show a small waist. Though it hurt, this pain and suffering was accepted as normal for a woman.

**Change in Ideas:** 19th century brought about many changes. Women pressed for dress reform. The suffrage movement also developed during this time. There was agitation against women's clothes in Europe as well in America. Doctors explained the ill effects of tight clothes which affected the spine and long flowing gowns which were unhygienic. It was argued by these movements that if women wore loose and comfortable clothes, they could start working and become independent.

**New Materials:** Before the 17th century clothes for British women were made of flax, wool, linen which were expensive and difficult to maintain. During the 17th century, with the onset of the Industrial Revolution cloth and clothes saw a change. The attractive, cheap 'chintzes' from India increased the volume of European women's wardrobes. Artificial fibres used in cloth made dresses even easier to maintain. Now with great demand for comfortable dresses, styles changed considerably.

**The World Wars:** The two world wars also brought about great changes in women's clothing. Styles reflected seriousness and professionalism. Skirts became shorter and plainer. Women who worked in factories wore uniforms. Trousers became an accepted and vital part of women's dress.

**Sports and Games:** The school curriculum also emphasised and included games and gymnastics as part of curriculum. This also changed the way women dressed.

**Colonial India:** During this time India saw a great change in dress.

- Many men began to incorporate western style clothing in their dress.
- Many felt that western influence would lead to loss of traditional cultural identity.
- Many wore western clothes without giving up Indian ones.

**Caste and Dress:** Though India had no formal sumptuary laws it had its own strict food, dress and behaviour codes. It was the caste system that defined how or what the Hindus should wear, eat and behave. If anyone

deviated from the norms, they were severely punished. Even the government issued orders in some cases ordering low caste Hindus to observe a strict code of conduct.

**British Reactions to Indian Way of Dressing:** As certain items of clothing signify specific things which could be contrary, this often leads to misunderstanding and conflict. An example was a turban and a hat. The two headgears signified different things. This difference created misunderstandings as the hat had to be removed before superiors while the turban had to be worn consciously. The same was the case with shoes.

**The Indian Dress:** Indians wanted to create a dress which could express the unity of the nation. But this did not fully succeed.

**The Swadeshi and Khadi :** British political control of India had two important effects —peasants grew cash crops and the British goods flooded the Indian markets, especially cotton. A lot of weavers and spinners were left without any work. Murshidabad, Machilipatnam and Surat which were important textile centres declined as demand decreased.

**Partition of Bengal, Swadeshi and Khadi :** In 1905, Lord Curzon decided to partition Bengal on the pretext of better management. The Swadeshi movement was a reaction to the partition .People boycotted British goods and started patronising things made in India. Many Indian goods were patronised especially khadi. Cloth became a symbolic weapon against British rule.

**Khadi :** Gandhi made khadi a forceful weapon against the British. Mahatma Gandhi even experimented with various forms of clothing starting from the western form of dress to wearing it with a turban. He decided, by the beginning of the 20th century, to wear a *lungi* and *kurta* (in Durban). A few years later he adorned himself as a Kathiawadi peasant. The *dhoti* was adopted by him in 1921. But not all could wear khadi. Thus we can say that changes in clothing reflect the changes within the social, political and economic spheres of a society.

### **MULTIPLE CHOICE QUESTIONS [1 MARK]**

**Q.1. The existing dress codes in Europe were swept away by**

- (a) American Revolution (b) French Revolution (c) Russian Revolution (d) The First World War

**Q.2. Which one of the following is the most appropriate definition of Sumptuary Laws?**

- (a) Laws on taxes framed by the government (b) Laws giving privileges to higher sections of society  
(c) Laws meant to emphasise the social hierarchy (d) All the above

**Q.3. The simplicity of clothing of 'Sans-Culottes' was meant to express**

- (a) the poverty among the common people (b) the prosperity of textile industries  
(c) the idea of equality (d) none of the above

**Q.4. England passed a law which compelled all persons over 6 years of age, except those of high position, to wear woollen caps made in England on Sundays and all holy days. What does this mean?**

- (a) All sumptuary laws were meant to emphasise social hierarchy  
(b) Some sumptuary laws were passed to protect home production against imports  
(c) Some sumptuary laws were made to promote the religion  
(d) None of the above

**Q.5. When did women in England start agitating for democratic rights?**

- (a) 1820s (b) 1830s (c) 1840s (d) 1850s

**Q.6. On what grounds were the traditional feminine clothes criticised in the USA?**

- (a) Long skirts swept the grounds collecting filth and causing illness  
(b) The skirts were voluminous and difficult to handle  
(c) They hampered movement and prevented women from working and earning  
(d) All the above

**Q.7. Who was the first American dress reformer to launch loose tunics?**

- (a) Mrs Amelia Bloomer (b) Martha Somerville (c) Queen Victoria (d) None of the above

**Q.8. Radical changes in women's clothing came about due to the**

- (a) Russian Revolution (b) World War I (c) World War II (d) Both (b) and (c)

**Q.9. Which of the following events had an impact on the dressing style of women?**

- (a) Women working in industries during the First and Second World Wars.  
(b) Gymnastics and games entered school curriculum for women.  
(c) The Battle of Waterloo (d) Both (a) and (b)

**Q.10. Which of the following were among other important changes that came about for Women?**

- (a) Trousers became a vital part of western women's clothing  
(b) Women took to cutting their hair short for convenience

- (c) As women took to gymnastics and games, they had to wear clothes that did not hamper Movement  
(d) All the above

**Q.11. To some Indians western clothes were a sign of**

- (a) Progress (b) modernity (c) Freedom from poverty (d) both (a) and (b)

**Q.12. Why were Shanar women attacked by Nairs in May 1922?**

- (a) For wearing a tailored blouse (b) For wearing a cloth across their upper bodies  
(c) For wearing gold ornaments (d) For using umbrellas

**Q.13. Wearing of which two things created misunderstanding and conflict between the British and the Indians?**

- (a) the wearing of turban and shoes (b) the umbrella and gold ornaments  
(c) the wearing of saris and dhotis (d) The wearing of gowns and long skirts

**Q.14. Who was Manockjee Cowasjee Entee?**

- (a) A taxpayer (b) A revenue collector (c) An assessor (d) A technocrat

**Q.15. What was the idea of national dress as suggested by Rabindranath Tagore?**

- (a) Combination of Hindu and Muslim dress (b) Combination of Indian and European dress  
(c) Only Hindu dress (d) Combination Hindu and Parsi dress

**Q.16. Jnanadanandini Devi's style of wearing sari was adopted by Brahmo Samaji women and came to be called**

- (a) Brahmika sari (b) Brahmo sari (c) Samaji sari (d) Bhoomika sari

**Q.17. In reaction to which measure of the British did the Swadeshi Movement begins?**

- (a) Partition of Bengal in 1905 (b) Surat split in 1907  
(c) Starting of World War I in 1914 (d) Montague-Chelmsford Reforms of 1919

**Q.18. According to Gandhi, which kind of dress would have a more powerful political effect?**

- (a) Western style (b) Indian style (c) Dressing unsuitably (d) Dressing suitably for the occasion

**Q.19. In which year did Gandhi adopt *dhoti*?**

- (a) 1913 (b) 1915 (c) 1921 (d) 1928

**Q.20. Why did Mahatma Gandhi adopt loin cloth and a *chaddar* as his dress?**

- (a) it was easy to wear (b) it was not easy to practise  
(c) he believed that poor peasants could not afford more than that (d) it was a political statement of self-respect

### **SHORT ANSWER TYPE QUESTIONS [3 MARKS]**

**Q.1. Why is most of the knowledge about clothes inferential?**

**Ans.1** Most of the knowledge about clothes is inferential because clothes do not reveal anything directly.2 Clothes indirectly reveal the attitude, personality and socio-economic status of the wearer.3 Moreover, we can only draw inference about attitudes, styles, personality and Socio-economic conditions of the people who wore various kinds of clothes in the past.

**Q.2. In what way do clothes give a message?**

**Ans.**

1. Clothes do give a message, as the clothes of Sans Culottes did. They were men without knee breeches different from the aristocrats who wore knee length breeches.

2. Their clothing, loose and comfortable along with colour of France — blue, white and red — was a sign of patriotic citizens.

3. Gandhi made homespun khadi a symbol of national sentiment and his dress code of short *dhoti* was his way of identifying with the poorest Indian. Khadi became a symbol of purity, simplicity and poverty.

**Q.3. What did a patriotic French citizen wear in France after the French Revolution?**

**Ans.1.** French patriotic citizens in France started wearing clothing that was loose and comfortable. The colours of France blue, white and red became popular as they were a sign of the patriotic citizen

2. Other political symbols too became a part of dress: the red cap of liberty, long trousers and the revolutionary cockade pinned on to a hat.

3. 3 The simplicity of clothing was meant to express the idea of equality.

**Q.4. Explain how European dress codes were different from Indian dress codes.**

**Ans.**

1. In different cultures, specific items of clothing often convey contrary meanings.

2. This creates misunderstanding and conflicts. Consider the case of the : turban and the hat. These two headgears not only look different but also signify different things.
3. The turban in India is not just for protection from heat but is a sign of respectability and cannot be removed at will. In the western tradition, this has to be removed before social superiors as a sign of respect.

**Q.5. Discuss the witty answer of Mahatma Gandhi about his dress. What did it signify?**

**Ans.**

1. Gandhi wore a short *dhoti* without a shirt when he went to England for the Round Table Conference in 1931.
2. He refused to compromise and wore it even before King George V at Buckingham Palace.
3. When he was asked by journalists whether he was wearing enough clothes to go before the King, he joked that “the King has enough on for both of us.” This was the reason for Gandhi’s witty remark about his dress.

**Q.6. How did styles of clothing during Victorian Age in England emphasise differences between men and women?**

**Ans**

1. Women during this time were groomed from childhood to be docile, dutiful, submissive and obedient. Men were supposed to be strong, serious, aggressive and independent.
2. These ideals were visible in the way they dressed. Girls were dressed in stays and were tightly laced up.
3. They also wore tight fitting corsets.
4. These clothes restricted their growth and kept their mould small and frail. Slim and small waisted women were admired. This was not so in the case of boys and men.

**Q.7. How did the French Revolution end all distinctions imposed by the Sumptuary laws?**

**Ans**

1. After the French Revolution, it was income and not class which decided a person’s clothing. Men and women began to wear loose and comfortable clothing.
2. The colours of France became popular as they were considered a sign of the patriotic citizen.
3. The red cap of liberty, long trousers and the revolutionary cockade pinned on a hat became fashion these were political symbols. Simplicity of clothing was meant to express the idea of equality.

**Q.8. With the help of an example show how cultural difference in dress can create misunderstanding.**

**Ans**

1. Let us take the example of headgears — a turban and a hat. Both although headgears signify different things. Turbans are not only for protection from the sun but also worn as a mark of respectability.
2. It cannot be removed at will. The hat is for protection and is removed in front of seniors and superiors. This difference created misunderstanding between the turban wearers, i.e. the Indians and the hat wearers, i.e. the British.
3. When the Indians walked into English company they did not remove their turbans as they wanted to assert their national and regional identity. This at times offended the British.

**Q.9. What changes came in women clothing as a result of the two world wars?**

**Ans.**

1. Many European women stopped wearing jewellery and luxurious clothes. As upper-class women mixed with other classes, social barriers were encoded and dresses of women became similar.
2. Clothes got shorter during the First World War out of practical necessity. About 7 lakh women who were employed in ammunition factories wore a working uniform of blouse and trousers with scarves, which was gradually replaced by khaki overalls and caps. Bright colours faded from sight. Clothes became plainer and simpler. Skirts became shorter and trousers became a vital part of women's dress. Women also took to cutting their hair short.
3. A plain and austere style came to reflect seriousness and professionalism. When Gymnastics and games entered school curriculum, women had to wear clothes which did not hamper movement.

**Q.10. Describe Mahatma Gandhi's experiment with clothing during his lifetime.**

**Ans**

1. As a boy he usually wore a shirt with a dhoti or pyjama, and sometimes a coat. When he went to London to study law as a boy of 19 in 1888, he cut off the tuft on his head and dressed in a western suit.
2. On his return, he continued to wear western suits with a turban. As a lawyer in South Africa in the 1890s, he still wore western clothes.
3. In Durban in 1913, Gandhi first appeared in a lungi and kurta with a shaved head as a sign of mourning to protest against the shooting of Indian coal miners.
4. On his return to India in 1915, he decided to dress like a kathiawadi peasant. In 1921, during the non-cooperation movement, he adopted the short dhoti or loin cloth with a *chaddar*. This dress he continued to wear until his death.

### **LONG ANSWER TYPE QUESTIONS [5 MARKS]**

**Q.1. What were sumptuary laws? How did these laws affect society in France?**

**Ans.**

1. Sumptuary laws were those laws which imposed upon members of different layers of society through specified details the codes of behaviour.
2. These laws tried to control behaviour of those considered social inferiors, preventing them from wearing certain clothes, consuming certain foods and beverages (usually alcohol) and hunting game in certain areas.
3. In France, during the medieval period the item of clothing a person could purchase per year was regulated not only by income but also by social rank.
4. The material to be purchased for clothing was also legally prescribed.
5. Only royalty could wear expensive materials like ermine, fur, silk, velvet and brocade. Other classes were debarred from clothing themselves with materials that were associated with the aristocracy.

**Q.2. What was the Suffrage Movement? How did it bring about a reform in dress?**

**Ans.**

1. Women's Suffrage Movement was a woman's movement agitating for the right to vote in political elections and democratic rights.
  2. As suffrage movement developed, people began Campaigning for dress reform.
3. Women's magazines described how light dress and corsets caused deformities and illness among young girls. Such clothing restricted body growth and Hampered blood circulation.
4. Muscles remained underdeveloped and the spines got bent. Doctors reported that many women were regularly complaining of acute weakness, felt languid and fainted regularly.
5. By the end of the nineteenth century, change was clearly in the air – the argument was simplify dress, shorten skirts, abandon corsets.

**Q.3. With an example, discuss how clothing can convey different meanings in different cultures and how these interpretations can lead to misunderstanding.**

**Ans.**

1. In different cultures, specific items of clothing often convey central meaning. This frequently leads to misunderstandings and conflicts.
2. The case of the Turban and Hat is one. Turban and hat are two headgears that not only look Different
3. They also signify different things. The turban in India was not just for protection from the heat but was also a sign of respectability and could not be removed at will
4. In the western tradition, the hat had to be removed before social superiors as a sign of respect
5. This cultural difference created misunderstanding. The British were often offended if Indians did not take off their turban when they met colonial officials.

**Q.4. How did Mahatma Gandhi's dream of clothing the nation in Khadi appeal only to some sections of the Indian?**

**Ans.**

1. Mahatma Gandhi's dream was to clothe the whole nation in khadi. He felt khadi would be a means of erasing differences between religions and classes; etc. But it wasn't easy for others to follow in his footsteps. Just as the people could not take to the single peasant loin cloth as Gandhi had done. The people, in fact, did not want to do so.
2. Nationalists such as Motilal Nehru, a successful barrister from Allahabad, gave up his expensive western style suits and adopted the Indian dhoti and kurta. But these were not made of coarse cloth – khadi. Those who had been deprived by caste norms for centuries were attracted to western dress styles.
3. Therefore unlike Mahatma Gandhi, other nationalists such as Baba Saheb Ambedkar never gave up the western style suit.
4. Many Dalits began in the early 1910s to wear three-piece suits, shoes and socks on all public occasions, as a political statement of self-respect. A woman wrote to Gandhiji, "I heard you speaking on the extreme necessity of wearing khadi, but khadi is very costly and we are poor people."
5. Other women, like Sarojini Naidu and Kamla Nehru, wore coloured saris with designs, instead of coarse, white homespun khadi.

**Q.5. In India caste system played the role similar to Sumptuary Laws of Europe? Justify it.**

**Ans**



1. India has no formal sumptuary laws but it has a very strict social code of food and dress. It is the caste system which defines what each caste should wear, eat, give, take, etc
2. These codes are very rigid and are almost as forceful as laws. If there were any changes in these specified codes then reactions were often violent and disturbing.
3. The case of the Shanar caste is an example. The Shanars are a community from Travancore. They migrated to this area to work under the landlords who were the Nairs. The Shanars tapped toddy. They belonged to a 'subordinate caste' and as per the traditions had to follow certain specified norms
4. They were not allowed to wear slippers, use umbrellas and cover the upper portion of their body with clothing.
5. When the Christian missionaries came, they converted the Shanars to Christians. Under their

### **HOTS QUESTION**

**Q.1. How was clothes of the 18th century all over the world different from clothes of the 19th century?**

**Ans.**

1. In France, in the 18th century sumptuary laws controlled the clothing style. After the French Revolution, it was the income, the difference between the rich and poor which decided what people were to wear
2. In England and America and other European countries, women from childhood, as young girls were tightly laced and dressed in stays. As women they had to wear tight fitting corsets and flowing gowns sweeping the ground.
3. The nineteenth century simplified dresses, shortened them and banned the corsets. Clothes got lighter, shorter and simpler. The two world wars brought in trousers and blouses for women giving them greater freedom of movement
4. Skirts became shorter, frills disappeared. Women now went for short hair as it was convenient and easy to maintain.
5. In India, the western style clothing came in the 19th century. The wealthy Parsis were the first to adopt it. It was also attractive to Dalit. The dress code in India was much under the influence of strict codes of caste system. The Swadeshi movement and national feelings also set the dress code of Indians.

**Q.2. Discuss how society and clothes are linked.**

**Ans.**

1. The history of clothing is linked to the larger history of society. Clothing is defined by dominant cultural attitude and ideal of beauty.
2. These notions change with time. Change in clothing has come due to changes within technology and economy and pressures of changing times. Changes in women's clothing came as a result of the two world wars.
3. Women stopped wearing jewellery and luxurious clothes. Now women of all sections of society began to look similar. Because of practical necessity clothes became shorter and without frills.
4. Women began to be employed in ammunition factories. This forced them to wear a uniform of blouse and trousers with scarves. Thus, uniform of blouse and trousers was replaced by Khaki overalls and caps. Sober colours were preferred as the war was on.
5. Clothes became simpler and more practical. Trousers became a common garment worn by women. Garments became austere and professional.

**Q.3. How was the Swadeshi Movement linked to the politics of clothing? Explain.**

**Ans**

1. The Swadeshi movement was centrally linked to the politics of clothing. In 1905, Lord Curzon decided to partition Bengal to control the growing opposition to British rule.
2. The Swadeshi movement developed in reaction to this measure.
3. People were urged to boycott the British goods of all kinds and start their own industries for the manufacture of goods such as match boxes and cigarettes.
4. Mass protests followed with people vowing to cleanse themselves of colonial rule.
5. The use of khadi was made a patriotic duty. Women were urged to throw away their silk and glass bangles and wear simple shell bangles. Rough homespun was glorified in songs and Poems to popularise it.

### **VALUE BASED QUESTION**

**Q.1. Mahatma Gandhi's dream of clothing all Indians in khadi didn't fructify. Why?**

**Q.2. What does Sans Culottes mean? What did it signify?**

**Q.3. "Ideals of womanhood prevalent during the Victorian Age affected women's dress." What were these ideals and how did these ideals affect the dresses of women during the Victorian Age?**

### **MCQ ANSWERS**

## PART 2: GEOGRAPHY

### CHEPTER 4 : CLIMATE

#### INTRODUCTION:

**Climate** refers to the sum total of weather conditions and variations over a large area for a long period of time (more than thirty years).

**Weather** refers to the state of the atmosphere over an area at any point of time.

The elements of weather and climate are the same, i.e. temperature, atmospheric pressure, wind, humidity and precipitation. The climate of India is described as the ‘**monsoon**’ type. In Asia, this type of climate is found mainly in the south and the southeast.

#### FACTORS AFFECTING INDIA’S CLIMATE:

There are six major controls of the climate of any place. They are:

**1. LATITUDE**

**2. ALTITUDE**

**3. PRESSURE AND WIND SYSTEM**

**4. DISTANCE FROM THE SEA**

**5.OCEAN CURRENTS**

**6. RELIEF FEATURES**

#### THE INDIAN MONSOON

The climate of India is strongly influenced by monsoon winds. The sailors who came to India in historic times were one of the first to have noticed the phenomenon of the monsoon. They benefited from the reversal of the wind system as they came by sailing ships at the mercy of winds. The Arabs, who had also come to India as traders named this seasonal reversal of the wind system ‘monsoon’.

The monsoons are experienced in the tropical area roughly between 20° N and 20° S. To understand the mechanism of the monsoons, the following facts are important.

(a) **The differential heating and cooling of land and water** creates low pressure on the landmass of India while the seas around experience comparatively high pressure.

(b) **The shift of the position of Inter Tropical Convergence Zone (ITCZ)** in summer, over the Ganga plain (this is the equatorial trough normally positioned about 5°N of the equator. It is also known as the monsoon trough during the monsoon season).

(c) The presence of the **high-pressure area, east of Madagascar**, approximately at 20°S over the Indian Ocean. The intensity and position of this high-pressure area affects the Indian Monsoon.

(d) The **Tibetan plateau gets intensely heated** during summer, which results in strong vertical air currents and the formation of low pressure over the plateau at about 9 km above sea level.

(e) The **movement of the westerly jet stream to the north of the Himalayas** and the presence of the **tropical easterly jet stream over the Indian peninsula** during summer.

**THE SEASONS:** The monsoon type of climate is characterised by a distinct seasonal pattern. The weather conditions greatly change from one season. Four main seasons can be identified in India – the cold weather season, the hot weather season, the advancing monsoon and the retreating monsoon with some regional variations.

## **DISTRIBUTION OF RAINFALL**

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

## **MULTIPLE CHOICE QUESTIONS (MCQ) (1 MARK)**

- Q.1 Choose the right term: it refers to the state of the atmosphere over an area at any point of time.  
(a) Climate (b) Humidity (c) Weather (d) Rainfall
- Q.2 Which type of climate prevails in India?  
(a) Mediterranean (b) China Type (c) Equatorial (d) Monsoon
- Q.3 Which of the following receives most of its rain during October and November?  
(a) Rajasthan (b) Tamil Nadu (c) Punjab (d) Kerala
- Q.4 Which of the following latitudes passes through the middle of the country?  
(a) Tropic of cancer (b) Tropic of Capricorn (c) Equator (d) Arctic Circle
- Q.5 Indian subcontinent experiences comparatively mild winters as compared to Central Asia because of.....  
(a) The Himalayas (b) Mizoram (c) Northern Plains (d) Thar Desert
- Q.6 Which of the following winds is responsible for the bulk of rainfall in India?  
(a) Southwest Monsoon (b) Northeast Monsoon  
(c) South north Monsoon (d) Westerly
- Q.7 What is ITCZ?  
(a) Inter Tropical Convergence zone (b) Inter Tropical Convergence zone  
(c) Indian Tropical Convergence zone (d) None of these
- Q.8 In which of the following months the Monsoon retreats?  
(a) August (b) September (c) October (d) November
- Q.9 Which of the following is not a climatic condition of the cold season of India?  
(a) High Rainfall (b) Clear Sky (c) Low Temperature (d) Low humidity
- Q.10 Which of the following crops is benefited because of winter cyclonic disturbances?  
(a) Rabi Crops (b) Kharif Crops (c) Zaid Crops (d) None of These
- Q.11 What is Loo?  
(a) These are Cyclones (b) These are Cold Winds  
(c) Strong, Dusty, hot, dry winds blowing during the day over the north and western India  
(d) These are variable winds blowing in cold season
- Q.12 Which of the following two states are affected by pre monsoon showers ?  
(a) Kerala, Punjab (b) Punjab, Haryana (c) Kerala, Karnataka (d) Haryana, Rajasthan
- Q.13 Which is the Wettest city of India ?

- (a) Cherapunji                      (b) Mawsynram                      (c) Barmer                      (d) Ladakh
- Q.14 In which of the following hills Mawsynram located ?  
 (a) Khasi Hills                      (b) Aravalli Hills                      (c) Nilgri Hills                      (d) Anaimalai Hills
- Q.15 Which of the following is responsible for the bulk of rainfall in the coromandal coast ?  
 (a) South West Monsoon                      (b) North East Monsoon  
 (c) Western Disturbance                      (d) Depressions and Cyclones
- Q.16 Which one of the following places receives the highest rainfall in the world?  
 (a) Silchar                      (b) Cherrapunji                      (c) Mawsynram                      (d) Guwahati
- Q.17 The wind blowing in the northern plains in summers is known as:  
 (a) *Kaal Baisakhi*                      (b) Trade Winds                      (c) *Loo*                      (d) None of the above
- Q.18 Which one of the following causes rainfall during winters in north-western part of India?  
 (a) Cyclonic depression                      (c) Western disturbances  
 (b) Retreating monsoon                      (d) Southwest monsoon
- Q.19 Monsoon arrives in India approximately in:  
 (a) Early May                      (c) Early June                      (b) Early July                      (d) Early August
- Q.20 Which one of the following characterises the cold weather season in India?  
 (a) Warm days and warm nights                      (b) Warm days and cold nights  
 (c) Cool days and cold nights                      (d) Cold days and warm nights

### **SHORT ANSWER QUESTIONS(3 MARKS)**

**Q.1 Define Climate. What are the elements of climate?**

**Ans:**

- i. Climate refers to the sum of total weather conditions and their variations over a large area for a long period of time (more than thirty years).
- ii. The elements of weather and climate are the same i.e. temperature, atmospheric pressure, wind, humidity and precipitation.

**Q.2 What are the controlling elements of the climate of India?**

**Ans** India's climate is controlled by latitude, altitude, pressure and winds, distance from the sea, ocean currents and physiography.

**Q.3 Discuss the unifying role of the Indian monsoon.**

**Ans** There is great diversity of the climatic conditions in India due to different locations and land relief patterns. But these diversities are subdued by the monsoon, which blow over the whole country. The arrival of the monsoon is welcomed all over the country.

1. Several festivals are celebrated welcoming the monsoonal rainfall in India.
2. The monsoonal rainfall provides water for agricultural activities.
3. Monsoon gives relief from the scorching heat. The entire life of the Indian people revolves around the monsoon.

**Q.4 Distinguish between weather and Climate.**

**Ans**

WEATHER	CLIMATE
i. Weather refers to the state of the atmosphere at any point of time and place.	i. Climate refers to the sum of total weather conditions and variations over an area for a long period of time (more than 30 years).
ii. Weather conditions may vary at intervals of a few hours or a few days.	ii. Climate does not change so frequently.
iii. Weather data are the observations recorded at a specific time.	iii. Climate refers to the average value of several elements of weather, relating to a period of more than 30 years.

**Q.5 Give three characteristics of monsoonal rainfall in India.**

**Ans** Characteristics of monsoon rainfall are:-

- i. Early in the season, the windward side of the Western Ghats receives heavy rainfall i.e. more than 250 cm.
- ii. The rain shadow areas of Deccan Plateau and parts of Madhya Pradesh receive scanty rainfall. The maximum rainfall is recorded in the north eastern part of the country.
- iii. The frequency and intensity of tropical depressions determine the amount and duration of monsoon rains.

**Q.6 What are the western disturbances?**

**Ans** Western Disturbance is the term used in India, Pakistan, Afghanistan and Nepal to describe an extra tropical storm originating in the Mediterranean that brings sudden winter rain and snow to the north western parts of the Indian subcontinent. This is a non-monsoonal precipitation pattern driven by the Westerly. The moisture in these storms usually originates over the Mediterranean Sea and the Atlantic Ocean.

**Q.7 What is El Nino? Mention any of its two effects.**

**Ans** El Nino is a warm ocean current that flows over Peru in an interval of two to five years. The term El Nino, derived from Spanish, means 'the child', i.e. baby Christ. It flows in the month of December.

Its effects are :-

- i. Surface temperature in sea is increased.
- ii. Trade winds in the region are weakened.

**Q.8 What are the six controlling elements of the climate of India?**

**Ans** India's climate is controlled by

- |                          |                   |                       |
|--------------------------|-------------------|-----------------------|
| 1. Latitude              | 2. Altitude       | 3. Pressure and winds |
| 4. Distance from the sea | 5. Ocean currents | 6. Physiography       |

**Q.9 What is a monsoon?**

**Ans** The term Monsoon is derived from the Arabic word 'mausim', meaning season, applied by the Arabs to the seasonal winds of the Arabian Sea. Monsoon winds mean a complete reversal in the direction of wind over a large part of the land, causing seasons.

**Q.10 What do you understand by the term 'burst of monsoon'? What are the two branches of Indian monsoon?**

**Ans** Around the time of the arrival of the monsoons, the normal rainfall increases suddenly and continues constantly for several days. This is known as the 'burst of the monsoon'

**Monsoon gets divided into two branches—**

- (i) **The Arabian Sea branch:** The Arabian Sea branch reaches Mumbai, as the name suggests it strikes India from Arabian Sea side.
- (ii) **The Bay of Bengal branch:** The Bay of Bengal branch also advances rapidly and arrives in Assam in the first week of June. This branch is responsible for giving Meghalaya the highest rainfall in the world.

**Q.11 What is Inter Tropical Convergence Zone? Write two features.**

**Ans**

1. Inter tropical Convergence Zone (ITCZ) is the area encircling the earth near the equator where winds originating in the northern and southern hemispheres come together. This is a low-pressure tropical trough.
2. In summer it is over the Ganga plain. This equatorial trough is normally positioned about 5°N of the equator. It is also known as the monsoon trough during the monsoon season.
3. This trough keeps on changing its position according to the time of the year.

**Q.12 Explain any three factors that affect the climate of a place?**

**(Ans) Factors that affect the climate of a place are:**

1. **Latitude:** Due to the curvature of the earth, the amount of solar energy received varies according to the latitude. As a result, air temperature decreases from the equator towards the poles.
2. **Altitude:** As one goes from the surface of the earth to higher altitudes, the atmosphere becomes less dense and temperature decreases. The hills are therefore cooler during summers.
3. **Distance from the sea:** The sea exerts a moderating influence on climate. As the distance from the sea increases, its moderating influence decreases and the people experience extreme weather conditions.

**Q.13 Write any three features of western cyclonic disturbances?**

**Ans Three features of western cyclonic disturbances are:**

1. The western cyclonic disturbances are weather phenomena of the winter months brought in by the westerly flow from the Mediterranean region.
2. They usually influence the weather of the north and north-western regions of India.
3. Tropical cyclones occur during the monsoon as well as in October - November, and are part of the easterly flow. These disturbances affect the coastal regions of the country.

### LONG ANSWER QUESTIONS(5 MARKS)

**Q.1 Discuss the mechanisms of the Indian monsoons.**

**Ans** The mechanism of Indian Monsoons:-

- (i) The different heating and cooling of land and water: At the end of May, due to high temperature, low pressure is created on the landmass of India while seas around experience comparatively high pressure. It fixes the direction of the moisture laden wind from sea to land.
- (ii) The shift of the position of Inter Tropical Convergence Zone (ITCZ) : In summer, low pressure trough is positioned over the Ganga plain, making the region suitable for the occurrence of rain.
- (iii) The intensity and position of the high atmospheric pressure over the Indian Ocean affects the Indian monsoon.
- (iv) The Tibetan plateau gets intensely heated during summer which results in strong vertical air currents and formation of high pressure over the plateau at about 9km above the sea level.
- (v) The movements of the westerly Jet Streams to the north of the Himalayas and the presence of the tropical easterly Jet Streams over the Indian Peninsula during the summer affects monsoon.

**Q.2 Distinguish between South-west monsoon and North-east monsoon.**

**Ans**

SOUTH-WEST MONSOON	NORTH-EAST MONSOON
i) The season is from June to September.	i) This season starts from December and ends in February.
ii) It does not rain continuously. There are rainless intervals in this season.	ii) It does not possess any rainless intervals.
iii) It blows in India in two branches namely the Arabian Sea branch and Bay of Bengal branch.	iii) It does not have any branches.
iv) Major portion of annual rainfall in India is due to this type of monsoon.	iv) Minor portion of the annual rainfall in India is due to this type of monsoon.

**Q.3 Distinguish between Equable climate and Continental climate.**

**Ans**

EQUABLE CLIMATE	CONTINENTAL CLIMATE
i) Area which are neither too warm in summers nor not too cold in winters (with low range of temperature) are said to have an equable climate.	i) Places with higher range of temperature (extremes of temperature) Experience extreme climate, it is known as continental climate.

ii) Equable climates are characterized by well distributed rainfall throughout the year.	ii) Rainfall in extreme climate is restricted to summer months.
iii) This type of climate is found in places located close to the sea having the moderating influence of the sea.	iii) Interiors of continents/countries which have the least influence of the sea experience have this type of climate.
iv) Chennai, Cochin, Mumbai etc.	iv) Delhi, Kanpur, Bhopal etc.

### HOTS

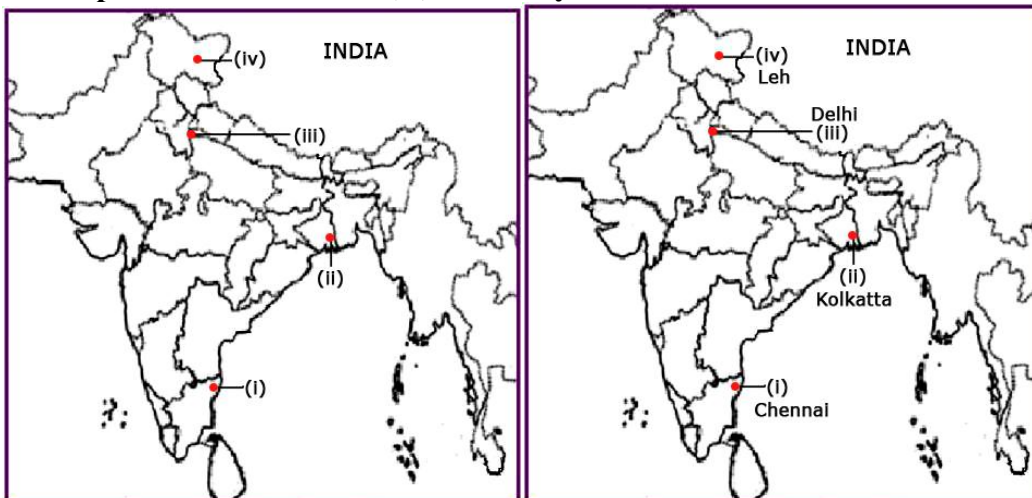
1. Why the houses in Rajasthan have thick walls and flat roofs?
2. Why is it that the houses in the Tarai region and in Goa and Mangalore have sloping roofs?
3. Why houses in Assam are built on stilts?
4. How the location and relief are important factors in determining the climate of India?

### MAP QUESTIONS (4 MARKS)

**Q.1** Four features from (i) to (iv) are shown in the given outline political map of India. Identify these features with the help of the following information and write their correct names in your answer book:

- (i) Capital of Tamil Nadu  
(iii) India's capital

- (ii) Capital of West Bengal  
(iv) Main city of cold desert



**Q.2** Locate and label the following on the given outline political map of India:

- (i) Chennai                      (iii) Area receiving more than 400 cms of rainfall in Arabian Sea  
(ii) Leh                            (iv) Area receiving less than 20 cms of rainfall in Rajasthan

**Q.3** Locate and label the following on the given outline political map of India:

- (i) Jaipur                        (ii) Area receiving less than 20 cms of rainfall in Jammu & Kashmir  
(ii) Mumbai                    (iv) Area receiving more than 400 cms of rainfall in Western coast of India

**Q.4** Locate and label the following on the given outline political map of India:

- (i) Shillong                      (ii) An area receiving rainfall less than 20 cms in western region  
(iii) Nagpur                      (iv) An area receiving rainfall over 400 cms in Bay of Bengal

**Q.5** Four features from (i) to (iv) are shown in the given outline political map of India. Identify these features with the help of the following information and write their correct names in your answer book:

- (i) Capital of Rajasthan                      (ii) Tourist place in Ladakh  
(iii) Capital of West Bengal                (iv) Capital of India

## CHEPTER 5 : NATURAL VEGETATION AND WILD LIFE

India is one of the twelve mega bio-diversity countries of the world. With about 47,000 plant species India occupies tenth place in the world and fourth in Asia in plant diversity. There are about 15,000 flowering plants in India which account for 6 per cent in the world's total number of flowering plants. The country has many non-flowering plants such as ferns, algae and fungi. India also has approximately 90,000 species of animals as well as a rich variety of fish in its fresh and marine waters.

### Factors Responsible for Diversity in Flora and Fauna

**RELIEF:**      Land                      Soil  
**CLIMATE:**    Temperature                      Photoperiod (*Sunlight*)                      Precipitation

### TYPES OF VEGETATION

The following major types of vegetation may be identified in our country.

- (i) Tropical Evergreen Forests                      (ii) Tropical Deciduous Forests  
(iii) Tropical Thorn Forests and Scrubs                      (iv) Mountain Forests                      (v) Mangrove Forests

### WILD LIFE

India is rich in its fauna. It has approximately 90,000 of animal species. The country has about 2,000 species of birds. They constitute 13% of the world's total. There are 2,546 species of fish, which account for nearly 12% of the world's stock. It also shares between 5 and 8 per cent of the world's amphibians, reptiles and mammals.

The elephants are the most majestic animals among the mammals. They are found in the hot wet forests of Assam, Karnataka and Kerala.

One-horned rhinoceroses are live in swampy and marshy lands of Assam and West Bengal.

Arid areas of the Rann of Kachchh and the Thar Desert are the habitat for wild ass and camels.

Indian bison, *nilgai* (blue bull), *chousingha* (four horned antelope), gazel and different species of deer are some other animals found in India

India is the only country in the world that has both tigers and lions. The natural habitat of the Indian lion is the Gir forest in Gujarat.

Tigers are found in the forests of Madhya Pradesh, the Sundarbans of West Bengal and the Himalayan region.

Ladakh's freezing high altitudes are a home to yak, the shaggy horned wild ox weighing around one tonne, the Tibetan antelope, the bharal (blue sheep), wild sheep, and the *kiang* (Tibetan wild ass).

In the rivers, lakes and coastal areas, turtles, crocodiles and gharials are found.

Peacocks, pheasants, ducks, parakeets, cranes and pigeons are some of the birds inhabiting the forests and wetlands of the country.

### To protect the flora and fauna the government has taken followings steps.

- (i) Fourteen biosphere reserves have been set up in the country to protect flora and fauna.  
(ii) Financial and technical assistance is provided too many Botanical Gardens by the government since 1992.  
(iii) Project Tiger, Project Rhino, Project Great Indian Bustard and many other eco developmental projects have been introduced



- (iv) 89 National Parks, 490 Wildlife sanctuaries and Zoological gardens are set up to take care of Natural heritage.

<b>FOURTEEN BIO-RESERVES</b>	
Sunderbans	Simlipal
Gulf of Mannar	Dihang-Dibang
The Nilgiris	Dibru Saikhowa
Nanda devi	Agasthyamalai
Nokrek	Kanchenjunga
Great Nicobar	Pachmarhi
Manas	Achanakmar-Amarkantak

### **MULTIPLE CHOICE QUESTIONS (MCQ)**

- Q.1 Which of the following word is used to denote plants of a particular region?  
 (a) Flora (b) Fauna (c) Natural Vegetation (d) Vegetation
- Q.2 Which of the following word is used to denote species of animals of a particular region?  
 (a) Flora (b) Fauna (c) Natural Vegetation (d) Vegetation
- Q.3 Where is mangrove forests found?  
 (a) Desert (b) Deccan Plateau (c) The Himalayas (d) The coastal area influenced by tides
- Q.4 A very large ecosystem on land heaving distinct types of vegetation and animal life is called...  
 (a) Ecosystem (b) Flora and Fauna (c) Biome (d) Vegetation
- Q.5 Which of the following vegetation is not found in India?  
 (a) Tropical Evergreen Forests (b) Tropical Deciduous Forests  
 (c) Mangrove Forests (d) Mediterranean type
- Q.6 Which parts/regions of India have tropical evergreen forests?  
 (a) Western Ghats, Upper parts of Assam (b) North Western parts of country  
 (c) The Deltas of the Ganga and the Mahanadi (d) Mountainous areas
- Q.7 In which of the following states forests you will find one horned rhinoceros?  
 (a) Madhya Pradesh (b) Assam (c) Gujarat (d) Kerala
- Q.8 Which of the following is not a tree of Tropical Evergreen Forests?  
 (a) Acacia (b) Rosewood (c) Ebony (d) Rubber
- Q.9 Which of the following is the most wide spread vegetation of India?  
 (a) Tropical Evergreen Forests (b) Tropical Deciduous Forests  
 (c) Mangrove Forests (d) Mediterranean type
- Q.10 Which of the following animal is not found in mountain forests?  
 (a) Kashmir Stag (b) Leopard (c) one horned rhinoceros (d) Yak
- Q.11 Which is the famous animal of the mangrove forests?  
 (a) Royal Bengal Tiger (b) Leopard (c) Monkey (d) Lion
- Q.12 In which of the following states/ regions the wild ass is found?  
 (a) Assam (b) Rann of Kachchh (c) Tamil Nadu (d) Manipur
- Q.13 Which of the following has not been included in the world network of Biosphere reserves?  
 (a) Sunderbans (b) Manas (c) Nanda Devi (d) Nilgiris

- Q.14 In which of the following states is the Simlipal Biosphere reserve located?  
 (a) West Bengal (b) Andhra Pradesh (c) Maharashtra (d) Orissa
- Q.15 Which of the following is not correctly matched?  
 (a) Dudhwa – Rajasthan (b) Manas – Assam (c) Dachigam – J & K (d) Gir - Gujrat
- Q.16 To which one of the following types of vegetation does rubber belong to?  
 (a) Tundra (c) Himalayan (b) Tidal (d) Tropical Evergreen
- Q.17 Cinchona trees are found in the areas of rainfall more than  
 (a) 100 cm (c) 70 cm (b) 50 cm (d) less than 50 cm
- Q.18 In which of the following state is the Simlipal bio-reserve located?  
 (a) Punjab (b) Delhi (c) Odisha (d) West Bengal
- Q.19 Which one of the following bio reserves of India is not included in the world network of bio reserve?  
 (a) Manas (c) Gulf of Mannar (b) Nilgiri (d) Nanda devi

### **SHORT ANSWER QUESTIONS**

**Q.1 Mention any three features of Nokrek Biosphere Reserve.**

**Ans**

1. Nokrek Biosphere Reserve is a national park located 2 km from Tura Peak in the Garo Hills district of Meghalaya in India.
2. UNESCO added this National park to its list of Biosphere Reserves in May 2009.
3. There is a vast range of plants and animals found in the park, including the fishing cat, the serow and the tiger. Famous sites in the park include the famous Siju Cave.

**Q.2 How does relief and rainfall influence the distribution of natural vegetation in India? Explain.**

**Ans** The relief and rainfall of any region determine the natural vegetation of that place. In Indian sub-continent it can be seen through the following points:

1. The western slopes of the Western Ghats receive more than 200 cm of rainfall. Due to heavy rainfall, tropical evergreen forests are found in this region on a large scale.
2. Indifferent mountainous regions different types of vegetation are found, at the height of 1500 to 3000 coniferous trees are found but at the height of 1000 to 2000 wet temperate forests are found.
3. In areas with rainfall of 70 cm to 100 cm and in semi-arid regions, the vegetation consists of acacias and palm.

**Q.3 What is biome? State the number of biomes into which land ecosystem is divided with their names.**

**Ans** A large ecosystem on the land having distinct type of vegetation and animal life is called biome. In general, biomes are divided into the following categories:

1. Forests: It consists of evergreen forests, deciduous forests, and coniferous forests.
2. Grasslands: Savana grasslands.
3. Alpine/Tundra vegetation.
4. Desert vegetation.

Though the animals are also included in the biomes but they are not counted in the classification of biomes.

**Q.4 Distinguish between flora and fauna.**

**Ans** The major differences between Flora and Fauna are as follows:

<b>FLORA</b>	<b>FAUNA</b>
--------------	--------------

1. Natural vegetation growing in a particular area is referred as flora.	1. Wild life living in a particular area of the globe is termed as Fauna.
2. It makes its food with help of solar energy.	2. They cannot make their own food so they are dependent upon the flora.
3. It was the very first form of life that appeared on the earth in the chronological history of earth.	3. They developed on earth after flora because they are dependent upon flora.

**Q.5 Why has India a rich heritage of flora and fauna? How can you say that India has rich bio-diversity?**

**Ans** This is because the factors like, temperature, sunlight, precipitation, soil and relief are suitable for the growth and development of both animal and plant kingdom in India. These five factors are essential for the growth of the bio-diversity.

India has been listed among the twelve mega biodiversity countries of the world. 47,000 plant species and 89,000 animal species are found here. Besides these species, there are about 15,000 flowering plants in India.

**Q.6 Distinguish between thorn forests and mangrove forests.**

**Ans**

THORN FORESTS	MANGROVE FORESTS
<p><b>1. Rainfall:</b> Rainfall in these types of forests are somewhere 70 cm or less.</p> <p><b>2. Vegetation:</b> Babool, kiker, palm, cacti and acasia are the main plants.</p> <p><b>3. Location:</b> Found in semi-arid regions of Gujrat, Rajasthan, Haryana and Uttar Pradesh.</p>	<p><b>1. Rainfall:</b> These types of forests develop in the deltaic region, and does not concern with the rainfall.</p> <p><b>2. Vegetation:</b> Sundari is the major tree type in these types of forests. The others are Agar and Keora.</p> <p><b>3. Location:</b> They are found in the deltas of Ganga, Mahanadi, Kaveri, Krishna and Godavary.</p>

**Q.7 “India has extremely rich and wild variety of fauna.” Explain this statement.**

**Ans** India has a rich variety of wild fauna. It can be explained through following ways:

1. The richness of wild variety of fauna is due to the high variety of variation in the relief, rainfall, temperature, etc. There are 89,457 known species of flora, out of which many are in the list of endangered species.
2. The variety of fauna can be seen in different parts of India such as in the mountains, the deserts, the plateaus, the rivers, the lakes, etc.
3. If we try to divide the species then it may make several groups as follows: Mammals – 390, Fish – 2546, Birds – 1232, Insects – 60,000, Reptiles – 456, Mollusks – 5,000, Amphibians – 209.

**Q.8 Write any three major factors responsible for the huge diversity in plant and animal kingdom?**

**Ans** The three factors, which are responsible for the huge diversity in flora and fauna kingdom, are as follows:

(i) **Relief:** Natural vegetation are different in mountains, plateaus and plain areas mainly due to the difference in their relief. It is also different in wet and dry land. Fertile level plains are generally devoted to agriculture. The undulating and rough terrains are devoted to terrace

cultivation.

(ii) **Soil:** Different types of soils provide basis for different types of vegetation. The sandy desert soils support cactus and thorny bushes. Wet, marshy and deltaic soils support mangroves and deltaic vegetation. The hill slopes with some depth of soil have conical trees.

(iii) **Temperature:** On the hills of the Himalayas above the height of 915 metres, the temperature get reduce and affects the types of vegetation and its growth. This changes it from Tropical to Subtropical, Temperate and Alpine Vegetation.

**Q.9 Why are forests important in our life? Write any six points.**

**Ans** Forests play a vital role in the life of human beings by:

- (i) Modifying local climate.
- (ii) Controlling soil erosion.
- (iii) Supporting a variety of industries.
- (iv) Providing livelihood for many communities.
- (v) Controlling wind and temperature and cause rainfall.
- (vi) Providing humus to the soil and shelter to the wild life.
- (vii)

**Q.10 Distinguish between Montane Forests and Mangrove Forests. Give three differences.**

**Ans** The major differences between montane forests and mangrove forests are as follows:

MONTANE FORESTS	MANGROVE FORESTS
1. The decrease in temperature with increasing altitude leads to the appearance of montane forests at higher altitude.	1. These forests are found in the coastal areas where mud and silt get accumulated.
2. These forests are mainly found along the southern slope of the Himalayas, places having high altitude in northern and north-east India.	2. The deltas of the Ganga, the Mahanadi, the Krishana, the Godavari and the Kaveri are covered by such vegetation.
3. Evergreen broad-leaf Oaks and Chestnuts are the common trees. Between 1500 and 3000 meters, temperate forest containing coniferous trees like pine, deodar, silver fir, spruce and cedar, are found.	3. Dense mangroves are the common varieties with roots of the plants submerged under water. Palm, coconut, keora, agar, also grow in some parts of the delta.

**Q.11 What is a Biosphere Reserve? Name the four-biosphere Reserves of India, which have been included in the world network of biosphere reserve?**

**Ans** Biosphere reserves are areas of terrestrial and coastal ecosystems promoting solutions to reconcile the conservation of biodiversity with its sustainable use.

Four-biosphere reserves of India, which have been included in the world network of biosphere reserves

- are:
- (i) The Sunderbans in the West Bengal
  - (ii) Nanda Devi in Uttranchal
  - (iii) The Gulf of Mannar in Tamil Nadu
  - (iv) Nilgiris of Kerala, Karnataka and Tamil Nadu

### MAP QUESTIONS

**Q.1 Label the following on the outline map of India:**

1. Two wild life sanctuaries in each, northern, southern and eastern parts in India.

2. Two bird centuries in south India.

**Q.2 On an outline map of India, label the following:**

1. Rain Forest.

2. Tropical Deciduous Forest.

3. Montane Forest.

4. Mangrove Forest.

Forest.

**Q.3 On an outline map of India, show the following:**

- a. Gir forests.                      b. Jim Corbett national park.                      c. Manas national park.                      d. Bandipur national park.

**Q.4** Four features from (i) to (iv) are shown in the given outline political map of India. Identify these features with the help of the following information and write their correct names in your answer book:

- (i) A wildlife sanctuary in Jammu & Kashmir                      (ii) Type of forest  
(iii) A National park in Assam                      (iv) A bird sanctuary in Rajasthan

**Q.5** Four features from (i) to (iv) are shown in the given outline political map of India. Identify these features with the help of the following information and write their correct names in your answer book:

- (i) A national park in Assam                      (ii) A National Park in Madhya Pradesh  
(iii) A Wildlife Sanctuary in Uttaranchal                      (iv) A Bird Sanctuary in Karnataka

## CHAPTER 6 : POPULATION

### INTRODUCTION:

The people are important to develop the economy and society. The people make and use resources and are themselves resources with varying quality. 'Resources', 'calamities' and 'disasters' are all meaningful only in relation to human beings. Their numbers, distribution, growth and characteristics or qualities provide the basic background for understanding and appreciating all aspects of the environment. Human beings are producers and consumers of earth's resources. Therefore, it is important to know how many people are there in a country, where do they live, how and why their numbers are increasing and what are their characteristics.

### POPULATION SIZE AND DISTRIBUTION

### POPULATION GROWTH AND PROCESSES OF POPULATION CHANGE

- **Population Growth:** Growth of population refers to the change in the number of inhabitants of a country/territory during a specific period of time.
- **Processes of Population Change/Growth**
  1. **Birth rate** is the number of live births per thousand persons in a year. It is a major component of growth because in India, birth rates have always been higher than death rates.
  2. **Death rate** is the number of deaths per thousand persons in a year. The main cause of the rate of growth of the Indian population has been the rapid decline in death rates.
  3. **Migration** is the movement of people across regions and territories. Migration can be internal (within the country) or international (between the countries).
- **Age Composition:** The age composition of a population refers to the number of people in different age groups in a country. It is one of the most basic characteristics of a population. The population of a nation is generally grouped into three broad categories:
  1. **Children (generally below 15 years)** they are economically unproductive and need to be provided with food, clothing, education and medical care.
  2. **Working Age (15-59 years)** they are economically productive and biologically reproductive. They comprise the working population.
  3. **Aged (Above 59 years)** they can be economically productive though they may have retired. They may be working voluntarily but they are not available for employment through recruitment.
- **Sex Ratio.** Sex ratio is defined as the number of females per 1000 males in the population. This information is an important social indicator to measure the extent of equality between males and females in a society at a given time.

- **Literacy Rates:** Literacy is a very important quality of a population. Obviously, only an informed and educated citizen can make intelligent choices and undertake research and development projects. Low levels of literacy are a serious obstacle for economic improvement.
- **Occupational Structure:** The percentage of population that is economically active is an important index of development. The distribution of the population according to different types of occupation is referred to as the occupational structure

**Primary** activities include agriculture, animal husbandry, forestry, fishing, mining and quarrying etc.

**Secondary** activities include manufacturing industry, building and construction work etc.

**Tertiary** activities include transport, communications, commerce, administration and other services.

- **Health:** Health is an important component of population composition, which affects the process of development. Sustained efforts of government programmes have registered significant improvements in the health conditions of the Indian population.
- **Adolescent Population:** The most significant feature of the Indian population is the size of its adolescent population. It constitutes one-fifth of the total population of India. Adolescents are generally grouped in the age-group of 10 to 19 years. They are the most important resource for the future.
- **National Population Policy:** Recognising that the planning of families would improve individual health and welfare, the Government of India initiated the comprehensive Family Planning Programme in 1952. The Family Welfare Programme has sought to promote responsible and planned parenthood on a voluntary basis.
- **NPP 2000 and Adolescents:** NPP 2000 identified adolescents as one of the major sections of the population that need greater attention. Besides nutritional requirements, the policy put greater emphasis on other important needs of adolescents including protection from unwanted pregnancies and sexually transmitted diseases (STD). It called for programmes that aim towards encouraging delayed marriage and child-bearing, education of adolescents about the risks of unprotected sex, making contraceptive services accessible and affordable, providing food supplements, nutritional services, strengthening legal measures to prevent child marriage.

### **MULTIPLE CHOICE QUESTIONS (MCQ)**

- Q.1 Which of the following provides us information regarding the population of our Country?  
 (a) The Census of India (b) Government of India  
 (c) Central Statistical Organization (d) Reserve Bank of India
- Q.2 Which is the most populous state of India?  
 (a) Madhya Pradesh (b) Utter Pradesh (c) Haryana (d) West Bengal
- Q.3 Which is the least populous state of India?  
 (a) Nagaland (b) Goa (c) Manipur (d) Sikkim
- Q.4 Which is the largest state of India?  
 (a) Madhya Pradesh (b) Utter Pradesh (c) Rajasthan (d) Karnataka
- Q.5 Which state has the highest density of population?  
 (a) Arunachal Pradesh (b) West Bengal (c) Utter Pradesh (d) Haryana
- Q.6 Which of the following is not responsible for making population a dynamic phenomenon?  
 (a) Education (b) Migration (c) Birth rate (d) Death rate
- Q.7 Choose the right word: To change in the number of inhabitants of a country/ territory during a specific period of time.  
 (a) Birth rate (b) Death rate (c) Migration (d) Growth of Population
- Q.8 What is Migration?  
 (a) It is Movement of people across regions and territories.  
 (b) It is Movement of people, goods and services.

- (c) It is the composition of population.  
 (d) None of the mentioned above
- Q.9 In which of the following age groups the dependency ratio will be the highest?  
 (a) Below 15 years (b) between 15-59 years (c) Above 60 years (d) None of These
- Q.10 As per Census 2011 What is sex ratio of India?  
 (a) 915 (b) 940 (c) 980 (d) 1025
- Q.11 As per Census 2011 What is the literacy rate of Male in India?  
 (a) 65.46 (b) 74.05 (c) 82.14 (d) 85.12
- Q.12 Which of the following is not a primary activity?  
 (a) Animal Husbandry (b) forestry (c) Communication (d) Fishing
- Q.13 Which of the following programs aims towards encouraging delayed marriage and child-bearing, education of adolescence?  
 (a) NPP (b) KPP (c) MPP (d) LPP
- Q.14 Which of the following is responsible for a large proportion of children in a population?  
 (a) High Birth Rate (b) High Death Rate (c) High Life Expectations (d) More Married Couples
- Q.15 Which is the most populous country of the world?  
 (a) United States (b) India (c) China (d) Pakistan
- Q.16 Migrations change the number, distribution and composition of the population in  
 (a) The area of departure (c) both the area of departure and arrival  
 (b) The area of arrival (d) none of the above
- Q.17 A large proportion of children in a population are a result of  
 (a) High birth rates (b) high death rates (c) high life expectancies (d) more married couples
- Q.18 The magnitude of population growth refers to  
 (a) The total population of an area (b) the number of persons added each year  
 (c) The rate at which the population increases (d) the number of females per thousand males
- Q.19 According to the Census 2001, a "literate" person is one who  
 (a) Can read and write his/her name  
 (b) Can read and write any language  
 (c) is 7 years old and can read and write any language with understanding  
 (d) knows the 3 'R's (reading, writing, arithmetic)

### SHORT ANSWER QUESTIONS

**Q.1 What is environmental resistance of population growth?**

**Ans** Environmental resistance of population growth are :

- i) Scarcity of food and shelter;
- ii) Natural calamities like drought, floods and;
- iii) Biotic factors like pathogens, parasites, predators is known as environmental resistance.

**Q.2 Distinguish between: Total population and Average density of population.**

**Ans**

TOTAL POPULATION	AVERAGE DENSITY OF POPULATION
i) It is the number of people actually existing in the area.	i) It is the number of people in a unit area after the distribution of the total population uniformly.
ii) Its unit of measurement is number of	ii) Its unit of measurement is number of people per

people.	unit area.
iii) Its value depends on number of people only.	iii) Its value depends on both the number of people as well as the total area.

**Q.3 What is meant by the natural growth rate of population? What does the change in population of a territory indicate at?**

**Ans** The population increased in a particular region between two points of times termed as natural growth rate of population. It is calculated by Birth-Deaths.

The change in population of a territory is an important indicator of:

Economic development      Social upliftment      Historical background      Cultural background

**Q.4 Mention any three disadvantages of large population?**

**Ans Disadvantages of large population are:**

(i) Per Capita Income goes down as the national income is distributed among large number of people.

(ii) Increasing population results in increased pressure on land and it adversely affects productivity in agriculture.

(iii) Poverty and unemployment conditions increase day by day.

**Q.5 What are the three special features of human resources of India?**

**Ans Three special features of human resources of India are:**

(i) The human resource of India is very large.

(iii) Its distribution is quite uneven.

(iv) It has been increasing very rapidly.

**Q.6 What are the three major questions about the population?**

**Ans** Three major questions about the population:

- 1. Population size and distribution:** How many people are there and where are they located?
- 2. Population growth and processes of population change:** How has the population grown are changed with time?
- 3. Characteristics or qualities of the population:** What are their ages, sex compositions, literacy levels, occupational structures and health conditions?

**Q.7 Population is the pivotal element in social studies. Support your answer giving three points.**

**Ans** Population is the pivotal element in social studies. We can say this because:

1. It is the point of reference from which all other elements are observed and from which they derive significance and meaning.
2. 'Resources', 'calamities' and 'disasters' are all meaningful only in relation to human beings.
3. Their numbers, distribution, growth and characteristics or qualities provide the basic background for understanding and appreciating all aspects of the environment.

**Q.8 What is population density? How can you say that population density is not same throughout India? Give any two examples.**

**Ans** Population density is calculated as the number of persons per unit area. Population density is not the same throughout India.

1. The population density of India varies from 904 persons per sq km in West Bengal to only 13 persons per sq km in Arunachal Pradesh.
2. The Northern Plains and Kerala in the south have high to very high population densities because of the flat plains with fertile soils and abundant rainfall.

**Q.9 What is population growth? What are the two key factors for declining growth rate of population since 1981?**

**Ans** Population growth refers to the natural increase in the population plus any net gain from migration.

**Two key factors for declining growth rate of population since 1981 are:**

- (i) Improved medical facilities      (ii) Rise in literacy levels



**Q.10 What are Primary, Secondary and Tertiary activities?**

**Ans** **Primary** activities are related to extraction of raw materials from nature. It includes agriculture, animal husbandry, forestry, fishing, mining and quarrying etc.

**Secondary** activities include industries that transform raw materials into finished goods. It includes manufacturing industry, building and construction work etc.

**Tertiary** activities include the services like transportation, communication, commerce, administration, etc.

**LONG ANSWER QUESTIONS(5 MARKS)**

**Q.1 Distinguish between: Growth rate and Birth rate.**

**Ans**

<b>GROWTH RATE</b>	<b>BIRTH RATE</b>
i) It is the rate at which the population grows in a region during a certain period of time.	i) It is the number of the people born in a region during a certain period of time.
ii) Its value is calculated as the difference between the birth rate and the death rate during a certain period.	ii) Its value is directly received from births and deaths registration offices in the region.
iii) The current high population growth rate is due to the large size of the population in the reproductive age-group, higher fertility due to unmet need for contraception; and high wanted fertility due to prevailing high IMR.	iii) It was 22.50 in 2009, according to a World Bank report, published in 2010. The birth rate declined from 26.8 in 1998 to 22.8 in 2008.

**Q.2 Write a short note on the population distribution in India.**

**Ans** India is a vast country having diverse types of relief patterns, soils and climatic conditions. Owing to this fact, it is usual to have uneven distribution of population.

1. Climate: Areas having moderate climate have more population than the areas having extreme climatic conditions.
2. Types of Soil: India's northern plains are made up of alluvial soil which are very fertile and are densely populated. On the other hand hilly areas and deserts are sparsely populated.
3. Opportunity for jobs: Urban areas are thickly populated because of the good opportunity of job.
4. Religious and historical places: Like Allahabad, Varanasi, Rameshwaram, Agra, etc. are also thickly populated areas.

**Q.3 Give a brief account of economic advantages and disadvantages of large population.**

**Ans** **Advantages of large population**: - A large population makes positive contribution to economic growth because of availability of larger manpower for productive activities in the fields of secondary, tertiary and quaternary sectors.

**Disadvantages of large population**:

- i) Per capita income goes down as the national income is distributed among larger number of people.
- ii) Consumption trend gets upward, reducing the size of savings.
- iii) Increasing population results in increased pressure on land and it adversely affects productivity in agriculture.
- iv) Poverty and unemployment conditions increase day by day.

**Q.4 Describe the basic factors affecting the population of India.**

**Ans** The basic factors affecting the population of India are:

- i) Birth rate – It is the number of births per 1000 individuals of a country's population per annum. It increases both population size and population density.

- ii) Death rate – It is expressed as the number of deaths per 1000 individuals of a nation's population per year. It decreases both population size and density.
- iii) Immigration – It is the entry of more individuals into a local population of a species in a specific area from outside due to more favourable conditions in that area.
- iv) Emigration – It is the departure of some individuals from a local population to another area due to unfavourable conditions in the former. It decreases population size of that area.

**Q.5 What is the concept of value education adopted under national population policy, 2000 in India? Mention its components.**

**Ans** Concept of value education is primarily aimed to inculcate moral, environmental, educational, democratic and literary values in the individuals. It is for the improvement of individuals themselves as well as of society, nation and universe as a whole.

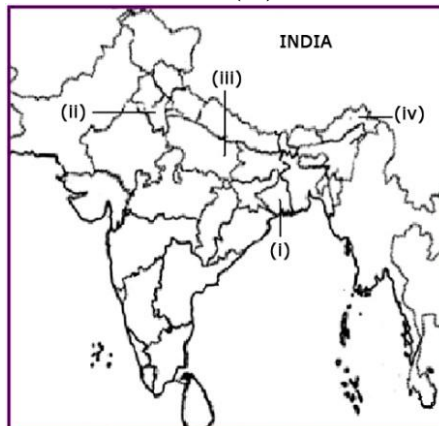
Components of Value Education are:

- i) Moral education,                      ii) Environmental education,      iii) Population education,
- iv) Human rights and duties,      v) Health education,                  vi) Indian cultural education,
- vii) Physical education,              viii) Yoga education and              ix) History of Indian freedom movement.

### MAP QUESTION

**Q.1 Four features from (i) to (iv) are shown in the given outline political map of India. Identify these features with the help of the following information and write their correct names in your answer book:**

- (i) The state having highest density of population      (ii) The state having lowest sex ratio
- (iii) The most populous state of India                  (iv) The state having lowest density of population



**Q.2 Locate and label the following on the given outline political map of India:**

- (i) The state having the highest sex ratio      (ii) The state having the lowest density of population
- (iii) The least populous state of India      (iv) The state having the lowest sex ratio

**Q.3 Locate and label the following on the given outline political map of India:**

- (i) The state having the highest sex ratio      (ii) The state having the highest density of population
- (iii) The least populous state of India      (iv) The state having the lowest sex ratio

### HOTS

**Q.1 What are the significance features of the National Population Policy 2000?**

**Q.2 Study of population is important. Why?**

**Q.3 How can you say that the population in urban areas have increased in India? Why is population in urban areas growing fast?**

**Q.4 Growing population in urban areas affect the development of a country. How?**

## Q.5 How can you say that the population in urban areas have increased in India?

### Part 3: Political Science

#### CHAPTER 4 : ELECTORAL POLITICS

##### CONCEPTS

##### NEED OF ELECTION

Elections are a democratic way of selecting representatives. They ensure that the representatives rule as per the wishes of the people.

Elections help voters to choose representatives who will make laws for them, form the government and take Major decisions.

The voters can choose the party whose policies will guide the government and law making.

Thus election is a mechanism by which people can choose their representatives at regular intervals And change them if they wish to.

##### **What Makes an Election Democratic?**

Everyone should be able to choose, i.e. everyone should have one vote and every vote should have equal value. Universal Adult Franchise. There should be parties and candidates to choose from, freedom to contest and a wide choice for people. Elections must be held at regular intervals.

Candidate preferred by the people should be elected.

Elections should be held in a fair and free atmosphere to be democratic.

##### **Political Competition: Demerits**

Creates a sense of disunity and 'party politics'.

Parties level allegations against each other of using dirty tricks to win elections.

Long-term policies cannot be formulated.

Good people do not enter politic

**Merits:** Elections are good because they force the ruling party to perform. The government is aware that it will be voted out of power if it does not perform as the people expected It forces parties and leaders to perform, so competition is good.

##### **Our Election System**

First a voters list is compiled.

Then the election date is announced.

The country is divided into constituencies for purpose of elections.

The voters have to elect one representative for the Lok Sabha from each constituency (Lok Sabha has 543 constituencies), called Member of Parliament. The constituencies are formed on basis of population.

Similarly, each state is divided into constituencies and a specific number of members called Members of the Legislative Assembly are elected.

The dates of General Elections are announced.

Each party declares its Manifesto and prepares a list of nominations. The people behind them. But in non-democratic countries elections are not free or fair (as in Mugabe's Zimbabwe) or allow everyone to vote (as in China). You have to be a member of the Chinese Communist Party to be able to vote.

##### **MULTIPLE CHOICE QUESTIONS [1 MARK]**

##### **Q.1. Who led the 'Nyaya Yudh'?**

- (a) Chaudhary Charan Singh      (b) Chaudhary Devi Lal      (c) Ajit Singh      (d) None of these

##### **Q.2.What was the promise Devi Lal made to the farmers and small businessmen?**

- (a) He would waive the loans of farmers and small businessmen  
(b) He would lessen the rate of interest on their loans  
(c) He would modernise agriculture  
(d) He would provide free seeds and pesticides to them

##### **Q.3.Which of these is not a feature of Indian democracy?**

- (a) India has the largest number of voters in the world  
(b) India's Election Commission is very powerful  
(c) In India, everyone above the age of 18 has a right to vote

(d) In India, the losing parties refuse to accept the electoral verdict

**Q.4 Which of these is not a condition of a democratic election?**

- (a) Everyone is allowed to vote (b) There are political parties to contest elections  
(c) The candidate not preferred by people gets elected (d) Elections are held at regular intervals

**Q.5. What is meant by the term 'constituency'?**

- (a) Place where the copy of constitution is kept  
(b) A particular area from where voters elect a representative to the Lok Sabha / Vidhan Sabha  
(c) A body of voters  
(d) None of the above

**Q.6. Which of the options below is the demerits of the electoral competition?**

- (a) Creates a sense of factionalism (b) Parties use dirty tricks to win elections  
(c) Parties respect each other (d) both (a) and (b)

**Q.7 In India, elections for which of these bodies are held after every five years?**

- (a) Rajya Sabha (b) Lok Sabha and Vidhan Sabha (c) Vidhan Parishad (d) Only Lok Sabha

**Q.8. Elections held after the term of 5 years of Lok Sabha are called-**

- (a) Mid-term elections (b) General elections (c) By-elections (d) Special elections

**Q.9. What is an election held for only one constituency to fill the vacancy caused due to the death or resignation of a member called?**

- (a) By-election (b) Mid-term election (c) General election (d) None of these

**Q.10. Into how many constituencies is the country divided for Lok Sabha elections?**

- (a) 544 (b) 543 (c) 560 (d) 535

**Q.11. Constituencies called 'wards' are made for the election to**

- (a) Parliament (b) State Legislative Assembly  
(c) State Legislative Council (d) Panchayats and municipal bodies

**Q.12. How many seats are reserved in Lok Sabha for the Scheduled Tribes?**

- (a) 40 (b) 41 (c) 51 (d) 71

**Q.13. Which of these is not a part of the district and local level bodies?**

- (a) Panchayats (b) Municipalities (c) Corporations (d) Lok Sabha

**Q.14. Which of the options given below is applicable to the principle of Universal Adult Franchise?**

- (a) Only rich and educated can vote (b) Only men can vote  
(c) All citizens aged 18 and above can vote (d) only employed people can vote

**Q.15. for voting, the voter has to show which of these as identity proof?**

- (a) Ration card (b) Driving license (c) Election Photo Identity Card (d) none of these

**Q.16. What is the minimum age required to contest an election to Lok Sabha?**

- (a) 20 years (b) 18 years (c) 25 years (d) 30 years

**Q.17. What is the details the candidates have to give in the legal declaration before contesting the elections?**

- (a) Serious criminal cases pending against them  
(b) Details of assets and liabilities of the candidate and his or her family  
(c) Educational qualification of the candidate (d) All the above

**Q.18. What is a set of norms and guidelines, which is to be followed by political parties and contesting candidates during the election time, called?**

- (a) Discipline Roll (b) Code of Conduct (c) Conduct rules (d) Both (a) and (b)

**Q.19 Name the body which conducts the elections in India**

- (a) Supreme Court (b) Parliament (c) Cabinet (d) Election Commission

**Q.20. How is the Chief Election Commissioner (CEC) chosen?**

- (a) Appointed by the President (b) Elected by the people  
(c) Elected by the MPs (d) Elected by MPs and MLAs

**Q.21. When on election duty, under whose control does the government officers work?**

- (a) Central Government (b) Election Commission (c) District Magistrate (d) District Court

**Q.22. In India, who votes in a larger proportion in the elections?**

- (a) Poor and illiterate (b) Rich and privileged (c) Educated people (d) Women

**Q.23. What does the term 'incumbent' mean?**

- (a) The current holder of a political office (b) The candidate contesting the election

(c) The outgoing candidate of the dissolved House (d) none of the above

**Q.24. An electoral malpractice in which a person assumes the identity of another for unlawful Purpose is**

(a) Incumbent (b) Rigging (c) Impersonation (d) Turnact

**Q.25. The Election Commission is:**

(a) An elected body (b) An appointed body (c) An independent body (d) both (b) and (c)

**Q.26. Which of the following is not allowed while carrying out election campaign?**

(a) Giving money to voters to cast vote for candidates (b) Using TV channels  
(c) Door to door canvassing (d) Contacting voters on phone

**Q.27. Which of the following statement is incorrect?**

(a) All citizens above the age of 21 can vote in an election  
(b) Every citizen has the right to vote regardless of caste religion or gender  
(c) Some criminals and persons with unsound mind can be denied the right to vote in rare situations  
(d) It is the responsibility of the government to get the names of all eligible voters put in the voters list

**Q.28. "Save Democracy" slogan was given by which of the following political party in 1977**

**Lok Sabha elections?**

(a) Congress Party (b) Janata Party (c) Telugu Desam Party (d) Left Front

**Q.29. What is the age of a person who can contest election for the Lok Sabha in India?**

(a) 25 years (b) 30 years (c) 35 years (d) 40 years

**Q.30. In our country, elections are conducted by an independent and powerful body which is known as**

(a) Election Commission (b) Parliament (c) Judiciary (d) Lok Sabha

**Q.31. Voter's List is also known as:**

(a) Election Number (b) Voter Identity Card (c) Electoral Roll (d) None of these

**Q.32. What is the tenure of the Lok Sabha?**

(a) 9 years (b) 4 years (c) 5 years (d) 6 years

**Q.33. Which of the following statements is against the democratic process of elections?**

(a) Parties and candidates should be free to contest elections  
(b) Elections must be held regularly immediately after the term is over  
(c) The right to vote should be given to the selected people only  
(d) Elections should be conducted in a free and fair manner

**Q.34. Which state has the largest vidhan sabha in the country?**

(a) Maharashtra (b) U.P. (Uttar Pradesh) (c) Andhra Pradesh (d) West Bengal

**Q.35. Reserved Constituencies ensures**

(a) Right to equality (b) Proper representation to all religious groups  
(c) Proper representation to the weaker sections of society (d) None of these

**Q.36. Which of the following has the largest Lok Sabha constituency in India?**

(a) Maharashtra (b) U.P. (c) Himachal Pradesh (d) Bihar

**Q.37. Who has given the slogan 'Garibi Hatao'?**

(a) Indira Gandhi (b) Rajiv Gandhi (c) Sonia Gandhi (d) Pt. Nehru

**Q.38. The number of Lok Sabha constituencies at present is**

(a) 541 (b) 546 (c) 543 (d) 540

**Q.39. Who appoints the Chief Election Commissioner of India?**

(a) The Chief Justice of India (b) The Prime Minister of India  
(c) The President of India (d) The people of India

**Q.40. Who is responsible for free and fair elections in India?**

(a) Prime Minister (b) President (c) Election Commissioner (d) Council of Ministers

**Q.41. The number of seats reserved for Scheduled Castes in the Lok Sabha is:**

(a) 59 (b) 79 (c) 89 (d) 99

### **SHORT QUESTIONS [3 MARKS]**

**Q.1. Mention the provisions laid down under the Model Code of Conduct to regulate the election campaign.**

**Ans.** According to the Model Code of Conduct, no party can:

- (i) Use any place of worship for election propaganda.
- (ii) Use government vehicles, aircraft and officials for elections.

(iii) Once elections are announced ministers shall not lay foundation stones of any projects, take any big policy decisions or make any promises of providing public facilities.

**Q2. What are the choices that voters make in an election?**

**Ans.** In an election, the voters make many choices:

- (i) They can choose who will make laws for them.
- (ii) They can choose who will form the government and take major decisions.
- (iii) They can choose the party whose policies will guide the government and law-making.

**Q.3. In which way does the Election Commission enjoy the same kind of independence as the judiciary?**

**Ans.** The Election Commission enjoys the same kind of independence that the judiciary enjoys. The Chief Election Commissioner (CEC) is appointed by the President of India. But once appointed, he is not answerable to the President or the government. Even if the ruling party or the government does not like what the Commission does, it is virtually impossible for it to remove the CEC.

**.Q.4. Mention any three techniques of election campaign.**

**Ans.** (i) Candidates contact their voters (ii) They address election meetings  
(iii) Use newspapers and TV for publicity

**Q.5 Discuss the importance of elections in a democracy.**

**Ans.** Elections give people a chance to choose the representatives the government and policies they prefer. The democratic way of selecting representatives can be had by holding elections. The voters can make their choice.

**Q.6. Discuss the importance of an election manifesto.**

**Ans.** An election manifesto is a statement by a political party explaining its policies, saying what they will do if they win the election.

**Q.7. What is a reserved constituency? How does it strengthen democracy?**

**Ans.** In a reserved constituency only someone who belongs to the scheduled caste or scheduled tribe community can stand for election. In the Lok Sabha, 79 seats are reserved for SC and 41 for ST Communities. This reservation system makes our democracy a representative democracy

**Q.8. What are the demerits of political competition?**

**Ans.** The political competition has many demerits –

- (i) It creates a sense of disunity and factionalism in every locality. Different political parties and leaders often level allegations against one another. Parties and candidates often use dirty tricks to win elections.
- (ii) This pressure to win electoral fights does not allow sensible long-term policies to be formulated.
- (iii) Some good people who wish to serve the country do not enter this area as they do not like to be dragged into unhealthy competition.

**LONG QUESTIONS [5MARKS]**

**Q.1 state how the elections are held in India?**

**Ans.1-**For elections, the country is divided into different areas called 'electoral constituencies'.

2-The voters who live in an area elect one representative.

3- For Lok Sabha elections, the country is divided into 543 constituencies.

4-The representative elected from each constituency is called a Member of Parliament (MP).

Similarly, each state is divided into Assembly constituencies. In this case, the elected representative is called the Member of Legislative Assembly (MLA).

**Q.2. How can you say that very few Election Commissions in the world have such wide ranging powers as the Election Commission of India?**

**Ans.** (i) Election Commission takes decisions on every aspect of conduct and control of elections.

(ii) It implements the code of conduct and punishes any candidate or party that violates it.

(iii) During the election period, the EC can order the government to follow some guidelines, To prevent use and misuse of governmental power to enhance its chances to win elections, Or to transfer some government officials.

(iv) When on election duty, government officers work under the control of the EC and not the government.

**Q.3 Explain how the outcome of elections is a final test of free and fair elections.**

**Ans.** (i) The ruling parties routinely lose elections in India both at the national and state level. In fact, in every two out of the three elections held so far, the ruling party lost.

(ii) In the US, an incumbent or 'sitting' elected representative rarely loses an election. In

India, about half of the sitting MPs or MLAs lose elections.

(iii) Candidates who are known to have spent a lot of money on 'buying votes' and those with known criminal connections often lose elections.

**Q.4. What are the main functions of the Election Commission of India?**

**Ans.1-**It takes decisions on every aspect of conduct and control of election

.2- It implements code of conduct. It orders guidelines for the government to prevent misuse of power to win elections.

3-It EC feels unfairness in polling it orders a re-poll.

**Q.5. What are some of the activities undertaken by political parties to carry out election campaign?**

**Ans.1-**In election campaigns, political parties try to focus public attention on some big issues, e.g., the Congress party led by Indira Gandhi gave the slogan of "Gharibi Hatao" in the Lok Sabha elections of 1971. "Save Democracy" was the slogan of Janata Party in the Lok Sabha election of 1977.

2- Secondly, political leaders contact their voters, address election meetings, and promise to remove the grievances of the people.

3-Thirdly, support of media – TV Channels and newspaper columns – is also taken by the political parties to further their cause to gather more votes.

**Q.6. Explain the nomination process as practised in Indian elections.**

**Ans.1-**Every candidate who wishes to contest an election has to fill a nomination form and give some money as deposit.

2-According to recent directive from Supreme Court every candidate has to make a legal declaration giving full details of assets liabilities, educational qualification & details of any serious criminal cases pending against them.

**Q.7. Describe any four demerits of electoral competition.**

**Ans.** An electoral competition has many demerits.

(i) It creates a sense of disunity and factionalism.

(ii) Different political parties level allegations against each other's.

(iii) Long-term policies cannot be formulated.

(iv) Some good people who wish to serve do not enter this arena.

**Q.8. Explain any four conditions that make an election democratic.**

**Ans.** (i) Every section of citizens should get equal representation.

(ii) Everyone should get an equal opportunity to choose representatives.

(iii) Voters' list which is revised every five year.

(iv) Election Photo-Identity Card.

**Q.9. What is a reserved constituency? Why did India introduce this system?**

**Ans** in a reserved constituency only someone who belongs to the SC/ST or weaker section can stand for election. This was done to give a fair representation to the weaker section who did not stand a good chance to get elected to the Lok Sabha.

**Q.10. Explain any four challenges faced by election system in India.**

**Ans.** (i) A few candidates may win purely on the basis of money power sun four wean.

(ii) Are peoples preferences based on real knowledge.

(iii) Are the voters getting a real choice?

(iv) Is Election leally level playing field for everyone?

**Q.11. Explain any four powers enjoyed by Election Commission in India.**

**Ans.** (i) Election Commission takes decisions on every aspect of conduct and control of elections from announcement of elections to declaration of results.

(ii) It implements the code of conduct and punishes any candidate or party that violates it.

(iii) During Elections EC can order the government to follow some guidelines to use/misuse governmental power, its chances to win.

(iv) When on election duty, government officials work under control of EC.

**Q.12. What is Secret Ballot System? Give three reasons why Secret Ballot System is good.**

**Ans.**A ballot paper is a sheet of paper on which the names of the contesting candidates along with party names and symbol are listed.

(i) The voter can vote in secrecies

(ii) The voter feels secure, safe and fearless

(iii) The voter is free of threat and coercion.

**Q.13. What are the conditions which make an election democratic?**

- Ans.** (i) The presence of an independent and very powerful Election Commission (EC). It enjoys the same kind of independence that the judiciary does.
- (ii) The Chief Election Commissioner is not answerable to the President or the government.
- (iii) It is virtually impossible to remove the CEC, once he is appointed.
- (iv) When election officials come to the opinion that polling was not fair in some booths or even in an entire constituency, they order a re-poll.

**Q.14. Enumerate any four challenges to free and fair elections.**

- Ans.** (i) Inclusion of false names and exclusion of genuine names in the voters list.
- (ii) Misuse of government facilities and officials in ruling party.
- (iii) Excessive use of money by rich candidates and big parties.
- (iv) Intimidation of voters and rigging on the polling day.

**HOTS**

**Q.1. Why is there a provision of reservation of seats in the legislatures?**

- Ans.1-**The constitution makers were worried that in an open electoral competition, certain weaker sections may not stand a good chance to get elected to the Lok Sabha and State Legislative Assemblies.
- 2-They may not have the required resources, education and contacts to contest and win elections against the more influential contestants. So seats are reserved for them in the legislature.

**Q.2. What is the check on the political leaders which makes them serve the people?**

- Ans.1-**The check on the political leaders comes from the need to serve the people if they want to win the next elections. Regular electoral competition provides incentives to political parties and leaders.
- 2-They know that if they raise issues that people want to be raised, their popularity and chances of victory will increase in the next elections.
- 3- But if they fail to satisfy the voters with their work, they will not be able to win again.

**Q.3. What is the trends of popular participation in India?**

**Ans.**The trends of popular participation in India are:

- (i) People's participation in election is usually measured by voter turnout figures. In India the turnout over all these years has either remained stable or gone up.
- (ii) In India, the poor illiterate and underprivileged people vote in larger proportion as compared to rich sections.
- (iii) Common people in India attach a lot of importance to elections as they feel that through elections they can bring pressure on political parties to adopt policies favouring them.

**Q.4. Write about any three challenges which an ordinary citizen would have to face if he wants to contest an election.**

**Ans** An ordinary citizen would have to face some of the following challenges if he wants to contest the elections:

- (i) Candidates with lot of money enjoy a big and unfair advantage over contestants.
- (ii) Sometimes candidates with criminal connections push others out of the electoral race and Secure a 'ticket'.
- (iii) Some families tend to dominate political parties

**Q.5. Why is there no educational qualification prescribed for the political leaders who hold such an important position of governing the country?**

- Ans.** (i) Educational qualifications are not relevant to all kinds of jobs. Just as a cricketer needs an ability to play well, irrespective of educational qualification, similarly the relevant qualification for an MLA or an MP is the ability to understand people's concerns, problems, and to represent their interests.
- (ii) In our country, putting an educational qualification would go against the spirit of democracy as it would mean depriving a majority of the country's citizens the right to contest elections. For example, if graduation is made a compulsory qualification, then 90 % of the citizens will become ineligible to contest elections.

**Q.6. Explain the term constituency. Give reasons why the system of reserved constituencies was introduced by our constitution makers.**

- Ans.1-**The country is divided into different areas for purposes of elections. These are called **Constituencies**. 2- The voters who live in an area elect one representative. For Lok Sabha elections the country is divided into 543 constituents. The representative elected is called an MP.
- 3-Similarly, each state is divided into a specific number of assembly constituencies. In this case the elected representative is called an MLA.



4-To give protection to the weaker section, the makers of our constitution thought of reserved constituencies. These are reserved for people who belong to SC or ST. The Lok Sabha has 79 reserved seats for SCs and 41 for STs.

#### KEY M.C.Q.

1 (b) 2 (a) 3 (d) 4 (c) 5 (b) 6 (d) 7 (b) 8 (b) 9 (a) 10 (b) 11 (d) 12 (b) 13 (d) 14 (c) 15 (d) 16 (c) 17 (d) 18 (b) 19 (d) 20 (a) 21 (b) 22 (a) 23 (a) 24 (c) 25 (d) 26 (a) 27 (a) 28 (b) 29 (a) 30 (a) 31 (c) 32 (c) 33 (c) 34 (b) 35 (c) 36 (b) 37 (a) 38 (c) 39 (c) 40 (c) 41 (b)

## CHAPTER 5 : WORKING OF INSTITUTIONS

### CONCEPTS

#### Need for Political Institutions

A government has to perform various duties, formulate policies and implement them.

Some have to formulate schemes, some have to take decisions, and some have to implement the decisions. Hence the need for institutions to do all the above. The Constitution of a country lays down basic rules on powers and functions of each institution. The institutions are the Legislative (Parliament), the Executive (the Government) and the Judiciary.

**The Parliament:** (i) It is needed as final authority to make laws in the country. (ii) To exercise control over the workings of the government. (iii) To control the expenditure of the government, and control public money. (iv) As the highest forum of discussion and debate it decides public

Issues and national policies.

Two Houses of Parliament. Lok Sabha and Rajya Sabha. The former has elected representatives and is the House of People.

The Rajya Sabha elected by the elected members of each State Assembly is called the Council of States.

Lok Sabha is more important in money matters; control over the executive Lok Sabha is elected for a period of five years. The Rajya Sabha is a permanent House, with one third members retiring every two years. The term of each member is for six years.

#### Political Executive

The President, the Prime Minister and his Council of Ministers and the civil servants form the executive.

The Political Executive consists of political leaders elected by the people, who act on their behalf and are responsible to the public who elected them. They take all the decisions, understand the overall picture.

The second category is called the permanent executive consisting of civil servants. They help the political executive in carrying out the day to day work. They are experts but do not take the final decision.

Prime Minister has three kinds of ministers to help him: (i) Cabinet Ministers, (ii) Ministers of State and (iii) Deputy Ministers.

The Prime Minister's position is supreme. He chooses his Cabinet and his decision is final, except in a coalition government where he has to listen to other party members. When the Prime Minister quits, the entire ministry quits. **The President** is the nominal head in India. He is not directly elected by the people as in USA.

All the Members of Parliament and Members of the State Legislatures elect him. Since he is elected indirectly, he does not have the same powers as the Prime Minister.

The President exercises all his legislative, executive, financial, judicial, military powers only on the advice of the Prime Minister and his Council of Ministers.

The President can only delay a bill. If the Parliament passes it again, he has to sign it.

President has the power to appoint the leaders when there is a coalition on his own discretion.

**The Judiciary:** India has one of the most powerful judiciaries.

The Judiciary is independent of both the Executive and the Legislature.

The Chief Justice of the Supreme Court is appointed by the President on the advice of the Prime Minister and his Council of Ministers.

The other judges of the Supreme Court and the State High Courts are appointed in the same way but on the advice of the Chief Justice.

Once appointed, the Judges can be removed only by impeachment.

The Judiciary is the custodian of the Constitution, and the Supreme Court and the High Courts have the power to interpret the Constitution.

It can declare any law passed by the Legislature as invalid, if it violates the Constitution.

It safeguards the Fundamental Rights of the people of India, and checks malpractices and misuse of power by the Executive or the Legislatures, and has more members.

Rajya Sabha is more important in matters concerning the states.

#### Some examples of policy making

Government of India appointed a Commission in 1979, headed by B.P. Mandal, called second backward commission. Commission gave a report in 1980. One of the suggestions was to reserve 27 per cent of

Government jobs for socially and Economically Backward Classes (SEBC).

Parliament discussed this for many years.

Janata Dal won elections in 1989. V.P. Singh, the Prime Minister, decided to implement Reservations.

The President announced it in his address to the Parliament.

On 6 August 1990, the Cabinet decided to implement and the Prime Minister announced it in both Houses of Parliament.

The senior officers drafted an order, signed by an officer and it became the Memorandum issued on 13 August 1990.

There was a heated debate on the issue and it was finally taken to the Supreme Court. The case was known as "Indira Sawhney and others vs. Union of India case."

1992 Supreme Court declared the Mandal order as valid but asked for some modifications

### **SOME IMPORTANT M.C.Qs.**

**Q.1. When was the Second Backward Class Commission appointed?**

- (a) 1989 (b) 1979 (c) 1999 (d) 2001

**Q.2 what is meant by 'Office Memorandum'?**

- (a) Order issued by the Government of India (b) Memoirs of the leaders of the past  
(c) Important defence documents (d) none of the above

**Q.3 What do the Civil Servants do?**

- (a) They take important policy decisions (b) They implement the ministers' decisions  
(c) They settle the disputes (d) none of the above

**Q.4. Why did people react strongly to the Mandal Commission Report?**

- (a) It left out many backward communities (b) It affected thousands of job opportunities  
(c) Some high castes wanted to be included in it (d) Both (a) and (c)

**Q.5. What is 'Parliament'?**

- (a) Assembly of elected representatives at the national level (b) A body consisting of appointed ministers  
(c) Body comprising judges (d) Assembly of only appointed members

**Q.6. Which of these is correct so far as powers of the Parliament are concerned, apart from Making laws?**

- (a) Exercising control over the government (b) Controlling finance of the country  
(c) Serving as the highest forum of discussion and debate (d) All the above

**Q.7. Apart from Lok Sabha and Rajya Sabha, who else constitutes the Parliament?**

- (a) Prime Minister (b) Chief Minister (c) Governor (d) President

**Q.8. What happens if there is a difference of opinion between Lok Sabha and Rajya Sabha over an ordinary bill?**

- (a) The President decides the matter (b) The will of Rajya Sabha prevails  
(c) There is a joint sitting of the two Houses (d) the bill is cancelled

**Q.9. For how long can the Rajya Sabha delay a Money Bill?**

- (a) 15 days (b) 1 month (c) 3 months (d) 14 days

**Q.10. Which of these disputes can the Supreme Court take?**

- (a) Between citizens of the country (b) Between citizens and the government  
(c) Between two or more state governments (d) All the above

**Q.11. Who appoints the judges of the Supreme Court and High Courts?**

- (a) President, according to his own wishes (b) President, on the advice of the PM  
(c) President on the advice of the PM in consultation with the Chief Justice of India (d) None of the above

**Q.12. Who is the presiding officer of the Lok Sabha?**

- (a) Speaker (b) Vice President (c) President (d) Prime Minister

**Q.13. Two features of Indian judicial system are:**

- (a) Independent Judiciary (b) Integrated Judiciary (c) Dependent Judiciary (d) Both (a) and (b)

**Q.14. How can a judge of the Supreme Court be removed?**

- (a) By the Supreme Court itself (b) By the Parliament through impeachment  
(c) By the President alone (d) By the Police

**Q.15. Which of the following institutions can make changes to the existing law of the country?**

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

**Q.16. What does the Supreme Court say over the Parliament's power of amendment of the Constitution?**

- (a) Parliament can amend the entire Constitution  
(b) Parliament can amend only the basic structure of the Constitution  
(c) Parliament cannot amend the basic structure of the Constitution  
(d) None of the above

**Q.17. Which body acts as the guardian of Fundamental Rights?**

- (a) District Courts      (b) Supreme Court      (c) Election Commission      (d) Legislature

**Q.18. What is a Public Interest Litigation?**

- (a) Filing a case in the court in the interest of the public      (b) Reviewing of Supreme Court judgements  
(c) Procedure of removal of a judge      (d) none of the above

**Q. 19. Why does the political executive have more powers than the permanent executive?**

- (a) Because hardly any expertise is required in taking policy decisions  
(b) Because political executive consists of the direct representatives of the people  
(c) Political leaders are more educated      (d) none of the above

**Q.20. Who holds the most important and powerful position in the government?**

- (a) President      (b) Vice President      (c) Prime Minister      (d) Speaker

**Q.21. Whom does the President appoint as the Prime Minister?**

- (a) Anyone he likes      (b) Leader of the majority party  
(c) MP who has secured the largest number of votes      (d) none of the above

**Q.22. What is the tenure of office of the Prime Minister?**

- (a) 5 years      (b) 6 years      (c) As long as he wants      (d) He does not have a fixed tenure

**Q.23. What is the government formed by an alliance of two or more political parties called?**

- (a) Cooperation government      (b) Coalition government  
(c) Consensus government      (d) Cooperative government

**Q.24. Which organ of the government has the power to interpret the Constitution?**

- (a) Supreme Court      (b) District Court      (c) High Court      (d) Both (a) and (c)

**Q.25. Which of these options is/are correct regarding the powers of the Prime Minister?**

- (a) He chairs the Cabinet meetings      (b) He distributes work to the different departments  
(c) He can dismiss ministers      (d) All the above

**Q.26. What is the position of the President?**

- (a) Nominal head of the state      (b) Real head of the state  
(c) Hereditary head of the state      (d) None of the above

**Q.27. Which of the following statements is not true?**

- (a) The Judiciary safeguards the laws      (b) The Legislature implements the laws  
(c) The political executives are more powerful than the permanent executives  
(d) The permanent executives comprises the civil servants

**Q.28. The Council of Ministers at the centre is responsible to**

- (a) The President      (b) the Prime Minister      (c) The Rajya Sabha      (d) the Lok Sabha

**Q.29. The president of India is elected by**

- (a) Direct Election by citizens ... 18 years of age  
(b) Indirect Election by the Electoral College  
(c) The Prime Minister and the Council of Ministers  
(d) None of the above

**Q.30. President of India is**

- (a) Head of the Government      (b) Head of the State      (c) Head of the parliament      (d) None of the above

**Q.31. The judges of Supreme Court are appointed by**

- (a) President      (b) Prime Minister      (c) Chief Justice      (d) Law Minister

### **SHORT ANSWER TYPE QUESTIONS [3 MARKS]**

**Q.1. Who appoints the Prime Minister and the Council of Ministers, and on what basis?**

**Ans.** The Prime Minister is appointed by the President. But he cannot appoint anyone he likes. He appoints the leader of the majority party or the coalition of the parties that commands a majority in the Lok Sabha, as Prime Minister. In case no single party or alliance gets a majority, the President appoints the person most likely to secure a majority support.

**Q2. In which way do the cabinet ministers exercise more powers than the other ministers?**

**Ans.** Cabinet ministers are the top-level leaders of the ruling party or parties, and are in charge of the major ministries. Ministers of state with independent charge are on the other hand usually in-charge of smaller ministries. The decisions are taken in cabinet meetings and the other ministers have to follow these decisions. They attend the cabinet meeting only if they are invited.

**Q.3. State how the delays and complications introduced by the institutions are very useful in a democracy?**

**Ans.** Working with institutions involves rules and regulations, meetings, committees and routines, often leading to delays and complications. But some of these delays are very useful as they provide an opportunity for a wider set of people to be consulted in any decision. They make it difficult to rush through a bad decision

**Q.4. How has the rise of coalition politics imposed constraints on the power of the Prime Minister?**

**Ans.** The Prime Minister of a coalition government cannot take decisions as he likes. He has to accommodate different groups and factions in his party as well as among alliance partners. He also has need to the views and positions of the coalition partners and other parties, on whose support the survival of the government depends.

**Q.5. Why is an independent and powerful judiciary considered essential for democracies?**

**Ans.** Independence of the judiciary is essential in a democracy so that it does not act under the control and direction of the legislature or the executive. The judges do not act according to the wishes of the government, i.e. the party in power. Indian Judiciary is powerful in the sense that it can declare only law invalid if it is against the constitution. Thus Indian judiciary acts as a guardian of the Fundamental Rights which is essential for a democracy.

**Q.6. Discuss the powers and functions of the Parliament.**

**Ans.** Parliament is the final authority for making laws in the country. It can also change laws and make new ones in their place. It exercises control over those who run the government. In India this control is direct and full. It also controls all the money that the government has. It is the highest forum of discussion and debate on public issues and national policies.

**Q.7. Explain the composition of the council of ministers.**

**Ans.** After the appointment of the Prime Minister, the President appoints other ministers on the advice of the Prime Minister. The ministers are usually from the party or the coalition that has the majority in the Lok Sabha. The Prime Minister is free to choose ministers as long as they are members of parliament. Council of ministers is the official name for the body that includes all the ministers. It usually has 60 to 80 ministers of different rank.

**Q.8. Write about the process of appointment and removal of a judge of Supreme Court.**

**Ans.** The judges of the Supreme Court and the High Courts are appointed by the President on the advice of the Prime Minister and in consultation with the Chief Justice of the Supreme Court.

In practice the senior judges of the Supreme Court select the new judges of the Supreme Court. A judge can be removed only by an impeachment motion passed separately by two-third members of the two houses of the Parliament.

**Q.9. Which house of the parliament is more powerful in India and why? Give any four reasons.**

**Ans.** Rajya Sabha is called the Upper House but that does not mean that it is more powerful than Lok Sabha. Our constitution does not give Rajya Sabha same special powers over the states. But on most matters the Lok Sabha exercises supreme power.

(i) Any ordinary law needs to be passed by both Houses. The final decision is taken in a joint session but as number of Lok Sabha members is greater, the view of the Lok Sabha prevails.

(ii) Lok Sabha exercises more power in money matters. Once the Lok Sabha passes the budget the Rajya Sabha cannot reject it. It can hold it only for 14 days.

(iii) Lok Sabha controls the council of ministers. A person who enjoys the support of the majority members in the Lok Sabha is appointed the Prime Minister.

(iv) If majority members of the Lok Sabha say they have no confidence in the council of ministers all ministers including the Prime Minister have to quit.

**Q.10 Why are political institutions important? Give any three points.**

**Ans.** Governing a country involves various activities. For attending to all these activities/tasks several arrangements are made. Such arrangements are called institutions. A democracy works well when these Institutions perform these functions.

(i) The Prime Minister and the cabinet are institutions.

(ii) The civil servants working together are responsible for taking steps to implement the minister's decisions.

(iii) Supreme Court is an institution where disputes between citizens are finally settled.

**Q.11. Give three differences between the Lok Sabha and the Rajya Sabha.**

**Ans.** Members of the Lok Sabha are directly elected by the people. Lok Sabha exercises the real power on behalf of the people. Rajya Sabha is elected indirectly and performs some special functions. Like looking after the interests of various states, regions or federal units. In some ways Lok Sabha is more important as it has more members and in any decision making, its opinion prevails – it controls council of ministers.

**Q.12 What is the tenure of the President in India? Mention the qualifications for President of India.**

**Ans.** The President in India is the head of the state. He has only nominal powers. The President of India is like the Queen of Britain whose functions are to a large extent ceremonial. The President supervises the overall

functioning of all the political institutions in the country. The President exercises all his powers on the advice of the council of ministers. His tenure is for five years.

**Q.13. Under what circumstances does the President exercise his discretion in the appointment of the Prime Minister? Who appoints the other ministers?**

**Ans.** When a party or coalition of parties secures a clear majority in the elections; the President has to appoint the leader of the majority party or the coalition that enjoys majority support in the Lok Sabha. When no party or coalition gets a majority in the Lok Sabha President exercises his/her discretion and appoints a leader who in his/her opinion can muster majority support in the Lok Sabha within a specified time.

**Q.14 What is a coalition government? Why the Prime Minister of a coalition government cannot take decisions as he likes?**

**Ans.** The rise of coalition politics has imposed certain constraints on the power of the Prime Minister. The Prime Minister of a coalition government cannot take decision as he likes. He has to accommodate different groups and factions in his party as well as among alliance partners. He also has to heed to the views and positions of the coalition partners and other parties on whose support the survival of the government depends.

**Q.15 What is the powers of the Prime Minister? Describe any three.**

**Ans.** As the head of the government the Prime Minister has wide-ranging powers.

- (i) He chairs cabinet meetings
- (ii) He coordinates the work of different Departments.
- (iii) He exercises general supervision of different ministries. He can and does dismiss ministers. When the Prime Minister quits the entire ministry quits.

### **LONG ANSWER TYPE QUESTIONS [5 MARKS]**

**Q.1. Write about some of the activities involved in governing a country.**

**Ans.1-** Governing a country involves various activities. For example, the government is responsible for ensuring security to the citizens and providing facilities for education and health to all.

2- It collects taxes and spends the money thus raised on administration, defence and development programmes.

3- It formulates and implements several welfare schemes. Some persons have to take decisions on how to go about these activities. Others have to implement these decisions.

4- It is also important that these activities keep taking place even if the persons in key positions change.

**Q.2. In which ways does the Parliament exercise political authority on behalf of the people?**

**Ans.** (i) Parliament can make new laws, change existing laws, or abolish existing laws and make new ones in their place.

(ii) Those who run the government can take decisions only so long as they enjoy support of the Parliament.

(iii) Parliament controls all the money that government has. Public money can be spent only when the Parliament sanctions it.

(iv) Parliament is the highest forum of discussion and debate on public issues and national policy.

**Q.3. Describe the ways in which Lok Sabha is more powerful than Rajya Sabha.**

**Ans.** (i) An ordinary law has to pass through both Lok Sabha and Rajya Sabha. In case of differences, a joint session is held. Since Lok Sabha has larger number of members will prevail.

(ii) Lok Sabha exercises more powers in money matters. Once it passes the budget or the money bills, the Rajya cannot reject it. It can delay it by 14 days or suggest changes in it. The Lok Sabha may or may not accept these changes.

(iii) Lok Sabha controls the Council of Ministers. If the majority of Lok Sabha members say they have no confidence in the Council of Ministers, all ministers including the Prime Minister, have to quit. Rajya Sabha does not have this power.

**Q.4 How can you say that the President occupies the position of a nominal head of the State?**

**Ans.1-** The President is not elected directly by the people. She or he can never claim the kind of direct popular mandate that the Prime Minister can.

2- This ensures that she or he remains only a nominal executive.

3- The Constitution gives vast powers to the President. But the latter exercises them only on the advice of the Council of Ministers.

4- The President can ask the Council of Ministers to reconsider its advice. But if the same advice is given again, she or he is bound to act according to it. Similarly, when a bill comes to the President for signatures she or he can return it to the Parliament with her or his advice.

5- But when the bill comes for her signatures again, she or he has to sign it, whether the Parliament agrees to her / his advice or not.

**Q.5. Write the powers of the Prime Minister?**

**Ans.**The Prime Minister is the most important political institution in the country. He/ She have wide ranging powers.

(i) He chairs cabinet meetings. (ii) His decisions are final in case of disagreement between departments.

(iii) He distributes and redistributes work to ministers

(iv) He also has power to dismiss ministers. (v)When the Prime Minister quits, the entire ministry quits.

Thus within the cabinet the Prime Minister is the most powerful so much so that parliamentary democracies are sometimes seen as prime ministerial form of government.

**Q.6. Explain the difference between Political Executive and Permanent Executive.**

**Ans.1-**In a democratic country two types of executives are there. "One that is elected by the people for a specific period, it is called the political executive. Political leaders who take big decisions fall into this category.

2- In the second category people are appointed on a long-term basis. This is called the permanent executive or civil services. Persons working in civil services are called civil servants. They remain in office even when the ruling changes. These officers work under political executive.

**Q.7. In what ways does the Parliament exercise political authority? Explain.**

**Ans.1-** Parliament is the final authority for making laws in any country. This task of law making or legislation is so crucial that these assemblies are called legislatures.

2- Parliaments all over the world exercise some control over those who run the government. In some countries like India this control is direct and full.

3- Those who run the government can take decisions only, so long as they enjoy support of the Parliament.

4-Parliaments control all the money that governments have.

5- The Parliament is the highest forum of discussion.

**Q.8. Explain any four constitutional provisions for making judiciary independent.**

**Ans.** Independence of the judiciary means that it is not under the control of the legislature or the executive. The judges do not act on the direction of the government or according to the wishes of the party in power. There is very little scope for the ruling party to interfere.

(i) The appointment of judges of Supreme Court and High Courts is done by the President on the advice of the Prime Minister and in consultation with the Chief Justice of the Supreme Court.

(ii) Once a person is appointed as judge of the Supreme Court or the High Court, it is impossible to remove him.

(iii) The judiciary in India is one of the most powerful in the world. The Supreme Court and the High Courts have the power to interpret the constitution of the country.

(iv)They can declare invalid any law of the legislative or the actions of the executive whether at the Union level or at the State level.

**Q.9. State the powers of the Supreme Court?**

**Ans.1-**The Supreme Court controls the judicial administration of the country

.2- Its decisions are binding on all other courts of the country.

3- It can take up any dispute

Between citizens of the country; between citizens and government; between two or more state governments; between governments at the union and state level.

4-It is the highest court of appeal in civil and criminal cases. It can hear appeals against the decisions of the High Courts.

5-The Supreme Court has the power to interpret the Constitution of the country. It can determine the constitutional validity of any law. This is known as judicial review

**Q.10. Why is the Prime Minister the most powerful man in the government? Explain.**

**Ans.1-** The Prime Minister has wide-ranging powers as head of the government.

2-He chairs cabinet meetings, coordinates the work of different departments.

3- His decisions are final. All ministers work under him/his leadership.

4- He distributes and redistributes work to the ministers.

5- He also has the power to dismiss them and when he quits the entire ministry quits. The Prime Minister controls the cabinet and the Parliament through the party.

**HOTS**

**Q.1. Even though civil servants are far more educated and has expert knowledge on various subjects, why does the ultimate power to decide matters lie with the ministers?**

**Ans.1-**A minister is elected by the people and thus empowered to exercise the will of the people on their behalf.

2-They are finally answerable to the people for all the consequences of her/his decision. The Minister is not expected to be an expert in the technical matters of her or his ministry.

3-The civil servants, though far more educated, work under these ministers and the final decisions are taken by the ministers

**Q.2 What is the procedure for the removal of the judges?**

**Ans.1-** The procedure to remove a judge is called impeachment. An impeachment motion is passed separately by two thirds members of the two Houses of the Parliament.

2-Thus the judges who are appointed by the President cannot be removed by the President alone.

3-Both Lok Sabha and Rajya Sabha have to pass a resolution by two-thirds majority to remove a judge.

**Q.3. Under what condition can a state of emergency be declared in India? Explain.**

**Ans.**A state of emergency can be declared under the following conditions:

(i) Increase of external aggression or armed rebellion;

(ii) If the government machinery of a state breaks down;

(iii) If there is a threat to the financial stability of the country. Under these circumstances the President can impose a state of emergency and this is called President Rule

**Q.4 “Parliament is the supreme legislature of India.” Justify the statement.**

**Ans.1-**In all democracies, an assembly of elected representatives exercises supreme political authority on behalf of the people.

2- In India, such a national assembly of elected representatives is called Parliament.

3- At the state level, it is called Legislature or Legislative Assembly

4- Parliament is the final authority for making laws in any country.

5-Parliaments all over the world can make new laws, change existing laws or abolish existing laws and make new ones in their place

**Q.5. What was the reaction of the people to the implementation of Mandal Commission Report?**

**Ans.1-**The implementation of the Mandal Commission Report led to widespread protests and counter protests, some of which were violent.

2- People reacted strongly because this decision affected thousands of job opportunities.

3-Some felt that job reservations were essential to cope up with the inequalities among people of different castes in India.

4- Others felt that this was unfair as it would deny equality of opportunity to people who did not belong to the backward communities. They would be denied jobs even if they were more qualified.

**Q.6. Write two ways in which it can be proved that the President does not have any real powers. What can the President really do on his/her own?**

**Ans.1-** In our political system the head of the state exercises only nominal powers. The President of India is like the Queen of Britain whose functions are to a large extent ceremonial. The President supervises the overall functioning of all the political institutions in the country so that they operate in harmony to achieve the objectives of the state.

2-The President represents the entire nation but can never claim the kind of direct popular mandate that the Prime Minister can. The same is true of his powers. All government activities do take place in the name of the President. All laws and major decisions of the government are issued in his name, all international treaties and agreements are made in his name but the President exercises these powers only on the advice of the Council of Ministers

**KEY OF M.C.Qs.**

1 (b) 2 (a) 3 (b) 4 (b) 5 (a) 6 (d) 7 (d) 8 (c) 9 (d) 10 (d) 11(c) 12 (a) 13 (d) 14 (b) 15 (d) 16 (c) 17 (b) 18 (a) 19 (b) 20 (c) 21 (b) 22 (d) 23 (b) 24 (a) 25 (d) 26 (a) 27 (b) 28 (d) 29 (b) 30 (b) 31 (a)

**CHAPTER 6: DEMOCRATIC RIGHTS CONCEPTS**

**What are Rights?**

Rights are reasonable claims of persons recognised by society and sanctioned by law

**Rights in a Democracy**

Rights are a must to ensure the dignity, security and fair play to all the citizens.

Democracy is a system in which maximum rights are guaranteed to its citizens

## Why do We Need Rights in a Democracy?

Rights sustain a democracy.

They give to every citizen a right to vote and the right to be elected to government.

They allow citizens to express their views freely, form parties and take part in political activities.

Rights are guarantees when things go wrong. They do not allow the majority to dominate the minority.

Some rights are placed higher than the government, so that the government does not violate them.

## Rights in the Indian Constitution

The Indian Constitution has given us six Fundamental Rights. They are the basic features of India's Constitution.

**Fundamental Rights are:** (i) Right to Equality (ii) Right to Freedom (iii) Right against

Exploitation (iv) Right to Freedom of Religion (v) Cultural and Educational Rights (vi) Right to Constitutional Remedies.

**Right to Equality:** It grants equality to all its citizens in the eyes of law. No discrimination can be made against any citizen on grounds of birth, caste, religion and gender.

Untouchability is made a cognisable offence. Equal opportunity is guaranteed to all the citizens.

☑**Right to Freedom:** It grants (i) freedom of speech and expression, (ii) freedom to assemble in a peaceful manner, (iii) freedom to form associations, (iv) freedom to move freely in any part of the country, (v) freedom to reside in any part of the country and (vi) practice any profession, carry out any occupation or trade.

☑**Right against Exploitation:** The constitution prohibits (i) "traffic in human beings", (ii) Prohibits forced labour or beggar and (iii) prohibits child labour.

**Right to Freedom of Religion:** There is no state religion in India. All religions are given equal respect. Every person has a right to profess, practice and propagate his own religion.

**Cultural and Educational Rights:** Minorities have the right to conserve their language and culture. They have the right to establish their own educational institutions.

## NATIONAL HUMAN RIGHTS COMMISSION (NHRC)-

- It is an independent commission set up by law in 1993.
- The commission is appointed by the President and includes retired judges, officers and eminent citizens.
- But it does not have the burden of deciding court cases.
- It focuses on helping the victims secure their human rights.
- The NHRC can not by itself punish the guilty. It makes inquiry into any case of violation human rights and takes other general steps to promote human rights in country.

**Right to Constitutional Remedies:** This is the right that makes all rights effective. If a citizen's fundamental rights are violated or taken away, he/she can seek remedy through courts.

**National Human Rights Commission** is an independent organisation established in 1993. Its main work is to focus on human rights and help the victims, whose rights are violated.

## Expanding Scope of Rights

The Constitution offers scope to expand the Fundamental Rights. Examples:

- (i) School education has become a right for Indian citizens. (ii) Right to property is a legal right.  
(iii) Right to seek information from government offices. (iv) Right to vote in elections.

## International Covenant on Economic, Social and Cultural Rights

This international covenant recognises many rights. Examples (i) Right to work (ii) Right to safe and healthy environment (iii) Right to adequate standard of living (iv) Right to social security and insurance (vi) Right to health and medical care, etc.

## ☑The South African Constitution Guarantees

Right to privacy, Adequate housing, Right to access to health care, Sufficient food and water.

## MULTIPLE CHOICE QUESTIONS [1 MARK]

**Q.1 What was the reason given by America for imprisoning people at Guantanamo Bay?**

- (a) They had been caught spying.  
(b) They were planning to kill the US President.  
(c) They were planning to set up a Communist government in USA.  
(d) America considered them as enemies and linked them to the attack on New York on 11<sup>th</sup> September, 2001.

**Q.2. Which body exposed to the world that prisoners at Guantanamo Bay were being tortured in ways that violated the US laws?**

- (A) United Nations (b) International Court of Justice (c) Amnesty International (d) Supreme Court of USA

**Q.3. Which of these options is not correct regarding Saudi Arabian political system?**



- (a) The king selects the executive, legislature and judiciary (b) Citizens cannot form political parties  
(c) There is no freedom of religion (d) none of the above
- Q.4. What is the position of women in Saudi Arabia?**  
(a) Women are given all the rights (b) Women are given equal status with men  
(c) Women are subjected to many public restrictions (d) They are offered high positions
- Q.5. What was Milosevic's attitude towards the Albanians?**  
(a) His government was hostile to the Kosovo Albanians (b) He wanted to bring equality between Serbs and Albanians  
(c) He wanted Serbs to dominate the Albanians (d) Both (a) and (c)
- Q.6. How was the massacre of Albanians finally stopped?**  
(a) The UN ordered for Milosevic's arrest (b) Several countries intervened to stop the massacre  
(c) The Serbs turned against Milosevic (d) Milosevic reformed himself
- Q.7. What is meant by 'rights'?**  
(A) One's demand to get everything without sharing with others  
(b) Claims of a person over other fellow beings, society and the government  
(c) Not possessing any freedoms (d) none of the above
- Q.8. Which of these statements about the relationship between democracy and rights is more valid?**  
(a) Every country that is a democracy gives rights to its citizens  
(b) Every country that gives rights to its citizens is a democracy  
(c) Giving rights is good, but it is not necessary for a democracy  
(d) All the above
- Q.9. Under which Fundamental Right has the Parliament enacted a law giving the Right to Information to the citizens?**  
(a) Right to freedom of religion (b) Right to freedom of thought and expression  
(c) Right to freedom of equality (d) Right to constitutional remedies
- Q.10. Which of these is/are the new rights guaranteed by the constitution of South Africa for its citizens?**  
(a) Right to privacy (b) Right to an environment that is not harmful to the people's health  
(c) Right to have access to adequate housing (d) All the above
- Q.11. The right to seek the enforcement of all Fundamental Rights is called:**  
(a) Right against Exploitation (b) Right to Freedom  
(c) Right to Constitutional Remedies (d) Cultural and Educational Rights
- Q.12. If our Fundamental Rights are violated, where can we seek the remedy?**  
(a) Supreme Court or High Courts (b) Parliament  
(c) Election Commission (d) Council of Ministers
- Q.13. What did Dr. Ambedkar refer to the 'Right to Constitutional Remedies' as?**  
(a) The brain of our Constitution (b) The heart and soul of our Constitution  
(c) The heart of our Constitution (d) the soul of our Constitution
- Q.14. What is meant by the term 'writ'?**  
(a) Written laws (b) A formal document containing an order of the court to the government  
(c) Basic features of the Constitution (d) none of the above
- Q.15. When was the NHRC set up?**  
(a) 1998 (b) 1996 (c) 1993 (d) 2001
- Q.16. How many Fundamental Rights does the Indian constitution provide?**  
(a) 7 (b) 6 (c) 5 (d) 8
- Q.17. Which of the following terms is correct for the feature of the Indian constitution stating that no person is above the law?**  
(a) State of law (b) Application of law (c) Rule of law (d) Governance by law
- Q.18. What does 'Right to Equality' say about the public jobs?**  
(a) Jobs will be provided to all by the government (b) Jobs will be reserved for the more meritorious students  
(c) All citizens will be provided with equal opportunity in matters of employment (d) None of the above
- Q.19. What does the Constitution say about the practice of untouchability?**  
(a) It stands abolished (b) Its practice in any form is punishable by law  
(c) Since it is an age-old custom, it should be respected (d) Both (a) and (b)
- Q.20. Which of these is false regarding the Freedom of Speech and Expression?**

- (a) Everyone has a right to think differently (b) One may disagree with a policy of the government  
(c) One can use it to incite people against the government (d) One is free to criticise the government
- Q.21. Which of these rights is/are provided to a person arrested by the government or police?**  
(a) To be informed of the reasons of his arrest  
(b) To be produced before a magistrate within 24 hrs of his arrest  
(c) To engage a lawyer for his defence (d) All the above
- Q.22. One of the forms of exploitation as mentioned in the constitution is 'traffic'. What does it mean?**  
(a) Transport system (b) Buying and selling of human beings  
(c) Buying and selling of goods (d) none of the above
- Q.23. What is meant by 'begar'?**  
(a) Practice of begging (b) Practice of forcing workers to work without any wages  
(c) Practice of encouraging workers to work at normal wages (d) both (b) and (c)
- Q.24. Laws have been made to prohibit children from working in which of these industries?**  
(a) *Beedi* making (b) Fire crackers and matches (c) Printing and dyeing (d) All the above
- Q.25. Which of the following freedom is not available to an Indian citizen?**  
(a) Freedom to start a movement to change the government (b) Freedom to oppose the government  
(c) Freedom to participate in armed revolution (d) None of these
- Q.26. Which among the following cannot be challenged in a court?**  
(a) Directive principles of state policy (b) Fundamental Rights  
(c) Freedom to choose any profession or business (d) Right to move freely to any part of the country.
- Q.27. Cultural and Educational Rights are safeguarded mainly for:**  
(a) Women (b) minorities (c) children (d) Men
- Q.28. Which of the following is not a Fundamental Right?**  
(a) Right to Freedom (b) Right to Vote (c) Right to Equality (d) None of these
- Q.29. Which of the following rights is not available under the fundamental rights?**  
(a) Right to Equality (b) Right to Freedom (b) Right to protect one's culture (d) Right to property.
- Q.30. India is a secular state. What does the word 'secular' mean?**  
(a) The state gives protection to the Hindu religion (b) The state allows only the majority to propagate their religion  
(c) The state has no religion of its own (d) none of the above.
- Q.31. Civil Rights are given to the individual by:**  
(a) Nature (b) God (c) The State (d) The people
- Q.32. The Indian Constitution prescribes Fundamental Rights in:**  
(a) Part III (b) part VII (c) part V (d) part IV
- Q.33. Who called the right to constitutional remedies as the heart and soul of the constitution?**  
(a) J.L. Nehru (b) B. R. Ambedkar (c) Mahatma Gandhi (d) Rajendra Prasad
- Q.34. The National Human Right Commission is an independent commission, set up by the law in the year:**  
(a) 1993 (b) 1995 (c) 1999 (d) 2001
- Q.35. Which of these is not a freedom available under the 'Right to Freedom' in India?**  
(a) Freedom of speech and expression (b) Freedom to incite people to rebel against the government  
(c) Freedom to assemble in a peaceful manner (d) Freedom to form associations and unions
- Q.36. Which among the following is correct regarding PIL?**  
(a) Public Interest Legislature (b) Public Interest Litigation  
(c) Public Information Litigation (d) Public Information Legislature
- Q.37. Which of the following freedoms is not available to an Indian citizen?**  
(a) Freedom to criticise the government (b) Freedom to participate in armed rebellion  
(c) Freedom to reside in any part of the country (d) All the above
- Q.38. Which of these is not allowed under the Culture and Educational Right in India?**  
(a) Every cultural group has the right to protect its language and culture.  
(b) Admissions can be denied on the basis of religion and culture in government aided educational organisations set up by cultural groups.  
(c) All minority groups have the right to establish educational institutions of their choice. (d) None of these
- Q.39. Which one of the following is not a Political Right?**  
(a) Right to contest election (b) Right to vote

(c) Right to seek any political office (d) Right to freedom

**Q.40. If anyone violates our Fundamental Rights we can directly approach the:**

(a) Prime Minister (b) Supreme Court (c) President (d) Vice President

**SHORT ANSWER TYPE QUESTIONS [3 MARKS]**

**Q.1. Describe in detail the cultural and educational rights of the minorities as provided in the Indian constitution**

**Ans.** The language, culture and religion of minorities need protection otherwise they may get neglected or undermined under the impact of the language, culture and religion of the majority. All minorities have the right to establish and administer educational institutions of their choice

**.Q.2. Explain what is meant by 'Rule of Law'.**

**Ans.** Rule of law means equality before the law or equal protection of the laws. It means that the laws apply in the same manner to all, regardless of a person's status. Rule of law is the foundation of any democracy. It implies that no person is above the law. There cannot be any distinction between a political leader, government official and ordinary citizen.

**Q.3. Mention the freedoms provided under the 'Right to Freedom'?**

**Ans** Under the Right to Freedom, the Indian constitution guarantees six freedoms. These are:

- (i) Freedom of speech and expression
- (ii) Freedom to assemble peacefully without arms
- (iii) Freedom to form associations and unions
- (iv) Freedom to move freely throughout the country
- (v) Freedom to reside in any part of the country and,
- (vi) Freedom to practise any profession, or to carry on any occupation, trade or business.

**Q.4 What does the term 'minority' refer to under the Cultural and Educational Rights?**

**Ans.** Here minority does not mean only religious minority at the national level. In some places, people speaking a particular language are in majority; people speaking a different language are in a minority. For example, Telugu-speaking people form a majority in Andhra Pradesh but they are a minority in Karnataka. Sikhs constitute a majority in Punjab, but they are a minority in Rajasthan, Haryana and Delhi.

**.Q.5. Give some examples with regard to the expansion of the scope of rights for the citizens.**

**Ans.** Certain rights like right to freedom of press, right to information, and right to education are derived from the Fundamental Rights. Recently school education has become a right for Indian citizens. Parliament has passed a law giving the right to information to the citizens. Under the direction of the Supreme Court, right to life now includes the right to food. Right to property is not a Fundamental Right but it is a legal right. Right to vote in elections is an important constitutional right.

**Q.6. Explain the 'Right to Equality' enjoyed by the citizens of India. What is its importance?**

**Ans** All citizens irrespective of caste, colour, region, religion ethnicity, sex or place of birth are equal before the law. There shall be no discrimination against any citizen. All citizens shall have equal opportunity in matters of employment. This is what the 'Right to Equality' means.

**Q.7. "The right to freedom is a cluster of six rights". Explain. Ans.** The right to freedom is a cluster of six rights. Therefore:

- (i) Freedom of speech and expression
- (ii) Freedom of assembly in peaceful manner
- (iii) To form association and unions
- (iv) Move freely throughout the country
- (v) Reside in any part of the country
- (vi) Practice any profession or occupation.

**Q.8. Why are the rights guaranteed by the Indian constitution called Fundamental Rights?**

**Ans.** (i) They are fundamental to our life.

(ii) Fundamental Rights put into effect the securing for all citizens equality, liberty and justice as given in the Preamble to our constitution.

**Q.9. State any three provisions of the Fundamental Right against Exploitation.**

**Ans.** (i) The constitution prohibits 'traffic in human beings' i.e. selling and buying of human beings.

(ii) It also prohibits forced labour or begar in any form.

(iii) The constitution also prohibits child labour. No one can employ a child below the age of fourteen to work in a factory, mine or any hazardous work.

**Q.10. Why do we need rights in a democracy?**

**Ans.** Rights are claims of a person over other fellow beings; over the society, and over the government. Rights are necessary for the very sustenance of democracy. Rights protect minorities. Rights are guarantees which can be used when things grow.

**Q.11. Write three constitutional provisions for the protection of women and children in India.**

**Ans.** These are: The constitution prohibits

- (i) Traffic in human beings *i.e.* selling & buying of human beings specially women for immoral purposes.
- (ii) It prohibits forced labour
- (iii) It protects children under years of age by prohibiting their employment in any factory, mine or hazardous work.

**.Q.12. Mention any *three* features of Right to Equality.**

**Ans.** (i) The law applies to all citizens irrespective of his status (The Rule of Law).

(ii) The government shall not discriminate against any citizen on grounds of religion, caste ethnicity, sex or place of birth.

(iii) All citizens have equality of opportunity in matters of employment

**Q.13. Mention any three rights of a detained person.**

**Ans.** (i) A person who is arrested and detained in custody will have to be informed of the reasons for such arrest.

(ii) Such a person shall be produced before the nearest magistrate within a period of 24 hours of arrest.

(iii) Such a person has the right to consult a lawyer or engage a lawyer for his defence.

**Q.14. "Right to constitutional remedies is the heart and soul of the constitution." Justify.**

**Ans** This right makes other rights effective when any of our rights are violated we can seek remedy through courts. If it is a Fundamental Right we can directly approach the Supreme Court. That is why Dr Ambedkar called it "the heart and soul of our constitution".

**Q.15. What was the background in which ethnic massacre took place in Kosovo?**

**Ans.** Kosovo was a province of Yugoslavia before it split away. In this province the population was overwhelmingly ethnic Albanian. But in the entire country, Serbs were in majority. A narrow minded Serb nationalist, Milosevic, had won the election and became the President of Yugoslavia. His government was very hostile to the Kosovo Albanians. He wanted that ethnic minorities like Albanians should either leave the country or accept the dominance of the Serbs. The massacre was carried out by the army under the direction of the government

### **LONG ANSWER TYPE QUESTIONS [5 MARKS]**

**Q.1. Explain the provisions included in the Right against Exploitation?**

**Ans- 1-** Once the right to liberty and equality is granted it follows that every citizen has a right to not to be exploited yet the constitution makers thought it was necessary to write down certain clear provisions to prevent exploitation of the weaker sections of the society.

2-The constitution mentions three weaker sections of the society.

3-The constitution mentions three evils and declares these as illegal.

4-First, the constitution prohibits traffic in human beings, *i.e.*, selling and buying of human beings.

5-Secondly, it prohibits "begar" or forced labour in any form.

Finally the constitution prohibits child labour. No one can employ a child below the age of fourteen to work in a factory or mine.

**Q.2. Mention the provisions of the Cultural and Educational Rights.**

**Ans 1-** For the simple reason that the working of democracy gives power to the majority; it is the language, culture and religion of minorities that needs special protection. Therefore, the cultural and educational rights of the minorities are specified in the constitution.

2-Any section of citizens with a distinct language or culture has a right to conserve it.

3-Admission to any educational institution maintained by government or receiving government aid cannot be denied to any citizen on the ground of religion or language.

4-All minorities have the right to establish and administer educational institutions of their choice.

5-Full compensation has to be paid if the state seeks to acquire the property of a minority educational institution.

**Q.3. Explain what is meant by the 'Right to Constitutional Remedies'?**

**Ans. 1-** Rights guaranteed by the constitution are useless if there are no special provisions to guarantee them.

2-The Fundamental Rights in the constitution are enforceable. We have the right to seek the enforcement of these rights by moving to the High Courts or the Supreme Court. This is called the Right to Constitutional Remedies which is provided by Article 32 of the constitution.

3-This itself is a Fundamental Right. This right makes other rights effective. It is possible that sometimes our rights may be violated by fellow citizens, private bodies or by the government.

4-When any of the rights are violated we can seek remedy through a court. If it is a Fundamental Right we can directly approach the Supreme Court or the High Court of a state.

5- Dr. Ambedkar called the Right to Constitutional Remedies (Article 32) the 'heart and soul' of our constitution. There can be no law or action that violates the Fundamental Rights. Such a law can be declared null and void by the Supreme Court.

**Q.4. What can a person do in case of the violation of Fundamental Rights? What is PIL and how does it work?**

**Ans.1-**In case of any violation of Fundamental Right, the aggrieved person can approach the High Court or the Supreme Court for remedy.

2- Moreover any person can go to court against the violation of the Fundamental Right, if it is of social or public interest. It is called the Public Interest Litigation (PIL).

3-Under this any citizen or group of citizens can approach the Supreme Court or the High Court for the protection of public interest against a particular law or action of the government.

4-One can write to the judges even on a postcard. The court will take up the matter if the judges find.

**Q.5.Explain the correctness of the following statement, “Rights are necessary for the very sustenance of a democracy.”**

**Ans.1-**It is absolutely correct to say that rights are necessary for the very sustenance of a democracy. Rights are the heart and soul of democracy.

.2- In a democracy, every citizen has the right to vote and the right to be elected to government. For democratic elections to take place, it is necessary that citizens should have the right to express their opinion, form political parties and take part in political activities.

3-Rights also perform a very special role in a democracy. They protect minorities from the oppression of the majority. They ensure that interests of the minorities are protected and majority does not act as per its whims and fancies.

4- Rights are guarantees which can be used when things go wrong. Things may go wrong when some citizens may wish to take away the rights of others. Generally, the majority wants to dominate the minority.

5-The government should protect the citizens’ rights in such a situation. Sometimes elected governments may not protect or even attack the rights of their own citizens (as happened in Yugoslavia under Milosevic). Therefore, some basic rights of the citizens are written down in the constitution of most democracies. It is in public interest. Even a newspaper article or report can be treated as a PIL by the court.

**Q.6.Mention four new rights which the constitution of South Africa has guaranteed to its citizens.**

**Ans.1-**The scope of rights has been expanding and new rights are evolving over time. They are the result of the struggle of the people. New rights emerge as societies develop or as new constitutions are made.

The constitution of South Africa guarantees its citizens several kinds of new rights.

2-Right to privacy, so that citizens or their home cannot be searched, their phones cannot be tapped, their communication cannot be opened.

3-Right to an environment that is not harmful to their health or well-being.

4-Right to have access to adequate housing.

5-Right to have access to health care services, sufficient food and water; no one can be refused emergency medical treatment.

**Q.7 The Right to Freedom of Speech and Expression does not come without qualifications. Explain?**

**Ans.1-** Freedom of speech is one of the essential features of any democracy.

2- Our ideas and personality develop only when we are able to freely communicate with others. You may disagree with a policy of government, you are free to criticise the government.

3-You may publicise your views through pamphlet, magazine or newspaper. However, you cannot use this freedom to instigate violence against others.

4-You cannot incite people to rebel against the government, nor can you use it to defame others by saying false and mean things that cause damage to a person's reputation. This is called freedom of speech with qualifications.

## **HOTS**

**Q.1. Are the reservations provided to the Scheduled Castes, Scheduled Tribes and OBCs against the Right to Equality? Give reasons.**

**Ans.1-**These reservations are not against the Right to Equality.

2-In a broader sense, equality does mean giving everyone the same treatments, no matter what they need.

3-Equality means giving everyone an equal opportunity to achieve whatever one is capable of. Sometimes, it is necessary to give job reservations to socially and economically backward sections of the society to ensure equal opportunity.

4-The constitution says that reservations of this kind are not a violation of the Right to Equality.

**Q.2What is the role of National Human Rights Commission in securing the human rights?**

**How does it work?**

**Ans.1-**The National Human Rights Commission (NHRC) focuses on helping the victims secure their human rights. These include all the rights granted to the citizens by the constitution. For NHRC human rights also include the rights mentioned in the UN-sponsored international treaties that India has signed.

2-The NHRC cannot by itself punish the guilty – that is the responsibility of the courts. The NHRC makes an independent and credible inquiry into any case of violation of human rights.

3-The commission presents its findings and recommendations to the government or intervenes in the court on behalf of the victims.

4- Like any court, it can summon witnesses, question any government official, demand any official paper, visit any prison for inspection or send its own team for on-the-spot inquiry

**Q.3.The 'Right to Constitutional Remedies' is called the heart of the constitution. Explain.**

**Ans.1-**This 'Right' makes other 'Rights' effective. If sometimes our rights are violated by fellow citizens, private bodies or by the government, we can seek remedy through courts.

2-If it is a Fundamental Right we can directly approach the Supreme Court or the high court of a state. That is why Dr. Ambedkar called it "the heart and soul" of our constitution.

**Q.4. Right to freedom comes with some limitations. Justify with three suitable examples.**

**Ans.** (i) You cannot use your Right to Freedom (i) to incite people to rebel against government or to defame others.

(ii) We can hold meetings but peacefully.

(iii) We cannot carry weapons while participating in a procession or a meeting

**Q.5.What is a secular state? In which way does our constitution make India a secular state?**

**Ans 1-**A secular state is one that does not confer any privilege or favour on any particular religion. It does not punish or discriminate against people on the basis of religion they follow.

2-It implies that the government cannot compel any person to pay any taxes for the promotion or maintenance of a particular religion or religious institution.

3- There shall be no religious instruction in the government educational institutions. In private institutions, no person can be compelled to take part in a religious activity. A secular state is one that does not establish any one religion as official religion.

4-Indian secularism practises an attitude of principled and equal distance from all religions. The Preamble to Indian constitution declares India to be a secular nation. There is no official religion in India. The Indian state is neutral and impartial in dealing with all religions.

5- Right to freedom of religion is a Fundamental Right. Every citizen of India has a right to profess, practise and propagate the religion he/she believes in. Every religious group or sect is free to manage its religious affairs

**Key to MCQ**

**Q.1** (d),**Q.2.** (c),**Q.3.** (d),**Q.4** (c),**Q.5.**(d),**Q.6.**(b),**Q.7.** (b),**Q.8.** (b),**Q.9.** (b), **Q.10.** (d),**Q.11.** (c), **Q.12.** (a)

**Q.13.**(b),**Q.14.** (b), **Q.15**(c), **Q.16** (b),**Q.17**(c), **Q.18.** (c), **Q.19.**(d),**Q.20.** (c),**Q.21.** (d), **Q.22**(b) **Q.23.** (b)

**Q.24** (d),**Q.25.** (c), **Q.26.** (b), **Q.27.** (b), **Q.28.** (b), **Q.29.** (d),**Q.30** (c) ,**Q.31** (c),**Q.32.** (a) **Q.33** (b), **Q.34.** (a)

**Q.35.**(b),**Q.36.** (b), **Q.37.** (b),**Q.38.** (b), **Q.39.**(d),**Q.40.** (b)

## Part 4: Economics

### CHAPTER : 3. POVERTY AS A CHALLENGE

#### CONCEPTS

- **Poor:** In our daily life we come across many poor people such as landless labourers in villages, people living in *jhuggis*, daily wage workers at construction sites, child labourers in *dhabas*, rickshaw-pullers, domestic servants, cobblers, beggars, etc.
- **Meaning of Poverty:** Usually the levels of income and consumption are used to define poverty. In India, poverty has been defined as a situation in which a person fails to earn income sufficient to buy him bare means of subsistence.
- **Other Indicators of Poverty:** Now poverty is looked through other indicators like illiteracy level, lack of access to health care, lack of job opportunities, lack of access to safe drinking water, sanitation, etc. Nowadays, the **concept of social exclusion** is becoming very common in the analysis of poverty.
- **Estimates of Poverty:** The incidence of poverty in India was around 55 per cent in 1973 which declined to 36 per cent in 1993 and further to 26 per cent in 2000. Social groups which are most vulnerable to poverty are Scheduled Caste and Scheduled Tribe households.
- **Inequality of Incomes within a Family:** In poor families, old people, women and female children are denied equal access to family's available resources. They are *the poorest of the poor*.

- **Inter-State Disparities:** The proportion of poor people is not the same in every state. In 20 states and union territories the poverty ratio is less than the national average. Orissa and Bihar are the poorest states of India with poverty ratios of 47 per cent and 43 per cent respectively. Lowest incidence of poverty is found in Jammu and Kashmir with poverty ratio of just 3.5 per cent.
- **Global Poverty Scenario:** There has been substantial decline in global poverty. However, it is marked with great regional differences. Poverty has declined more in China and South-East Asian countries.
- **Causes of Poverty:** There are a number of causes for the widespread poverty in India. These are :
  1. **Rapid growth of population**, particularly among the poor is considered a major cause of Indian poverty.
  2. **Our agricultural sector has failed** to generate much employment opportunities for the farm labourers. Similarly, our industries could not provide much job for the job seekers.
  3. One of the major causes of poverty is the **unequal distribution of land** and other resources. Various land reform measures introduced after Independence could not improve the life of millions of rural poor because of their poor implementation.
  4. **Social factors:** People in India, including the very poor, spend a lot of money on social occasions like marriages, festivals, etc. Poor people hardly have any savings; they are, thus forced to borrow. Unable to pay because of poverty, they became victims of indebtedness. Joint family system has prevented people from doing hard work.
- **Steps taken by the Government for Poverty Alleviation**  
Our government's strategy to poverty reduction has been twofold. *One*, promotion of economic growth and, *two*, targeted poverty alleviation programmes.
- **Poverty Alleviation Programmes:** To address the poor, a need for targeted anti-poverty programmes was strongly felt. Some of them are given below:
  1. **Prime Minister Rojgar Yojana (PMRY)** : The aim of this programme (which was started in 1993) was to create self-employment opportunities for educated unemployed youth in rural areas and small towns.
  2. **Rural Employment Generation Programme (REGP)** : REGP was launched in 1995 to create self-employment opportunities in rural areas.
  3. **Swarna Jayanti Gram Swarojgar Yojana (SGSY)** : SGSY was started in 1999. The programme aims at bringing the assisted poor families above the poverty line.
  4. **Pradhan Mantri Gramodaya Yojana (PMGY)** was launched in 2000.
  5. **Antyodaya Anna Yojana (AAY)** for 'the poorest of the poor' and elders.
  6. **National Food for Work Programme (NFWP)** was launched in 2004.
  7. **National Rural Employment Guarantee Act (NREGA)** was passed in September 2005. The Act provides 100-days assured employment every year to every rural household in 200 districts.

**The Challenges Ahead** Though poverty has declined in India, poverty reduction remains India's most compelling challenge. We will have to do something special to fight against wide regional disparities. We must broaden the definition of poverty from '*a minimum subsistence level of living to a reasonable level of living*'. Bigger challenges before us are: providing health care, education and job security for all the achieving gender equality

#### **MULTIPLE CHOICE QUESTIONS (1 MARK)**

1. **Which country of South-East Asia made rapid economic growth?**  
(a) India (b) China (c) Nepal (d) Pakistan
2. **NFWP is stand for:**  
(a) National Federation for Work and Progress (b) National Forest for Wildlife Protection  
(c) National Food and Wheat Processing (d) National Food for Work Programme
3. **Social exclusion denies certain individuals the**  
(a) facilities (b) benefits (c) opportunities (d) all the above
4. **How many people in India live below the poverty line?**  
(a) 30 crores (b) 26 crores (c) 28 crores (d) 24 crores
5. **Which organization carries out survey for determining the poverty line?**  
(a) NSSO (b) CSO (c) Planning Commission (d) None of the above
6. **Which social group is most vulnerable to poverty in India?**  
(a) Scheduled castes (b) Scheduled tribes (c) Casual labourers (d) All the above
7. **Which two states of India continue to be the poorest states?**  
(a) Madhya Pradesh, Jammu & Kashmir (b) Uttar Pradesh, Uttarakhand (c) Orissa, Bihar (d) None
8. **Poverty line in rural areas is (As per 1999 – 2000 prices)**  
(a) Rs 328 (b) Rs. 370 (c) Rs 454 (d) Rs. 460
9. **Who are the poorest of the poor?**  
(a) Women (b) Old people (c) Children (d) All the above

**10. What is the poverty ratio in the state of Orissa?**

- (a) 50% (b) 47% (c) 60% (d) 57%

**11. In which state has the high agricultural growth helped to reduce poverty?**

- (a) Jammu & Kashmir (b) West Bengal (c) Punjab (d) Gujarat

**12. In which state have the land reform measures helped to reduce poverty?**

- (a) Tamil Nadu (b) Punjab (c) West Bengal (d) Kerala

**13. Which state has focused more on human resource development?**

- (a) Gujarat (b) Madhya Pradesh (c) Maharashtra (d) Kerala

**14. In which state is the public distribution system responsible for the reduction in poverty?**

- (a) Andhra Pradesh (b) Tamil Nadu (c) Both (a) and (b) (d) None of the above

**15. What is the main cause of poverty in India?**

- (a) High income inequalities (b) Less job opportunities (c) High growth in population (d) All of these

**16. Which of the following is responsible for high poverty rates?**

- (a) Huge income inequalities (b) Unequal distribution of land

- (c) Lack of effective implementation of land reforms (d) All the above

**17. In rural areas, which of the following are not poor?**

- (a) Landless agricultural workers (b) Backward classes (c) Rural artisans (d) Medium farmers

**18. Nutritional level of food energy is expressed in the form of**

- (a) calories per day (b) wheat consumption (c) rice consumption per day (d) none of the above

**19. As per Planning Commission, minimum daily intake of calories for determining poverty line for rural area is**

- (a) 2100 (b) 2400 (c) 1500 (d) none of the above

**Q.20. Poverty ratio in India as compared to Pakistan is**

- (a) same (b) half (c) two times (d) two and a half times

**21. What are accepted average calories required in India in urban areas?**

- (a) 2100 (b) 2400 (c) 2800 (d) 2500

**22. Which one from the following is considered as poor?**

- (a) A rich landlord (b) A businessman (c) A landless labourer (d) A teacher

**23. Which among the following is the method to estimate the poverty line?**

- (a) Investment method (b) Income method (c) Capital method (d) Human method

**24. Which state has the largest percentage of poor's in India?**

- (a) Bihar (b) Orissa (c) Kerala (d) Punjab

**25. When was National Rural Employment Guarantee Act passed?**

- (a) September 2005 (b) August 2004 (c) May 2009 (d) None of these

**26. Who advocated that India would be truly independent only when the poorest of its people become free of human suffering ?**

- (a) Mahatma Gandhi (b) Indira Gandhi (c) Jawahar Lal Nehru (d) Subhash Chandra Bose

**27. Which of the following programmes was launched in the year 2000?**

- (a) National Rural Employment Guarantee Act (b) Prime Minister Rojgar Yojana  
(c) Swarna Jayanti Gram Swarozgar Yojna (d) Pradhan Mantri Gramodaya Yojana

**28. Who do not come under the category of urban poor?**

- (a) The casual workers (b) The unemployed (c) The shopkeepers (d) Rickshawpullers

**29. How many percent of Indian people were poor in the year 2000?**

- (a) 36% (b) 46% (c) 26% (d) 29%

**30. Which scheme was started in 1993 to create self-employment opportunities for educated unemployed youth in rural areas and small towns?**

- (a) Prime Minister Rojgar Yojana (b) National Rural Employment Guarantee Act  
(c) Rural Employment Generation Programme (d) Swarnajayanti Gram Swarozgar Yojana

**31. For how many days MNREGA provides employment?**

- (a) 70 (b) 80 (c) 90 (d) 100

**32. Which one of the social groups is vulnerable to poverty?**

- (a) Scheduled caste (b) Urban casual labour (c) Rural agricultural households (d) All the above

**33. By which year governments are aiming to meet the Millennium Development Goals including halving the rate of global poverty?**

- (a) 2011 (b) 2015 (c) 2045 (d) 2035



**34. Which one are not the major causes of income inequality in India?**

- (a) Unequal distribution of land (b) Lack of fertile land  
(c) Gap between rich and the poor (d) Increase in population

**35. In which of the following countries did poverty actually rise from 1981 to 2001?**

- (a) Sub-Saharan Africa (b) India (c) China (d) Russia

**36. The calorie requirement is higher in the rural areas because:**

- (a) They do not enjoy as much as people in the urban areas. (b) Food items are expensive.  
(c) They are engaged in mental work. (d) People are engaged in physical labour.

**37. Which of the following is an indicator of poverty in India?**

- (a) Income level (b) Illiteracy level (c) Employment level (d) All of these

**38. Which of the following is not a valid reason for the poverty alleviation programme in India?**

- (a) Lack of proper implementation (b) Lack of right targeting  
(c) Corruption at the highest level (d) Overlapping of schemes

**39. Which industry suffered the most during colonial period?**

- (a) Jute (b) Textile (c) Indigo (d) All the above

**40. Which one from the following states is above the national average of poverty ratio?**

- (a) West Bengal (b) Tamil Nadu (c) Andhra Pradesh (d) Karnataka

### **SHORT ANSWER TYPE QUESTIONS (3 MARKS)**

**1. Explain how poverty begets more poverty?**

**Ans.** Poverty begets more poverty. It is both a cause as well as consequence of poverty. A poor country cannot save much out of its national income. As a result, it suffers from capital deficiency which adversely affects the level of production and income in the country.

**2. Explain the concepts of :** (a) Social exclusion (b) Vulnerability

**Ans.** (a) **Social Exclusion:** According to this concept, poverty must be seen in terms of the poor who have to live only in poor surroundings with other poor people. Poor people are excluded from better surroundings with better-off people. For example, in India people belonging to certain castes are excluded from equal opportunities.

(b) **Vulnerability:** There is a greater possibility of remaining poor in case of certain communities (such as members of backward classes, widows, physically handicapped persons). These groups of people face greater risks at the time of natural disasters (earthquakes, tsunami). Thus vulnerability describes the greater possibility of being adversely affected in comparison of other people in odd times.

**3. Suggest some measures to reduce regional poverty?**

**Ans. Measures to reduce regional poverty:** Several states of India like Orissa, Bihar, Madhya Pradesh, Uttar Pradesh, Nagaland, etc., are economically very poor. To remove this regional poverty the following measures may be suggested:

- (a) More Central assistance and grants should be given to backward states.  
(b) Special concessions may be given for investments in backward areas.  
(c) Public sector enterprises should be set up in backward states.

**4. Discuss any three measures to reduce poverty in India?**

**Ans. More Industrialisation:** In order to remove poverty and unemployment, especially in cities, more and more industries are to be set up.

**Improvement in Agriculture:** While latest methods should be adopted in improving agriculture, steps should also be taken so that land is provided to the tiller and it is not concentrated in the hands of few rich farmers and landlords.

**Education:** Education is must for removing any evil, including poverty and unemployment.

It must be made cheaper so that every person could get it easily.

**5. Discuss any three government programmes for poverty alleviation?**

**Ans. 1. Prime Minister's Rojgar Yojana (PMRY) :** These schemes have been started for the welfare of the educated unemployed in urban areas. Youth belonging to the weaker sections of society are given priority.

**2. Employment Assurance Scheme (EAS) :** These were launched in 1999 to create wage employment to families below poverty line and to improve the quality of life in the rural areas.

**3. Jawahar Gram Samridhi Yojana (JGSY) :** The objective of this programme is to generate gainful employment for the unemployed and underemployed men and women in rural areas, community and social assets are created such as soil conservation work.

## 6. Mention any three features of the National Rural Employment Guarantee Act, 2005?

**Ans.** National Rural Employment Guarantee Act, 2005 was passed in September 2005 with the following features:-

- (i) It provides 100-days assured employment every year to every rural household with the reservation for one-third of the proposed jobs for women.
- (ii) The central government will establish a National Employment Guarantee Fund for Women and state governments will establish State Employment Guarantee Funds for implementation of the scheme.
- (iii) If an applicant is not provided employment within 15 days, he/she will get daily unemployment allowance.

## 7. What are the main causes of poverty in India?

**Ans.** Main causes of poverty in India are:-

- (i) Huge income inequalities make it difficult for the government policies to implement properly for poverty elimination. Therefore income inequality is a major cause of poverty in India.
- (ii) Exploitation of traditional Indian handicrafts and textile industries by British colonial administration is another major cause of poverty.
- (iii) In order to fulfil social obligations and observe religious ceremonies, the poor spend a lot of money. Poor people borrow money for different reasons and become the victims of indebtedness.

## 8. Explain three ways in which poverty can be estimated in India?

**Ans.** While determining the poverty line in India, a minimum level of food requirement, clothing, footwear, fuel and light, educational and medical requirement etc. are determined for subsistence.

- (i) The calorie requirement depending upon the age, sex, area and type of work is the way of estimating poverty. Average calorie requirement in India is 2400 per person per day in rural areas and 2100 per person per day in urban areas.
- (ii) Monetary expenditure per capita needed is also a way of estimating poverty. In the year 2000, poverty line for a person was fixed at Rs 328 per month for the rural areas and Rs 454 for the urban areas.
- (iii) A uniform standard for poverty line is also used, which is given by international organisations like World Bank. This is equivalent of \$ 1 per person per day.

## 9. Explain the principal measures taken in Punjab, Kerala and Andhra Pradesh to reduce poverty?

**Ans.** (i) The principal measures taken in Punjab to reduce poverty is increasing the agricultural growth rates.

(ii) Kerala focused more on human resource development to reduce poverty.

(iii) Andhra Pradesh focused on public distribution of foodgrains to reduce poverty.

## 10. Give one positive and one negative side of poverty conditions in India, and mention the major weaknesses of poverty alleviation programmes?

**Ans. Positive aspect:-**

- (i) India's economic growth is one of the fastest in the world which helps in reducing poverty.

**Negative aspect:-**

- (i) Large number of poor lives in villages and dependent upon agriculture where growth is much below expectation.

**Weakness of Poverty alleviation programme :-**

- (i) Lack of proper implementation and right targeting with lots of over lapping schemes.

## LONG ANSWER TYPE QUESTIONS (5 MARKS)

### 1. What are the main features of poverty in India?

**Ans. Features of Poverty in India:** Following are the main features of poverty in India.

(i) **Declining Trend:** The proportion of people below poverty line in India had variations. Poverty ratio increased during the decade of the 1970s. It decreased sharply during the decade of the 1980s. During the decade of 1990s, there was first a rise following the period of economic reforms and then a fall in the incidence of poverty. Since 1993-94, the total number of the poor shows a declining trend.

(ii) **Inter-State Variations:** Poverty is not equally distributed through the country. A recent study shows that more than 90 per cent of India's rural poor live in the states of Andhra Pradesh, Orissa, Bihar, Madhya Pradesh, Karnataka, Maharashtra, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal. Further, 50 per cent of India's rural poor live in three states (namely, Bihar, Madhya Pradesh and Uttar Pradesh). As against this, the poverty ratio in the states of Jammu and Kashmir, Gujarat, Kerala, Punjab and Haryana is quite low.

(iii) **Nature of Poverty:** Poverty is visible both in our rural and urban areas. The rural poor consist of people of low castes and tribal groups. The major group of the poor include landless agricultural labourers, small and marginal farmers, rural artisans, etc. In the urban sector, the poor include largely unemployed, underemployed or persons employed in low productivity occupations such as rickshaw pullers, cobblers, and street vendors.

### 2. Describe in brief the important poverty alleviation programmes undertaken by the Government of India?

**Ans. Poverty Alleviation Programmes of India:** The important poverty alleviation programmes which are in operation in rural and urban areas are :

(i) **Prime Minister Rojgar Yojana (PMRY):** PMRY was launched on 2 October 1993. The aim of this programme is to create self-employment opportunities for educated youth in rural areas and small towns. They are helped in setting up small business and industries.

(ii) **Swarna Jayanti Gram Swarozgar Yojana (SGSY) :** SGSY was launched on 1 April, 1999. It aims at promoting enterprises at the village level. It helps the rural people to organise themselves into self-help groups. The objective of SGSY is to bring the existing poor families above the poverty line by providing them income generation assets through a mix of bank credit and government subsidy.

(iii) **Pradhan Mantri Gramodaya Yojana (PMGY) :** PMGY was introduced in 2000. Its objective is to focus on village level development in five critical areas, that is, primary health, primary education, rural shelter, rural drinking water and rural roads. As a result of this, the quality of life of rural people will improve.

(iv) **Sampoorna Grameen Rojgar Yojana (SGRY) :** This programme was launched in September 2001. The objectives of this scheme are:

(a) to provide wage employment along with food security in the rural areas.

(b) to create durable community, social and economic assets.

The on-going Employment Assurance Scheme and JGSY would be merged with SGRY.

(v) **National Rural Employment Guarantee Act (NREGA) :** NREGA was passed in September 2005. The Act provides for 100-days assured employment to every rural household in 200 districts. Later, the scheme will be extended to 600 districts. However, the results of these programmes have not been very effective. One of the major reasons for their less effectiveness is the lack of proper implementation and right targeting. Also, there has been overlapping of schemes. Therefore, the major emphasis in recent years is on their proper monitoring.

**3. How can poverty be reduced in future in India? Suggest any four points?**

**Ans.** Poverty can be reduced in the following ways:-

(i) Increasing empowerment of women and the economically weaker sections of society.

(ii) Fostering the economic growth.

(iii) Increasing the stress on universal free elementary education.

(iv) **(Compulsory)** Caste and gender discrimination to be avoided. (v) Improving health care, education and job security.

(vi) Removing inequality of wealth among people.

**4. Mention the two planks on which the current anti-poverty strategy of the government is based. Why the poverty alleviation programmes not successful in most parts of India?**

**Ans.** The current anti-poverty strategy of the government is based broadly on two planks:

(i) Promotion of economic growth.

(ii) Targeted anti-poverty programmes. The results of poverty alleviation programmes have been mixed. The major reasons for less effectiveness are :-

(i) Lack of proper implementation and right targeting.

(ii) Overlapping of a number of schemes. They lack proper monitoring and therefore the benefits of these schemes do not fully reach out to the deserving poor.

**5. NREGA 2005 is an important anti-poverty programme? Explain.**

**Ans.** NREGA stands for National Rural Employment Guarantee Act, 2005. Following things were included in the scheme:

(i) It aims at providing 100-days assured employment every year to every rural household.

(ii) It initially started for 200 districts but later on extended to 600 districts.

(iii) One-third of the proposed jobs were reserved for women.

(iv) The Central government established National Employment Guarantee Funds and state government established State Employment Guarantee Funds for implementation of the scheme.

(v) If an applicant is not provided employment within fifteen days he/she will be entitled to a daily unemployment allowance.

**6. Give brief account of inter-state disparities of poverty in India?**

**Ans.** Proportion of poor people is not the same in every state.

a. In 20 states and union territories, the poverty ratio is less than national average.

b. In the states of Orissa, Bihar, Assam, Tripura and Uttar Pradesh poverty percentage is more than 35. So poverty is serious problem in these states. Along with rural poverty, urban poverty is also high in these states.

- c. While in the states like Kerala, Jammu and Kashmir, Tamil Nadu, Andhra Pradesh there is significant decline in poverty.
- d. States like Punjab and Haryana have succeeded in reducing poverty with the help of high agricultural growth rates.
- e. In West Bengal, land reform measures have helped in reducing poverty.

### **HOTS**

**1. What is meant by 'vulnerability' to poverty? Which economic categories are more vulnerable to poverty in India?**

**Ans. Vulnerability to poverty:** It is a measure which describes the greater probability of certain communities or individuals (such as widow or a physically handicapped person) of becoming or remaining poor in coming years.

**Economic categories more vulnerable to poverty in India:** Schedule tribes, urban casual labourers, rural agriculture labourers, scheduled castes are major economic groups, which are more vulnerable to poverty. Among these, scheduled tribes contribute to 51% of poverty in India which average Indian poverty ratio is 26.

**2. Social exclusion can be both a cause as well as consequence of poverty? Explain.**

**Ans.** Social exclusion can be seen in the terms of poors who have to live only in a poor surrounding with other poor people. Poor people are excluded from better surroundings with better-off people. For example, in India people belonging to certain lower castes (i.e., Scheduled Castes) are excluded from equal opportunities. Poor people of certain castes have to live in a separate locality and are excluded from mixing with better-off people. Due to such discrimination These people are deprived of better employment and growth opportunities. Social exclusion thus lead to poverty and can cause more damage than having a very low income.

**3. Who are the most vulnerable as far as poverty is concerned? How have the states of West Bengal, Punjab and Tamil Nadu tackled poverty?**

**Ans.** The most vulnerable groups to poverty are:

- (i) Scheduled Castes and Scheduled Tribes
- (ii) Rural agricultural labour
- (iii) Urban casual labour.

States tackled poverty in the following ways:-

- i. **West Bengal:-** Land reform measures have helped in reducing poverty.
- ii. **Punjab:-** Reduce poverty with high growth rates of agriculture.
- iii. **Tamil Nadu:-** Public distribution of food grains has reduced the poverty.

### **Value based questions:**

**1. Why do different countries use different poverty lines?**

**2. "In poor families all suffer but some suffer more than others." Explain.**

**3. "There is a strong link between economic growth and poverty reduction." Explain.**

**4. How is the illiteracy responsible for Poverty in India? Explain.**

### **KEY OF MULTIPLE CHOICE QUESTIONS (1 MARK)**

1. (b), 2. (d), 3. (d), 4. (b), 5. (a), 6. (d), 7. (c), 8. (a), 9. (d), 10. (b), 11. (c), 12. (c), 13. (d), 14. (c), 15. (d), 16. (d), 17. (d), 18. (a), 19. (b), 20. (c), 21. (b), 22. (c), 23. (b), 24. (b), 25. (a), 26. (a), 27. (d), 28. (c), 29. (c), 30. (a), 31. (d), 32. (d), 33. (b), 34. (b), 35. (a), 36. (d), 37. (d), 38. (c), 39. (a), 40. (a)

## **CHAPTER: 4. FOOD SECURITY IN INDIA**

### **CONCEPTS**

- **Food security:** Food security means availability, accessibility and affordability of food to all people at all times.
- **Why food security is necessary?** The poorest section of the society remains food insecure all the times. People above poverty line might also feel food insecure in times of natural calamity like earthquake, drought, flood, tsunami, etc.
- **Food-insecure:** In rural areas, the worst affected people are: landless and small farmers, traditional artisans (weavers, potters, blacksmith etc.) providers of services (e.g. barbers, washer men etc.), petty self-employed workers and destitute. In the urban areas, persons employed in ill-paid occupations and casual labourers are food insecure.
- **Hunger.** Hunger has chronic and seasonal dimensions. Poor people suffer from chronic hunger and are food insecure all the times. Seasonal hunger is caused by the seasonal nature of agricultural activities in rural areas. In urban areas, seasonal hunger occurs because of the casual type of work. Thus, **seasonal hunger exists when people are unable to get work for the whole year.**
- **Need for self-sufficiency in food grains.** Our government since Independence realised the need to attain self-sufficiency in food grains because India experienced acute shortage of food grains after partition of the country in 1947. The need for self-sufficiency arises from the following :

- (a) to feed rising population                      (b) to fight against droughts, floods, cyclone, etc.  
 (c) to reduce import of food grains              (d) to control prices of food grains.

- **Food Security System in India.** Since the advent of the Green Revolution in the 1960s the country has avoided famine, even during adverse weather conditions. India has become self-sufficient in food grains during the last 30 years because of the variety of crops grown all over the country. Also, we have developed a food security system.
- **Buffer Stock.** Buffer stock is the stock of food grains (wheat and rice) procured by the government through the Food Corporation of India (FCI). The FCI purchases wheat and rice for the government from the farmers of surplus states at pre-announced prices. This price is called 'minimum support price'.
- **Public Distribution System (PDS)** PDS refers to a system through which the food procured by the FCI is distributed among the poor through government regulated ration shops. The consumers are issued ration cards.
- **Types of Ration Cards in India.** There are three kinds of ration cards: (a) Antyodaya cards for the poorest of the poor, (b) BPL cards for those below poverty line and, (c) APL cards for those above poverty line.
- **Three Important Food Intervention Programmes.** In the wake of high incidence of poverty levels in mid-1970s, three important food Intervention programmes were introduced:
  - (a) Public Distribution System (in existence earlier)                      (b) Integrated Child Development Services (ICDS) in 1975
  - (c) Food for work in 1977-78.
 In 2000, two special schemes were launched viz. Antyodaya Anna Yojana (AAY) and the Annapurna scheme (APS) with special target groups of the poorest of the poor and indigent senior citizens, respectively.
- **Excessive Food Stocks:** In July 2002, the stock of wheat and rice with FCI was 63 million tonnes which was much more than the minimum buffer norms of 24.3 million tonnes. The stock reduced thereafter but always remained higher than the buffer norms.
- **Paradox of Excess Stocks and Starvation.** In fact, India has experienced a paradoxical situation in recent years. While the granaries (godowns) of the government are overflowing with excess stocks of food, we also find people without food. The main reason for this unfortunate situation is that many poor families do not have enough money or income to buy food.

### MULTIPLE CHOICE QUESTIONS (1 MARK)

- The most affected groups in rural areas facing food insecurity are:**

(a) landless people                      (b) traditional artisans                      (c) beggars                      (d) all the above
- MSP is stand for:**

(a) Minimum Support Price              (b) Maximum Support Price              (c) Marginal Support Price (d) None of these
- Green Revolution of 1960s was associated with:**

(a) use of HYV seeds                      (b) tree plantation programme              (c) fisheries development (d) None of these
- P D S is associated with:**

(a) fair price shops                      (b) cooperative stores                      (c) super bazars                      (d) none of the above
- Revamped Public Distribution System provides benefits to:**

(a) cities                      (b) remote and backward areas                      (c) self-help groups              (d) cooperative societies
- White Revolution of the country is associated to:**

(a) sugar                      (b) milk                      (c) paper                      (d) none of the above
- Annapurna Scheme fulfils the food requirements of:**

(a) indigent senior citizens              (b) children                      (c) pregnant ladies                      (d) young persons
- Antyodaya cards are related to**

(a) all poors                      (b) poorest of the poor                      (c) persons below poverty line              (d) none of the above
- Antyodaya Anna Yojana and Annapurna Scheme are linked with:**

(a) Public distribution system              (b) mid-day meal                      (c) special nutrition programme (d) none of the above
- Under the Public Distribution System food grains given per family per month are:**

(a) 40 kg                      (b) 35 kg                      (c) 25 kg                      (d) 20 kg
- In which state more than 90% ration shops are run by cooperatives**

(a) Andhra Pradesh              (b) Tamil Nadu                      (c) Orissa                      (d) Bihar
- The society which facilitated setting up of grain banks in different regions is :**

(a) Amul (Gujarat)                      (b) Academy of Development Science (Maharashtra)  
 (c) Mother Dairy (Delhi)                      (d) None of the above
- NREGA provides:**

(a) 200-days of assured work              (b) 100-days of assured work              (c) No assured work              (d) None of the above
- Minimum Support Price is announced by the government to provide:**

(a) Incentives to farmers for raising production              (b) incentives to traders to earn maximum profit from farmers

- (c) Incentives to moneylenders to lend maximum to farmers (d) none of the above
- 15. Seasonal hunger mostly found in:**  
 (a) Urban areas (b) rural areas (c) metro cities (d) both (a) and (b)
- 16. In which crop largest increase in production as a result of Green Revolution?**  
 (a) Wheat (b) rice (c) maize (d) none of the above
- 17. Main purpose of buffer stock is :**  
 (a) To save food grains from pest attack (b) to stop price fluctuations  
 (c) To meet the crisis of low production (d) both (b) and (c)
- 18. Who is the nodal officer at district level?**  
 (a) Commissioner (b) Superintendent of police (c) District Officer (d) Collector
- 19. What is Food security means?**  
 (a) Availability of food (b) accessibility of food (c) affordability of food (d) all the above
- 20. Massive starvation takes place due to:**  
 (a) Rise in the price of essential commodities (b) decline in production of food grains  
 (c) Drought (d) both (a) and (b)
- 21. Chronic hunger refers to:**  
 (a) Low income (b) inadequate quantity of food (c) inadequate quality of food (d) all the above
- 22. The most devastating famine occurred in India in 1943 in :**  
 (a) Assam (b) Bengal (c) Bihar (d) Orissa
- 23. In which of the following states do we find the largest number of food insecure people?**  
 (a) Bihar, Jharkhand and Orissa (b) Bihar, Jharkhand and Gujarat  
 (c) Bihar, Madhya Pradesh and Tamilnadu (d) Bihar, Chhattisgarh and Karnataka
- 24. In which state of India, Amul Dairy is situated?**  
 (a) Rajasthan (b) Gujarat (c) Karnataka (d) Bihar
- 25. Who released a special stamp entitled 'Wheat Revolution' in July 1968?**  
 (a) Mahatma Gandhi (b) Indira Gandhi (c) Jawaharlal Nehru (d) Motilal Nehru
- 26. The price that is announced before the sowing season is called:**  
 (a) Issue price (b) Fair price (c) Market price (d) Minimum support price
- 27. To whom the yellow card is issued?**  
 (a) To shop keeper (b) To land lord's (c) To government employee (d) People below the poverty line
- 28. Which are the special target groups in Antyodaya Anna Yojana?**  
 (a) Poorest of the poor (b) Poor and non-poor (c) Backward class (d) None of these
- 29. Food for Work Programme was launched in which of the following years?**  
 (a) 2003 (b) 2001 (c) 2004 (d) 2005
- 30. Kalahandi is situated in which of the following states?**  
 (a) Orissa (b) Punjab (c) Rajasthan (d) Bihar
- 31. The Mother Dairy is an important cooperative in \_\_\_\_\_ .**  
 (a) Gujarat (b) Punjab (c) Haryana (d) Delhi
- 32. Women and children under the age of five are food insecure population due to :**  
 (a) Malnutrition (b) Healthy diet (c) Fats (d) None of the above
- 33. F.C.I. stands for**  
 (a) Foreign Co-operation with India (b) Food Corporation of India  
 (c) Fossils Corporation of India (d) Food Coming to India
- 34. Which among the following schemes was started in the year 2000 for the indigent senior citizens?**  
 (a) PDS (b) NFWP (c) SGSY (d) APS
- 35. Name the cooperative that provides milk and vegetables controlled rate decided by the Government of Delhi:**  
 (a) Amul (b) Kendriya Bhandar (c) Mother Dairy (d) None of these
- 36. Which among the following schemes was initiated for the poor in all areas?**  
 (a) TPDS (b) RPDS (c) AAY (d) All of these
- 37. Buffer stock is the stock of food grains procured by the government through**  
 (a) IFCI (b) FCI (c) IDBI (d) FICCI
- 38. In which part of the country, grain banks have been set up by NGO's?**  
 (a) Gujarat (b) Haryana (c) Punjab (d) Maharashtra

**39. When was the Antyodaya Anna Yojana scheme launched?**

(a) In Jan 1999 (b) In May 2000 (c) In Dec 2000 (d) In October 2005

**40. Percentage of seasonal as well as chronic hunger in India over the years has**

(a) Increased (b) decreased (c) remained constant (d) None of these

**SHORT ANSWER TYPE QUESTIONS (3 MARKS)**

**1. What are the essentials of food security system?**

**Ans.** Essentials of Food Security System are the following:

1. Increasing domestic production of food to meet its growing demand
2. Food should be available in adequate quantity as well as to meet nutritional requirements
3. Food should be available at reasonable prices
4. Buffer stock of food should be maintained

**2. Why is there need for self-sufficiency in food grains in India?**

**Ans.** Need for self-sufficiency in food grains arises from the following:

- (i) To feed growing population
- (ii) to fight against any natural calamity
- (iii) To reduce import of food grains
- (iv) to control prices of food grains

**3. How cooperatives are helpful in food security?**

**Ans. Role of cooperatives in providing food security:**

In many parts of India, the cooperative societies set up their own cooperatives to supply different items at cheaper rates. Following are the examples:

- (i) In Tamil Nadu 94% of ration shops are run by cooperatives.
- (ii) In Delhi, the Mother Dairy is supplying milk and milk products like butter, ghee etc. to the people at much subsidised rates.
- (iii) In Gujarat, Amul is doing the same job of supplying milk and milk products to people at much cheaper rates. It is being run by cooperatives. It has brought 'White Revolution' in India.

**4. Why is food security essential? How food security is affected during disaster?**

**Ans. Need of food security:** The poorest section of the society might be food-insecure most of the times, while persons above poverty lines might also be food insecure when the country faces national disaster. Due to natural calamity, say drought, total production of food grain decreases. It creates a shortage of food in affected areas. Due to shortage of food, the prices go up. At higher prices, some people cannot buy food. So food security is essential.

**5. State three dimensions of food security?**

**Ans. Three dimensions of food security:**

- (i) **Availability of food:** There should be enough stocks of food items in the country through good production, through imports or previous year's stock stored in government godowns.
- (ii) **Accessibility of food:** Food should be within the reach of everybody.
- (iii) **Affordability of food:** The prices of different food articles should be such that every individual is able to buy them. The food grain items should be within the reach of the people.

**6. Why has Public Distribution System been criticised? Explain any three reasons.**

**Ans. (i) Market ineffectiveness of PDS :** Average consumption of PDS grain at all India level is only 1 kg per person per month. Average consumption figure in the states of Bihar, Orissa and Uttar Pradesh is only 300 gms, while in states like Kerala, Karnataka, Tamil Nadu this figure is 3-4 kg per person per month. As a result, the poor has to depend on markets rather than ration shops.

(ii) With the introduction of three types of cards and three different prices for the same articles to the different people, the whole system of Public Distribution System has become much complicated.

(iii) **PDS dealer's malpractices:** The ration shop dealers resort to malpractices. They divert the grains to the open market to get a better margin.

**7. What is the difference between chronic and seasonal hunger? Write any two.**

**Ans. Chronic Hunger:** When diet is inadequate in terms of quantity or quality, it is called chronic hunger. Usually poor people suffer from chronic hunger because of their low income and as a result their inability to buy food even for their survival. This type of hunger is more or less of a permanent nature and presents throughout the year.

**Seasonal Hunger:** Seasonal hunger persists only during a particular period of the season. It is linked with the cycles of food growing and harvesting. In rural areas, the seasonal hunger is prevalent because of the seasonal

nature of agricultural activities. The gap between the sowing season and the reaping season is marked by seasonal hunger.

**8. What steps have been taken by the Government of India to provide food security to the poor? Explain any three.**

**Ans.** To provide food security to the poor following steps have been taken by the Government of India:

- (i) **PDS:-** Public Distribution System (PDS) was established for the distribution of food grains among poor's.
- (ii) **ICDS:-** Integrated Child Development Services were launched in 1975 to ensure nutrition among children of backward area.
- (iii) **FFW:-** 'Food for work' was introduced in 1977-78 to provide employment opportunities for poor's to ensure food security for them.

**9. Why is buffer stock created by the government? Give any three reasons?**

**Ans.** Buffer stock is created due to following reasons:-

- (i) To distribute food grains in deficit areas.
- (ii) To distribute food grains among the poorer strata of society at prices lower than market price.
- (iii) To resolve the problem of shortage of food during adverse weather conditions or during the periods of calamity.

**Q.10. What are the major functions of the Food Corporation of India?**

**Ans.** The Food Corporation of India (FCI) has the following major functions:-

- (i) FCI purchases wheat and rice from the farmers in states where there is surplus production.
- (ii) They announce Minimum Support Price (MSP) on which government buy the surplus from the farmers.
- (iii) They keep the record and maintain the buffer stock.

### **LONG ANSWER TYPE QUESTIONS (5 MARKS)**

**Q.1. What is the difference between PDS and TPDS?**

**Ans. Difference between PDS and TPDS:**

- The food procured by the FCI is distributed through fair price shops among the poor. This is called public distribution system. There was no discrimination between the poor and non-poor under PDS.
- Under the TPDS, the government has announced separate issue prices for people below poverty line (BPL) and for above poverty line (APL) families. In December 2000, two special schemes were launched to make the TPDS more focused and targeted towards the poor.
- These were Antyodaya Anna Yojana (AAY) and the Annapurna Scheme (APS). The two schemes were linked with TPDS. Under the AAY, poor families were identified by the respective state rural development boards.
- Twenty-five kilograms of food grains were made available to each eligible family at highly subsidised rate of Rs 2 per kg for wheat and Rs 3 per kg for rice.
- This quantity has been raised from 25 to 35 kg with effect from April 2002.

**Q.2. Explain briefly the measures undertaken by the government to increase the production and supply of food grains?**

**Ans. Government's measures to increase the production and supply of food grains**

Main steps undertaken by the government in this regard are as follows:

- (i) **Land Reform Measures:** Our government introduced several land reform measures soon after independence to increase domestic production of food grains. These measures included (i) abolition of intermediaries to transfer land to the actual tiller (ii) tenancy reforms to regulate rents paid by the tenants to the landlords (iii) imposition of ceiling on landholdings to procure surplus land for distribution among the landless.
- (ii) **Provision of Institutional Credit.** To provide cheap and adequate agricultural finance many institutional credit agencies were set up. The expansions of institutional credit to farmers were made especially through cooperatives and commercial banks. As a result, the importance of village moneylenders, who used to exploit the farmers by charging high rates of interest, has drastically declined. Initially, only four per cent of the total agricultural credit was advanced by cooperatives and commercial banks in 1950-51. Now their percentage share rose to 89 per cent in 2004-05.
- (iii) **New Agricultural Strategy.** New agricultural strategy was introduced which resulted in the Green Revolution, especially in the production of wheat and rice. Total production of food grain has increased from 50.8 million tonnes in 1950-51 to 212.0 million tonnes in 2003-04.

**Q.3. Point out the major defects of India's food security system?**

**Ans.** Defects of India's Food Security System:

The major flaws/drawbacks of food security system in India are as follows:

- (i) **Limited Benefit to the Poor.** The poor has not benefited much from the PDS. They have depended to a great extent on the open market for most of the commodities. Ration cards are issued only to those households who



have proper residential addresses. Hence, a large number of homeless poor could not be covered under the PDS.

**(ii) Leakages from PDS.** Another defect of PDS relates to the problem of leakages of goods from PDS to open market. The shopkeepers who are running ration shops sell ration in the open market at higher prices instead of selling to ration card-holders at subsidised prices.

**(iii) Increase in Prices.** The PDS has also failed to protect the poor against price rise. There have been frequent increases in procurement and issue prices. Moreover, excessive buffer stocks of food grains have reduced its quantity available in the open market. This has also put an upward pressure on the market prices of food grains.

**(iv) Rising Burden of Food Subsidy.** PDS is highly subsidised in India. This has put a huge fiscal burden on the government. For example, food subsidy burden has risen from Rs 602 crore in 1980-81 to Rs 25,800 crore in 2003-04.

**Q.4. Describe four main advantages of the Public Distribution System in India?**

**Ans.** The main advantages of Public Distribution System are:-

(i) It is the most effective instrument of government policy over the years in stabilising prices and making food available to consumers at affordable prices.

(ii) It averts widespread hunger and famine by supplying food from surplus regions of the country to the deficit ones.

(iii) It revises the prices of food grains in favour of poor household.

(iv) The declaration of minimum support price and procurement has contributed to an increase in food grains production and provided income security to farmers in certain regions.

**Q.5. Describe Public Distribution System (PDS) is the most important step taken by the Government of India towards ensuring food security?**

**Ans.** In the beginning, the coverage of PDS was universal with no discrimination between poor and non-poor. Then later on the policy was made more targeted.

**Important Features of PDS**

Name of Scheme	Year of introduction	Coverage target group	Full name
PDS	Up to 1992	Universal	Public Distribution System
RDPS	1992	Backward block	Revamped Public Distribution System
TDPS	1997	Poor and noon poor	Targeted Public Distribution system
AAY	2000	Poorest of the poor	Antyodaya Anna Yojana
APS	2000	Indigent senior citizen	Anna Purana yojana

## **Hots**

**Q.1. What are the problems of the functioning of ration shops?**

**Ans.** There are various problem of the functioning of ration shops such as;

1. Ration cards are issued only to those people who have their proper residential addresses. Hence a large number of homeless poor fail to get ration from these shops.

2. The owners of these shops sell ration in the open market at higher prices.

3. Sometimes shopkeepers make bogus entries in the ration cards.

**Q.2. Which are the people more prone to food insecurity? Explain?**

**Ans.** The people worst affected by food insecurity in India are landless labourers, traditional artisans, providers of traditional services and destitute including beggars. In the urban areas, the food insecure people are those whose working members are generally employed in ill-paid occupations and casual labour market. These workers are largely engaged in seasonal activities and are paid very low wages that just ensure bare survival.

**Q.3. Which are the people more prone to food insecurity?**

**Ans. People more prone to food insecurity are:**

(i) Landless and small farmers                      (ii) Traditional artisans

(iii) Providers of traditional services              (iv) Petty self-employed persons and      (v) Beggars

**Q.4. What has our government done to provide food security for the poor? Discuss any two schemes launched by the government?**

**Ans.** Our government has undertaken a number of measures to provide food security for the poor.

A brief account of these measures is given below:

**1. Maintenance of Buffer Stock.** Our government maintains buffer stock of food grains through Food Corporation of India. The FCI purchases wheat and rice from the farmers in surplus states and stores in granaries.

**2. Public Distribution System (PDS).** The food procured by the FCI is distributed among the poor through ration shops. Presently, there are about 4.6 lakh ration shops in the country.

**3. Nutritional Programmes.** In order to provide nutritional security, our government has launched various schemes. Mid-day meal scheme for schoolchildren, scheme for supply of food grains to scheduled castes/scheduled tribes and special nutrition programmes for pregnant/nursing mothers are examples of such schemes. In 2000, two special schemes were launched. One, **Antyodaya Anna Yojana** and second, the **Annapurna Schemes**. The former relate to **the poorest of the poor, while the latter targets indigent senior citizens**. The functioning of these two schemes was linked with the PDS. Under AAY scheme, thirty-five kilograms of food grains are made available to each eligible family at a rate of Rs. 2 per kg for wheat and Rs. 3 per kg for rice. Under APS, 10 kilograms of food grains is made available to eligible persons free of cost.

#### **Value based questions**

**1. Discuss the role of government in the stabilisation of food grain prices?**

**2. Explain how Green Revolution helped India to be self-sufficient in food grain production?**

**3. Describe any four points your awareness about National Food for Work Programme?**

**4. Describe briefly the measures adopted to achieve self-sufficiency in food grains since Independence?**

#### **MULTIPLE CHOICE QUESTIONS Key**

**1. (d), 2(a), 3(a), 4 (a), 5. (b), 6. (b), 7. (a), 8. (b), 9. (a), 10. (b), 11. (b), 12. (b), 13. (b), 14. (a) ,15. (b),16. (a), 17. (d), 18. (d), 19. (d), 20. (c),21. (d), 22. (b), 23. (a), 24. (b), 25. (b), 26. (d), 27. (d), 28. (a), 29. (c), 30. (a), 31. (d), 32. (a), 33. (b), 34. (d), 35. (c), 36. (d), 37. (b), 38. (d), 39. (c), 40. (b)**

# KENDRIYA VIDYALAYA SANGATHAN

## SUMMATIVE ASSESSMENT II

(2014-2015)

### SOLVED PAPER

**Subject: Social Science**

**Class IX**

**Time allowed: 3 hours**

**Maximum Marks: 90**

**General Instructions:**

1. The question paper has 30 questions in all. All questions are compulsory.
2. Marks are indicated against each question.

3. Questions from serial number 1-8 are multiple choice questions (MCQs) of 1 mark each.

Every MCQ is provided with four alternatives. Write the correct alternative in your answer Book.

4. Questions from serial number 9 to 20 are 3 marks questions. Answer of these questions should not exceed 80 words each.

5. Questions from serial number 21 to 28 are 5 marks questions. Answer of these questions should not exceed 100 words each.

6. Question number 29 & 30 are map questions of 3 marks each.

---

**1. The ICC headquarters shifted from London to**

**1**

- (a) Sydney                      (b) India                      (c) Dubai                      (d) Singapore

Ans: **Dubai**

**OR**

**In which year did Gandhi adopt *dhoti*?**

- (a) 1913                      (b) 1915                      (c) 1921                      (d) 1928

Ans: **1921**

**2. What is ITCZ ?**

**1**

- (a) Inter Tropical Converter zone (b) Inter Tropical Convergence zone  
(c) Indian Tropical Converter zone (d) None of these

Ans: **Inter Tropical Convergence zone**

**3. Into how many constituencies is the country divided for Lok Sabha elections? 1**

- (a) 544 (b) 543 (c) 560 (d) 535

Ans: **543**

**4. What did Dr. Ambedkar refer to the 'Right to Constitutional Remedies' as? 1**

- (a) The brain of our Constitution (b) The heart and soul of our Constitution  
(c) The heart of our Constitution (d) the soul of our Constitution

Ans: **The heart and soul of our Constitution**

**5. The National Human Right Commission is an independent commission, set up by the law in the year: 1**

- (a) 1993 (b) 1995 (c) 1999 (d) 2001

Ans: **1993**

**6. F.C.I. stands for 1**

- (a) Foreign Co-operation with India (b) Food Corporation of India  
(c) Fossils Corporation of India (d) Food Coming to India

Ans: **Food Corporation of India**

**7. By which year governments are aiming to meet the Millennium Development Goals including halving the rate of global poverty? 1**

- (a) 2011 (b) 2015 (c) 2045 (d) 2035

Ans: **2015**

**8. In which state of India, Amul Dairy is situated? 1**

(a) Rajasthan

(b) Gujarat

(c) Karnataka

(d) Bihar

Ans: Gujarat

**9. What was taught at the Imperial Forest Research Institute? How was this system carried out?**

**3**

**Ans. 1.** Scientific forestry was taught at the Imperial Forest Research Institute. In this system, natural forests which had a variety of trees were cut down and, instead, one type of tree was planted.

**2.** Appointed forest officials managed these forests. They planned and assessed how much of the planted area had to be cut down and how much had to be replanted.

**OR**

**How did the Forest Acts change the life of pastoralists?**

**Ans.1.** Forest Acts were enacted to protect and preserve forests for timber which was of commercial importance. These Acts changed the life of pastoralists.

**2.** They were now prevented from entering many forests that had earlier provided valuable forage for their cattle.

**3.** They were issued permits which monitored their entry into and exit from forests. They could not stay in the forests as much as they liked because the permit specified the number of days and hours they could spend in the forests. The permit ruled their lives.

**OR**

**Discuss why the British Parliament passed the Enclosure Acts.**

**Ans.1.** Till the middle of the eighteenth century the Enclosure Movement proceeded very slowly. The early enclosures were usually created by individual landlords.

**2.** They were not supported by the state or the Church. After the mid-eighteenth century, however, the Enclosure Movement swept through the countryside, changing the English landscape forever. Between 1750 and 1850.

**3.** 6 million acres of land was enclosed. The British Parliament no longer watched this progress from a distance. It passed 4,000 Acts legalising these Enclosures.

**10. What is shifting agriculture? Why was it regarded as harmful by the British?**

**3**

**Ans. 1.** Shifting agriculture or Sweden agriculture is a traditional agricultural practice in many parts of Asia, Africa and South America. It has many local names such as 'lading' in South-East Asia, 'milpa' in central America, 'chitemene' or 'tavy' in Africa, 'chena' in Sri Lanka, *dhya*, *Penda*, *bewar*, *nevad*, *jhum*, *podu*, *khandad* and *kumri* in India.

**2.** In shifting cultivation, parts of a forest are cut and burnt in rotation, seeds are sown in ashes after the first monsoon rains and the crop is harvested by October-November. Such plots are cultivated for a couple of years and then left fallow for 12 to 18 years for the forest to grow back.

It was regarded as harmful by the British for the forests. They felt that land which was used for cultivation every few years could not grow trees for railway timber. When the forest was burnt there was the danger of the flames spreading and burning valuable timber.

OR

**Describe the life of pastoralists inhabiting the mountains of India.**

**Ans.** 1. The Gujjar Bakarwals of Jammu and Kashmir, the Gaddi shepherds of Himachal Pradesh, the Gujjar cattle herders of Garhwal and Kumaon, the Bhotiyas, the Sherpas and Kinnauris move annually between their summer and winter grazing grounds governed by the cycle of seasonal movements.  
2. They adjust their movements to seasonal changes and make effective use of available pastures in different places. When pastures are exhausted or unstable in one place they move their herds to new areas.

OR

**Why were the poor farmers of England against the threshing machines? What was the Captain Swing Movement**

**Ans.** The poor farmers felt the threshing machines would replace people, would deprive them of their livelihood and render them jobless. Captain Swing was a mythical name used in threatening letters, written by workmen against the use of threshing machines by rich farmers.

**11. How did the National Movement affect cricket in India?**

**3**

**Ans.1.** A scheduled tour of MCC in 1930 was cancelled due to Gandhi's *Dandi March* and the Civil Disobedience.

**2.** The first Indian team toured England in 1932. Due to World War II in 1939, various tournaments were affected. By now Congress and Muslim League had taken opposite stands. Communal feelings had crept into sports.

**3.** In 1940, a Pentangular was played in Brabourne stadium, Bombay. Seats were allotted on communal basis, 2000 to Hindus, 1250 each to Muslim and Parsis.

OR

**With the help of an example show how cultural difference in dress can create misunderstanding.**

**Ans1.** Let us take the example of headgears — a turban and a hat. Both although headgears signify different things. Turbans are not only for protection from the sun but also worn as a mark of respectability.

**2.** It cannot be removed at will. The hat is for protection and is removed in front of seniors and superiors. This difference created misunderstanding between the turban wearers, i.e. the Indians and the hat wearers, i.e. the British.

**3.** When the Indians walked into English company they did not remove their turbans as they wanted to assert their national and regional identity. This at times offended the British.

**12. Why did Mahatma Gandhi condemn the pentangular tournament?**

**3**

**Ans.** The pentangular tournament was based on religious communities. The five teams were: the Europeans, the Parsis, the Hindus, the Muslims and the Rest. India's most popular and respected politician, Mahatma Gandhi, condemned the pentangular tournament as a communally divisive competition. This was out of place in a time

when nationalists were trying to unite India's diverse population. This tournament would have negative effect on the national movement.

**OR**

**What did a patriotic French citizen wear in France after the French Revolution?**

**Ans1.** French patriotic citizens in France started wearing clothing that was loose and comfortable. The colours of France blue, white and red became popular as they were a sign of the patriotic citizen

4. Other political symbols too became a part of dress : the red cap of liberty, long trousers and the revolutionary cockade pinned on to a hat.
5. The simplicity of clothing was meant to express the idea of equality.

**13. What is biome? State the number of biomes into which land ecosystem is divided with their names.**

**3**

**Ans** A large ecosystem on the land having distinct type of vegetation and animal life is called biome. In general, biomes are divided into the following categories:

1. Forests: It consists of evergreen forests, deciduous forests, and coniferous forests.
2. Grasslands: Savana grasslands.
3. Alpine/Tundra vegetation.
4. Desert vegetation.

Though the animals are also included in the biomes but they are not counted in the classification of biomes.

**14. Population is the pivotal element in social studies. Support your answer giving three points.**

**3**

**Ans** Population is the pivotal element in social studies. We can say this because:

4. It is the point of reference from which all other elements are observed and from which they derive significance and meaning.
5. 'Resources', 'calamities' and 'disasters' are all meaningful only in relation to human beings.
6. Their numbers, distribution, growth and characteristics or qualities provide the basic background for understanding and appreciating all aspects of the environment.

**15. What is the main functions of the Election Commission of India?**

**3**

**Ans.1-**It takes decisions on every aspect of conduct and control of election.

2- It implements code of conduct. It orders guidelines for the government to prevent misuse of power to win elections.

3-It EC feels unfairness in polling it orders a repoll.

**16. Why is an independent and powerful judiciary considered essential for democracies?**

**3**

**Ans.** Independence of the judiciary is essential in a democracy so that it does not act under the control and direction of the legislature or the executive. The judges do not act according to the wishes of the government, i.e. the party in power. Indian Judiciary is powerful in the sense that it can declare only law invalid if it is against the constitution. Thus Indian judiciary acts as a guardian of the Fundamental Rights which is essential for a democracy.

**17. "Right to constitutional remedies is the heart and soul of the constitution." Justify. 3**

**Ans** This right makes other rights effective when any of our rights are violated we can seek remedy through courts. If it is a Fundamental Right we can directly approach the Supreme Court. That is why Dr Ambedkar called it "the heart and soul of our constitution".

**18. Discuss any three government programmes for poverty alleviation? 3**

**Ans. 1. Prime Minister's Rojgar Yojana (PMRY) :** These schemes have been started for the welfare of the educated unemployed in urban areas. Youth belonging to the weaker sections of society are given priority.

**2. Employment Assurance Scheme (EAS) :** These were launched in 1999 to create wage employment to families below poverty line and to improve the quality of life in the rural areas.

**3. Jawahar Gram Samridhi Yojana (JGSY) :** The objective of this programme is to generate gainful employment for the unemployed and underemployed men and women in rural areas, community and social assets are created such as soil conservation work.

**19. What are the major functions of the Food Corporation of India? 3**

**Ans.** The Food Corporation of India (FCI) has the following major functions:-

- (i) FCI purchases wheat and rice from the farmers in states where there is surplus production.
- (ii) They announce Minimum Support Price (MSP) on which government buy the surplus from the farmers.
- (iii) They keep the record and maintain the buffer stock.

**20. Describe the three dimensions of food security. 3**

**Ans.** Food security has following dimensions:-

1. Availability of food means food production within the country, food imports and the previous year's stock stored in government granaries.
  2. Accessibility means food is within reach of every person
  3. Affordability implies that an individual has enough money to buy sufficient, safe and nutritious food to meet one's dietary needs.
- Any other relevant point



**21. Discuss the rise of commercial forestry under the colonial governments.**

**5**

**Ans.1.** Commercial forestry became important during the British rule. By the early nineteenth century oak forests in England were disappearing. This created a problem of shortage of timber supply for the Navy.

2. How could English ships be built without a regular supply of strong and durable timber? How could imperial power be protected and maintained without ships?

3. Because of the factors given above, before 1856 the commercial forestry was considered important in India. By the 1820s, search parties were sent to explore the forest resources of India.

4. These parties gave them green signal for commercial forestry in India. Within a decade trees were being felled on a massive scale and large quantities of timber were being exported from India.

5. The spread of railway from the 1850s created a new demand. In India, the colonial government felt that railways were essential for effective internal administration, for colonial trade, for the quick movement of imperial troops.

**OR**

**Why did the colonial government pass the law Criminal Tribes Act and imposition of Grazing Tax?**

**Ans.1.** British officials were suspicious of nomadic people. They distrusted mobile craftsmen and traders who hawked their goods in villages, and pastoralists who changed their places of residence every season, moving in search of good pastures for their herds.

2. The colonial government wanted to rule over a settled population. They wanted the rural people to live in villages, in fixed places with fixed rights on particular fields. Such a population was easy to identify and control.

3. Those who were settled were seen as peaceable and law-abiding; those who were nomadic were considered to be criminal. Because of all the above reasons, in 1871 the colonial government in India had passed the Criminal Tribes Act.

4. By this Act, many communities of craftsmen, traders and pastoralists were classified as criminal tribes. They were stated to be criminal by nature and birth.

5. To expand its revenue income, the colonial government imposed the grazing tax. Pastoralists had to pay tax on every animal they grazed on the pastures.

**OR**

**What were the problems associated with wheat expansion in USA? Discuss with special reference to mechanisation and 'dust bowl'.**

**Ans.1.** In the late 19th century, there was a great expansion of wheat cultivation in the USA. With an increase in population. The expansion was made possible by new technology.

2. Implements and tools were modified to suit their needs. Now farmers were using tractors and disk ploughs to clear land for cultivation.

3. Mechanical reapers were used to reap and cut harvest. By the early 20th century, combined harvesters were being used to cut grain.

4. Now with power-driven machinery large tracts of land could be ploughed, seeded, harvested within a short time. But there were problems. Poor farmers were hard to pay the taxes. They could not buy these machines. The bank offered loans but most and they could not repay these loans. Many of them left their farms in search

of a job. In addition, terrifying dust storms began to blow, blinding the people, choking the cattle, covering fields, rivers, and machines with dust. This was because the entire area had been ploughed and stripped of grass whose roots could have bounded the soil.

**22. What role did religion and politics play in the development of cricket in India? 5**

**Ans.**

6. The origin of Indian cricket is to be found in Bombay and the first community to start playing it were the Zoroastrians, the Parsis. Other religious communities soon followed.
7. By the 1890s, Hindus and Muslims were busy raising funds for a Hindu and a Muslim gymkhana. The British did not consider colonial India as a nation. They saw it as a collection of castes, races and religions.
8. The history of gymkhana cricket led to first-class cricket being organised on communal and racial lines.
9. These teams did not represent **regions** (as teams in today's Ranji Trophy do) but religious communities.
10. The tournament was initially called the Quadrangular because it was played by four teams: the Europeans, the Parsis, the Hindus and the Muslims. Later it became **Pentangular** when a fifth team "The Rest" was added. It comprised all the communities leftover such as the Indian Christians.

**OR**

**How did Mahatma Gandhi's dream of clothing the nation in Khadi appeal only to some sections of the Indian?**

**Ans.**

3. Mahatma Gandhi's dream was to clothe the whole nation in khadi. He felt khadi would be a means of erasing differences between religions and classes; etc. But it wasn't easy for others to follow in his footsteps. Just as the people could not take to the single peasant loin cloth as Gandhi had done. The people, in fact, did not want to do so.
4. Nationalists such as Motilal Nehru, a successful barrister from Allahabad, gave up his expensive western style suits and adopted the Indian dhoti and kurta. But these were not made of coarse cloth – khadi. Those who had been deprived by caste norms for centuries were attracted to western dress styles.
5. Therefore unlike Mahatma Gandhi, other nationalists such as Baba Saheb Ambedkar never gave up the western style suit.
4. Many Dalits began in the early 1910s to wear three-piece suits, shoes and socks on all public occasions, as a political statement of self-respect. A woman wrote to Gandhiji, "I heard you speaking on the extreme necessity of wearing khadi, but khadi is very costly and we are poor people."
5. Other women, like Sarojini Naidu and Kamla Nehru, wore coloured saris with designs, instead of coarse, white homespun khadi.

**23. Discuss the mechanisms of the Indian monsoons. 5**

**Ans** The mechanism of Indian Monsoons:-

- (vi) The different heating and cooling of land and water: At the end of May, due to high temperature, low pressure is created on the landmass of India while seas around experience comparatively high pressure. It fixes the direction of the moisture laden wind from sea to land.
- (vii) The shift of the position of Inter Tropical Convergence Zone (ITCZ) : In summer, low pressure trough is positioned over the Ganga plain, making the region suitable for the occurrence of rain.

- (viii) The intensity and position of the high atmospheric pressure over the Indian Ocean affects the Indian monsoon.
- (ix) The Tibetan plateau gets intensely heated during summer which results in strong vertical air currents and formation of high pressure over the plateau at about 9km above the sea level.

The movements of the westerly Jet Streams to the north of the Himalayas and the presence of the tropical easterly Jet Streams over the Indian Peninsula during the summer affects monsoon.

**24. What is the concept of value education adopted under national population policy, 2000 in India? Mention its components. 5**

**Ans** Concept of value education is primarily aimed to inculcate moral, environmental, educational, democratic and literary values in the individuals. It is for the improvement of individuals themselves as well as of society, nation and universe as a whole.

Components of Value Education are:

- i) Moral education,                      ii) Environmental education,
- iii) Population education,              iv) Human rights and duties,
- v) Health education,                      vi) Indian cultural education,
- vii) Physical education,                  viii) Yoga education and
- ix) History of Indian freedom movement.

**25. How can you say that the President occupies the position of a nominal head of the State? 5**

**Ans.1-**The President is not elected directly by the people. She or he can never claim the kind of direct popular mandate that the Prime Minister can.

2- This ensures that she or he remains only a nominal executive.

3- The Constitution gives vast powers to the President. But the latter exercises them only on the advice of the Council of Ministers.

4-The President can ask the Council of Ministers to reconsider its advice. But if the same advice is given again, she or he is bound to act according to it. Similarly, when a bill comes to the President for signatures she or he can return it to the Parliament with her or his advice.

5- But when the bill comes for her signatures again, she or he has to sign it, whether the Parliament agrees to her / his advice or not.

**26. Explain what is meant by the 'Right to Constitutional Remedies'? 5**

**Ans. 1-**Rights guaranteed by the constitution are useless if there are no special provisions to guarantee them.

2-The Fundamental Rights in the constitution are enforceable. We have the right to seek the enforcement of these rights by moving to the High Courts or the Supreme Court. This is called the Right to Constitutional Remedies which is provided by Article 32 of the constitution.

3-This itself is a Fundamental Right. This right makes other rights effective. It is possible that sometimes our rights may be violated by fellow citizens, private bodies or by the government.

4-When any of the rights are violated we can seek remedy through a court. If it is a Fundamental Right we can directly approach the Supreme Court or the High Court of a state.

5- Dr. Ambedkar called the Right to Constitutional Remedies (Article 32) the 'heart and soul' of our constitution. There can be no law or action that violates the Fundamental Rights. Such a law can be declared null and void by the Supreme Court.

**27. Describe in brief the important poverty alleviation programmes undertaken by the Government of India?**

5

**Ans. Poverty Alleviation Programmes of India:** The important poverty alleviation programmes which are in operation in rural and urban areas are :

(i) **Prime Minister Rojgar Yojana (PMRY):** PMRY was launched on 2 October 1993. The aim of this programme is to create self-employment opportunities for educated youth in rural areas and small towns. They are helped in setting up small business and industries.

(ii) **Swarna Jayanti Gram Swarozgar Yojana (SGSY) :** SGSY was launched on 1 April, 1999. It aims at promoting enterprises at the village level. It helps the rural people to organise themselves into self-help groups. The objective of SGSY is to bring the existing poor families above the poverty line by providing them income generation assets through a mix of bank credit and government subsidy.

(iii) **Pradhan Mantri Gramodaya Yojana (PMGY) :** PMGY was introduced in 2000. Its objective is to focus on village level development in five critical areas, that is, primary health, primary education, rural shelter, rural drinking water and rural roads. As a result of this, the quality of life of rural people will improve.

(iv) **Sampoorna Grameen Rojgar Yojana (SGRY) :** This programme was launched in September 2001. The objectives of this scheme are :

(a) to provide wage employment along with food security in the rural areas.

(b) to create durable community, social and economic assets.

The ongoing Employment Assurance Scheme and JGSY would be merged with SGRY.

(v) **National Rural Employment Guarantee Act (NREGA) :** NREGA was passed in September 2005. The Act provides for 100-days assured employment to every rural household in 200 districts. Later, the scheme will be extended to 600 districts. However, the results of these programmes have not been very effective. One of the major reasons for their less effectiveness is the lack of proper implementation and right targeting. Also, there has been overlapping of schemes. Therefore, the major emphasis in recent years is on their proper monitoring.

28. Explain briefly the measures undertaken by the government to increase the production and supply of foodgrains?

5

Ans. Government's measures to increase the production and supply of foodgrains

Main steps undertaken by the government in this regard are as follows :

(i) **Land Reform Measures:** Our government introduced several land reform measures soon after independence to increase domestic production of foodgrains. These measures included (i) abolition of intermediaries to transfer land to the actual tiller (ii) tenancy reforms to regulate rents paid by the tenants to the landlords (iii) imposition of ceiling on landholdings to procure surplus land for distribution among the landless.

(ii) **Provision of Institutional Credit.** To provide cheap and adequate agricultural finance many institutional credit agencies were set up. The expansions of institutional credit to farmers were made especially through cooperatives and commercial banks. As a result, the importance of village moneylenders, who used to exploit the farmers by charging high rates of interest, has drastically declined. Initially, only four percent of the total agricultural credit was advanced by cooperatives and commercial banks in 1950-51. Now their percentage share rose to 89 percent in 2004-05.

(iii) **New Agricultural Strategy.** New agricultural strategy was introduced which resulted in the Green Revolution, especially in the production of wheat and rice. Total production of food grain has increased from 50.8 million tonnes in 1950-51 to 212.0 million tonnes in 2003-04.

29. Identify these features with the help of following information and write their correct names on the line marked on the map.

1x3=3

A- Name the National park

(Sariska National Park)

B- Name the state receiving more than 400 cm.of rainfall. (Meghalaya)

C- Name the state having lowest sex-ratio

(Haryana)



30. On the map of India locate and label the following items with appropriate symbols:

A- Gulf of Mannar Biosphere reserve

1x3=3

B- New Delhi

C- Evergreen rainforest in India



**KENDRIYA VIDYALAYA SANGATHAN**  
**SUMMATIVE ASSESSMENT II**  
**(2014-2015)**  
**UNSOLVED PAPER**

**Subject: Social Science**

**Class IX**

**Time allowed: 3 hours**

**Maximum Marks: 90**

**General Instructions:**

2. The question paper has 30 questions in all. All questions are compulsory.

2. Marks are indicated against each question.

3. Questions from serial number 1-8 are multiple choice questions (MCQs) of 1 mark each.

Every MCQ is provided with four alternatives. Write the correct alternative in your answer Book.

4. Questions from serial number 9 to 20 are 3 marks questions. Answer of these questions should not exceed 80 words each.

5. Questions from serial number 21 to 28 are 5 marks questions. Answer of these questions should not exceed 100 words each.

6. Question number 29 & 30 are map questions of 3 marks each.

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**1 Who was Kerry Packer?**

**1**

- (a) British tycoon (b) Australian television tycoon  
(c) Sri Lankan rebel (d) None of these

OR

**The existing dress codes in Europe were swept away by**

- (a) American Revolution (b) French Revolution (c) Russian Revolution (d) The First World War

**2. Which is the famous animal of the mangrove forests?**

**1**

- (a) Royal Bengal Tiger (b) Leopard (c) Monkey (d) Lion

**3. Which of the options below is the demerit of the electoral competition?**

**1**

- (a) Creates a sense of factionalism (b) Parties use dirty tricks to win elections  
(c) Parties respect each other (d) both (a) and (b)

**4. When was the Second Backward Class Commission appointed?**

**1**

- (a) 1989 (b) 1979 (c) 1999 (d) 2001

**5. If our Fundamental Rights are violated, where can we seek the remedy?**

**1**

- (a) Supreme Court or High Courts (b) Parliament  
(c) Election Commission (d) Council of Ministers

**6. Which organization carries out survey for determining the poverty line?**

**1**

- (a) NSSO (b) CSO (c) Planning Commission (d) None of the above

**7. White Revolution of the country is associated to:**

**1**

- (a) sugar (b) milk (c) paper (d) none of the above

**8. When was the Antyodaya Anna Yojana scheme launched? 1**

(a) In Jan 1999 (b) In May 2000 (c) In Dec 2000 (d) In October 2005

**9. Describe scientific forestry. 3**

OR

**Why does a Raika genealogist recount the history of his community?**

OR

**Why were the poor farmers of England against the threshing machines? What was the Captain Swing Movement?**

**10. Explain why did the Dutch adopt the 'scorched earth policy' during the war. 3**

OR

**How did the Forest Acts change the life of pastoralists?**

OR

**'Over the late eighteenth and early nineteenth centuries the English countryside changed dramatically.' Explain.**

**11. 'The MCC's revision of the laws brought in a series of changes in the game that occurred in the second half of the eighteenth century.' Discuss the revision of the law. 3**

OR

**Why is most of the knowledge about clothes inferential?**

**12. How did television coverage change cricket? 3**

OR

**Discuss the witty answer of Mahatma Gandhi about his dress. What did it signify?**

**13. What are the six controlling elements of the climate of India? 3**



14. How does relief and rainfall influence the distribution of natural vegetation in India. Explain.

3

15. In which way does the Election Commission enjoy the same kind of independence as the judiciary?

3

16. Which house of the parliament is more powerful in India and why? Give any four reasons.

3

17. Mention the freedoms provided under the 'Right to Freedom'?

3

18. Suggest some measures to reduce regional poverty?

3

19. Social exclusion can be both a cause as well as consequence of poverty? Explain.

3

20. How cooperatives are helpful in food security?

3

21. Discuss the new developments in forestry after the 1980s.

5

OR

**Discuss the main characteristic features of pastoralism.**

OR

**Why did the farmers feel the need to introduce mechanisation in agriculture during the Napoleonic wars?**

22. Give your own reasons for the popularity of cricket in the world and specially India.

5

OR

**What was the Suffrage Movement? How did it bring about a reform in dress?**

23. Explain any five factors that affect the climate of a place?

5

24. Describe the basic factors affecting the population of India.

5

25. Explain how the outcome of elections is a final test of free and fair elections. 5

26. Explain the correctness of the following statement, "Rights are necessary for the very sustenance of a democracy." 5

27. Mention the two planks on which the current anti-poverty strategy of the government is based. Why the poverty alleviation was programmes not successful in most parts of India? 5

28. Describe Public Distribution System (PDS) is the most important step taken by the Government of India towards ensuring food security? 5

29. Identify these features with the help of following information and write their correct names on the line marked on the map. 1x3=3

D- Name the state receiving more than 400 cm.of rainfall.

E- Name the state having highest sex-ratio

F- Name the National park



30. On the map of India locate and label the following items with appropriate symbols:

D- Simlipal Biosphere reserve

1x3=3

E- Mumbai

F- Mangrove forest in India

