



Orchid



Social Movements

A Book of Social Studies

Answer Key

8





1 The Modern Period



- A. Tick (✓) the correct option.** 1.b 2.d 3.a 4.a 5.a
- B. Fill in the blank.** 1.Dates 2.Europe 3.British 4.Rashtrapati Bhavan 5.Surveys
- C. Write true or false.** 1.T 2.F 3.F 4.T 5.T 6.T
- D. Match the following.** 1.e 2.d 3.b 4.c 5.a
- E. Write short answers.**

1.It houses the government records of the Modern period such as diaries, government orders and official correspondences. Its major work is to preserve the records of the government of India.

2.The British introduced mapping to facilitate better administrative control efficient tax collection, resource management military strategy.

3.Primary sources of history include archeological sites, inscriptions, coins, buildings and artefacts.

4.Mahatma Gandhi's biography was written by William Shirer

F. Answer in detail.

1.Dates are important in history. They are linked to events. The importance of dates depends on how history is studied.

For example:- the first battle of Panipat was fought in the year 1526. The year and the battle marks the end of the Delhi Sultanate and beginning of the Mughal Empire in India.

2.History has been divided into broad time periods by historians. This is called Periodisation in history.

3.James Mill divided Indian history into three broad periods. He called the ancient period 'Hindu period' the medieval period 'Muslim period' and the modern period 'British period.'

4.Mahatma Gandhi's biography was written by William Shirer.

5.Modern period was characterised by industrialisation, urbanisation, trade and commerce and transport and communication. In India, the modern period began much later, around mid 18th century.

6.Literary sources available during modern period are newspapers, magazines, plays, novels and biographies.

HOTS

1.Yes, the biggest problem with James Mill periodisation of Indian history is that he divided it solely based on the religion of the ruling dynasty, which ignores the complex religious diversity that existed within each era.

2. Official record sources tend to present a biased perspective primarily reflecting the views of the governing authority and neglecting the experience and perspectives of ordinary people often omitting crucial details about social and culture impacts on the populace.

CHAPTER

H I S T O R Y



2 Establishment of Company Power



- A. Tick (✓) the correct option.** 1.c 2.a 3.d 4.b
- B. Fill in the blank.** 1.Tipu Sultan 2.Three 3.1664 4.Awadh 5.warren Hastings
- C. Write true or false.** 1.T 2.T 3.F 4.T 5.F
- D. Write short notes on the following.**

1. Between 1845-46, the Anglo-Sikh War was fought. The Sikhs were defeated and the land between the rivers Beas and Sutlej was annexed by the British. The Second Anglo-Sikh War (1848-1849) resulted in the subjugation of the Sikh Empire and the annexation of Punjab by the English East India Company.

2. Lord Wellesley acquired Subsidiary Alliance. The Hyderabad's Nizam, Nawab of Awadh and Bajirao-II accepted the alliance.

According to alliance

- (1) Ruler had to acknowledge British east India company as the Supreme Power.
- (2) Allow British forces in his territory and pay for their maintenance.
- (3) A British resident would stay in the court.
- (4) Ruler could not enter into any alliance with any other power.

3. The Dual system of Government in Bengal was a system of governance that divided Bengal into two parts Diwani and Nizamat. Robert clive introduced the system in 1765 and warren Hastings abolished it in 1772

Diwani :- The British East India company was given the right to collect revenue.

Nizamat :- The Nawab was given administratives powers including law and order.

E. Write short Answers.

1. The Dutch built trading posts along the coastline of India and Established factories in Masulipatnam, cochin and surat.

2. Factories are buildings where goods are produced in large quantities using machines. The word factory comes from the Latin word factorium which means "place of doors, makers." The term factory is also related to word factor which was the title of company officials.

3. Mir Qasim formed an alliance with Shuja-ud-Daulah, the Nawab of Awadh and Shah Alam II the Mughal Emperor. The combined armies faced the British at Buxar on 22 October 1764. However they were defeated by the British.

4. The Doctrine of Lapse was a policy that allowed the British East India Company to annex Indian princely states if the ruler died without a male heir. The policy was in place from 1847 to 1859.

5. (A) ICS Exams held only in London making it extremely difficult for Indians to reach London.

(B) The exam curriculum heavily favored European literature and history.

(C) The age limit for taking the exam was set in a way that further restricted Indian participation.

(D) Even if Indian candidates qualified, British officials often favored European candidates for higher positions.

F. Answers in detail.

1. The British gained control over Bengal through victory at the Battle of Plassey in 1757. The East India Company forces were led by Robert Clive who defeated the Nawab of Bengal. Later the Battle of Buxar in 1764 solidified British power in Bengal.

2. The main causes of war were

(A) The British wanted to increase their political power and control over India.

(B) The Marathas wanted to regain territories lost in previous battles.

(C) The British interfered in the affairs of the Marathas.

(D) Lord Wellesley wanted the Marathas to accept Subsidiary Alliance.

3. (A) When Marathas attacked Mysore in 1771, the British failed to come to help Hyder's help though they promised.

(B) Cornwallis formed alliances with the Nizam and the Marathas. Tipu attacked Travancore, a friend of the British. So the British declared war against Tipu Sultan.

4. Under British rule:-

Each district was placed under a Superintendent of Police. It had many thanas or police stations. Each thana was under the supervision of a Daroga. Towns were looked after by the Kotwal and villages by the Chowkidars.

5. Indians were unhappy under the army system of the British was primarily because of low pay, lack of promotion opportunities, disrespect for their religious beliefs and discriminatory treatment compared to British soldiers.

HOTS

1. It is primarily because of the ease and convenience of maritime trade, allowing for efficient transportation of goods by sea which was faster and cheaper compared to land routes. It also facilitated trade with other countries across vast distances.

2. The East India Company invested in trade with India to access the lucrative market for spices, textiles like cotton and silk, indigo dye and other valuable goods produced in India.



3 Tribal Communities



A. Tick (✓) the correct option. 1.d 2.a 3.c 4.a

B. Fill in the blank. 1.Communities or groups 2.Nongbah 3.Outsiders 4.Forced labour System

C. Write true or false. 1.T 2.F 3.T 4.T 5.T

D. Write short answers.

1. khasis and Nagas.

2. Sidhu and kanhu Murmu

3. In response to economic exploitation by the British.

4. The tribal communities, they select a patch of land and cleared it by cutting down the trees and burningthem.

5. Because of the British attempt to construct a road through their hilly territory.

E. Answer in detail.

1. Tribal movements in India were caused by a combination of factors, including lond alienation, economic exploitation and cultural Suppression.

(I)Land alienation:- The British enforced forest laws that gave them control over forest land Non tribals settled in tribal lands and cleared forests for agriculture.

(ii) Economic exploitation:- The British introduced money lenders who exploited the tribals forcing many bonded labor they imposed restrictions on the use of forest produce, which destroy the tribal livelihood.

(iii) other factor lack of development, injustice, influence of national movements, unequal distribution of resources and repressive government policies.

2. Birsa Munda was a tribal leader and folk hero who belonged to the Munda tribe born in the mid 1870s He was impressed by the Sermons of the missionaries. Birsa also spent time under a well-know vaishnav preacher and influenced by his teachings and start giving importance to purity and piety. He claimed that he had seen god and he was god's prophet and went from village to village and motivated the Mundas to receive the golden age of the Mundas. He urged the people to stop repoying loans and in terest to the money lenders and taxes to the British. He wanted to reform the tribal Society.

3. The Santhals rebelled against the British primarily due to Severe exploitation by landlords (zamindars), moneylenders and the British administration itself, which led to the loss of their land, heavy taxation and forced labor, pushing them into extreme poverty and causing widespread resentment against colonial rule this uprising is known as the santhal Rebellion which took place in 1855-1856.

4. "The tribals were people of the forest" means that tribal communities historically lived in and heavily relied on the forest for their survival using its resources like plants, animal timber for food, shelter and livelihood essentially making the forest their primary habitat and source of sustenance they hunted gathered and cultivated within the forest ecosystem.

5. Plantation farming significantly disrupted the tribal economy by displacing them from their traditional lands, forcing them to work as laborers on plantations for low wages often leading to loss of their self-sufficient and traditional livelihood practices and contributing to social and economic marginalization of tribal communities. The introduction of large scale plantations often resulted in the exploitation of tribal populations for labor while displacing their own subsistence farming activities.

HOTS

1. Jhum cultivation, also known as slash and burn agriculture has several harmful effects on the environment including soil erosion, loss of biodiversity, deforestation, disruption of water cycle, climate change and potential for land degradation making it highly unsustainable practice especially when practiced extensively.

CHAPTER

H I S T O R Y



4 Crafts and Industries



- A. Tick (✓) the correct option.** 1.d 2.b 3.c 4.d
- B. Fill in the blank.** 1.Calico 2.People to Spin their own cloth 3.Jamshed pur 4.Raniganj
5.Bengal
- C. Write true or false.** 1.T 2.T 3.T 4.F 5.T
- D. Write short answers.**

1. Because there is a lack of raw materials for Indian producer and shortage of market to sell the output.
2. The British banned the use of printed Indian cotton cloth in England.
3. Because of its wealth, spices silk and cotton which were in high demand in Europe.
4. As there were no machine-based industries that could absorb agricultural laborers.

E. Answer in detail.

1. The Industrial Revolution in England changed the economic relationship between India and Britain by making Britain a manufacturer and India a supplier of raw materials. This led to the destruction of traditional Indian industries and widespread unemployment. Britain started producing machine made goods and textiles that were much cheaper than the Indian goods. They were often better in quality. Indian handicrafts slowly died because they could not compete against the cheaper products from Britain that were flooding the Indian markets.

2. During British rule, India was transformed from an exporter of raw material like cotton, due to British policy of de-industrializing India and promoting their own manufacturing industries, effectively making India dependent on importing finished products from Britain instead of producing them domestically. This process significantly impacted India's economy, turning it into a supplier of raw materials to the British market.

3. The British conquest of Bengal, primarily through the battle of Plassey in 1757, served as a pivotal moment allowing them to gain significant control over India's wealth and resources, paving the way for widespread exploitation by establishing a foothold in a key economic region, enabling them to manipulate local rulers, extract high taxes, and force the production of cash crops, ultimately draining wealth from India to benefit the British economy, which marked a shift from merely trading to actively governing large parts of the Indian Subcontinent.

4. The cotton textile industry made rapid progress after independence. The Swadeshi Movement gave further boost to the Indian textile industry. Mahatma Gandhi popularised the charkha. He encouraged people to spin their own cloth. Curtains, bedsheets and many other furnishings began to be widely used. The industry spread to many areas of the country including Gujarat and Maharashtra. The textile industry flourished and is today one of the most important industries in India.

5. The growth of modern industries began late in India primarily because of the British colonial policies which actively discouraged the development of Indian industries, preferring to treat India as a source of raw materials for their own factories in Britain, essentially "de-industrializing" the country and hindering its industrial growth. This meant that India's own industrialization only started to take significant steps after gaining independence. British implemented policies like high import duties on British goods, which led to stiff competition against Indian industries, effectively stifling their growth. The influx of cheap British machine-made goods severely impacted the traditional Indian handicraft industries.

HOTS

The iron and steel making industry is considered a symbol of the defeat of the Nawabs and Rajas because the British after conquering India, took control of this key industry, effectively displacing the traditional iron and steel production methods used by local rulers and artisans, leading to a decline in their power and economic influence, essentially replacing their sword-based military might with superior, industry-produced weapons made from British iron and steel.



5 The Revolt of 1857



- A. Tick (✓) the correct option.** 1.b 2.d 3.c
- B. Fill in the blank.** 1.Nana saheb 2.Rani Lakshmi Bai 3.1858 4.British recaptured kanpur and Nana sahib
- C. Write true or false.** 1.T 2.T 3.F 4.F
- D. Write short answers.**

1. Because they believe in reforming the British system from within rather than resorting rebellion.
2. The Governor - General was given title of viceroy.
3. Because of the poor pay, discriminatory treatment by british officers, lack of promotion opportunes.
4. Lucknow, Kanpur, Jhansi, Bareilly, Arrah and Gwalior.

E. Answer in detail.

1. The political causes of the revolt of 1857 includes

(i) The British policy of annexation caused resentment among the Indian rulers the subsidiary alliance and the Doctrine of lapse were means of annexing territories of Indian rulers and chieftains of satara, Jhansi, Sambalpur, Nagpur were made to give away their kingdoms in unjust manner.

(ii) The British did not recognise adopted sons as heirs the strict enforcement of the Doctrine of Lapse turned Rani Lakshmi Bai against the British.

(iii) The British discontinued the policy of granted pensions and titles to the Indian rulers. Nana Sahib, the adopted son of Baji Rao II, was deprived of pension.

(iv) The expansionist policies of the British made the Indian rulers suspicious of their intentions.

2. Discontentment in Awadh, particularly leading up to the revolt of 1857, stemmed primarily from the British annexation of the region under the Doctrine of Lapse, which was seen as a betrayal by the local population as the Nawbs of Awadh were considered loyal to the British, causing widespread resentment among the people especially the sepoys (the Indian soldiers) who harsh lond revenue policies and economic exploitation significantly fueled unrest in the region.

3. The Revolt of 1857, also known as the first war of Independence begin in Meerut and rapidly spread across North India reaching key cities like Delhi, Agra Kanpur and Lucknow, primarily due to the rebellion of sepoys who were joined by various sections of Indian society. The revolt was however not confined to the troops. The peasonts and the arti sons participated in the revolt by attacking who had exploited them.

4. The revolt failed due to many reasons.

They are as follows:-

(i) The revolt did not spread to all parts of the country. It was not supported by all groups and section of society. Many Indian rulers refused to give support to the rebels and helped the British suppressing the revolt.

(ii) The revolt was not organised properly. It lacked leadership. There was lack of proper coordination. So the revolt was bound to fail.

(iii) The rebels did not possess modern weapons. There was also lack of discipline as compared to the British troops.

(iv) Many rulers and zamindars extended the support to the British. The educated class, zamindars and money lenders were against the revolt.

(v) There was lack of unity among the rebels. Most of south India and western Punjab stayed out of the rebellion.

HOTS

The Indian rebellion of 1857 spread to other regions primarily through the rapid dissemination of news about the uprising via messengers, word of mouth and local leaders who encouraged their followers to join the rebellion.

CHAPTER

H I S T O R Y



6 Education and British Rule



- A. Tick (✓) the correct option.** 1.b 2.c 3.b 4.a 5.b
- B. Fill in the blank.** 1.Sanskrit College 2.Pathshalas, madrassas 3. New Education
4.Rabindranth Tagore 5.Visva Bharati
- C. Write true or false.** 1.T 2.T 3.F 4.T 5.F
- D. Match the following.** 1.e 2.d 3.b 4.a 5.c
- E. Write short answers.**

1. Students were taught to read and write. They were made to do simple arithmetic and memorise religious texts.
2. Primarily British scholars like Sir William Jones, Jonathan duncan.
3. Because western education was scientific and logical.
4. To provide an education deeply connected to nature, fostering a sense of community.

5. Because he believed it alienated Indians from their own cultures values.

F. Answer in detail.

1. The wood's Despatch became the blueprint for education in India for long time to come. The main points of the despatch were:-

- (i) Provision was made for spreading education from primary level up to the university level.
- (ii) Medium of instruction at the primary level was to be vernacular while at the higher level it would be English.
- (iii) Every district was to have one government school.
- (iv) Teacher recruitment institutions were to be set up all over the country.
- (v) In Bombay, Calcutta and Madras, universities were to be opened along the lines of London universities.

2. Demerits of wood's Despatch

- (i) Primary education was neglected many schools which taught in English were opened.
- (ii) Indigenous system of education declined. Many schools were forced to close.
- (iii) Education of women and girls was neglected.
- (iv) Scientific and technical education was not taken care of.
- (v) The few institutions that existed emphasised on the western system of education that was unrelated to the needs of the country.

3. Before the British arrived in India, the Indigenous education system was primarily based on the "Gurukul", Pathshalas and makhtabs for elementary education and tols and madrasas for higher education. There were no printed books. Teaching was done orally in the vernacular languages by gurus in pathshalas. There was no fixed curriculum and fee. The Teacher taught whatever he thought best for his students. There was no system of education. The centres of higher education were fewer in number which were patronised by rulers and nobles and students were mostly upper class Hindus and Muslims. The students were not aware of scientific developments taking place around the world.

4. Gandhi ji was against western education. He wanted an education in which Indians would take pride in their past. He felt that to give millions a knowledge of English is to enslave them. He severely criticised the British education system that was being imposed on India. According to him, it was cutting the roots of the traditional gurukul system. British education overlooked the customs, traditions and mother tongue of Indians. He believed all students should learn a craft so that they would become self-sufficient and develop a sense of dignity for labour. This was Gandhi ji's Nai Talim (New Education).

5. Maharaja Sayajiroa Gaekwad was a highly enlightened man. He introduced many reforms in education, healthcare administration free and compulsory primary education in Baroda. He established a library, a university and several industries. He set up the Baroda College of Science in 1880, which offered several courses under one roof. Today, MSU is well known for its courses in technology, medicine and architecture.



7 Women, Caste and Reform



A. Tick (✓) the correct option. 1.d 2.b 3.a 4.c 5.b 6.b 7.c

B. Fill in the blank. 1.Rassundari Devi 2.Presidency College 3.Raja Ram Mohan Roy
4.Mahatma Phule 5.Arya Mahila Samai

C. Write true or false. 1.F 2.T 3.T 4.F 5.F

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

E. Write short answers.

1. The Practice of sati, child marriage, polygamy, female infanticide and the dowry system.
2. To reform Hinduism, promote social reform and eradicate social evils.
3. Dr. B.R. Ambedkar to allow lower caste or untouchables at the time to enter Hindu Temples.
4. Hindu widow Remarriage act of 1856.
5. To promote social, educational and political upliftment of the marginalized communities.

F. Answer the following questions.

1. Raja Ram Mohan Roy is called the "father of modern India", because of his significant contributions to social reform in 19th Century India, Particularly his campaign against the practice of sati his advocacy for western education and his role in founding the Brahmo samaj, a movement that promoted rational thought and questioned outdated customs within Hinduism, essentially laying the foundation for a more progressive and modernized Indian society. He strongly promoted western education, believing it was crucial for India's progress and established schools to facilitate this.

2. Ishwar Chandra vidyasagar significantly contributed to the upliftment of women in India by fiercely advocating for widow remarriage, actively promoting girls education, campaigning against child marriage and working to establish female schools ultimately leading to the passing of the Hindu widow remarriage act of 1856, a landmark moment for women's rights in India.

He actively supported the establishment of the Bethune school, one of the first girls schools in India, founded by John Elliot Drinkwater Bethune. He used newspaper and journals like "Tatta wabodhini patrika" and "somprakash" to spread awareness about the need for social reforms, particularly related to women's rights. vidyasagar's tireless efforts to reform social practices, especially concerning women, significantly impacted the lives of women in Bengal and beyond, paving the way for further advancement in women rights.

3. Sri Naryana Guru was prominent social reformer in Kerala, India, who significantly contributed to the reform movements by actively fighting against caste discrimination and promoting social equality.

though his philosophy of "One caste, one religion, one god for all mankind" advocating for universal access to temples, and establishing educational institutions open to all castes, particularly impacting the lower caste communities in Kerala.

(I) Temple Entry Movements:- One of his most significant contributions was his support for the vaikom satyagraha, a movement demanding the right of lower castes to enter Hindu temples.

4. Try yours self

5. Mahatma Gandhi wanted to eradicate untouchability. He was infavour of increasing the political representation of the Harijans. He was ipposed to the idea of having a separate electrote for them as he did not want the India Society to be divided on the basis of caste. Gandhiji in 1932 founded All India harijah Sevak sangh which started many Harijan school. Also he founded All India Anti-untouchability beagne and started the weekly harijan.

6. Savitribai Phule was a pioneer of social reform in India, especially for women and marginalized communities, who advocated for education, fought against social evils light child marriage, sati and promoted the women's rights equality. She was first female teacher in India, and played a crucial role in establishing schools for girls, including the first Indian-run girl's school in Pune with her husband. She believed that education was the key to empowering women and improving society and she worked tirelessly to make it accessible to girls and those from lower castes. Jyotirao and his wife taught low caste people and founded library for them.

7. Dr. B. R. Amedkar dedicated his life to the upliftment of the lower castes, fighting for their rights and social equality by advocating for education, organizing movements, and promoting political representation through oranizations like Bahi shrit Hita karini sabha and the all India Scheduled castes. he encouraged lower caste people to change their occupations.

HOTS

Caste remains a controversial issue today primarily due to its deeply ingrained history, continued social in equalities and the presistent discrimination faced by lower castes despite legal measures to abolish it. It continues to shape access to resources, opportunities and social status, perpetuating marginatization and injustice.

H I S T O R Y

CHAPTER



The National Movement : First Phase (1885-1919)



- A. Tick (✓) the correct option.** 1.b 2.b 3.d 4.c 5.d
- B. Fill in the blank.** 1.Nationalism 2.calcutta 3.Bengal 4.Lucknow Pact 5.arms
- C. Match the following.** 1.e 2.d 3.a 4.b 5.c 5.c
- D. Write true or false.** 1.T 2.F 3.T 4.T 5.T

E. Write short answers.

- (i) The Economic exploitation by the British Raj
(ii) The spread of western education and political ideas.
- To form a platform for civil and political dialogue among educated Indians.
- Lord Curzon, the British viceroy of India justified the 1905 partition of Bengal by claiming it was necessary for administrative efficiency due to large size and population.
- Aimed to overthrow British rule through armed struggle and violent means, including assassinations and armed robberies.
- creating a system where Muslim were elected solely by Muslim voters.

E. Answer in detail.

MODERATES

Objective:-(i) Demanded that more Indians be included within the British administration rather than complete expulsion of the British rule.

Period of operation:-(ii) They were active from 1885 to 1905.

Methods used:-(iii) They relied on the three principles of protest, prayer and petition.

Ideology:-(iv) They focused on adopting peaceful and non-violent opposition of the colonial government they believed that British would understand the demands of the Indians .

Important leaders:-(v) Surendra Nath Banerjee, Madan Mohan Malviya, Dadabhai Naruji.

EXTREMISTS.

(i)They demanded to completely expel British rule from India.

(ii)They were active from 1905 to 1920.

(iii)They focused more on militant approaches while also advocating the principles of constitutionalism, democracy and growth.

(iv)They used a lot more radical way to demand the expulsion of British rule from India and thus ensure complete freedom.

(v)Bipin Chandra Pal, Bal Gangadhar Tilak, Lala Lajpat Rai.

2. The Swadeshi and Boycott movement's a significant part of India's freedom struggle, emerged in response to the partition of Bengal in 1905, advocating for the use of India made goods (Swadeshi) and boycott of British goods. Swadeshi means 'of one's own country. People decided to use only things made in India. This was called the Swadeshi movement. They began wearing cotton clothes made in India which helped the Local Indian industry prosper. They picketed shops selling foreign goods and persuaded people not to enter seen shops or buy their goods. This was called the Boycott movement.

3. Revolutionaries in India, aiming to liberate the country from British rule, employed both non-violent and violent methods, including protests, civil disobedience and armed struggle.

(i) Non-Cooperation Movement: This movement led by Mahatma Gandhi, involved Indians refusing to cooperate with the British government in various aspects of life including attending government schools, using British goods and participating in elections.

(ii) Civil Disobedience: This involved breaking laws and defying the authority of the British government

often through peaceful protests and demonstrations.

(iii) Salt Satyagraha (Salt March): Gandhi led a march to sea to make salt, a move that symbolized defiance against the British Salt monopoly and sparked widespread civil disobedience.

4. The Morley -Minto Reforms, enacted as the Indian Council Act of 1909, introduced separate electorates for Muslims, expanded legislative councils and increased Indian representation, though with limited advisory rules.

(i) Separated Electorates for Muslims: A significant feature was the introduction of separate electorates for Muslims allowing them to elect their own representatives in the legislative councils.

(ii) Expansion of Legislative Councils: The reforms expanded the size of legislative councils at both the central and provincial levels, increasing the number of Indian members.

(iii) Increased Indian Representation: The act aimed to increase Indian representation the real power remained of Indian members remained limited.

(iv) Limited Franchise: The reforms introduced a limited franchise, meaning that only a small portion of the population was eligible to vote.

(v) Advisory Role for Indian Members: while the reform increased Indian representation the real power remained with British officials and Indian members primarily served in an advisory capacity.

5. (i) Home Rule Leagues: In 1915-1916, two Home Rule Leagues were started. One was started under the leadership Lokmanya Tilak in Poona and the other under Annie Besant in Madras. After the first world war, these two home rule leagues carried out an intense campaign throughout the country to push forth their demand of self-rule in India. The Leagues worked under the guidance of the congress.

(ii) Montague - Chelmsford Reforms: were a series of changes to British India's government structure and administration. They were introduced in 1919 through the Government of India Act. The reforms were intended to gradually give Indians more involvement in governance.

CHAPTER

H I S T O R Y



The National Movement : Second Phase (1919-1947)



A. Tick (✓) the correct option. 1.c 2.a 3.d 4.b 5.c 6.c 7.c 8.c

B. Fill in the blank. 1.Truth,non-violence 2.National Humiliation 3.Swaraj 4.Frontier Gandhi

C. Write true or false. 1.T 2.T 3.T 4.T 5.T

D. Write short notes on the following.

1. Constructive programme was a blue print for achieving "Purna Swaraj" (complete Independence) through non-violent means, focusing on social, economic and cultural regeneration, including communal unity, removal of untouchability and promoting self-reliance.

2. The Rowlatt Act passed in 1919 was a British colonial law that allowed for the arrest and detention of Indians without trial, sparking widespread protests and leading to the Rowlatt Satyagraha led by Mahatma Gandhi.
3. The Indian national Army (INA), also known as azad hind fauj, was an armed force formed by Indian nationalists and prisoners of war during world war II, aiming to liberate from British rule, with support from the Japanese empire and led by Subhash Chandra Bose.
4. Jallianwala Bagh Massacre or Massacre of Amritsar (1919) Incident in which British troops killed several hundred unarmed India protesters. In 1919 the British government of India enacted the Rowlatt - Act, extending its world war I emergency powers to combat subversive activities.

E. Write short answers.

1. Mahatma Gandhi chose to break the salt law because salt, a fundamental necessity, was taxed by the British Raj and he believed this was unjust and unfair to all Indians, regardless of their social standing. By targeting the salt tax, Gandhi aimed to mobilize widespread discontent against British rule and symbolise the start of the civil Disobedience movement. Gandhi led a march to Dandi, a coastal village, to make salt from sea water, which was a direct violation of the salt law and form a civil disobedience.
2. The Simon commission, also known as the Indian statutory commission, was appointed by the British government in 1927 to review the working of the government of India Act of 1919 and suggest reforms for British India but it was met with the widespread opposition due to its all white composition.
3. The two - nation theory, a key factor in the partition of India, argued that Hindus and Muslim in the Indian subcontinent were two distinct nations with separate identities and could not coexist peacefully within a single state.
4. The Simla Conference, Convened in 1945 to discuss the wavel plan, failed primarily because of irreconcilable difference between the Muslim league and the Indian national congress, particularly over the issue of Muslim representation in the executive council.
5. Dyarchy, a system of dual government, was introduced in the provinces of British India through the government of India Act of 1919, also known as the Montagu chelms ford reforms.

E. Answer in detail.

1. The non-cooperation movement was a political campaign launched on 4 September 1920 by Mahatma Gandhi to have Indians revoke their cooperation from the British government with the aim of persuading them to grant self governance. The non-cooperation movement was a decisive step in the independence movement because for the first time, the INC was ready to forego constitutional means to achieve self-rule. Gandhiji had assured that swaraj would be achieved in a year if this movement was continued to completion.
2. The government of India Act of 1935 introduced provincial autonomy, abolished dyarchy at the provincial level and proposed a federal structure for India, including the establishment of a federal court and the Reserve Bank of India.
The Act outlined the division of powers between the central government and the provinces in three parts. The Act separated Burma from India and expanded the electorate, allowing more people to participate in elections.
3. The Gandhi Irwin pact, signed on March 5, 1931 stemmed from the ongoing civil Disobedience

movement and the desire to find a path toward resolving the political impasse between the national congress and the British government, leading to the suspension of the movement and Gandhi's participation in the second round Table conference.

4. The Quit India Movement sparked widespread protests, strikes and acts of civil disobedience across India with the British responding with severe repression, including mass arrests and violence.

(i) The movement saw participation from diverse groups, including students, workers, peasants, and even some women who joined the protests and demonstration.

(ii) People engaged in strikes, protests and acts of sabotage against British infrastructure.

(iii) The movement fostered a strong sense of national unity and determination to achieve independence solidifying the Indian National congress.

(iv) In some areas local parallel governments emerged challenging British authority and showcasing the desire for self-rule.

5. The partition of India in 1947, leading to the creation of India and Pakistan, resulted from a complex interplay of political, religious and social factors, culminating in the British government's decision to divide the subcontinent due to escalating tensions between Hindu and Muslim Communities.

(i) The INC led by Mahatma Gandhi, played a crucial role in the movement for independence, advocating for self-rule and opposing British colonial rule.

(ii) In 1942, the congress launched the 'Quit India' movement, demanding immediate British withdrawal from India.

(iii) Two-Nation theory, the Muslim league led by Muhammad Ali Jinnah, advocated for a separate Muslim state, Pakistan arguing that Hindus and Muslims were two distinct nations.

(iv) The Act formally divided British India into two dominions India and Pakistan with the British Raj coming to an end on August 15, 1947.

CHAPTER

H I S T O R Y



10 India after Independence



A. Tick (✓) the correct option. 1.b 2.a 3.d 4.c 5.a

B. Fill in the blank. 1.565 2.Sardar Vallabhbhai Patel 3.dams 4.Indonesia 5.two

C. Match the following. 1.d 2.a 3.e 4.b 5.c

D. Write true or false. 1.T 2.T 3.T 4.T 5.T 6.T

E. Write short answers.

1. Rehabilitation of Refugees and Integration of princely states.

2. Five year plans were centralized national economic programs used in India to plan and implemented development strategies. Jawaharlal Nehru became the first chairman of the planning commission.
3. Through a military operation called “ operation Polo”.
4. SAARC founded in 1985 aimed to promoted regional cooperation and improve the welfare of the south Asian people.
5. Is a forum of 120 countries that are not formally aligned with or against any major power bloc. It began as a policy of non-participation in the military affairs of a bipolar world and in the content of colonialism aimed towards optimum involvement through multi-polar participation towards peace and security.

F. Answer in detail.

1. The Panchsheel agreement, signed between India and china in 1954, established five principles for peaceful coexistence and mutual understanding, including mutual respect for sovereignty and territorial integrity, non-aggression, non - interference in internal affairs, equality and mutual benefit and peaceful coexistence.

(i) This principle emphasizes the importance of respecting each other’s borders and not interfering with the internal affairs of the other nation.

(ii) This principle states that both countries will refrain from using force or threatening to use force against each other.

(iii) The principle promotes the ideas that both countries should be treated as equals and should benefit from their relationship.

2. India’s foreign policy is guided by principles like non-alignment, peaceful coexistence, respect for sovereignty and promoting global peace and stability with a from on regional stability and international cooperation.

(i) Non-alignment: This principle, adopted after independence aims to maintain independence in foreign policy by not aligning with any particular power bloc during the cold war.

(ii) Peaceful coexistence: India strives for peaceful relations with all countries, emphasizing dialogue and engagement in international affairs.

(iii) Respect for sovereignty and Territorial Integrity: India up holds the principle of respecting the sovereignty and territorial integrity of other nation.

3. India and Sri Lanka share a long history of cultural, religious and linguistic ties with their relationship spanning over 2300 year and they are close neighbors separated only by the palk strait Modern relations include strong trade and investment ties ties, cooperation in various fields, and a shared understanding on major international issues. India sent a peace-keeping force to the disturbed area in 1987. India now follows the policy of non-intervention in Sri Lanka’s internal affairs.

4. Bangladesh emerged as on independent country after a nine-month liberation war in 1971, following the declaration of independence by sheikh Mujibur Rahman and the subsequent brutal cracked by the Pakistani army, with support from India, ultimately leading to Pakistan’s defeat.

5. India faces persistent challenges in areas like poverty, unemployment, health care, education and environmental degradation, requiring sustained efforts to address these issues and ensure inclusive and sustainable development.

- (i) While India has a young and growing work force unemployment and under employment persist particularly among the youth.
- (ii) Inadequate infrastructure, including roads railways, ports and energy, hinders economic growth and development.
- (iii) The government faces challenges in managing public finance including high debt levels and the need to invest in social programs.

HOTS

1. If the benefits off economic development don't reach the broad masses, it can lead to increas inequality social unrest, and hinder overall progress as a large portion of the population may remain in poverty and lack of opportunites

- (i) Increased inequality
- (ii) Social unrest
- (iii) Stunted Human Development
- (iv) Economic Instability
- (v) Reduced Productivity

2. Sardar Vollabhbhai Patel is known as the "Iron Man of India" primarily for his instrumental role in integrating the 562 princely states into the newly independent Indian union, demonstrating unwavering determination and a strong leadership style.

G E O G R A P H Y

CHAPTER



11 Resources



- A. Tick (✓) the correct option.** 1.b 2.d 3.c 4.b 5.d
- B. Fill in the blank.** 1.natural 2.Gujarat 3.Banking 4.Black Soil 5.Carefully
- C. Write true or false.** 1.T 2.F 3.T 4.T 5.F
- D. Match the following.** 1.e 2.d 3.b 4.c 5.a
- E. Write short answers.**
 1. Anything on earth that is necessary for human survival and satisfies human needs.
 2. Those resources that are exist but have not been used as yet.
 3. Resources derived from nature are called natural resources Air and Water.
 4. When we use natural resources properly and also conserve them for future generation.
 5. (i) By practicing the four golden R's of conservation.

(ii) Switching off lights and fans when not in use.

F. Answer in detail.

1. Using natural resources carefully is vital for ensuring their availability for future generations, maintains ecosystem balance and preventing environmental damage, all while supporting sustainable development and economic growth.

2. Two key characteristics of resources are:

(i) Scarcity: Resources are limited in quantity relative to the wants and needs of individuals or society.

(ii) Utility (usefulness/value): A resource is anything that can be used to satisfy a need has value, whether economic or otherwise.

3. Conservation of resources is crucial for ensuring the availability of natural resources for future generations, maintaining ecological balance and preventing resources depletion which impacts the environment and human well being. It is necessary to use resources carefully as their indiscriminate use will lead to later generations suffering from on a cute shortage of resources.

4. **RENEWABLE RESOURCES**

(i) Resources that can renew themselves naturally over time.

(ii) Wood, solar energy, wind energy are some examples.

(iii) It can be recycled.

NON RENEWABLE RESOURCES

(i) Resources that cannot be replenished by natural means at the some rates that they are used up.

(ii) Oil, coal, petrol are some examples.

(iii) It cannot be recycled.

5. Human beings are indeed a crucial resource as they posses the unique ability to innovative, adapt and utilize earth's resources for progress and development, making them the driving force behind societal and economic advancement. Humans possess the knowledge and skills sustainable. Through education and training, people can develop specialized skills to manage resources, innovate and great new technologies.

CHAPTER

G E O G R A P H Y

12

Land, Soil and Water



A. Tick (✓) the correct option. 1.d 2.b 3.a 4.d 5.d

B. Fill in the blank. 1.Private 2.Soil 3.Desert 4.uneven 5.monsoons

C. Write true or false. 1.T 2.T 3.T 4.T 5.T

D. Write short answers.

1. Alluvial Soil, Black Soil, Red Soil, Laterite Soil, Mountain Soil, Desert Soil.
2. Soil is a vital resource because it supports plant growth providing essential nutrients and a medium for roots, and also stores water, provide habitat at for a variety of organisms.
3. Alluvial Soil are formed from materials like silt gravel and sand brought down and deposited by rivers.
4. The practice of growing different types of groups in the some area over multiple growing seasons.
5. Through human activities, including industrial waste agricultural run off, sewage discharge and improper disposal of waste.

E. Answer in detail.

1. Land use patterns change due to both physical factors like topography, Soil, climate and water availability and human factors like population density, technology and economic activities. Many people have encroached upon common lands to build commercial, industrial and residential structures in urban and rural areas which has resulted in the decrease of agricultural and forest lands, which in crease pressure on land and led to land degradation.

2. Deforestation, agriculture, overgrazing, industry are major causes of soil degradation. It is necessary to conserve soil. Following are the methods of soil conservation:-

(i) Mulching: The process of conserving soil by retaining is called mulching. It provide protective cover over the soil to stabillise soil temperature, retain soil moisture and reduce soil erosion.

(ii) Plugging: Rocks are piled up to slow down the flow of water which prevents gully erosion by plugging the soil.

(iii) Crop rotation: growing of two or more crops in the same land one after the other. This controls insects and diseases and also helps to conserve the soil nutrients.

3. Land Degradation happens when the land is no larger suitable for agriculture. There are many reasons for this like increased population, deforestation, shifting cultivation, soil erosion, mining and overgrazing by animals. All these are responsible for the removal of nutrients from the land. Due to land degradation productivity goes down leading to uncertainty in food productivity.

4. It has becoming necessary to conserve water and improve its quality. Every individual contribute towards water conservation and make a difference to the environment by following ways:-

(i) Rainwater harvesting.

(ii) water recycling and reuse.

(iii) Never leave the top running while washing clothes overtensils.

(iv) Afforestation to reduce run-off.

(v) cleaning of rivers to improve quality of water.

(vi) use of sprinklers to irrigate the fields.

5. The soil horizons are usually named A, B, C and D from the parent rock below.

(i) Horizon A (Top soil): It is the top most layer. It contains minerals and organic material (humus) vital for growth of plants and has maximum amount of humus.

(ii) Horizon B (subsoil): It is the layer below the topsoil in which sand silt, and clay are found. It is called Subsoil and contain only minor amounts of organic matter.

(iii) Horizon C (Rock fragments): Consists of rocks from which A and B layer have been formed and has no humus nor does it have any soil structures.

(iv) Horizon D (Parent rock): It consists of the solid rock.

CHAPTER

G E O G R A P H Y



Natural Vegetation and Wildlife



A. Tick (✓) the correct option. 1.b 2.a 3.c 4.c 5.b

B. Fill in the blank. 1.Rosewood 2.Forests 3.reserved 4.marsupials 5.three

C. Write true or false. 1.F 2.T 3.T 4.F

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

E. Write short answers.

1. A national park is a protected area of land, officially recognized and managed by a national government.

2. Oak and maple.

3. Tropical grasslands have dry and wet seasons that remain warm all the time. Temperate grasslands have cold winters and warm summers with some rain.

4. Biosphere reserves area of land, water and coast not are internationally recognized to promote sustainable development..

5. The primary aim of CITES is to ensure that international trade in build animals and plants does threaten their survival in the build by regulating and monitoring this trade.

F. Answer the detail.

1. Following measures have been adopted by different countries to stop exploitation and destruction of forests.

(i) Protecting forests from forests fires.

(ii) Planting trees.

(iii) Increasing areas under forest cover.

(iv) Encouraging social forestry.

(v) Discouraging practice of shifting cultivation.

2. South America is one of the richest in wild life. It is home to condors, rheas, a flightless bird like ostrich. It has vast variety of mammals, reptiles and snakes. While Llamas are found in the Andes mountains while anacondas are found in the continent are pumas jaguars, alligators, monkeys and

giant turtles.

3. Our government has taken various steps to protect wildlife in the country. The world wide fund for nature (WWF) is an international organisation which promotes welfare of wildlife established in 1969 to conserve wildlife in the country. Government passed the wildlife Protection act in 1972 which listed all the bird and cannot be killd.

4. WWF (world wide Fond for Narture) undertate her following activities:-

- (i) It conserves biodiversity.
- (ii) It discourages wasteful use resources.
- (iii) It promotes ecological balance.
- (iv) It popularises sustainable use of natural resources.

5. Forests are classified broadly in to three major types:-

(I) Tropical Forests (i) found between 23° N and 23° S latitudes. They have evergreen and deciduous trees and found close to the equator and also called tropical rain forests. These forest are dense and have thick canopy that does not allow sunlight to penetrate down.

(ii) Tropical deciduous forests are also called monsoon forests and are found in areas of less rainfall. They are open forests and not very tall trees. Teak, sal, shisham, sandalwood are found in the north.

(iii) Tropical evergreen forests are found in the northeastern states part of west Bengal, western Ghats and in the Andaman and Nicobar Islands.

(II) Temperate forests: (i) These are found between 30° and 50° latitudes both north and south of the equator.

(ii) found in the areas with mild winters and moderate rainfall.

(iii) They have both evergreen and deciduous trees.

(iv) The temperate deciduous forest are found in areas with wet summers and cool winters.

(v) The main trees are birch, beech, ash, elm and maple.

(III) Taiga forests: (i) found between 50°N and 70°N latitudes and are evergreen coniferous forests.

(ii) They have cone-shaped trees that have straight trunks and needle-like leaves.

(iii) Found on the slopes of the Himalayas in Kashmir, Himachal Pradesh, Uttarakhand and Arunachal Pradesh.

(iv) Red pine, white pine, spruce, fir and larch are the trees found here.



14 Minerals and Power Resources



- A. Tick (✓) the correct option.** 1.d 2.c 3.b 4.a 5.b
- B. Fill in the blank.** 1.Peru 2.diamond 3.coal 4.Mexico 5. Jewellery
- C. Write true or false.** 1.T 2.T 3.F 4.T 5.T
- D. Match the following.** 1.e 2.d 3.b 4.c 5.a
- E. Write short answers.**

1. Metallic minerals are naturally occurring inorganic solids containing one or more metals. For examples ironore bauxite, copper and gold.
2. open-casting mining extracts minerals near the surface by excavating a large pit, while shaft mining involves digging vertical shaft to access deeper or deposit.
3. Minerals are solid, naturally occurring substances that have a crystalline structure and a specific chemical composition.
4. They are renewable in nature. They produce little or no pollution as compared to traditional energy sources. They require little maintenance.
5. A form of power produced by the natural rise and fall of tides caused by the gravitational interaction between earth, the sun and the moon. India and Russia.

F. Answer in detail.

1. Hydro electricity is electricity generated by harnessing the energy of moving water, like rivers dams, to turn turbines and produce electricity.

- (i) It is renewable and clean energy source.
- (ii) Provides a reliable and flexible power supply.
- (iii) It offers benefits beyond electricity generation such as flood control and irrigation.

2. Petroleum and natural gas are sources of energy because they are fossil fuels, formed from the remains of ancient organisms over millions of years and contain high energy-dense hydrocarbons that can be burned to release heat and power.

It is used in :-

- (i) It is widely used for running the vehicles, machinery
- (ii) Natural gas is used to in cooking food.
- (iii) To produce electricity and heat.

3. Minerals are non-renewable and we are rapidly consuming minerals. If it gets exhausted it may take millions of years for formation or it may never be reformed. They have to be conserved and not misused. The following steps need to be followed to conserve minerals.

- (i) Efficient use of resources.
- (ii) Improved techniques of extraction and purification.
- (iii) Recycling metals.
- (iv) Saving of mines from collapsing.

4. The main minerals found in Europe are iron ore, bauxite, zinc, lead, sulphur, copper and mercury. Europe is the leading producer of iron ore in the world. Bauxite is found in Germany, France, Norway, Austria, UK, Italy and Russia. Rich deposits of lead and zinc are found in Belgium Spain, France and Poland. Deposits of copper manganese and nickel are found in eastern Europe and Russia. Sulphur and potash are found in different parts of Europe.

5. Firewood, Charcoal, dung and crop residue are used for heating and cooking. They are conventional sources of energy. Fossil fuels such as coal, petroleum and natural gas are the main sources of conventional energy. They account for 80% of the global energy. Most of these conventional sources are exhaustible resources i.e they are limited.

HOTS

1. Vegetation is a vital natural resource because it supports life by providing oxygen, food and shelter, regulates the climate and plays a crucial role in maintaining healthy ecosystems and soil, while also offering economic and cultural benefits.

2. Wildlife conservation is crucial for maintaining healthy ecosystem, preserving biodiversity and ensuring the long-term well being of both humans and the natural world. It ensure a sustainable future for all species.

G E O G R A P H Y

CHAPTER

15 Agriculture



Exercise

A. Tick (✓) the correct option. 1.b 2.d 3.b 4.a

B. Fill in the blank. 1.Plants 2.red 3.arable 4.estates

C. Match the following. 1.b 2.d 3.e 4.c 5.a

D. Write short answers.

1. Agriculture describes the practise of growing crops or raising animals.

2. Subsistence agriculture focuses on producing enough food for a farmer's family or local community,

while commercial agriculture aims to produce crops or livestock for sale in the market often on larger scale and with more advanced technology.

3. Australia, New Zealand, Denmark and the Netherlands.

4. Growing of fruits, vegetables and flowers on small plots of land for sale.

E. Answer in detail.

1. Mixed farming is a type of agriculture that combines crop cultivation with livestock rearing on the some farms aiming to diversity income and utilize resources efficiently.

2. Shifting cultivated temporarily, then abandoned and allowed to revert to their natural vegetation while the cultivator moves on to another plots shifting agriculture is known by different names in different places. It called jhum in the north-eastern states of India, roca in Brazil, milpa in Mexico, masole in the congo basin and ladang in Indonesia and Malaysia. In shifting cultivation ash produced by burning vegetation on increases the fertility of the soil.

3. The features of commercial agriculture are:-

(i) Large-Scale Production: commercial farming involves cultivating crops or raising livestock on a large scale to meet market demands and potentially for export.

(ii) Modern Methods of Cultivation: This type of agriculture utilizes modern techniques like high-yielding varieties of seeds, chemical fertilizers, pesticides and advanced irrigation systems to increase productivity

(iii) Use of Machinery: Modern machinery like tractors, harvesters and other equipment are used to increase efficiency and productivity.

4. (i) Truck Farming: It is a form of vegetable farming where vegetables are grown in small gardens close to the local market. It is also town as truck farming as trucks transport vegetables to towns and cities closely.

(ii) Horticulture: Growing of fruits, vegetables and flowers on small plots gland for sale. Vegetables and fruits are supplied to the urban centares to get their daily needs fulfilled through this type of farming.

CHAPTER

G E O G R A P H Y



16

Manufacturing Industries



A. Tick (✓) the correct option. 1.a 2.b 3.a 4.c 5.d

B. Fill in the blank. 1.animal 2.Privae 3.working, fixed 4.capital 5.plants

C. Write true or false. 1.T 2.F 3.T 4.T

D. Write short answers.

1. Manufacturing is defined as the creation of new products other from raw materials or components.

Examples are automotive Companies, bakeries, Shoemakers and tailors.

2. five

3. Any economic activity which is associated with the production of goods is called on industry.

4. Eastern North America, western and central Europe, Eastern Asia including china, Japan and south Korea.

5. Hindustan zine limited (HZL), Gujarat Alkalies, Punjab National Bank.

E. Answer in detail.

Factors Affecting location of industries are:-

(I) Geographic Factors (i) Raw Materials : It is very important factor in deciding the location of on industry. As we know raw materials are heavy and bulky and take time to be transported over long distance, industries are located close to the site of the raw materials.

(ii) Availability of Power: Coal mineral oil, hydro electric power and biogas are great imortance to industries as they need on adequate, supply power at low rates. .

(II) Human and Economic Factors: (i) Labour : Industries require manual labour both skilled and unskilled and also require qualified managers and engineers to function profitably. Industries like textile mills of Mumbai are located indensely populated regions, in such regions labours is not only available in abundance but also at a cheaper cost.

(ii) Capital: To establish on industry on entrepreneur need a large amount of capital. Loons are also provided to him at law interest rates as setting upon industry in a region. .

(iii) Transport: The presence of a good network of roads and railways is important for the establishment of industries.

(III) Political Factors: (i) Market: The nearness to market to market is important for industries to sell their product.

(ii) Government policy: The government set up industrial industrial area to encourage enterpreneurs to establish factories in these areas.

2. SMALL-SCALE INDUSTRIES

(I) Industries that require captial less than or up to RS. 1 crore.

(ii) Production is low.

(iii) Low-skilled or non-skilled labour is required.

(iv) Small power driver machines are used.

(v) Handicrafts, food processing, tailoring and small workshops.

LARGE-SCALE INDUSTRIES

(I) Industries that require capital more than RS 1 crore.

(ii) Produce goods on large-Scale.

(iii) Highly-skilled labour is required.

(iv) Use power heavy machines.

(v) Iron and steal, oil refineries, automobile manufacturing, cement.

3. The cotton textile industry, in essence, takes raw cotton as its primary input, processes it through ginning, spinning, weaving, dyeing and printing and outputs finished cotton fabrics, along with by products like cottonseed oil.

4. On the basis of size, we can classify industries into cottage industries, small-Scale industries and large-Scale industries.

(i) Cottage Industries: In such a type of industry, few people together and make things for sale using simple tools. Toy making, weaving, pottery and making handicrafts are examples of cottage industries.

(ii) Small-Scale industries: This industry employs a small number of workers and a small capital is invested as compared to large-Scale industry. It require skilled labour cycles, electronic goods, utensils, paper goods are products of small-scale industries.

(iii) Large-Scale Industries: Run with help of large machines and require a lot of investment, a good system of transportation and proper market for finished products. They require a large workforce. Iron and steel plants, textile mills, aluminium, cement industries.

5. Cottage industries provide Crucial employment and income opportunities for village artisans, promoting self reliance and sustain able livelihood, especially in rural areas, while also preserving traditional skills and craftsmanship. It is considered one of the effective means for abalanced regional development of the rural economy.

CHAPTER

G E O G R A P H Y



Human Resources



A. Tick (✓) the correct option. 1.d 2.a 3.c 4.b

B. Fill in the blank. 1.china 2.rainfall 3.migration 4.population change

C. Write true or false. 1.T 2.F 3.F 4.T

D. Write short answers.

1.The number of people living in 189 km area of land is called density of population.

2.The ration between males and females is known as sexratio.

3. Birth rate is the number of live births and death rate is the number of death per 1000 people.

4. Kalahari, Arabian, Gobi, Russia, Norway, North America.

E. Answer in detail.

1. Relief on the shape of the land, significantly influences population distribution by impacting land suitability for habitation, agriculture, and resource access. Generally flatter areas with fertile soil and access to resources tend to have higher population desities, while mountainous regions with steep slopes and poor soil often have lower densities.

2. (I) **RURAL POPULATION**

(I) Lower population densities with people and settlement spread out.

(ii) Primarily involved in agriculture, forestry, fishing and other primary sector activities.

URBAN POPULATION

(I) Higher population densities with people concentrated in cities and towns.

(ii) Diverse economic activities including manufacturing, services, finance and technology.

(iii) Villages, small towns and agricultural areas. (iii) Cities, metropolitan areas and large towns.

3. Population pyramid gives a clear picture of how a country transitions from high fertility to low fertility rate. The broad base of the pyramid means the majority of population lies between ages 0-14, which tells us that fertility rate of the country is high and above population sub-replacement fertility level.

4. Rapid population growth is driven by a combination of factors including declining death rates due to advancements in healthcare and sanitation, high birth rates and increased life expectancy.

(i) Declining Death Rates: Advances in medicine, sanitation, public health have significantly reduced mortality rates particularly in developing countries.

(ii) High Birth Rates: In many parts of the world, birth rates remain high, often exceeding death rates, contributing to population growth.

F. Give reason(s).

1. Deserts typically have low populations due to harsh environmental conditions, including extreme temperatures limited water resources and poor soil fertility which make difficult for humans and other life forms to survive and thrive.

2. Yes, areas with fertile soil generally experience higher population densities because they support more agriculture and can sustain larger populations.

3. Yes, the migration of people from one country to another significantly influences population changes in both the sending and receiving countries, impacting population size age structure and composition.

CHAPTER



SOCIAL AND POLITICAL LIFE

The Constitution of India



A. Tick (✓) the correct option. 1.d 2.b 3.c 4.b 5.a

B. Fill in the blank. 1.Constituent Assembly 2.independent 3.money,property 4 . 2 0 0 8
5.law

C. Write true or false. 1.T 2.T 3.F 4.F 5.T

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

E. Write short answers.

1.A constitution is a set of rules, laws and principles according to which country country is governed.

2.refers to a strong disagreement or opposition to a commonly held opinion, decision, or policy often expressed publicly.

3. That everyone, including those in power, is accountable to and subject to the same laws, which are publicly accessible, fairly applied and ensuring no one is above the law.

4. Nepal.

F. Answer in detail.

1. A democratic for country needs a constitution to establish France work for governance, protect fundamental rights, on sure the rule of law and prevent the abuse of power, ultimately fostering a stable and just society.

2. Law safeguards the rights and freedoms of individuals. They set boundaries of individuals action, organization and the government itself, preventing any infringement on the rights of citizens. This ensures that everyone is treated fairly and equally under the law.

3. The people had to write a new constitution to establish Nepal as a democracy. The reason that they did not want to continue with the previous constitution is because it did not reflect the ideas of the country that they want Nepal to be and that they have fought for. Nepal needs a new constitution today because it is no longer a monarchy and new constitution is needed to reflect the “democratic” ideals of Nepal.

CHAPTER



19 Ideals of Our Constitution



A. Tick (✓) the correct option. 1.c 2.a 3.d 4.d 5.c

B. Fill in the blank. 1.England’s 2.preface 3.Parliamentary 4.five 5.law

C. Write true or false. 1.F 2.T 3.F 4.T 5.T

D. Write short answers.

1.(I) Right to Equality (ii) Right to Freedom (iii) Right against Exploitation (iv) Right to Freedom of Religion (v) cultural and Educational Right (vi) Right to constitutional Remedies.

2. Fundamental duties are moral obligations of citizens to promote patriotism, up hold national unity.

3. It is enshrined in Article 32 of the Indian constitution is a fundamental rights that empowers individuals to seek legal redress from the Supreme court and High court for the enforcement of their fundamental rights.

4. Trafficking in human beings forced labour and employment of children under 14 in hazardous occupation.

5. Promoting a decent standard of life, promotion of education and economic upliftment of scheduled castes.

E. Answer in detail.

1. Article 25-28 of our constitution define our country as secular. This implies that all citizens of India have the freedom to practice and propagate their religions. Every religious group has the right to establish institutions for religious .

2. Our Fundamental Duties are as follows:-

- (i) To abide by the constitution and show respect to our national flag and national anthem.
- (ii) To uphold and protect the unity, integrity and sovereignty of India.
- (iii) To defend the country and render service when called upon to do so.

3. (I) Right to Freedom: The constitution states that all citizens shall have the right to:-

- (i) Freedom of speech and expression
- (ii) Assemble peacefully and without arms.
- (iii) Form association and unions.
- (iv) Reside and settle in any part of India.

(II) Right to Equality: Articles 14-18 of the constitution guarantee us equality. They ensure that no citizen is discriminated against on grounds of religion, race, caste, sex or place of birth everyone is equal before law and protected under the same laws.

4. The Constitution of India provides for a federal government. This means that India is governed at three levels one government at the centre one at the state and one at the local level (Panchayat Raj). The union list consists of 97 subjects which include defence, foreign affairs and finance. The state list consists of 66 subjects like education, police, health, constitution and agriculture.

5. The preamble is an introduction to a constitution. It gives us in brief the aims and objectives of the constitution our constitution derives its power from the people as it has been made by the representatives of the people. The preamble states that India is a sovereign, Socialist, secular, democratic republic.

CHAPTER



The Union Legislature



Exercise

A. Tick (✓) the correct option. 1.d 2.c 3.d 4.a 5.c

B. Fill in the blank. 1.Parliament 2.general elections 3.Speaker 4.finance 5.Question hour

C. Write true or false. 1.T 2.F 3.F 4.F 5.T

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

E. Write short answers.

1. To represent citizens interest and to pass laws.

2. In order to allow the voters to vote freely and without the fear of others knowing their vote.

3. A budget is a financial plan that outlines expected income and expenses for a specific period and achieving financial goals.

F. Answer in detail.

1. A bill become a law in India when it's passed by both Houses of parliament (Lok sabha and Rajya sabha) and receives the president it's assent.

(i) First Reading: The person who introduces the bill explains the purpose and importance of the bill and copies of the some are given to all the members.

(ii) Second Reading: The bill is discussed in detail and members can suggest changes which may or may not be accepted. Sometimes, the bill is sent to a joint committee for further discussions. The joint committee consists of members of both the house of parliament.

(iii) Third Reading: The bill in its final form is put before the house. After final discussions the bill is put to vote. If majority approves the bill is passed. once both the Houses pass the bill, it is sent to the president for approval he may suggest some changes and send the bill. The president in such a case has to sign the bill. After this, the becomes a law.

2. To become a member of the Loksabha, a condidate must:-

(i) Be a citizen of India and above the age of 25 years.

(ii) Not be bankrupt or mentally unstable.

(iii) Not hold on office of profit under the government of India or any state.

3. The process of impeachment can be initiated in either House of parliament. If the motion is passed by a two-thirds majority of the total membership the president is impeached the parliament can also impeach the vice-president of India and judges of the High courts and supreme court of India.

4. The parliament controls the government's income and expenditure. It provides ways and means to raise the required revenue, and also makes sure that the money so acquired is spent for the required purpose. It exercises financial content over the government through the Budget, grants, consolidated fund of India and contingency fund.

5. The period when the house meets to conducts its business is called a session the parliament according to our constitution should meet at least twice a year. There should not be a gap of more than six months between two sessions. If it happens, the president has the power to

* Summon either house.

* Dissolute the Lok sabha in consultation with the prime minister.

* Discontinue meeting of either house without dissolving it.

The Union Executive



- A. Tick (✓) the correct option.** 1.b 2.c 3.a 4.b
- B. Fill in the blank.** 1.Impeachment 2.The vice president of India 3.Union Minister of council
4.Union budget 5. natural calamities
- C. Write true or false.** 1.F 2.T 3.T 4.T 5.F
- D. Match the following.** 1.e 2.d 3.b 4.c 5.a
- E. Write short answers.**

1. To implement and administer laws and policies enacted by the parliament.
2. Public employees who work for the government, carrying out a variety of functions to implement policies.
3. All ministers are jointly accountable to the parliament for the actions and decisions of the government even if they personally disagree with them.
4. On October 12, 2005.
5. He must be a citizen of India, not less than 35 years of age and eligible for election as a member of Rajya Sabha.

F. Answer in detail.

1. The President of India is elected through an electoral college consisting of members of both the House of Parliament and the legislative assemblies of all the states.
2. When a state faces the breakdown of constitutional machinery the president takes over the rule of the state. The president on the advice of the prime minister can declare a state of emergency.
 - (i) If there is an internal crisis in the country.
 - (ii) If there is an external force threatening the sovereignty of the country.
 - (iii) If there is a threat to the financial stability of the country.
3. (i) President plays a crucial role in the legislative and executive branches, including appointing the Prime Minister and Governors.
 - (ii) President is the first citizen of India and a symbol of national unity and integrity.
 - (iii) All laws and major policy decisions of the government are issued by the president's name.
4. The PM advises the president when to summon, prorogue and dissolve the parliament.
 - (i) PM is the chairperson of the planning commission.
 - (ii) PM allocates portfolios to the ministers.



22 The Judiciary



- A. Tick (✓) the correct option.** 1.b 2.a 3.a
- B. Fill in the blank.** 1.contempt 2.25 3.writes 4.executive or legislature 5. highest
- C. Write true or false.** 1.T 2.F 3.T 4.F 5.T
- D. Write short answers.**

1. To interpret and apply laws, settle disputes and ensure justice.
2. A court that maintains a permanent record of its proceedings, ensuring transparency for example supreme court of India.
3. Disobeying a court order is known as contempt of a court.
4. Revenue courts are specialized court that handle cases related to land revenue, agricultural land disputes and other land related matters.
5. It is a local court of the state government functioning at the district level to administer justice.

E. Answer in detail.

1. The Supreme court enjoys three types of jurisdiction Original, Appellate and Supervisory jurisdiction.
 - (i) Original jurisdiction: The Supreme Court has the authority to hear certain types of cases for the first time. These include:-
 - * Disputes between two or more state government.
 - * Disputes between the central government and one or more state governments.
 - * Cases dealing with infringement of fundamental rights.
 - (ii) Appellate jurisdiction: The Supreme Court being the highest court of appeal in civil and criminal cases has the power to review the decisions of the high courts and give its own judgement.
2. (i) Composition of Supreme Court: The Chief Justice of India is appointed by the president of India. There are 25 judges in the Supreme Court. Their number can be increased by an act of parliament.
 - (ii) Composition of the High Court: Chief Justice and other judges are appointed by the president of India. There are currently 25 High courts in India. It is the highest court in a state.
3. Any citizen of India can seek the help of the court if the interest of the public is affected by the deeds of the governments this known as public Interest Litigation (PIL). It is different from other litigation. It is not necessary for the affected people to themselves file the petition. Anyone acting in public interest may do so. A PIL is easy to file than other cases. The court may take notice of a wrong done to the public and act on its own.

4. (i) District Court: The state are divided in to districts. Each district has a District Court. They are under administrative and Judicial control of the High Court of the state to which the district belongs.

(ii) Civil and Criminal Courts: The court of the District judge is the highest Civil Court and the court of the sessions judge is the highest criminal court. The District judge preside over both these courts.

(iii) Revenue Courts: Courts are those that hear cases which deal with revenue based of revenue is the highest court in a state.

5. Lok Adalats are president over by a sitting or retired judicial officer with two other members, usually a lawyer and social worker. They are people's courts based on Gandhian principles which settle petty disputes through compromise. These courts over organised from time to time to give speedy justice at minium cost as there is no court fee.

CHAPTER

23

The Police and the Courts



Exercise

A. Tick (✓) the correct option. 1.b 2.d 3.c 4.d 5.b

B. Fill in the blank. 1.State government 2.police station 3.District magistrate 4 . b e a t s
5.law 6. 1995

C. Write true or false. 1.F 2.T 3.T 4.T 5.F

D. Write short answers.

1. Police .

2. before the nearest magistrate.

3.(i) An FIR must be filed as soon as information regarding an offence is received.

(ii) An FIR can be registered at a police station even if the crime scene does not lie in the territorial jurisdiction.

4. charge sheet contains the charges framed against the accused based on the investigation and collection of evidence by the police officer.

5. To investigation crime and file charge-sheets and uphold the law.

E. Answer the detail.

1. The criminal justice process involves several stages, from initial investigation and arrest to prosecution, trial, sentencing and potential appeals, all aimed at ensuring justice for victims and punishing those who violate the law. When crime occurs official complaint filed with the police known as FIR first information report.

2. The person who represent the case on behalf of the state against the person accused of a crime is

called a public prosecutor. He is appointed by the state to play an impartial role in bringing about a fair trial. The aim of a public prosecutor should be to assist the court in discovering the truth.

3. Filing of an FIR involves the following steps: _

(i) The complainant or informant narrates the incident and provides every detail related to the offence to the officer-in-charge.

(ii) The officer writes down the details and it is signed by the informant.

(iii) The informant has the right to ask for a copy of the FIR.

(iv) The officer-in-charge files the FIR in a book.

4. The defense lawyer presents the case on behalf of the accused. The defense lawyer can cross examine the witnesses and also ask the court to summon witnesses to prove that the accused is not guilty.

5. We need police to maintain law and order, prevent crime, protect citizens and property and ensure the smooth functioning of society by enforcing laws and responding to emergencies. Apart from its main duties, the police is also sometimes engaged in welfare activities.

CHAPTER



Marginalisation and Social Justice



Exercise

A. Tick (✓) the correct option. 1.a 2.c 3.b 4.d 5.c

B. Fill in the blank. 1.government 2.untouchability 3.state 4.Adivasis 5.1992

C. Write true or false. 1.F 2.T 3.F 4.F 5.T

D. Write short answers.

1. Scheduled castes (SC), Scheduled tribes (ST) other Backward classes(OBCS) .

2. The Socially and educationally backward classes other than Scheduled castes and Scheduled tribes have derived in the constitution as other Backward classes (OBCS) .

4. Adivasis have come marginalized due to factors like changes in forest laws depriving them of access to forest resources and the construction of factories and projects in tribal areas forcing migration in search of livelihood.

5. Social inequality significantly impacts economic status by limiting opportunities reducing social mobility and potentially leading to policies that hinder economic growth ultimately creating a cycle of disadvantage for certain groups.

Government for Development



Exercise

- A. Tick (✓) the correct option.** 1.c 2.a 3.c 4.b
- B. Fill in the blank.** 1.planning 2.Twelfth 3.Green 4.private
- C. Write true or false.** 1.T 2.F 3.F 4.T
- D. Write short answers.**

- Two examples of Public Sector Undertakings (PSUs) in India are Oil and Natural Gas Corporation (ONGC) and National Thermal Power Corporation (NTPC).
- The Planning Commission, established in March 1950, was set up to oversee India's economic and social development, primarily through the formulation of five-year plans, aiming to raise the standard of living and utilize resources efficiently.
- In order to "promote thrift, self-help, and collaboration among agriculturists, artisans, and persons of restricted means.
- (i) Steel Authority of India Limited. (ii) Gas Authority Of India Ltd (iii) gross domestic product.
(iv) Bharat Heavy Electricals Limited

E. Answer in detail.

1. The government aims to achieve economic development, increase employment, achieve self-sufficiency, and maintain economic stability through planning. Planning also aims to improve social welfare, reduce regional disparities, and promote comprehensive and sustainable development.

Elaboration:

•Economic Development:

Planning helps the government focus on increasing the Gross Domestic Product (GDP) and per capita income.

•Increased Employment:

By identifying areas of unemployment and underemployment, planning can lead to the creation of more job opportunities and better utilization of human resources.

•Self-Sufficiency:

Planning enables the government to strive for self-sufficiency in key areas, reducing reliance on imports and boosting exports.

•Economic Stability:

Planning helps maintain a stable market environment, controlling inflation and preventing deflation.

- **Social Welfare:**

Government plans often incorporate social welfare programs and services like education and healthcare, aimed at improving the quality of life for all citizens.

2. The main objective of the 12th Five-Year Plan (2012-2017) was to achieve "Faster, Sustainable, and More Inclusive Growth". This involved aiming for an 8% annual GDP growth, reducing poverty, creating jobs, improving infrastructure, and enhancing social services like education and healthcare.

Key Objectives and Targets:

- **Economic Growth:** Targetting an 8% annual GDP growth, with 4% growth in agriculture and 10% in manufacturing.
- **Poverty Reduction:** Aiming to reduce poverty by 10%.
- **Employment:** Creating 50 million new job opportunities in the non-farm sector.
- **Infrastructure:** Investing in infrastructure to boost connectivity and development.
- **Education:** Improving access to higher education and reducing gender and social gaps in school enrollment.
- **Healthcare:** Reducing Infant Mortality Rate (IMR) to 25 and Maternal Mortality Rate (MMR) to 1.
- **Sustainability:** Focusing on sustainable practices for long-term economic and environmental well-being.
- **Inclusiveness:** Ensuring that the benefits of economic growth are shared by all, including marginalized groups.

3. The Green Revolution significantly promoted rural development by boosting agricultural productivity, leading to increased incomes, employment, and improved living standards in rural areas. It also fostered the development of rural infrastructure and agro-processing industries, contributing to overall economic growth and job creation in rural communities.

(1). Increased Agricultural Productivity and Income:

- The introduction of high-yielding varieties (HYVs) of crops, along with improved irrigation, fertilizers, and pesticides, led to a dramatic increase in crop yields.
- This boost in production enabled farmers to sell their surplus harvests, generating higher incomes and improving their overall economic well-being.
- The Green Revolution also helped farmers transition from subsistence farming to commercial farming, allowing them to invest in better technologies and practices.

(2). Rise in Rural Employment:

- The increased agricultural activity created more job opportunities in farming, particularly during peak harvest seasons.
- The development of agro-processing industries also provided employment opportunities in rural areas, further contributing to economic growth and improved livelihoods.
- Mechanization of agriculture, while reducing labor requirements in some areas, also created demand for skilled agricultural workers and technicians.

(3). Improved Rural Infrastructure and Services:

- The Green Revolution spurred the development of rural infrastructure, including roads, irrigation systems, and power networks, to support agricultural production and facilitate the movement of goods.
- Increased incomes enabled rural communities to invest in better education, healthcare, and other social services, improving their overall quality of life.

4. Development of Agro-Processing Industries:

- The surplus agricultural production generated by the Green Revolution led to the development of agro-processing industries, which further transformed the rural economy.
- These industries provided additional employment opportunities and helped to add value to agricultural products, enhancing their marketability and profitability.

5. Increased Food Security and Reduced Dependence on Imports:

- The Green Revolution significantly boosted food grain production, making India self-sufficient in food and reducing its reliance on imports.
- This improved food security helped to alleviate hunger and malnutrition, contributing to overall improvements in the health and well-being of the rural population.

4. The Indian government promotes rural development through a variety of schemes and initiatives focusing on infrastructure, livelihood enhancement, and socio-economic inclusion. Key programs include the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), National Rural Livelihoods Mission (NRLM), Pradhan Mantri Awas Yojana – Gramin (PMAY-G), and Pradhan Mantri Gram Sadak Yojana (PMGSY). These programs aim to provide employment, improve infrastructure, empower women, and ensure access to basic amenities in rural areas.

• Pradhan Mantri Gram Sadak Yojana (PMGSY):

This program focuses on connecting rural areas with all-weather roads, improving connectivity and access to markets.

• Pradhan Mantri Awas Yojana – Gramin (PMAY-G):

This scheme aims to provide housing for all rural households by providing financial assistance for the construction of pucca houses.

5. Two important aspects of India's Five-Year Plans are their focus on economic growth and development through targeted investments in key sectors, and their role in promoting social justice and equity by addressing poverty, inequality, and improving access to essential services.

• Economic Growth and Development:

Five-Year Plans have been instrumental in driving India's economic growth by allocating resources to specific sectors like agriculture, industry, infrastructure, and technology.

They have aimed to increase national income, improve productivity, and modernize the economy.

Examples include the establishment of large-scale industries, expansion of infrastructure, and investments in agriculture and irrigation.

• Social Justice and Equity:

The plans have also focused on addressing social issues like poverty, unemployment, and inequality.

They have aimed to improve the living standards of the poor, provide access to education, healthcare, and other essential services.

Examples include initiatives like the National Rural Employment Guarantee Program (MNREGA), promoting education and skill development, and ensuring access to clean water and sanitation.

HOTS

There is no single "better" method, as both moderate and radical approaches to political reform can have strengths and weaknesses. Moderate reforms are often more gradual and can be achieved within existing legal frameworks, potentially leading to more predictable and sustainable changes. However, they may also fall short of addressing deep-rooted issues and may be slow to implement meaningful change. Radical reforms, on the other hand, can be more transformative and address systemic problems, but they may also be less predictable, potentially leading to resistance or even instability. The effectiveness of either approach depends heavily on the specific context and the nature of the desired reforms.

TEST PAPER-1

- A. Tick (✓) the correct option.** 1.d 2.b 3.b 4.c 5.c
- B. Fill in the blank.** 1.National identity 2.truth, non-violence 3.Sardar Vallabhbhai Patel 4.Dr. B. R. Ambedkar 5. introduction
- C. Write true or false.** 1.T 2.F 3.F 4.T 5.T
- D. Write short answers.**

1. The political causes of the Revolt of 1857 stemmed from the British policy of expansion, particularly through the Doctrine of Lapse and direct annexation, which dispossessed Indian rulers and fueled resentment among those who lost their states and positions.

Here's a more detailed breakdown of the political factors:

• Doctrine of Lapse:

This policy, implemented by Lord Dalhousie, allowed the British East India Company to annex princely states that lacked a male heir, leading to the loss of territories and power for many Indian rulers.

• Subsidiary Alliance:

This policy, also used by the British, forced Indian rulers to become dependent on the British for military protection, further eroding their sovereignty and autonomy.

• Annexation of States:

The British annexed several states, including Awadh, under the pretext of misgovernance, further alienating the ruling class and the public.

• Humiliating Policy Towards Successors of Mughals:

The British policies towards the Mughal emperors, the last of whom was Bahadur Shah Zafar, were seen as humiliating and disrespectful, further fueling resentment.

- Fear of Dispossession:

The British policy of expansion and annexation created a climate of fear among Indian rulers and chiefs who feared a similar fate, leading to widespread discontent.

2. Wood's Despatch, while influential, had several demerits, including its focus on English-medium education, neglect of indigenous schools, and failure to address the imbalance in the Indian education system, ultimately hindering the development of a truly national and inclusive education system.

- Neglect of Indigenous Schools:

The Despatch prioritized English-medium education and gradually reduced financial aid to indigenous schools, leading to their decline and marginalization.

- Focus on English Medium:

The emphasis on English as the medium of instruction meant that the common people, who were not proficient in English, were deprived of the benefits of western education, and the common people of India did not show much interest in it.

- Imbalance in the Education System:

The Despatch failed to address the existing imbalance in the Indian education system, where the rich and privileged classes had access to better education, while the poor and marginalized groups were left behind.

- Failure to Develop Character and Leadership:

The Despatch's focus on rote learning and examination-oriented education failed to foster critical thinking, initiative, and leadership qualities among students.

- Mercenary Aim:

The education system was geared towards preparing people for government jobs, with the primary aim being livelihood rather than holistic development or intellectual curiosity.

3. Savitribai Phule significantly contributed to social reforms by championing women's education and rights, and advocating for the upliftment of marginalized communities. She established the first girls' school in India, fought against practices like child marriage and female infanticide, and co-founded the Satyashodhak Samaj to promote social equality.

Here's a more detailed look at her contributions:

*. Championing Women's Education and Rights:

- First Female Teacher:

Savitribai became the first female teacher in India, paving the way for women's access to education.

- First Girls' School:

She and her husband Jyotirao Phule founded one of the first girls' schools in Pune.

- Mahila Seva Mandal:

She established the Mahila Seva Mandal to raise awareness about women's rights and fight against oppressive practices like widow shaving.

- **Advocacy for Widow Remarriage:**

She actively campaigned against the mistreatment of widows and advocated for their right to remarry.

- * **Fighting for Social Equality:**

- **Satyashodhak Samaj:**

Along with Jyotirao Phule, she co-founded the Satyashodhak Samaj, a society dedicated to promoting social equality and fighting caste-based discrimination.

- **Advocacy for Dalit Rights:**

She championed the rights of Dalits and other marginalized groups, working to improve their social and economic status.

4. The Swadeshi and Boycott Movement was a key part of the Indian independence struggle, initiated in 1905 as a response to the British partition of Bengal. It involved promoting locally made goods ("Swadeshi") and boycotting British products, aiming for economic self-reliance and resistance against British rule.

Elaboration:

- **Swadeshi (देशी):**

This term translates to "belonging to one's own country." In the context of the movement, it meant promoting and using goods produced in India, particularly in opposition to British-made products. It fostered a sense of national pride and economic independence.

- **Boycott:**

This involved refusing to purchase or use British goods and services. This act was intended to harm the British economy and demonstrate Indian resistance against their rule.

- **Context:**

The movement was triggered by the partition of Bengal, which was a divisive measure that angered many Indians and was seen as a deliberate attempt to divide and weaken the region.

5. The Quit India Movement sparked a widespread reaction across India, with both enthusiastic support and resistance from different groups. While many people, including students and workers, joined the movement, actively participating in protests and acts of civil disobedience, others, like the Muslim League, chose to oppose it, or at least not fully endorse it.

- **Mass Participation:**

The movement led to widespread strikes, rallies, and protests across the country, demonstrating a surge in popular support for the cause of independence.

- **Student Involvement:**

Students actively participated in the movement, walking out of schools and universities and joining protests.

- **Worker Solidarity:**

Workers demonstrated their solidarity by refusing to work in factories, further amplifying the movement's impact.

• Rural Revolts:

The movement also spread to rural areas, with reports of revolts and destruction of communication systems.

TEST PAPER-2

- A. Tick (✓) the correct option.** 1.c 2.a 3.b 4.d 5.c
- B. Fill in the blank.** 1. natural 2.Private 3.diverse wildlife 4 . M e x i c o
5.farm/arable
- C. Write true or false.** 1.T 2.T 3.T 4.T 5.F
- D. Write short answers.**

1. The main objective of the 12th Five-Year Plan (2012-2017) was to achieve "Faster, Sustainable, and More Inclusive Growth". This involved aiming for an 8% annual GDP growth, reducing poverty, creating jobs, improving infrastructure, and enhancing social services like education and healthcare.

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 - Employment: Creating 50 million new job opportunities in the non-farm sector.
 - Infrastructure: Investing in infrastructure to boost connectivity and development.
 - Education: Improving access to higher education and reducing gender and social gaps in school enrollment.
 - Healthcare: Reducing Infant Mortality Rate (IMR) to 25 and Maternal Mortality Rate (MMR) to 1.
2. Conservation of resources is crucial for ensuring the availability of essential resources for current and future generations, protecting biodiversity, and maintaining a healthy environment. It involves using resources sustainably, minimizing waste, and promoting efficient resource management.
3. Land degradation refers to the decline in land quality and productivity due to natural or human-induced factors, leading to a reduction in its ability to support life and ecosystems.
4. WWF India undertakes a wide range of activities focused on biodiversity conservation, sustainable resource management, and environmental education and awareness. Their work includes species conservation, habitat protection, community engagement, policy advocacy, and combating climate change
5. WWF India undertakes a wide range of activities focused on biodiversity conservation, sustainable resource management, and environmental education and awareness. Their work includes species conservation, habitat protection, community engagement, policy advocacy, and combating climate change.