



**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX: GEOGRAPHY**  
**CHAPTER: 1: INDIA: Size and Location**

**WORKSHEET: No. 01**

Q · N o.	Question	Mar ks
1	<p>a) Give the latitudinal and longitudinal extent of India.  <b>OR</b>            Mention the Latitudinal Extent of India? Mention its significance OR implications.  <b>Ans.:Latitudinal extent:</b> 8°4’N and 37°6’N.  <b>Longitudinal extent:</b> 68°7’E and 97°25’E.</p> <div style="text-align: center;"> <p style="font-size: 1.2em; font-weight: bold; color: blue;">India: Extent And Standard Meridian</p> </div> <p><b>Latitudinal and longitudinal extent of India</b></p> <p>b) What is a Sub-continent? Give an example of a Sub-continent. Name the countries of this Sub-continent.</p> <p>c) How many states and Union Territories does India have? Name the largest and smallest state of India in terms of area.</p>	1
2	<p>a) Name the southernmost point of the Indian Union and state why it is submerged?</p>	1

.	<p><b>Ans.:</b> 1. Indira Point. 2. It is submerged under the sea water since 2004 due to the Tsunami</p> <p>b) <b>Name the southernmost tip of the main land of India.</b> <b>Ans:</b> Kanyakumari, Tamil Nadu, 8°4'N.</p>	
3	<p><b>Give the total length of the land boundary and the coastal line of India.</b> <b>Ans.:</b> 1. The Land boundary—15,200 km. 2. The Coast line- 7,516.6 km.</p>	1
4	<p><b>Why the time along the Standard Meridian of India passing through Mirzapur is taken as the standard time for the whole country?</b> Or <b>Why is 82°30'E selected as the Standard Meridian of India?</b> <b>Ans.</b> 1. According to an International convention, the Standard Meridian of a country is selected in multiples of 7½° or 15°. 2. 82°30'E is a multiple of 7½°. Hence it is internationally accepted. 3. Since there is a time lag of two hours between Gujarat and Arunachal Pradesh and 82°30'E passes through Mirzapur, in Uttar Pradesh, which is a prominent place. It gives common time for the whole country. 4. <b>Give the Diagram. (to be drawn on the board)</b></p>	3
5	<p><b>Name the countries which are larger than India.</b> <b>Ans.:</b> Russia, Canada, USA, China, Brazil and Australia.</p>	
6	<p><b>Which Island countries are our southern neighbours?</b> <b>Ans.:</b> 1. Maldives 2. Sri Lanka.</p>	1
7	<p><b>Name the Straits that separate Sri Lanka from India.</b> <b>Ans.:</b> The Palk Strait and The Gulf of Mannar.</p>	1
8	<p><b>Name the states that share common frontiers with Nepal.</b> <b>Ans.:</b> Uttaranchal, Uttar Pradesh, Bihar, West Bengal, and Sikkim.</p>	1
9	<p><b>'The Central location of India at the head of the Indian ocean is considered of great significance' Why?</b> <b>Ans.:</b> 1. The Indian landmass has a central location between the East and West Asia. 2. The Trans Indian Ocean routes, which connect the countries of Europe in the west and the countries of East Asia, provide a strategic central location to India. 3. The Deccan Peninsula protrudes into the Indian Ocean, thus helping India to establish close contact with the West Asia, Africa, and Europe from the western coast and with southeast and East Asia from the eastern coast.</p>	3
10	<p><b>Give a brief account of India's contacts with the outside world in ancient and medieval times. OR</b> <b>Describe India's contact with the world through ages.</b> <b>Ans.:</b> 1. These contacts have contributed in the exchange of ideas and commodities since ancient times. 2. The ideas of the Upanishads and the Ramayana, the stories of Panchatantra thus could reach many parts of the world 3. The spices, muslin and other merchandise were taken from India to different countries. 4. On the other hand, the influence of Greek sculpture and the architectural styles of dome and minarets from West Asia can be seen in different parts of our country.</p>	3
11	<p><b>Name the States in all the four extreme directions.</b> OR <b>Which is the western most state of India?</b> <b>Ans.:</b> Jammu and Kashmir (North), Tamil Nadu (South) Gujarat (West) Arunachal Pradesh (East)</p>	1
12	<p><b>What is the total area of India? What percentage does it constitute of the world's total area?</b></p>	1

.	<b>Ans.: 1.</b> Total area—3.28 million sq. km. 2. It has only 2.42% of the world’s total land area.																							
1 3 .	<b>How was the land route favourable to India in the past?</b> <b>Ans.:</b> 1. India’s contacts with the world had continued for ages, but her relationships through the land routes are much older than her maritime contacts. 2. The various passes across the mountains in the north have provided passage to the orient travellers while the oceans restricted such interactions for a long time.	2																						
1 4 .	<b>Why the difference between the duration of day and night is felt more in Kashmir than in Kanyakumari?</b> <b>Ans.:</b> 1. Kanyakumari: It receives vertical rays of the sun which give more heat. It is situated near the equator (0°) therefore the difference between day and night is of 45 minutes. 2. Jammu and Kashmir: It is located far away from the equator. It receives oblique rays. Therefore there is some difference between the duration of day and night (5 hours).	2																						
1 5 .	<b>“The sun rises two hours earlier in Arunachal Pradesh than Gujarat, but the watches show the same time”. How does this happen? (4x½=2)</b> <b>OR</b> <b>What is the time lag between Arunachal Pradesh and Gujarat? How is a uniform time set at all places? (S.A.-1, 2012)</b> <b>OR</b> <b>“While it is still dark in Gujarat, the sun has already risen in Arunachal Pradesh.” Justify the Statement. (S.A.-1, 2014)</b>  <u>Ans.</u> a) This is because of the vastness of the country. b) The difference in degrees of Arunachal Pradesh (97°25’E) and Gujarat is 30° (approximate) 68°7’E. c) As the earth rotates from West to East and India being situated in the east, sun rises two hours early in Arunachal Pradesh. d) We have a standard time for the whole country which is taken from the Standard Meridian (82°30’E) passing through Mirzapur. Hence, the watches show the same time in the country	3																						
1 6 .	<b>The latitudinal and the longitudinal extent of the country is almost the same in degrees, i.e., 30°, but in kilometres the North-South extent is more than the East –west extent .Why?</b> <table border="1" data-bbox="180 1462 1370 1653"> <tr> <td><b>Degrees of Latitude</b></td> <td>0°</td> <td>10°</td> <td>20°</td> <td>30°</td> <td>40°</td> <td>50°</td> <td>60°</td> <td>70°</td> <td>80°</td> <td>90°</td> </tr> <tr> <td><b>Distance in Kms</b></td> <td>111</td> <td>109.6</td> <td>104.6</td> <td>96.4</td> <td>85.4</td> <td>71.7</td> <td>55.8</td> <td>38.2</td> <td>19.4</td> <td>0</td> </tr> </table> <b>Ans.:</b> 1. The distance between any two consecutive latitudes is 111 km approximately, as we move away from the equator towards the poles. 2. But the distance between two consecutive longitudes decreases as we move away from the equator to the poles. Reason- longitudes are drawn from North pole to the South Pole. 3. The distance between the East –West extent is (3000 km approximately) is lesser than the North-South extent in km (3200km approximately). <b>4. Diagram: (To be given in the class)</b>	<b>Degrees of Latitude</b>	0°	10°	20°	30°	40°	50°	60°	70°	80°	90°	<b>Distance in Kms</b>	111	109.6	104.6	96.4	85.4	71.7	55.8	38.2	19.4	0	3
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<b>Distance in Kms</b>	111	109.6	104.6	96.4	85.4	71.7	55.8	38.2	19.4	0														

1 7 .	<p><b>Explain why Ahmedabad and Kolkota are able to see the noon sun exactly overhead twice a year, but not Delhi.</b></p> <p><b>Ans.:</b></p> <ol style="list-style-type: none"> <li>1. The Northern most limit for the apparent migration of the sun is 23°30'N (Tropic of Cancer).</li> <li>2. Ahmedabad and Kolkota are located within the tropics. They experience overhead sun once between the Equator and Tropic of Cancer and for the second time between the Tropic of Cancer and the equator.</li> <li>3. Delhi is located beyond the Tropic of Cancer. It never experiences the overhead sun.</li> <li>4. <b><u>Diagram: (to be given in the class)</u></b></li> </ol>	3
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**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX (2019-2020)**

**WORKSHEET No. 02**

**History**

**CHAPTER: 3 Nazism and Rise of Hitler**

**Write answers of Q. No. 1, 12, 18 & 21 in the Note Book.**

Q		Marks
1	Write a brief story of Helmuth. (Refer H-TB-49)	3
2	<p>Explain the circumstance in which the Weimar Republic came into existence? Why was it not well received by the people? (CBSE 2011)</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The defeat of Imperial Germany in the First World War and the abdication of the emperor gave an opportunity to parliamentary parties to recast German polity.</li> <li>2. A National Assembly met at Weimar and established a democratic constitution with a federal structure.</li> <li>3. Deputies were elected to the German Parliament or Reichstag, on the basis of equal and universal votes cast by all adults including women. This republic was not received well by its own people largely because of the terms it was forced to accept in the Treaty of Versailles after Germany's defeat at the end of the First World War.</li> </ol>	3
3	<p>Point out the terms and conditions of the Treaty of Versailles. Why was it unjust and harsh to Germany?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The peace treaty at Versailles with the Allies was harsh and humiliating to Germany.</li> <li>2. Germany lost its overseas colonies, a tenth of its population, 13 per cent of its territories, 75 per cent of its iron and 26 Percent of its coal to France, Poland, Denmark and Lithuania.</li> <li>3. The Allied Powers demilitarized Germany to weaken its military power.</li> <li>4. The War Guilt Clause held Germany responsible for the war and damages the Allied countries suffered and Germany was forced to pay a compensation amounting to £6 billion (6 billion Pounds)</li> <li>5. The Allied armies also occupied the resource-rich Rhineland for much of the 1920s.</li> </ol> <p><b>(REGULAR BOARD QUESTION)(Assessed as a whole answer)</b></p>	4+1
4	<p>Examine the devastating impact of the 1<sup>st</sup> World War on Europe and Germany. (CBSE 2010)</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The war had a devastating impact on the entire continent both psychologically, financially and politically.</li> <li>2. From a continent of creditors, Europe turned into one of debtors.</li> <li>3. The Weimar republic carried the burden of war guilt and those who supported the Weimar Republic were called as the 'November Criminals'.</li> <li>4. Soldiers came to be placed above civilians and the media glorified trench life. Aggressive war propoganda and national honor occupied centre stage in the public sphere.</li> <li>5. While popular support grew for conservative dictatorships as democracy was indeed a young and fragile idea in Germany. (Assessed as a whole answer)</li> </ol>	3/5
5	<p>Explain the growth of political radicalism in Germany after the First World War. (CBSE 2009, 2015-16 )</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The political atmosphere in Berlin was charged with demands for Soviet-style</li> </ol>	1/3

	<p>governance.</p> <ol style="list-style-type: none"> <li>Those opposed to this – such as the socialists, Democrats and Catholics – met in Weimar to give shape to the democratic republic.</li> <li>The Weimar Republic crushed the uprising of Communists/ Spartacists with the help of a war veteran’s organisation called Free Corps. The anguished Spartacists later founded the Communist Party of Germany.</li> </ol>	
6	<p>What is ‘Hyperinflation’?</p> <p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>Political radicalism was heightened by the economic crisis in Germany. Loss of value of German currency and hyperinflation, prices of goods increased, forcing the unemployed youth to join with radicals.</li> </ul>	1
7	<p>What do you know about the ‘Dawes Plan’? (CBSE 2012)</p> <p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>The USA intervened and bailed Germany out of the crisis of hyperinflation by reworking on the terms of reparation to ease the financial burden on Germany. This US plan came to be known as ‘Dawes Plan’.</li> </ul>	1
8	<p>‘Politically too the Weimar Republic was fragile’. Justify.</p> <p style="text-align: center;"><b>OR</b></p> <p>‘Weimar Republic was vulnerable to dictatorship’. Support your answer with suitable examples or arguments in favour.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>One was proportional representation. This made achieving a majority by any one party a near impossible task, leading to a rule by coalitions.</li> <li>Another defect was Article 48, which gave the President the powers to impose emergency, suspend civil rights and rule by decree.</li> <li>Within its short life, the Weimar Republic saw twenty different cabinets lasting on an average 239 days, and a liberal use of Article 48. People lost confidence in the democratic parliamentary system, as Republic was unable to solve the economic and political crisis.</li> </ol>	3
9	<p>Point out the effect of the ‘Economic Depression’ (1929-1932) in USA and Germany.</p> <p><b>Ans:</b></p> <p><b>USA:</b></p> <ol style="list-style-type: none"> <li>The Wall Street Exchange crashed in 1929, and thus began the Great Economic Depression from 1929-1932.</li> <li>Over the next three years, the national income of US fell by half, factories shut down, exports fell and farmers were badly hit by the lack of demand for their products. The effects of recession in the US economy were felt worldwide.</li> </ol> <p><b>GERMANY:</b></p> <ol style="list-style-type: none"> <li>The German economy was worst hit by this economic crisis. German investments and industrial recovery was largely dependent on loans from the US. This support was stopped due to the depression.</li> <li>The number of unemployed in Germany touched six million. As jobs disappeared, the youth took to criminal activities.</li> <li>People lost confidence in the democratic system (Weimar Republic) which offered no solution to the economic crisis.</li> </ol>	3/5
10	<p>Give a brief history of early life of Hitler. Discuss how he rose to power?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>Born in 1889 in Austria, Hitler spent his youth in poverty. When the First World War broke out, he enrolled for the army and earned medals for bravery.</li> <li>In 1919, he joined a small group called the German Workers Party. He subsequently took over the organisation and renamed it as the National Socialist German Workers’ Party. This party came to be known as the Nazi Party.</li> </ol>	5

	<p>3. In 1923, Hitler marched to Berlin to capture power. He failed, was arrested, tried for treason, and later released.</p> <p>4. It was during the 'Great Depression' that Nazism became a mass movement. By 1932, it had become the largest party with 37 per cent votes.</p> <p>5. Hitler was offered the Chancellorship in January 1933 by the German President Hindenburg. After the death of Hindenburg, Hitler declared himself as the President.</p>	
11	<p>"Hitler was a powerful speaker. His passion and his words moved people." Justify with any four arguments in favor of the statement.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Hitler promised to build a strong nation and undo the injustice of the Versailles Treaty and restore the dignity of the German people.</li> <li>2. He promised employment for those looking for work, and a secure future for the youth.</li> <li>3. He promised to weed out all foreign influences and resist all foreign 'conspiracies' against Germany.</li> <li>4. He devised a new style of politics with rituals and spectacle in mass mobilisation.</li> <li>5. The Red banners with the Swastika, the Nazi salute, and the ritualised rounds of applause after the speeches were all part of this spectacle of power.</li> </ol>	5
12	<p>How did Hitler systematically destroy democracy in Germany once came to power in 1933? <b>(CBSE 2012)</b></p> <p><b>Ans:</b> <u>The following steps destroyed democracy completely in Germany:-</u></p> <p><b>A. <u>The Fire Decree of 28 February 1933:</u></b></p> <ul style="list-style-type: none"> <li>• This Decree was issued after the destruction of the German Parliament in a mysterious fire.</li> <li>• This Decree indefinitely suspended civic rights like freedom of speech, press and assembly that had been guaranteed by the Weimar Constitution.</li> </ul> <p><b>B. <u>The Enabling Act of 3 March 1933:</u></b></p> <ul style="list-style-type: none"> <li>• This Act established dictatorship in Germany. It gave Hitler all powers to sideline the Parliament and rule by decree.</li> <li>• All <b>political parties and trade unions were banned</b> except for the Nazi Party and its affiliates.</li> <li>• The state established complete <b>control over the economy, media, army and judiciary.</b></li> </ul> <p><b>C. <u>Special Security Forces:</u></b></p> <ul style="list-style-type: none"> <li>• Regular police in green uniform, the SA or the Storm Troopers; these included the Gestapo (secret state police),</li> <li>• Other police forces included the SS (the protection squads), the criminal police and the Security Service (SD).</li> <li>• It was the extra-constitutional powers of these newly organised forces that gave the Nazi state its reputation as the most dreaded criminal state.</li> </ul> <p><b><u>NOTE: Each step can be asked as separate questions of 1 or 3 marks. (Ref: H-Pg: 58)</u></b></p>	1/3/5
13	<p>Examine economic policies and foreign policies of Hitler.<b>(CBSE 2015, 2016)</b></p> <p><b>Ans:</b></p> <p><b>A. <u>Economic Policy:</u></b></p> <ul style="list-style-type: none"> <li>• Hitler assigned the responsibility of economic recovery to the economist Hjalmar Schacht who aimed at full production and full employment through a state-funded work-creation programme.</li> <li>• This project produced the famous German superhighways and the people's car, the Volkswagen.</li> </ul> <p><b>B. <u>Foreign Policy:</u></b></p>	1/3/5

	<ul style="list-style-type: none"> <li>• Hitler was pulled out of the League of Nations in 1933.</li> <li>• Reoccupied the Rhineland in 1936, and integrated Austria and Germany in 1938 under the slogan, '<i>One people, One empire, and One leader</i>'.</li> <li>• He occupied Sudetenland and began to invade East Europe to accumulate resources through expansion. In 1939, Germany invaded Poland, leading to the Second World War, in which Germany was finally defeated.</li> </ul> <p><b>NOTE: Both policies can be asked as separate questions.</b></p>	
14	<p>Why is it considered that the plan of Hitler to attack Soviet Union was a 'Historic blunder'? (CBSE 2013, 2016)</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Hitler attacked Soviet Union in 1941 to achieve his long term aim of conquering Eastern Europe.</li> <li>2. This exposed the German Western front to British aerial bombing and Eastern front to powerful Soviet armies.</li> <li>3. The Soviet Red Army inflicted a crushing and humiliating defeat on Germany at Stalingrad.</li> <li>4. After this defeat the Soviet Red Army hounded out the retreating German military until they reached the heart of Berlin.</li> <li>5. By this the Soviet Union occupied East Germany and controlled Eastern Europe for the next half of the century.</li> </ol>	5
15	<p>"The crimes that Nazis committed were linked to a system of belief and a set of practices". Analyze the statement. (CBSE 2010)</p> <p style="text-align: center;"><b>OR</b></p> <p>'Nazi ideology was synonymous with Hitler's world view'. Justify.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. According to Nazi ideology, there was no equality between people but only a racial hierarchy. Blond, blue-eyed, Nordic German Aryans were at the top, while Jews were located at the lowest rung. They came to be regarded as an anti-race, the arch-enemies of the Aryans. All other coloured people were placed in between depending upon their external features.</li> <li>2. Hitler's racism borrowed from thinkers like Charles Darwin and Herbert Spencer. The Nazis argued that the strongest race would survive and the weak ones would perish. The Aryan race was the finest. It had to retain its purity, become stronger and dominate the world.</li> <li>3. The other aspect of Hitler's ideology was related to the geopolitical concept of <b>Lebensraum</b>, or living space. Hitler advocated for the annexation of other lands as the part of his imperialistic ambition. (Define the term 'Lebensraum') (1 Mark)</li> </ol> <p><b>(Assessed as a whole answer) (Ref: H-pg-61)</b></p>	1/3
16	<p>Describe what the Nazis did for the establishment of the 'Racial State'. (CBSE 2009)</p> <p style="text-align: center;"><b>OR</b></p> <p>In what ways did Nazi state seek to establish total control over its people? (CBSE2014)</p> <p style="text-align: center;"><b>OR</b></p> <p>Give a list of those who were considered as undesirable by the Nazis.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Once in power, the Nazis quickly began to implement their dream of creating an exclusive racial community of pure Germans by physically eliminating all those who were seen as 'undesirable'.</li> <li>2. Nazis wanted only 'pure and healthy Nordic Aryans'. Only they were seen as worthy of prospering and multiplying. Even those Germans who were seen as impure or abnormal had no right to exist. (The Euthanasia Programme) (What is Euthanasia Programme?) (1 Mark)</li> <li>3. Jews were not the only community classified as 'undesirable'. Many Gypsies and</li> </ol>	1/3

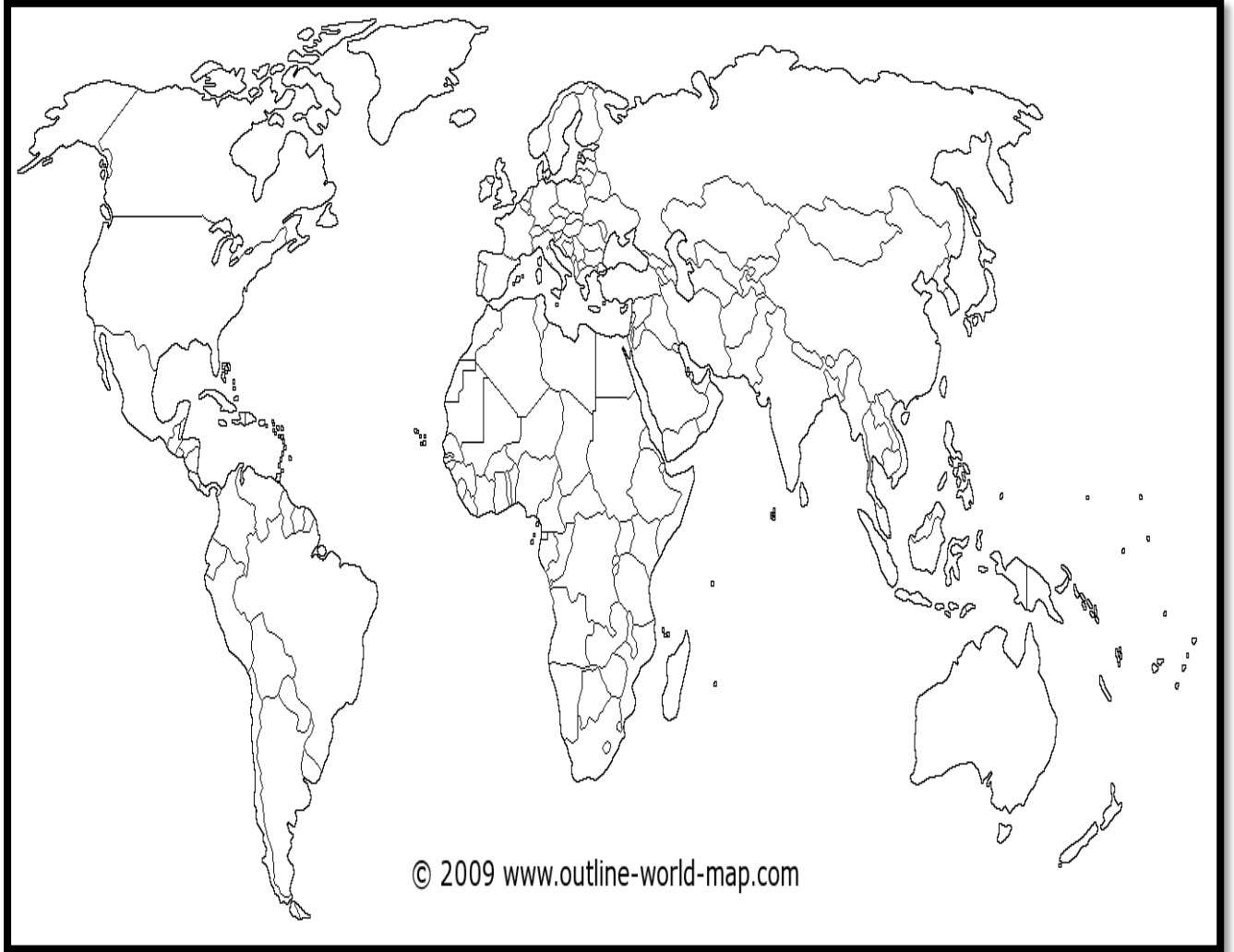


	<p>blacks living in Nazi Germany were considered as racial 'inferiors' who were widely persecuted.</p> <p>4. Russians and Poles were considered subhuman. When Germany occupied Poland and parts of Russia, captured civilians were forced to work as slave labourers.</p>	
17	<p>'Jews remained the worst sufferers in Nazi Germany.' Why?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Nazi hatred of Jews had a precursor in the traditional Christian hostility towards Jews. They had been stereotyped as killers of Christ and usurers.</li> <li>2. They were often persecuted through periodic organized violence, and expulsion from the land.</li> <li>3. Hitler's hatred of Jews was based on the pseudo-scientific theories of race, which held that conversion was no solution to 'the Jewish problem'. It could be solved only through their total elimination.</li> <li>4. <b>'Holocaust': (Ref: H-pg-72) ( 1+1)</b> <ul style="list-style-type: none"> <li>• From 1933 to 1938 the Nazis were terrorized, pauperized and segregated. The Jews, compelling them to leave the country.</li> <li>• From 1939-1945, aimed at concentrating them in certain areas and eventually killing them in gas chambers in Poland called 'Holocaust'. (Nazi killing operations were called 'Holocaust'.)</li> </ul> </li> </ol>	5
18	<p>Explain the experiment of 'racial utopia' of Nazis on Poland. <b>(Answer should be written from H-TB-Pg- 62 &amp; 63)</b></p>	3
19	<p>Evaluate the nature of schooling under Nazis. <b>(CBSE 2012, 2014, 2015)</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. All schools were cleansed and purified. This meant that teachers who were Jews or seen as 'politically unreliable' were dismissed.</li> <li>2. Children were first segregated: Germans and Jews could not sit together or play together. Subsequently, 'undesirable children' – Jews, the physically handicapped, Gypsies – were thrown out of schools. And finally in the 1940s, they were taken to the gas chambers.</li> <li>3. 'Good German' children were subjected to a process of Nazi schooling, a prolonged period of ideological training.</li> <li>4. Racial science was introduced to justify the Nazi ideas of race. The Maths classes were used to popularize the Jews and worship Hitler.</li> <li>5. Even the function of sports was to nurture a spirit of violence and aggression among children. Hitler believed that boxing could make children iron hearted, strong and masculine.</li> </ol>	1/3/5
20	<p>Analyze the role of youth organizations in Nazi Germany. <b>(CBSE 2010, 2013, 2016)</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Youth organizations were made responsible for educating the German youth in the 'the spirit of National Socialism'.</li> <li>2. Ten-year-olds had to join <b>Jungvolk</b>. At 14, all boys had to join the Nazi youth organization – Hitler Youth.</li> <li>3. They learnt to worship war, glorify aggression and violence, condemn democracy, and hate Jews, communists, Gypsies and all those categorized as 'undesirable'.</li> <li>4. After a period of rigorous ideological and physical training they joined the Labour Service, usually at the age of 18 and they had to serve in the armed forces and enter one of the Nazi organizations.</li> <li>5. The Youth League of the Nazis was founded in 1922. Four years later it was renamed Hitler Youth. To unify the youth movement under the Nazi control, all other youth organizations were systematically dissolved and finally banned.</li> </ol>	1/3/5

21	<p>'In my state the mother is the most important citizen'. What did Hitler meant by this? Explain. <b>(Assessed as a whole answer)</b></p> <p style="text-align: center;"><b>OR</b></p> <p>'In Nazi Germany all mothers were not treated equally'. Justify</p> <ol style="list-style-type: none"> <li>1. Women who bore racially undesirable children were punished and those who produced racially desirable children were awarded.</li> </ol> <p><b><u>DESIRABLE MOTHERS:</u></b></p> <ol style="list-style-type: none"> <li>2. They were given favoured treatment in hospitals and were also entitled to concessions in shops and on theatre tickets and railway fares.</li> <li>3. To encourage women to produce many children honour Crosses were awarded. A bronze cross was given for four children, silver for six and gold for eight or more.</li> </ol> <p><b><u>UNDESIRABLE MOTHERS:</u></b></p> <ol style="list-style-type: none"> <li>4. All 'Aryan' women who deviated from the prescribed code of conduct were publicly condemned, and severely punished.</li> <li>5. Those who maintained contact with Jews, Poles and Russians were paraded through the town with shaved heads, blackened faces and placards hanging around their necks announcing 'I have sullied the honour of the nation'.</li> <li>6. Many received jail sentences and lost civic honour as well as their husbands and families for this 'criminal offence'.. <b>(REGULAR BOARD QUESTION) (2<sup>1</sup>/<sub>2</sub> + 2<sup>1</sup>/<sub>2</sub> = 5)</b></li> </ol>	3/5
22	<p>How was Nazi propaganda effective in creating a hatred for Jews? <b>(CBSE 2012, 2015, 2016)</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The Nazi regime used language and media with care, and often to great effect for popularizing its racial world view.</li> <li>2. Nazis never used the words 'kill' or 'murder' in their official communications. Mass killings were termed <i>special treatment</i>, <i>final solution</i> (for the Jews), <i>euthanasia</i> (for the disabled), <i>selection</i> and <i>disinfections</i>. 'Evacuation' meant deporting people to gas chambers.</li> <li>3. Nazis ideas were spread through visual images, films, radio, posters, catchy slogans and leaflets.</li> <li>4. In posters, groups identified as the 'enemies' of Germans were stereotyped, mocked, abused and described as evil.</li> <li>5. Propaganda films were made to create hatred for Jews. The most infamous film was '<i>The Eternal Jew</i>'. Orthodox Jews were stereotyped and marked.</li> </ol>	1/3/5
23	<p>How did the common people of Germany react to Nazism? <b>(CBSE 2014)</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Many Germans saw the world through the eyes of Nazis and spoke their mind and language.</li> <li>2. They felt hatred towards Jews and other undesirables.</li> <li>3. They believed that Nazism would bring prosperity and improve the general well-being in Germany.</li> <li>4. But not every German was a Nazi. Many organized active resistance to Nazism, braving police repression and death.</li> <li>5. The large majority of Germans were passive onlookers. They were too scared to act, to differ or to protest.</li> </ol>	3/5
24	<p><b>On the Outline map of World (For locating and labelling/Identification)</b></p> <p><b>Major countries of Second World War:</b> <b>Axis Powers</b> – Germany, Italy, Japan</p> <p><b>Allied Powers</b> – UK, France, Former USSR, USA Territories under German expansion (Nazi power) Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium</p>	1+1

**SAMPLE MAP (NEXT PAGE)**

**WORLD MAP**



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**MAP FOR PRACTICE**  
**END**



**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX: ECONOMICS**  
**CHAPTER: 1: The Story Of Palampur**

**WORKSHEET: No. 3**

1		<p><b>Name the four requirements needed for the production. Explain OR Name the factors of production. (CBSE- 2010)</b></p>	3				
Ans.		<p>1. The first requirement is <u>land</u>, and other natural resources such as water, forests, minerals.</p> <p>2. The second requirement is <u>labour</u> that is people who will do the work.</p> <p>3. The third requirement is <u>physical capital</u>, i.e., the variety of inputs required at every state during production. There are 2 types of Physical Capital- (i) Fixed (ii) Working.</p> <p>4. <u>Human Capital</u> : The knowledge and enterprise that we need to put together land, labour and physical capital to produce an output is human Capital.</p>					
2		<p><b>Differentiate between Fixed and Working Capital?(CBSE- 2011) OR What is Physical Capital?What are the different types? Explain each type. (Sum1- 201</b></p>	1				
Ans.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Fixed Capital</th> <th style="width: 50%; text-align: center;">Working Capital</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>Fixed capital</i> is the capital that people invest in fixed assets, such as buildings, equipment, machinery and computers which can be used repeatedly over a long period</td> <td style="padding: 5px;">Raw materials and money in hand are called Working Capital e.g. clay, yarn etc. Unlike tools, machines and buildings, these are used up in production.</td> </tr> </tbody> </table>	Fixed Capital	Working Capital	<i>Fixed capital</i> is the capital that people invest in fixed assets, such as buildings, equipment, machinery and computers which can be used repeatedly over a long period	Raw materials and money in hand are called Working Capital e.g. clay, yarn etc. Unlike tools, machines and buildings, these are used up in production.	
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3		<p><b>Describe the main production activity in Palampur?</b></p>	3				
Ans		<p>1. Farming is the main production activity in Palampur.</p> <p>2. 75% of the people who are working are dependant on farming for their livelihood.</p> <p>3. They could be farmers or farm labourers. The well-being of these people is closely related to production on the farms.</p>					
4.		<p><b>How was multiple cropping practiced in Pallampur ? Explain (CBSE- 2012)</b></p>	5				
Ans.		<p>1.To grow more than one crop on a piece of land during the year is known as multiple cropping. It is the most common way of increasing production on a given piece of land.</p> <p>2. For example in Palampur during the rainy season (kharif) farmers grow jowar and bajra. These plants are used as cattle feed. It is followed by cultivation of potato between October and December.</p> <p>3. In the winter season (rabi), fields are sown with wheat. From the wheat produced, farmers keep enough wheat for the family's consumption and sell the surplus wheat at the market .</p> <p>4. A part of the land area is also devoted to sugarcane which is harvested once every year. Sugarcane, in its raw form, or as jaggery, is sold to traders .</p> <p>5. The main reason why farmers are able to grow three different crops in a year in Palampur is the well-developed system of irrigation, as electricity came early to Palampur</p>					

5	<b>What are the different ways of increasing production on the same piece of land? Use examples to explain</b>													
Ans.	Multiple cropping and modern farming (explain )													
6	<b>Farmers of Punjab, Haryana and Western Uttar Pradesh were rewarded with high yields of wheat. Why?</b> 1. Higher yields were possible only from a combination of HYV seeds, irrigation, chemical fertilisers, pesticides etc. HYV seeds promised to produce much greater amounts of grain on a single plant. 2. HYV seeds, however, needed plenty of water and also chemical fertilizers and pesticides to produce best results. 2. Farmers of Punjab, Haryana and Western Uttar Pradesh were the first to try out the modern farming method in India. 3. The farmers in these regions set up tubewells for irrigation, and made use of HYV seeds, chemical fertilizers and pesticides in farming. 5. Some of them bought farm machinery like tractors and threshers, which made ploughing and harvesting faster.	5												
7.	<b>What are the main constrains in raising farm production? OR What are the major constraints in raising farm production in Palampur since 1960?</b>	3												
Ans	1. Land area under cultivation is practically fixed. 2. Since 1960 in Palampur, there has been no expansion in land area under cultivation. 3. Some of the wastelands in the village had been converted into cultivable land. So, there exists no further scope to increase farm production by bringing new land under cultivation.													
8.	<b>Why are farmers able to grow three different crops in a year in Palampur? (CBSE-2013)</b>	3												
Ans	1. The main reason why farmers are able to grow three different crops in a year in Palampur is the well-developed system of irrigation. 2. Electricity came early to Palampur. 3. Persian wheels, used by farmers to draw water from the wells and irrigate small fields, were replaced with the electric run tube wells which could irrigate much larger areas of land more effectively. The first few tube wells were installed by the government.													
9.	<b>What is the difference between multiple cropping and modern farming method?(CBSE-2011)</b>	3												
Ans.	<table border="1"> <thead> <tr> <th></th> <th><u>Multiple Cropping</u></th> <th></th> <th><u>Modern farming method</u></th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>To grow more than one crop on a piece of land during the year is called multiple cropping . This brings maximum area of land under cultivation</td> <td>1</td> <td>Yield is measured as crop produced on a given piece of land during a <b>single season</b>.</td> </tr> <tr> <td>2</td> <td>Most common way of increasing production on a given piece of land.</td> <td>2</td> <td>Modern farming method incorporates HYV of seeds, chemical fertilisers and pesticides in farming. Proper irrigation network and mechanization of agriculture also support the process</td> </tr> </tbody> </table>		<u>Multiple Cropping</u>		<u>Modern farming method</u>	1.	To grow more than one crop on a piece of land during the year is called multiple cropping . This brings maximum area of land under cultivation	1	Yield is measured as crop produced on a given piece of land during a <b>single season</b> .	2	Most common way of increasing production on a given piece of land.	2	Modern farming method incorporates HYV of seeds, chemical fertilisers and pesticides in farming. Proper irrigation network and mechanization of agriculture also support the process	
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2	Most common way of increasing production on a given piece of land.	2	Modern farming method incorporates HYV of seeds, chemical fertilisers and pesticides in farming. Proper irrigation network and mechanization of agriculture also support the process											
10.	<b>What was the traditional type of seeds used in cultivation that existed till mid -1960s and how was it different from the Green Revolution in the late 1960s?</b>	5												
Ans	1. Till the mid-1960s, the seeds used in cultivation were traditional ones with relatively													

	<p>low yields</p> <ol style="list-style-type: none"> <li>Traditional seeds needed less irrigation. Farmers used cow dung and other natural manure as fertilizers.</li> <li>All these were readily available with the farmers who did not have to buy them.</li> <li>The Green Revolution in the late 1960s introduced the Indian farmer to cultivation of wheat and rice using High Yielding Varieties (HYVs) of seeds</li> <li>Compared to the traditional seeds, the HYV seeds promised to produce much greater amounts of grain on a single plant. As a result the same piece of land would now produce far larger quantities of food grains than was possible earlier. HYV seeds, however, needed plenty of water.</li> </ol>	
11	<p><b>“Scientific reports indicate that the modern farming methods have over used the natural resource base.” Justify the statement.(CBSE- 2011)</b></p> <p>Ans.</p> <ol style="list-style-type: none"> <li>In many areas, Green Revolution is associated with the loss of soil fertility due to increased use of chemical fertilizers, which will kill bacteria and other micro-organisms in the soil.</li> <li>These chemicals may escape from the soil and pollute groundwater, rivers and lakes.</li> <li>The continuous use of ground water for tube well irrigation has reduced the water table below the ground.</li> <li>Environmental resources like soil fertility and groundwater are built up over many years. Once destroyed it is very difficult to restore them.</li> <li>We must take care of the environment to ensure future development of agriculture.</li> </ol>	5
12	<p><b>Who provides the labour for small, medium and large farmers? OR How is distribution of land among farmers related to the productivity from the land? ( CCE 2016)</b></p> <p>Ans</p> <ol style="list-style-type: none"> <li>Small farmers along with their families cultivate their own fields. Thus they provide the labour required for farming themselves, in their small plots of land. Because of the size and the helplessness of the farmers to mechanise the land , the yield from the land will be less .</li> <li>Medium and large farmers hire farm labourers to work on their fields which are comparatively bigger. Farm laborers come either from landless families or families cultivating small plots of land. Because of the size of the land and the financial stability of medium and large farmers to mechanize the land , the yield from the land will be more .</li> </ol>	3
13	<p><b>Why are the wages for farm labourers less than minimum wages? Explain with an example.</b></p> <p>Ans.</p> <ol style="list-style-type: none"> <li>Farm labourers come either from landless families or families cultivating small plots of land.</li> <li>They do not have a right over the crops grown on the land. Instead they are paid wages by the farmer for whom they work.</li> <li>Wages can be in cash or in kind e.g. crop. Sometimes labourers get meals also. Wages vary widely from region to region, from crop to crop, from one farm activity to another (like sowing and harvesting).</li> <li>There is also a wide variation in the duration of employment. A farm labourer might be employed on a daily basis, or for one particular farm activity like harvesting, or for the whole year. For example in Palampur, landless farm labourer who works on daily wages, must regularly look for work.</li> <li>The minimum wages for a farm labourer set by the government is Rs 60 per day, but they get only Rs 35–40. There is heavy competition for work among the farm labourers in Palampur, so people agree to work for lower wages.</li> </ol>	5
14.	<p><b>How do the medium and large farmers obtain capital for farming? How is it different from the small farmers?(CBSE- 2011)</b></p> <p>Ans.</p> <ol style="list-style-type: none"> <li>the medium and large farmers have their own savings from farming. They are thus able to arrange for the capital needed.</li> </ol>	5

	<p>2. Large and medium farmers sell the surplus farm products. A part of the earnings is saved and kept for buying capital for the next season.</p> <p>3. Thus, they are able to arrange for the capital for farming from their own savings. Some farmers might also use the savings to buy cattle, trucks, or to set up shops.</p> <p>4. Most small farmers have to borrow money to arrange for the capital. They borrow from large farmers or the village moneylenders or the traders who supply various inputs for cultivation.</p> <p>5. The rate of interest on such loans is very high. They are put to great distress to repay the loan.</p>	
15.	<p><b>What is the working capital required by the farmer using modern farming methods? OR Modern farming methods require the farmer to start with more cash than before. Why?(CBSE- 2011)</b></p> <p>Ans. 1. Raw materials and money in hand are called <b>working capital</b>. Unlike tools, machines and buildings, these are used up in production.</p> <p>2. The farmers have to set up tubewells for irrigation, and use HYV seeds, chemical fertilizers and pesticides in farming. They also have to purchase sophisticated machines such as generators, tractors, harvesters, threshers ,computers, etc.</p> <p>3. Therefore some money is always required during production to make payments and buy other necessary items.</p>	3
16	<p><b>How many people are engaged in the manufacturing sector in Palampur? What are their peculiarities?</b></p> <p>Ans. 1. Less than fifty people are engaged in manufacturing in Palampur.</p> <p>2. Unlike the manufacturing that takes place in the big factories in the towns and cities, manufacturing in Palampur involves very simple production methods and are done on a small scale.</p> <p>3. They are carried out mostly at home or in the fields with the help of family labour. Rarely do they hire labourers.</p>	3
17	<p><b>Explain the problems that rise due to unequal distribution of land. (Sum-1- 2015)</b></p> <p>Ans. 1. <b>The</b> landless farmers have no land and hence have to look for work throughout the year and dependent on the medium and large farmers. They face seasonal unemployment.</p> <p>2. Small farmers are able to meet the family needs but face problems when the land gets distributed among the sons.</p> <p>3. The medium and large farmers own large pieces of land and employ small farmers and the landless farmers to work for them. But they are exploited.</p>	3

✓ .

**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPT. OF SOCIAL SCIENCE**  
**CLASS: IX: DEMOCRATIC POLITICS**  
**CHAPTER: 2 WHAT IS DEMOCRACY? WHY DEMOCRACY?**

**WORKSHEET NO.: 4**

1.	<p><b>Differentiate between Democratic and Non- Democratic Government?</b></p> <p><b><u>Democratic Government:</u></b></p> <ol style="list-style-type: none"> <li>1. It is a form of Government in which the <b>rulers are elected by the people.</b></li> <li>2. <b>People have a say in the decision making</b> of the Government.</li> <li>3. There are <b>fundamental rights</b> in it.</li> <li>4. There is <b>dignity of human beings in it.</b></li> </ol> <p><b><u>Non- Democratic Government:</u></b></p> <ol style="list-style-type: none"> <li>1. It is a form of Government in which <b>rulers are not elected by the people.</b></li> <li>2. <b>People have no say in the decision making</b> of the Government.</li> <li>3. <b>There are only fundamental duties in it.</b></li> <li>4. There is <b>no dignity of human beings in it.</b></li> </ol>
2.	<p><b>Define Democracy. Examine the features of democracy. OR Whose rule is democracy considered to be? ( Sept 2013 )</b></p> <p><b><u>A simple definition:</u></b> “Democracy is a form of government in which the rulers are elected by the people”.</p> <ol style="list-style-type: none"> <li>1. <b>The first feature</b>, in a democracy the final decision making power must rest with those elected by the people.</li> <li>2. <b>The second feature</b>, a democracy must be based on a free and fair election where those currently in power have a fair chance of losing.</li> <li>3. <b>The third feature of democracy</b>, in a democracy, each adult citizen must have one vote and each vote must have one value.</li> <li>4. <b>The final feature of democracy</b>, a democratic government rules within the limits set by constitutional laws and citizens’ rights.</li> </ol>
3.	<p><b>Point out the features of elections held in China. OR Which party was ruling in China in 2002? Mention its two features. ( Sept 2013 ) OR Is China a democratic country? Give two arguments in favour of your answer. (Sept 2014)</b></p> <ol style="list-style-type: none"> <li>1. <b>In China, elections are regularly after every five years for electing the country’s parliament, called Quanguo Renmin Daibiao Dahui (National People’s Congress).</b></li> <li>2. <b>The National People’s Congress has the power to appoint the President of the country.</b></li> <li>3. <b>It has nearly 3,000 members elected from all over China. Some members are elected by the army.</b></li> <li>4. <b>Before contesting elections, a candidate needs the approval of the Chinese Communist Party or eight smaller parties allied to it were allowed to contest elections held in 2002-’03.</b></li> <li>5. <b>The government is always formed by the Communist Party.</b></li> </ol>
4.	<p><b>Critically evaluate the defects of the elections held in Mexico.</b></p> <ol style="list-style-type: none"> <li>1. <b>Since its independence in 1930, Mexico holds elections after every six years to elect its President. The country has never been under a military or a dictator.</b></li> <li>2. <b>Until 2000 every election was won by a party called PRI (Institutional Revolutionary Party). Opposition parties did contest elections, but never managed to win because PRI uses many</b></li> </ol>



	<p>dirty tricks to win elections.</p> <p>3. All those who were employed in government offices had to attend its party meetings. Teachers of government schools used to force parents to vote for the PRI.</p> <p>4. Media largely ignored the activities of opposition political parties except to criticize them. Sometimes the polling booths were shifted from one place to another in the last minute, which made it difficult for people to cast their votes.</p> <p>5. The PRI spent a large sum of money in the campaign for its candidates.</p>
5.	<p>Give a brief account of Robert Mugabe and his rule in Zimbabwe.</p> <p>1. Robert Mugabe, the leader of ZANU-PF has been ruling the country since independence in 1980. Elections have been held regularly and always won by ZANU-PF.</p> <p>2. President Mugabe is popular but also uses unfair practices in elections. Over the years his government has changed the constitution several times to increase the powers of the President and make him less accountable.</p> <p>3. Opposition party workers are harassed and their meeting disrupted. Public protests and demonstrations against the government are declared illegal. There is a law that limits the right to criticize the President.</p> <p>4. Television and radio are controlled by the government and give only the ruling party's version. There are independent newspapers but the government harasses those journalists who go against it.</p> <p>5. The government has ignored some court judgments that went against it and has pressurized judges.</p>

6	<p><b>Discuss the arguments against democracy. OR Write any 3 major hindrances in the successful working of Democracy. (CBSE Summative Assessment- I Sept 2010)</b></p> <p>1. Leaders keep changing in a democracy. This leads to <b>instability</b>.</p> <p>2. Democracy is all about <b>political competition and power play</b>. There is <b>no scope for morality</b>.</p> <p>3. So many people have to be consulted in a democracy that <b>it leads to delays</b>.</p> <p>4. Elected leaders <b>do not know the best interest of the people</b>. It leads to bad decisions. Ordinary people don't know what is good for them; they should not decide anything.</p> <p>5. Democracy <b>leads to corruption for it is based on electoral competition</b>.</p>	5
7	<p><b>Analyze the arguments in favour of Democracy. OR Is India a democratic country? Write any three arguments in favour of your answer. (3 marks) (Sept 2011)</b></p> <p>1. A democratic government is a better government because it is a <b>more accountable form of government</b>.</p> <p>1. <b>Democracy improves the quality of decision making</b>.</p> <p>2. Democracy <b>provides a method to deal with differences and conflicts</b>.</p> <p>3. Democracy <b>enhances the dignity of citizens</b>.</p> <p>4. Democracy is better than other forms of government because <b>it allows us to correct its own mistakes</b>.</p>	3
8	<b>Why modern democracies are called representative democracy?</b>	
9	<b>Explain the difficulties faced by the people in a non-democratic country? (Sept 2011) OR Mention 5 main difficulties faced by the people in a non-democratic country. (Sept 2014)</b>	3/5
10	<b>What do you understand by the 'broader meaning of democracy'? Explain in three points. (Sept 2015)</b>	3
11	<b>Even democracy has a fair share of demerits. Explain any five such demerits. (Sept 2015)</b>	5
12	<b>'Democracy is better than any form of government'. Comment. (Sept 2016)</b>	5
13	<b>Enumerate arguments given against democracy. (Sept 2016)</b>	3



**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX GEOGRAPHY**

**WORKSHEET NO. 5**

**CHAPTER: 2 – PHYSICAL FEATURES**

S.No	Question	MM
1	<p><b>What are Lithospheric plates? Name the seven major Tectonic plates.</b></p> <p>The outer crust of the earth (the lithosphere) is broken into several small pieces known as tectonic plates. The seven major plates are the African plate, Antarctic plate, Eurasian plate, Indo-Australian plate, North American plate, Pacific plate and South American plate.</p>	3
2.	<b>What does the movement of the plates result in?</b>	1
3.	<b>Classify the plate movements into three types and explain them briefly</b>	3
4.	<p><b>Explain the formation of the Himalayas and the mountain system of Western Asia.</b></p>	5
5.	<b>Describe the formation of the Northern plains of India.</b>	3
6.	<b>‘The land of India displays great physical variation.’ Explain the above statement with examples.</b>	5
7.	<b>Name the major physiographic divisions of India.</b>	3
8. Ans	<p><b>Explain the Himalayan mountains under the following headings:</b></p> <p>i) Extent of the range ii) Shape iii) Length iv) Width v) Altitudinal variations.</p> <p><b>i) Extent of the range:</b> These mountain ranges run in a west-east direction from the Indus to the Brahmaputra. <b>ii) Shape</b> : form an arc <b>iii) Length:2,400 Km.</b><b>iv) Width:</b> Their width varies from 400 Km in Kashmir to 150 Km in Arunachal Pradesh.<b>v) Altitudinal variations:</b> The altitudinal variations are greater in the eastern half than those in the western half.</p>	5
9.	<b>Name the three parallel ranges of the Himalayas.</b>	1
10.	<p><b>Explain Himadri range under the following headings:</b></p> <p>1) <b>Other name</b> : the Great or Inner Himalayas 2) <b>Location</b> : The northern most range  3) <b>Average altitude:</b> an average height of 6,000 metres. 4) <b>Prominent peaks</b> : Mt. Everest Nepal 8848 ,Kanchenjunga India 8598,Makalu Nepal 8481,Dhaulagiri Nepal 8172 5)  <b>Folds:</b> asymmetrical in nature. 6) <b>Core of this part:</b> composed of granite.</p>	5
11.	<p><b>Explain the characteristics of the Himachal under the following headings:</b></p> <p>i) <b>Location</b> : lies to the south of the Himadri ii) <b>Other name</b> : <i>Himachal</i> or lesser Himalaya. iii) <b>Rocks:</b> compressed and altered rocks. iv) <b>Altitude:</b> between 3,700 and 4,500 metres v) <b>Average width:</b> width is of 50 Km. vi) <b>Important ranges</b> : Pir Panjal ,Dhuala Dhar &amp;Mahabharat vii) <b>Famous valleys:</b> the Kashmir ,Kangra &amp;Kullu valley viii) <b>Hill Stations:</b> Mussoori ,Nainital &amp; Ranikhet.</p>	5
12.	<p><b>Explain the Outer Himalayas under the following:</b> a) Other name b) Location c) Average width iv) Altitude v) Sediments</p>	1

13.	What are Duns? Give examples.	1												
14.	Explain the divisions of the Himalayas on the basis of regions from west to east. How have these regions been demarcated?	5												
15.	What marks the eastern-most boundary of the Himalayas?	1												
16.	What are Purvanchals? Name the hills comprising it.	3												
17.	Name the three river systems that have led to the formation of the northern plains.	3												
18.	Explain the characteristic features of Northern Plains on the basis of the following: 1) Formation 2) Area covered 3) Extension 4) Width 5) Other characteristic features	5												
19.	What are the characteristics of the rivers in its lower course?	3												
20.	What do you mean by distributaries?	1												
21.	What is Doab?	1												
22.	Describe the three sections into which the northern plains have been divided.	3												
23.	Explain the divisions of the northern plains according to the variations in the relief features.	5												
24.	<p>Distinguish between Bhangar and Khadar plains on the basis of the following:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Basis</th> <th style="width: 33%;">Bhangar plain*</th> <th style="width: 33%;">Khadar plain</th> </tr> </thead> <tbody> <tr> <td>a) New / older alluvium</td> <td>The plain is formed of older alluvium.</td> <td>The plain is formed of newer, younger deposits.</td> </tr> <tr> <td>b) Location</td> <td>They lie above the flood plains of the rivers.</td> <td>They lie near the river banks.</td> </tr> <tr> <td>c) Fertility</td> <td>They are less fertile.</td> <td>They are more fertile</td> </tr> </tbody> </table> <p>* The soil in the Bhangar region contains calcareous deposits locally known as kankar.</p>	Basis	Bhangar plain*	Khadar plain	a) New / older alluvium	The plain is formed of older alluvium.	The plain is formed of newer, younger deposits.	b) Location	They lie above the flood plains of the rivers.	They lie near the river banks.	c) Fertility	They are less fertile.	They are more fertile	3
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25.	Explain the characteristics of the Peninsular plateau under the following: 1) Shape 2) Rocks 3) Formation 4) Topographic features 5) Slope 6) Main divisions.	5												
26.	What are Central Highlands?	1												
27.	What lies to the south, north-west and west of the Vindhyan range?	1												
28.	Name the plateau that forms the eastward extensions of the Central Highlands.	1												
29.	Explain the features of the Deccan plateau under the following: <ul style="list-style-type: none"> <li>a) Location and Shape</li> <li>b) Northern and eastern extensions</li> <li>c) Slope</li> <li>d) Extension of the plateau in the north-east</li> </ul>	5												
30.	What separates the Deccan plateau from the Chotanagpur plateau?	1												

31.	<p><b>Distinguish between the Western Ghats and the Eastern Ghats under the following points:</b></p> <table border="1" data-bbox="256 147 1410 595"> <thead> <tr> <th data-bbox="256 147 483 185">Basis</th> <th data-bbox="483 147 940 185">Western Ghats</th> <th data-bbox="940 147 1410 185">Eastern Ghats</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 185 483 297">1) Location</td> <td data-bbox="483 185 940 297">Mark the western edge of the Deccan Plateau, located parallel to the western coast.</td> <td data-bbox="940 185 1410 297">Mark the eastern edge of the Deccan Plateau, located parallel to the eastern coast.</td> </tr> <tr> <td data-bbox="256 297 483 371">2) Altitude</td> <td data-bbox="483 297 940 371">Average elevation is 900-1600 metres.</td> <td data-bbox="940 297 1410 371">Average elevation is 600metres.</td> </tr> <tr> <td data-bbox="256 371 483 448">3) Continuity</td> <td data-bbox="483 371 940 448">They are continuous and can be crossed through passes.</td> <td data-bbox="940 371 1410 448">They are discontinuous.</td> </tr> <tr> <td data-bbox="256 448 483 521">4) Highest peaks</td> <td data-bbox="483 448 940 521">Anai Mudi and Doda Betta are the highest peak.</td> <td data-bbox="940 448 1410 521">Mahendragiri is the highest peak.</td> </tr> <tr> <td data-bbox="256 521 483 595">5) Local names</td> <td data-bbox="483 521 940 595">Nilgiri, Cardamom, Anaimalai.</td> <td data-bbox="940 521 1410 595">Shevaroy Hills and Javadi Hills.</td> </tr> </tbody> </table>	Basis	Western Ghats	Eastern Ghats	1) Location	Mark the western edge of the Deccan Plateau, located parallel to the western coast.	Mark the eastern edge of the Deccan Plateau, located parallel to the eastern coast.	2) Altitude	Average elevation is 900-1600 metres.	Average elevation is 600metres.	3) Continuity	They are continuous and can be crossed through passes.	They are discontinuous.	4) Highest peaks	Anai Mudi and Doda Betta are the highest peak.	Mahendragiri is the highest peak.	5) Local names	Nilgiri, Cardamom, Anaimalai.	Shevaroy Hills and Javadi Hills.	5			
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32.	Name the type of rainfall in the Western Ghats.	1																					
33.	Where is the Deccan Trap located? Write a short account on the type of rocks found here.	3																					
34.	<p>Write a note on the Aravallis covering the following points:</p> <p>i) Location    ii) How are they found as?    iii) Extension</p>	3																					
35.	<p>Describe the Indian Desert (Thar) under the following headings:</p> <p>1) Location    2) Topography    3) Rainfall    4) Climate and vegetation    5) Stream formation    6) Sand dunes</p>	5																					
36.	<p><b>Distinguish between the Western coastal plains and the Eastern coastal plains under the following points:</b></p> <table border="1" data-bbox="256 1077 1374 1744"> <thead> <tr> <th data-bbox="256 1077 464 1115">Basis</th> <th data-bbox="464 1077 916 1115">Western Coastal Plains</th> <th data-bbox="916 1077 1374 1115">Eastern Coastal Plains</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 1115 464 1189">i) Extension</td> <td data-bbox="464 1115 916 1189">They extend from Gujarat to Kerala.</td> <td data-bbox="916 1115 1374 1189">They extend from West Bengal to Tamilnadu.</td> </tr> <tr> <td data-bbox="256 1189 464 1301">ii) Location</td> <td data-bbox="464 1189 916 1301">They are located in between the Western Ghats and the Arabian Sea</td> <td data-bbox="916 1189 1374 1301">They are located in between the Eastern Ghats and the Bay of Bengal.</td> </tr> <tr> <td data-bbox="256 1301 464 1559">iii) Main divisions</td> <td data-bbox="464 1301 916 1559">The northern part of the coast called the Konkan (Mumbai to Goa). The central stretch is called the Kannad Plain The southern stretch is referred to as the Malabar coast.</td> <td data-bbox="916 1301 1374 1559">a) The northern part is referred to as the Northern Circar. b) The southern part is known as the Coromandal Coast.</td> </tr> <tr> <td data-bbox="256 1559 464 1597">iv) Width</td> <td data-bbox="464 1559 916 1597">They are narrow.</td> <td data-bbox="916 1559 1374 1597">They are broad.</td> </tr> <tr> <td data-bbox="256 1597 464 1671">v) Rivers</td> <td data-bbox="464 1597 916 1671">Narmada and Tapi</td> <td data-bbox="916 1597 1374 1671">Mahanadi, Krishna, Godavari and Kavari</td> </tr> <tr> <td data-bbox="256 1671 464 1744">i) Features formed</td> <td data-bbox="464 1671 916 1744">Known for lagoons and Estuaries.</td> <td data-bbox="916 1671 1374 1744">Lake Chilika important feature along the east coast.</td> </tr> </tbody> </table>	Basis	Western Coastal Plains	Eastern Coastal Plains	i) Extension	They extend from Gujarat to Kerala.	They extend from West Bengal to Tamilnadu.	ii) Location	They are located in between the Western Ghats and the Arabian Sea	They are located in between the Eastern Ghats and the Bay of Bengal.	iii) Main divisions	The northern part of the coast called the Konkan (Mumbai to Goa). The central stretch is called the Kannad Plain The southern stretch is referred to as the Malabar coast.	a) The northern part is referred to as the Northern Circar. b) The southern part is known as the Coromandal Coast.	iv) Width	They are narrow.	They are broad.	v) Rivers	Narmada and Tapi	Mahanadi, Krishna, Godavari and Kavari	i) Features formed	Known for lagoons and Estuaries.	Lake Chilika important feature along the east coast.	5
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37.	<p><b>Distinguish between Lakshadweep islands and Andaman and Nicobar islands under the following:</b></p> <table border="1" data-bbox="256 1823 1362 2116"> <thead> <tr> <th data-bbox="256 1823 483 1861">Basis</th> <th data-bbox="483 1823 847 1861">Lakshadweep islands</th> <th data-bbox="847 1823 1362 1861">Andaman and Nicobar Island</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 1861 483 1973">a) Location</td> <td data-bbox="483 1861 847 1973">They are located in the Arabian Sea near the coast.</td> <td data-bbox="847 1861 1362 1973">They are located in the Bay of Bengal far away from the coast.</td> </tr> <tr> <td data-bbox="256 1973 483 2085">b) Origin</td> <td data-bbox="483 1973 847 2085">This island group is composed of small coral islands.</td> <td data-bbox="847 1973 1362 2085">This island group is an elevated portion of submarine mountains.</td> </tr> <tr> <td data-bbox="256 2085 483 2116">c) Size</td> <td data-bbox="483 2085 847 2116">They are smaller in size.</td> <td data-bbox="847 2085 1362 2116">They are bigger in size.</td> </tr> </tbody> </table>	Basis	Lakshadweep islands	Andaman and Nicobar Island	a) Location	They are located in the Arabian Sea near the coast.	They are located in the Bay of Bengal far away from the coast.	b) Origin	This island group is composed of small coral islands.	This island group is an elevated portion of submarine mountains.	c) Size	They are smaller in size.	They are bigger in size.	5									
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	<b>d) Number (less / more)</b>	They are less in number.	They are numerous and scattered.	
	<b>e) Capital</b>	Kavaratti	Port Blair	
<b>38.</b>	<p><b>‘The physiographic divisions of India are complementary to one another.’ Explain giving four examples.</b></p> <p>1)The mountains are the major sources of water and forest wealth. 2) The northern plains are the granaries of the country. They provide the base for early civilisations. 3) The plateau is a storehouse of minerals, which has played a crucial role in the industrialisation of the country. 4) The coastal regions have rich fertile soil and have potential of development of tourism.5) Island groups provide sites for fishing and port activities. Thus, the diverse physical features of the land have immense future possibilities of development.</p>			<b>5</b>

**PREVIOUS YEARS QUESTIONS:**





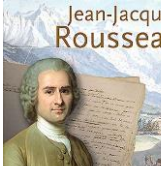
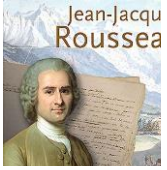
Q1	Name any one feature formed by deposition of river? 2012	1 m
Q2	Name three longitudinal divisions of Himalayas.State one characteristic feature of each.2012	3m
Q3	Describe the name and one feature each of any three parts of the Northern Plains.2013	3m
Q4	Explain which two forces are responsible for shaping the present geographic features of India? Which continents of today were part of Gondwanaland?2013	5m 3m
Q5	Name the three parallel ranges of the Himalayas .write three features of the Northernmost range of the Himalayas.2014	3m
Q6	Name the three types of plate boundaries .explain one characteristic of each.2015	3m
Q7	Differentiate between Tributaries and Distributaries.2015	
Q8	Classify the Himalayas on the basis of regions from west –east. Write any three regions.2016	1m
Q9	Collision of which two plates led to the formation of fold mountains in the Tethys sea.2017	



**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX: HISTORY**  
**CHAPTER: 01: FRENCH REVOLUTION**

<b>WORKSHEET: 6</b>
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1	<p>Discuss the condition of France on the eve of the Revolution of 1789. (Page-4) <b>OR</b>          Discuss the policies adopted by the Bourbone family under the king Louis XVI that paved the way for the Revolution?</p> <ol style="list-style-type: none"> <li>1. In 1774, Louis XVI of the Bourbon family of kings ascended the throne of France. Upon his accession, the new king found an empty treasury.</li> <li>2. Long years of war had drained the financial resources of France.</li> <li>3. Added to this, the cost of maintaining the immense palace of Versailles was also huge.</li> <li>4. France also had to pay back the loans which they had taken during American War of Independence to help the colonies to fight against the common enemy Britain.</li> <li>5. To meet its regular expenses the French government was forced to borrow money from lenders who charged more interest and thus the government had to spend an increasing percentage of its budget on interest payments alone.</li> <li>6. To meet its regular expenses, army, the court, government offices and universities expenses, the state was forced to increase taxes but the burden of taxation fell on the shoulders of the Third Estate. <b>(Any FIVE points)</b></li> </ol>	5
2	<p>Analyse the features of the society of Estates or the 'Old Regime' that existed before 1789.</p>	5
3	<p>What led to a '<b>subsistence crisis</b>' that occurred frequently in France during the Old Regime? <b>Final Term Exam 2019</b></p> <ol style="list-style-type: none"> <li>1. With the rapid increase in population of France, the demand for food grains increased.</li> <li>2. Production of grains could not keep pace with the demand. So the price of bread, which was the staple diet of the majority, rose rapidly.</li> <li>3. The worker's wages did not keep pace with the rise in prices. So the gap between the poor and the rich widened.</li> <li>4. The whole situation became worse whenever drought or hail reduced the harvest.</li> <li>5. This led to a <b>subsistence crisis</b>, something that occurred frequently in France during the Old Regime.</li> </ol>	5
4	<p>Analyze the emergence of new social groups (Middle Class) in the eighteenth century France.(Page-6)</p> <ol style="list-style-type: none"> <li>1. The middle class that emerged within the Third Estate was eager to carry out full-scale measures that would bring about a change in the social and economic order.</li> <li>2. In eighteenth century France ,there emerged the new social groups( termed the middle class,) who earned their wealth through an expanding overseas trade and from the manufacture of goods such as woollen and silk textiles that were either exported or bought by the richer members of society.<b>(merchants and manufacturers)</b></li> <li>3. In addition to merchants and manufacturers, <b>the middle class</b> included the educated professionals such as lawyers or administrative officials, who also believed that no group in society should be privileged by birth</li> </ol>	5

	<p>4. They believed that a person's social position must depend on his merit.</p> <p>5. These ideas envisaging a society based on freedom and equal laws and opportunities for all were put forward by philosophers such as John Locke and Jean Jacques Rousseau.</p>	
5	<p><b>“The ideas developed by the great philosophers of the eighteenth century paved the way for the Revolution”. Discuss. (Page-6-7)</b></p> <p>1.The ideas envisaging a society based on freedom and equal laws and opportunities for all were put forward by philosophers such as John Locke and Jean Jacques Rousseau.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Two Treatises of Government</p> </div> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Locke</b> Refuted the divine power of the monarch</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p>The Spirit of the Laws</p> </div> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Montesquieu</b> Division of power between Legislature, Executive and Judiciary</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p>The Social Contract</p> </div> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Rousseau</b> Government based on social contract between people and the representatives</p> </div> </div> <p>2. The ideas of these philosophers were discussed intensively in salons and coffee-houses and spread among people through books and newspapers. These were frequently read aloud in groups for the benefit of those who could not read and write.</p> <p>3.The news that Louis XVI planned to impose further taxes to be able to meet the expenses of the state generated anger and protest against the system of privileges.</p>	3
6	<p>Why did Louis XVI decide to convene the Estate General after a period of 175 years? Mention the immediate consequence of it.</p>	5
7	<p>Briefly explain the events that led to the storming of Bastille prison.</p>	5
8	<p>Describe the conditions of the rest of France when National Assembly was busy drafting a constitution at Versailles. (Page-9) <b>(Any best five points)</b></p>	5

9	<p>Evaluate the significance of the Constitution of 1791? Point out its Electoral features. ( Final Term Examination 2019)</p> <p><b><u>Features of the constitution:</u></b></p> <ol style="list-style-type: none"> <li>1. The National Assembly completed the draft of the constitution in 1791. Its main object was to limit the powers of the monarch.</li> <li>2. These powers instead of being concentrated in the hands of one person were now separated and assigned to different institutions – the legislature, executive and judiciary. This made France a constitutional monarchy.</li> <li>3. The Constitution of 1791 vested the power to make laws in the National Assembly, which was indirectly elected. That is, citizens voted for a group of electors, who in turn chose the Assembly.(3 marks)</li> </ol> <p><b><u>Electoral features:</u></b></p> <ol style="list-style-type: none"> <li>1. Not all citizens, however, had the right to vote. Only men above 25 years of age</li> </ol>	5
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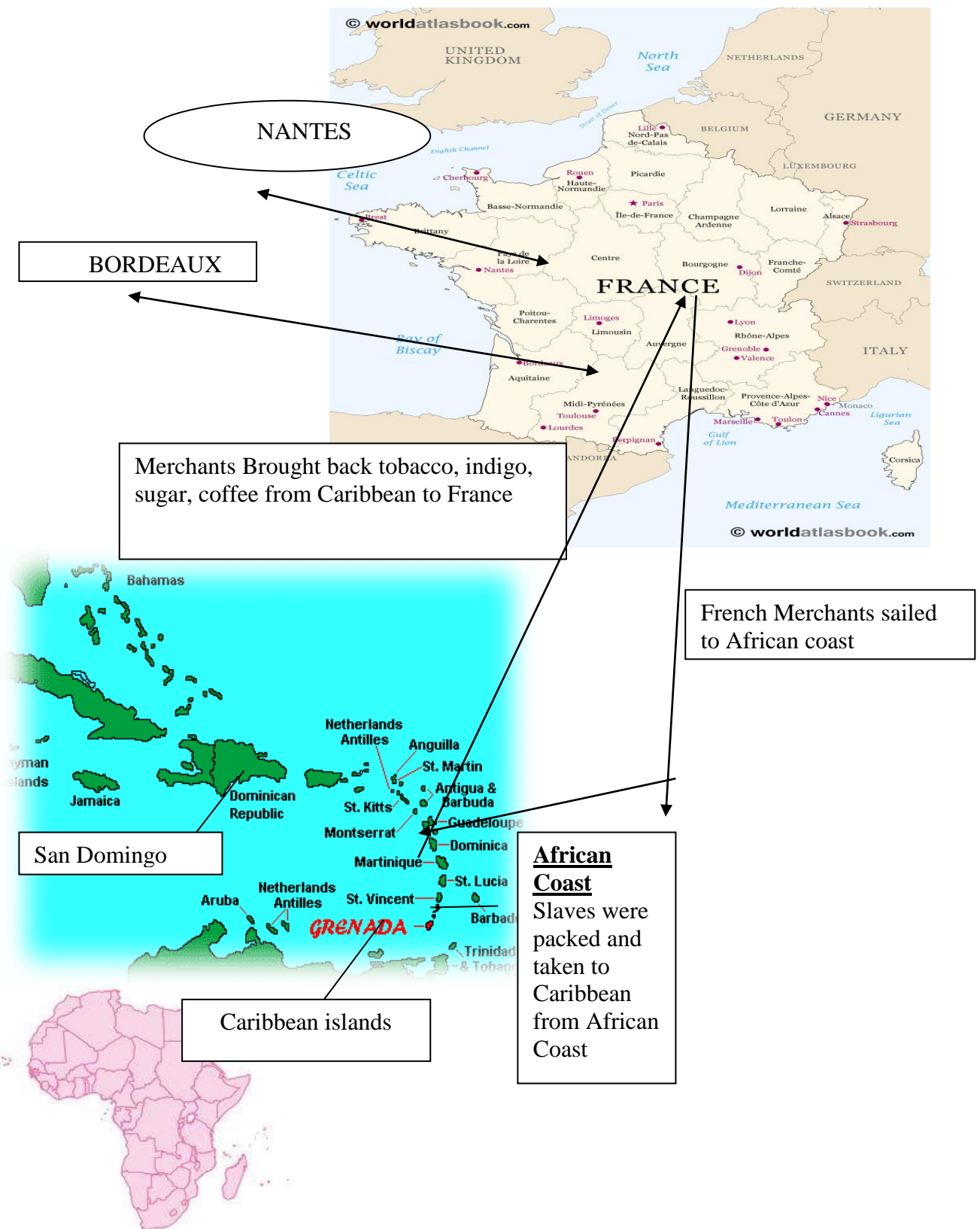
	<p>who paid taxes equal to at least 3 days of a labourer's wage were given the status of active citizens, that is, they were entitled to vote.</p> <p>2. The remaining men and all women were classed as passive citizens.</p> <p style="text-align: right;"><b>(1+1=2)</b></p>	
10	Name the National Anthem of France. Who composed it? (Page-14, refer text book)	3
11	Describe the growth of political clubs in France after the Revolution of 1789. (Page-14)	3
12	Give a detailed account on the role of Jacobin Club in the course of the Revolution. (The members of the Jacobin club led by Maximilian Robespierre belonged mainly to the less prosperous sections of society. They included small shopkeepers, artisans such as shoemakers, pastry cooks, watch-makers, printers, as well as servants and daily-wage workers – Refer text)	5
13	Write a short note on "The Reign of Terror". (Page-16)	3
14	Describe the policies adopted by Maximilian Robespierre to intensify the Reign of Terror. (Page-16)	3
15	Evaluate the nature of Slavery existed in France in the Eighteenth Century. When was it finally abolished in the French colonies? (Refer text book Page-21)	5
16	How did the Revolution change the everyday life of people of France? <b>OR</b> Examine the importance of the laws made by Revolutionary government to translate the ideals of liberty and equality into everyday practice. (Page-22) <b>Refer text book.</b>	5
17	Give a brief account on the life of <b>Napoleon Bonaparte</b> . <b>(Refer text book. Mention any five points)</b>	3
18	Why were women disappointed by Constitution of 1791?	1
19	How did France become a constitutional Monarchy? Explain	3
20	How were the ideas of liberty and equality brought into practice by the revolutionary government? Explain	5
21	Mention the legacies of French Revolution on the World. (Page- 24)	3
22	What do you know of the Declaration of the Rights of Man and Citizen in the new constitution of 1791?	3

23	Which groups of the French society were benefited from the Revolution	3
24	What was the position of France on slavery in 18 <sup>th</sup> and 19 <sup>th</sup> century? Explain any three points.	3
25	Describe the contribution of Mirabeau and Abbesieyes to the French revolution	5
<b>26</b>	<b>Analyze the impact of the French Revolution over the Europe and other parts of the world.</b>	<b>5</b>
27	Describe the triangular slave trade between Europe , Africa and the America	3
28	Explain feudal structure of French Society.	5

**Note Book questions: 11, 18,19,22,26**

### SLAVE TRADE

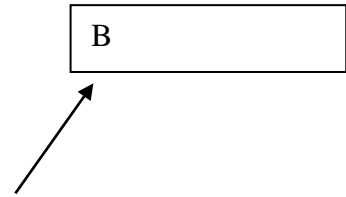
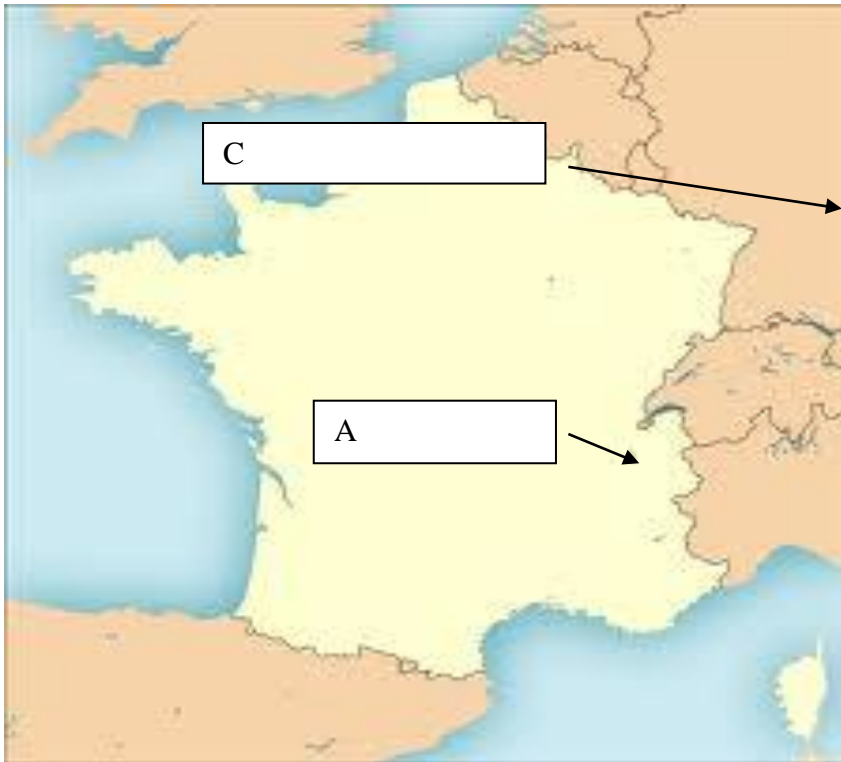




**Map Practice**

Three Items A, B and C are shown in the given outline map of France. Identify these items with the help of following information and write their correct names on the lines marked on the map.

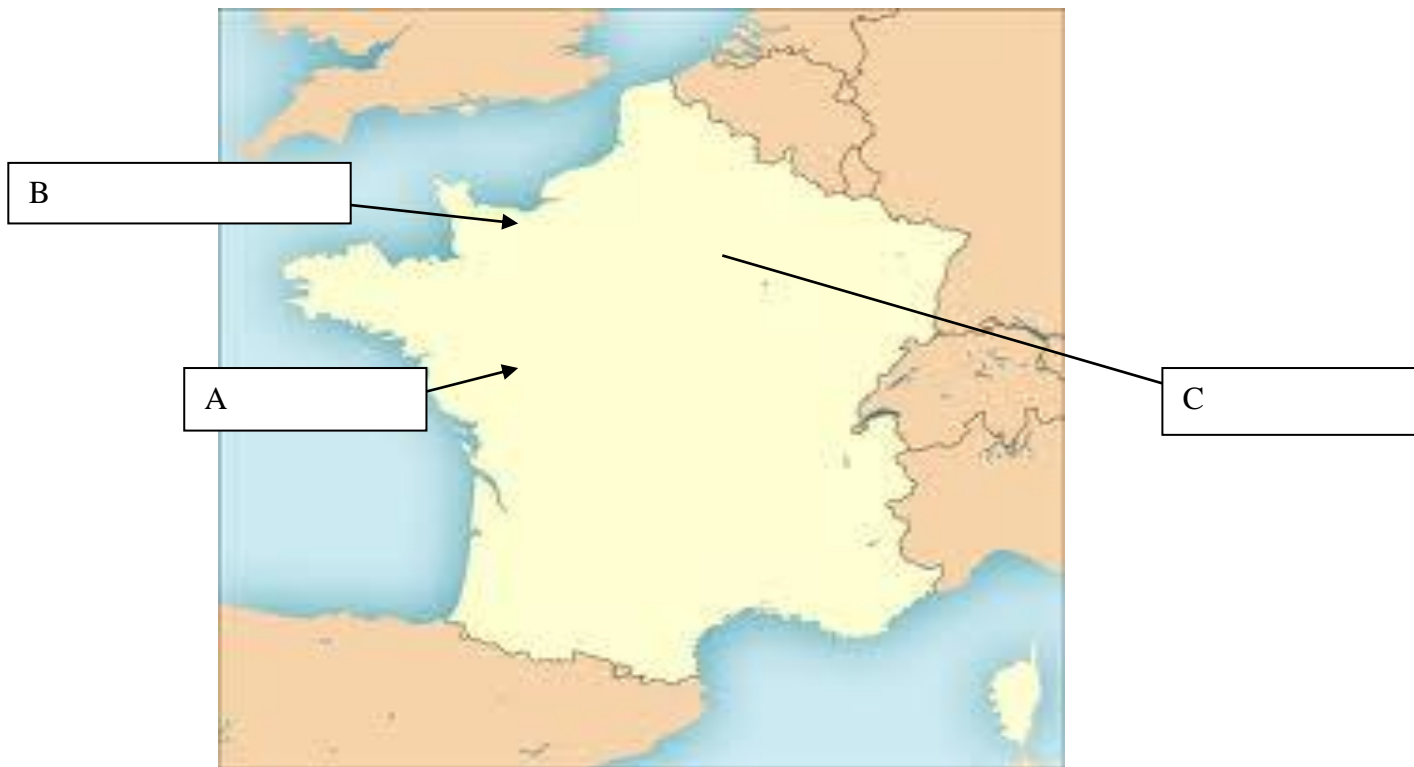
- A) Port related to slave trade.
- B) The region not affected by the great fear.
- C) The place where French revolution of 1789 started.



**Map Practice**

Three Items A, B and C are shown in the given outline map of France. Identify these items with the help of following information and write their correct names on the lines marked on the map.

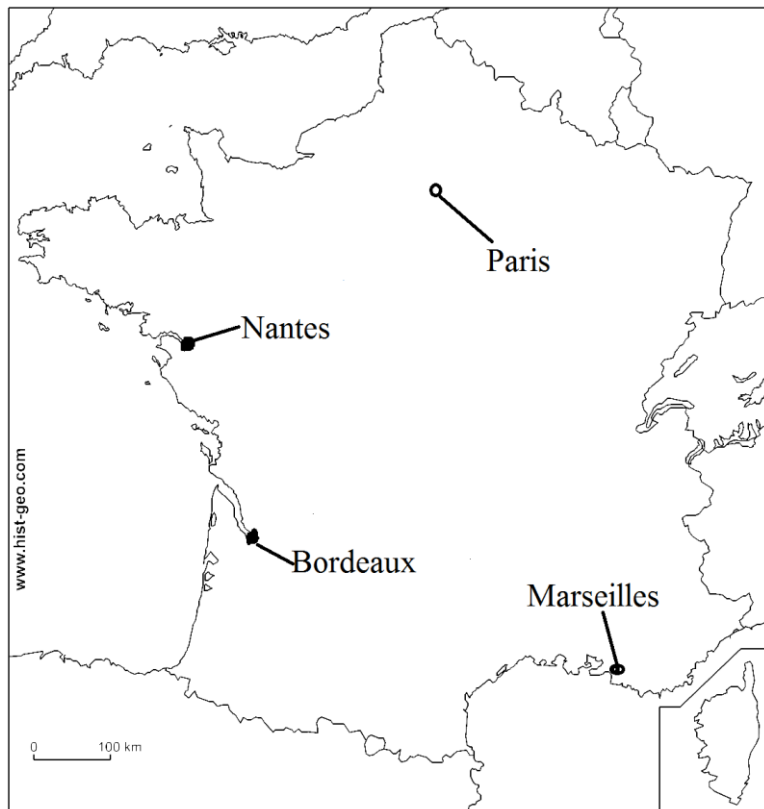
- A. Epicenter of main panic movement**
- B. Region not affected by great fear**
- C. A place from where the French Revolution started**



**Map Practice**

On the given outline map of France, label and locate the following with appropriate symbols

- a. Bordeaux.
- b. Marseilles.
- c. Paris.
- d. Nantes. (Final Term Examination 2019)





**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX- DEMOCRATIC POLITICS**  
**CHAPTER: 3-CONSTITUTIONAL DESIGN**  
**(JUNE-2019)**

**WORKSHEET-No: 7**

*Following question answers should be written in the class work book:  
 Q.NOs 2, 4, 8, 18, 24, 25 & 26*

1	Who said these words in his fight against White government in South Africa? <i>"I have fought against white domination and I have fought against black domination. ----- But if needs be, it is an ideal for which I am prepared to die."</i>	1
2	Prepare a profile of Nelson Mandela and stick pictures in your book.	4
3	Define: Apartheid Ans: • The official policy of racial separation and ill treatment of blacks followed by the government of South Africa between 1948 and 1989.	1
4	Evaluate the features of 'apartheid' practiced in South Africa between 1948 and 1989. Ans: 1. Apartheid was the name of a system of racial discrimination unique to South Africa. The system of apartheid divided the people and labelled them on the basis of their skin colour. 2. The apartheid system was particularly oppressive for the blacks. They were forbidden from living in white areas. 3. They could work in white areas only if they had a permit. 4. Trains, buses, taxis, hotels, hospitals, schools and colleges, libraries, cinema halls, theatres, beaches, swimming pools, public toilets, were all separate for the whites and blacks. This was called segregation. 5. They could not even visit the churches where the whites worshipped. Blacks could not form associations or protest against the terrible treatment.	3 or 4
5	Analyse the working and composition of ANC. 1. Since 1950, the blacks, colored and the Indians fought against the apartheid system. They launched protest marches and strikes. 2. The African National Congress (ANC) was the umbrella organisation that led the struggle against the policies of segregation. 3. This included many workers' unions and the Communist Party. Many sensitive whites also joined the ANC to oppose apartheid and played a leading role in this struggle.	3
6	What efforts were made to form a new constitution after independence in South Africa? Ans: 1. After the emergence of the new democratic South Africa, black leaders appealed to fellow Blacks to forgive the whites for the atrocities they had committed while in power. 2. They said let us build a new South Africa based on equality of all races and	3

	<p>men and women, on democratic values, social justice and human rights.</p> <p>3. The party that ruled through oppression and brutal killings and the party that led the freedom struggle sat together to draw up a common constitution.</p>	
7	<p>What is a 'constitution'?</p> <p>Ans:</p> <ol style="list-style-type: none"> <li>1. The constitution of a country is a set of written rules that are accepted by all people living together in a country.</li> <li>2. Constitution is the supreme law that determines the relationship among people living in a territory (called citizens).</li> <li>3. It also the relationship between the people and government.</li> </ol>	3
8	<p>Why do we need a constitution? <b>OR</b> "A Constitution does many things". Justify</p> <p><b>Refer to the Text Book Pg: 44 for answer. (Write the answer in your note book)</b></p>	3
9	<p>What documents were taken by the Constituent Assembly to form the Indian Constitution?</p> <p>Ans:</p> <ol style="list-style-type: none"> <li>1. The Constitution was drafted by Motilal Nehru and eight other leaders in 1928.</li> <li>2. The resolution was framed at the Karachi Session of the INC on how independent India's Constitution should look like, in 1931.</li> <li>3. The Indian Constitution adopted many institutional details and procedures from colonial laws like Government of India Act of 1935.</li> </ol>	3
10	<p>What were the basic values accepted by all leaders much before the Constituent Assembly met to deliberate on the Constitution?</p> <p>Ans:</p> <p>(i) Universal adult franchise (ii) right to freedom and equality (iii) to protect the Rights of the minorities in the Constitution of independent India.</p>	3
11	<p>"Indian leaders were inspired by the ideals of other countries when they made our constitution, but on our own terms". Name the countries and examine their ideals that that followed by Indian Constitution makers.</p> <p>Ans:</p> <ol style="list-style-type: none"> <li>1. France: Many Indian leaders were inspired by the ideals of the French Revolution and their and their resolution on liberty, equality and fraternity.</li> <li>2. Britain: Indian leaders were inspired by the Parliamentary democracy in Britain.</li> <li>3. US: Bill of Rights.</li> <li>4. Russia: Socialist Economy and equality.</li> </ol>	3
12	<p>What is a 'Constituent Assembly'?</p> <p>Ans:</p> <p>❖ An Assembly of elected representatives to draft a document called constitution is referred as a 'Constituent Assembly'.</p>	1
13	<p>Give a brief note on the 'Constituent Assembly of India'.</p> <p>Ans:</p> <ol style="list-style-type: none"> <li>1. The Constituent Assembly was also divided into the Constituent Assembly of India and that of Pakistan.</li> <li>2. The Constituent Assembly that wrote the Indian constitution had 299 members.</li> <li>3. The Assembly adopted the Constitution on 26 November 1949 but it came into effect on January 26, 1950.</li> </ol>	3
14	<p>Give reasons for accepting the constitution made by the Constituent Assembly more than 50 years ago.</p>	3

	<p>Ans:</p> <ol style="list-style-type: none"> <li>1. The Constitution does not reflect the views of its members alone. It expresses a broad consensus of its time.</li> <li>2. The second reason for accepting the Constitution is that the Constituent Assembly represented the people of India. There was no universal adult franchise at that time. So the Constituent Assembly could not have been chosen directly by all the people of India.</li> <li>3. It was elected mainly by the members of the existing Provincial Legislatures, which ensured a fair share of members from all the regions of the country.</li> </ol>	
15	<p>Give a brief account of Drafting Committee that worked for the drafting of Indian Constitution.</p> <p>Ans:</p> <ol style="list-style-type: none"> <li>1. Drafting Committee was chaired by Dr. B.R. Ambedkar</li> <li>2. Several rounds of thorough discussion took place on the Draft Constitution, clause by clause.</li> <li>3. More than two thousand amendments were considered. The members deliberated for 114 days spread over three years.</li> </ol>	3
16	<p>What do you understand by 'Constituent Assembly Debates'?</p> <p>Ans:</p> <ol style="list-style-type: none"> <li>1. A Drafting Committee chaired by Dr. B.R. Ambedkar discussed the draft constitution clause by clause.</li> <li>2. The members deliberated for 114 days spread over three years.</li> <li>3. Every document presented and every word spoken in the Constituent Assembly has been recorded and preserved. These are called 'Constituent Assembly Debates'.</li> </ol>	3
17	<p>What is a Preamble to the Constitution? <b>OR</b> Write short note on the Preamble of Indian Constitution.</p> <p>Ans:</p> <ol style="list-style-type: none"> <li>1. The Constitution begins with a short statement of its basic values. This is called the Preamble to the constitution.</li> <li>2. Like any other countries, India took inspiration from American model to include Preamble to the Constitution.</li> <li>3. The Preamble of the Constitution reads like a poem on democracy. It contains the philosophy on which the entire Constitution has been built.</li> <li>4. It provides a standard to examine and evaluate any law and action of government, to find out whether it is good or bad.</li> <li>5. It is the soul of the Indian Constitution.</li> </ol>	4
18	<p>Define following terms given in the Preamble:</p> <p>Ans:</p> <p><b>1) WE, THE PEOPLE OF INDIA 2) SOVEREIGN 3)SOCIALIST 4) SECULAR 5) DEMOCRATIC</b>  <b>6) REPUBLIC 7)JUSTICE 8) LIBERTY 9)EQUALITY 10) FRATERNITY:</b>  <b>(Refer to text book pg: 51 and write the answer in your note book)</b></p>	1
19	<p>How was the institutional design formed for the Indian Constitution?</p> <p>Ans:</p> <ol style="list-style-type: none"> <li>1. A constitution is mainly about embodying values into institutional arrangements.</li> <li>2. It is a very long and detailed document. Therefore it needs to be amended quite regularly to keep it updated.</li> <li>3. So, they made provisions to incorporate changes from time to time. These changes are called constitutional amendments.</li> </ol>	4

	<p>4. The Constitution describes the institutional arrangements in a very legal language.</p> <p>5. Like any Constitution, the Indian Constitution lays down a procedure for choosing persons to govern the country. It defines who will have how much power to take which decisions.</p> <p>6. It puts limits to what the government can do by providing some rights to the citizen that cannot be violated.</p>	
20	<p><b><u>CCE Questions (First Summative Assessment-2010)</u></b></p> <p>1. Why do we need a Constitution? Give four arguments. (4 marks)</p> <p>2. What was the African Policy of Apartheid? How could that become to an end? (2+2=4)</p>	<b>4</b>
21	<p><b><u>CCE Questions (First Summative Assessment-2011)</u></b></p> <p>1. Which values formed the foundation of the Preamble of our Constitution?</p> <p>2. Which country has inspired India to incorporate the Preamble? Why does it start with "WE THE PEOPLE OF INDIA"? (1+1+1=3 marks)</p>	<b>3</b>
22	<p><b><u>CCE Questions (First Summative Assessment-2012)</u></b></p> <p>What is a Constitution? Why do we accept the constitution made by the Constituent Assembly more than fifty years ago? Explain. (1+4=5)</p>	<b>3</b>
23	<p><b><u>CCE Questions (First Summative Assessment-2013)</u></b></p> <p>1. Write about the South African leader 'Nelson Mandela'.</p> <p>2. Describe the composition of the Constituent Assembly? How much time it took to frame the Indian Constitution?</p> <p>3. The Indian Constitution is both rigid and flexible. Explain.</p> <p>4. Describe the clauses for institutional arrangements in the Indian Constitution.</p>	<b>3</b> <b>3</b> <b>5</b> <b>5</b>
24	<p><b><u>CCE Questions (First Summative Assessment-2014)</u></b></p> <p>1. Which committee of the Constituent Assembly was chaired by Dr. B.R. Ambedkar?</p> <p>2. The Indian constitution truly represents the people of India. Justify by giving suitable references.</p>	<b>1</b> <b>3</b>
25	<p><b><u>CCE Questions (First Summative Assessment-2015)</u></b></p> <p>1. Name the great leader of Indian freedom movement who was not the member of Indian constituent assembly.</p> <p>2. "The Constituent Assembly worked in a systematic open and consensual manner." Support the given statement.</p> <p>3. What is meant by the Apartheid? How did the people of South Africa struggle against it?</p>	<b>1</b> <b>3</b> <b>5</b>
26	<p><b><u>CCE Questions (First Summative Assessment-2016)</u></b></p> <p>Describe the efforts of people of South Africa to the striggle against Apartheid?</p>	<b>5</b>
27	<p><b><u>CCE Questions (First Summative Assessment-2017)</u></b></p> <p>What is a constitution? Why do we need a constitution? (1+4=5)</p>	<b>5</b>

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**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX: ECONOMICS**  
**CHAPTER: 02: PEOPLE AS RESOURCE**

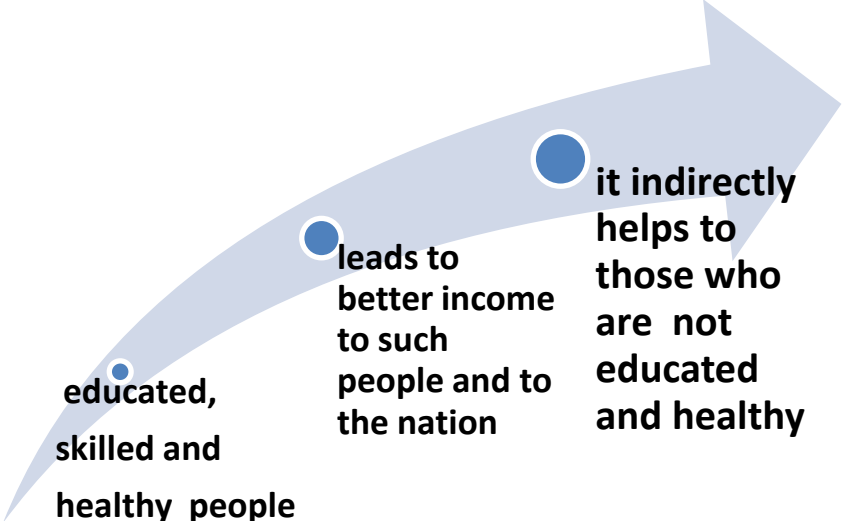
**WORKSHEET NO: 8**

Population becomes human capital when investment is made in the form of education, training, and medical care. People as Resources is a way of referring to a country's working people in terms of their existing productive skills and abilities. Green revolution and IT revolution are the striking instances of how the importance of human capital has gained a prominent position. When the existing human resource is further developed by becoming more educated and healthy, we can call it as human capital formation that adds to the productive power of the country just like physical capital formation.

Investment in human capital through education, training, medical care yields a return just like investment in physical capital. Human capital is very important than any other resources.

S. No.	Questions	Mark s
1.	<p style="text-align: center;"><b>What do you understand by the term 'people as a resource'?</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 150px;">Hey, what is <b>Human Resource?</b></p> </div> <div style="text-align: center;"> <p style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 200px;">Hm. <i>It's very simple.</i> <b>Its Educated, healthy and skilled human beings.</b></p> </div> </div>	
2.	<p><b>Explain the virtuous and vicious cycle in educating children in India.</b></p> <ol style="list-style-type: none"> <li>1. Educated parents are found to invest more heavily on the education of their children. This is because they have realized the importance of education for themselves.</li> <li>2. They are also conscious of proper nutrition and hygiene. They accordingly look after their children's needs for education at school and good health. A virtuous cycle is thus created in this case.</li> </ol> <p>In contrast, a vicious cycle may be created by disadvantaged parents who, themselves are uneducated and lack in hygiene and thus keeping their children in a similarly disadvantaged state</p>	3



3.	<p><b>‘A large population need not be a liability’ .Justify the statement.</b></p> <ol style="list-style-type: none"> <li>1. Population becomes human capital when there is investment made in the form of knowledge embodied in them.</li> <li>2. Population from the productive aspect, which is country’s working people in terms of their existing productive skills and abilities, emphasizes its ability to contribute to the creation of the Gross National Product. Thus population is an asset for the economy rather than a liability. In the absence of skilled and healthy human capital, economic development is not possible.</li> </ol> 	3
4	<p><b>What is the role of ‘health’ in human capital formation? OR What part does health play in an individuals’ working life?</b></p> <ol style="list-style-type: none"> <li>1. The health of a person helps him to realize his potential and ability to fight illness.</li> <li>2. An unhealthy person may become a liability for his organization.</li> <li>3. Investment in human capital through health care yields just like in physical capital.</li> <li>4. Healthier people earn higher income and add to the economic growth of the country.</li> </ol>	3
5.	<p><b>What are the various activities undertaken in the Primary Sector, Secondary Sector and Tertiary Sector?</b></p> <ol style="list-style-type: none"> <li>1. The various activities have been classified into three main sectors i.e., primary, secondary and tertiary. <b>Primary sector</b> includes agriculture, forestry, animal husbandry, fishing, poultry farming, and mining.</li> <li>2. Secondary sector includes quarrying and manufacturing (Industry).</li> <li>3. Tertiary sector includes Trade, transport, communication, banking, education, health, tourism, services, insurance etc.The activities in this sector result in the production of goods and services</li> </ol>	3
6	<p><b>Differentiate between Market activities and Non-Market activities.</b></p> <ol style="list-style-type: none"> <li>1. Market activities involve remuneration to anyone who performs i.e., activity performed for pay or profit. These include production of goods or services including government service.</li> <li>2. Non-market activities are the production for self-consumption. These can be consumption and processing of primary products.</li> </ol>	1/3
7	<p><b>Explain the steps that have been taken by the government to provide elementary education in India.</b></p> <ol style="list-style-type: none"> <li>1. There is a provision made for providing universal access, retention and quality in elementary education with special emphasis on girls.</li> <li>2. Navodaya Vidyalaya has been established in all districts to provide quality</li> </ol>	3/5

	<p>education to the rural children.</p> <ol style="list-style-type: none"> <li>Vocational streams have been developed to equip large number of highschool students to develop occupational skills.</li> <li>The Five Year plan' share outlay on education has increased from 151crore in the First Year plan to RS. 43,825 crore in tenth Five Year Plan.</li> </ol> <p><b>Any three points (You can also take points from question 18)</b></p>	
8	<p><b>Discuss the programmes and policies adopted by the Government of India (GOI) to improve the quality and high dropout rates in the primary school system</b></p> <ol style="list-style-type: none"> <li>SarvaSikshaAbhiyan is a significant step towards providing elementary education to all children in the age group of six to fourteen years by 2010.</li> <li>It is a time bound initiative of the central Government, in partnership with the states, the local Government and the community for achieving the goal of universalisation of elementary education.</li> <li>Bridge courses and back-to-school camps have been initiated to increase the enrollment in elementary education.</li> <li>Mid-day meal scheme has been implemented to encourage attendance and retention of children and improve their nutritional status.</li> <li>There is a provision made for retention and improve the quality of elementary education with a special emphasis on girls.</li> </ol>	3/5
9	<p><b>What does 'tenth Five Year Plan' try to achieve in the education sector?</b></p> <ol style="list-style-type: none"> <li>The tenth plan endeavored to increase the enrollment in higher education of 18 to 23 years age group from the present 6% to 9% by the end of the plan period.</li> <li>The strategy focuses on increasing access, quality and adoption of states-specific curriculum modification, vocationalisation and networking on the use of information technology.</li> <li>The plan also focuses on distant education, convergence of formal, non formal, distant and IT education institutions. Over the past fifty years, there has been a significant growth in the number of university and institutions of higher learning in specialized areas.</li> </ol>	3
10	<p><b>Why is the improvement in the health status of the people been a priority for the country? Explain the steps taken by the government in providing health facilities in India.</b></p> <ol style="list-style-type: none"> <li>The health of a person helps for the development of a country. An unhealthy person becomes a liability for an organization or for a country. So the improvement in health is the priority of the country.</li> <li>Our national policy too, aimed at improving the accessibility of health care, family welfare and nutritional service with special focus on underprivileged segment of population.</li> <li>Over the last five decades India has built up a vast health infrastructure and man power required at primary secondary and tertiary care in Government as well as in the private sector.</li> </ol>	3

11	<b>What do you understand by the term ‘unemployment’?</b> Unemployment is said to exist when people who are willing to work at the going wages cannot find jobs.	1
12	<b>Mention the features of Seasonal unemployment.</b> <ol style="list-style-type: none"> <li>1. Seasonal unemployment happens when people are not able to find jobs during some months of the year.</li> <li>2. People who are dependent upon agriculture usually face such kind of problem.</li> <li>3. There are certain busy seasons when sowing, harvesting, weeding, threshing is done. Certain months do not provide much work to the people dependant on agriculture.</li> </ol>	3
13.	<b>Explain the features of disguised unemployment with an example.</b> <ol style="list-style-type: none"> <li>1. In case of disguised unemployment people appear to be employed. But they work below to their potentiality. For Example: small farmers have agricultural plot where they find work. The work requires the service of five people but engages eight people.</li> <li>2. Three people are extra. These three people also work in the same plot as five people. The contribution made by the three extra people does not add to the contribution made by the five people.</li> <li>3. If three people are removed the productivity of the field will not decline. The field requires the service of five people and the three extra people are ‘disguised employed’.</li> </ol>	3
14	<b>Why is educated unemployment a peculiar problem in India?</b>	3
15	<b>Whys is educated unemployment, a peculiar problem of India? Suggest three measures to mitigate this problem.</b> (Summative Assessment -2013)	
16	<b>Explain the effects of unemployment on the country. OR ‘Unemployment tends to increase economic overload’. Explain. OR ‘Unemployment has a detrimental impact on the overall growth of an economy’. Justify the statement.</b> <ol style="list-style-type: none"> <li>1. Unemployment leads to wastage of manpower resource. There is a feeling of hopelessness and despair among the youth. People do not have enough money to support their family.</li> <li>2. Unemployment tends to increase economic overload. The dependence of the unemployed on the working population increases.</li> <li>3. The quality of life of an individual as well as of society is adversely affected. When a family has to live on a bare subsistence level there is a general decline in its health status and rising withdrawal from the school system.</li> <li>4. Increase in unemployment is an indicator of a depressed economy. It also wastes the resource, which could have been gainfully employed.</li> <li>5. If people cannot be used as a resource they naturally appear as a liability to the economy.</li> </ol>	3/5
17	<b>Suggest some measures in the education system to mitigate the problem of educated unemployed.</b> <ol style="list-style-type: none"> <li>1. <b>Skill Development</b> - Make education at the secondary level more career-oriented, which would endow individuals with not only education but also the requisite skills for gaining successful employment.</li> <li>2. <b>Education according to abilities</b>- There should be a formal guidance for the students making them aware of the various higher education programmes available to them leading to various career goals. This guidance should take into consideration, the interest and ability of the student.</li> <li>3. <b>Expanding Employment Opportunities</b>- The introduction of newer subjects and fields of study at the school level should be accompanied by a growth of job opportunities in the sectors that would employ the students</li> </ol>	3/5

	choosing to study such subjects.	
18	<b>Point out the employment scenario in three Sectors- Primary, Secondary and Tertiary.</b>	3/5
19	<b>Why is human capital the most factor of production? OR Why is health of people a major concern for the Indian Government?</b>	3/5
20	<b>What does the 10<sup>th</sup> Five-Year Plan try to achieve in the education sector?</b>	3/5
21	<b>What are the two types of unemployment found in the rural areas? How does unemployment affect the overall growth of the economy? Explain with four points.</b>	3/5
22	<b>How are people a resource? How can a large population become an asset?</b>	3/5
23	<b>What measures have been taken by the government to spread Universal Elementary Education? Write any five measures.</b>	3/5
24	<b>Study the graph given in page 21 and answer the following questions: i) By how much has the male literacy rate gone up from 1951 to 2001?(1) ii) Why is literacy rate lower among women than that of men?(2) iii) Explain two measures introduced by the government to improve enrolment in elementary Education. (2)</b>	3/5
25	<b>State an activity is associated with the primary sector?</b>	3/5
26	<b>Name an activity associated with the tertiary sector?</b>	3/5
27	<b>Which factor is said to be superior to the resources?</b>	3/5
28	<b>Tertiary sector of economy includes: (CCE 2011)</b>	3/5
29	<b>When investment is made in the form of education and medical care, the quality of population improves and becomes a great asset. Explain.</b>	3/5
30	<b>State the aim of Tenth Plan with regard to higher education. What strategy is being followed to attain it? S A I , 2016</b>	3/5
31	<b>Explain any five effects of unemployment in India? SA I ,2016-17</b>	3/5
32	<b>Explain any three significant steps taken by the govt. under SarvaShikshaAbhiyan . [SA-1 2016-17]</b>	3/5
33	<b>Describe two revolutions taken place in Indian economy to prove that investment in human capital can bring higher positions for the country [SA-1 2016-17]</b>	3/5
34	<b>Explain any 3 significant steps taken by the government under SarvaSikshaAbhiyan[SA-1 2016-17]</b>	3/5
35	<b>Describe the steps which have been taken by the Indian govt to reduce unemployment [SA-2 2016-17]</b>	3/5
36	<b>Describe the differences between male and female child enrolment</b>	3/5

**QUESTION TO BE WRITTEN IN NOTEBOOK: 10,19,20,23, 24 &31**



**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX - GEOGRAPHY**  
**CHAPTER:3 : DRAINAGE**

**WORKSHEET NO. 9**

**Please write following question-answers in your note book:**  
**2,4, 5, 8 , 9 , 12 ,18, 20 ,21 , 22 , 23**

Sr. No.	Question	Mks.
1	<p><b>Define the terms: Drainage, Drainage Basin, Water Divide ( 1mk each)</b>            Drainage: describes the river system of an area.            Drainage Basin: The area drained by a single river system            Water Divide: Any elevated area, such as a mountain or upland, separates two drainage basins.</p>	3
2	<p><b>Differentiate between Himalayan rivers and Peninsular rivers.</b></p>	3
3	<p><b>Describe the following drainage patterns with suitable diagrams:</b>  <b>a) Dendritic b) Trellis c) Rectangular d) Radial</b>  <b>a) Dendritic:</b> develops where the river channel follows the slope of the terrain.            The stream with its tributaries, resembles the branches of a tree  <b>b) Trellis:</b> A river joined by its tributaries , at app. right angles  <b>c) Rectangular:</b> develops on a strongly jointed rocky terrain  <b>d) Radial:</b> develops when streams flow in different directions from a central peak and dome-like structure.</p> <div style="text-align: center;"> </div>	5
5	<p><b>Describe the Indus river system under the following headings:</b>  <b>a) Origin :</b>  <b>b) Tributaries joining in the Kashmir region :</b>  <b>c) Mouth of the river :</b>  <b>d) Tributaries of the main river :</b>  <b>e) Slope:</b>  <b>f) Length :</b>  <b>g) States of India in which 1/3<sup>rd</sup> basin is located:</b></p>	5
6	<p><b>Describe the Ganga river system under the following headings:</b>  <b>a) Headwaters of the Ganga :</b> called the Bhagirathi is fed by the Gangotri glacier and joined by the Alaknanda at Devprayag in Uttaranchal.  <b>b) Place where Ganga emerges from the mountains on to the plains - Haridwar</b>  <b>c) Tributaries joining the river from the Himalayas : Yamuna, Ghaghara, Gandak and Kosi</b>  <b>d) Origin of river Yamuna and where it meets River Ganga : Rises in the Yamunotri glacier and meets the Ganga at Allahabad.</b>  <b>e) Tributaries rising in Nepal Himalaya : Ghaghara, Gandak and Kosi</b>  <b>f) Two implications of rivers rising from Nepal : i) they flood parts of the northern plains every year causing widespread damage to life and property. ii) enrich the soil for the extensive agricultural lands.</b>  <b>g) Main tributaries from the peninsular uplands : Chambal, Betwa and Son</b></p>	5

	<p>h) Characteristics of these tributaries : They rise from the semi-arid areas, have shorter courses and do not carry much water in them.</p> <p>i) Northernmost point of Ganga delta : Farakka in West Bengal</p> <p>j) Name of a Distributary that flows through the deltaic plains : Bhagirathi-Hooghly</p> <p>k) Mouth of the river Ganga and name of its delta. : Bay of Bengal; Sunderban</p> <p>i) Two characteristics of Sunderban delta : i) It is the world's largest and fastest growing delta ii) It is also the home of the Royal Bengal Tiger</p> <p>j) Length of the river: 2500 km.</p> <p>k) Slope of the river: The plains from Ambala to the Sunderban stretch over nearly 1800km.,but the fall in slope is hardly 300 mt. There is a fall of just 1mt. for every 6 km.</p> <p>l) Place of water divide between Indus and Ganga river systems : Ambala</p> <p>m) Feature formed by the river : Large meanders</p>	
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7	<p>Describe the Brahmaputra river system under the following headings:</p> <p>a) Origin : rises in Tibet east of Mansarowar lake</p> <p>b) Length : slightly longer than Indus</p> <p>c) How and where does it enter into India? : On reaching the Namcha Barwa, it takes a 'U'-turn and enters India in Arunachal Pradesh through a gorge.</p> <p>d) Name of the river in Arunachal Pradesh: Dihang</p> <p>e) Names of its tributaries in Assam : Dibang, Lohit, Kenula</p> <p>f) Name of Brahmaputra in Tibet and Bangladesh : Tsang Po in Tibet and Jamuna in Bangladesh</p> <p>g) Brief note on braided channel : It has a braided channel in its entire length in Assam and forms many riverine islands.</p> <p>h) Reasons for floods in Assam and Bangladesh :</p> <p>i) Every year during the rainy season, the river overflows its banks, causing widespread devastation due to floods in Assam and Bangladesh.</p> <p>ii) Unlike other north-Indian rivers, the Brahmaputra is marked by huge deposits of silt on its bed causing the river bed to rise.</p> <p>iii) The river also shifts its channel frequently.</p>	5
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8	<p><b>“In spite of a long upper course, the river Brahmaputra carries less amount of silt when it enters in to India”. Why?. Give 2 reasons.</b></p> <p>i) it carries a smaller amount of water as no tributaries join it in its upper course</p> <p>ii) It flows through a cold and dry area in its upper course.</p>	3
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**THE PENINSULAR RIVERS**

9	<p><b>Distinguish between: West flowing and East flowing rivers.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Point</th> <th></th> <th>West flowing rivers</th> <th></th> <th>East flowing rivers</th> </tr> </thead> <tbody> <tr> <td>Origin</td> <td>1</td> <td>They originate in the small hills of the eastern ghats and flow westwards</td> <td>1</td> <td>They originate in the western ghats and flow eastwards.</td> </tr> <tr> <td>Courses</td> <td>2</td> <td>Have shorter courses</td> <td>2</td> <td>Have longer courses</td> </tr> <tr> <td>Feature through which it flows</td> <td>3</td> <td>Flow through a rift valley</td> <td>3</td> <td>Have a normal course</td> </tr> <tr> <td>Mouth</td> <td>4</td> <td>Arabian sea</td> <td>4</td> <td>Bay of Bengal</td> </tr> <tr> <td>Feature formed at mouth</td> <td>5</td> <td>Estuary</td> <td>5</td> <td>Delta</td> </tr> <tr> <td>Two rivers</td> <td>6</td> <td>Rivers- Narmada and Tapi</td> <td>6</td> <td>Rivers- Mahanadi, Godavari</td> </tr> </tbody> </table>	Point		West flowing rivers		East flowing rivers	Origin	1	They originate in the small hills of the eastern ghats and flow westwards	1	They originate in the western ghats and flow eastwards.	Courses	2	Have shorter courses	2	Have longer courses	Feature through which it flows	3	Flow through a rift valley	3	Have a normal course	Mouth	4	Arabian sea	4	Bay of Bengal	Feature formed at mouth	5	Estuary	5	Delta	Two rivers	6	Rivers- Narmada and Tapi	6	Rivers- Mahanadi, Godavari	5
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10	<p><b>Explain the River Narmada with reference to the following:</b></p> <p>a) <b>Origin</b> : rises in the Amarkantak hills</p> <p>b) <b>Feature in to which it flows</b> : flows towards the west in rift valley formed due to faulting</p> <p>c) <b>Direction of Flow</b> : Flows towards the west</p> <p>d) <b>Any two picturesque locations created</b> : i) The ' Marble rocks', near Jabalpur where the Narmada flows through a deep gorge ii) the 'Dhuadhar falls', where the river plunges over steep rocks</p> <p>e) Type of drainage pattern : Trellis</p> <p>f) <b>States covered by basin</b> : Madhya Pradesh and Gujarat</p> <p>g) <b>Feature at mouth</b> : Estuary</p>	5
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11	<p><b>Explain the River Tapi with reference to the following:</b></p> <p>a) <b>Origin</b> : rises in the Satpura ranges, in the Betul district of Madhya Pradesh.</p> <p>b) <b>Direction of Flow and feature through which it flows</b> : Flows in a rift valley, parallel to the Narmada</p> <p>c) <b>Length</b> : shorter in length</p> <p>d) <b>States covered by basin</b> : M.P., Gujarat and Maharashtra</p> <p>e) <b>Feature at mouth</b> : Estuary</p> <p>f) <b>Feature through which it flows</b> : rift valley</p>	5
12	<p><b>Explain the River Godavari with reference to the following:</b></p> <p>a) <b>Origin</b> : rises from the slopes of the western ghats in Nasik district of Maharashtra.</p> <p>b) <b>Direction of Flow</b> : Flows eastwards and drains into the Bay of Bengal.</p> <p>c) <b>Length</b> : 1500km.</p> <p>d) <b>Feature at mouth</b> : Delta</p> <p>e) <b>States drained</b> : Maharashtra, M.P., Orissa, Andhra Pradesh</p> <p>f) <b>Other name of the river</b> : Dakshin Ganga</p>	5
13	<p><b>Explain the River Mahanadi with reference to the following:</b></p> <p>a) <b>Origin</b> : rises in the highlands of Chhattisgarh</p> <p>b) <b>Direction of Flow</b> : flows through Orissa to reach Bay of Bengal</p> <p>c) <b>Length</b> : 860 km</p> <p>d) <b>Feature at mouth</b> : Delta</p> <p>e) <b>States drained</b> : Maharashtra, Chhattisgarh, Jharkand, Orissa</p>	5
14	<p><b>Explain the River Krishna with reference to the following:</b></p> <p>a) <b>Origin</b> : Rises from a spring near Mahabaleshwar</p> <p>b) <b>Direction of Flow</b> : flows westwards reaching the Bay of Bengal</p> <p>c) <b>Length</b> : 1400 km</p> <p>d) <b>Feature at mouth</b> : Delta</p> <p>e) <b>States drained</b> : Maharashtra, Karnataka and Andhra Pradesh</p> <p>f) <b>Tributaries</b> : Tungabhadra, Musi, Ghatprabha, Bhima</p>	5
15	<p><b>Explain the River Kaveri with reference to the following:</b></p> <p>a) <b>Origin</b> : rises in the Brahmagiri range of the western ghats</p> <p>b) <b>Direction of Flow</b> : Reaches the Bay of Bengal south of Cuddalore, Tamil Nadu</p> <p>c) <b>Length</b> : 760 km</p> <p>d) <b>Feature at mouth</b> : Delta</p> <p>e) <b>States drained</b> : Karnataka, Kerala, Tamil Nadu</p> <p>f) <b>Tributaries</b> : Amravati, Bhavani, Hemavati, Kabini</p>	5
16	<p><b>What is a lake? Which are the various physical factors that bring about differences in the formation of lakes?</b></p> <ol style="list-style-type: none"> <li>1. A body of water that lies in a hollow in the earth's surface and is entirely surrounded by land.</li> <li>2. Lakes in the semi-arid regions in the basins of inland drainage contain water only during the rainy season.</li> <li>3. Some of the lakes are the result of the action of glaciers and ice-sheets</li> <li>4. Other lakes have been formed by wind, river action and human activities.</li> </ol>	5
17	<p><b>How are lakes formed by :</b></p> <p>a) <b>a meandering river</b> : A meandering river across a flood plain forms cut-offs that later develop into ox-bow lakes.</p> <p>b) <b>in the coastal areas</b>: Spits and bars form lagoons in the coastal areas.</p>	3
18	<p><b>Where are most of the fresh water lakes found in India? What is their origin? How are these lakes formed?</b></p> <ol style="list-style-type: none"> <li>1. Most of the fresh water lakes are in the Himalayan region and are of glacial origin.</li> <li>2. They formed when glaciers dug out a basin, which was later filled with snowmelt.</li> </ol>	3
19	<p><b>Which is the largest fresh water lake in India? How was it formed?</b></p> <ol style="list-style-type: none"> <li>1. Largest freshwater lake is Wular lake</li> <li>2. Formed due tectonic activity.</li> </ol>	3
20	<p>Give the importance of lakes.</p> <ul style="list-style-type: none"> <li>• Controls flooding</li> <li>• Regulate flow of water</li> <li>• Helps in moderating climate</li> <li>• Maintain the aquatic ecosystem</li> </ul>	5

	<ul style="list-style-type: none"> <li>• Enhance the natural beauty</li> <li>• Develops tourism</li> <li>• Provide recreation</li> </ul>	
22	<p><b>Describe the various factors which cause river pollution.</b></p>	
23	<p><b>Write a note on the NRCP.</b> Pl. refer box related topic pg.23, last para</p>	3

<b>PREVIOUS YRS QUESTIONS</b>		
Q1	What is meant by the self cleansing capacity of a river? How does it get affected by pollution? 2016	3
Q2	Which two major rivers form the largest delta? Write any two features of this delta. 2016	3
Q3	What are the determinants of drainage pattern of a river? Explain them in brief with different drainage patterns. 2016-17	5
Q4	What is the major reason for the non-perennial nature of the peninsular rivers? (2015)	1
Q5	What is a river pattern? Name any four patterns formed by the rivers.(2015)	3
Q6	Lakes are of great value to human beings.' Explain the statement with three examples. (2017)	3
Q7	Which is largest salt water lake in India? (2014)	1
Q8	Which drainage pattern is formed by river Ganga?(2013)	1
Q9	Explain any three important characteristic features of the Sunderban Delta.(2013)	3
Q10	Give three benefits of lakes.(2012)	3
Q11	What are the determinants of drainage pattern of a river? Explain them in brief with different drainage patterns.(2017)	5





**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX (2019-2020)**  
**DEMOCRATIC POLITICS**  
**CHAPTER: 4- ELECTORAL POLITICS**

**WORKSHEET - 10**

1	<p>Define the term 'election'?</p> <p><b>Ans:</b> Election is a mechanism by which people can choose their representatives at regular intervals and change them if they wish to do so.</p>	1
2	<p>Why do we need elections? What are the choices made by the voters in an election?</p> <p><b>Ans:</b></p> <p><b>A.</b> All the people cannot sit together everyday and take all the decisions especially in a large community. Hence we take representatives through elections.</p> <p><b>B. <u>In an election the voters make many choices:</u></b></p> <ol style="list-style-type: none"> <li>1. They can choose who will make laws for them.</li> <li>2. They can choose who will form the government and take major decisions.</li> <li>3. They can choose the party whose policies will guide the government and law making.</li> </ol> <p><b>(Regular Board Question)( Assessed as whole answer)</b></p>	2+3
3	<p>List out the conditions needed for a democratic election.</p> <p style="text-align: center;"><b>OR</b></p> <p>What makes an election democratic?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Everyone should be able to choose. This means that everyone should have one vote and every vote should have equal value.</li> <li>2. There should be something to choose from. Parties and candidates should be free to contest elections and should offer some real choice to the voters.</li> <li>3. The choice should be offered at regular intervals. Elections must be held regularly after every few years.</li> <li>4. The candidate preferred by the people should get elected.</li> <li>5. Elections should be conducted in a free and fair manner where people can choose as they really wish. <b>(Assessed as whole answer)</b></li> </ol>	5
4	<p>Point out the demerits of electoral competition/ Political competition.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. It creates a sense of disunity and 'factionalism' in every locality.</li> <li>2. Different political parties and leaders often level allegations against one another.</li> <li>3. Parties and candidates often use dirty tricks to win elections.</li> <li>4. Some people say that this pressure to win electoral fights does not allow sensible long-term policies to be formulated</li> <li>5. Some good people who may wish to serve the country do not enter this arena because they do not like the idea of being dragged into unhealthy competition</li> </ol>	5
5	<p>Examine the advantages of 'Regular electoral (political) competition.'</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Regular electoral competition provides incentives to political parties and leaders.</li> <li>2. They know that if they raise issues that people want to be raised, their popularity and chances of victory will increase in the next elections.</li> <li>3. But if they fail to satisfy the voters with their work they will not be able to win again. So, even if a political party is motivated only by desire to be in power, even then it will be forced to serve the people.</li> <li>4. Political competitions may cause divisions and some ugliness, but it finally helps to force political parties and leaders to serve the people.</li> </ol>	3/5
6	<p>Differentiate between General election, a by-election and a mid-term election.</p>	3/5

	<p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>• Lok Sabha and Vidhan Sabha (Assembly) elections are held regularly after every FIVE years. After five years the term of all the elected representatives come to an end. The Lok Sabha or the Vidhan Sabha stands dissolved. Elections are held in all constituencies at the same time, either on the same day or within a few days. This is called a '<b>general election</b>'.</li> <li>• Sometimes election is held only for one constituency to fill the vacancy caused by the death or resignation of a member. This is called a '<b>by-election</b>'.</li> <li>• Before the completion of the full term of five years, if Lok Sabha or Vidhan Sabha is dissolved, election will be held in all constituencies to form a new government. This is called '<b>mid-term election</b>'.</li> </ul>	
7	<p>What are electoral constituencies? How many constituencies are there for the Lok Sabha elections?</p> <p><b>Ans.</b></p> <ol style="list-style-type: none"> <li>1. The country is divided into different areas for the purpose of elections. These areas are called electoral constituencies.</li> <li>2. The voters who live in an area (Constituency) elect one representative.</li> <li>3. For Lok Sabha elections, the country is divided into 543 constituencies and the elected members are called MPs.</li> <li>4. Similarly, each state is divided into a specific number of Assembly constituencies, and an elected member is called an MLA.</li> <li>5. In Panchayats and Municipal elections also, each village and town are divided into several <b>wards</b> and people elect one representative from each ward.</li> </ol>	1/3/5
8	<p>What are Reserved Constituencies? Why is reservation necessary in Lok Sabha, Vidhan Sabha and Panchayats? <b>(Regular Board Question)</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Out of 543 Lok Sabha seats 84 seats have been reserved for Scheduled Caste people and 47 seats for Scheduled Tribe people.</li> <li>2. This system of reservation is extended to Vidhan Sabha and Panchayats and Municipal Corporations also.</li> <li>3. Makers of our Constitution were worried that certain weaker sections in the society may not be able to get elected to parliament and State Assemblies.</li> <li>4. Reserved seats are necessary because the socially and economically backward class people do not have the required resources, education and contacts to contest and win election against others.</li> <li>5. One-third of the seats are reserved in rural and urban local bodies for women candidates.</li> </ol>	5
9	<p>What is a '<b>Voters</b>' list' or an <b>Electoral Roll</b>.</p> <p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>• The list is of those who are eligible to vote is prepared much before the election and given to everyone. This list is officially called the Electoral Roll and is commonly known as the Voters' List. It is the responsibility of the government to get the names of all the eligible voters put on the voters' list</li> </ul>	1/3
10	<p>What is EPIC? Can any other identity that be used by a voter as a proof apart from EPIC?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Election Photo Identity Card [EPIC] has been introduced by the Election Commission to be given to every person on the voters list.</li> <li>2. The voters are required to carry this card when they go out to vote, so that no one can vote for someone else.</li> <li>3. For voting, the voters can show many other proofs of identity like the ration card or the driving license.</li> </ol>	3
11	<p>Who can give nomination as a candidate in an election?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. An Indian citizen, of the age of 25, whose name appears in voters list can be a</li> </ol>	3


	<p>candidate in an election in India for Lok Sabha and Vidhan Sabha.</p> <ol style="list-style-type: none"> <li>Every person who wishes to contest an election has to fill a Nomination Form, and also give a certain amount of money as Security deposit.</li> <li>A candidate also has to make an AFFIDAVIT on criminal record, Education and Assets and Liabilities.</li> </ol>	
12	<p>What do you understand by a 'party ticket'?</p> <p><b>Ans:</b> Political parties nominate their candidates who get the party symbol and support. Party nomination is often known as party 'ticket'.</p>	1
13	<p>List out the information a candidate has to provide in the declaration /Affidavit while submitting Nomination as a candidate.</p> <p><b>(Write the answer in note book) (Regular Board Question)</b></p> <p><b>Ans:</b> <b>Refer D.P: TB-Pg- 64</b></p>	3
14	<p>State the various election laws for a party or candidate to follow to ensure the free and equal chance in election. <b>(Regular Board Question)</b></p> <p><b>Ans</b></p> <ol style="list-style-type: none"> <li>According to our election law, neither party, nor any candidate can bribe or threaten voters.</li> <li>They should not appeal to voters in the name of caste or religion.</li> <li>They should not use government resources for election campaign, like govt. vehicles or places etc.</li> <li>A candidate should not spend more than Rs. 25 lakhs in a constituency for Lok Sabha election or Rs. 10 lakhs in a constituency in an Assembly election.</li> <li>If any of the above is violated, their election can be rejected by the court even after they have been declared elected.</li> </ol> <p><b>(Assessed as a whole answer)</b></p>	5
15	<p><b><u>Various stages of the election process:</u></b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>Demarcation of constituencies and preparation of Voter's List by the Election Commission.</li> <li>Nomination of candidates.</li> <li>Scrutiny of the nomination papers and allocation of election symbols.</li> <li>Election campaign by candidate and political parties.</li> <li>Polling, counting and declaration of results</li> </ol>	5
16	<p>Discuss various process involved in an election campaign.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>Election campaign gives voters chance to free and open discussion about who is a better representative, which party will make a better government or what is a good policy.</li> <li>During the election campaign, the people discuss openly and freely about the candidates and parties and their policies. In India, campaign takes place for two weeks. ie. 14 days.</li> <li>During this period, political leaders address election meetings, mobilize their supporters.</li> <li>Political parties release Election Manifesto and there will be debates, rallies and door to door campaign.</li> <li>They make attractive slogans and songs to draw attention of voters. <ul style="list-style-type: none"> <li><b>Eg. GaribiHatao, Save Democracy, Land to the Tiller etc. (Separate 1mark question)</b></li> </ul> </li> </ol>	5
17	<p>What is 'Model Code of Conduct'? Examine the main clauses of the Model code of Conduct issued for election campaigns. <b>(Regular Board Question)</b></p> <p><b>Write answer in note book from textbook page no. 67</b></p>	3
18	<p>Describe the allegations leveled by the media regarding unfair practices in the elections.</p>	3

	<p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>• Inclusion of false names and exclusion of genuine names in the voters' list;</li> <li>• Misuse of government facilities and officials by the ruling party;</li> <li>• Excessive use of money by rich candidates and big parties;</li> <li>• Intimidation of voters and rigging on the polling.</li> </ul>	
19	<p>What is called 'election turnout' or 'voter turnout'?</p> <p><b>Ans:</b> Turnout indicates the percent of eligible voters who actually cast their vote.</p>	1
20	<p>What is an EVM?</p> <p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>• EVM is the Electronic Voting Machines. EVM has replaced ballot papers. It has made voting and counting easier with more accuracy.</li> </ul> <p><b>(Read page No. 68 for more understanding how it works)</b></p>	1
21	<p>"The outcome of the India's elections speaks for itself." Justify the statement with suitable explanation.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The ruling parties routinely lose elections in India both at the national and state level. In fact in every two out of the three elections held in the last fifteen years, the ruling party lost.</li> <li>2. In the US, an incumbent or 'sitting' elected representative rarely loses an election. In India about half of the sitting MPs or MLAs lose elections.</li> <li>3. Candidates who are known to have spent a lot of money on 'buying votes' and those with known criminal connections often lose elections.</li> <li>4. Barring very few disputed elections, the electoral outcomes are usually accepted as people's verdict by the defeated party.</li> </ol>	3/5
22	<p>Examine the various limitations and challenges of Indian elections.</p> <p><b>(Regular Board Question) (Assessed as a whole answer)</b></p> <p><b>Ans:</b></p> <p><b>A. <u>Money and Muscle Power:</u></b></p> <ol style="list-style-type: none"> <li>1. Candidates and parties with a lot of money may not be sure of their victory but they do enjoy a big and unfair advantage over smaller parties and independents</li> <li>2. In some parts of the country, candidates with criminal connection have been able to push others out of the electoral race and to secure a 'ticket' from major parties.</li> </ol> <p><b>B. <u>Dynastic Succession:</u></b></p> <ol style="list-style-type: none"> <li>3. Some families tend to dominate political parties; tickets are distributed to relatives from these families.</li> </ol> <p><b>C. <u>No Choice:</u></b></p> <ol style="list-style-type: none"> <li>4. Very often elections offer little choice to ordinary citizens, for both the major parties are quite similar to each other both in policies and practice.</li> <li>5. Smaller parties and independent candidates suffer a huge disadvantage compared to bigger parties.</li> </ol>	5
23	<p>Compare the voter turnout of India with western democratic countries.</p> <p style="text-align: center;"><b>OR</b></p> <p>Why is voter turnout higher in India?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Over the last fifty years, the turnout in Europe and North America has declined. In India the turnout has either remained stable or actually gone up.</li> <li>2. In India the poor, illiterate and underprivileged people vote in larger proportion as compared to the rich and privileged sections. This is in contrast to western democracies.</li> <li>3. Common people in India attach a lot of importance to elections. They feel that through elections they can bring pressure on political parties to adopt policies and programmes favourable to them.</li> </ol>	3
24	<p>Write a brief account on the formation of 'Election Commission India'. (ECI)</p>	5

	<p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The Election Commissioners are appointed by the President of India, and EC enjoys the same kind of independence that the judiciary enjoys.</li> <li>2. The EC has the full power to conduct the elections in free and fair manner. The EC is not answerable to the government. When on election duty, government officers work under the control of EC and not the government</li> <li>3. Even if the ruling party does not like what the Election Commission does, it is virtually impossible to remove the Election Commissioners.</li> <li>4. The process of removal of election commissioners is 'IMPEACHMENT', the same as the President of India, or the Judges of the High Court and the Supreme Court.</li> <li>5. EC implements the Code of Conduct and punishes any candidate or party that violates it. During the election period, EC can order the government to follow some guide lines to prevent the use or misuse of government power.</li> </ol> <p><b>(Regular Board Question)( Assessed as whole answer)</b></p>	
25	<p>What are the functions of the Election Commission?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. EC takes decisions on every aspect of conduct and control of elections from the announcement of elections to the declaration of results.</li> <li>2. It implements the Code of Conduct and punishes any candidate or party that violates it</li> <li>3. EC allots election symbols, it receives the Nomination from the candidates and. scrutinizes the nomination.</li> <li>4. During the election period, the EC can order the government to follow some guidelines, to prevent use and misuse of governmental power to enhance its chances to win elections, or to transfer some government officials.</li> <li>5. When on election duty, government officers work under the control of the EC and not the government.</li> </ol> <p><b>Regular Board Question)( Assessed as whole answer)</b></p>	5
26	<p>Explain the importance of slogans in elections with examples</p> <p><b>Answer in note book.pg 66</b></p>	5

**END=====END**



	<b>Please write the following questions in your Note Book: 1,2,7,8,12,14,15,16,17,18,19,22,25,27,30,31,33,43 and 48 in the Note- Book.</b>	
<b>Q. No.</b>	<b>Questions</b>	<b>MM</b>
<b>1.</b>	<p><b>Name the elements of a) Weather b) Climate</b>          The elements of weather and climate are the same, i.e. temperature, atmospheric pressure, wind, humidity and precipitation</p> 	<b>1</b>
<b>2.</b>	<p><b>Define the terms: Weather and Climate</b>          Climate refers to the sum total of weather conditions and variations over a large area for a long period of time (more than thirty years).          Weather refers to the state of the atmosphere over an area at any point of time.</p>	<b>3</b>
<b>3.</b>	<b>What does the term “Monsoon” refer to? How is the word Monsoon derived?</b>	<b>1</b>
<b>4.</b>	<p><b>Describe the regional variations in temperature conditions as observed in various parts of India.</b></p> <ol style="list-style-type: none"> <li>In summer, the mercury occasionally touches 50°C in some parts of the Rajasthan desert, whereas it may be around 20°C in Pahalgam in Jammu and Kashmir.</li> <li>On a winter night, temperature at Drass in Jammu and Kashmir may be as low as minus 45°C.</li> <li>Thiruvananthapuram, on the other hand, may have a temperature of 20°C.</li> <li>In the Thar Desert the day temperature may rise to 50°C, and drop down to near 15°C the same night.</li> <li>On the other hand, there is hardly any difference in day and night temperatures in the Andaman and Nicobar islands or in Kerala.</li> </ol>	<b>5</b>
<b>5.</b>	<p><b>Describe the variations in the form, type, amount and seasonal distribution of rainfall as observed in various parts of India.</b></p> <ol style="list-style-type: none"> <li>While precipitation is mostly in the form of snowfall in the upper parts of Himalayas, it rains over the rest of the country.</li> <li>The annual precipitation varies from over 400 cm in Meghalaya to less than 10 cm in Ladakh and western Rajasthan.</li> <li>Most parts of the country receive rainfall from June to September.</li> <li>But some parts like the Tamil Nadu coast get most of its rain during October and</li> </ol>	<b>5</b>

	November.																			
6.	<p><b>Which part of India experiences the highest range of temperature in a day? What is the range of temperature there?</b></p> <p>In certain places there is a wide difference between day and night temperatures. In the Thar Desert, the day temperature may rise to 50°C, and drops down to near 15°C the same night.</p>	3																		
7.	<p><b>Briefly describe the six major controls of the climate of any place. ( 2 points each)</b></p> <table border="1"> <thead> <tr> <th></th> <th>Controls</th> <th>Affect</th> </tr> </thead> <tbody> <tr> <td> </td> <td><b>Latitude</b></td> <td>Due to the curvature of the earth, the amount of solar energy received varies according to latitude. As a result, air temperature generally decreases from the equator towards the poles.</td> </tr> <tr> <td> </td> <td><b>Altitude</b></td> <td>As one goes from the surface of the earth to higher altitudes, the atmosphere becomes less dense and temperature decreases. The hills are therefore cooler during summers.</td> </tr> <tr> <td> </td> <td><b>Distance from the sea</b></td> <td>The sea exerts a moderating influence on climate: As the distance from the sea increases, its moderating influence decreases and the people experience extreme weather conditions. This condition is known as continentality (i.e. very hot during summers and very cold during winters).</td> </tr> <tr> <td> <p>What factors impact climate?</p> <p>► <b>Pressure/Prevailing Winds</b></p> <ul style="list-style-type: none"> <li>Global winds that blow in fairly constant patterns</li> <li>Affected by the direction of Earth's rotation and latitude</li> </ul> </td> <td><b>Pressure and winds</b></td> <td>The pressure and wind system of any area depend on the latitude and altitude of the place. Thus it influences the temperature and rainfall pattern</td> </tr> <tr> <td> </td> <td><b>Relief</b></td> <td><b>High mountains act as barriers for cold or hot winds; they may also cause precipitation if they are high enough and lie in the path of rain-bearing winds. The leeward side of mountains remains relatively dry.</b></td> </tr> </tbody> </table>		Controls	Affect		<b>Latitude</b>	Due to the curvature of the earth, the amount of solar energy received varies according to latitude. As a result, air temperature generally decreases from the equator towards the poles.		<b>Altitude</b>	As one goes from the surface of the earth to higher altitudes, the atmosphere becomes less dense and temperature decreases. The hills are therefore cooler during summers.		<b>Distance from the sea</b>	The sea exerts a moderating influence on climate: As the distance from the sea increases, its moderating influence decreases and the people experience extreme weather conditions. This condition is known as continentality (i.e. very hot during summers and very cold during winters).	<p>What factors impact climate?</p> <p>► <b>Pressure/Prevailing Winds</b></p> <ul style="list-style-type: none"> <li>Global winds that blow in fairly constant patterns</li> <li>Affected by the direction of Earth's rotation and latitude</li> </ul>	<b>Pressure and winds</b>	The pressure and wind system of any area depend on the latitude and altitude of the place. Thus it influences the temperature and rainfall pattern		<b>Relief</b>	<b>High mountains act as barriers for cold or hot winds; they may also cause precipitation if they are high enough and lie in the path of rain-bearing winds. The leeward side of mountains remains relatively dry.</b>	5
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8.	<p><b>Describe how latitude and altitude are important factors in determining the climate of India.</b></p> <p><u>Latitude:</u> The Tropic of Cancer passes through the middle of the country from the Rann of Kuchchh in the west to Mizoram in the east. Almost half of the country, lying south of the Tropic of Cancer, belongs to the tropical area. All the remaining area, north of the Tropic, lies in the sub-tropics. Therefore, India's climate has characteristics of tropical as well as</p>	5																		

	subtropical climates. <u>Altitude</u> :India has mountains to the north, which have an average height of about 6,000 metres. India also has a vast coastal area where the maximum elevation is about 30 metres. The Himalayas prevent the cold winds from Central Asia from entering the subcontinent. It is because of these mountains that this subcontinent experiences comparatively milder winters as compared to central Asia.	
9.	<b>Describe the pressure and wind conditions over India during winter.</b> During winter, there is a high-pressure area north of the Himalayas. Cold dry winds blow from this region to the low-pressure areas over the oceans to the south.	1
10.	<b>Describe the pressure and wind conditions over India during summer.</b> In summer, a low-pressure area develops over interior Asia, as well as, over northwestern India. This causes a complete reversal of the direction of winds during summer. Air moves from the high-pressure area over the southern Indian Ocean, in a south-easterly direction, crosses the equator, and turns right towards the low-pressure areas over the Indian subcontinent. These are known as the Southwest Monsoon winds. These winds blow over the warm oceans, gather moisture and bring widespread rainfall over the mainland of India.	3
11.	<b>Seasonal reversal of wind direction takes place over the Indian sub-continent. Give reasons. (Ans. 9 +Ans. 10)</b>	5
12.	<b>What is Coriolis force and Ferrel's Law?</b>	1
13.	<b>What are Jet Streams?</b>	1
14.	<b>What are Western Cyclonic Disturbances? How do they influence the weather of India?</b> Meaning : Refer textbook Influence: a) Snowfall in upper Himalayas b) Rainfall in northern plains c) Lowering the temperature during winters leading to cold wave.	3
15.	<b>Where is the sub-tropical westerly jet stream and the easterly jet stream located during summer?</b>	1
16.	<b>Where is the westerly jet stream located during winter? How does it influence the weather of India?</b>	1
17.	<b>Explain the facts to understand the mechanism of monsoon.</b>	5
18.	<b>What is ITCZ? Give its location .What phenomenon is associated with this?</b> (Phenomenon): It causes heavy rainfall wherever ITCZ shifts/located.	3
19.	<b>Explain the concept of Southern Oscillation.</b>	3
20.	<b>How can we predict the intensity of monsoon?</b>	1
21.	<b>What is El –Nino?</b>	1
22.	<b>Explain the phenomena of the ‘Burst’ of the monsoon.</b>	1
23.	<b>Name the two branches of the Indian monsoon.</b>	1
24.	<b>How many seasons can be recognized in India? State their names.</b>	
25.	Give an account of the <b>Cold weather season</b> in India on the basis of: <ol style="list-style-type: none"> <li><b>Period/ Duration:</b> Begins in mid-November till February</li> <li><b>Temperature conditions:</b> a) December and Jan are the coldest months in the northern part of India. The temperature in the northern plains ranges between 10°C to 15°C. b) The temperature decreases from south to the north. The average temperature of Chennai is between 24°C to 25°C. (2 marks)</li> <li><b>Pressure and Wind conditions:</b> <b>I)</b>In northern part of the country, a feeble high-pressure region develops, with light winds moving outwards from this area. <b>II)</b> Influenced by the relief, these winds blow through the Ganga valley from the west and northwest. <b>III)</b> During this season northeast trade winds prevail over the country. They blow from land to sea hence for most part of the country it is a dry season. (3 marks)</li> <li><b>Precipitation:</b> <b>A)</b> Frost is common in the north and the higher slopes of the Himalayas experience snowfall. <b>B)</b> Some amount of rainfall occurs on the Tamil Nadu coast from these winds as here they blow from sea to land. <b>C)</b> Western Disturbances</li> </ol>	5



	<p>cause winter rains over the plains and snowfall in the mountains.</p> <p>5. <b>Weather:</b> a) In the northern plains, days are warm and nights are cold. b) The weather is normally marked by clear sky, low temperatures and low humidity and feeble variable winds. (2 marks)</p> <p>6. <b>Effects of the cold season over the Peninsula:</b> I)The peninsular region does not have a well defined cold season. II) There is hardly any noticeable seasonal change in temperature pattern during winters due to the moderating influence of the sea.</p>	
26.	<p>What is the winter rainfall locally known as? How are they of immense importance?</p> <ol style="list-style-type: none"> <li>1. Mahawat.</li> <li>2. They are of immense importance for the cultivation of ‘rabi’ crops.</li> </ol>	1
27.	<p>Give an account of <b>hot weather season</b> in India on the basis of:</p> <ol style="list-style-type: none"> <li>1. <b>Duration:</b> The hot weather season extends from March to May.</li> <li>2. <b>Temperature conditions:</b> <ol style="list-style-type: none"> <li>2a)In March, the highest temperature is about 38°C recorded on Deccan plateau.</li> <li>2b)In April, temperatures in Gujarat and Madhya Pradesh are around 42°C.</li> <li>2c)In May, temperature of 45°C is common in the North- western part of the country.</li> <li>2d)In peninsular India, temperatures remain lower due to the moderating influence of the oceans.</li> </ol> </li> <li>3. <b>Pressure conditions:</b> <ol style="list-style-type: none"> <li>3a)In summer months experience rising temperature and falling air pressure in the northern part of the country.</li> <li>3b) Towards the end of May, an elongated low-pressure area develops in the region extending from the Thar Desert in the northwest to Patna and Chotanagpur plateau in the east and southeast.</li> </ol> </li> </ol>	
28.	<p>a) What is meant by <b>Loo</b>? State the main effect of loo. (3 marks)</p> <p>A striking feature of the hot weather season is the Loo. These are strong, gusty, hot, dry winds blowing during the day over the north and northwestern India. Sometimes they even blow during the evening. Direct exposure to these may even prove fatal.</p>	3
29.	<p>What is the effect of the dust storms over northern India?</p> <ol style="list-style-type: none"> <li>1. Dust storms are very common during the month of May in Northern India.</li> <li>2. These storms bring temporary relief as they lower the temperature and may bring light rain and cool breeze.</li> </ol>	1
30.	<p>What are “<b>Kaal Baisakhi</b>” winds?</p> <ol style="list-style-type: none"> <li>1. These are localized thunderstorms, associated with violent winds, torrential downpours, accompanied by hail.</li> <li>2. In West Bengal, these storms are known as the “Kaal Baisakhi” calamity for the month of Baisakh.</li> </ol>	1
31.	<p>Briefly describe the phenomena of “<b>mango showers</b>”?</p> <ol style="list-style-type: none"> <li>1. Towards the close of the summer season, pre-monsoon showers are common especially in Kerala and Karnataka.</li> <li>2. They help in the ripening of mangoes, and are often referred to as “mango showers”.</li> </ol>	1
32.	<p>Name the four months in which India receives its bulk of the rainfall.</p> <p>* June, July, August, September</p>	1
33.	<p>What is meant by “<b>Breaks in Monsoon</b>”?</p> <ol style="list-style-type: none"> <li>1. Another phenomenon associated with the monsoon is its tendency to have ‘breaks’ in rainfall. It has wet and dry spells.</li> <li>2. In other words, the monsoon rains take place only for a few days at a time. They are interspersed with rainless intervals. These breaks in monsoon are related to the movement of the monsoon trough.</li> </ol>	1
34.	<p>a) Mention the two main branches of the <b>South West Monsoon</b>. Also write what <u>makes these two branches to divide into two parts?</u></p> <p>1) <b>Arabian Sea Branch</b> 2) <b>Bay of Bengal Branch</b>.</p> <p>b) The tapering tip of the Indian peninsula divides the south west monsoon into Arabian Sea branch and Bay of Bengal branch.</p>	3

35.	<p>The bulk of rainfall in India is concentrated over a few months. Give reasons.</p> <ol style="list-style-type: none"> <li>1. By early June, the low-pressure condition over the northern plains intensifies. It attracts the trade winds of the southern hemisphere.</li> <li>2. These south-east trade winds originate over the warm subtropical areas of the southern oceans.</li> <li>3. They cross the equator and blow in a south westerly direction entering the Indian peninsula as the south-west monsoon.</li> <li>4. As these winds blow over warm oceans, they bring abundant moisture to the subcontinent. This condition occurs from June to September; hence bulk of rainfall is concentrated over a few months only.</li> </ol>	5
36.	<p>Why do the south- westerly winds cause rain in India?</p> <ol style="list-style-type: none"> <li>1. The south-east trade winds cross the equator and blow in a south westerly direction entering the Indian peninsula as the south –west monsoon.</li> <li>2. As these winds blow over warm oceans, they bring abundant moisture to the subcontinent.</li> </ol>	1
37.	<p>Parts of Rajasthan, Gujarat and the leeward side of the Western Ghats are drought prone. Give reasons.</p> <p><b><u>Parts of Gujarat: (3 marks)</u></b></p> <ol style="list-style-type: none"> <li>1. The Arabian Sea branch of the Indian monsoon enters Gujarat after advancing from the Deccan plateau.</li> <li>2. Due to distance from the sea, the winds lose moisture and hence the interior part of Gujarat do not receive adequate rainfall.</li> <li>3. There is no windward effect due to absence of any prominent relief feature.</li> </ol> <p><b><u>Rajasthan: (4 marks)</u></b></p> <ol style="list-style-type: none"> <li>1. The Arabian Sea branch of the Indian monsoon blows parallel to the Aravallis after advancing into Rajasthan from Gujarat.</li> <li>2. The winds blow from the south-west to the north-east and so is the location of the Aravallis. The winds are not able to cross over the mountains</li> <li>3. Rajasthan desert is located on the leeward side of the Aravallis and hence the winds give less rainfall.</li> <li>4. Thus, distance from the sea and the leeward effects are responsible for scanty rainfall in this region.</li> </ol> <p><b><u>Leeward side of the Western Ghats: (4 marks)</u></b></p> <ol style="list-style-type: none"> <li>1. The south-east trade winds after crossing the equator blow as south-west trade winds due to Coriolis Effect.</li> <li>2. The south-east monsoon winds collect moisture from the Arabian sea and strike the Western Ghats.</li> <li>3. As the winds rise up the slope, condensation and then heavy rainfall results on the windward slope of the Western Ghats.</li> <li>4. The winds cross over, lose moisture and this results in less rainfall on the leeward slope of the Western Ghats.</li> </ol>	5
38.	<p>How does Western Himalayas get rainfall during the time of the advancing monsoon seasons?</p> <ol style="list-style-type: none"> <li>1. Whenever the axis of the monsoon trough shifts closer to the Himalayas, rainfall is good in the mountainous catchment areas of the Himalayan rivers.</li> <li>2. The Western Himalayan region also gets the influence of the Arabian Sea branch, which brings in less moisture and causes less rainfall in the windward side of the mountains.</li> <li>3. As this region is far away from the influence of the sea the amount of rainfall is less compared to the other parts of the Himalayas.</li> </ol>	3
39.	<p>How does the Bay of Bengal branch of the Indian Monsoon split into two parts?</p> <ol style="list-style-type: none"> <li>1. The Bay of Bengal branch comes with a high moisture content and hits the Eastern Himalayas (Purvanchals) and causes heavy rainfall in these areas.</li> <li>2. The other part of the Bay of Bengal branch gets diverted by the presence of the Himalayas and move over the Ganga valley region causing rainfall.</li> </ol>	3

40.	Which place in India records the highest rainfall in the world? <ul style="list-style-type: none"> <li>• <b>Mawsynram</b> receives the highest rainfall in the world.</li> </ul>	1
41.	Mawsynram receives the highest rainfall in the world. Give reasons. <ol style="list-style-type: none"> <li>1. Bay of Bengal branch of the Indian Monsoon strikes the Purvanchals after crossing the Bengal coast.</li> <li>2. Mawsynram is located on the southern crest of the Khasi hills which is the windward side.</li> <li>3. It is located in a funnel-shaped valley which draws in the monsoon winds resulting in very heavy rainfall.</li> </ol>	3
42.	Why does the rainfall decreases from east to west in the Ganga valley? <ol style="list-style-type: none"> <li>1. The Bay of Bengal branch of the Indian Monsoon enters from the Bengal coast and strikes the Purvanchals.</li> <li>2. The winds get deflected due to the topography (Himalayas to the north and peninsular plateau to the south) and start moving up the Ganga plain.</li> <li>3. The amount of rainfall decreases up the Ganga valley from Kolkata to Delhi.</li> <li>4. Hence as we move away from the sea coast, the factor of distance from the sea operates (winds lose moisture as they move away from the coast) and rainfall decreases from the east to the west.</li> </ol>	5
43.	Give example to show that the monsoons are known for their <b>uncertainties and vagaries</b> . <ol style="list-style-type: none"> <li>1. The alternation of dry and wet spells varies in intensity frequency and duration.</li> <li>2. While it causes heavy floods in one part it may be responsible for droughts in the other.</li> <li>3. It is often irregular in its arrival and its retreat. Hence, it sometimes disturbs the farming schedule of millions of farmers all over the country.</li> </ol>	3
44.	What are <b>retreating monsoons</b> ? <ol style="list-style-type: none"> <li>1. During October-November, with the apparent movement of the sun towards the south, the monsoon trough or the low pressure trough over the northern plains becomes weaker.</li> <li>2. The south west monsoon winds weaken and start withdrawing gradually. By the beginning of October, the monsoon withdraws from the northern plains and blows towards the sea.</li> </ol>	1
45.	Briefly describe the phenomenon of <b>October Heat</b> . <ol style="list-style-type: none"> <li>1. The retreat of the monsoon is marked by clear skies and rise in temperature.</li> <li>2. While day temperatures are high, nights are cool and pleasant. The land is still moist.</li> <li>3. Owing to the conditions of high temperature and humidity, the weather becomes rather oppressive during the day. This is commonly known as “October Heat”.</li> </ol>	3
46.	The deltas of Godavari, Krishna and Kaveri are frequently struck by cyclones. Give reasons. The low pressure conditions over north- western India get transformed to the Bay of Bengal by early November with the occurrence of cyclonic depressions which originate over the Andaman Sea. <ol style="list-style-type: none"> <li>1. These cyclones generally cross the eastern costs of India causing heavy and widespread rain and are also destructive.</li> <li>2. The thickly populated deltas of the Godavari, Krishna and the Kaveri are frequently struck by cyclones which cause great damage to life and property.</li> </ol>	3
47.	Discuss the distribution of precipitation in the country and the consequences of its uneven distribution. <ol style="list-style-type: none"> <li>1. Parts of western coast and north eastern India receive over about 400cm of rainfall annually.</li> <li>2. It is less than 60 cm in western Rajasthan and adjoining parts of Gujarat, Haryana, and</li> </ol>	5

	<p>Punjab.</p> <p>3. Rainfall is equally low in the interior of the Deccan plateau and the east of Sahyadris.</p> <p>4. Low precipitation is around Leh in Jammu and Kashmir. Rest of the country receives moderate rainfall.</p>	
48.	<p>Explain how <b>monsoons act as a unifying bond</b> in our country.</p> <ol style="list-style-type: none"> <li>1. The seasonal alteration of the wind systems and the associated weather conditions provide a rhythmic cycle of seasons.</li> <li>2. Even the uncertainties of rain and uneven distribution are very much typical of the monsoons.</li> <li>3. The Indian landscape, its animal and plant life, its entire agricultural calendar and the life of the people, including their festivities, revolve around this phenomenon.</li> <li>4. These monsoon winds bind the whole country by providing water to set the agricultural activities in motion.</li> <li>5. The river valleys which carry this water also unite as a single river valley unit.</li> </ol>	5
<b>BOARD QUESTIONS</b>		
Q1	What is meant by monsoon? Differentiate between breaking of monsoon and burst of monsoon.	3
Q2	Give any four features of the cold weather season .Name the cold weather months.	5
Q3	State any three factors which help us to understand the mechanism of monsoon.	3
Q 4	Describe the climatic conditions of India during retreating monsoon season.	3
Q5	Define the term Jet stream .Give any two features of Jet stream.	3
Q6	Explain with examples the unifying bond of the monsoons.	3
Q7	What is the difference between weather and climate? What kind of climate does India have and why?	3
Q8	Why the distribution of rainfall in India isis so uneven? Give four reasons .	5
Q9	Explain any three factors that influence climate of India.	3

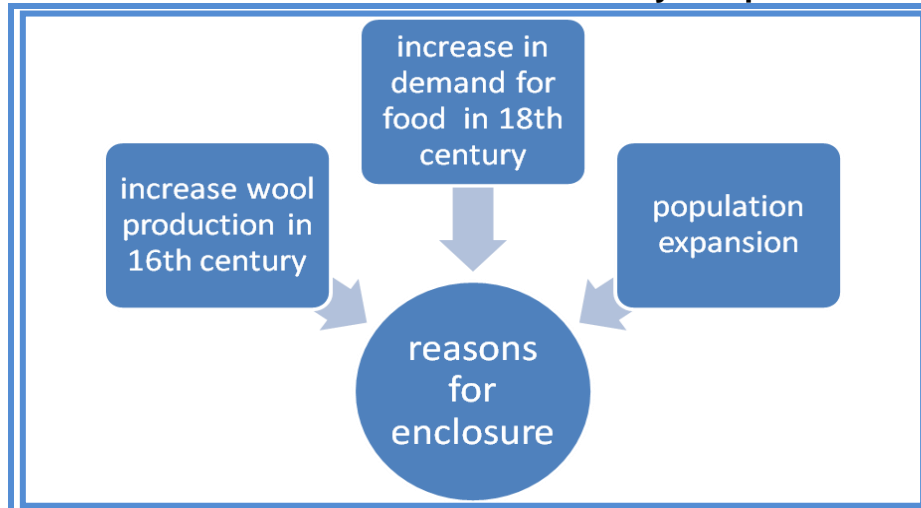


**HISTORY: CHAPTER 6, PEASANTS AND FARMERS**

<b>1</b>	<p><b>Who was Captain Swing? And point out significance of the letters written to the farmers with the name of Captain Swing in the Agricultural History of England.</b></p> <ol style="list-style-type: none"> <li>1. Captain Swing was a mythic name used in the letters written to the farmers in the month of June-August 1830.</li> <li>2. Farmers received threatening letters signed by Captain Swing urging them to stop using machines that deprived workmen of their livelihood. Alarmed landlords feared attacks by armed bands at night, and many destroyed their own machines</li> <li>3. Government action was severe. Those suspected of rioting were rounded up.</li> </ol>	<b>3</b>
<b>2</b>	<p><b>Describe the features of the open field and common land existed in England till early 18<sup>th</sup> Century. And state how was it helpful to the poor?</b></p> <div style="border: 2px solid blue; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> </div>	<b>5</b>
<b>3</b>	<p><b>Trace the factors responsible for the outbreak of the Enclosure Movement in England.</b></p> <ol style="list-style-type: none"> <li>1) When the price of wool went up in the world market in the sixteenth century, rich farmers wanted to expand wool production to earn profits. So they began dividing and enclosing common land and building hedges around their holdings to separate their property from that of others.</li> <li>2) Thus during the sixteenth-century enclosures promoted sheep farming, but the land being enclosed in the late eighteenth century for grain production because the English population expanded rapidly demanding for more food grains to feed the population.</li> <li>3) Britain at this time was industrializing. More and more people began to live and work in urban areas. Men from rural areas migrated to towns in search of jobs. To survive they had to buy food grains in the market.</li> <li>4) By the end of the eighteenth century, France was at war with England. This disrupted trade and the import of food grains from Europe.</li> </ol>	<b>5</b>

5) Prices of food grains in England sky rocketed, encouraging landowners to enclose lands and enlarge the area under grain cultivation. Profits flowed in and landowners pressurized the Parliament to pass the Enclosure Acts.

**Any five points**



4 **Examine the steps taken to meet with the increasing demand of food grains due to the increase in population.**

- 1) The population increased rapidly, in 1868 England was producing about 80 per cent of the food it consumed. The rest was imported.
- 2) This increase in food-grain production was made possible not by any radical innovations in agricultural technology, but by bringing new lands under cultivation.
- 3) Landlords sliced up pasturelands, carved up open fields, cut up forest commons, took over marshes, and turned larger and larger areas into agricultural fields.
- 4) Enclosures were now seen as necessary to make long-term investments on land and plan crop rotations to improve the soil.
- 5) Enclosures also allowed the richer landowners to expand the land under their control and produce more for the market.

5 **Examine the impact of the Enclosure of the Common land on the poor people of England.**

- 1) When fences came up, the enclosed land became the exclusive property of one landowner.
- 2) The poor could no longer collect their firewood from the forests, or graze their cattle on the commons.
- 3) They could no longer collect apples and berries, or hunt small animals for meat. Nor could they gather the stalks that lay on the fields after the crops were cut. Everything belonged to the landlords; everything had a price which the poor could not afford to pay.
- 4) Deprived of their rights and driven off the land, they tramped in search of work. From the Midlands, they moved to the southern counties of England.
- 5) This was a region that was most intensively cultivated, and there was a great demand for agricultural laborers. But nowhere could the poor find secure jobs.

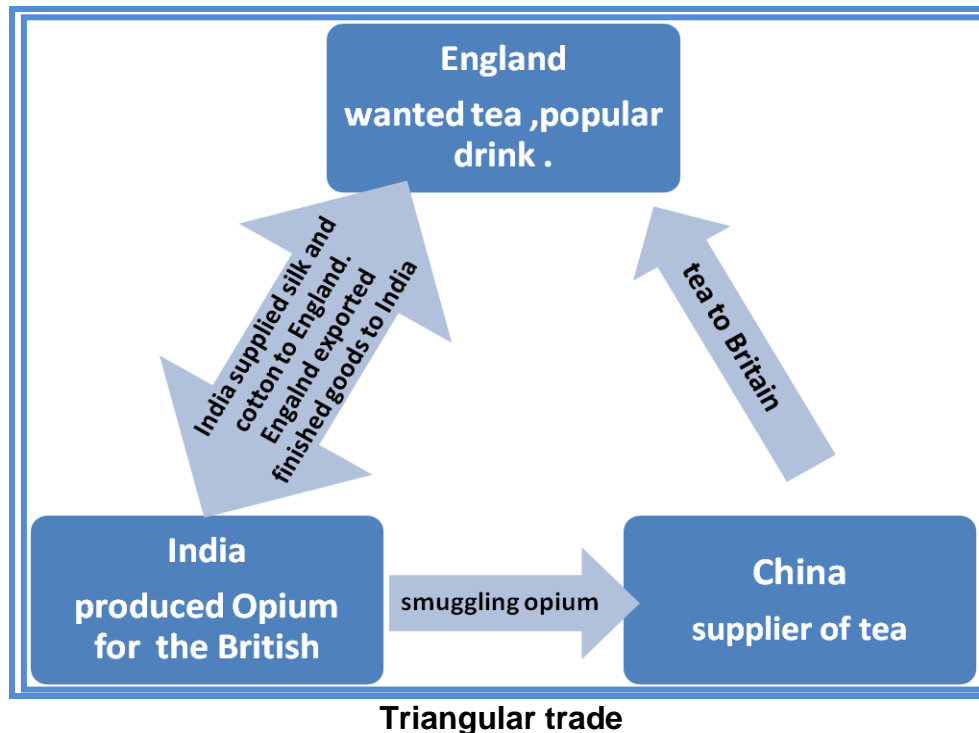
6 **Briefly describe the effects of Napoleonic wars and introduction of threshing machine on the English agriculture. (Page. 123) OR Describe the conditions that led to the Captain Swing riots in England after the Napoleonic wars. (Page.123)**

7 **Explain the Westward expansion of White Settlement in USA and its impact on agriculture.**

- 1) After the American War of Independence from 1775 to 1783 and the formation of the United States of America, the white Americans began to move westward.

	<p>The American Indians had to be cleared from the land.</p> <ol style="list-style-type: none"> <li>2) American Indians retreated, the settlers poured in. They slashed and burnt forests, pulled out the stumps, cleared the land for cultivation, they cleared larger areas, and erected fences around the fields. They ploughed the land and sowed corn and wheat.</li> <li>3) When the soil became impoverished and exhausted in one place, the migrants would move further west, to explore new lands and raise a new crop.</li> <li>4) It was, however, only after the 1860s that settlers swept into the Great Plains across the River Mississippi. In subsequent decades this region became a major wheat-producing area of America.</li> </ol>	
<b>8</b>	<b>Describe the advantages of the use of machines in agriculture in USA. (Page.127)</b>	<b>5</b>
<b>9</b>	<p><b>Examine the consequences of the mechanized agricultural production in USA on the poor.</b></p> <ol style="list-style-type: none"> <li>1) For the poorer farmers, machines brought misery. Many of them bought these machines, imagining that wheat prices would remain high and profits would flow in.</li> <li>2) If they had no money, the banks offered loans. Those who borrowed found it difficult to pay back their debts. Many of them deserted their farms and looked for jobs elsewhere.</li> <li>3) But jobs were difficult to find. Mechanization had reduced the need for labour. And the boom of the late nineteenth and early twentieth centuries seemed to have come to an end by the mid- 1920s.</li> <li>4) Wheat prices fell and export markets collapsed.</li> <li>5. This created the grounds for the Great Agrarian Depression of the 1930s that ruined wheat farmers everywhere</li> </ol>	<b>5</b>
<b>10</b>	<b>Assess the growth of wheat production in USA in 19<sup>th</sup> and 20<sup>th</sup> centuries.</b>	<b>5</b>
<b>11</b>	<p><b>'The Great Plains of USA was turned into a dust bowl'.How?</b></p> <ol style="list-style-type: none"> <li>1) When wheat cultivation had expanded dramatically in the early nineteenth century, zealous farmers had recklessly uprooted all vegetation, and tractors had turned the soil over, and broken the sod into dust.</li> <li>2) In the 1930s, terrifying dust storms began to blow over the southern plains. Black blizzards rolled in, very often 7,000 to 8,000 feet high, rising like monstrous waves of muddy water.</li> <li>3) As the skies darkened, and the dust swept in, people were blinded and choked. Cattle were suffocated to death, their lungs caked with dust and mud. Sand buried fences, covered fields, and coated the surfaces of rivers till the fish died.</li> <li>4) The wind blew with ferocious speed.</li> <li>5) But ordinary dust storms became black blizzards only because the entire landscape had been ploughed over, stripped of all grass that held it together</li> </ol>	<b>5</b>
<b>12</b>	<p><b>How did the demand of Chinese tea in Britain resulted in the Opium cultivation in India and Opium trade with China ?(Page. 131-132)</b></p> <ol style="list-style-type: none"> <li>1) The history of opium production in India was linked up with the story of British trade with China. In the late eighteenth century, the English East India Company was buying tea and silk from China for sale in England.</li> <li>2) As tea became a popular English drink, the tea trade became more and more important. This created a problem. England at this time produced nothing that could be easily sold in China</li> <li>3) They could buy tea only by paying in silver coins or bullion. This meant an outflow of treasure from England, a prospect that created widespread anxiety. They searched for a commodity they could sell in China, something they could persuade the Chinese to buy. Opium was such a commodity.</li> <li>4) The Chinese were aware of the dangers of opium addiction, and the Emperor had forbidden its production and sale except for medicinal purposes.</li> </ol>	<b>5</b>

	5) But Western merchants in the mid-eighteenth century began an illegal trade in opium, leading to the opium war and the occupation of China by Europeans and USA.	
13	<b>Why were the Indian farmers unwilling to cultivate opium? (Poppy)</b>	5



14	<b>How were the unwilling Indian cultivators made to produce opium by the British?</b>	5
15	<b>Describe the expansion of opium cultivation in India. How did the British maintain monopoly over the trade?</b> 1) By 1773, the British government in Bengal had established a monopoly to trade in opium. No one else was legally permitted to trade in the product. 2) By the 1820s, the British found to their horror that opium production in their territories was rapidly declining, but its production outside the British territories was increasing. 3) It was being produced in Central India and Rajasthan, within princely states that were not under British control. 4) To the British this trade was illegal: it was smuggling and it had to be stopped. 5) Government monopoly had to be retained. It therefore instructed its agents posted in the princely states to confiscate all opium and destroy the crops.	5
16	<b>Explain any three reasons for the increasing demand for the production of wheat in the 19<sup>th</sup> century USA</b>	3
17	<b>Give a difference between the Enclosure Movement of the late 18<sup>th</sup> century and the earliest one? What factors led the British Parliament to pass the Enclosure Acts?</b>	1+ 2= 3
18	<b>Why did the British smuggle opium into China?</b>	3
19	<b>Who was Captain Swing?</b>	1
20	<b>When did the westward movement of White Americans take place?</b>	1
21	<b>Name the President of US who said “ plant more wheat ,wheat will win the war” .</b>	1
22	<b>Mention the main problem which was created by the expansion of wheat in</b>	1



	<b>the Great Plains in the 1930s?</b>	
23	<b>Name the product that was bought In the late 18<sup>th</sup> century, by the English East India company from China?</b>	1
24	<b>Describe any five effects of enclosures on the poor farmers?</b>	5
25	<b>Why did big farmers in USA find agriculture machines attractive?</b>	3
26	<b>Why did enclosure sweep through by the end of the 18<sup>th</sup> century in England?</b>	5
27	<b>How did the American landscape change by the early 20<sup>th</sup> century?</b>	3
28	<b>Why did Opium production in British territories decline by 1820's where as the production outside the British territories increased?</b>	3
29	<b>“ Enclosures filled the pockets of the English landlords but the poor faced hardships” .Justify the statement</b>	5

**Note Book questions: 18, 19,21,24,27**



# INDIAN SCHOOL MUSCAT

## SENIOR SECTION

### DEPARTMENT OF SOCIAL SCIENCE

#### CLASS: IX: ECONOMICS

WORKSHEET No. : 13

### TOPIC/CHAPTER: 03 -Poverty As a Challenge

1	<p><b>Mention the various issues related to Poverty.</b>            Ans: Landlessness, Unemployment, big Size of families, Illiteracy, Poor health/malnutrition, Child labour, Helplessness.</p>	1/2 each
2	<p><b>Explain the various dimensions of Poverty. pg:31</b>            Ans:            1. Poverty means hunger and lack of shelter.            2. It also is a situation in which parents are not able to send their children to school or a situation where sick people cannot afford treatment.            3. Poverty also means lack of clean water and sanitation facilities. It also means lack of a regular job at a minimum decent level.            4. It also means living with a sense of helplessness. It means poor people exploited in aspects of their daily life.</p>	3
3	<p><b>What is poverty according to Social Scientist? pg:31</b>            Ans:            Poverty is measured or looked through other social indicators as illiteracy level, lack of general resistance due to malnutrition, lack of access to healthcare, lack of job opportunities, lack of access to safe drinking water, sanitation etc.</p>	3
4	<p><b>Mention the common methods adopted to analyse the dimensions of poverty. Pg: 31</b>            Ans:            Analysis of poverty is based on social exclusion and vulnerability.</p>	1/2 each
5	<p><b>What is 'Social Exclusion' and 'Vulnerability'? Pg: 31</b>            Ans:  <b>Social exclusion</b> is a process through which individuals or groups are excluded from facilities, benefits and opportunities that others (their "betters") enjoy.  <b>Vulnerability</b> to poverty is a measure, which describes the greater probability of certain communities (Eg: members of a backward caste) or individuals (such as a widow or a physically handicapped person) of becoming, or remaining, poor in the coming years.</p>	3
6	<p><b>How is 'vulnerability' determined?pg:31</b>            Ans:            1. Vulnerability is determined by the options available to different communities for finding an alternative living in terms of assets, education, and health and job opportunities.            2. Further, it is analysed on the basis of the greater risks these groups face at the time of natural disasters (earthquakes, tsunami), terrorism etc.            Additional analysis is made of their social and economic ability to handle these risks.</p>	3
7	<p><b>Define the concept of "poverty line". What is the poverty line in India.Pg: 31-32</b>            Ans:            1. A common method used to measure poverty is based on the income or consumption levels. A person is considered poor if his or her income or consumption level falls below a given "minimum level" necessary to fulfill</p>	3

	<p>basic needs.</p> <p>2. For the year 2011-12, the poverty line for a person was fixed at Rs 816 per month for the rural areas and Rs. 1000 for the urban areas.</p>	
8	<p><b>How is the poverty line determined in India?Pg: 32</b></p> <p>Ans:</p> <ol style="list-style-type: none"> <li>1. While determining the poverty line in India, a minimum level of food requirement, clothing, footwear, fuel and light, educational and medical requirement etc. are determined for subsistence.</li> <li>2. These physical quantities are multiplied by their prices in rupees.</li> <li>3. Present formula for food requirement while estimating the poverty line is based on the desired calorie requirement. Food items such as cereals, pulses, vegetable, milk, oil, sugar etc. together provide these needed calories</li> <li>4. The accepted average calorie requirement in India is 2400 calories per person per day in rural areas and 2100 calories per person per day in urban areas.</li> <li>5. The monetary expenditure per capita needed for buying these calorie requirements in terms of food grains etc is revised periodically taking in to consideration the rise in prices.</li> </ol>	5
9	<p><b>“Poverty line for a person in rural India is lower than that of urban areas”. Why?Pg: 32</b></p> <p>Ans</p> <ol style="list-style-type: none"> <li>1. Despite less calorie requirement, the higher amount for urban areas has been fixed because of high prices of many essential products in urban centres.</li> </ol>	1
10	<p><b>Who conducts the survey to estimate poverty line in India and mention how often they conduct the survey? pg:32</b></p> <p>Ans:</p> <ol style="list-style-type: none"> <li>1. The survey is carried out by the National Sample Survey Organisation (NSSO).</li> <li>2. The poverty line is estimated periodically (normally every five years) by conducting sample surveys.</li> </ol>	3
11	<p><b>Do you think that present methodology of poverty estimation is appropriate?</b></p> <p>Ans:</p> <p>We do not think that present methodology of poverty estimation is appropriate.</p> <ol style="list-style-type: none"> <li>1. It takes into consideration income and consumption level only.</li> <li>2. According to social scientists, poverty should be looked through social indicators such as lack of general resistance due to continuous malnutrition, lack of access to health care, lack of job opportunities, lack of access to safe drinking water and sanitation etc.</li> <li>3. Poverty should also be viewed on the basis of social exclusion and vulnerability.</li> </ol>	
12	<p><b>Identify the social and economic groups which are most vulnerable to poverty in India. Pg: 33..</b></p> <p>Ans: 1. Social groups which are most vulnerable to poverty are scheduled caste and scheduled tribe households.</p> <p>2. Among the economic group, the most vulnerable groups are the rural agricultural labour households and the urban casual labour households.</p>	3
13	<p><b>Give a brief account of Inter-State Disparities in poverty in India. pg:35</b></p> <p>Ans:</p> <ol style="list-style-type: none"> <li>1. The proportion of poor people is not the same in every state. Recent estimates show that in 20 states and union territories, the poverty ratio is</li> </ol>	5

	<p>less than the national average. On the other hand, poverty is still a serious problem in Orissa, Bihar, Assam, Tripura and Uttar Pradesh. Along with rural poverty urban poverty is also high in Orissa, Madhya Pradesh, Bihar and Uttar Pradesh.</p> <ol style="list-style-type: none"> <li>In comparison, there has been a significant decline in poverty in Kerala, Jammu and Kashmir, Andhra Pradesh, Tamil Nadu, Gujarat and West Bengal.</li> <li>States like Punjab and Haryana have traditionally succeeded in reducing poverty with the help of high agricultural growth rates. Kerala has focused more on human resource development.</li> <li>In West Bengal, land reform measures have helped in reducing poverty. In Andhra Pradesh and Tamil Nadu public distribution of food grains could have been responsible for the improvement.</li> </ol>	
14	<p><b>Discuss the reasons for the decline of poverty in the states of Kerala, Punjab, West Bengal and Tamil Nadu</b> Ans: Refer to Q:No: 12</p>	3
15	<p><b>Describe global poverty trends or scenario.Pg: 35-36</b> Ans: The proportion of people in developing countries living in extreme economic poverty— defined by the World Bank as living on <b>less than \$1.9 per day</b>.has fallen from 35 per cent in 1990 to 10.68 per cent in 2013</p> <ol style="list-style-type: none"> <li>Poverty declined substantially in China and Southeast Asian countries as a result of rapid economic growth and massive investments in human resource development.</li> <li>In the countries of South Asia(India,Pakistan, Sri Lanka, Nepal, Bangladesh,Bhutan) the decline has also from 54 to 15 per cent. Despite decline inthe percentage of the poor, the number ofpoor has declined significantly from 44 percent in 1990 to 17 per cent in 2013. Becauseof different poverty line definition, poverty in India is also shown higher than thenational estimates.</li> <li>In Sub-Saharan Africa, poverty in fact rose from 54 per cent in 1990 to 41 percent in 2013 (see graph 3.3).</li> <li>In Latin America, the ratio of poverty has alsodeclined from 16% in 1990 to 5.4 per cent in 2013.</li> <li>Poverty has also resurfaced in some of the former socialist countries like Russia.</li> </ol>	5
16	<p><b>What do you understand byinternational poverty line?</b> Ans: It means population below \$1.9 a day. It helps to know the proportion of people living under poverty in different countries.</p>	1
17	<p><b>What is the Millennium Development Goals of the United Nations in the reduction of poverty?</b></p>	1
18	<p><b>Describe briefly the causes of poverty. : pg:38</b> Ans:</p> <ol style="list-style-type: none"> <li><b>Historical reason- British administration and their economic policies.</b> Low level of economic development under the British colonial administration perpetuated poverty in India. The policies of the British ruined traditional handicrafts and discouraged development of industries like textiles. This resulted in less job opportunities and low growth rate of income. This was accompanied by a high growth rate of population. so this led to growth rate of per capita income very low</li> <li><b>Green Revolution and Industrial Revolution.</b> The effects of green revolution were limited to some parts of India. The industries, both in the public and private sector did not provide enough jobs to absorb all the job seekers. Unable to find proper jobs in the cities, many</li> </ol>	3

	<p>people started working as rickshaw pullers, vendors, construction workers etc. With irregular small incomes, these people could not afford expensive housing and thus started to live in slums in cities</p> <p>3. <b><u>Huge income inequalities</u></b> Huge income inequality is due to unequal distribution of land and other resources. Major policy initiatives like land reforms which aimed at redistribution of assets in rural areas have not been implemented properly and effectively by most of the states. So failure in proper implementation aggravated the poverty condition of the rural people</p> <p>4. <b><u>Socio-cultural and economic factors.</u></b> This is also another factor for the poverty in India. In order to fulfil social obligations and observe religious ceremonies, people spend a lot of money. Small farmers need money to buy agricultural inputs like seeds, fertilizers etc. Unable to repay because of poverty, they become victims of indebtedness. So high level of indebtedness is both the cause and effect of poverty</p>	
19	<p><b>Describe current government strategy of poverty alleviation. pg:38</b> Ans The current anti-poverty strategy of the government is based broadly on two planks: (1) Promotion of economic growth (2) targeted anti-poverty programmes.</p>	½ each
20	<p><b>Describe the various targeted anti- poverty programmes adopted by the Government of India on the following headings:Pg: 39</b> Ans: 1. Name of the programme/ act or scheme. 2. When was the act passed? 3. What are its aims? ( MNREGA, NFWP, PMRY,REGP,SGSY,PMGY,AAY) <b>Please write the answers for the above headings in your class work book.</b></p>	3 each
21	<p><b>State the concept of human poverty? pg:40</b> Ans: 1. It is a state of being denied with proper health care, education, job security,gender equality and dignity for the poor,in addition to the absence of basic necessities</p>	1
22	<p><b>“The results of various anti- poverty programmes have been mixed”. Why?OR</b> <b>“There is a major emphasis given in recent years on proper monitoring of all the poverty alleviation programmes”. Give reasons.pg :39</b> Ans: 1. One of the major reasons for less effectiveness is the lack of proper implementation and right targeting. Moreover, there has been a lot of overlapping of schemes. 2. Despite good intentions, the benefits of these schemes are not fully reached to the deserving poor.</p>	3
23	<p><b>Study Table 3: 1 given in Page: 33 and answer the following questions in your class work book.</b> 1. What was the poverty ratio in the year 1993-1994? 2. What was the poverty ratio in 2011-2012?</p>	½ each
24	<p><b>Study Graph 3: 1 given in Page: 33 and answer the following questions in your class work book.</b>Ans:Mention the poverty ratio in India among most vulnerable groups: 1. Scheduled Caste 2. Schedule Tribe 3. Urban Casual Labour 4. Rural Agricultural Labour.</p>	½ each
25	<p><b>Study Graph 3:2 given in Page: 33 and answer the following questions in your class work book.</b> a) Which state in India has least poverty ratio as in year 1999-</p>	1 mark each

	2000 b) Which state in India has highest poverty ratio as in year 1999-2000	
26	<b>Study Table 3:2 given in Page: 33 and answer the following questions in your class work book.</b> a) What is the population of India earning below \$1.25/ day as in 2010-13? b) Which neighbouring country of India has lower poverty ratio?	1 mark each
27	<b>What are the causes of poverty in India? CCE question (2009)</b>	1x3=3
28	<b>What is the accepted average calories required in India in the urban areas? CCE question (2009)</b>	1

**WRITE THESE QUESTIONS IN YOUR CLASS WORK NOTE BOOK  
2,5,8,18,20**



**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX (2019-2020)**  
**CHAPTER: 5-WORKING OF INSTITUTIONS**

**WORKSHEET - 14**

<b>WRITE THE FOLLOWING QUESTION ANSWERS IN YOUR NOTE BOOK: 3, 6, 7, 31, 32, 33 &amp; 35</b>		
<b>Q.N</b>	<b>Questions:</b>	<b>Mks.</b>
1	<p>Who are Socially and Economically Backward Classes (SEBC)? What is the percentage of Government jobs reserved for them?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"><li>1. SEBC a new third category other than Scheduled Caste and Scheduled Tribe.</li><li>2. It is another name for all those people who belong to castes that are considered backward by the government.</li><li>3. It states that 27 percent of the vacancies in civil posts and services under the Government of India jobs are reserved for the Socially and Economically Backward Classes (SEBC).</li></ol>	3
2	<p>What is Mandal Commission? What were its suggestions?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"><li>1. The Government of India had appointed the Second Backward Classes Commission in 1979. It was headed by B.P. Mandal. So it was popularly called the Mandal Commission.</li><li>2. It was asked to determine the criteria to identify the socially and educationally backward classes in India and recommend steps to be taken for their advancement.</li><li>3. The Commission gave its Report in 1980 and made many recommendations. One of these was that 27 per cent of government jobs be reserved for the socially and economically backward classes.</li></ol>	3
3	<p><b><u>Answer the Following questions in your Class Note Book: (1Mark each)</u></b></p> <ol style="list-style-type: none"><li>1. What is the number of the Government Order issued on August 13, 1990?</li><li>2. What do you understand by 'Office Memorandum'?</li><li>3. Who signed the Order?</li><li>4. Who gave the instructions to implement the order?</li><li>5. Name the Political Party that promised the implementation of Mandal Commission in their election manifesto in 1989 Lok Sabha election?</li><li>6. Who was the Prime Minister at the time when it was implemented?(Ref-DP TB-Pg: 79)</li></ol>	1
4	<p>Analyse the various developments that took place after the implementation of Mandal Commission in 1989.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"><li>1. The President of India in his address to the Parliament announced the intention of the government to implement the recommendations of the Mandal Commission. On 6 August 1990, the Union Cabinet took a formal decision to implement the recommendations.</li><li>2. Next day Prime Minister V.P. Singh informed the Parliament about this decision through a statement in both the Houses of Parliament.</li><li>3. The decision of the Cabinet was sent to the Department of Personnel and Training. The senior officers of the Department drafted an order in line with the Cabinet decision and took the minister's approval. An officer signed the order on behalf of the Union Government. It became the O.M of August 13, 1990.</li><li>4. It was also the most debated question of the country at that time. The issue related to Reservation policy was later solved by the Supreme Court.</li></ol>	5

5	<p>What were the arguments in favour and against the reservation for OBC?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Some felt that existence of inequalities among people of different castes in India necessitated job reservations. They felt, this would give a fair opportunity to those communities who so far had not adequately been represented in government employment</li> <li>2. Others felt that this was unfair, as it would deny equality of opportunity to those who did not belong to backward communities.</li> <li>3. They would be denied jobs even though they could be more qualified. Some felt that this would perpetuate caste feelings among people and hamper national unity.</li> </ol>	3
6	<p><b>Answer the Following questions in your Class Note Book: (1Mark each)</b></p> <p>Name the cases related to the Reservation disputes bunched by the Supreme Court. When did Supreme Court declare Order of August 13, 1990 valid? (Ref-DP TB-Pg: 81)</p>	1
7	<p><b>NOTE: Refer to Page No.62 (Electoral Politics) to see the justification given for Reservations to SC &amp; ST communities in Legislatures. (Lok Sabha and State Assemblies)</b></p> <p>-----</p> <p><b>Add this Board Question with the Board Answer For Chapter No.4 &amp; also this Chapter-5</b></p> <p><b>What is meant by reserved constituencies? Justify the concept of 'Reservation of seats' by giving any three suitable arguments. 1+3=4 (CCE Question-2010)</b></p> <p><b>Ans:</b></p> <p><b><u>Reserved Constituencies:</u></b></p> <ul style="list-style-type: none"> <li>• Some constituencies are reserved for people who belong to the Scheduled Castes (SC) and Scheduled Tribes (ST). In these constituencies, only someone who belongs to these categories can stand for election.</li> </ul> <p><b><u>Arguments for justification of the Concept:</u></b></p> <ol style="list-style-type: none"> <li>1. The Constitution makers were worried that in an open electoral competition, certain weaker sections may not stand a good chance to get elected to Lok Sabha and the state legislative Assemblies.</li> <li>2. They may not have the required resources, education and contacts to contest and win elections against others.</li> <li>3. If the reservation not done, our Parliament and Assemblies would be deprived of the voice of a significant Section of our population. <b>(3x1=3)</b></li> </ol>	3 or 5
8	<p>How did the Supreme Court resolve the dispute arose out of the Government decision to provide job reservation for OBC?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The Supreme Court and the High Courts in India settle disputes arising out of governmental decisions.</li> <li>2. Some persons and associations opposed to this order filed a number of cases in the courts. They appealed to the courts to declare the order invalid and stop its implementation.</li> <li>3. By a majority, the Supreme Court judges in 1992 declared that this order of the Government of India was valid. At the same time the Supreme Court asked the government to modify its original order. It said that well-to do persons among the backward classes should be excluded from getting the benefit of reservation.</li> </ol>	3
9	<p>List out the various activities of a Government.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Governing a country involves various such activities; for example, the government is responsible for ensuring security to the citizens and providing facilities for education and health to all.</li> <li>2. It collects taxes and spends the money thus raised on administration, defense and developmental programmes. It formulates and implements several welfare schemes</li> </ol>	3



10	<p>What are called institutions in a modern democracy? Describe basic rules laid by Indian Constitution for the functioning of our institutions. (1+4=5)</p> <p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>• To attend to various tasks like welfare, developmental and governmental programmes several arrangements are made in all modern democracies. Such arrangements are called institutions. (1Mark)</li> </ul> <ol style="list-style-type: none"> <li>1. The Parliament makes the laws, or amends or abolishes the laws and controls the executive.</li> <li>2. The Prime Minister and the Cabinet are institutions that take all important policy decisions.</li> <li>3. The Civil Servants, working together, are responsible for taking steps to implement the ministers' decisions.</li> <li>4. Supreme Court is an institution where disputes between citizens and the government are finally settled.</li> </ol>	5
11	<p>Point out the various constraints in the working of different institutions in a democracy. How are these constraints useful?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Working with institutions in a democracy is not easy. Institutions involve rules and regulations. This can bind the hands of leaders.</li> <li>2. Institutions involve meetings, committees and routines. This often leads to delays and complications.</li> <li>3. One might feel that it is much better to have one person take all decisions without any rules, procedures and meetings. But that is not the spirit of democracy.</li> <li>4. Some of the delays and complications introduced by institutions are very useful. They provide an opportunity for a wider set of people to be consulted in any decision.</li> <li>5. Institutions make it difficult to have a good decision taken very quickly. But they also make it equally difficult to rush through a bad decision.</li> </ol>	5
12	<p>Examine the powers of the Parliament.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Parliament is the final authority for making laws in any country. This task of law making or legislation is so crucial that these assemblies are called legislatures.</li> <li>2. Parliaments all over the world can make new laws, change existing laws, or abolish existing laws and make new ones in their place.</li> <li>3. Parliaments all over the world exercise some control over those who run the government. In some countries like India this control is direct and full. Those who run the government can take decisions only so long as they enjoy support of the Parliament.</li> <li>4. Parliaments control all the money that governments have. In most countries the public money is spent only when the Parliament sanctions it.(Budget)</li> <li>5. Parliament is the highest forum of discussion and debate on public issues and national policy in any country. Parliament can seek information about any matter.</li> </ol>	5
13	<p>What are the two houses of Indian Parliament? How are they formed?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The Parliament consists of two Houses. The two Houses are known as the Council of States (Rajya Sabha) and the House of the People (Lok Sabha).</li> <li>2. Lok Sabha is usually directly elected by the people for five years and exercises the real power on behalf of the people.</li> <li>3. The Rajya Sabha is elected indirectly by MLAs/ MLCs [Members of State Vidhan Sabha/ VidhanParished, if the State is having two houses -Bicameralism) and if only one house (Vidhan Sabha- Unicameralism)] performs some special functions .It also looks after the interests of various states and other federal units. A Rajya Sabha member is elected for six years.(Assessed As Whole Answer)</li> </ol> <p><b>FACTS TO BE REMEMBERD- (1 Mark Each)</b></p> <ol style="list-style-type: none"> <li>1. What is the total number of members?</li> </ol>	3

	<p><b>Ans:</b> R:S-250; L.S-545</p> <p>2. Who elects these members? <b>Ans:</b> R.S- 238 elected by the MLAs and 12 are nominated by the President from among eminent personalities; L.S- 543 elected by the people of the nation above the age of 18 from 543 constituencies and 2 are nominated from the Anglo Indian community by the President.</p> <p>3. What is the length of the term in years? <b>Ans:</b> R.S- 6 years (For a member)- Permanent House- 1/3<sup>rd</sup> members retire every two years; L.S- 5 yrs.</p> <p>4. Can the House be dissolved or is it permanent? <b>Ans:</b> R.S-Permanent House (Cannot be dissolved) L.S- Can be dissolved before the period of 5yrs.</p> <p>5. Who presides the functions of the (both) Houses? <b>Ans:</b> R.S- Vice President of India acts as Ex-Officio Chairman. Usually under the Deputy Chairperson. L.S- Speaker(<b>Refer DP TB-Pg:84</b>)</p>	
14	<p>How is Lok Sabha more powerful than Rajya Sabha? <b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Any ordinary law needs to be passed by both the Houses. But if there is a difference between the two Houses, the final decision is taken in a joint session in which members of both the Houses sit together. Because of the larger number of members, the view of the Lok Sabha is likely to prevail in such a meeting.</li> <li>2. Lok Sabha exercises more powers in money matters. Once the Lok Sabha passes the budget of the government or any other money related law, the Rajya Sabha cannot reject it. The Rajya Sabha can only delay it by 14 days or suggest changes in it. The Lok Sabha may or may not accept these changes.</li> <li>3. The Lok Sabha controls the Council of Ministers. Only a person who enjoys the support of the majority of the members in the Lok Sabha is appointed as the Prime Minister. If the majority of the Lok Sabha members say they have 'no confidence' in the Council of Ministers, all ministers including the Prime Minister, have to quit. The Rajya Sabha does not have this power.</li> </ol>	3 or 5
15	<p>Define what is Executive? Mention the two categories of Executive? <b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. At different levels of any government we find functionaries who take day-to-day decisions but do not exercise supreme power on behalf of the people. All those functionaries are collectively known as the executive. They are called executive because they are in charge of the 'execution' of the policies of the government.</li> <li>2. In a democratic country, two categories make up the executive. One that is elected by the people for a specific period is called the political executive. Political leaders who take the major decisions fall in this category.</li> <li>3. In the second category, people are appointed on a long-term basis. This is called the permanent executive or civil services. Persons working in civil services are called civil servants. /Government Servants.</li> </ol>	3
16	<p>Why does the Political executive have more power than Non-Political executive? <b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. In a democracy the will of the people is supreme. The minister is elected by the people and thus empowered to exercise the will of the people on their behalf.</li> <li>2. He/ She are finally answerable to the people for all the consequences of her decision. That is why the minister takes all the final decisions.</li> <li>3. The minister decides the overall framework and objectives in which decisions on policy should be made.</li> <li>4. The minister is not, and is not expected to be, an expert in the matters of his/ her ministry. The minister takes the advice of experts on all technical matters</li> </ol>	3

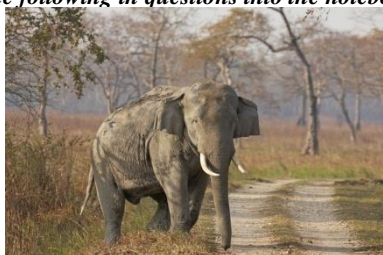
17	<p>How are the Prime Minister and his Council of Ministers appointed?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The President appoints the Prime Minister. But the President cannot appoint anyone he/she likes. The President appoints the leader of the majority party or the coalition of Parties that commands a majority in the Lok Sabha, as Prime Minister.</li> <li>2. In case no single party or alliance gets a majority, the President appoints the person most likely to secure a majority support. The Prime Minister does not have a fixed tenure. He continues in power so long as he remains the leader of the majority party or coalition.(As long as he enjoys the majority in Lok Sabha)</li> <li>3. After the appointment of the Prime Minister, the President appoints other ministers on the advice of the Prime Minister.</li> </ol>	3
18	<p>Distinguish between Cabinet Ministers and Ministers of State.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. There are two types of Ministers in Union Government. Cabinet Ministers and State Ministers. Some of the State Ministers have independent Charges and others work as assistant Ministers to Cabinet Ministers.</li> <li>2. <b>Cabinet Ministers</b> are usually top-level leaders of the ruling party or parties who are in charge of the major ministries. Usually the Cabinet Ministers meet to take decisions in the name of the Council of Ministers. Cabinet is thus the inner ring of the Council of Ministers. It comprises about 20 ministers.</li> <li>3. <b>Ministers of State with independent charge</b> are usually in-charge of smaller Ministries. They participate in the Cabinet meetings only when specially invited.</li> <li>4. <b>Ministers of State</b> are attached to and required to assist Cabinet Ministers.</li> </ol>	3
19	<p>Briefly describe the powers and functions of the Prime Minister.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The Prime Minister has wide ranging powers. He chairs Cabinet meetings. He coordinates the work of different Departments. His decisions are final in case disagreements arise between Departments.</li> <li>2. He exercises general supervision of different ministries. All ministers work under his leadership.</li> <li>3. The Prime Minister distributes and redistributes work to the ministers.</li> <li>4. The powers of the Prime Ministers in all parliamentary democracies of the world have increased so much in recent decades that parliamentary democracies are sometimes seen as Prime Ministerial form of government.</li> <li>5. As political parties have come to play a major role in politics, the Prime Minister controls the Cabinet and Parliament through the party.</li> <li>6. He/ She is the chairperson of the Planning Commission in India.</li> </ol>	5
20	<p>‘The rise of coalition politics has imposed certain constraints on the power of the Prime Minister’ Justify.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The Prime Minister of a Coalition Government cannot take decisions as he likes.</li> <li>2. He has to accommodate different groups and factions in his party as well as among alliance partners.</li> <li>3. He also has to heed to the views and positions of the coalition partners and other parties, on whose support the survival of the government depends.</li> </ol>	3
21	<p>How is the President of India elected?</p> <p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>❖ The President of India is not elected directly by the people. An Electoral College comprising the Members of Parliament (MPs) and Members of State Legislative Assemblies (MLAs) elect the President.</li> <li>❖ A candidate standing for President’s post has to get a majority of votes to win the election. He should be an Indian citizen and of the age of 35 or above.</li> <li>❖ Should not hold any office of profit.</li> </ul>	3

22	<p>Briefly explain the powers and functions of Indian President.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. All governmental activities take place in the name of the President. All laws and major policy decisions of the government are issued in her name.</li> <li>2. A bill passed by the Parliament becomes a law only after the President gives assent to it.</li> <li>3. All major appointments are made in the name of the President. These include the appointment of the Prime Minister of India, the Chief Justice of India, the Judges of the Supreme Court and the High Courts of the states, the Governors of the states, the Election Commissioners, Ambassadors to other countries, etc.</li> <li>4. All international treaties and agreements are made in the name of the President.</li> <li>5. The President is the Supreme Commander of the defense forces of India.</li> </ol> <p><i>(Note: - President exercises all these powers only on the advice of the Council of Ministers / Prime Minister. The President can ask the Council of Ministers to reconsider its advice.)</i></p>	5
23	<p>❖ Describe the Emergency Powers of the President Of India. (3Marks)</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. National emergency due to internal crisis or external crisis due to war.</li> <li>2. Breaking down of Constitutional machinery of the state.</li> <li>3. Financial Emergency.</li> </ol>	3
24	<p>What is judiciary? What are the different levels of judiciary?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. All the courts at different levels in a country put together is called the judiciary.</li> <li>2. The Indian judiciary consists of a Supreme Court for the entire nation, High Courts in the states, District Courts and the courts at local level.</li> <li>3. India has an integrated judiciary. It means that the Supreme Court controls the judicial administration in the country.</li> </ol>	5
25	<p>List the powers (Original Jurisdiction) of Supreme Court.</p> <p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>• The Supreme Court controls the judicial administration in the country. Its decisions are binding on all other courts of the country.</li> </ul> <p>It can take up any dispute:</p> <ol style="list-style-type: none"> <li>1. Between citizens of the country;</li> <li>2. Between citizens and government;</li> <li>3. Between two or more state governments; and</li> <li>4. Between governments at the union and state level.</li> <li>5. It is the highest court of appeal in civil and criminal cases. It can hear appeals against the decisions of the High Courts.</li> </ol>	3
26	<p>How is the independence of the judiciary ensured in India?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Independence of the judiciary means that it is not under the control of the legislature or the executive. Judges of the Supreme Court and High Courts are appointed by the President.</li> <li>2. The judges do not act on the direction of the government or according to the wishes of the party in power. The powers of the judiciary are independent from executive and derived from the Constitution.</li> <li>3. The Political executive cannot easily remove the judges. It needs impeachment. Therefore the judges can't be pressurized by the executive.</li> </ol>	3
26	<p>How are the judges of the Supreme Court and High Courts appointed?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The judges of the Supreme Court and the High Courts are appointed by the President on the advice of the Prime Minister and in consultation with the Chief Justice of the Supreme Court.</li> <li>2. In practice it now means that the senior judges of the Supreme Court select the new judges of the Supreme Court and the High Courts.</li> </ol>	3

	3. There is very little scope for interference by the political executive. The senior most judge of the Supreme Court is usually appointed the Chief Justice.	
27	<p>Explain the procedure of the removal of a Supreme Court or High Court judge.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Once a person is appointed as judge of the Supreme Court or the High Court it is nearly impossible to remove him or her from that position. It is as difficult as removing the President of India.</li> <li>2. A judge can be removed only by an impeachment motion passed separately by two-thirds members of the two Houses of the Parliament.</li> </ol>	3
28	<p>What is 'Judicial Review'?</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The judiciary in India is one of the most powerful in the world. The Supreme Court and the High Courts have the power to interpret the Constitution of the country.</li> <li>2. They can declare invalid any law of the legislature or the actions of the executive, whether at the Union level or at the state level, if they find such a law or action is against the Constitution.</li> <li>3. They can determine the Constitutional validity of any legislation or action of the executive in the country, when it is challenged before them. This is known as the judicial review</li> </ol>	3
29	<p>"Judiciary is called the guardian of the fundamental rights' Justify.</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The powers and the independence of the Indian judiciary allow it to act as the guardian of the Fundamental Rights.</li> <li>2. The citizens have a right to approach the courts to seek remedy in case of any violation of their rights.</li> <li>3. Anyone can approach the courts if public interest is hurt by the actions of government. This is called public interest litigation.</li> <li>4. The courts intervene to prevent the misuse of the government's power to make decisions. They check malpractices on the part of public officials.</li> </ol>	3
30	<p>What is Public Interest Litigation? (PIL)</p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Anyone can approach the courts if public interest is hurt by the actions of government. This is called public interest litigation.</li> <li>2. The courts intervene to prevent the misuse of the government's power to make decisions.</li> <li>3. They check malpractices on the part of public officials.</li> </ol>	3
31	<p><b>(CCE QUESTIONS-MARCH-2014)</b></p> <ol style="list-style-type: none"> <li>1. Why did the makers of the constitution make provision for the reserved constituencies for the weaker section? Give any three reasons. (3 Marks)</li> <li>2. Why in recent decades parliamentary democracies are seen as Prime Ministerial form of government? Explain. (3 Marks)</li> <li>3. Describe the importance of Lok Sabha and Rajya Sabha. (5 Marks)</li> </ol>	3/5
32	<ol style="list-style-type: none"> <li>1. How can we say that, Judiciary in India is independent? Give any three reasons.</li> <li>2. Describe the functions and powers of Parliament.</li> </ol>	3/5
33	<ol style="list-style-type: none"> <li>1. What are the major powers and functions of the President of India?</li> <li>2. 'Prime Minister is the leader of the Cabinet or the House". Justify by giving five examples.</li> <li>3. Why democratic governments insist on institutions? Give two reasons.</li> </ol>	3/5
34	<p><b>(CCE QUESTIONS-MARCH-2017)</b></p> <p>Mention the powers and functions of the Indian Prime Minister.</p>	3
35	<ol style="list-style-type: none"> <li>1. Which is the most powerful house of the parliament? (1 Mark)</li> <li>2. How long Rajya Sabh can delay a Money bill? (1 Mark)</li> <li>3. Distinguish between political Executive and permanent Executive? (3 Marks)</li> <li>4. Write the powers and functions of the President of India. (5 Marks)</li> </ol>	1/3/5

END=====END

Write the following in questions into the notebook: 4, 6, 7, 10, 19, 21, 28, 30, 35, 36



Q. No.	Question	Marks
1. <b>Ans</b>	What number of plant species does India have? State it's ranking in Asia and in the world? With about 47,000 plant species India occupies tenth place in the world and fourth in Asia in plant diversity.	<b>1</b>
2. <b>Ans</b>	What number of flowering plants does India have? How much it accounts to the world's total? There are about 15,000 flowering plants in India which account for 6 per cent in the world's total number of flowering plants.	<b>1</b>
3. <b>Ans</b>	What number of animal species does India have? India has 89,000 species of animals	<b>1</b>
4.	Define the following: (4x1) a) <u>Natural Vegetation</u> : Natural vegetation refers to a plant community which has grown naturally without human aid and has been left undisturbed by humans for a long time. b) <u>Virgin Vegetation</u> : vegetation which has been left undisturbed by humans for a long time. This is termed as a virgin vegetation. c) <u>Endemic or indigenous species</u> : The virgin vegetation, which are purely Indian are known as endemic or indigenous species. d) <u>Exotic plants</u> : Those plants which have come from outside India are termed as exotic plants.	<b>1+1+1+1</b>
5. <b>Ans</b>	Differentiate between Flora and Fauna. (Meaning and No. of species) 1) The term <u>flora</u> is used to denote plants of a particular region or period. 2) There are 47,000 species of plants. 1) Similarly, the species of animals are referred to as <u>fauna</u> . 2) There are 89,000 species of animals in India.	<b>1</b>
6. <b>Ans</b>	How does land and soil (relief factor) affect natural vegetation? <u>Land</u> : 1) The nature of land influences the type of vegetation. 2) The fertile level is generally devoted to agriculture. 3) The undulating and rough terrains are areas where grassland and woodlands develop and give shelter to a variety of wild life. <u>Soil</u> : 1) The sandy soils of the deserts support cactus and thorny bushes. 2) Wet, marshy, deltaic soils support mangroves and deltaic vegetation. 3) The hill slopes with some depth of soil have conical trees.	<b>3</b>
7. <b>Ans</b>	How do temperature, sunlight and precipitation (climate factor) affect natural vegetation? <u>Temperature</u> ● The character and extent of vegetation are mainly determined by temperature along	<b>3</b>

	<p>with humidity in the air, precipitation and soil.</p> <ul style="list-style-type: none"> <li>● On the slopes of the Himalayas and the hills of the Peninsula above the height of 915 metres, the fall in the temperature affects the types of vegetation and its growth, and changes it from tropical to subtropical temperate and alpine vegetation.</li> </ul> <p><u>Photoperiod (Sunlight)</u></p> <ul style="list-style-type: none"> <li>● The variation in duration of sunlight at different places is due to differences in latitude, altitude, season and duration of the day.</li> <li>● Due to longer duration of sunlight, trees grow faster in sunlight.</li> </ul> <p><u>Precipitation</u></p> <ul style="list-style-type: none"> <li>● In India almost the entire rainfall is brought in by the advancing southwest monsoon (June to September) and retreating northeast monsoons.</li> <li>● Areas of heavy rainfall have more dense vegetation as compared to other areas of less rainfall.</li> </ul>	
<b>8.</b> <b>Ans</b>	<p>Why are the southern slopes in the Himalayan region covered with thick vegetation? (1+1)</p> <p><u>Factors affecting are:</u></p> <ul style="list-style-type: none"> <li>● Plenty of sunlight</li> <li>● Plenty of rainfall</li> </ul>	<b>1</b>
<b>9.</b> <b>Ans</b>	<p>Why are the western slopes of the Western Ghats covered with thick forests, and not the eastern slopes? (1+1)</p> <p>Western slopes are located on the windward side of the western ghats and receive more rainfall from the winds originating from the Arabian sea, Eastern slopes on the other hand receive comparatively less or no rain.</p>	<b>1</b>
<b>10.</b> <b>Ans</b>	<p>How are forests important to us? State four points. (any four)</p> <p>Forests are renewable resources and play a major role in enhancing the quality of environment:</p> <ol style="list-style-type: none"> <li>1. modify local climate,</li> <li>2. control soil erosion,</li> <li>3. regulate stream flow,</li> <li>4. support a variety of industries</li> <li>5. Provide livelihood for many communities</li> <li>6. offer panoramic or scenic view for recreation</li> </ol>	<b>5</b>
<b>11.</b> <b>Ans</b>	<p>State the factors that have led to the changes in India's natural vegetation.</p> <p>India's natural vegetation has undergone many changes due to several factors such as:</p> <ul style="list-style-type: none"> <li>*the growing demand for cultivated land.</li> <li>*development of industries.</li> <li>*mining.</li> <li>*urbanisation and</li> <li>*over-grazing of pastures.</li> </ul>	<b>5</b>
<b>12.</b> <b>Ans</b>	<p>a) Name any two regions that have natural vegetation in real sense.</p> <ul style="list-style-type: none"> <li>*In some inaccessible regions like the Himalayas</li> <li>*the hilly regions of central India</li> <li>* the <i>marusthali</i> (desert type).</li> </ul> <p>b) The vegetation cover of India in large parts is no more natural in real sense. Give two reasons.</p> <p><b>Ans</b></p> <ul style="list-style-type: none"> <li>*the vegetation of most of the areas has been modified at some places.</li> <li>*It has been replaced or degraded by human occupancy.</li> </ul>	<b>5</b>
<b>13.</b> <b>Ans</b>	<p>What was the actual forest area cover in India in the year 2001?</p> <p>Ans) In 2001, the actual forest cover in India was only 20.55 per cent.</p>	<b>1</b>
<b>14.</b> <b>Ans</b>	<p>What is an ecosystem?</p> <p>All the plants and animals in an area are interdependent and interrelated to each other in their physical environment, thus, forming an ecosystem.</p>	<b>1</b>
<b>15.</b> <b>Ans</b>	<p>How do the human beings influence the ecology of a region?</p> <ol style="list-style-type: none"> <li>i) They utilise the vegetation and wild life.</li> <li>ii) The greed of human beings leads to over utilisation of these resources.</li> <li>iii) They cut the trees.</li> </ol>	<b>5</b>

	iv) They kill the animals creating ecological imbalance. v) They pollute the environment which leads to the extinction of flora and fauna.	
<b>16.</b> <b>Ans</b>	What is a 'biome'? How are they identified? A very large ecosystem on land having distinct types of vegetation and animal life is called a <i>biome</i> . The biomes are identified on the basis of plants	<b>1</b>
<b>17.</b> <b>Ans</b>	Name the major types of vegetation that are found in our country. The following major types of vegetation may be identified in our country (Figure 5.3). (i) Tropical Rain Forests (ii) Tropical Deciduous Forests (iii) Tropical Thorn Forests and Scrubs (iv) Montane Forests (v) Mangrove Forests	<b>3</b>
<b>18.</b> <b>Ans</b>	Explain the Tropical Rain Forests under the following headings: A) Areas : the Western Ghats and the island groups of Lakshadweep, Andaman and Nicobar, upper parts of Assam and Tamil Nadu coast B) Height of the trees : The trees reach great heights up to 60 metres or even above. C) Imp. Animals: The common animals found in these forests are elephants, monkey, lemur and deer. The one horned rhinoceros. D) Rainfall: They are at their best in areas having more than 200 cm of rainfall. E) Examples of trees: ebony, mahogany, rosewood, rubber and Cinchona.	<b>5</b>
<b>19.</b> <b>Ans</b>	'Tropical Rain Forest appears green all the year round.' Give reason to support your answer. Since the region is warm and wet throughout the year, it has a luxuriant vegetation of all kinds – trees, shrubs, and creepers giving it a multilayered structure. 2) There is no definite time for trees to shed their leaves. As such, these forests appear green all the year round.	<b>2</b>
<b>20.</b> <b>Ans</b>	Explain the Tropical Deciduous Forests under the following headings: I) Other name II) Rainfall III) Important characteristic IV) Common animals. V) Types i) Other name: the monsoon forests . ii) spread over the region receiving rainfall between 200 cm and 70 cm. iii) Trees of this forest-type shed their leaves for about six to eight weeks in dry summer. iv) The common animals found are lion, tiger, pig, deer and elephant.	<b>5</b>
<b>21.</b> <b>Ans</b>	Distinguish between the Moist Deciduous and Dry Deciduous forests on the basis of the following: a) Rainfall b) Areas c) Examples of trees <u>Moist Deciduous forests:</u> a) Rainfall: These are found in areas receiving rainfall between 200 and 100 cm. b) Areas: These forests exist, therefore, mostly in the eastern part of the country – northeastern states, along the foothills of the Himalayas, Jharkhand, West Orissa and Chhattisgarh, and on the eastern slopes of the Western Ghats. c) Examples: Teak is the most dominant species of this forest. <i>Bamboos, sal, shisham, sandalwood, khair, kusum, arjun &amp; mulberry .</i> <u>Dry Deciduous forests:</u> a) Rainfall: The dry deciduous forests are found in areas having rainfall between 100 cm and 70 cm. b) Areas: These forests are found in the rainier parts of the peninsular plateau and the plains of Bihar and Uttar	<b>3</b>



	Pradesh. c) Examples: There are open stretches in which Teak, Sal, <i>Peepal</i> , <i>Neem</i> grow	
<b>22. Ans</b>	Explain the Thorn Forest and Scrubs under the following: i) Rainfall            ii) Areas            iii) Main plant species iv) Characteristics of vegetation            v) Animals	<b>5</b>
<b>23. Ans</b>	Why does natural vegetation change in the mountainous areas? In mountainous areas, the decrease in temperature with increasing altitude leads to the corresponding change in natural vegetation.	<b>1</b>
<b>24. Ans</b>	Describe the vegetation found in the mountainous areas. 1) <u>The wet temperate type</u> of forests are found between a height of 1000 and 2000 metres. 2) <u>Evergreen broad-leaf trees</u> such as oaks and chestnuts predominate. Between 1500 and 3000 metres, temperate forests containing coniferous trees like pine, deodar, silver fir, spruce and cedar, are found. 3) At higher elevations, <u>temperate grasslands</u> are common. 4) <u>Alpine vegetation</u> is present, generally at more than 3,600 metres above sea-level. Silver fir, junipers, pines and birches are the common trees of these forests. 5) At higher altitudes, mosses and lichens form part of <u>tundra vegetation</u> .	<b>5</b>
<b>25. Ans</b>	Name the nomadic tribes who use the Alpine grasslands extensively for grazing. Nomadic tribes like the Gujjars and the Bakarwals.	<b>1</b>
<b>26. Ans</b>	Name the animals found in the montane forests Kashmir stag, spotted deer, wild sheep, jackrabbit, Tibetan antelope, yak, snow leopard, squirrels, Shaggy horn wild ibex, bear and rarer red panda, sheep and goats with thick hair	<b>1</b>
<b>27. Ans</b>	Explain Mangrove forests under the following: A) Areas            B) Examples of trees            C) Animals	<b>3</b>
<b>28. Ans</b>	Why is Bio-diversity necessary? Why should it be covered? The animals were selected from large stock provided by nature as milch animal. They also provided draught power, transportation, meat, eggs. The fish provide nutritive food. Many insects help in pollination of crops and fruit trees and exert biological control on such insects, which are harmful.	<b>5</b>
<b>29. Ans</b>	State the use of the following medicinal plants: i) Sarpagandha            ii) Jamun            iii) Babool            iv) Neem            v) Tulsi Sarpagandha : Used to treat blood pressure; it is found only in India. Jamun : The juice from ripe fruit is used to prepare vinegar which is carminative and diuretic, and has digestive properties. The powder of the seed is used for controlling diabetes. Arjun : The fresh juice of leaves is a cure for earache. It is also used to regulate blood pressure. Babool : Leaves are used as a cure for eye sores. Its gum is used as a tonic. Neem : Has high antibiotic and antibacterial properties. Tulsi Plant : Is used to cure cough and cold. Kachnar : Is used to cure asthma and ulcers. The buds and roots are good for digestive problems.	<b>5</b>
<b>30. Ans</b>	'India has a diverse fauna'. Justify it by giving facts. India is also rich in its fauna. 1) It has more than 89,000 of animal species. 2) The country has more than 1200 species of birds. They constitute 13% of the world's total. 3) There are 2500 species of fish, which account for nearly 12% of the world's stock. 4) It also shares between 5 and 8 per cent of the world's	<b>5</b>

	amphibians, reptiles and mammals				
<b>31.</b>	Explain the following animals, their habitat and areas where they are found:				
<b>Ans</b>	Sr. No.	Animal	Habitat	Areas/States	
	1	Elephant	Hot-Wet forests	Assam, Karnataka and Kerala.	
	2	One-Horned Rhinoceros	Swampy and Marshy lands	Assam and West Bengal	
	3	Wild Ass	Arid areas	Rann of Kachchh	
	4	Camels	Arid Areas	Thar Desert	
	5	Indian Bison, Nilgai, Chousingha, Gazel, diff. species of Deer	-----	Found every where in India	
	6	Species of Monkeys	-----	Found every where in India	
	Animals of Prey (Cat Family)				
	7	Lion	Forest	Gir forest in Gujarat	
	8	Tiger	Forest	M.P., Sunderbans of W. Bengal and the Himalayan region.	
		Leopards	-----	-----	
<b>32.</b>	Name any four animals found in the Himalayan region.				<b>1</b>
<b>Ans</b>	Yak, the shaggy horned wild ox, the Tibetan antelope, thebharal (blue sheep), wild sheep, and the <i>kiang</i> (Tibetan wild ass).				
<b>33.</b>	Name the animals found in the rivers, lakes and coastal areas.				<b>1</b>
<b>Ans</b>	In the rivers, lakes and coastal areas,turtles,crocodiles andgharials are found.				
<b>34.</b>	Name any four birds found in India. Also mention their habitat.				<b>3</b>
<b>Ans</b>	Peacocks,peasants, ducks, parakeets, cranes andpigeons are some of the birds inhabiting theforests and wetlands of the country.				
<b>35.</b>	How many species of plants have become endangered and extinct?About 1,300 plantspecies are endangered and 20 species are extinct.				<b>1</b>
<b>36.</b>	Quite a few species of plants and animals are endangered in India. Why? Explain with examples.				<b>5</b>
<b>Ans</b>	<p>1)The main causes for this major threat tonature are hunting by greedy hunters forcommercial purposes.</p> <p>2) Pollution due tochemical and industrial waste, acid depositsintroduction of alien species and</p> <p>3)Recklesscutting of the forests to bring land undercultivation and</p> <p>4)Inhabitation, are alsoresponsible for the imbalance.</p>				
<b>37.</b>	What steps have been taken by the government to protect flora and fauna? To protect the flora and fauna of thecounty, the government has taken many steps: (i) Fourteen biosphere reserves have been setup in the country to protect flora and fauna.Four out of these, the Sunderbans in the West Bengal, Nanda Devi in Uttaranchal,the Gulf of Mannar in Tamil Nadu and theNilgiris (Kerala, Karnataka and TamilNadu) have been included in the worldnetwork of Biosphese reserves. (ii) Financial and technical assistance isprovided to many Botanical Gardens by thegovernment since 1992. (iii) Project Tiger, Project Rhino, Project GreatIndian Bustard and many other ecodevelopmentalprojects have beenintroduced. (iv) 89 National Parks, 49 Wildlife sanctuariesand Zoological gardens are set up to takecare of Natural heritage.All of us must realise the importance of thenatural				<b>5</b>

ecosystem for our own survival. It is possible if indiscriminate destruction of natural environment is put to an immediate end	
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**Previous year's questions**

- 1. Explain how forests play a major role to enhance the quality of our environment. (3)**
- 2. Name any three common animals found in thorn forest and mangrove forest found in India. (3)**
- 3. Compare the wildlife of the Himalayan and the wetlands of our country. (5)**
- 4. What are the main characteristics of the tropical rain forest? Name any two trees and two animals found in the forest. (5)**
- 5. Explain any three characteristic features of mangrove forests. (3)**
- 6. Describe the bird life inhabiting the forests and wetlands of India. (3)**
- 7. "The nature of plant life in an area largely determines the animal life in that area". Describe the statement with suitable example. (5)**
- 8. What do you mean by the Natural Vegetation? What is their importance? (3)**
- 9. In which regions are the thorny forest and scrubs found in India? Mention any two characteristics of such type of vegetation? (3)**
- 10. What is meant by biodiversity? Why it is so important to us? (3)**



**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX(2019-2020)**

**WORKSHEET No:16**

**HISTORY**  
**CHAPTER:2-SOCIALISM IN EUROPE AND THR RUSSIAN REVOLUTION**

**\*\*\*NOTE\*\*\***

**THE ANSWERS OF THE FOLLWING QUESTIONS TO BE WRITTEN IN CLASS WORK BOOK: 28, 29, 30 & 31**

Q. N	Questions	Mks.
1	<p>Explain in brief the ideologies of the : a) Liberals b) Radicals c) Conservatives</p> <p>Ans:</p> <p><b>Liberals:</b></p> <ol style="list-style-type: none"><li>1. Liberals wanted a nation which tolerated all religions. They were against discrimination in favour of one religion or another (Britain favoured the Church of England, Austria and Spain favoured the Catholic Church).</li><li>2. Liberals also opposed the uncontrolled power of dynastic rulers. They wanted to safeguard the rights of individuals against governments.</li><li>3. They argued for a representative, elected parliamentary government, subject to laws interpreted by a well-trained judiciary that was independent of rulers and officials.</li><li>4. They were not democrats. They did not believe in universal adult franchise, that is, the right of every citizen to vote. They felt men of property mainly should have the vote. They also did not want the vote for women.</li></ol> <p><b>Radicals:</b></p> <ol style="list-style-type: none"><li>1. Radicals wanted a nation in which government was based on the majority of a country's population. Many supported women's suffragette movements.</li><li>2. Unlike liberals, they opposed the privileges of great landowners and wealthy factory owners. 3.They were not against the existence of private property but disliked concentration of property in the hands of a few.</li></ol> <p><b>Conservatives:</b></p> <ol style="list-style-type: none"><li>1. They were opposed to radicals and liberals. After the French Revolution, however, even conservatives had opened their minds to the need for change.</li><li>2. Earlier, in the eighteenth century, conservatives had been generally opposed to the idea of change.</li><li>3. By the nineteenth century, they accepted that some change was inevitable but believed that the past had to be respected and change had to be brought about through a slow process.</li></ol>	3 m each
2	<p><b>What were the changes and problems in the new cities due to Industrialization?</b></p> <p>Ans:</p> <ol style="list-style-type: none"><li>1. Industrialisation brought men, women and children to factories.</li><li>2. Working hours were often long and wages were poor.</li><li>3. Unemployment was common, particularly during times of low demand for industrial goods.</li><li>4. Housing and sanitation were problems since towns were growing rapidly.</li><li>5. New cities came up and new industrialised regions developed, railways expanded and the Industrial Revolution occurred.</li></ol>	5

3	<p><b>What were the solutions put forward by the Liberals and the Radicals to overcome the problems in industrial cities?</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Liberals and radicals themselves were often property owners and employers. Having made their wealth through trade or industrial ventures, they felt that such effort should be encouraged - that its benefits would be achieved if the workforce in the economy was healthy and citizens were educated.</li> <li>2. Opposed to the privileges the old aristocracy had by birth, they firmly believed in the value of individual effort, labour and enterprise.</li> <li>3. If freedom of individuals was ensured, if the poor could labour, and those with capital could operate without restraint, they believed that societies would develop. Many working men and women who wanted changes in the world rallied around liberal and radical groups and parties in the early nineteenth century.</li> </ol>	3
4	<p><b>Who were called the Revolutionaries in Europe? What were the changes they wanted in Europe?</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Nationalists, liberals and radicals in France, Italy, Germany and Russia, they became revolutionaries.</li> <li>2. They worked to overthrow existing monarchs.</li> <li>3. Nationalists talked of revolutions that would create nations where all citizens would have equal rights. After 1815, Giuseppe Mazzini, an Italian nationalist, conspired with others to achieve this in Italy.</li> </ol>	3
5	<p><b>“Socialists were against private property, and saw it as the root of all social ills of the time.” Why?</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Individuals owned the property that gave employment but the proprietors were concerned only with personal gain and not with the welfare of those who made the property productive.</li> <li>2. So if society as whole rather than single individuals controlled property, more attention would be paid to collective social interests. Socialists wanted this change and campaigned for it.</li> </ol>	3
6.	<p><b>How could a society without property operate? What would be the basis of socialist society?</b></p> <p><b>Ans:</b> Refer page 28 (ideas by Robert Owen / Lois Blanc/ Karl Marx/ Friedrich Engels)</p>	5
7	<p><b>What were the ways in which Socialism gained support in the 1870's?</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. To coordinate their efforts, socialists formed an international body namely, the Second International. Workers in England and Germany began forming associations to fight for better living and working conditions.</li> <li>2. They set up funds to help members in times of distress and demanded a reduction of working hours and the right to vote.</li> <li>3. In Germany, these associations worked closely with the Social Democratic Party (SPD) and helped it win parliamentary seats.</li> <li>4. By 1905, socialists and trade unionists formed a Labour Party in Britain and a Socialist Party in France. However, till 1914, socialists never succeeded in forming a government in Europe.</li> <li>5. Represented by strong figures in parliamentary politics, their ideas did shape legislation, but governments continued to be run by conservatives, liberals and radicals.</li> </ol>	5

8.	<b>Give in detail the extent of the Russian empire under the Tsar Nicholas II.</b> <b>Ans:</b> <b>Refer page 30</b>	3
9.	<b>Discuss the Russian economy in the 20<sup>th</sup> century based on the following points:</b> <b>a) Agriculture b) Industrial growth.</b> <b>Ans:</b> <b><u>a) Agriculture :</u></b> <ol style="list-style-type: none"> <li>1. The vast majority of Russians people were agriculturists. About 85 per cent of the Russian empires population earned their living from agriculture. This proportion was higher than in most European countries.</li> <li>2. For instance, in France and Germany the proportion was between 40 per cent and 50 per cent.</li> <li>3. In the empire, cultivators produced grainsfor the market as well as for their own needs and for exporting. Later Russia became great exporters of grain.</li> </ol> <b><u>b) Industrial growth:</u></b> <ol style="list-style-type: none"> <li>1. Industry was found in pockets. Prominent industrial areas were St Petersburg and Moscow.</li> <li>2. Craftsmen undertook much of the production, but large factories existed alongside craft workshops.</li> <li>3. Many factories were set up in the 1890s, when Russias railway network was extended, and foreign investment in industry increased.</li> <li>4. Coal production doubled and iron and steel output quadrupled. By the 1900s, in some areas factory workers and craftsmen were almost equal in number.</li> </ol>	5
10.	<b>Discuss the condition and difficulties that Industrial workers faced in Russia?</b> <b>Ans:</b> <b>Refer page 31.</b>	5
11.	<b>How were Russian peasants different from other European peasants ?</b> <b>Ans:</b> <ol style="list-style-type: none"> <li>1. In the countryside, peasants cultivated most of the land. But the nobility, the crown and the Orthodox Church owned large properties.</li> <li>2. Like workers, peasants too were divided. They were also deeply religious. But except in a few cases they had no respect for the nobility.</li> <li>3. Nobles got their power and position through their services to the Tsar, not through local popularity. This was unlike France where, during the French Revolution in Brittany, peasants respected nobles and fought for them. In Russia, peasants wanted the land of the nobles to be given to them.</li> <li>4. Frequently, they refused to pay rent and even murdered landlords. In 1902, this occurred on a large scale in south Russia. And in 1905, such incidents took place all over Russia.</li> <li>5. They pooled their land together periodically and their commune (mir) divided it according to the needs of individual families</li> </ol>	5
12.	<b>What were the differences in the believes of the Russian Social Democratic Workers Party and the Socialist Revolutionary Party in Russia?</b> <b>Ans:</b> <b><u>Socialist Revolutionary Party :</u></b> <ol style="list-style-type: none"> <li>1. Russian socialists felt that the Russian peasant custom of dividing land periodically made them natural socialists. So peasants, not workers, would be the main force of the revolution, and Russia could become socialist more quickly than other countries.</li> <li>2. Socialists were active in the countryside through the late nineteenth century. They formed the Socialist Revolutionary Party in 1900. This party struggled forpeasants rights and demanded that land belonging to nobles be transferred</li> </ol>	5

	<p>to peasants.</p> <p><b>Russian Social Democratic Workers Party:</b></p> <ol style="list-style-type: none"> <li>1. Social Democrats disagreed with Socialist Revolutionaries about peasants. Lenin felt that peasants were not one united group.</li> <li>2. Some were poor and others rich, some worked as labourers while others were capitalists who employed workers. Given this differentiation within them, they could not all be part of a socialist movement.</li> </ol>	
13.	<p><b>What were the division in the Russian Social Democratic Workers Party? State their differences.</b></p> <p><b>Ans:</b> <b>Refer page 32</b></p>	3
14	<p><b>What were the events that lead to the Revolution of 1905?</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The year 1904 was a particularly bad one for Russian workers. Prices of essential goods rose so high, that real wages declined by 20 per cent.</li> <li>2. The membership of workers associations rose dramatically. When four members of the Assembly of Russian Workers, which had been formed in 1904, were dismissed at the Putilov Iron Works, there was a call for industrial action.</li> <li>3. Over the next few days over 110,000 workers in St Petersburg went on strike demanding a reduction in the working day to eight hours, an increase in wages and improvement in working conditions.</li> <li>4. When the procession of workers led by Father Gapon reached the Winter Palace it was attacked by the police and the Cossacks.</li> <li>5. Over 100 workers were killed and about 300 wounded. The incident, known as Bloody Sunday, started a series of events that became known as the 1905 Revolution</li> </ol>	5
15.	<p><b>What was the impact of the Revolution of 1905?</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. Strikes took place all over the country and universities closed down when student bodies staged walkouts, complaining about the lack of civil liberties.</li> <li>2. Lawyers, doctors, engineers and other middle-class workers established the Union of Unions and demanded a constituent assembly.</li> <li>3. During the 1905 Revolution, the Tsar allowed the creation of an elected consultative Parliament or Duma.</li> <li>4. For a brief while during the revolution, there existed a large number of trade unions and factory committees made up of factory workers.</li> <li>5. After 1905, most committees and unions worked unofficially, since they were declared illegal.</li> </ol>	5
16.	<p><b>What were the changes imposed on the Duma by the Tsar after 1905?</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. The Tsar dismissed the first Duma within 75 days and the re-elected second Duma within three months.</li> <li>2. He did not want any questioning of his authority or any reduction in his power.</li> <li>3. He changed the voting laws and packed the third Duma with conservative politicians. Liberals and revolutionaries were kept out.</li> </ol>	3
17.	<p><b>Why was the autocracy unpopular during the First World War?</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. In Russia, the war was initially popular and people rallied around Tsar Nicholas II. As the war continued, though, the Tsar refused to consult the main parties in the Duma.</li> <li>2. Support wore thin. Anti-German sentiments ran high, as can be seen in the renaming of St Petersburg a German name as Petrograd.</li> </ol>	3





21	<p><b>List the main events and effects of the October Revolution in Russia.</b></p> <p><b>Ans:</b></p> <p><b>Events:</b></p> <ol style="list-style-type: none"> <li>1. The October Revolution occurred due the conflict between the Provisional Government and the Bolsheviks of which Lenin was the leader.</li> <li>2. Lenin feared the Provisional Government would set up a dictatorship. In September, he began discussions for an uprising against the government. Bolshevik supporters in the army, soviets and factories were brought together.</li> <li>3. On 16 October 1917, Lenin persuaded the Petrograd Soviet and the Bolshevik Party to agree to a socialist seizure of power. A Military Revolutionary Committee was appointed by the Soviet under Leon Trotskii to organise the seizure. The date of the event was kept a secret.</li> <li>4. The uprising began on 24 October. Sensing trouble, Prime Minister Kerenskii had left the city to summon troops. At dawn, military men loyal to the government seized the buildings of two Bolshevik newspapers. Pro-government troops were sent to take over telephone and telegraph offices and protect the Winter Palace.</li> <li>5. In a swift response, the Military Revolutionary Committee ordered its supporters to seize government offices and arrest ministers. Late in the day, the ship Aurora shelled the Winter Palace. Other vessels sailed down the Neva and took over various military points. By nightfall, the city was under the committees control and the ministers had surrendered.</li> <li>6. At a meeting of the All Russian Congress of Soviets in Petrograd, the majority approved the Bolshevik action. Uprisings took place in other cities. There was heavy fighting especially in Moscow but by December, the Bolsheviks controlled the Moscow-Petrograd area.</li> </ol> <p><b>Effects:</b></p> <ol style="list-style-type: none"> <li>1. The Bolshevik Party was renamed the Russian Communist Party (Bolshevik) under the leadership of Lenin. Thus the first communist regime was established in Russia.</li> <li>2. By November 1917, most industries and banks were nationalized. Land was declared as social property and peasants were allowed to sieze the land of the nobility.</li> <li>3. In cities, Bolsheviks enforced the partition of large houses according to family requirements. They banned the use of the old titles of aristocracy.</li> <li>4. In March 1918, despite opposition by their political allies, the Bolsheviks made peace with Germany at Brest Litovsk. In the years that followed, the Bolsheviks became the only party to participate in the elections to the All Russian Congress of Soviets, which became the Parliament of the country. Russia became a one-party state.</li> <li>5. Trade unions were kept under party control. The secret police (called as the 'Cheka' initially and later OGPU and NKVD) punished those who criticised the Bolsheviks.</li> <li>1. Many young writers and artists rallied to the Party because it stood for socialism and for change. After October 1917, this led to experiments in the arts and architecture. But many became disillusioned because of the censorship the Party encouraged</li> </ol>	5
22.	<p><b>Discuss the main changes brought about by the Bolsheviks immediately after the October Revolution.</b></p> <p><b>Ans:</b> Same as above—the effects of Oct. revolution</p>	5
23.	<p><b>Explain Lenin's 'April Theses'.</b></p>	3

	<p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. In April 1917, the Bolshevik leader Vladimir Lenin returned to Russia from his exile. He and the Bolsheviks had opposed the war since 1914. Now he felt it was time for soviets to take over power.</li> <li>2. He made three demands called Lenins April Theses: i)the war be brought to a close. ii) land be transferred to the peasants iii) banks be nationalised. Most industry and banks were nationalised in November 1917. This meant that the government took over ownership and management.</li> <li>3. Land was declared social property and peasants were allowed to seize the land of the nobility. In cities, Bolsheviks enforced the partition of large houses according to family requirements. They banned the use of the old titles of aristocracy.</li> </ol>	
24	<p><b>What steps were taken by the Bolsheviks to make Russia a socialist society?</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. During the civil war, the Bolsheviks kept industries and banks nationalised. They permitted peasants to cultivate the land that had been socialised. Bolsheviks used confiscated land to demonstrate what collective work could be.</li> <li>2. A process of centralised planning was introduced. Officials assessed how the economy could work and set targets for a five-year period. On this basis they made the Five Year Plans.</li> <li>3. The government fixed all prices to promote industrial growth during the first two Plans (1927-1932 and 1933-1938). Centralised planning led to economic growth. Industrial production increased. New factory cities came into being.</li> <li>4. An extended schooling system developed, and arrangements were made for factory workers and peasants to enter universities.</li> <li>5. Crèches were established in factories for the children of women workers. Cheap public health care was provided. Model living quarters were set up for workers.</li> </ol>	3
25.	<p><b>How did the peasants react to Stalin’s collectivization programme? How were they treated?</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. From 1929, the Party forced all peasants to cultivate in collective farms (kolkhoz). The bulk of land and implements were transferred to the ownership of collective farms.</li> <li>2. Peasants worked on the land, and the kolkhoz profit was shared. Enraged peasants resisted the authorities and destroyed their livestock. Between 1929 and 1931, the number of cattle fell by one-third.</li> <li>3. Those who resisted collectivisation were severely punished. Many were deported and exiled. Peasants argued that they were not rich and they were not against socialism. They merely did not want to work in collective farms for a variety of reasons.</li> </ol>	3
26	<p><b>What was the Global impact of the Russian Revolution?</b></p> <p><b>Ans:</b></p> <ol style="list-style-type: none"> <li>1. In many countries, communist parties were formed like the Communist Party of Great Britain. The Bolsheviks encouraged colonial peoples to follow their experiment.</li> <li>2. Many non-Russians from outside the USSR participated in the Conference of the Peoples of the East (1920) and the Bolshevik-founded Comintern (an international union of pro-Bolshevik socialist parties). Some received education in the USSRs Communist University of the Workers of the East.</li> <li>3. By the time of the outbreak of the Second World War, the USSR had given socialism a global face and world stature. By the end of the twentieth century, the international reputation of the USSR as a socialist country had declined</li> </ol>	3

	though it was recognised that socialist ideals still enjoyed respect among its people. But in each country the ideas of socialism were rethought in a variety of different ways.	
27	<b>Describe the civil war between 1918-1919 highlighting the role of the Bolsheviks, the Socialist Revolutionaries, pro-Tsarists and non-Bolsheviks.</b> <b>Ans:</b> <b>Refer to pages 40 to 41</b>	5
28.	<b>Write a short note on the following:</b> A) Kulaks B) The Duma C) Women between 1900-1930 D) Stalin's Collectivisation Programme	3 m each
29	<b>Explain the territorial regions of Russian Empire in 1914.</b> <b>Ans:</b> <b>Refer to TB-Pg-30</b>	3
30	<b>Chapter-2: Socialism in Europe and the Russian Revolution</b> Outline map of World (For locating and labelling/Identification) <b><u>Major countries of First World War(Central Powers and Allied Powers):</u></b> 1. Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire) 2. Allied Powers - France, England, (Russia), America	2
31	<b><u>Summative Assessment-1 (2015-2016)</u></b> 1. Who were Soviets? Describe their role in the revolution. (3 Marks) 2. What was the vision of Robert Owen and Louis Blanc related to co-operatives? Explain. (3 Marks) 3. Explain any five features of Stalin's Collectivisation Programme for peasants in Russia. (5 Marks)	3/5
32	<b><u>Final Term Exam- March 2018</u></b> <b>Describe the global influence of Russian Revolution.</b>	5

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**INDIAN SCHOOL MUSCAT**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS IX: ECONOMICS**  
**CHAPTER: 4 FOOD SECURITY IN INDIA**

WORKSHEET NO: 17

Q.No	Questions	Mark
1	<p>What is meant by food security? Point out the three dimensions of food security.</p> <p>Food Security means availability, accessibility and affordability of food to all people at all times everywhere in the country.</p> <ol style="list-style-type: none"><li>1. Availability of food means food production within the country, food imports and the previous year's stock stored in government granaries.</li><li>2. Accessibility means food is within reach of every person.</li><li>3. Affordability implies that an individual has enough money to buy sufficient, safe and nutritious food to meet one's dietary needs.</li></ol>	3
2	<p>How is food security affected during a calamity?</p> <ol style="list-style-type: none"><li>1. Due to a natural calamity, say drought, total production of food grains decreases.</li><li>2. It creates a shortage of food in the affected areas.</li><li>3. Due to shortage of food, the prices go up. At the high prices, some people cannot afford to buy food.</li><li>4. If such a calamity happens in a very wide spread area or is stretched over a longer time period, It may cause a situation of starvation.</li><li>5. A massive starvation may become a famine.</li></ol>	5
3	<p>Define Famine.</p> <ol style="list-style-type: none"><li>1. A famine is characterized by wide spread deaths due to starvation and epidemics caused by forced use of contaminated water or decaying food and loss of body resistance due to weakening from starvation.</li></ol>	1
4	<p>Why should the governments ensure food security?</p> <ol style="list-style-type: none"><li>1. All sections of the society might be food insecure during national disaster or calamity like drought, flood, etc</li><li>2. There can be food insecurity due to poverty. Even today there are places where people die of starvation eg. Kalahandi and Kashipur in Orissa, and places in Rajasthan and Jharkand.</li><li>3. It is the responsibility of a welfare state to make food available, accessible and affordable to its people.</li></ol>	3
5	<p>Who are food insecure people? (CBSE 2013)</p> <ol style="list-style-type: none"><li>1. Landless people with little or no land to depend upon, traditional artisans, destitute including beggars</li><li>2. Workers engaged in ill-paid occupations and casual labourers in urban areas.</li><li>3. The SCs ,STs and some sections of the OBCs who have either poor land base or very low land productivity .</li><li>4. People affected by natural disasters who have to migrate to other areas in search of work.</li></ol>	5

	5. Pregnant women, nursing mothers and children under the age of 5 years, which faces high incidence of malnutrition.							
6	<p>'The social composition along with the inability to buy food also plays a role in food insecurity'. Point out such social groups that are food insecure..</p> <ol style="list-style-type: none"> <li>1. The SCs,STs and some sections of the OBCs who have either poor land base or very low land productivity.</li> <li>2. People affected by natural disasters who have to migrate to other areas in search of work, are also among the most food insecure people.</li> <li>3. A high incidence of malnutrition prevails among (pregnant) women; this also puts the unborn baby at risk of malnutrition.</li> <li>4. . A large number of nursing mothers and children under the age of five years constitute an important segment of the food insecure people.</li> <li>5. According to National Health and Family Survey, 1998–99, the number of such women and children are approximately 11 crore.</li> </ol>	5						
7	<p>Which states are more food insecure in India?          Ans. U.P, Bihar, Jharkhand, Orissa, West Bengal, Chattisgarh, parts of Madhya Pradesh and Maharashtra.</p>	1						
8	<p>What is hunger? Differentiate between Chronic and Seasonal Hunger.          Ans: Hunger is an aspect that indicates food insecurity. The attainment of food security involves eliminating current hunger and reducing the risks of future hunger.</p> <table border="1"> <thead> <tr> <th>Chronic</th> <th>Seasonal</th> </tr> </thead> <tbody> <tr> <td>1. It is the consequence of the diets persistently inadequate in terms of quality or quantity.</td> <td>1.It is related to cycles of growing and harvesting.</td> </tr> <tr> <td>2, Poor people are victims because of their low income and in turn the inability to buy food even for survival.</td> <td>2.It is prevalent in rural areas because of the seasonal nature of agricultural activities. In urban areas because of casual labour as they are unable to get work for the year.</td> </tr> </tbody> </table>	Chronic	Seasonal	1. It is the consequence of the diets persistently inadequate in terms of quality or quantity.	1.It is related to cycles of growing and harvesting.	2, Poor people are victims because of their low income and in turn the inability to buy food even for survival.	2.It is prevalent in rural areas because of the seasonal nature of agricultural activities. In urban areas because of casual labour as they are unable to get work for the year.	5
Chronic	Seasonal							
1. It is the consequence of the diets persistently inadequate in terms of quality or quantity.	1.It is related to cycles of growing and harvesting.							
2, Poor people are victims because of their low income and in turn the inability to buy food even for survival.	2.It is prevalent in rural areas because of the seasonal nature of agricultural activities. In urban areas because of casual labour as they are unable to get work for the year.							
9	<p>Examine the contribution of Green revolution towards food security in India.</p> <ol style="list-style-type: none"> <li>1. After independence, Indian policy makers adopted all measures to achieve self-sufficiency in food grains. India adopted a new strategy in agriculture, which resulted in Green Revolution.</li> <li>2. Indira Gandhi, the then Prime Minister of India officially recorded the success of Green Revolution by releasing special stamp entitled 'Wheat Revolution'.</li> <li>3. The success of wheat was later replicated in rice but this increase was disproportionate.</li> <li>4. The highest rate of growth was achieved in Uttar Pradesh and Madhya Pradesh. The total foodgrain production was 252.22 Million tonnes in 2015–16.</li> <li>5. Uttar Pradesh and Madhya Pradesh recorded a significant production in field of wheat. West Bengal and UP, on the other hand, recorded significant production of rice .s</li> </ol>	5						
10	<p>What is Buffer Stock? Why does the government create it?          Ans.</p> <ol style="list-style-type: none"> <li>1. Buffer stalk is the stalk of food grains namely wheat and rice procured by the government through Food Corporation of India (FCI)</li> <li>2. The FCI purchases wheat and rice from the farmers in states where there is surplus production. The farmers are paid a pre- announced price for their crops. This is called <b>Minimum Support Price.</b></li> <li>3. The MSP declared by the government every year provides incentive to the</li> </ol>	5						

	<p>farmers to increase the production of the crops.</p> <ol style="list-style-type: none"> <li>The buffer stock is created by the Government to distribute food grains in the deficit areas and among the poorer strata of society at a price lower than the market price also known as '<b>Issue Price</b>'</li> <li>This also helps solve the problem of shortage of food grains during adverse weather conditions and during the period of calamity.</li> </ol>	
11	<p>Briefly describe the (PDS) 'Public Distribution System'./ Examine the functioning of Ration Shops/ Fair price Shops in India.</p> <p>ANS</p> <ol style="list-style-type: none"> <li>The food procured by the FCI is distributed through government regulated ration shops among the poorer sections of the society .This is called PDS.</li> <li>Ration shops are now present in most localities, villages, towns and cities. There are about 5.5 lakh ration shops all over the country.</li> <li>Ration shops are known as Fair Price Shops that keep stock of food grains, sugar, kerosene oil for cooking. These are also sold at a low price than the market price.</li> <li>Any family with a ration card can buy a stipulated amount of these items every month from the nearby shop.</li> <li>The ration cards are three types based on the income level of the people: (1)Antyodaya Cards for the poorest of the poor, (2) BPL Cards (3) APL cards.</li> </ol>	5
12	<p>Briefly describe the emergence of rationing system in India.</p> <p>ANS.</p> <ol style="list-style-type: none"> <li>The introduction of Rationing in India dates back to the 1940s during the Bengal famine, during the British Raj.</li> <li>The rationing system was reviewed and expanded to all parts of the country during the acute shortage of food grains in 1960s prior to the Green revolution.</li> <li>In recent years many poverty alleviation programs (PAP) are a part of rationing and food security such as National Food for Work Program.</li> <li>PDS and Mid Day meal are exclusively food security programs.</li> <li>Government has introduced three types of ration cards as a part of targeted approach to ensure food security.</li> </ol>	5
13	<p>Discuss the current status of the public distribution system in India and its advantages.</p> <p>ANS.</p> <ol style="list-style-type: none"> <li>PDS is the most important step taken by the government of India towards ensuring food security. In the beginning the coverage of PDS was universal with no discrimination between the poor and non-poor.</li> <li>Over the years, the policy has been revised to make it more efficient and targeted. The prices have been under revision in favour of poor households in general.</li> <li>It is the most effective instrument of the Government policy in stabilizing prices and making food available to consumers at affordable prices.</li> <li>It has been instrumental in averting widespread hunger and famine by supplying food from surplus regions of the country to the deficit regions.</li> <li>The system including the minimum support price and procurement has contributed to an increase in food grain production and provided income security to farmers in certain regions.</li> </ol>	5
14	<p>What are the problems in the functioning of the Public Distribution System?</p> <p>ANS.</p> <ol style="list-style-type: none"> <li>Instances of hunger are prevalent despite overflowing granaries and FCI go-downs are overflowing with grains, with some rotting away and some</li> </ol>	5

	<p>being eaten by rats.</p> <ol style="list-style-type: none"> <li>High level of buffer stock is very undesirable and can be wasteful like high carrying costs, deterioration of grain quality.</li> <li>Increased MSP encourages farmers to produce less coarse grains, which is the staple food of the poor.</li> <li>Average consumption of PDS grain at all India level, which is very less, also shows ineffectiveness of PDS.</li> <li>PDS dealers are sometimes involved in malpractices like diverting the grains to open market to get better margins, etc.</li> </ol>	
15	<p>'The Cooperatives are playing an important role in food security in India'. Point out the role of Cooperatives in food security with any four examples.</p> <p>ANS.</p> <ol style="list-style-type: none"> <li>The cooperatives set up shops to sell low priced goods to poor people. They are playing an important role in food security in India especially in the southern and western parts of the country.</li> <li>Out of all fair price shops running in Tamil Nadu, around 94% are being run by the cooperatives.</li> <li>In Delhi, Mother Dairy is making strides in provision of milk and vegetables to the consumers at controlled rate decided by Government of Delhi.</li> <li>Amul is another success story in milk and milk products from Gujarat.</li> <li>In Maharashtra, ADS has facilitated a network of NGO's for setting up grain banks in different sections of the society. ADS organizes training programmes on food security for NGO's. Grain Banks are coming up in different parts of Maharashtra</li> </ol>	5
16	<p>Examine the steps taken by the Govt. of India to achieve self-sufficiency in food grains since independence and to ensure food security in India.</p> <p>ANS.</p> <ol style="list-style-type: none"> <li>After independence, Indian policy makers adopted all measures to achieve self-sufficiency in food grains. India adopted a new strategy in agriculture, which resulted in Green Revolution.</li> <li>PDS is the most important step taken by the government of India towards ensuring food security.</li> <li>The FCI purchases wheat and rice from the farmers in states where there is surplus production. The farmers are paid a pre- announced price for their crops. This is called Minimum Support Price.</li> <li>The food procured by the FCI is distributed through government regulated ration shops among the poorer sections of the society .This is called PDS.</li> <li>In recent years many poverty alleviation programs (PAP) are a part of rationing and food security such as National Food for Work Program. PDS and Mid Day meal are exclusively food security programs.</li> </ol>	5
17	<p>Write a note on the success of Academy of Development Science (ADS) in innovative food security intervention.</p>	3
18	<p>Name a few schemes launched by the government to ensure food security other than PDS.</p>	3



**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX : DEMOCRATIC POLITICS**  
**CHAPTER: 6 DEMOCRATIC RIGHTS**

**WORKSHEET NO.: 18**

Q. No.	QUESTIONS & ANSWERS	Marks
1	<p><b>What is ‘Amnesty International’?</b> An international organization of volunteers who campaign for human rights. This organization brings out independent reports on the violation of human rights all over the world <i>[ Its vision is one of a world in which every person - regardless of race, religion, gender, or ethnicity - enjoys all of the human rights enshrined in the <a href="#">Universal Declaration of Human Rights</a> ]</i></p>	1
2	<p><b>Describe the human rights violation of the prisoners of Guantanamo Bay by the US Government.</b></p> <ol style="list-style-type: none"><li>1. About 600 people were secretly picked up by the US forces from all over the world and put in a prison in Guantanamo Bay and alleged labelled as the enemies of America.</li><li>2. The US arrested them, interrogated them and decided to keep them there or not. There was no trial before any magistrate in the US.</li><li>3. These prisoners could not approach courts in their own country</li><li>4. Families of prisoners, media or even UN representatives were not allowed to meet them.</li><li>5. In most cases the governments of their countries were not asked or even informed about their imprisonment.</li></ol>	5
3	<p><b>Describe the status of the Citizens Rights in Saudi Arabia</b></p> <ol style="list-style-type: none"><li>1. A hereditary king rules the country and the people have no role in electing the rulers. The king selects the legislature, executive and judiciary.</li><li>2. Citizens can't form Political parties or any political organizations.</li><li>3. Women are subjected to many public restrictions.</li><li>4. Media cannot report anything that the monarch does not like</li><li>5. There is no freedom of religion. Every citizen is required to be Muslim. Non-Muslim residents can follow their religion in private, but not in public</li></ol>	3
4	<p><b>Describe how the Serbian majority denied the Albanian minority of their rights in Kosovo.</b></p> <ol style="list-style-type: none"><li>1. Kosovo was a province of Yugoslavia before its split and as of 2007 it was a part of Serbia. Kosovo has an Albanian majority but in the entire country Serbs were in majority.</li><li>2. Milosevic, the then President of Serbia was hostile to Albanians in Kosovo and he wanted Serbians to dominate the country.</li><li>3. Many Serb leaders thought that Albanians should leave the country or accept the dominance of Serbs. Working under Milosevic who came to power by democratic election, Serbian military massacred thousands of Albanians in Kosovo.</li><li>4. (Now Kosovo is an independent country).</li></ol>	3
5	<p><b>What are ‘rights’? Explain. (CBSE 2015) (1)</b></p> <p>Rights are reasonable claims of persons recognized by society and sanctioned by law. Rights acquire meaning only in a society. What is recognized by the society as rightful becomes the basis of rights.</p>	1



6	<p><b>Why do we need rights in a democracy?</b>  <b>Or</b>  <b>'Rights are necessary for the very sustenance of a democracy' Justify the statement.</b></p> <ol style="list-style-type: none"> <li>1. In a democracy, every citizen has to have the right to vote and elect a government. For participating in a democratic election, it's necessary that citizens should have the right to express their opinion and form political organizations.</li> <li>2. Democracy is often called the rule of the majority. Rights protect the minorities from the oppression of majority and ensure that majority can't do whatever it likes.</li> <li>3. Sometimes the elected governments may not protect or even may attack the rights of their own citizens. That's why some rights need to be placed above the government, so that the government can't violate the rights.</li> </ol>	3
7	<p><b>What do you understand by the term 'Rule of Law'?</b></p> <ol style="list-style-type: none"> <li>a) Rule of Law means that the laws apply in the same manner to all, regardless of a person's status.</li> <li>b) Rule of law is the foundation of any democracy. It means that no person is above the law.</li> <li>c) There can't be any discrimination between political leader, government official and an ordinary citizen.</li> </ol>	3
8	<p><b>What is the Significance of 'Fundamental Rights'?</b></p> <ol style="list-style-type: none"> <li>1. Fundamental Rights are guaranteed against the actions of the legislature, the executive and any other authorities instituted by the Government.</li> <li>2. There can be no law or action that violates the fundamental rights. If any act of the legislature or the executive that takes away or limits any of the Fundamental Rights, it will be invalid.</li> <li>3. The courts are responsible for enforcing the Fundamental Rights against private individual and bodies. The Supreme Court and The High Courts have the power to issue directions for the enforcement of Fundamental Rights and also to award compensation to victims and to punishment to the violators.</li> </ol>	3
9	<p><b>Explain Right to equality. OR</b></p> <p><b>Explain the right to equality enjoyed by the citizens of India. What is its importance?(CBSE 2010)</b></p> <ol style="list-style-type: none"> <li>1. The constitution of India says that the government shall not deny any person in India equality before the law or equal protection of the laws.</li> <li>2. The government shall not discriminate any citizen on grounds of religion, caste, ethnicity, sex or place of birth. Every citizen shall have access to public places, cinema halls, etc.</li> <li>3. All citizens have equality of opportunity in matters relating to employment to any position in the government.</li> </ol>	3
10	<p><b>Why reservations for physically challenged people, socially and economically backward classes are not a violation of right to equality?</b></p> <ol style="list-style-type: none"> <li>1. The government of India has provided reservations for scheduled castes, Scheduled Tribes, Other Backward Classes, Women, poor or physically challenged people in government jobs.</li> <li>2. Equality doesn't mean giving everyone the same treatment but giving everyone an equal opportunity to achieve whatever one is capable of.</li> </ol>	3

	<p>3. Some times its necessary to give special treatment to someone in order to ensure equal opportunity. The constitution says such reservations are not violation of the Right to Equality.</p>	
11	<p><b>'Right to Freedom' is a cluster of various freedoms. Explain. (CBSE CCE 2010)</b>  <b>Or</b>  <b>Point out the freedoms assured by the Indian constitution to its citizens under 'Right to Freedom'.</b></p> <p>According to the constitution ,the right tp freedom implies ,</p> <ol style="list-style-type: none"> <li>1. Freedom of speech and expression</li> <li>2. Assembly in a peaceful manner</li> <li>3. Form associations and unions</li> <li>4. Move freely throughout the country</li> <li>5. Reside in any part of the country, and</li> <li>6. Practice any profession, or to carry on any occupation, trade or business.</li> </ol> <p>Hence , the Right to Freedom' is a cluster of various freedoms</p>	3
12	<p><b>Point out the rights of an Indian citizen if arrested by the police.</b></p> <ol style="list-style-type: none"> <li>1. A person who is arrested and detained in custody will have to be informed of the reasons for such arrest and detention.</li> <li>2. A person who is arrested and detained shall be produced before the nearest magistrate within a period of 24 hours of arrest.</li> <li>3. Such a person has the right to consult a lawyer or engage a lawyer for his defense.</li> </ol>	3
13	<p><b>How does 'Right against exploitation' protects and prevents weaker sections of the society from exploitation? (CBSE CCE 2010)</b>  <b>OR</b>  <b>Discuss the provisions included in the Right against Exploitation. (CBSE CCE 2011)</b></p> <p><b>What does Constitution say about child labour?(CBSE CCE 2015)</b></p> <p>The Indian Constitution provides certain provisions to prevent exploitation of the weaker sections of the society and mentions three specific evils and declares them illegal.</p> <ol style="list-style-type: none"> <li>1. The constitution prohibits 'Human Traffic' .ie. Selling and buying of human being is illegal in India.</li> <li>2. The constitution prohibits the forced labour or beggar in any form. Begar is a practice where the worker is forced to render service to the master free of charge or at nominal wages. It is also called bonded labour.</li> <li>3. The Constitution also prohibits child labour. No one can employ a child below the age of fourteen years.</li> </ol>	3

14	<p><b>Assess the 'Right to Freedom of Religion'.</b></p> <p>The Constitution of India assures Right to Freedom with certain limitations.</p> <ol style="list-style-type: none"> <li>1. India is a secular state and every person has the right to profess, practice and propagate the religion. A person is free to change religion on his or her own will.</li> <li>2. Every religious group is free to manage its religious affairs and run religious and educational institutions.</li> <li>3. The government is neutral and impartial in dealing with all religions.</li> </ol>	3
15	<p><b>Point out the provisions made in right to religion to prevent its misuse.</b></p> <p>The Constitution of India prohibits the following practices under right to religion:</p> <ol style="list-style-type: none"> <li>1. A person can't be converted to another religion against his or her will.</li> <li>2. Animal and Human sacrifices to Gods or supernatural forces is not a 'right to religion'</li> <li>3. Religious practices which treat women as inferior or that deprives the freedom of women are not allowed.</li> </ol>	3
16	<p><b>What is a secular state? Examine the peculiar feature of secularism in India.</b></p> <ol style="list-style-type: none"> <li>1. A secular state is one that doesn't establish any one religion as official religion. The state has to be neutral and impartial in dealing with all religions.</li> <li>2. India is a secular state, as it doesn't have any one official religion. It does not confer any favour on any particular religion nor discriminate people on the basis of religion.</li> <li>3. The government can't compel any person to pay taxes for the promotion of any religion or religious institution.</li> <li>4. There shall be no religious instruction in government educational institutions. In private educational institutions, no person shall be compelled to take part in any religious instruction or worship.</li> </ol>	5
17	<p><b>Why is protection of the rights of minorities necessary in a democracy? Point out any three provisions in 'Cultural and Educational Rights' to protect the rights of minorities.</b></p> <p>There are <b>three types of minorities</b>, Linguistic, religious and cultural. Democracy is the rule of majority. If the language, culture and religion of the minorities are not protected, they may get neglected or undermined under the impact of the majority culture, language or religion.</p> <p>The Indian constitution specifies the following <b>cultural and educational rights to the minorities.</b></p> <ol style="list-style-type: none"> <li>1. Any section of citizens with a distinct language or culture has a right to conserve it.</li> <li>2. Admission to any educational institution maintained by the government can't be denied to any one on the ground of religion or language.</li> <li>3. All minorities have right to establish and administer educational institutions of their choice.</li> </ol>	5

18	<p><b>Explain ‘Right to Constitutional Remedies. Or Why is the Right to constitutional Remedies called the ‘Heart and Soul’ of our constitution? (CBSE CCE 2010)</b></p> <ol style="list-style-type: none"> <li>1. We have a right to seek the enforcement of the fundamental rights. This right itself is a fundamental right. This is called Right to Constitutional remedies.</li> <li>2. It is possible that some times our rights may be violated by our fellow citizens, private bodies or by the government.</li> <li>3. If it is a fundamental right that is violated the right to constitutional remedies gives us the right to approach the High court or the Supreme Court directly. That’s why Dr. B. R. Ambedkar called it the ‘heart and soul’ of our constitution.</li> </ol>	3
19	<p><b>Write a short note on ‘National Human Rights Commission’.</b></p> <ol style="list-style-type: none"> <li>1. This is an independent commission set up by law in 1993. Like Judiciary, the commission is independent of the government.</li> <li>2. The NHRC makes independent and credible inquiry into any case of violation of human rights. It has wide ranging powers to carry out its inquiry.</li> <li>3. The Commission presents its findings and recommendations to the government or intervenes in the court on behalf of the victims of human rights violation</li> </ol>	3
20	<p><b>What do you understand by ‘Public Interest Litigation’? (PIL)</b></p> <ol style="list-style-type: none"> <li>1. Any person can go to court against the violation of the Fundamental Right, if it is of social or public interest. This kind of litigation in public interest is called public interest litigation.</li> <li>2. Under PIL any citizen or group of citizens can approach the Supreme Court or a High Court for protection of public interest against a particular law or action of the government.</li> <li>3. One can write to the judges even on a post card. The court will take up the matter if the judges find it in public interest.</li> </ol>	3
21	<p><b>‘Over the years the scope of rights has expanded’ Explain.</b></p> <ol style="list-style-type: none"> <li>1. Over the years the courts in India gave judgments to expand the scope of rights. Certain rights like right to freedom of press, right to information, right to education are the rights derived from Fundamental rights.</li> <li>2. Recently the Supreme Court has expanded the meaning of the right to life to include the right to food.</li> <li>3. Other than Fundamental Rights, there are constitutional rights that are enjoyed by Indian citizens.</li> <li>4. For example, the right to property and right to vote are not Fundamental Rights, but they are Constitutional Rights.</li> </ol>	3
22	<p><b>What are ‘Human Rights’?</b></p> <p>Human Rights are universal moral claims that may or may not have been recognized by law. With the expansion of democracy all over the world, there is greater pressure on governments to accept these claims.</p>	1
23	<p><b>Mention the rights recognized by International covenant on Economic, Social and Cultural Rights.</b></p> <p>International Covenant on Economic, Social and Cultural Rights recognizes many rights that are not a part of the Fundamental Rights of Indian Constitution.</p> <ol style="list-style-type: none"> <li>1. Right to work</li> <li>2. Right to safe and healthy working conditions</li> <li>3. Right to adequate standard of living, including adequate food, clothing and housing.</li> <li>4. Right to social security and insurance</li> <li>5. Right to health: Medical care during illness.</li> <li>6. Right to Education: free and compulsory primary education and equal access to higher education.</li> </ol>	5
24	<p><b>Point out any three rights guaranteed by the constitution of South Africa to its</b></p>	3

	<p><b>citizens.</b></p> <p>The Constitution of South Africa guarantees its citizens several kinds of new rights:</p> <ol style="list-style-type: none"> <li>1. Right to Privacy</li> <li>2. Right to an environment that is not harmful to their health or well-being.</li> <li>3. Right to have access to adequate housing.</li> <li>4. Right to have access to health care facilities.</li> </ol>	
25	<p><b>Define the term 'Ethnic Group.'</b></p> <p>An ethnic group is a human population whose members usually identify with each other on the basis of a common ancestry. People of an ethnic group are united by cultural practices, religious beliefs and historical memories.</p>	1
26	<p><b>Differentiate between Fundamental Rights and Constitutional Rights.</b></p> <ol style="list-style-type: none"> <li>1. Fundamental Rights are the rights guaranteed by the constitution against the actions of the legislature, the executive or any other authorities instituted by the government.</li> <li>2. Fundamental Rights in the constitution are enforceable. In case of any violation of Fundamental Right by government or any individual or private body, a citizen can approach the Court.</li> <li>3. Constitutional Rights are also rights mentioned in the constitution such as right to vote, right to property. If the constitutional rights are violated, we can't approach the court to enforce it.</li> </ol>	3
27	<p><b>What were the effects of Jamil El-Banna's arrest by American Navy?</b></p> <ol style="list-style-type: none"> <li>1. El-Banna's family got to know that he was in that prison only through the media. Families of prisoners, media or even UN representatives were not allowed to meet them.</li> <li>2. The US army arrested them, interrogated them and decided whether to keep them there or not.</li> <li>3. There was no trial before any magistrate in the US. Nor could these prisoners approach courts in their own country.</li> </ol>	3
28	What does Constitution say about child labour?(CBSE CCE 2015)	
29	<p>Why Jamil El-Banna was put in prison by American Navy?</p> <p>Jamil was one among the 600 prisoners whom The American government considers as enemies of the US and linked to the attack on New York on 11 September 2001.</p>	1
	What does Constitution say about child labour?(CBSE CCE 2015)	
30	<p>Who wrote a letter to Mr. Tony Blair and Why?</p> <p>The letter was written by Anas's Jamil El-Banna, because Anas's father, Jamil El-Banna was put in a prison in Guantanamo Bay, an area near Cuba controlled by American Navy.</p>	1+1
31	<p>Give any two examples of 'Constitutional Rights'.</p> <p>Right to property and Right to vote.</p>	1/2+1/2
32	Define 'Writs'. A formal document containing an order of the court to the government issued only by High Court or the Supreme Court.	1
33	A group of workers want to form an association of their factory works. It is not in the interest of factory owner as his practices are exploitative in nature. Can the factory owners stop the workers? Support your answer with the concerned Fundamental Right. (CBSE 2014)	5
37	Which right of Indian Constitution prevents exploitation of weaker section of weaker section of society? Explain the main provisions of this right. (CBSE 2015)	5
38	'Constitution is a protector and guardian of our Fundamental Rights'. Explain. (CBSE 2015)	5
39	"Women are subjected to many public restrictions in Saudi Arabia". What values are ignored in this conduct by state? (CBSE 2016)	3
40	"Rights are guarantees. But if no one honours them, they are of no use". Explain the statement with suitable examples. (CBSE 2016)	5

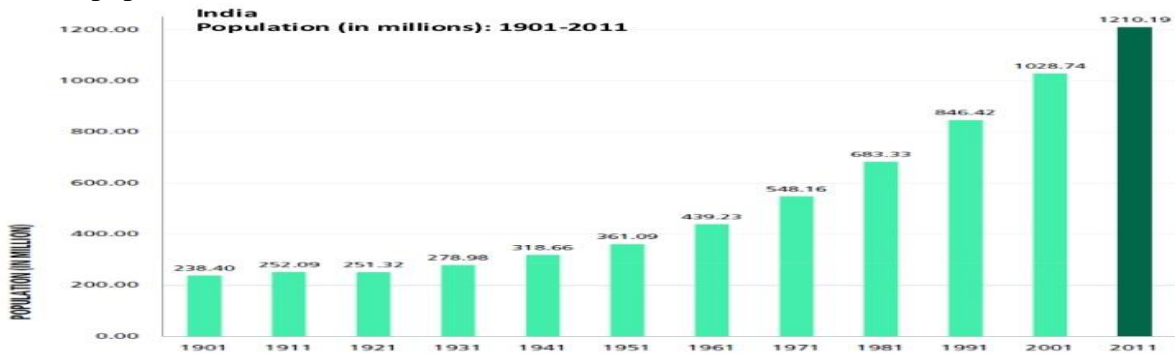


**INDIAN SCHOOL MUSCAT**  
**SENIOR SECTION**  
**DEPARTMENT OF SOCIAL SCIENCE**  
**CLASS: IX**  
**TOPIC: CHAPTER: 6- POPULATION**

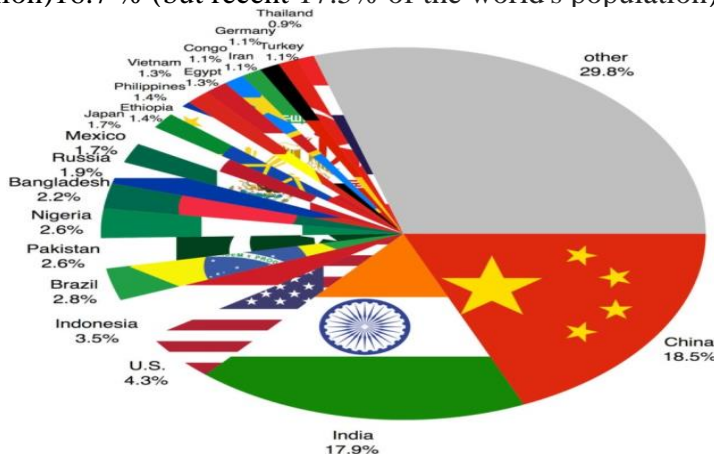
**WORKSHEET-19**

**Note: Please write Q no. 2,16, 22, 30,35,42,49 and Board questions given in the end in your notebooks.**

- 1 Why is population a pivotal element in social studies? 1  
 It is the point of reference from which all other elements are observed and from which they derive significance and meaning.  
 Current population of India is 1.21 billion.



- 2 Define the term : Census: 1  
 3 When was the first census held in India 1  
 1872.  
 4 When was the first complete Census taken? 1  
 1881.  
 5 Which are the three major questions we are primarily concerned with about population? 3  
 i. Population size and distribution: How many people are there and where are they located?  
 ii. Population growth and processes of population change: How has the population grown and changed through time?  
 iii. Characteristics or qualities of the population:  
 What are their age, sex-composition, literacy levels, occupational structure and health conditions?  
 6 What was India's population on March 2011 1  
 1210 million in 2011  
 7 How much percent did India's population account for the world's population? 1  
 (1255million)16.7 % (but recent 17.5% of the world's population)



- 8 Name the most populous state of India. What is its population? 1  
Uttar Pradesh ; 199 million
- 9 What % of population does Uttar Pradesh account for to the country's total population? 1  
16%
- 10 What is the population of Sikkim? 1  
0.6 million in 2011
- 11 What is the population of Lakshadweep? 1  
64,429
- 12 Name the states which account for half of India's population. 1  
Uttar Pradesh, Maharashtra, Bihar, West Bengal and Andhra Pradesh
- 13 Name the biggest state in terms of area. What is its % to the total population of India? 1  
Rajasthan ; 6%
- 14 Define the term: Population Density. What is the population density of India in the year 2011? 1  
Population density is calculated as the number of persons per unit area.  
In 2011 it rose to 382 persons per sq km.
- 15 What was the population density for West Bengal and Arunachal Pradesh? Which state has the 1  
highest density in India?  
West Bengal: 903 persons per sq. km. Arunachal Pradesh: 17 persons per sq. km. Bihar has the highest density of population in India with 1102 people per sq km.
- 16 State the factors responsible for sparse population in J. & K. and Arunachal Pradesh. 1
- 17 Why do Assam and most of the Peninsular states have moderate population densities? 3  
i) Hilly, dissected and rocky nature of terrain  
ii) Moderate to low rainfall  
iii) Shallow and less fertile soils
- 18 Why do the northern plains and Kerala have high to very high population densities? 1  
i) Flat plains with fertile soils ii) Abundant rainfall
- 19 Why are the numbers, distribution and composition of population constantly changing? 1  
It is due to the interaction of the three processes namely – births, deaths and migrations.
- 20 What does growth of population refer to? 1  
It refers to the change in the number of inhabitants of a country / territory during a specific period of time, say during the last ten years.
- 21 In which two ways can the growth of population be expressed? 1  
i) In terms of absolute numbers  
ii) In terms of percentage change per year
- 22 What do you mean by magnitude of increase? How is it obtained? What is it referred to as? 3
- 23 How is the rate or the pace of population increase studied? Give an example. What is it referred 3  
to as?  
i) It is studied in % per annum.  
ii) Eg. a rate of increase of 2 percent per annum means that in a given year, there was an increase of two persons for every 100 persons in the base population.  
iii) It is referred to as the annual growth rate.
- 24 How has India's population been steadily increasing from 1951 to 2011? 1  
In 1951 it was 361 million, while in 2011, it rose to 1210 million.
- 25 Why did the rate of growth start declining since 1981? 1  
Because during this period, birth rates declined rapidly due to the improvement in medical and healthcare facility.
- 26 What does the declining trend of the growth rate show? 1  
It is a positive indicator of the efforts of birth control.
- 27 Define the term: Birth rate 1  
It is the number of live births per thousand persons in a year.
- 28 Define the term: Death rate 1  
It is the number of deaths per thousand persons in a year.
- 29 What is the main cause of the growth of India's population? 1  
It is the rapid decline in death rates.
- 30 Define the term: Migration 1

- 31 What are the two types of Migration? 1  
 i) Internal ( within the country) and ii) International ( between the countries)
- 32 Which significant role is played by Migration? 1  
 It changes the distribution and composition of urban and rural populations.
- 33 What does internal migration influence? 1  
 It influences the distribution of population within the nation.
- 34 Why have most migrations been from rural to urban areas? State the factors. 5  
 This is because of the:  
A: 'push' factor in the rural areas: Reasons:  
 i) Adverse conditions of poverty ii) Unemployment iii) unstable political condition (war)  
B: 'pull' factors of the city: Reasons  
 i) increased employment opportunities  
 ii) better living conditions
- 35 Why is migration an important determinant of population change? 1
- 36 How has the urban population increased from 1951 to 2011? 1  
 It increased from 17.29% of the total population in 1951 to 31.80% in 2011.
- 37 What does the age composition of a population refer to? 1  
 It refers to the number of people in different age groups in a country.
- 38 Describe briefly the three categories in to which the population of a nation is generally grouped in to? 3  
 i) Children ( generally below 15 years)  
 They are economically unproductive and need to be provided with food, clothing, education and medical care.  
 ii) Working age: ( 15 to 59 years)  
 They are the economically productive and biologically reproductive. They comprise the working population.  
 iii) Aged ( above 59 years)  
 They may be economically productive though they may have retired.
- 39 Define the term: Sex Ratio 1  
 It is defined as the number of females per 1000 males in the population. Kerala has the highest sex ration with 1084 females per 1000 males, where as Haryana has 877females per 1000 males.
- 40 Who is treated as a literate person? 1  
 According to the Census of 2001, a person aged 7 years and above, who can read and write with understanding in any language, is treated as literate.
- 41 What is the literacy rate for the country in 2011? How much is the literacy rate in % for males and females? 1  
 For the country, it is 74.04% as in 2011.  
 For males it is 82.14% while for females it is 65.46%.
- 42 What is occupational structure? 1
- 43 Give two examples each of primary, secondary and tertiary activities. 3  
 Primary: agriculture, animal husbandry  
 Secondary: manufacturing industry, building  
 Tertiary: transport, communications
- 44 How much % of people is engaged in agriculture in India? 1  
 64%
- 45 What is the proportion of population dependent on secondary and tertiary sectors? 1  
 13 and 20 % respectively
- 46 Why has there been an occupational shift in favour of secondary and the tertiary sectors? 1  
 Because of growing urbanization and industrialization in recent times.
- 47 Giving two examples show that the sustained efforts of government programmes have registered significant improvements in the health conditions of Indian population. 3  
 i) Death rates have declined from 25 per 1000 in 1951 to 8.1 % per 1000 in 2011.  
 ii) Life expectancy at birthhas increased from 36.7 years in 1951 to 64.7 years in 2011.
- 48 Give reasons forsignificant improvements in the health conditions of Indian population. 3  
 i) improvement in public health  
 ii) prevention of infectious diseases



- iii) application of modern medical practices in diagnosis and treatment of ailments
- 49 Give examples to show that health situation is a matter of major concern for India. 3
- 50 What is the most significant feature of India's population? 1  
Adolescent population
- 51 How much % is India's adolescent population? 1  
One-fifth of the total
- 52 Into which age groups are the adolescents grouped? 1  
10 to 19 years.
- 53 What can lead to deficiency and stunted growth? 1  
Poor nutrition
- 54 What is the most significant feature of India's population? 1  
Adolescent population
- 55 What do a large number of girls suffer from in India? 1  
Anemia
- 56 How can the awareness of adolescent girls be improved? 1  
Through the spread of education and literacy among them.
- 57 When did the Government of India initiate the comprehensive family planning programme? 1  
What did it sought to promote?  
1952.It sought to promote responsible and planned parenthood on a voluntary basis.
- 58 What policy framework does NPP 2000 provide? 5  
i) Imparting free and compulsory education up to 14 years of age.  
ii) Reducing infant mortality rate to below 30 per 1000 live births  
iii) Achieving universal immunization of children against all vaccine preventable diseases.  
iv) Promoting delayed marriage for girls.  
v) Making family welfare a people-centered programme.
- 59 Which major section of the population did the NPP 2000 identify that needed greater attention? 1  
Adolescent population
- 60 What programmes did the NPP 2000 aim towards? 5  
i) Encouraging delayed marriage and child bearing  
ii) Education of adolescents about the risks of unprotected sex  
iii) Strengthening legal measures to prevent child marriage  
iv) providing food supplements, nutritional services
- Board Questions:
- Q1 Define Census. After How many years is it held in India?
- Q2 What are the main objectives of National population policy 2000 and Adolescents?
- Q3 "Migration is an important determinant of population change". Explain.
- Q4 Why do you think age composition is the most basic characteristics of a population? Explain in three points.
- Q5 Discuss the major components of population growth.
- Q6 Categorise the population into three broad categories on the basis of age composition. Describe the distribution of population in India.