SUMMATIVE ASSESSMENT WORKSHEET-1

Ans. 1: Berlin.  
Ans. 2: America.  
Ans. 3: Britain, France and Russia later joined by the U.S.  
Ans. 4: 
(i) In many parts of the world, these developments meant loss of freedoms and livelihoods.  
(ii) Late 19th century Europeans conquest brought about many destructive economic, social and ecological changes in the colonies.  
(iii) In Africa, in the 1890s, a fast spreading disease of cattle plague or rinderpest had a terrifying impact on people’s livelihoods and the local economy.  
(iv) The example of indentured labour migration from India illustrates that it was a world of faster economic growth for some and great misery and poverty for others, technological advances in Europe and new forms of coercion in Asia and Africa.  
(Any 3) $1 \times 3 = 3$

Ans. 5: 
(i) The laws allowing the British Government to restrict import of corn is known as “Corn Law”.  
(ii) These laws were abolished because the industrialists and urban dwellers were unhappy with high food prices; as a result of which they forced the abolition of the Corn Laws.  
Result: Food could be imported into Britain at a more cheaper rate.  
$1 \times 3 = 3$

Ans. 6: 
(i) The silk routes are a good example of vibrant pre-modern trade and cultural links between distant parts of the world.  
(ii) The silk route was used by the Chinese traders to export silk to other countries.  
(iii) These routes were used by traders to trade goods and exchange culture from one country to another.  
(iv) Early Christian missionaries almost certainly travelled through this route to Asia, like wise the early Muslim preachers did few centuries later.  
(v) These routes were also used to spread religions. Buddhism emerged from Eastern India and spread in several directions through interesting points on the silk routes.  
$1 \times 5 = 5$

Ans. 7: 
(i) India’s exports and imports nearly halved.  
(ii) As international prices crashed, prices in India also plunged.  
(iii) Wheat prices in India fell by 50 percent.  
(iv) Peasants and farmers suffered more than urban dwellers.  
(v) The colonial government refused to reduce revenue demands.  
(vi) India’s peasants indebtedness increased.  
(vii) They used up their savings and sold jewellery and precious metals. The great depression helped the urban people especially the fixed income earners.  
(Any five) (CBSE Marking Scheme, 2012) $1 \times 5 = 5$

SUMMATIVE ASSESSMENT WORKSHEET-2

Ans. 1: Henry Ford.  
Ans. 2: Due to Great depression.  
Ans. 3: Potato.
Ans. 4:  
(i) Europeans were attracted due to the resources of land and minerals of Africa.  
(ii) They came to Africa to establish plantations and exploit mines.  
(iii) African countries were militarily weak and backward. So, it was easy to conquer them.  

(CBSE Marking Scheme, 2015) 1x3=3

Ans. 5:  
(i) The loss of cattle destroyed African livelihoods.  
(ii) Planters, mine owners and colonial governments now successfully monopolised what scarce cattle resources remained, to strengthen their power and forced Africans into the labour market.  
(iii) Control over the scarce resource of cattle enabled European colonisers to conquer and subdue Africa.  

Ans. 6:  
(i) The first movement is the flow of trade of goods.  
(ii) The second movement is the flow of people migrating in search of employment.  
(iii) The third movement is the flow of capital in terms of short-term and long-term investments done overseas.  
(iv) Flow of goods and capital was smoother than the flow of people. All three were benefitted by the exchange of ideas.  

India: Migration of indentured labourers; trade of cotton textile (any one).  
Europe: Selling of Manchester goods in India.  

(CBSE Marking Scheme, 2012) 4+1=5

Ans. 7:  
The main features of the First World War are as follows:  
(i) The First World War (1914-18) was mainly fought in Europe. But its impact was felt around the world.  
(ii) It was fought between two power blocs—the Allies (Britain, France and Russia) and the Central Powers (Germany, Austria - Hungary and Ottoman Turkey).  
(iii) It lasted more than four years.  
(iv) It was the first modern industrial war as it saw the use of machine guns, tanks, aircraft, chemical weapons, etc., on a large scale.  
(v) To fight the war, millions of soldiers had to be recruited from around the world and most of them were men of working age.  
(vi) During the war, 9 million people were dead and 20 million were injured.  
(vii) These death and injuries reduced the able-bodied workforce in Europe.  
(viii) Industries were restructured to produce war-related goods.  

(Any five) 1x5=5

SUMMATIVE ASSESSMENT WORKSHEET-3

Ans. 1:  
Nazi Germany, Japan and Italy.  

Ans. 2:  
Caribbean Islands (mainly Trinidad and Guyana), Surinam, Mauritius, Fiji.  

Ans. 3:  
Eastern Uttar Pradesh, Bihar Central Indian and dry districts of Tamil Nadu.  

Ans. 4:  
Factors responsible for indentured labour migrated from India:  
(i) In mid-19th century, cottage industries declined, land rents rose, lands were cleared for mines and plantations. This affected poor people because they were highly indebted and forced to migrated for work.  
(ii) Temptation: As the agents provided false information about final destinations, nature of work and living and working condition, many poor people were tempted to go and work.  
(iii) In order to escape poverty or oppression at home and in villages many migrants agreed to work.  

1x3=3

Ans. 5:  
(i) Britain began to import food grains from rest of the world. British agriculture was unable to compete with imports.  
(ii) Vast areas of land were now left uncultivated.  
(iii) Thousands of men and women were thrown out of work. They started migrating to cities.  
(iv) Food prices fell and consumption in Britain rose.  
(v) Other countries: Russia, America and Australia sent food grains to meet the British demand.  
(vi) They required railways to link the ports.  

(Any three) (CBSE Marking Scheme, 2012) 1x3=3
**Ans. 6:** Post First World War period economic conditions:

(i) Britain which was world’s leading economy in the pre-war period faced a prolonged crisis.
(ii) Indian and Japanese industries were developed as Britain was occupied with war.
(iii) After the war, it was difficult for Britain to recapture its earlier position in the Indian market.
(iv) Britain was burdened with huge external debts from the US.
(v) Government reduced bloated war expenditure. This led to huge job losses and unemployment.
(vi) Grain prices were fallen step as wheat supply was disrupted during the First World War.

*(Any five) (CBSE Marking Scheme, 2013) 1×5=5*

**Ans. 7:** Indentured labour was described as a new system of slavery because:

(i) Agents tempted the poor people by giving false information about the nature of work, living and working conditions, modes of travel, etc.
(ii) Less willing workers were at time forcibly abducted by the agents.
(iii) On the plantation, the working conditions were harsh and they had a few legal rights.
(iv) They were beaten or imprisoned for not being able to meet tasks that used to be very heavy or for running away from the job.
(v) Normal medical attention was given to them and wages were deducted in case of absence at work or failure to fulfill the task.

*(CBSE Marking Scheme, 2013) 1×5=5*

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**TOPIC-2**

The Inter-War Economy and Rebuilding a World Economy: The Post War Era

**SUMMATIVE ASSESSMENT WORKSHEET-4**

| Ans. 1 | 1929 |
| Ans. 2 | Spain |
| Ans. 3 | United States of America |
| Ans. 4 | (i) The International Monetary Fund and the World Bank were created to meet the financial needs of the industrial countries. (ii) When Japan and Europe rapidly rebuilt economies, they became less independent on the IMF and the World Bank. (iii) Thus from the late 1950s the Bretton Woods institutions, WB and IMF, began to turn their attention towards newly developing countries. (iv) The newly independent countries facing problems of poverty came under the guidance of international agencies dominated by the former colonial powers. *(Any 3) 1 × 3 = 3* |
| Ans. 5 | China becomes an attraction destination for investment by foreign MNCs in the 10th and 20th centuries because: (i) Wages were relatively low in countries like China. (ii) Because of the low cost structure of the Chinese economy. (iii) TVs, mobile phones and toys we see in the shops seem to be made in China. 1 × 3 = 3 |
| Ans. 6 | Great depression began around 1929 and lasted till the mid 1930s. During this period, most parts of the world experienced decline in production, employment, incomes and trade. Agricultural regions and communities were the most affected. *Causes of Great Depression:* (i) Post-world war economy of the world was fragile. Agricultural over production was a problem. As prices slumped, farm produce rotted. (ii) Many countries financed loans from the U.S. (iii) U.S. overseas lenders panicked at the sign of financial crisis. (iv) Thus, banks were bankrupt and were forced to close down in Europe and in the US because they were unable to recover investments, collect loans and repay depositors. (v) American capitalists stopped all loans. *(CBSE Marking Scheme, 2012) 1 × 5 = 5* |
Ans. 7: Great Depression affected the Indian trade in many ways:
(i) India’s exports and imports were halved between 1928 and 1934.
(ii) As international prices crashed, prices in India also plunged.
(iii) Peasants and farmers suffered more than urban dwellers.
(iv) Peasants producing for the world market were the worst hit.
(v) Town-dwelling land owners and middle-class salaried employees found themselves better off as everything cost less.

SUMMATIVE ASSESSMENT WORKSHEET-5

Ans. 1: The IMF and the World Bank.
Ans. 2: Group of developing countries.
Ans. 3: Through cattle imported to British Asia to feed Italian soldiers.
Ans. 4: (i) The Bretton Wood Conference was convened in July, 1944 at Bretton Woods in New Hampshire, U.S.A.
(ii) Its main aim was to preserve economic stability and full employment in the industrial world.
(iii) The conference established International Monetary Fund (IMF) and the International Bank for Reconstruction and Development (World Bank).

Ans. 5: The steps taken are as follows:
(i) Bretton Woods Conference established IMF to deal with external surplus and deficit of its members.
(ii) The World Bank was set up to finance post-war reconstruction.
(iii) Bretton Woods system was based on fixed exchange rates.
(iv) Dollar was anchored to gold at a fixed price. (Any three) (CBSE Marking Scheme, 2012)

Ans. 6: (i) US dollar no longer commanded confidence.
(ii) US dollar could not maintain its value in relation to gold.
(iii) Collapse of fixed exchange rates on floating exchange rates.
(iv) International financial system changed, and developing countries were forced to borrow from Western commercial banks.
(v) Industrial world was hit by unemployment.
(vi) MNCs turned to China due to its low wages. (Any five) (CBSE Marking Scheme, 2012)

Ans. 7: (i) With the fall in prices and the prospect of a depression, the US banks also slashed domestic lending, and called back loans.
(ii) Farmers were unable to sell their harvests.
(iii) Faced with falling income, many households in the US could not repay what they had borrowed, and were forced to give up their homes, cars and other consumer durables.
(iv) Industrial production registered a fall of about 35%.
(v) The number of the unemployed started rising, and in 1933, it touched 17 million. As unemployment soared, people trudged long distances looking for any work they could find. Ultimately, the US banking system itself collapsed.

FORMATIVE ASSESSMENT WORKSHEET-6

Note: Students should do this activity themselves.
SOLUTIONS

TOPIC-1
Industrialization In India

SUMMATIVE ASSESSMENT

+-------------+-------------+
| Ans. 1      | Jobber      |
| Ans. 2      | 1854        |
| Ans. 3      | Bombay      |
| Ans. 4      | The jobber was a person with some authority and he used to help the industrialists to get workers. His role was to ensure job to worker and workers to industrialists. He used to be an old and trusted worker.
  Functions:
  (i) He got people from his village.
  (ii) He ensured them jobs.
  (iii) He helped the workers to settle in the cities.
  (iv) He provided money in time of crisis.  

(CBSE Marking Scheme, 2012) 1×3=3 (Any two)

Ans. 5: The gomasthas were appointed by the British to supervise weavers, collect supplies and examine the quality of cloth.

As time passed, new gomasthas who were outside and did not have any long term social link with the village acted arrogantly with the villagers, marched into the village with sepoys and peons and punished weavers for delays in supply-often beating and flogging them. This was an act which was very similar to the manner in which British dealt with defaulters. In this manner gomasthas became good partners in British management system.

Ans. 6: (i) The Manchester made cloth carried a label with 'Made in Manchester' written in bold. This assured the buyers of the quality of the cloth.
   (ii) The British manufacturers used images of Indian Gods and Goddesses on the labels. It symbolized the divine approval for the commodity. It also created familiarity with the Indian buyers.
   (iii) Manufacturers got calendars printed with the images of Gods and the advertisement of their products.
       The calendars were seen on the walls of hotels, tea shops, households, etc. These are used even by people who could not read.
   (iv) Images of historical characters and heroes from the past were also displayed on calendars thus sending the message that the product was as worthy of respect as were these respectable characters.
   (v) The Indian manufacturers printed the image of Bharat Mata and a nationalist message on the labels. They also printed 'Made in India' on the labels thus appealing to the nationalist sentiments. Most of the baby products carried the image of Lord Krishna to appeal to the religious sentiments.

(CBSE Marking Scheme, 2015, 2012) 1×5=5

Ans. 7: There were frequent clashes between Gomasthas and weavers in the villages because of the following reasons:
   (i) Earlier supply merchants often belonged to the same villages and had a close relationship with the weavers.
   (ii) The company’s appointed Gomasthas were outsiders, with no long-term social link with the villagers.
(iii) They acted arrogantly, marched into villages with sepoys and peons and punished weavers for delays.
(iv) The weavers could no longer bargain for prices or sell to other buyers in place of the British who paid them low wages.
(v) In many places, Carnatic (Karnataka) and Bengal weavers deserted villages, migrated or revolted along with the village traders.

(CBSE Marking Scheme, 2012) 1×5=5

SUMMATIVE ASSESSMENT WORKSHEET-8

Ans. 1 : Bengal and Bombay.  
Ans. 2 : A machine which speeded up the spinning process and reduced the labour demands.  
Ans. 3 : They did not have good quality of cotton.  
Ans. 4 : (i) Britain imposed import duties on cotton textiles, thus export market got declined.
(ii) Exports of British goods to India increased. Along with Manchester goods flooded Indian markets.
(iii) The machine-made goods were cheaper and weavers could not compete with them.
(iv) Raw cotton exports from India to Britain shot up the prices of cotton.
(v) By 1850, reports from most weaving regions got declined and desolated. (Any three) 1×3=3

Ans. 5 : (i) Manchester imports into India declined as British mills were busy with war production.
(ii) Indian industries were also called upon to supply war needs : such as jute bags, cloth for the army uniform, tents and leather boots, horse and mule saddles and a host of other items.
(iii) Even after the war, Manchester failed to recapture its old position in Indian market. 1×3=3

Ans. 6 : Jobber was employed to get new recruits for the factories or industrialists.
The jobber misused his position and power in the following ways :
(i) Initially jobbers cured people from his village ensuring them jobs. He also helped them settle in the city and lent them money in the time of crisis.
(ii) Gradually, jobbers got position and power.
(iii) They started demanding money and gifts for all the favours.
(iv) They also started to control the lives of the workers.
(v) Jobbers got people from his own village and restricted entries of others in the mills.

(CBSE Marking Scheme, 2013) 1×5=5

Ans. 7 : (i) The East India Company tried to eliminate the existing traders and appointed 'Gomasthas' as supervisors.
(ii) The system of advances was introduced to have a direct control over the weavers.
Impact :
(i) Weavers devoted entire time to weaving.
(ii) They were forced to accept the prices fixed by the company.
(iii) There were reports of clashes of weavers with gomasthas.

(CBSE Marking Scheme, 2012) 2+3=5

TOPIC-2
Industrialization In Britain

SUMMATIVE ASSESSMENT WORKSHEET-9

Ans. 1 : Mathew Boulton.  
Ans. 2 : Mass production by factories.  
Ans. 3 : In 1730s.  
Ans. 4 : Surat decline by the end of 18th century.
(i) The port of Surat declined mainly because of the growing power of the European Companies in India.
(ii) These European Companies gradually gained power and started to control sea-trade in India.
(iii) They secured a variety of concessions which they obtained from local court and by gaining monoply rights to trade.
(iv) These companies did not want to use the old ports of Surat, Masulipatnam, and Hoogly etc.
(v) Instead they developed the ports of Bombay. (Any Three) 1×3 = 3
Ans. 5: (i) Dwarkanath Tagore believed that India would develop through westernization and industrialization.
(ii) He invested in shipping, shipbuilding, mining, banking, plantations and insurance.
(iii) Dwarkanath Tagore made his fortune in China trade before he turned to industrial investment, setting up six joint stock companies in the 1830s and 1840s. 

Ans. 6: (i) The vast mass of one room houses occupied by the poor were seen as a serious threat to public health.
(ii) Cities were overcrowded, badly ventilated, and lacked sanitation.
(iii) There were worries about fire hazards created by poor housing.
(iv) There was a widespread fear of social disorder, especially after the Russian Revolution in 1917.
(v) Worker's mass housing schemes were planned to prevent the London poor from turning rebellious. (CBSE Marking Scheme, 2015) 1 x 5 = 5

Ans. 7: (i) In victorian Britain, there was no shortage of human labour, so industrialists had no problem of labour shortage or high wage costs. They did not want to introduce machines that got rid of human labour and required large capital investment.
(ii) In many industries the demand for labour was seasonal. Gas works and breweries were especially busy through the cold months. So they needed more workers to meet their peak demand. Book binders and printers, catering to X-mas demand, too needed extra hands before December.
(iii) A range of products could be produced only with hand labour. Machines were oriented to produce uniform standardised goods for a mass market. But the demand in the market was often for goods with intricate designs and specific shapes.
(iv) The aristocrats and bourgeoisie preferred things produced by hand in Victorian Britain. Hand-made products came to symbolise refinement and class.
(v) Hand-made products were better finished, individually produced and carefully designed. 1 x 5 = 5

SUMMATIVE ASSESSMENT WORKSHEET-10

Ans. 1: James Watt.
Ans. 2: E.T. Paull.
Ans. 3: Through advertisements.
Ans. 4: (i) Advertisements make products appear desirable and necessary.
(ii) They try to shape the minds of people and create new needs.
(iii) If we look back into history, the very beginning of the industrial age, advertisements have played a very vital role in expanding the markets for products and in shaping a new consumer culture. 1 x 3 = 3

Ans. 5: The upper classes, during Victorian period preferred things produced by hands because:
(i) They symbolised refinement and classic.
(ii) They were better finished.
(iii) They were individually produced and carefully designed. 1 x 3 = 3

Ans. 6: Proto-industrialization refers to the system of industries that existed in Europe before the arrival of modern machine run factories. Large scale industrial production took place for an international market. It was based in the countryside, not in factories. Effects:
(i) Open fields were disappearing and commons were being enclosed so common people had no alternative sources of income.
(ii) Many had small plots of land which could not provide work for all family members.
(iii) Merchants offered them advances for which they agreed.
(iv) They got a source of income which supplemented their shrinking income from cultivation. (CBSE Marking Scheme, 2015, 2012) 1 + 4 = 5

Ans. 7: (i) Cotton industry grew rapidly followed by iron and steel industry.
(ii) Introduction of railways added to industrial growth.
(iii) New factories could not displace traditional industries.
(iv) Industries tried to improve their speed and quality of production.
(v) Implementation of technology happened at a slow rate. 1 x 5 = 5

FORMATIVE ASSESSMENT WORKSHEET-11

Note: Students should do this activity themselves.
London in the 19th and 20th Century

SUMMATIVE ASSESSMENT

Ans. 1: London. 1
Ans. 2: London. 1
Ans. 3: During the First World War. 1
Ans. 4: 
(i) Between the two world wars the responsibility for housing the working classes was accepted by the British state.
(ii) A million of single family cottages were built by Local authorities.
(iii) The city had extended beyond the range where people could walk to work.
(iv) New forms of mass transports were introduced.

(Any three) (CBSE Marking Scheme, 2015) 1×3=3

Ans. 5: Three historical processes have shaped modern cities namely:
(i) Rise of industrial capitalism,
(ii) The establishment of colonial rule over large parts of the world.
(iii) Development of democratic ideals. 1× 3 = 3

Ans. 6: 
(a) Certain groups of weavers were in a better position than others to survive the completion with mill industries. Amongst weavers some produced course cloth while others wove finer varieties.
(b) The demand for the finer varieties bought by the well-to-do was more stable. The rich could buy these even when the poor starved.
(c) Famines didn’t affect the sale of Banarasi or Baluchari saris.
(d) Moreover mills could not imitate specialized weavers.
(e) Saris with woven borders or the famous lungis and handkerchiefs of madras, could not be easily displaced by mill production. (CBSE Marking Scheme, 2012) 1×5=5

Ans. 7: The population of London multiplied four fold in the 70 years between 1810 and 1880 increasing from 1 million to 4 millions.
(i) London was a powerful magnet for migrant population, even though it did not have large factories.
(ii) 19th Century London was a city of clerks and shopkeepers of small traders and skilled artisans, semi-skilled and sweated out workers of soldiers and servants of casual workers, street sellers and beggars.
(iii) There was a dockyard which provided opportunities of livelihood.
(iv) There were five major types of industries employed large numbers; clothing and footwear, wood and furniture, metals and engineering, printing and stationery and precious products.
(v) During First World War the number of large factories increased and a large number of people joined the new created jobs. (CBSE Marking Scheme, 2015, 2012) 1×5=5

SUMMATIVE ASSESSMENT

Ans. 1: Chartism Movement. 1
Ans. 2: Raja Harishchandra. 1
Ans. 3: Bombay, Bengal and Madras. 1
Ans. 4: 
(i) Andrew Mearns showed why crime was more profitable than labouring in small underpaid factories.
(ii) A child of seven years old is easily known to make 10 shillings 6 pence a week from thieving.
(iii) Before he can gain as much as a young thief (a boy) he must make 56 gross of matchboxes a week or 1,296 a day.
(iv) It was only after the passage of the Compulsory Elementary Education Act in 1870 and the Factory Acts beginning from 1902, that children were kept out of industrial work.  

**Ans. 5:**  
(i) The poor and filthy living conditions of one room houses which posed a serious threat to public health.  
(ii) There was danger of fire hazards.  
(iii) There was also a fear of social disorder or rebellion by the workers especially after the Russian Revolution in 1917.  

**Ans. 6:**  
(i) For the wealthy Londoners, there was the annual ‘London Season’ where elite groups could enjoy several cultural events such as the opera and theatre.  
(ii) Working classes too had their own means of entertainment. They used to meet in pubs and enjoy a drink, exchange news and discuss political events.  
(iii) The establishment of libraries, museums and art galleries provided entertainment to common people.  
(iv) Music halls and later cinema houses became a source of mass entertainment.  
(v) Industrial workers spent holidays by the sea shore and enjoyed both sun and the wind which was a great source of entertainment.  

**Ans. 7:** Attempts were made to decongest the city of London and solve the housing crisis. So, the British government built houses for working classes. All these efforts expanded the city and people found it difficult to walk to their work places. This made the underground rail transport essential for London.  

**Disadvantages:** The development of the underground railways was criticized because.  
(a) The underground railways were considered a menace to health due to the lack of oxygen created in the compartments by smoking pipes, fumes of gas lamps and coal dust.  
(b) A large number of houses for poor were displaced for its construction.  
(c) It added to the mess and unhealthy environment of the city.  
(d) People were afraid to travel underground.  
(e) Many felt that ‘iron monsters’ added to the mass and unhealthiness of the city.  
(f) To make approximately two miles of railways, 900 houses had to be destroyed.  

**SUMMATIVE ASSESSMENT WORKSHEET-14**

**Ans. 1:** 1898.  
**Ans. 2:** Paddington and Farrington street in London.  
**Ans. 3:** Ebenezer Howard.  
**Ans. 4:** ‘Family’ as an institution underwent a social change due to industrialization.  
(i) Ties between members of household were loosened and the institution of marriage tended to break down among the working class families.  
(ii) Women lost their jobs due to machines.  
(iii) Rich upper class women lived easier lives as they were served by domestic maids who made their work easier.  

**Ans. 5:**  
(i) The group of the people who work for social upliftment and charity, donating time and money for the purpose are called philanthropists.  
(ii) Steps taken to control crime were:  
(a) The authorities imposed high penalties for crime.  
(b) They offered work to the deserving poor.  

(CBSE Marking Scheme, 2012) 1+2=3  

**Ans. 6:** In the 18th century, the family had been a unit of production and consumption as well as of political decision-making. There was a big change in the newer pattern.  
(i) Ties between members of household loosened.  
(ii) The institution of marriage among the working class tended to break down.
(iii) Women of the upper and middle classes in Britain, faced increasingly higher level of isolation although their lives were made easier by maids.
(iv) Women who worked for wages had some control over their lives particularly among the lower social classes.
(v) By the 20th century, the urban family had been transformed again partly by experience of the war time and partly work done by the comen who were employed in large numbers. \(1 \times 5 = 5\)  

(CBSE Marking Scheme, 2012)

**Ans. 7:** ‘Family’ as an institution underwent a social change due to industrialization.
(i) The class Kant joint family in the village scenario disappeared in the town and cities. The bond between family members loosened.
(ii) Women lost their jobs to machines.
(iii) Rich upper class women lived easier lives as they were served by domestic maids who made their work easier.
(iv) Forced to live at home in urban areas, leading them to face isolation at home.
(v) Public places were dominated by males and females were confined to the home.
(vi) Women gradually began to participate in political movements to ask for their rights.
(vii) Families were small or nuclear.  

(Any five) (CBSE Marking Scheme, 2012) \(1 \times 5 = 5\)

**TOPIC-2**

**Bombay in the 19th and 20th Century**

**SUMMATIVE ASSESSMENT**

**WORKSHEET-15**

**Ans. 1** It is a centre of trade and industry.  

1

**Ans. 2** Calcutta (Kolkata).  

1

**Ans. 3** Ebenezer Howard.  

1

**Ans. 4:** Methods change due to industrialisation:
(i) Steel plough used in place of wooden plough.
(ii) Harrow in place of wooden weeder.
(iii) Mechanical drill for seed sowing, reaping and threshing machines.  

(CBSE Marking Scheme, 2015) \(1 \times 3 = 3\)

**Ans. 5:**
(i) Bombay was an over-crowded city, where a person had only 9.5 sq. yards of space whereas it was around 155 sq. yards per person in London.
(ii) Bombay did not grow according to a plan whereas London grew according to plan.
(iii) London had an average density of 8 persons per house whereas the density in Bombay was as high as 20 persons.  

(CBSE Marking Scheme, 2015, 2012) \(1 \times 3 = 3\)

**Ans. 6:**
(i) Bombay became the capital city of the Bombay presidency in 1819, hence more people began to settle in Bombay.
(ii) Growth of trade in cotton and opium led large communities of traders, bankers, artisans and shopkeepers came to settle in Bombay.
(iii) In 1854, cotton mills were established in Bombay. Most of the workers came from outside.
(iv) Large number of people came to work at the seaport and the railways which encouraged migration.
(v) Famines in dry regions brought more people to Bombay. Bombay attracted many people to work in films too.  

\(1 \times 5 = 5\)

**Ans. 7:** In ‘Debganer Martye Agaman’ Brahma visits the city of Calcutta along with other Gods. They saw distraction by the train, large ships in the Ganga, factories, bridges, monuments, shops and the variety of gods sold in shops. However, they were disturbed to see cheats and thieves, poverty, poor housing,
confusion of caste, religious and gender identities in the city. Brahma himself was trucked into buying a cheap pair of glasses. Durgacharan Ray describes the contrasting images and experience like wealth and poverty, splendour and diet, opportunities and disappointments that the cities offered.

**SUMMATIVE ASSESSMENT WORKSHEET-16**

**Ans. 1:** 10 January, 1863.

**Ans. 2:** 1819

**Ans. 3:** Andrew Mearns

**Ans. 4:** The capitals of the Bombay, Bengal and Madras Presidencies in British India. These were multifunctional cities because they had major ports, warehouses, homes and offices, army camps, as well as educational institutions, museums and libraries.

**Ans. 5:**
(i) The Rent Act was passed in Bombay in 1918.
(ii) It aimed at controlling rent and keeping them within reasonable limit.
(iii) The Act had a reserve impact of producing a severe housing crisis, since the landlords withheld renting out houses from the market.

(CBSE Marking Scheme, 2012)

**Ans. 6:**
(i) The city of Bombay was over crowded. As such, there was an interdependence among people.
(ii) The homes were small, so streets and neighbourhood were used for a variety of activities and social functions.
(iii) The rich people lived in spacious bungalows.
(iv) The working people lived in the thickly-populated Chawls of Bombay.
(v) Shortage of water was a common phenomenon.
(vi) Lower caste people found it difficult to find housing.

(Any five)

(CBSE Marking Scheme, 2012)

**Ans. 7:**
(i) The city life symbolized freedom from the collective social values which people were compelled to follow in their villages.
(ii) There were numerous caste and community rules in the rural set-up which based when people moved to cities.
(iii) People became more free and they carried new ways of living.
(iv) The public transport system and multistoreyed housing loosened traditional regulations and people learned to live in multiethnic and multicultural environment brought from different places by migrants to the city.
(v) The city symbolized self made people who come here to pursue their dreams.
(vi) City culture bought a wave of individualism and were supposed to be quite organised than the rural areas, so people who migrated found it attractive.

(Any five)

(CBSE Marking Scheme, 2013)

**FORMATIVE ASSESSMENT WORKSHEET-17**

**Note:** Students should do this activity themselves.
### SUMMATIVE ASSESSMENT WORKSHEET-18

<table>
<thead>
<tr>
<th>Ans. 1</th>
<th>Oldest Japanese book contained six sheets of text and woodcut illustrations.</th>
<th>(CBSE Marking Scheme, 2015) 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ans. 2</td>
<td>Both were low priced books printed on poor quality paper but the Bibliothèque Bleue were bounded in cheap blue covers.</td>
<td>(CBSE Marking Scheme, 2015) 1</td>
</tr>
<tr>
<td>Ans. 3</td>
<td>Bible.</td>
<td>1</td>
</tr>
</tbody>
</table>
| Ans. 4 | (i) Printed religious literature stimulated a variety of interpretations of faith, even among the little educated working class in the early 16th century.  
(ii) Menocchio, an Italian miller, reinterpreted the Bible in a way that enraged the Roman Catholic Church.  
(iii) Such instances worried the Church about people reading the various interpretations of the religion and questioning the Church.  
(iv) Hence, it imposed severe controls over publishers and booksellers and began maintaining an index of prohibited books. | (Any three) (CBSE Marking Scheme, 2015) 1 × 3 = 3 |
| Ans. 5 | (i) Appearance and layout resembled the written manuscripts.  
(ii) Metal letters imitated the ornamented hand written styles.  
(iii) Borders were illuminated.  
(iv) Space for decoration was kept blank. | (Any three) (CBSE Marking Scheme, 2015) 1 × 3 = 3 |
| Ans. 6 | (i) Print created the possibility of wide circulation of ideas leading to debate and discussion. Those who disagreed with established authorities could now print and circulate their own views.  
(ii) Through printed messages, they could persuade people to think differently and move them into action.  
Implications on the sphere of religion. The religious reformer, Martin Luther, wrote Ninety Five Theses criticizing many practices of Roman Catholic Church. A printed copy of this was posted on a church door. This led to a division within the church, The protestant Reformation. | (CBSE Marking Scheme, 2012) 1½+1½+2=5 |
| Ans. 7 | (i) Martin Luther wrote Ninety Five Theses criticising the malpractices in the Roman Catholic Church. He posted a printed copy of it on the door of a church in Wittenberg.  
(ii) Luther’s writings immediately became popular through printed copies and was read widely.  
(iii) 5000 printed copies of Luther’s translation of the New Testament were sold in a week.  
(iv) All these led to a religious debate and marked the beginning of the Protestant Reformation.  
(v) Printing technology played a key role in bringing religious reforms in the 16th century. Hence Martin Luther’s remarks were apt, effective and practical. | (CBSE Marking Scheme, 2015) (1×5=5) |

### SUMMATIVE ASSESSMENT WORKSHEET-19

| Ans. 1 | Edo. | 1 |
| Ans. 2 | He said that ‘printing press is the most powerful engine of progress and public opinion is the force that will sweep despotism away. | 1 |
| Ans. 3 | Johann Gutenberg. | 1 |
Ans. 4: **Impact of print revolution:**

(i) New reading public was emerged.
(ii) The hearing people became reading people.
(iii) Religious debates due to fear of prints led to distinctive interpretation of faith.
(iv) Printing transformed the lives of the people.
(v) It opened new ways of looking at things.
(vi) Print culture also affected the life of poor people and women in many ways. The print gave birth to new form of popular literature. Very small books were brought out. They were sold across roads. The poor people brought these books and read with great interest. Books were cheap so that the poor people can also afford them.
(vii) Women’s reading increased enormously in middle class homes. Liberal husbands and fathers began educating their women folk at home and send them to schools. Women schools were also set up.  

(Any three) (CBSE Marking Scheme, 2013) 1 × 3 = 3

Ans. 5: (i) The Vernacular Press Act was passed because the Vernacular newspapers were assertively nationalist. They openly criticized and debated the government policies.
(ii) The Vernacular Press Act of 1878 was passed which empowered the government to censor reports and editorials.
(iii) Government kept a regular tract of Vernacular newspapers. If a report was judged seditious, the newspaper was warned and if warning was ignored appropriate actions were taken. 1 × 3 = 3

Ans. 6: **Impact on Women:**

(i) Women became important readers and writers. Penny magazines, especially meant for women, contained guidelines on proper behaviour and housekeeping.
(ii) Novel began to be written in the 19th century and some of the best novelists were women like Jane Austen, Bronte sisters, George Eliot, etc.
(iii) Their writing created a new image of women with will, strength of personality, determination and power to think.

**Impact on Children:**

(i) Primary education became compulsory from the late 19th century.
(ii) School textbooks, rural folk tales in edited versions, fairy tales and new stories were published for children.
(iii) Grimm brothers of Germany spent years to collect traditional folk tales from peasants and France and set up a children’s press in 1857.  

(CBSE Marking Scheme, 2012) 2½ + 2½ = 5

Ans. 7: (i) By the 17th century, as urban culture bloomed in China, the uses of print diversified.
(ii) Print was no longer used just by scholar-officials.
(iii) Merchants used print in their everyday life, as they collected trade information.
(iv) The new readership preferred fictional narratives, poetry, autobiographies, anthologies of literary masterpieces and romantic plays.
(v) Rich women began to read and many women began publishing their poetry and plays.
(vi) Wives of scholar-officials published their works and courtsmen wrote about their lives.

(Any five) 1 × 5 = 5

TOPIC-2

**The Growth of Press in 19th century India**

SUMMATIVE ASSESSMENT WORKSHEET-20

Ans. 1: Discrimination against the outcaste groups, caste inequalities. 1
Ans. 2: Rash Sundari Debi. 1
Ans. 3: In the middle of the 16th century.

Ans. 4: (i) This was because of the superstitions and myths that prevailed in the society.
(ii) Conservation Hindus believed that a literate girl would be widowed and Muslims feared that educated women would be corrupted by reading Urdu romances.

(CBSE Marking Scheme, 2015) \(1\frac{1}{2} \times 2 = 3\)

Ans. 5: (i) In Punjab, a similar folk literature about discussing women issues was widely printed from the early 20th century.
(ii) Ram Chaddha published the fast selling ‘Istri Dharm Vichar’ to teach women how to be obedient wives.

Ans. 6: (i) Nationalists in India used print media to publish the evil affects of British rule and spread new ideas.
(ii) As vernacular newspapers became assertively nationalist, the colonial government decided to take strong measures.
(iii) In 1878 the vernacular press act was passed which provided the government with intensive rights to censor reports and editorials in the vernacular press.
(iv) The government started keeping regular track on vernacular newspapers. If it published some material which was considered to be seditious, the government seized the press and confiscated the printing machines.
(v) Despite repressive measures nationalist newspapers grew in numbers in all parts of India.

(CBSE Marking Scheme, 2015) \(1\times 5 = 5\)

Ans. 7: (i) Liberal husbands and fathers began educating their women folk at home and sent them to schools.
(ii) Conservative Hindus believed that a literate girl would be widowed and Muslims feared that educated women would be corrupted by reading romantic books.
Kailashbashini Debi wrote books highlighting the experiences of women-how women were imprisoned at home, kept in ignorance, forced to do hard domestic labour.

1\frac{1}{2} + 1\frac{1}{2} + 2 = 5

(CBSE Marking Scheme, 2012)

SUMMATIVE ASSESSMENT WORKSHEET-21

Ans. 1: Bengali Gazette.

Ans. 2: Kesari.

Ans. 3: Portuguese missionaries.

Ans. 4: (i) The Vernacular Press Act provided the government with extensive rights to censor reports and editorials in the vernacular press.
(ii) The government kept regular track of the vernacular newspapers published in different provinces.
(iii) When a report was judged as seditious, the newspaper was warned.
(iv) If the warning was ignored, the press was liable to be seized and the printing machinery could be confiscated.

(Any three) \(1\times 3 = 3\)

Ans. 5: After the revolt of 1857, the attitude to freedom of press changed. Enraged English officials clamped down the native press because of their nationalists activities.
(i) In 1878, the Vernacular Press Act was passed. It provided the government extensive rights to censor reports.
(ii) The government kept regular track of the Vernacular newspaper, when a report was judged as seditious the newspaper was warned, the press was liable to be seized and machinery could be confiscated.

(CBSE Marking Scheme, 2012) \(1\times 3 = 3\)

Ans. 6: (i) In India, manuscripts were written on palm leaves or on handmade paper before the age of print.
(ii) Pages were sometimes beautifully illustrated.
(iii) They would be either pressed between wooden covers or sewn together to ensure preservation.
(iv) Manuscripts continued to be produced till well after the introduction of print, down to the late
nineteenth century.
(v) Manuscripts, however, were highly expensive and fragile. They had to be handled carefully and
they could not be read easily as script was written in different styles.

Ans. 7: From 19th century, issues of caste discrimination began to be written.
(i) Jyotiba Phule, the Maratha pioneer of low caste, started protest movement. He wrote about the
injustice of the caste system in his Gulamgiri.
(ii) B. R. Ambedkar in Maharashtra and E.V. Rama-swamy in Madras wrote powerfully on caste.
Their writings were read by people all over India.
(iii) Local protest movements and sets also created a lot of journals and tracts.
(iv) Kashibaba millworker wrote and published ‘Chhote Aur Bade ka Sawal’.
(v) Bangalore cotton mill workers set up libraries to educate themselves.
(vi) Workers were overburdened and lacked the education to write much. (Any five) 1×5=5

(CBSE Marking Scheme, 2013)
SUMMATIVE ASSESSMENT

TOPIC-1

Emergence of the Novel in the West

SUMMATIVE ASSESSMENT

WORKSHEET-23

Ans. 1: Rudyard Kipling. 1
Ans. 2: Robinson Crusoe. 1
Ans. 3: Terrible effects of industrialisation. 1

Ans. 4:
(i) As the middle classes became more affluent, women got more leisure time to read and write novels.
(ii) Novels began to explore the world of women, their emotions, identities, experiences and problems.
(iii) Domestic life became an essential subject of novels—a field women had an authority to speak about. (CBSE Marking Scheme, 2015) 1 × 3 = 3

Ans. 5:
(i) In India, novels became a popular medium of entertainment among middle class.
(ii) The circulation of printed books allowed people to amuse themselves in new ways.
(iii) Picture books were translated in other languages.
(iv) Popular songs composed on contemporary events.
(v) Stories in newspaper and magazine offered new forms of entertainment. (Any there) (CBSE Marking Scheme, 2015) 3

Ans. 6:
(i) Dickens wrote about the terrible effects of industrialisation.
(ii) Dickens criticised the idea that human beings were treated as simple instruments of production.
(iii) Dickens spoke about the exploitation of children/orphans in ‘Oliver Twist’.
(iv) Thomas Hardy highlighted the advantages and disadvantages of the new order.
(v) Thomas Hardy used Vernacular language spoken by different groups of people in his writing. 1 × 5 = 5

Ans. 7:
Author of ‘Mayor of Casterbridge’ was Thomas Hardy:

Story:
(i) It is a story about Michael Henchard, a rich grain merchant who becomes the Mayor of Casterbridge.
(ii) He is independent-minded with his own business style.
(iii) He was both unpredictably generous as well as cruel with his employees.
(iv) He was no match for his manager and rival Donald Farfare who runs business with efficiency and is well-behaved and has good temperament. 1 + 4 = 5 (CBSE Marking Scheme, 2012)

SUMMATIVE ASSESSMENT

WORKSHEET-24

Ans. 1: Charles Dickens. 1
Ans. 2: Charles Dickens. 1
Ans. 3: Ramona. 1

Ans. 4:
(i) The worlds created by novels were absorbing and believable, and seemingly real.
(ii) While reading novels, the reader was transported to another person’s world, and began looking at life as it was experienced by the characters of the novel.
(iii) Besides, novels allowed individuals the pleasure of reading in private, as well as the joy of publicly reading or discussing stories with friends or relatives. 1 × 3 = 3
Ans. 5: Dickens wrote about:
(i) Europe in the industrial age.
(ii) Terrible effects of industrialization on the lives of people.
(iii) Terrible conditions under industrial capitalism. (CBSE Marking Scheme, 2012) 1×3=3

Ans. 6: Main theme of Oliver Twist by Charles Dickens encompasses a tale of a poor orphan who lived in a world of petty criminals and beggars. He was finally adopted by a wealthy man and lived happily. This novel includes many genres. It is a novel that talk about serious issues. It is a mystery story and some chapters can even seem to belong to horror fiction. The novel emphasizes on the social injustices and the political oppressions that the poor people were subjected to in the England of 19th century. Oliver Twist was the vehement protest against the poor law of 1834. The main function of this law was the punishment to the poor for being poor and ensure that they never could rise out of their poverty.
This novel is a ruthless satire. It effectively pierces the middle class veil of complacency and snoberry and reveals the hypocrisy that plague society. (CBSE Marking Scheme, 2013) 5

Ans. 7: (i) Charles Dickens wrote about the industrial labourers in big cities in his novel ‘Hard Times’.
(ii) His novels discussed the terrible effects of industrialization on people’s lives and character in the fictitious town of Coketown.
(iii) The town was full of machinery, smoking chimneys, polluted rivers and people known as ‘hands’.
(iv) He criticized the greed of profit which had reduced humans into instruments who were used for production.
(v) His novel ‘Oliver Twist’ focussed on the terrible conditions of life under capitalism. Oliver lived in the world of petty criminals and beggars and was brought up in a cruel work house. 1×5=5

TOPIC-2
Emergence of the Novel in India

SUMMATIVE ASSESSMENT WORKSHEET-25

Ans. 1: Titash Ekti Nadir Naam. (CBSE Marking Scheme, 2015) 1
Ans. 2: Love and romance. 1
Ans. 3: Godan. 1
Ans. 4: Potheri: Kunjambu wrote Saraswativijayam in 1892.
The messages which the world got after reading this novel was:
(i) Caste should be done away in the society. 1 + 2
(ii) The book stresses the importance of education, maths, etc.
Ans. 5: (i) In Bengal many historical novels were about Marathas and Rajputs which produced a sense of a Pan-Indian belonging.
(ii) They imagined the nation to be a full of adventure, heroism, romance and sacrifice.
(iii) The imagined nation of the novel was so powerful that it could inspire actual political movements. 1×3=3
Ans. 6: (i) In Bengal many historical novels were about Marathas and Rajputs which produced a sense of a Pan-Indian belonging.
(ii) They imagined the nation to be full of adventure, heroism, romance and sacrifice.
(iii) Bhudeb Mukhopadhyaya’s Anguriya Binimoy (1857) was the first historical novel written in Bengal whose hero Shivaji engaged in many battles against a clever and treacherous Aurangzeb.
(iv) The imagined nation of the novel was so powerful that it could inspire actual political movements.
(v) Bankim’s Anandmath is a novel about a secret Hindu armed force that fight Muslims to establish a Hindu Kingdom.
(vi) It was a novel that inspired freedom fighters.
(vii) The novel helped in popularising the sense of belonging to a common nation. (Any five) 1×5=5
Ans. 7: 
(i) ‘Indulekha’ was concerned with the marriage practices of upper caste Hindus in Kerala, especially the Nambuthiri Brahmins and the Nayars.
(ii) Nambuthiris were also major landlords in Kerala at that time; and a large section of the Nayars were their tenants.
(iii) In late-19th century Kerala, a younger generation of English-educated Nayar men who had acquired property and wealth on their own, began arguing strongly against Nambuthiri alliances with Nayar women.
(iv) They wanted new laws regarding marriage and property.
(v) The story of Indulekha is interesting in the light of their debates.
(vi) Chandu Menon clearly wanted his readers to appreciate the new values and criticise the ignorance and immorality.

SUMMATIVE ASSESSMENT WORKSHEET-26

Ans. 1: Malayalam. 1
Ans. 2: The poor condition of women in society. 1
Ans. 3: Durgeshmandini. 1
Ans. 4: (i) The Oriya novel ‘Chaa Mana Atha Guntha’ written by noted novelist Fakir Mohan Senapati dealt with the question of land and its possession.
(ii) This path breaking work showed that the novel could make the rural issues an important part of urban preoccupations. 1½ + 1½ = 3
Ans. 5: (i) Vaikkom Muhammad Bashir, a noted Malayalam novelist represented the under-privileged class.
(ii) He had little education and most of his writing was based on rich personal experience.
(iii) His novels and short stories were written in ordinary language with humour.
(iv) He wrote about Muslim households in great details and touched upon unconventional topics like poverty, insanity and life in prison. (Any three) (CBSE Marking Scheme, 2012) 1×3=3
Ans. 6: (i) In the early decades of the 20th century, women in South India began writing novels and short stories.
(ii) A reason for the popularity of novels among women was that it allowed for a new conception of womanhood.
(iii) Some women authors also wrote about women who changed the world of both men and women.
(iv) Rokeya Hossein wrote a satiric fantasy in English called Sultana’s Dream (1905) which shows a topsy-turvy world in which women take the place of men.
(v) Hunnah Mullens, a Christian missionary and the author of ‘Karuna O Phulmonir Bibaran’ (1852), wrote the first novel in Bengali, which tells her readers that she wrote in secret. 1×5=5
Ans. 7: (i) The novelists played an important role in spreading social awareness by taking themes such as caste oppression life of the common people, marriage, practices, etc.
(ii) They tried to create social awareness on the prevalence of backward social customs which were exploitative in nature.
(iii) As early as 1857, Baba Padamanji’s Yamuna Paryatan, used a simple style of storytelling to speak about the plight of widows.
(iv) Hence issues like plight of widows, problems created by the early marriage of the girls and caste oppression were the important social issues which were highlighted through novels. (CBSE Marking Scheme, 2013) 5

FORMATIVE ASSESSMENT WORKSHEET-27

Note: Students should do this activity themselves.
RESOURCES AND DEVELOPMENT

TOPIC-1
Resources : Natural and Human

SUMMATIVE ASSESSMENT WORKSHEET-28

Ans. 1 : Rocks and Metals. 1
Ans. 2 : Solar energy. 1
Ans. 3 : Ladakh. 1

Ans. 4 : (a) Identification and inventory of resources across the regions of the country.
(b) Evolving a planning structure endowed with appropriate technology, skill and institutional set up for implementing resource development plans.
(c) Match the resource development plans with overall national development plans.
(CBSE Marking Scheme, 2012) 1×3=3

Ans. 5 : Resource : Everything available in our environment which can be used to satisfy our needs, provided, is technologically accessible, economically feasible and culturally acceptable is known as a Resource.

Types of resources on the basis of ownership are : Individual, Community, National and International.
2+1=3

Ans. 6 : Resource planning is a technique or skill for proper utilization of resources.
(a) As resources are limited, their planning is necessary so that we can use them properly and also save them for our future generations.
(b) Resources are not only limited but they are distributed over different parts of the country.
(c) Resource planning is also essential for production of resources and to protect them from over exploitation.
5

Ans. 7 : Classification for resources on the basis of ownership :
(i) Individual resources
(ii) Community owned resources
(iii) National resources
(iv) International resources

(i) Individual Resources : Resources which are privately owned against the payment of revenue by individuals. e.g., ponds, pasture lands etc.

(ii) Community Owned Resources : Resources which are accessible to all the members of a community, e.g., picnic spots.

(iii) National Resources : All the resources which are present in the political boundaries of a nation up to 12 nautical miles in the ocean from the coast, termed as terrestrial water and resources therein belong to the nation.

(iv) International Resources : There are inter-national institutions which regulate some resource. The oceanic resources beyond 200 nautical miles of the Exclusive Economic Zone belong to open ocean and no individual country can utilise these without the concurrence of international institutions.

$1\frac{1}{4} \times 4 = 5$

SUMMATIVE ASSESSMENT WORKSHEET-29

Ans. 1 : Potential resources. 1
Ans. 2 : Developed resources. 1
Ans. 3 : Mountain. 1
Ans. 4 : Stock : Materials which have the potential to satisfy human beings but human do not have the technology to access these, e.g., water which is a compound of two inflammable gases—Hydrogen and oxygen and can be a rich source of energy. We do not know how to use them.
Reserves: These are subset of the stock. They can be put into use with existing know-how but their use has not been started. e.g., River water is used as a source of hydroelectricity but to a limited extent.

Ans. 5: In India, there are regions which are rich in certain types of resources but are deficient in some other resources:
(a) Jharkhand, Chattisgarh and Madhya Pradesh are rich in minerals and coal deposits.
(b) Arunachal Pradesh has abundant water resources.
(c) Rajasthan is endowed with solar and wind energy.

1½ + 1½ = 3

Ans. 6: Resources are vital for human survival and it was believed that resources are free gift of nature. The indiscriminate use of resources led to the following problems:
(a) To satisfy the greed of few individuals, depletion of resources were continued.
(b) Due to the accumulation of resources in few hands, the society gets divided into two segments, i.e., rich and poor.
(c) Indiscriminate use of resources led to ecological crises, e.g., ozone layer depletion, land degradation, global warming and environmental pollution.

(CBSE Marking Scheme, 2012) 5

Ans. 7: On the basis of exhaustibility, there are two types of resources:
(a) Renewable resources
(b) Non-renewable resources

(a) Renewable resources:
(i) They can be renewed or obtained even after they are used.
(ii) They are not exhaustible due to constant use.
(iii) They are affected by external environment.
(iv) For example: solar and wind energy.

(b) Non-renewable resources:
(i) They can’t be reproduced once they are used.
(ii) They are exhaustible due to continuous use.
(iii) They are free from environmental effects.
(iv) For example: minerals and fossil fuels.

2½ + 2½ = 3

TOPIC-2
Land as a Resource

SUMMATIVE ASSESSMENT WORKSHEET-30

Ans. 1: Western and central Himalayas
(CBSE Marking Scheme 2015) 1
Ans. 2: Black soil.
1
Ans. 3: Jharkhand, Chattisgarh, Madhya Pradesh and Odisha.
1
Ans. 4: (i) The use of land is determined by physical factor’s such as to topography, climate, soil types.
(ii) It is also determined by human factors such as population density, technological capability, cultural and traditions etc.

1½ + 1½ = 3

Ans. 5: Main Cause: Large scale overgrazing has caused severe land degradation.
Measures to check include:
(a) Afforestation and proper management of grazing.
(b) Planting of shelter belts of plants.
(c) Stabilization of sand dunes by growing thorny bushes.
(d) Control on overgrazing.
(Any Three) (CBSE Marking Scheme, 2015) 1×3=3

Ans. 6: (i) Red to brown in colour.
(ii) Sandy in texture.
(iii) Evaporation is faster, soil lacks humus and moisture.
(iv) Soil occupied by Kankar.
(v) Kankar restricts the infiltration of water.
(CBSE Marking Scheme 2015) 1 × 5 = 5
Ans. 7: (i) Soil is considered as a resource because it is used to satisfy our needs.
(ii) It is the most important renewable natural resource.
(iii) It is the medium of plant growth.
(iv) It supports different types of living organisms on the earth.
(v) It is the base of our life.
(CBSE Marking Scheme, 2012) 5

SUMMATIVE ASSESSMENT WORKSHEET-31

Ans. 1: 43%.
Ans. 2: Over irrigation.
Ans. 3: Maharashtra, Saurashtra, Malwa, Madhya Pradesh and Chhattisgarh.
Ans. 4: (i) Arid soils range from red to brown in colour.
(ii) They are generally sandy in texture and saline in nature.
(iii) Due to dry climate, high temperature, evaporation is faster and the soil lacks humus and moisture.
(iv) The lower horizons of the soil are occupied by Kankar because of the increasing calcium content downwards.
(Any three) 1×3=3
Ans. 5: (i) We live on land, we perform our economic activities on land and we use it in different ways.
(ii) It supports natural vegetation, wildlife, human life, economic activities, transport and communication systems.
(iii) It is an asset of a finite magnitude.
1×3=3
Ans. 6: Types of Soil Erosion:
(a) Gullies: The running water cuts through the clayey soils and makes deep channels/gullies. The unfit land caused by gullies is called bad land or ravines.
(b) Sheet erosion: Water flows as a sheet over large areas down a slope. The top soil is washed away. This process is known as sheet erosion.
Two human activities which are responsible for the process of soil erosion are deforestation and overgrazing, mining, construction, etc.
(CBSE Marking Scheme, 2015) 5
Ans. 7: Alluvial soil is found in the entire northern plain. It is the most widely spread soil of India.
Main features of alluvial soil:
(a) It is formed by the deposition of materials brought down by the Himalayan rivers.
(b) It is highly fertile.
(c) It consists of various proportions of sand, silt and clay.
(d) It is rich in potash, phosphoric acid and lime but deficient in organic matter.
(e) It supports a large variety of crops like paddy and sugarcane.
1×5=5

FORMATIVE ASSESSMENT WORKSHEET-32

Note: Students should do this activity themselves.
TOPIC-1
Bio Diversity or Biological Diversity .... The Himalayan Yew in Trouble

SUMMATIVE ASSESSMENT WORKSHEET-33

Ans. 1: 26,200 sq. km.  
Ans. 2: Insensitivity to our environment.  
Ans. 3: International Union for Conservation of National and Nature Resources (IUCN).  
Ans. 4: (i) Since 1951, over 5000 sq km forest was cleared for river valley projects.  
(ii) Clearing of forests is still continuing with projects like the Narmada Sagar Project in Madhya Pradesh which would inundate 40,000 hectares of forest.  
(iii) Mining is another important factor behind deforestation.  

Ans. 5:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Endangered Species</th>
<th>Vulnerable Species</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>These are the species which are in danger of extinction.</td>
<td>(i) These are the species whose population has decreased over a period of time and in danger of extinction.</td>
</tr>
<tr>
<td>(ii)</td>
<td>The survival of these species is difficult if the negative factors that have led to a decline in their population are not checked in time.</td>
<td>(ii) A vulnerable species is a step short of an endangered species, which in turn is a step short of an extinct species.</td>
</tr>
<tr>
<td>(iii)</td>
<td>Example: Black buck.</td>
<td>(iii) Example: Gangetic dolphin.</td>
</tr>
</tbody>
</table>

Ans. 6: Biodiversity is immensely rich in wildlife and cultivated species, diverse in form and function but closely integrated in a system through multiple network of interdependence.  

Biodiversity is important for human life because:  
(a) It forms an ecological system keeping the air, water and soil in balance.  
(b) It provides us medicines and different types of things which are useful for our survival.  
(c) It makes the planet Earth safe.  

Ans. 7: Classification of forests:  
(a) Reserved Forest: They are regarded as most valuable as far as the conservation of forest and wildlife resources are concerned. Jammu and Kashmir, Andhra Pradesh, Uttarakhand, Kerala, Tamil Nadu, West Bengal and Maharashtra have large areas of reserved forest.  
(b) Protected Forest: Almost one-third of total forest area is protected forest. This forest land is protected from any further depletion. Bihar, Haryana, Punjab, Himachal Pradesh, Odisha and Rajasthan have a bulk of it under protected forest.  
(c) Unclassed Forests: There are other forests and wastelands belonging both government and private individuals and communities. All North Eastern states and parts of Gujarat have high % of their forests as unclassed forests.  

SUMMATIVE ASSESSMENT WORKSHEET-34

Ans. 1: Blackbuck, Indian rhino, crocodile, Indian wild ass.  
Ans. 2: Mithun, Nicobar Pigeon and Andaman wild pig.  
Ans. 3: Grazing and fuel-wood collection.
Ans. 4: (a) Habitat destructions agricultural expansion has resulted in destruction of habitat.
(b) Hunting is carried out illegally, thereby, decreasing the number of animals.
(c) Poaching is done and parts of animals are sold for profit.
(d) Overexploitation of resources, cutting of trees for profit motive without replanting and conserving.
(e) Environmental pollution caused by industries destroys soil and water.
(f) Poisoning the forest. (Any three) (CBSE Marking Scheme, 2012) 1×3=3

Ans. 5: It is a medicinal plant.
(a) Overexploitation of the tree has led to drying up of many yew trees in Himachal and Arunachal Pradesh.
(b) The biggest selling anti-cancerous drug in the world, taxol, is extracted from it to treat cancers. (CBSE Marking Scheme, 2012) 1½+1½=3

Ans. 6: Tiger is one of the key wildlife species in the faunal web. In 1973, the authorities felt that the tiger population had dwindled to 1,827 from an estimated 55,000 at the turn of the century. Major threats to tigers are poaching for trade, shrinking habitat, depletion of prey based species, growing human population, etc.

‘Project Tiger’ is one of the well-publicised wildlife campaigns in the world that was launched in 1973. In 1993, the population of tiger had dropped to 3,600. There are 39 tiger reserves in India.

Corbett National Park in Uttaranchal, Sunderbans National Park in West Bengal, Bandhavgarh National Park in Madhya Pradesh, Sariska Wildlife Sanctuary in Rajasthan, Manas Tiger Reserve in Assam and Periyar Tiger Reserve in Kerala are some of the tiger reserves of India. (CBSE Marking Scheme, 2013) 5

Ans. 7: We need to save the biodiversity of our planet because:
(a) Human beings along with all living organisms form a complex web of ecological system in which they are only a part and are very much dependent on this system for their existence.
(b) The plants, animals and micro-organisms re-create the quality of the air we breathe, the water we drink and the soil that produces our food without which we cannot survive.
(c) Forests play a key role in the ecological system as these are also the primary producers on which all other living beings depend. (CBSE Marking Scheme, 2013) 5

TOPIC-2
Conservation of Forest and Wildlife in India

SUMMATIVE ASSESSMENT WORKSHEET-35

Ans. 1: Peepal, Banyan and Mango. 1
Ans. 2: Forest conservation. 1
Ans. 3: Uttaranchal. 1
Ans. 4: (i) A programme which involves local communities in the management and restoration of degraded forests. It involves local communities and land managed by forest department.
(ii) This programme was first passed in 1988 by the state of Orissa. (CBSE Marking Scheme 2015) 1½ + 1½ = 3

Ans. 5: (a) People of Sariska Tiger Reserve are fighting against mining.
(b) The villages of five districts of Alwar declared 1200 hectares of forest Bhairodev Dakav “Sonchuri”.
(c) People involved in “Chipko Movement” resisted deforestation.
(d) The Mundas and Santhals of Chhotanagpur forest region worship trees-mahua and kadamba.
(e) People working some trades involved in joint forest management. (Any three) (CBSE Marking Scheme, 2012) 1×3=3
Ans. 6:  
(a) In India, the Joint Forest Management programme furnishes a good example for involving local communities in the management and restoration of degraded forests.

(b) The programme has been in formal existence since 1988 when the state of Odisha passed the first resolution for Joint Forest Management.

(c) Joint Forest Management depends on the formation of local (village) institutions that undertake protection activities mostly on degraded forest land managed by the forest department.

(d) In return, the members of these communities are entitled to intermediary benefits like non-timber forest produces and share in the timber harvested by ‘successful protection’.  

Ans. 7:  
In some areas of India, local communities are struggling to conserve these habitats alongwith government officials recognizing that only this will secure their own long-term livelihood. It is proved by the following examples:

(a) In Sariska Tiger Reserve, Rajasthan, villagers have fought against mining by citing the Wildlife Protection Act. In many areas, villagers themselves are protecting habitats and explicitly rejecting government involvement.

(b) The inhabitants of five villages in the Alwar district of Rajasthan have declared 1,200 hectares of forest as the Bhairudev Dakar ‘Sonchuri’, declaring their own set of rules and regulations which do not allow hunting, and are protecting the wildlife against any outside encroachments.

(c) The famous Chipko Movement in the Himalayas has not only successfully resisted deforestation in several areas but has also shown that community afforestation with indigenous species can be enormously successful.

(d) Farmers and citizens’ groups such as the Beej Bachao Andolan in Tehri and Navdanya have shown that adequate levels of diversified crop production without the use of synthetic chemicals are possible and economically viable.

(CBSE Marking Scheme, 2013) 1½ × 4 = 5

FORMATIVE ASSESSMENT WORKSHEET-36

Note: Students should do this activity themselves.
TOPIC-1
Water Scarcity and the Need for Water Conservation; Multipurpose River Projects and Integrated Water Resource Management

SUMMATIVE ASSESSMENT

Ans. 1 : Sardar Sarovar Dam. 1
Ans. 2 : About 3/4th. 1
Ans. 3 : Ground water. 1
Ans. 4 : We can understand the meaning of the above statement through these example :
(i) After a heavy downpour, a boy collects drinking water in Kolkata. 1
(ii) A Kashmiri earthquake survivor carries water in the snow in a devastated village. 1
(iii) A Rajasthani woman balances her matka and travel large distances to collect water. 1
Ans. 5 : Jawaharlal Nehru proclaimed the dams as the “temples of modern India” because :
(i) They eliminate or reduce flooding. 1
(ii) Provide water for agriculture. 1
(iii) Provide water for human and industrial consumption. 1
(iv) Provide hydroelectricity for houses and industries. 1
(Any three) 1×3=3
Ans. 6 : Post independent India witnessed intensive industrialisation and urbanisation.
(a) Arrival of MNC’s : Apart from fresh water they require electricity which comes from hydroelectric power. 1
(b) Multiplying urban centers with large and dense populations and urban life styles have not only added to water and energy requirements but have further aggravated the problem. 1
(c) Large-scale migration from rural to urban areas is causing over exploitation of water resources. 1
(CBSE Marking Scheme, 2013) 5
Ans. 7 : (a) The availability of water resources varies over space and time, mainly due to the variations in seasonal and annual precipitation. 1
(b) Over-exploitation, excessive use and unequal access to water among different social groups. 1
(c) Water scarcity may be an outcome of large and growing population and consequent greater demands for water. A large population means more water to produce more food. Hence, to facilitate higher food-grain production, water resources are being over exploited to expand irrigated areas for dry-season agriculture. 1
(d) Most farmers have their own wells and tubewells in their farms for irrigation to increase their production. But it may lead to falling groundwater levels, adversely affecting water availability and food security of the people. Thus, inspite of abundant water there is water scarcity. 1
(CBSE Marking Scheme, 2013) 1¼×4=5
## TOPIC-2
### Rainwater Harvesting

#### SUMMATIVE ASSESSMENT

<table>
<thead>
<tr>
<th>Ans. 1</th>
<th>Ground water.</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ans. 2</td>
<td>Western Himalayas.</td>
<td>1</td>
</tr>
<tr>
<td>Ans. 3</td>
<td>Nagaland.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Ans. 4:**
(a) In hilly and mountainous regions, people built diversion channels like ‘gul’ or ‘kul’ in Western Himalaya for agriculture.
(b) Roof-top rain water harvesting was commonly practised to store drinking water particularly in Rajasthan.
(c) In West Bengal, people develop inundation channels to irrigate their fields.
(d) In semi-arid regions agricultural fields were converted into rain fed storage structures called Khadins and Johads that allowed the water to stand and moist the soil. (Any three)

(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

**Ans. 5:** Bamboo Drip Irrigation system is a 200 year old system of tapping stream and spring water by using bamboo pipe and transporting water from higher to lower regions through gravity.

**Features:**
(a) 18-20 liters of water enters the bamboo pipe system, get transported over hundreds of meters and finally reduces to 20-80 drops per minute at the site of the plant.
(b) The flow of water into the pipes is controlled by manipulating the pipe positions.

(CBSE Marking Scheme, 2012) $1 + 2 = 3$

**Ans. 6:** Roof top water harvesting is important in Rajasthan because:
(i) It was commonly practised to store drinking water.
(ii) The rainwater can be stored in the tankas till the next rainfall making it an extremely reliable source of drinking water when all other sources are dried up, particularly in the summers.
(iii) Rain water, or palar pani, as commonly referred to in these parts, is considered the purest form of natural water.
(iv) Many houses construct underground rooms adjoing the ‘tanka’ to beat the summer heat as it would keep the room cool.
(v) Some houses still maintain the tanks since they do not like the taste of top water. $1 \times 5 = 5$

**Ans. 7:** Keeping into view the disadvantages and rising resistance against the multi-purpose projects, water harvesting system is considered a viable alternative both socio-economically and environmentally.

(a) In ancient India also alongwith the sophisticated hydraulic structures there existed an extraordinary tradition of various water harvesting systems.
(b) People adopted different techniques in different areas. In hilly regions people built diversion channels like the 'guls' or 'kuls' for agriculture.
(c) Roof-top rain water harvesting was commonly practised to store drinking water, particularly in Rajasthan.
(d) In the flood plains of Bengal, people developed inundation channels to irrigate their fields. Khadins, Johads and Tanks are the forms of rain water harvesting practised in Rajasthan.

(CBSE Marking Scheme 2011) $1 \times 4 = 5$

#### SUMMATIVE ASSESSMENT

<table>
<thead>
<tr>
<th>Ans. 1</th>
<th>Tamil Nadu.</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ans. 2</td>
<td>Meghalaya.</td>
<td>1</td>
</tr>
<tr>
<td>Ans. 3</td>
<td>Maharashtra and Gujarat.</td>
<td>1</td>
</tr>
</tbody>
</table>
Ans. 4: Advantages:
(a) These are the main source of power generation.
(b) They provide us neat, pollution free and cheapest energy which is the backbone of industry and agriculture.
(c) These projects control the floods because water can be stored in them. These projects have converted many, 'rivers of sorrows' into 'rivers of boon'.
(d) These projects are the main source of irrigation and also help in conserving soil.

Disadvantages:
(a) Due to the construction of dams, there are no adequate floods in the river. Because of this, the soil of the downstream region does not get nutrient rich silt.
(b) Dams also fragment rivers making it difficult for aquatic fauna to migrate for spawning, i.e., to produce eggs.
(c) It resulted in displacement of local communities. The local people often have to give up their land and livelihood and their meagre access and control over resources for the greater need of the nation.

Ans. 5: Sophisticated hydraulic structures like dams build of stone rubble, reservoirs or lakes, embankments and canals for irrigation were built in various regions of the country.
(a) A sophisticated water harvesting system channel-ling the flood water of river Ganga was built at Sringaverapura near Allahabad in the 1st century B.C.
(b) Nagarjunakonda in Andhra Pradesh, Bennur in Karnataka, Kolhapur in Maharashtra and Kalinga in Odisha have evidences of irrigation structures.
(c) In the 11th century, Bhopal Lake, one of the largest artificial lakes of its time was built.
(d) The tank in Hauz Khas, Delhi was constructed by Iltutmish in the 14th century to supply water to Siri Fort Area.

(CBSE Marking Scheme, 2013) 1½ + 1½ = 3

Ans. 6: Groundwater is a highly overused resource because of the following reasons:
(a) Due to large and growing population and consequent greater demands for water and unequal access to it.
(b) To facilitate higher food grain production for large population, water resources are being over exploited to expand irrigated areas and dry season agriculture.
(c) In the housing societies or colonies in the cities, there is an arrangement of own ground water pumping devices to meet water needs.

(CBSE Marking Scheme, 2012) 1 × 3 = 3

Ans. 7: Methods of rain water harvesting used in India are:
(a) Guls and Kuls: People built guls and kuls in hilly and mountainous regions to divert water. These are simple channels. They are mainly used in Western Himalayas.
(b) Roof top rain water harvesting: Commonly practised to store drinking water in Rajasthan.
(c) Inundation Channels: These channels developed in the flood plains of Bengal to irrigate fields.
(d) Khadins and Johads: In arid and semi-arid regions, some agricultural fields were converted into rain fed storage structures. These structures are found in Rajasthan.
(e) Tanks: In Bikaner, Phalodi and Barmer, almost all houses have tanks for storing drinking water. Tanks are part of the well-developed roof top rain water harvesting system.

(CBSE Marking Scheme 2011) 5

FORMATIVE ASSESSMENT WORKSHEET-40

Note: Students should do this activity themselves.
TOPIC-1
Types of Farming, Cropping Pattern and Major Crops

SUMMATIVE ASSESSMENT WORKSHEET-41

Ans. 1 : Nagpur and Cherapunjee. 1
Ans. 2 : Wheat. 1
Ans. 3 : Primitive subsistence farming/Jhumming. (Any one) 1
Ans. 4 : The two main cropping seasons are rabi and kharif.
   (i) Rabi crops are sown in winter from October to December and harvested in summer from April to June. 1½
   (ii) Kharif crops are sown with the onset of monsoon in different parts of the country and harvested in September-October. 1½

Ans. 5 : (a) Growing conditions required for rice:
   (i) High temperature (above 25°C). It is a Kharif crop. 1½
   (ii) High humidity with annual rainfall above 100 cm. 1½
   (b) Main growing regions: Northern plains, deltaic plains, river valleys. 3

Ans. 6 : Three geographical conditions for the growth of rice:
   (i) It requires high temperature, (above 25°C). 1
   (ii) Annual rainfall above 100 cm. 1
   (iii) High humidity
   It is possible to grow rice in areas of less rainfall with the help of irrigation in Punjab and Haryana. (CBSE Marking Scheme 2015) 5

Ans. 7 : Geographical conditions required for the growth of maize crop in India:
   (i) It is a kharif crop which requires temperature between 21°C to 27°C. 2
   (ii) It grows well in alluvial soil.
   Use of modern inputs such as HYV Seeds, fertilisers and irrigation have contributed to the increasing production of maize. 3

SUMMATIVE ASSESSMENT WORKSHEET-42

Ans. 1 : Pulses. 1
Ans. 2 : Old alluvial. 1
Ans. 3 : Kharif. 1

Ans. 4 : Importance:
   (a) Are edible and used as cooking medium. 1
   (b) Used as raw material in production of soap, cosmetics and ointment. 1
   (c) India-largest producer.
   Groundnut:
   (a) Kharif crop 1
   (b) Accounts half of the total oilseed production. 1
   (c) State: Andhra Pradesh, Tamil Nadu, Karnataka, Gujarat, Maharashtra. (CBSE Marking Scheme, 2013) 3

Ans. 5 : (a) Land reforms: Collectivisation, consolidation of holdings, cooperation and abolition of zamindari. 1
   (b) Agricultural reforms: Green revolution and White revolution. 1
   (c) Land development programmes: Provision for crop insurance against drought, flood, cyclone etc., establishment of Grameen banks, Cooperative societies and banks for providing loans. 1

P-28 SOCIAL SCIENCE-X TERM-1
(d) Issuing of Kissan Credit Card and Personal Accident Insurance Scheme, etc.
(e) Special weather bulletins and agricultural programmes for farmers on radio and TV.

(Any three) 1×3=3

Ans. 6: Geographical conditions required for the growth of sugarcane in India:
(a) It is a tropical as well as sub-tropical crop so it requires a hot and humid climate with a temperature of 24°C to 27°C.
(b) It requires an annual rainfall between 75 to 100 cms.
(c) It can be grown on a variety of soils.
(d) Major sugarcane producing states of North India are: Uttar Pradesh, Bihar, Punjab, Haryana.

(Any two) (CBSE Marking Scheme, 2012) 5

Ans. 7: Basic of difference:

<table>
<thead>
<tr>
<th>Basis of difference</th>
<th>Wheat</th>
<th>Rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Rainfall</td>
<td>50-75 cm</td>
<td>Above 100 cm</td>
</tr>
<tr>
<td>(b) Temperature</td>
<td>15°C</td>
<td>Above 25°C</td>
</tr>
<tr>
<td>(c) Area wise distribution</td>
<td>North and north-west</td>
<td>Plains of north and north-west parts of the country</td>
</tr>
<tr>
<td>(d) Type of crop</td>
<td>Rabi</td>
<td>Kharif</td>
</tr>
<tr>
<td>(e) Major Producer</td>
<td>Punjab</td>
<td>West Bengal</td>
</tr>
</tbody>
</table>

(CBSE Marking Scheme, 2012) 1×5=5

TOPIC-2
Technological and Institutional Reforms

SUMMATIVE ASSESSMENT WORKSHEET-43

Ans. 1: Vinoba Bhave.
Ans. 2: Indian Council of Agricultural Research.
Ans. 3: The Ganga-Satluj plains in the north-west and black soil region of the Deccan.
Ans. 4: Farmers are unable to compete with foreign agricultural products. To improve their condition and prevent farmer suicides, various suggestions are as follows:
(a) Genetic engineering can help to invent hybrid seeds.
(b) Organic farming will preserve the soil, water and environment.
(c) Diversification of crops from only cereals to high-value crops which can grow easily in Indian climatic conditions.

(Any two) (CBSE Marking Scheme, 2012) 1×3=3

Ans. 5:
(i) More and more land is used for construction of factories, warehouses and shelters which have reduced the land under cultivation.
(ii) Soil gets degraded by the use of pesticides fertilizers over irrigation etc which leads to water logging and salinity.
(iii) Today Indian farmers are facing a big challenge from international competition.
(iv) Our government is reducing the public investment in agriculture, subsidy on fertilizers have decreased.
(v) Reduction in import duties on agricultural products have proved detrimental to agriculture in the country.

1 × 5 = 5

Ans. 6:
(a) Land reforms: Collectivisation, consolidation of holdings, cooperation and abolition of zamindari.
(b) Agricultural reforms: Green revolution and White revolution.
(c) Land development programmes: Provision for crop insurance against drought, flood, cyclone etc., establishment of Grameen banks, Cooperative societies and banks for providing loans.
(d) Issuing of Kissan Credit Card and Personal Accident Insurance Scheme, etc.
(e) Special weather bulletins and agricultural programmes for farmers on radio and TV.
(f) Government announces Minimum Support Price (MSP) and remunerative and procurement prices to check exploitation.
(g) The government provides HYV seeds and fertilisers.
(h) Government provides technical assistance and training for farmers.
(i) Soil testing facilities, cold storage and transportation facilities are provided by government for farmers.

(Any five) (CBSE Marking Scheme, 2012) 1×5=5

Ans. 7: Indian agriculture started a decline in the trend of food production because:
(a) More and more land is used for construction of factories, warehouses and shelters have reduced the land under cultivation.
(b) Soil gets degraded by the use of pesticides, fertilizers over-irrigation etc. which leads to water logging and salinity.

Remedial Measures:
(a) Use of agricultural techniques which are environmentally sustainable.
(b) Use of biotechnology in modifying different crops and increase the yield per hectare. It reduces dependence on insecticides and also require less water.

2½+2½=5

SUMMATIVE ASSESSMENT WORKSHEET-44

Ans. 1:
Ans. 2:

- Salai Project (a)
- Bhakra Nangal Project (b)
- Tehri (c)
- Rihand (l)
- Maithon (d)
- Panchet (e)
- Gandhi Sagar (g)
- Hirakud (l)
- Nagarjunasagar (k)
- Mettur (m)
- Periyar (n)
- Tungabhadra (I)
- Koyna (o)
- Sardar Sarovar (h)
- Rana Pratap Sagar (f)
- SRI LANKA
- INDIAN OCEAN
Ans. 1:

- India
  - 100
  - 0
  - 100
  - 200
  - 300
- China (Tibet)
- Pakistan
- Sri Lanka
- Bay of Bengal
- Andaman and Nikobar

- Lakhadweep (India)

- Jute
- Cotton
- Rubber
- Sugarcane
- Tea
- Coffee
- Millets and Maize
Ans. 2:

(a) Jim Corbett National Park (Uttarakhand)
(b) Sunderban National Park (West Bengal)
(c) Sariska Wildlife Sanctuary
(d) Bandhavgarh National Park (MP)
(e) Manas Tiger Reserve (Assam)
(f) Periyar Tiger Reserve (Kerala)

Note: Students should do this activity themselves.
TOPIC-1
Belgium and Sri Lanka and
Majoritarianism in Sri Lanka

SUMMATIVE ASSESSMENT WORKSHEET-47

Ans. 1: Sinhala.  1
Ans. 2: Majoritarianism.  1
Ans. 3: Majoritarian measure.  1

Ans. 4: The Belgian leaders recognised the existence of regional and cultural diversities.
(a) They amended their constitution four times so as to work out an innovative arrangement that
would enable everyone to live together in peace and harmony; i.e., there was sharing of power
between the Dutch and the French both in the central government; state government and commu-
nity government. They followed a policy of accommodation.
(b) This helped to avoid civic strife and division of the country on linguistic lines.
(c) On the other hand, the Sinhalese who were in majority in Sri Lanka as compared to the Tamils
followed a policy of majoritarianism and adopted a series of measures to establish Sinhala su-
premacy by passing an Act of 1956.
These measures alienated the Tamils leading to civic strife between the two communities.
(CBSE Marking Scheme, 2012) 1×3=3

Ans. 5: Consequences of majoritarian policies adopted by Sri Lankan Government were:
(a) Tamils felt the government was not sensitive about Tamil language and culture because Sinhala
was declared the official language.
(b) Tamils felt discriminated against securing jobs and education which were given preferentially
to the Sinhala speakers.
(c) Tamils felt the government was practising religious discrimination because the State fostered
Buddhism. Relations between Tamils and Sinhalese became strained.
(CBSE Marking Scheme, 2012) 1×3=3

Ans. 6: Demands of the Tamils:
(a) Recognition of Tamil as an official language.
(b) Equal opportunities for Tamils in government jobs and educational institutions.
(c) Provincial autonomy for Tamil dominated provinces. (CBSE Marking Scheme, 2012) 1×3=3

Ans. 7: Sri Lankan Tamils felt alienated because:
(a) Government adopted majoritarian measure to establish Sinhala Supremacy. In 1956, an Act was
passed to recognise Sinhala as the only official language thus disregarding Tamil.
(b) The governments followed preferential politics that favoured Sinhala applicants for university
positions and government jobs.
(c) A new constitution stipulated that the state shall protect and foster Buddhism.
(d) Sri lankan Tamils felt that none of the major political parties by the Buddhist Sinhala leaders
were sensitive to their language and culture.
(e) As a result, the relations between the Sinhala and Tamil communities strained overtime and it
soon turned into a civil war.
(CBSE Marking Scheme, 2013) 1×5=5
TOPIC-2
Accommodation in Belgium Forms of Power Sharing

SUMMATIVE ASSESSMENT WORKSHEET-48

Ans. 1: This government has the power regarding culture, education and language related issues. 1
Ans. 2: It reduces the possibility of conflict between social groups. 1
Ans. 3: Horizontal distribution of powers. 1

Ans. 4: Vertical division of power: Vertical division of power means sharing of power among governments at different levels. In India, there are three levels of the government:
(a) **For entire country**: Central Government/Union Government.
(b) **At the provincial level**: State Governments.
(c) **At the local level (i.e., rural and urban)**: Local self governments like panchayats and municipal councils. 

(CBSE Marking Scheme, 2012) 1×3=3

Ans. 5: (a) When the power does not rest with any one organ of the state rather it is shared among legislature, executive and judiciary it is called power sharing.
(b) Power sharing is important in a democracy because:
   (i) It helps to reduce the possibility of conflict between social groups.
   (ii) It is the very spirit of democracy.
   (iii) It is a good way to ensure the stability of the political order. (Any two) 1+2=3

Ans. 6: Power sharing keeps up with the ‘Spirit’ of Democracy as:
(a) Power sharing ensures that all people have stake in government.
(b) Power sharing ensures maximum participation. It upholds the concept of people’s rule. It always brings better outcomes in democracy. It ensures the political stability in democracy.
(c) Power sharing accommodates diverse groups. It helps to reduce the possibility of conflict between social groups.

(CBSE Marking Scheme, 2012) 1×3=3

Ans. 7: The main elements of the power-sharing model evolved in Belgium were:
(a) Constitution prescribes that the number of Dutch and French speaking ministers shall be equal in the Central Government. Some special laws require the support of majority of members from each linguistic group. Thus, no single community can make decisions unilaterally.
(b) Many powers of the central government have been given to state governments of the two regions of the country. The state governments are not subordinated to the central government.
(c) Brussels had a separate government in which both the communities have equal representation. The French-speaking people accepted equal representation in Brussels because the Dutch-speaking community has accepted equal representation in the central government.
(d) Apart from the central and the state government, there is a third kind of government called the Community government.
(e) This community government is elected by people belonging to one language community—Dutch, French and German speaking. This government has the power regarding cultural, educational and language related issues.

(CBSE Marking Scheme, 2012) 1×5=5

FORMATIVE ASSESSMENT WORKSHEET-49

Note: Students should do this activity themselves.
**TOPIC-1**

**What is Federalism and What Makes India a Federal Country?**

### SUMMATIVE ASSESSMENT WORKSHEET-50

**Ans. 1:** USA and Australia. (Any one) 1
**Ans. 2:** Defence of the nation, foreign affairs, banking, currency, communication. 1
**Ans. 3:** Federal Government. 1

**Ans. 4:**
(i) Reorganization of states on linguistic basis. 1
(ii) Centre state relations. 1
(iii) Decentralisation or any other relevant point. (CBSE Marking Scheme, 2015) 1 × 3 = 3

**Ans. 5:**
- **Holding Together Federation:**
  (i) Large country decides to divide its power between states and the centre. 1
  (ii) Central government tends to be more powerful. 1
  (iii) Federating units have unequal power. 1
  (iv) India, Spain, Belgium.

- **Coming Together Federation:**
  (v) Independent states coming together on their own to form a bigger unit. 1
  (vi) All the states have equal power and are strong. 1
  (vii) By pooling sovereignty and retaining identify, they increase their security. 1
  (viii) U.S.A, Switzerland, Australia. (CBSE Marking Scheme, 2015) 1½ + 1½ = 3

**Ans. 6:** India became a Union of states because it consisted of both British–ruled territories as well as many princely states. Some sub-political units of India have a special status.
(i) French and Portuguese–ruled territories were given the status of Union territory. 1
(ii) Jammu & Kashmir joined India on a special condition. 1
(iii) Some units were too small to become independent states. They were made Union Territories. 1
(iv) States in the north-east have been given a special status as they have a large tribal population with a distinct history and culture. (CBSE Marking Scheme, 2015) 1 + 4 = 5

**Ans. 7:** Difference between ‘Coming Together Federation’ and ‘Holding Together Federation’:
(a) Coming together federations are formed when independent states come together to form a bigger state and ‘holding together federations’ are formed when a large country decides to divide itself into sub-units. 1
(b) In ‘coming together federations’ the state governments are strong, whereas in ‘holding together federations’, the central government is strong. 1
(c) In ‘coming together federations’, all states governments have equal powers but in ‘holding together federations, this may not be the case. 1
(d) Examples of coming together federations — U.S.A., Switzerland and Australia. Examples of holding together federations — India, Spain and Belgium. 5

### SUMMATIVE ASSESSMENT WORKSHEET-51

**Ans. 1:** Residuary List. 1
**Ans. 2:** The High Court and the Supreme Court can make a decision. 1
**Ans. 3:** Agriculture, police, public health, land. 1
**Ans. 4:** The three-fold distribution of legislative powers:
- **Union list:** Union lists consist of 97 subjects. It includes subjects of national importance such as defence of the country, foreign affairs, banking, communication and currency. 1
- **State list:** State list consists of 66 subjects. It contains subjects of state and local importance such as police, trade, commerce, agriculture and irrigation. 1
(iii) **Concurrent list**: Concurrent list consist of 47 subjects. It includes subjects of common interest to both such as education, forest, trade unions, marriage, adoption and succession.  

**Ans. 5**: Three-tier system means three levels of government. The Indian constitution was originally provided for a two-tier system of government:  
(a) The Union government or the Central government, and  
(b) The State governments.  
(c) But, later a third-tier of federalism was added in the form of Panchayats at rural level and municipalities at urban level. Every level enjoys separate jurisdiction.

**Ans. 6**:  
(a) All states in the Indian Union do not have identical powers. For example, Jammu and Kashmir enjoys a special status and has its own constitution.  
(b) Many provisions of the Indian Constitution do not apply here.  
(c) Indians who are not the permanent residents of Jammu and Kashmir cannot buy land or house there.  
(d) Smaller units called Union Territories do not have the powers of a state. The Central Government has special powers in running these areas.  

**Ans. 7**:  
(a) Political scene was dominated by one party both at the centre and in the states.  
(b) States which had government of political parties other than that at the centre were undermined and harassed by the centre even by using constitutional provisions.  

**After 1990**:  
(a) Now the centre and majority of state governments belong to different political parties in coalition.  
(b) A number of regional parties have become powerful and play a crucial role at the centre and states.  
(c) The era of “coalition” government at the centre has inculcated respect for federal autonomy.  

**TOPIC-2**  
**How is Federalism Practiced**  
**Decentralisation in India?**  

**SUMMATIVE ASSESSMENT**

<table>
<thead>
<tr>
<th>Ans. 1</th>
<th>Official language of the country.</th>
<th>[CBSE Marking Scheme, 2015] 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ans. 2</td>
<td>Hindi.</td>
<td>1</td>
</tr>
<tr>
<td>Ans. 3</td>
<td>Mayor.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Ans. 4**: Yes, it helps in the settlement of a large number of problems and issues at the local level.  
- It provides a platform for the direct participation of people in decision making.  
- In another way, decentralisation in the form of ‘Local Self government’ is the best way to realise principles of Democracy.  

**Ans. 5**: Gram Panchayat is a council consisting of several ward members often called panch, and a president or Sarpanch. It is the decision making body for whose village. The Panchayat works under the overall supervision of the gram sabha. All the voters in the village are its members.  

**Ans. 6**: Federalism has succeeded in India due to the nature of democratic policies in our country.  
**The policies adopted by India to ensure this success**:  
(i) **Linguistic States**: After independence, the boundaries of several old states were changed in order to create new states. The creation of linguistic states was the first and a major test for democratic politics in our country.  
(ii) **Language Policy**: The second test for the Indian federation is the language policy. The Indian constitution did not give the status of national language to any one of the language.
(iii) **Centre-State Relations**: Restructuring the centre-state relations is one more way in which federalism has been strengthened in practice.

(iv) **Decentralisation of Power**: Power in India has been decentralised to the local government. The local government includes Panchayats in villages and municipalities in urban areas. $1+4=5$

**Ans. 7**: Impact of local self-governance on Indian democracy:

(a) Constitutional status for local government has helped to deepen democracy.
(b) It has increased women's representation and voice in our democracy.

**Difficulties**:

(a) Gram sabhas are not held regularly.
(b) Most state governments have not transferred significant powers to local government.
(c) State governments do not provide adequate resources. *(CBSE Marking Scheme, 2013)* $2+3=5$

**SUMMATIVE ASSESSMENT**

**WORKSHEET-53**

Ans. 1: Official language of the concerned state.  
Ans. 2: Panchayati Raj.  
Ans. 3: Jammu and Kashmir.  
Ans. 4: Significance of Decentralisation:

(a) It helps in the settlement of a large number of problems and issues at the local level.
(b) It provides a platform for the direct participation of people in decision-making.
(c) In another way, decentralisation in the form of 'Local self-government' is the best way to realise principles of Democracy. $1×3=3$

**Ans. 5**: Local Government before 1992:

(a) It was directly under the control of the state government.
(b) Elections were not held regularly.
(c) Elections were controlled by the state governments.

Local Government after 1992:

(a) Local governments have got some powers of their own.
(b) Elections are held regularly.
(c) An independent state election commission is responsible to conduct the elections. $½×6=3$

**Ans. 6**: Advantages of Decentralisation:

(a) Sharing of power between centre and states and local government reduces conflict.
(b) Large number of problems and issues can be best settled at local level. People have better knowledge of problems in their localities.
(c) People have better knowledge of their own problems.
(d) They know better on where to spend money and how to manage things efficiently.
(e) People at the local level will participate directly in decision making. *(CBSE Marking Scheme, 2012)* $1×5=5$

**Ans. 7**: The basic idea behind decentralisation:

(a) Large number of problems and issues are best settled at the local level because people have better knowledge of their local problems.
(b) It helps in promoting direct participation.

**Structure of Rural Local Government**:

(a) **Zila Parishad**: All the mandals in a district together constitute the Zila Parishad. Most of the members are elected and headed by a chairperson.
(b) **Panchayat Samiti or Mandal or Block**: The members of this body are elected by the entire panchayat members in that area. A few Gram Panchayats are grouped together to form this government body.
(c) **Gram Panchayat**: A council consisting of several ward members often called Panch. The president is called sarpanch. It is the decision-making body for the entire village. *(CBSE Marking Scheme, 2012)* $2+3=5$

**FORMATIVE ASSESSMENT**

**WORKSHEET-54**

**Note**: Students should do this activity themselves.
3 DEMOCRACY AND DIVERSITY

SUMMATIVE ASSESSMENT WORKSHEET-55

Ans. 1: Catholics and Protestants have had conflicts in Northern Ireland. [CBSE Marking Scheme, 2015] 1

Ans. 2: In the Netherlands, class and religion tend to cut across each other. Catholics and Protestants are about equally likely to be poor or rich. The result is that Catholics and Protestants have no conflicts in Netherlands. [CBSE Marking Scheme, 2015] 1

Ans. 3: Movement to end racism.

Ans. 4: Following steps can be undertaken to promote the unity among the people of India:
(i) There should be equal opportunities of representation and no sort of discrimination existing in the society.
(ii) More and more people participation in political affairs should be encouraged.
(iii) Full religious tolerance and the leverage to minority group should be given to voice their opinion. (Any other viable point) 1 × 3 = 3

Ans. 5: (i) Every expression of social division in politics does not lead to disasters because wherever social divisions exist, they are reflected in politics.
(ii) In many countries, there are parties that focus only on one community e.g., A.M.K, A1ADMK and BSP in India. 1½ + 1½ = 3

Ans. 6: (i) Democracy involves competition among various political parties. Their competition tends to divide any society. If they start competing in terms of some existing social divisions, it can make social division into political division and lead to conflict, violence or even disintegration of a country.
(ii) Hundreds of civilians, militants and security forces were killed in the fight between Unionists and Nationalists and between the security forces of the UK and the Nationalists. It was only in 1998, that the UK government and the Nationalists reached a peace treaty after which the nationalists suspended their armed struggle.
(iii) Political competition along religious and ethnic lines led to the disintegration of Yugoslavia into six independent countries.
(iv) In a democracy it is only natural that political parties would talk about the social divisions, make different promises to different communities, look after due representation of various communities and make policies to redress the grievances of the disadvantaged communities.
(v) Social divisions affect voting in most countries. People from one community tens to prefer some party to others. In many countries, there are parties that focus only on one community. [CBSE Marking Scheme, 2015] 5

Ans. 7: Social diversity in a country need not be seen as a source of danger because:
(a) In a democracy, political expression of social divisions is very normal and can be healthy.
(b) It allows various disadvantages and marginal social groups to express their grievances and get the government to attend to these aspects.
(c) Expression of various kinds of social divisions in politics often results in their cancelling one another out.
(d) This cancelling reduces the intensity of the different social divisions.
(e) This leads to strengthening of a democracy. 1×5=5

SUMMATIVE ASSESSMENT WORKSHEET-56

Ans. 1: Belgium, Sri Lanka and United Kingdom.

Ans. 2: The descendants of Africans who were brought into America as slaves between the 17th century and early 19th century.

Ans. 3: Yugoslavia.
Ans. 4: (i) The above statement is true from the examples of Belgium and Sri Lanka. If the rulers are willing to share power and accommodate the reasonable demands of minority community, social divisions become less threatening for the country.
(ii) But if they suppress such a demand in the name of national unity, the end result is often quite the opposite.
Thus with such attempts at forced integration often saw the seeds of integration. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Ans. 5: They think that it is not correct to politicize social divisions because:
(i) It can make social divisions into political division and lead to conflict, violence or even disintegration of a country.
(ii) Such a fight often takes the democratic path, voicing their demands in a peaceful and constitutional manner and seeking a fair position through elections.
(iii) Sometimes social differences can take the form of unacceptable level of social inequality and injustice.
(iv) The struggle against such inequalities sometimes takes the path of violence and difference of state power. $1 \times 3 = 3$

Ans. 6: Problems faced by a democracy to accommodate social diversities are as follows:
(a) A positive attitude towards diversity and a willingness to accommodate it do not come about easily.
(b) People who feel marginalized, deprived and discriminated have to fight against the injustice.
(c) Such a fight often takes the democratic path, voicing their demands in a peaceful and constitutional manner and seeking a fair position through elections.
(d) Sometimes social differences can take the form of unacceptable level of social inequality and injustice.
(e) The struggle against such inequalities sometimes takes the path of violence and difference of state power. $1 \times 5 = 5$

Ans. 7: No, we do not think that social divisions are always dangerous because:
(i) In a democracy, political expression of social divisions is normal and can be healthy.
(ii) It allows various disadvantaged and marginal social groups to express their grievances and get the government to attend to these.
(iii) Expression of various kinds of social division in politics often results in their cancelling one another.

SUMMATIVE ASSESSMENT WORKSHEET-57

Ans. 1: (i) Cultural unity; 1
(ii) Religious equality. 1

Ans. 2: (i) Prevalence of poverty; 1
(ii) Racial discrimination,
(iii) Civil Rights Movement;
(iv) Religious diversity. 1

Ans. 3: Social division takes place when some social difference overlaps with other differences. 1

Ans. 4: (i) Social differences which overlap other differences are known as overlapping differences, while when social differences cross-cut one another, it is known as cross-cutting differences.
(ii) Cross-cutting social differences are easier to accommodate, while overlapping differences are not.
(iii) Overlapping social differences create possibilities of deep social divisions and tensions, while cross-cutting differences do not usually lead to conflicts. $1 \times 3 = 3$

Ans. 5: (a) The International Olympics Committee took back the medals of Carlos and Smith.
(b) There was a severe criticism of Carlos and Smith in the USA.
(c) Norman was not included in the Australian team for the next Olympics. $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

Ans. 6: Different forms of social differences:
(a) Social differences are based on accident of birth. e.g., People around us are male and female, they are tall and short, have different kind of complexions, or have different physical abilities or disabilities.
(b) Some differences are based on choices, e.g., some people are atheists. They don’t believe in God or any religion. Some people choose to follow a religion other than the one in which they were born.

Ans. 7: The three determinants of the outcomes of the politics of social division:
(i) People’s perception: If people view their identities to be exclusive and superior, it becomes difficult to accommodate them.
(ii) Role of community and culture: It depends upon how political leaders raise demands on behalf of a community. It is easier to accommodate demands that are within the constitutional framework and are not at the cost of another community.
(iii) The role of political party and government: Reaction of the government to the demands of different communities also determines the outcome. If the rulers are willing to share power and accommodate the reasonable demands of a minority community, social divisions become less threatening for the country.
SUMMATIVE ASSESSMENT WORKSHEET-59

Ans. 1: Local self Government bodies.  1
Ans. 2: Feminism: The movement concerned with the empowerment of women and giving women equal status in the society as men.  1
Ans. 3: Panchayats and Municipalities.  1
Ans. 4: His act is against the spirit of democracy as the said politician is not working as per the Constitution.  
   (i) It also exploits the social difference.  
   (ii) It may create social discard and may lead to social division.  
   (iii) It is also biased attitude and neglects the principle of equality. (CBSE Marking Scheme, 2015) 3
Ans. 5: The status of women’s representation in India’s legislative bodies are as follows:  
   (i) Central Legislature: Less than 10% of its total strength are women.  
   (ii) State legislatures: Less than 5% of their total strength are women.  
   (iii) Panchayati Raj: One-third of the seats are reserved for women.  1 x 3 = 3
Ans. 6: Feminist movement was a radical movement which demanded equality for women in personal and family life also apart from politics, society and educational field.  
The political demands of Feminist movements in India were:  
   (a) More women representatives in local government.  
   (b) More political representatives for women by having elected women representatives.  
   (c) Reserving at least one-third of the seats in Lok Sabha and Legislative Assemblies for women.  
   (CBSE Marking Scheme, 2015) 2 + 3 = 5
Ans. 7: The status of women’s representation in India’s legislative bodies is as follows:  
   (a) Central Legislature: Less than 10% of its total strength are women.  
   (b) State Legislature: Less than 5% of its total strength are women.  
   (c) Panchayati Raj: One-third of the seats are reserved for women.  
   (d) India is among the bottom group of nations in the world, in this aspect.  
   (e) Women’s organizations and activists have been demanding a similar reservation of at least one-third of seats in Lok Sabha and State Assemblies for women. But the bill to this effect has not been passed.  
   (CBSE Marking Scheme, 2012) 1 x 5 = 5

SUMMATIVE ASSESSMENT WORKSHEET-60

Ans. 1: A system that values men more than women.  1
Ans. 2: Equality with men.  1
Ans. 3: 1000 males over 933 females.  1
Ans. 4: Definition: Agitations or movements demanding enhancement in the political and legal status of women and improving their education and career opportunities are called feminist movement.  
Main Objective: The main objective of feminist movement is to attain equality among men and women.  1½ + 1½ = 3
Ans. 5: Sexual division of labour means division of work on the basis of the gender difference and according to this concept, all house work and responsibility of bringing up children is women’s work.  
Women all over the world have been demanding:  
   (a) Equal voting rights.  
   (b) Enhancement of political and legal status of women.  
   (c) Improvement of educational and career opportunities for women.  
   (CBSE Marking Scheme, 2012) 2 + 3 = 5
Ans. 6: (i) Gender division is a form of hierarchical social division based on social expectation and stereotypes.
(ii) Boys and girls are brought up to believe that the main responsibility of women is house work and bringing up children.
(iii) There is a sexual division of labour in most families where women do all work outside the home.
(iv) Majority of women do some paid work in addition to domestic labour both in rural and urban areas but their work is not valued and does not get recognition.
(v) Women constitute half of the humanity, their role in public life, especially politics is minimal in most societies.
(vi) In our country, women still lag behind men as ours is still a male dominated patriarchal society. Women face disadvantage, discrimination and oppression in various ways. (Any five)

(CBSE Marking Scheme, 2013) 1×5=5

Ans. 7: (i) The caste system is very old in India and was also very rigid at one time but due to literacy and economic development these caste barriers are breaking down. People in urban areas who are literate mostly do not believe in inequality based on caste. It is accepted that all are equal. Rising economic status of backward castes has helped to erode caste lines.
(ii) The problem of communalism has decreased and there is less violence in the name of religion. People who are literate mostly do not get swayed by appeal to religious emotions. Economic progress and urbanisation has greatly helped to cultivate the secular mindset.
(iii) The position of women too has improved with the spread of literacy among women. Now they can earn and be economically independent. This helps to increase self-esteem and decreases dependence on male members of society.
(iv) The system of dowry at the time of marriage is getting diluted due to literacy and economic development of women.
(v) The practice of child marriage is decreasing due to spread of literacy.
(vi) There is occupational mobility due to spread of urbanisation and literacy and people are free to follow the profession of their choice rather than follow hereditary professions. (Any five)

1×5=5

TOPIC-2
Religion, Communalism and Politics

SUMMATIVE ASSESSMENT WORKSHEET-61

Ans. 1: Secular.

Ans. 2: Religion.

Ans. 3: Religion.

Ans. 4: (i) Communal prejudices and propaganda need to be countered in everyday life.
(ii) Religion based mobilisation needs to be countered in the arena of politics. 1½+1½=3

Ans. 5: It is so because:
(i) India is a secular state, there is no official religion in our country.
(ii) The constitution provides freedom to all to profess, practice and propagate any religion or not to follow any.
(iii) The constitution prohibits discrimination on the ground of religion. 1×3=3

Ans. 6: Beneficial:
(i) Influence of religion can make politics value based.
(ii) Religious communities can politically express their needs and interests.
(iii) Political authorities can monitor and control religious discrimination and oppression.
Problematic:
(i) Religion can become the base for the development of nationalist sentiments which can lead to conflicts.
(ii) Political parties will try to make political gains by pitting one group against the other.
(iii) State power may be used to establish the domination of one religious group over another.

(CBSE Marking Scheme, 2012) $2\frac{1}{2}+2\frac{1}{2}=5$

Ans. 7: Secularism means no special status is given to any religion. It is just not an ideology of some parties or persons.
(i) There is no official religion for the Indian states, unlike the status of Buddhism in Sri Lanka, or that of Islam in Pakistan.
(ii) The constitution provides freedom to all to protest, practice and propagate any religion, or not to follow any.
(iii) The constitution prohibits discrimination on grounds of religion.
(iv) The constitution allows the state to intervene in the matters of religion in order to ensure equality within religious communities. For example, it bans untouchability.

(CBSE Marking Scheme, 2012) $1+4=5$

**TOPIC-3**

**Caste and Politics**

**SUMMATIVE ASSESSMENT**

**WORKSHEET-62**

**Ans. 1:** 16.2%.

**Ans. 2:** Caste division.

**Ans. 3:** A ladder-like formation in which all caste groups are placed from the highest to the lowest.

**Ans. 4:** Advantages of the political expression of caste differences are:

(i) It gives disadvantaged groups the opportunity to demand a share in power and decision-making.
(ii) Many political parties take up the issue of ending caste discrimination.
(iii) Measures for uplifting the status of the backward castes will be undertaken.

$1 \times 3 = 3$

**Ans. 5:** Adverse effects of caste in politics in India:

(i) Political parties try to use caste to gain votes.
(ii) Promise to take care of interests and demands of different castes.
(iii) Lead to conflicts and tensions among various caste groups.

$1 \times 3 = 3$

**Ans. 6:** No, I do not agree. The focus on caste in politics can sometimes give an impression that elections are all about caste and nothing else. This is far from true because.

(i) No parliamentary constituency in the country has a clear majority of one single caste. So, every candidate and party needs to win the confidence of more than one caste and community to win elections.
(ii) No party wins the votes of all the voters of a caste or community. When people say that a caste is a ‘vote bank’ of one party, it usually means that a large proportion of the voters form the caste vote for the party.
(iii) Many political parties may put up candidates from the same caste (if that caste is believed to dominate the electorate in a particular constituency). Some voters have more than one candidate from their caste while many voters have no candidates from their caste.
(iv) The ruling party of the sitting M.P. or M.L.A. frequently lose elections in our country. That could not have happened if all castes or communities were frozen in their political preferences.

$1+4=5$
Ans. 7: Influence of caste on politics:

(i) While choosing candidates for election, political parties consider the caste composition of the voters to win support.
(ii) When the government are formed, political parties take care that representative from different castes find place in the government.
(iii) Political parties make appeal to the caste sentiments to win votes.
(iv) Some political parties are known to favour some caste.
(v) Universal adult franchise and the principle of one-person one-vote have compelled the political leaders to bring caste sentiments into politics to muster support.

(CBSE Marking Scheme, 2012) 1×5=5

FORMATIVE ASSESSMENT WORKSHEET-63

Note: Students should do this activity themselves.
Ans. 1: Any one development goals of landless rural labourers can be:
   (i) Regular income.
   (ii) Regular job.
   (iii) Small piece of land.
   (vi) Equal status in society. [CBSE Marking Scheme, 2015] 1

Ans. 2: UNDP compares countries on educational level, health status and per capita income whereas World Bank uses only per capita per capita income for measuring development. [CBSE Marking Scheme, 2015] 1

Ans. 3: ₹18000. 1

Ans. 4: Development refers to progress or improvement in lifestyle. Important aspects of development are:
   (i) Different persons can have different developmental goals.
   (ii) What may be development for one may not be development for the other. It may even be destructive for others. [CBSE Marking Scheme, 2015] 3

Ans. 5: Three development goals for rural labourers:
   (i) More days of work and better wages.
   (ii) Local schools to provide quality education for their children.
   (iii) There will be no social discrimination. [CBSE Marking Scheme, 2015] 1 × 3 = 3

Ans. 6: Development means continuous progress or increase in real per-capita income. In other words, there is improvement in economic welfare of the people and their standard of living. The four characteristics of development are:
   (i) Developmental goals are different for different people.
   (ii) What may be development for one may not be development for the other.
   (iii) For development people look at a mix of goals.
   (iv) Different persons could have different as well as conflicting notions of country’s development. [CBSE Marking Scheme, 2015] 1 + 4 = 5

Ans. 7: (i) Per capita income of Punjab is ₹26,000 and Kerala is ₹22,800.
   (ii) Literacy rate of Punjab according to 2001 census is 70% and Kerala is 91%, i.e., Punjab lags behind Kerala.
   (iii) Therefore, income by itself is not a completely adequate indicator of material goods and services that citizens are able to use.
   (iv) Over the past decade, health and education indicators have come to be widely used along with income as a measure of development.
   (v) Kerala has a low infant mortality rate as it has adequate provision of basic health and educational facilities. [CBSE Marking Scheme 2012] 1 × 5 = 5

SUMMATIVE ASSESSMENT WORKSHEET-65
Ans. 1: It is the most appropriate criterion of measuring the development of any country. 1
Ans. 2: Dividing the total income of the country by its total population. 1
Ans. 3: Any country with per capita income of US $1035 or less. 1
Ans. 4: (i) **Role of education**: It plays a vital role in the overall development of a human being and society, therefore stress on imparting education has been given up in our constitution.
(ii) **Role of health**: The general health standard in India is quite low. This is quite inevitable as nearly one fourth of the population lives below the poverty line. 
(iii) A community-based programme on health care and medical services in rural areas are launched. As a result of these efforts, there has been a fall in the incidence of certain diseases like tuberculosis, leprosy and polio. 

(CBSE Marking Scheme 2013) 1×3=3

Ans. 5: (i) High per capita income.
(ii) High HDI.
(iii) Greater focus on economic growth rather than development.
(iv) High standard of living.
(v) Most of the population has access to basic healthcare and education.
(vi) High quality of life parameter — including freedom, equal opportunities etc.

(CBSE Marking Scheme 2013) ½×6=3

Ans. 6: Per capita income is the average income. It is income per head of the population per year.

\[
\text{Per Capita Income} = \frac{\text{Total income of country}}{\text{Total population}}
\]

It is not an adequate indicator because:
(i) It does not tell us how this income is distributed. Per capita Income might not be the income of every individual in the state.
(ii) Life expectancy and Infant Mortality Rate are other important criteria for measuring development.
(iii) Education and literacy level are other indicators of development.
(iv) Pollution free environment, less corruption, gender equality etc. are also important.

(CBSE Marking Scheme 2012) 1+1+3=5

Ans. 7: (i) World Bank classifies countries according to the Per Capita Income.
(ii) Countries with PCI of more than US $ 12616 per annum and above are called rich countries.
(iii) Countries with PCI less than US $ 1035 are called poor countries.
(iv) Countries with income between US $ 1530 per annum are called low middle income countries.

The limitations of this report are:
(i) It considers only income and not other aspects such as literacy, health, life expectancy, etc.
(ii) World Development Report (WDR) only tells about income and not how it is distributed among the citizens.

(CBSE Marking Scheme 2013) 3+2=5

**TOPIC-2**

**Public Facilities**

**SUMMATIVE ASSESSMENT WORKSHEET-66**

Ans. 1: Human Development Index. [CBSE Marking Scheme, 2015] 1

Ans. 2: Because this disrupt the lives of people who are displaced. 1

Ans. 3: Equal treatment, freedom, education, security and peace. 1

Ans. 4: The three efforts which could be made by any country to improve its HDI are:
(i) providing 100% literacy to the people.
(ii) improving health facilities.
(iii) creating a pollution free environment. [CBSE Marking Scheme, 2015] 1 × 3 = 3
Ans. 5: (i) **Net Attendance Ratio**: Total number of children of age group 6-10 attending school as a percentage of total number of children in the same age group.

(ii) **Literacy Rate**: Proportion of literate population in the age group of 7 years and above. $\frac{E}{E+F+I} \times 100$

Ans. 6: If one gets a job in a far off place, before accepting it one would try to consider many factors, apart from income such as:

(i) **Facilities for the family**: I would have to check if there is good educational facility for children, a good house and locality to stay in, good medical facilities should also be available.

(ii) **Job security**: I should have clear terms of employment in my appointment letter. A job which gives high pay but no job security will reduce one’s sense of security and freedom.

(iii) **Opportunity to learn**: There should be opportunity for personal career growth, so that no boredom or stagnation sets in.

(iv) **Working atmosphere needs to be cooperative and healthy**: There should be good team spirit and the seniors should look after the newcomers and guide them. If women are engaged in paid work, their dignity in the household and society increases. A safe and secured environment may allow more women to take up jobs or run a business.

(v) **Time for your family**: Working hours should be fixed and adhered to so that there is time for spending with family. Leave facility must be there as well.

(CBSE Marking Scheme 2012) $1 \times 5 = 5$

Ans. 7: (i) Development or progress does not mean one and same thing for every individual. Each individual has his/her own notion of development.

(ii) People seek things that are most important for them, i.e. things that can fulfill their aspiration or desires.

Examples:
(a) Development for a farmer might be proper irrigation facilities.
(b) For an urban youth, it may be employment.
(c) For a landless labourer, it may be land.
(d) For a girl, it might mean gender equality or more freedom. (Any three)

(CBSE Marking Scheme 2012) $2 + 3 = 5$

**TOPIC-3**  
**Sustainability of Development**

**SUMMATIVE ASSESSMENT WORKSHEET-67**

Ans. 1: Mahatma Gandhi.

Ans. 2: Any one reason for the overuse of resources can be:
- over population.
- lack of awareness.
- excessive use of tubewells, canals etc for irrigation.
- industrial need. (Any other relevant point) [CBSE Marking Scheme, 2015] 1

Ans. 3: Life expectancy, gross enrolment ratio and per capita income.

Ans. 4: Sustainable economic development means development should take place without damaging the environment and development in the present should not compromise with the needs of the future generation.

**Issue of sustainability is important and desirable for development**:
(i) Economic development is a continuous process. Resources are to be used in such a way that they are not exploited. At the same time development should not harm the environment.

(ii) It is desirable because everyone would certainly like the present level of development to go further or at least be maintained for the future generations. [CBSE Marking Scheme, 2015] 3
Ans. 5: (i) Controlling overuses and creating an awareness to provide sustainable development.
(ii) Increased use of renewable resources.
(iii) Less use of fossil fuels.
(iv) Introduction of organic farming.
(v) Adopting measures to reduce global warming.  (Any three) [CBSE Marking Scheme, 2015] 3

Ans. 6: Sustainable development is important for economic growth because:
(i) Environment must be conserved while development is taking place.
(ii) Resources must be used in such a way that something is conserved for future generations.
(iii) The standard of living of all people must be raised.

Measures to ensure sustainable development:
(i) We should focus on using renewable resources and keep inventing new techniques to decrease the use of conventional resources.
(ii) The present resources must be used judiciously, with planning, and overexploitation should be avoided.  (CBSE Marking Scheme 2015) 3 + 2 = 5

Ans. 7: (i) Sustainable development is all about judicious use of resources at present keeping in mind the future requirements of the coming generation.
(ii) Ground water is over used for agriculture.
(iii) Water is drawn from wells and this leaves the underground water-table depleted.
(iv) Since water is a renewable resource, we must help in replenishing water.
(v) We would be overusing the resources if use more than what is being replenished.  (CBSE Marking Scheme 2013) 1 × 5 = 5

FORMATIVE ASSESSMENT WORKSHEET-68

Note: Students should do this activity themselves.
TOPIC-1

Sectors of Economic Activities

SUMMATIVE ASSESSMENT WORKSHEET-69

Ans. 1: Primary sector. 1
Ans. 2: Agriculture sector. Casual workers in the service sector. 1
Ans. 3: Service sector. 1

Ans. 4: Classification of economic sectors on the basis of nature of activities are as follows:
(i) Primary sector: When we produce goods by exploiting natural resources, it is an activity of the primary sector, such as agriculture, dairy farming, fishing, forestry.
(ii) Secondary sector: In this, natural products are changed into other forms through manufacturing that we associate with industrial activity. The product is not produced by nature but has to be made and therefore, some process of manufacturing is essential. For example, using cotton fibre from the plant we spin, yarn and weave cloth.
(iii) Tertiary sector: It helps in the development of the primary and secondary sectors. They provide aid or a support for the production process. Transport, storage, communication, banking, trade are some examples of tertiary activities. [CBSE Marking Scheme, 2015] 1 × 3 = 3

Ans. 5: Tertiary Sector: These are activities that help in the development of the primary and secondary sectors. These activities, by themselves, do not produce a good but they are an aid or a support for the production process. Four economic activities of this sector are — banking, transport, storage, communication etc. 3

Ans. 6: (i) Industrial output has increased by 8 times but employment in the sector has increased only by 2-5 times.
(ii) In the tertiary sector, the production of services rose by 11 times but employment in the services rose only by 3 times.
(iii) More than half of the workers in the country are working in the primary sector producing only one quarter of the goods.
(iv) Secondary and tertiary sectors produce three fourths of the produce whereas they only employ half of the country’s workers.
(v) Primary sector has disguised employment whereas workers in secondary and tertiary sectors work overtime. [CBSE Marking Scheme, 2012] 1 × 5 = 5

Ans. 7: Tertiary Sector: It helps in the development of the primary and secondary sectors. They provide aid or support for the production process. Different kinds of people employed in this sector because it provides a lot of opportunity for job.
(i) At one end there are a limited number of services that employ highly skilled and educated workers.
(ii) At the other end, there are a very large number of workers engaged in services such as small shopkeepers, repair persons, transporters etc. 2 + 1½ + 1½ = 5

TOPIC-2

How to Create More Employment

SUMMATIVE ASSESSMENT WORKSHEET-70

Ans. 1: It is the value of final goods and services produced within the domestic territory of a country. 1
Ans. 2: Gross Domestic Product. 1

Ans. 4: (i) **Unemployment**: When a person is willing to work at the prevailing wage rate but fails to get a job, it is called unemployment.

(ii) **Disguised unemployment**: When more people are working than required, it is called disguised unemployment. Even if we remove a few people from the job, the process of production will not be affected.

Ans. 5: The underemployment can happen in other sectors, for example:

(i) There are thousand of casual workers in the service sector in urban areas who search for daily employment.

(ii) They are employed as pointers, plumbers, repair persons and other doing odd jobs. Many of them don’t find work everyday.

(iii) Similarly, we see other people of the service sector on the street pushing a cart or selling something where they may spend the whole day but earn very little.

Ans. 6: (i) Agriculture is the most labour absorbing sector in India because the secondary and tertiary sectors are still failed to provide more employment opportunities as to a majority of the Indian people, so the people are forced to engage themselves in agriculture.

(ii) Disguised unemployment generally found in agriculture sector. People engaged in farming are generally more than required. Though it seems they are working in the cultivation of land but actually they are partly employed.

(iii) **For example**: A farmer who has a land of 3 hectare which require only 2 persons for farming related to work but all the 7 family members are engaged in it. If 5 persons out of them are withdrawn from the job, the total production will not fall. Therefore, 5 persons will come under the category of disguised unemployment.

Ans. 7: Regarding jobs in Schools:

(i) Planning commission estimates that nearly 20 lakh jobs can be created in education sector alone.

(ii) For more children to attend school, more teachers and more infrastructure will be required.

Regarding jobs in Tourism:

(i) Planning commission estimates that nearly 35 lakh jobs can be created in tourism sector.

(ii) Regional crafts and Cottage industry can also create jobs.

(iii) New services such as IT also are job generators.

Ans. 1: Public sector invests in key and basic industries as health education defence where private sector cannot invest. [CBSE Marking Scheme, 2015] 1

Ans. 2: Government raise money through taxes and other ways to meet expenses on the services rendered by it. [CBSE Marking Scheme, 2015] 1

Ans. 3: In agriculture activities, people are exploited like landless labourers.

(i) Their income level is low.

(ii) There is no job security.

(iii) Agriculture is seasonal in nature and there is no fixed pay.

(iv) No other benefits such as pension, medical facility, paid leave, Provident Fund, safe environment etc. are available. (Any three) [CBSE Marking Scheme, 2012] 1 × 3 = 3

Ans. 4: Organised Sector:

(i) It is the one where the terms of employment are regular and people have assured work.

(ii) They are registered by the government and have to follow its rules and regulations which are given in various laws such as the factories Act, Minimum Wages Act etc.

(iii) It is called organised because it has some processed and procedures.

(iv) Workers in the organised sector enjoy security of employment. They are expected to work only a fix number of hours. If they work more, they have to be paid overtime by the employer.
(v) They also get several other benefits from the employers like paid leave, payment during holidays, provident fund, pensions, gratuity, medical benefits etc.

**Unorganised Sector:**
(i) These are small and scattered units which are largely outside the control of the government.
(ii) There are rules and regulations but these are not followed.
(iii) Jobs here are low-paid and often not regular.
(iv) Employment is not secure as people can be asked to leave without any reason.
(v) There is no provision for overtime, paid leave, holidays, leave due to sickness etc.

**Examples:**
(i) In a developing country, the government has to take the responsibility for the provision of basic services for example, hospitals, educational institutions, post and telegraph services, police stations, courts, village administrative offices, municipal corporations, defence, transport, banks, insurance companies etc.
(ii) The development of agriculture and industry leads to the development of services such as trade, transport, storage etc. Greater the development of the primary and secondary sectors, more would be the demand for such services.
(iii) As income levels rise, certain sections of people start demanding many more services, such as eating out, tourism, shopping, private hospitals; private schools, professional training, etc. This change was quite sharp in cities, especially in big cities.
(iv) Over the past decade or so, certain new services, such as those based on information and communication technology have become important and essential.
(v) Government policy of Privatisation has also led to growth of this sector.
(vi) A large number of workers are engaged in services, such as small shopkeepers, repair persons, transport persons, etc.
(vii) However, the entire sector has not grown. Large numbers of people engaged as construction workers, maid, peons, small shopkeepers etc. do not find any change in their life.

(Any five) 1 × 5 = 5

**FORMATIVE ASSESSMENT WORKSHEET-72**

**Note:** Students should do this activity themselves.