

Chapter-1: Locating Places on Earth

A. Multiple Choice Questions:

1. (a) 2. (b) 3. (c) 4. (d) 5. (a)

B. Fill in the blanks:

1. Sketches 2. Very small 3. Cartography 4. 82 M⁰E 5. Equator

C. Write 'T' for True and 'F' for false:

1. F 2. T 3. T 4. T 5. T

D. Very short type questions:

1. These maps show boundaries of countries, cities, town, etc.
2. These maps are drawn with definite purposes or themes like distribution of rainfall and temperature, crops, minerals, etc.
3. The word map has been derived from the Latin word 'Mappo' meaning napkin. When we want to show a true picture of a small or a large area on a flat surface, maps are used. A map is a true representation of any area of the earth, big or small, on a flat surface (paper). A map represents the earth drawn to scale on a flat surface.

Difference between a Map and Globe

- i. The globe is the most accurate representation of the spherical earth. But the problem with globe is that they cannot show the details of smaller areas such as mountains and plateaus, or towns and cities. It is also difficult to carry a globe from one place to another. For this, maps are widely used.
 - ii. A map has two dimensions whereas a globe has three dimensions.
4. The main directions shown in the map are called cardinal points. These are north, south, east, west.
 5.
 - 1. Political Maps:** These maps show boundaries of countries, cities, town, etc.
 - 2. Physical Maps:** These maps show landforms such as mountains, plateaus, rivers, plains, etc.
 - 3. Thematic Maps:** These maps are drawn with definite purposes or themes like distribution of rainfall and temperature, crops, minerals, etc.

E. Answer the questions in brief:

1. Latitudes Fact

- a. Latitude lines circle the globe in an east-west direction.
- b. Latitude measures how far north or south a point lies from the equator.
- c. Latitude lines are also called parallels, as they are parallel to the equator.
- d. The equator is at 0° latitude and separates earth's northern and southern hemispheres.
- e. Locations north of the equator have latitudes between 0° (the equator) and 90°N (the North Pole).
- f. Locations south of the equator have latitudes between 0° (the equator) and 90°S (the South Pole).

Longitudes Facts

- a. The Prime Meridian (0°) and the 180° meridian form one circle. 180°E and 180°W join to form one line of longitude. So, all the longitudes are in Great Circles.
- b. In 1884, geographers decided to take the Greenwich Meridian, where the Royal Astronomical Observatory is situated, as the Prime Meridian.
- c. Meridian is other name for longitude because time is calculated when the sun is at Zenith on the longitude. Meridian means the mid-day sun.
- d. In England, time is measured as the Greenwich Mean Time (GMT) from the meridian 0° . The prime meridian passes through the Greenwich observatory located in the Great Britain and opposite this meridian is the longitude of 180° .
- e. The longitudes cut the Equator at right angle and meet the poles. Hence, they are wider at the Equator and narrower towards the poles. These angles are calculated from the Prime Meridian (0°).

2. Usefulness of Latitudes

- a. Equator:** It divides the earth in northern and southern hemispheres.
- b. Tropic of Cancer ($23\frac{1}{2}^\circ\text{N}$):** It marks the northern limit overhead rays of the sun.
- c. Tropic of Capricorn ($23\frac{1}{2}^\circ\text{S}$):** It marks the southern limit of the overhead rays of the sun.

d. Arctic Circle ($66\frac{1}{2}^{\circ}\text{S}$): It marks the northern limit beyond which there can be daylight or darkness for more than a day (24 hours).

e. Antarctic Circle ($66\frac{1}{2}^{\circ}\text{S}$): It marks the southern limit beyond which there can be daylight or darkness for more than 24 hours.

Usefulness of Longitudes

The imaginary semi-circular lines running from North Pole to South Pole are called the **Longitudes**, also known as the meridians of longitude. In other words, angular distance of any place from the Prime Meridian is called longitude. It is also measured in degrees, minutes and seconds. The Prime Meridian is at 0° and is known as the **Greenwich Line** as it passes through Greenwich, in London. The part of the earth on the eastern side of the Prime Meridian is called **Eastern Hemisphere** and that on the western side of it is called **Western Hemisphere**.

3. The Prime Meridian is the Greenwich Meridian. The Prime Meridian divides the earth into Eastern and Western Hemispheres. So, if we add the time to Greenwich time given place is in East of Greenwich Time. If it is in west of Greenwich, subtract the time from Greenwich Time.
4. **Torrid Zone or Tropical Zone:** This zone is the hottest region of the world as sun rays fall vertically in this region throughout the year. This region lies between the Tropic of Cancer ($23\frac{1}{2}^{\circ}\text{N}$) and the Tropic of Capricorn ($23\frac{1}{2}^{\circ}\text{S}$).
5. **Parallel lines of latitude:** All lines of latitude are drawn west to east parallel to the **Equator**. The distance between these parallels is equal. So, latitudes are also called **Parallels**. If we go from the equator towards the poles, the circles formed by latitudes will keep on decreasing in size and at the poles, they are merely points.

Parallel lines of longitudes: The part of the earth on the eastern side of the Prime Meridian is called **Eastern Hemisphere** and that on the western side of it is called **Western Hemisphere**.

F. Define the following:

1. Latitude may be defined as the angular distance between the Equator and any point north or south of it on the surface of the earth.
2. The globe is the most accurate representation of the spherical earth. But the problem with globe is that they cannot show the details of smaller areas such as mountains and plateaus, or towns and cities. It is also difficult to carry a globe from one place to another.
3. The imaginary semi-circular lines running from North Pole to South Pole are called the Longitudes.
4. The top and bottom centres of these hemispheres are North Pole and South Pole respectively.
5. The Prime Meridian is at 0° and is known as the **Greenwich Line** as it passes through Greenwich, in London.

Chapter-2: Oceans and Continents

A. Multiple Choice Questions:

1. (b)
2. (c)
3. (c)
4. (d)
5. (b)

B. Fill in the blanks:

1. Asia
2. Sima
3. Lithosphere
4. Pacific Ocean
5. Islands

C. Write 'T' for true and 'F' for false:

1. T
2. T
3. T
4. T
5. T

D. Very short answer type questions:

1. Australia, Europe, Antarctica, America, South America, North America, Africa, Asia.
2. The major landmasses surrounded by water bodies called continents.
3. The different layers of atmosphere are- The Troposphere, The Stratosphere, The Mesosphere, The Thermosphere and The Exosphere.
4. The air is made up of a mixture of various gases. The gases that form the mixture are Nitrogen — 78%, Oxygen – 21% and 1% percent consists of Argon, Carbon Dioxide, water-vapours and other gases. Nitrogen is required for maintaining soil fertility and

plants to manufacture their food. It also keeps Earth warm. Apart from these gases, there are dust particles and water-vapours.

5. This is the most important sphere or realm of the earth as it is life -giving. 'Bio' means life. Life exist in the narrow zone of contact between the other three spheres namely lithosphere and hydrosphere, lithosphere and atmosphere and finally hydrosphere and atmosphere. In these contact zones, we find living organism ranging from tiny bacteria to huge whales. Each living organism has its own range of requirements for a suitable environment habitat where it can survive and exist comfortably

E. Answer the questions in brief:

1. Atmosphere is the region of the earth that surrounds the earth like a blanket. The gases that form the mixture are Nitrogen — 78%, Oxygen – 21% and 1% percent consists of Argon, Carbon Dioxide, water-vapours and other gases. Nitrogen is required for maintaining soil fertility and plants to manufacture their food. It also keeps Earth warm. Apart from these gases, there are dust particles and water-vapours.
2. Atmosphere is the region of air that surrounds the earth like a blanket. It is the presence of air that saves life on the earth from extremes of temperature and also gives air to breathe. The atmosphere extends up to about 1,600 km above the earth's surface but 97 per cent of the density of the air column is found within a height of 27 km. The atmosphere is divided into five layers based on composition, temperature and other properties. These layers starting from earth's surface are called the **Troposphere, the Stratosphere, the Mesosphere, the Thermosphere and the Exosphere**. The air is made up of a mixture of various gases. The gases that form the mixture are Nitrogen — 78%, Oxygen – 21% and 1% percent consists of Argon, Carbon Dioxide, water-vapours and other gases. Nitrogen is required for maintaining soil fertility and plants to manufacture their food. It also keeps Earth warm. Apart from these gases, there are dust particles and water-vapours.
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atmosphere. In these contact zones, we find living organism ranging from tiny bacteria to huge whales. Each living organism has its own range of requirements for a suitable environment habitat where it can survive and exist comfortably.

4. South America, Africa, Asia.
5. **a. Asia:** Asia is the largest continent and most of it lies in the northern and eastern hemispheres. It extends from about 10° S to 80° N latitudes and from about 25° E to 170° E longitudes. The Tropic of Cancer passes through this continent. Asia occupies one-third of the land area of our planet
- b. Africa:** Africa is the second largest continent after Asia. It is surrounded by oceans on all sides. It lies between 37°N and 35°S latitudes and between 18°W and 51° E longitudes. In North, the Mediterranean Sea separates it from Europe; on its East is the Indian Ocean; and to the West lies the Atlantic Ocean.
- c. North America:** North America is the third largest continent in the world. It lies completely in the northern hemisphere. This continent was discovered by Christopher Columbus. It is separated from South America by a narrow stretch of land called the Isthmus of Panama.
- d. South America:** It lies in the southern hemisphere. It is the fourth largest continent. The Equator passes through the mouth of its greatest river, the Amazon. On the East lies the Atlantic Ocean whereas on the West is the Pacific Ocean. It is shaped roughly like an inverted triangle.
- e. Antarctica:** Antarctica is the fifth largest continent. Antarctica is surrounded by Pacific, Atlantic and the Indian ocean. This large landmass is the most bleak and barren part of the world. This region is around the South Pole. It is circular in the shape. It is even colder than Arctic and is surrounded by the stormiest seas. Winds can reach over 300km per hour. Antarctica is uninhabited except for wildlife such as penguins, seals and whales.
- f. Europe:** It is the sixth largest continent. It looks like a peninsula. Europe is quite small in size but has some of the most advanced nations in the world. It lies completely in the Northern Hemisphere. It has the most indented coastline in the world, which is the reason why it has numerous seaports and the finest harbours in the world.

g. Australia: Australia is the seventh and the smallest continent in size. As there is water on all four sides, it looks like an island or an island continent. It lies in the Southern and Eastern Hemispheres. It extends from about 10°S to 44°S latitudes and from about 112°E and 154°E longitudes

Chapter-3: Landforms and Life

A. Multiple Choice Questions:

1. (b) 2. (d) 3. (c) 4. (b) 5. (a)

B. Fill in the blanks:

1. Fold 2. Plateau 3. Cold 4. Black soil 5. Volcanic plateau

C. Write 'T' for true and 'F' for false:

1. T 2. T 3. F 4. F 5. F

D. Distinguish between:

1. **Horst:** Block Mountains are formed by the horizontal tensional forces which causes cracks or faults in the earth's crust. Fractures in the earth's surface, a process referred to as taphrgeny, the result in formation of Block Moutntains. If there are two parallel faults, the crustal block between them may rise to produce a block mountain or horst. The most famous block mountains are the, Block Mountains of Europe, salt mountain ranges of Pakistan and Sierra Nevada in California, USA

Graben: The rift valley is known as Garben. It also have parallel faults like horst. It has its crust upside down in the ground.

2. **Fold mountain:** Distinguished by large scale folding, fold mountains are caused by lateral compression and simultaneous or subsequent uplifting of rocks. A simple fold mountain has 'down folds' or valleys called synclines and 'up folds' or ridges called anticlines. There are many 'old fold mountains' in the world. They were formed 200 to 300 million of years ago. Aravalli and Appalachians are the examples of old fold mountains. They have rounded peaks and are low due to weathering. Some fold mountains ranges are called 'young fold mountains' as they were formed only 60 to

70 million years ago. These are Himalayas, Alps, Andes, Rockies and Elbruz mountains. They are young and have high and conical peaks.

3. **Block-mountain:** Block Mountains are formed by the horizontal tensional forces which causes cracks or faults in the earth's crust. Fractures in the earth's surface, a process referred to as taphrgeny, the result in formation of Block Moutntains. If there are two parallel faults, the crustal block between them may rise to produce a block mountain or horst. The most famous block mountains are the, Block Mountains of Europe, salt mountain ranges of Pakistan and Sierra Nevada in California, USA.

E. Match the following:

1-(c), 2-(e), 3-(a), 4-(d), 5-(b)

F. Very short answer type questions:

1. There are three types of mountains- Fold Mountains, Block Mountains and Volcanic Mountains.
2. The process that leads to upliftment of submergence of earth's surface is called internal process.
3. Tibetan Plateau
4. Continental plateau
5. Volcanic plateaus

G. Answer the questions in brief:

1. Block Mountains are formed by the horizontal tensional forces which causes cracks or faults in the earth's crust. Fractures in the earth's surface, a process referred to as taphrgeny, the result in formation of Block Moutntains. If there are two parallel faults, the crustal block between them may rise to produce a block mountain or horst. The most famous block mountains are the, Block Mountains of Europe, salt mountain ranges of Pakistan and Sierra Nevada in California, USA.
2. Overlapping lava flows and layers of consolidated volcanic dust, called tuft, are responsible for the formation of volcanic mountains. Such volcanoes occur in the Pacific, north-west of North America and in Japan. They are typically steep sided cones that are built up around a central vent. This shape may be

modified by lateral eruptions. Mountains like Mt. Fuji (Japan), Mt Mayon (Philippines), Mt. Merapi (Sumatra) and Mt. Cotopaxi (Ecuador) are the examples of volcanic mountains.

3. Mountains, plateaus and plains are the three major landforms:

a. Mountains: Mountains are high elevated land having steep slopes and high peaks.

These are formed by folding, faulting, or eruption of volcanic material onto earth's surface. Most of them are found in ranges and chains. Mountains which have long and continuous ranges are generally referred to as mountain chains. The Himalayas of India, the Alps of Europe and the Rockies of North America form chains of mountains.

b. Plateaus: A plateau is a highland with deep steep slopes and a large summit area which rises abruptly from the surrounding region. Plateaus can best be described as tablelands or flat topped mountains that are of a relatively uniform height. Their size can be quite vast or very small stand much taller than the land that surrounds them.

c. Plains: Plains are the lowest features and are flat and level regions not more than 200 m above sea-level. Most of the plains have been formed by alluvial soil brought by the rivers and they are very fertile areas. These plains are called Alluvial plains. The Indo-Gangetic Plains of India, the Nile basin of Egypt and the Mississippi basin of North America are well-known.

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5. Distinguished by large scale folding, fold mountains are caused by lateral compression and simultaneous or subsequent uplifting of rocks. A simple fold mountain has 'down folds' or valleys called synclines and 'up folds' or ridges called anticlines. There are many 'old fold mountains' in the world. They were formed 200 to 300 million of years ago. Aravalli and Appalachians are the examples of old fold mountains. They have rounded peaks and are low due to weathering. Some fold mountains ranges are called

‘young fold mountains’ as they were formed only 60 to 70 million years ago. These are Himalayas, Alps, Andes, Rockies and Elbruz mountains. They are young and have high and conical peaks.

Chapter-4: Timelines and Sources of History

A. Multiple Choice Questions:

1. (b)
2. (d)
3. (a)
4. (c)
5. (c)

B. Fill in the blanks:

1. Wandrers
2. Chipped pebbles and flaked stone
3. India
4. Mesolithic age
5. Paleolithic age

C. Write ‘T’ for true and ‘F’ for false:

1. F
2. T
3. F
4. F
5. T

D. Very short answer type questions:

1. We get information about our near past through the study of history.
2. History is the study of our past. The word history come from the Greek word ‘Historia’ which means ‘learning or knowing by enquiry’. It is made up of events that occurred in the past.
3. The earth began to get warmer about 13,000 BC during the Mesolithic period. Then, about 10,000 years ago, the Neolithic Revolution began. The New Stone Age tools were a further progress on the earlier variety of tools. It started in the Middle-East and spread to Asia, the Western Mediterranean and Northern Europe. As populations grew, hunting grounds filled up. People started to stay in one place like river valleys.
4. Studying history educates us and helps us make better decisions in the present, and for the future, as we can learn from the mistakes made by people in the past.
5. The first tools they carried were sticks. But soon people began to make tools out of stone. At first, these were just chipped pebbles or flaked stones. The same tools were used for everything. But gradually people began to develop special tools for special purposes like hunting or skinning animals. So, they could use animal hides and fur for clothing.

E. Answer the questions in brief:

1. A Manuscript is a hand written record of information. This could be in the form of a letter, on leaves and barks of trees or scrolls.
2. Secular literature refers to writings on subjects other than religion like politics, grammar, medicine and law. Among the personal accounts of ancient period, Banabhatta's *Harshacharita*, dealing with the character and achievements of king Harshvardhana is also a history of his times. Bakpatiraja's Gaudabaho describes how Yasovarman conquered Gauda deserves special mention.
3. People began to make tools such as sticks to dig up wild tubers (vegetables) and poles to knock fruit from the trees. Eventually, about 2 million years ago, they started to make tools from stone. The Stone Age had begun.
4. Inscriptions are the most reliable evidence. Their study is called epigraphy. These are mostly carved on gold, silver, iron, copper, bronze plates, stone pillars, rocks temple walls and bricks and are free from interpolations. Inscriptions again are mainly of three types: royal eulogy; official documents like royal rescripts, boundary marks, deeds, gift, etc.; and dedicative. Inscriptions in Prakrit, Pali, Sanskrit, Telugu, Tamil and other languages have been discovered. But most of the inscriptions are in Brahmi and Kharosti scripts. James Prinsep, the Secretary of the Asiatic Society of Bengal, succeeded for the first time in deciphering the Brahmi script. Among the inscriptions of ancient past, those of emperor Ashoka, are by far the best historical evidence about his reign. Inscriptions of Kharvela, Kalinga, Saka ruler Rudradamana, Allahabad Prasasti by Harisena, the court poet of Samudragupta, are also important evidences for the reconstruction of the history of India.
5. The Bhimbetka shelters exhibit the earliest traces of human life in India. A number of analyses suggest that some of these shelters were inhabited by hominids like Homo Erectus more than 100,000 years ago. Some of the Stone Age rock paintings found among the Bhimbetka rock shelters are approximately 30,000 years old (Palaeolithic Age).

Chapter-5: India, That is Bharat

A. Multiple Choice Questions:

1. (b) 2. (a) 3. (a) 4. (c) 5. (a)

B. Fill in the blanks:

1. Sindhava 2. Jambudvipa 3. Bharata 4. Chinese 5. Xuanzang

C. Write 'T' for true and 'F' for false:

1. F 2. F 3. T 4. T 5. T

D. Very short answer type questions:

1. A document that spells out the basic principle and laws of a nation is called constitution.
2. The Rig Veda is the India's most ancient text. It is several thousand years old.
3. People who lived in a particular place is called inhabitant.
4. Indian constitution came into force in 1950.
5. Bharatvarsha, Bharat, Jambudvipa, Sapta Sindhu

Chapter-6: The Beginning of India Civilisation

A. Multiple Choice Questions:

1. (a) 2. (d) 3. (c) 4. (c) 5. (b)

B. Fill in the blanks:

1. Indus 2. Streets 3. The great granary 4. Steatite 5. Bronze

C. Write 'T' for true and 'F' for false:

1. F 2. T 3. F 4. T 5. T

D. Very short answer type questions:

1. **India-** Lothal, Dholavira
Pakistan- Ganeriwala, Harappa
2. Thousands of seals have been discovered not only from the Harappans sites but also from the remains of other world civilisations. Every merchant and his family had a seal bearing an emblem and a brief inscription. But it is still unknown whether they used these seals as currency or not. In absence of evidence, it is safe to assume that the Harappans practised barter system and got goods they needed in exchange of their articles.

3. Since Harappa was the first site to be discovered, the Indus Valley civilization is also referred to as the Harappan civilization.
4. Several Indus seals with Harappan script have also been found in Mesopotamia, particularly in Ur, Babylon and Kish.
5. The town planning system of the Indus valley civilization impressed many archaeologists. They systematically planned their residential houses, public buildings, and streets and had proper drainage system. All homes are connected to the drain of the roads.

E. Answer the questions in brief:

1. The Harappan culture flourished until about 1800 BC. Afterwards, the culture began to decline. There is no unanimity among historians on the exact reason of the decline of this urban civilization. Scholars cite climate change as one possible reason. The Indus River is thought to have begun flooding the region more regularly (as evidenced by approximately 30 feet or 9 metres of silt at Mohenjo-daro) and the great cities were abandoned. Other scholars cite the Aryan migration as more of an invasion of the land which brought about a vast displacement of the populace.
2. The Indus people sowed seeds in the flood plain in November, when the flood water receded, and reaped their harvests of wheat and barley in April before the onset of the next flood. The Harappans probably used the wooden plough with wooden or copper ploughware. They produced wheat, barley, peas, kodon, sanwa, jowar, ragi, etc. They produced two types of wheat and barley. A good quantity of barley has been discovered at Banawali. In addition, to this, they produced sesame and mustard. The Indus people were the earliest people to produce cotton.
3. The Indus Valley religion is polytheistic and is made up of Hinduism, Buddhism and Jainism. There are many seals to support the evidence of the Indus Valley Gods. Some seals show animals which resemble the two gods, Shiva and Rudra. Other seals depict a tree which the Indus Valley believed to be the tree of life.
4. Mohenjo-daro was a great industrial center. Weaving was probably the chief

industry. Harappans were also acquainted with the art of dyeing. Pottery was an important industry. We should not forget that Harappan pictographical scripts are mainly found on potteries. Harappans used to export these pots made on potter's wheel and burnt in kilns not only to nearby areas but also to the far-flung places. The art of smelting metals were well-known to the people of Harappa. They also attest to a class of mesons. The Harappans also practised boat-making, seal-making and terracotta manufacturing. Arts: The Harappans were utilitarians although not completely devoid of artistic sense. They were well-acquainted with the manufacture and use of bronze. Bronze-smiths made images and utensils. They also made several kinds of tools and weapons such as axes, knives and spears. Jewellery of silver, gold and copper were also made on a large scale.

5. The Indus Valley Civilization, also known as the Harappan Civilization, extended from Afghanistan to Pakistan and northwest India. It covered a large area, including parts of Punjab, Sindh, Balochistan, Rajasthan, Gujarat, and Uttar Pradesh.

Chapter-7: India's Cultural Roots

A. Multiple Choice Questions:

- | | | | | |
|--------|--------|--------|-------|--------|
| 1. (a) | 2. (b) | 3. (d) | 4.(a) | 5. (b) |
|--------|--------|--------|-------|--------|

B. Fill in the blanks:

- | | | | | |
|---------------------|-------------------|----------------|--------------|----------|
| 1. 1500BCE-1000 BCE | 2. Vedic Sanskrit | 3. The Rigveda | 4. Yasodhara | 5. horse |
|---------------------|-------------------|----------------|--------------|----------|

C. Write 'T' for true and 'F' for false:

- | | | | | |
|------|------|------|------|------|
| 1. T | 2. F | 3. T | 4. T | 5. T |
|------|------|------|------|------|

D. Very short answer type questions:

1. Mahavira did not believe in cast system. He preached that it's a person's karma or action and not birth that determines his social status. He also taught that any persons, belongings to nay caste, could attain liberations through right deeds.
2. Objects found in megalithic graves indicate the position of the buried person in the tribe.
3. Aryans worshipped the different forces of nature as gods and goddesses. They worshipped Indira, Agni, Vayu, Varuna, Soma, Prithvi, Yuma and Usha.

4. The four sights are an old man, a sick person, a corpse being carried to cremation, and a monk in the meditation beneath the tree.
5. The main source of information for the period between 1500 and 600 BC. The vedas are structured into four different collections containing hymns, poems, prayers, and religion instructions.

E. Answer the questions in brief:

1. Agriculture and cattle-rearing were the main occupations. The Aryans did not lead a settled life. Although they used several animals, the horse played the most significant role in their life. The Rig Vedic people possessed better knowledge of agriculture.

Ploughshare is mentioned in the earliest part of the Rig Veda though some consider it an interpolation. The term for war in the Rig Veda is gavisthi or 'search for cows'. The Rig Veda mentions such artisans as the carpenter, the chariot-maker, the weaver, the leather worker, the potter etc. This indicates that they practiced all these crafts. The term 'ayas' used for copper or bronze shows that metal working was known.

Ornaments of gold, silver and other metals were worn by both men and women.

The early Vedic religion was naturalistic. Evidently, there were neither temples nor idols.

The mode of prayer was recitation of mantras. Sacrifice was offered for Praja (children), Pasu (cattle) and Dhana (wealth) and not for spiritual upliftment or misery.

2. Jainism taught five doctrines:

- a. Non injury
- b. Non lying
- c. Non stealing
- d. Non possession
- e. Obeserve continence

3. In the upnishads, the idea of karma is explained as the universal justice that governs all human behavior. The basic concept behind karma is that all actions have consequences.

4. assembly. This word was usually used for Buddhist and Jain monks. Roughly around 470 C.E an academy called Dravida Sangha was established by a Jain called Vajranandi.

The members of this academy had much interest in literature and Tamil language. In early Sangam age poems, one finds the mention of Jain cosmology and mythology.

5. The archeological sources of the vedic age include iron implements and tools and remains of poetry.

F. Give reasons:

1. Buddhism lost ground in India due to a lack of archaeological and literary evidence.
2. Gautama Buddha renounced the world to seek enlightenment and understand suffering.
3. Buddhism emphasizes the eightfold path to help people achieve nirvana and end suffering.

Chapter-8: Unity in Diversity or ‘Many in the One’

A. Multiple Choice Questions:

1. (a) 2. (d) 3. (c) 4. (b) 5. (b)

B. Fill in the blanks:

1. Economic assets and income 2. Tolerance 3. Spirituality 4. Saree 5. Talents

C. Write ‘T’ for true and ‘F’ for false:

1. T 2. F 3. T 4. T 5. T

D. Very short answer type questions:

1. Things that make us diverse are the places we live, the jobs we have, our education, our ethnic heritage, our religious beliefs, the languages we speak, our thoughts and feelings, our abilities and challenges in our day-to-day life.
2. Customs, civilization, and achievements of a particular time or people is called culture.
3. Hinduism, Buddhism, Jainism, Sikhism were originated in India. Islam and Christianity came from outside.
4. Difference between things and people which make them unique is known as diversity.
5. Social diversity refers to the combination of different types and cultures in a community. It is used to determine the uniqueness of each person. India is a country divided by social differences.

E. Answer the questions in brief:

1. The outstanding feature of Indian culture which are responsible for bringing unity in diversity may be summarized as follows:
 - (a) We Indians lay emphasis on spirituality, not on material wealth.
 - (b) Religion has the most important place in India. We believe in Karma and Sanskar. Performance of duty is our religion.
 - (c) Religious tolerance is the unique feature of religions in India. Hence, there is no difficulty in coexistence of follower of different religions.
 - (d) Hinduism, which forms majority of the population, has the capacity to absorb all good cultures. It has either absorbed the immigrant cultures or has largely influenced them.
 - (e) We have a very broad outlook. We preach and follow religion and spiritualism without ignoring married life and worldly things.
2. Tolerance is important in diversity as Opinions differ on the morality and utility of inequality and its effects. Some studies consider it necessary and beneficial, while others consider it a growing social problem. While some inequality promotes investment, too much in equality is destructive.
3. **Regional Diversity:** Both the history and the geography of a land influence its diversity. Each region of India enjoys a culture that is greatly different from that of other regions. Traditionally, India has had people of different cultures emigrating into the country at regular intervals. People living on the coast have different food habits, dress differently and enjoy a very different culture from those who live on the mountains. We can understand these differences better if we study few places in detail.
4. Religion is also an important factor of difference. There are many different religions around the world. Such as Christianity, Jainism, Islam, Buddhism, and Hinduism. Many people base their beliefs and values upon things they have learned about in their religious teachings. The way of offering prayer is quite different from each other. Hindus worship their different gods and goddesses. A Muslim offers namaz. Sikhs sing hymns from

Guru Granth Sahib. We can learn so much from other people by learning to communicate with each other.

Chapter-9: Family and Community

A. Multiple Choice Questions:

1. (a) 2. (a) 3. (c) 4. (b) 5. (d)

B. Fill in the blanks:

1. Relationships 2. Simple dress 3. Grandmother 4.
Community 5. society

C. Write 'T' for true and 'F' for false:

1. T 2. T 3. F 4. T 5. T

D. Very short answer type questions:

1. A nuclear family is limited to a couple and their children.
2. A joint family have several generations live together.
3. Families are not only connected with themselves, but also with other families and the people around them. Such a group of connected people may be called a community.
4. Cooperation means working together.
5. Relationships among families is based on love, care, cooperation and independence.

Chapter-10: Grassroots Democracy- Part-1: Governance

A. Multiple Choice Questions:

1. (a) 2. (c) 3. (a) 4. (b) 5. (c)

B. Fill in the blanks:

1. Democracy 2. Legislature 3. Government 4. Army, navy, air force
5. Executive

C. Write 'T' for true and 'F' for false:

1. F 2. T 3. T 4. F 5. F

D. Very short answer type questions:

1. Government may be defined as an agency or machinery through which common policies are determined and by which common affairs are regulated and common interests promoted.
2. They comprise of three branches- legislature, executive and judiciary. The legislature branch makes laws, executive branch implements law and policies and judiciary interprets laws and resolve disputes.
3. All adult citizens have the right to participate (vote) in the elections. Elections should be free and fair and must be held at regular intervals is called universal adult franchise.
4. The government take decisions, makes laws, enforces the laws and the penalizes the individuals or groups that go against the law.
5. Government is necessary to maintain law and order.

E. Answer the questions in brief:

1. **Nelson Mandela** was a dominant figure in the **South African liberation movement**.

The twentieth century in South Africa was a highly racist society where racism was institutionalized through practice of **apartheid**. Apartheid had similarities to segregation in the American South, but was much worse. In addition to not being able to vote and separation from the whites in public businesses, blacks (which made up seventy percent of the population) were forced to live in a small area of the country, and could not leave without a “pass,” which very few people had and were very hard to get. Also, apartheid laws were explicitly stated laws, not just de facto rules that society followed, which South African blacks were forced to follow for nearly fifty years. Nelson Mandela rose up as the leader of the African National Congress and major speaker against the evils of Apartheid, becoming the voice of the movement to end apartheid.

2. Governments of all the countries have mainly five purposes. They are defence, national identity, representation, social welfare and infrastructure. A government has three branches - the Executive, the Legislative and the Judiciary which help in the all-round functioning of a government.

A. Defence

One of the five purposes of government is to defend the borders of the nation against

foreign invasion. Hence, all governments have some form of defence system that includes the army, the navy and the air force. Maintaining internal order is also one of the critical defence purposes of a government. This is taken care of by the internal police force.

B. National Identity

Each nation is unique in its own way. Each nation has its own traditions and culture. It is said that for a nation to exist, it must have an identity. For instance, no two flags of any two nations are alike nor are the national anthems and pledges. Hence, one of the most important functions of a government is to protect and uphold the identity of its nation.

C. Representation

A government represents the interests of the people of the nation. To protect and safeguard the interests of the nation, the government enters into bilateral trade agreements, negotiations, and treaties and so on, with the governments of other nations.

D. Infrastructure

One of the main purposes of the government is to provide good infrastructure to all its citizens in the form of roads, bridges water, electricity communication networks etc.

E. Social Welfare

Last but not the least, introducing social welfare programs to protect and fulfil the interests of the minorities, such as, to provide education and healthcare facilities to the underprivileged classes is one of the primary purposes of the government.

3. The kings or queens are selected by people. It is hereditary in nature. The kings or queens controls almost all parts of government. The kings or queens change when people are not satisfied with his/ her services.
4. Democracy is an egalitarian form of government in which all the citizens of a nation together determine public policy, the laws and the actions of their state, all citizens have an equal opportunity to express their opinion. Democracy is the antithesis of dictatorship. The principles of democracy reflect all citizens to be equal before the law and to have equal access to the legislative process, which basically means that every vote has equal

value. The representative of a state ruled by democracy is chosen by the citizens who express their will through a ballot.

5. Governments provide the legal and social framework, maintain competition, provide public goods and services, redistribute income, correct for externalities, and stabilize the economy.

Chapter-11: Grassroots-Part-2: Local Self- Government in Rural Areas

A. Multiple Choice Questions:

1. (a)
2. (a)
3. (d)
4. (c)
5. (c)

B. Fill in the blanks:

1. Permanent
2. Zilla parishad
3. Gram panchayats
4. Government
5. By the people.

C. Write 'T' for true and 'F' for false:

1. T
2. T
3. F
4. T
5. F

D. Very short answer type questions:

1. The panchayati raj plays a vital role in providing justice, promoting education, health and equality to the members of the village.
2. The gram panchayat, panchayat Samiti, Zilla Panchayat.
3. Panchayati Raj is a system of local self-government in rural areas. It aims at rural development by involving the rural community. It strengthens the foundations of Indian democracy.
4. local self- government is often described as the power of the people because it empowers communities to make decisions than directly affects their lives.
5. Gram Sabha is the primary body of the panchayati raj system and far by the largest.

E. Answer the questions in brief:

1. Panchayati Raj is a system of local self-government in rural areas. It aims at rural development by involving the rural community. It strengthens the foundations of Indian democracy.

Objectives of Panchayati Raj

1. Assistance to the economically weaker sections of the community
 2. Cohesion and cooperative self help in the community
 3. Development of cooperative institutions
 4. Development of local resources including the utilization of manpower
 5. Production in agriculture as the highest priority in planning
 6. Progressive dispersal of authority and initiative, both vertically and horizontally with special emphasis on the role of voluntary organizations
 7. Promotion of rural industries
 8. Understanding and harmony between the people's representatives and public servants through comprehensive training/education and a clear demarcation of duties and responsibilities.
2. The philosophy of Panchayats Raj is deeply steeped in the tradition and culture of rural India. Panchayati Raj provides a system of self-governance at the village level.
- Institutions of panchayat Raj are the grass-roots units of self - government these – have been declared the vehicles of socio-economic transformation in rural India. Effective and meaningful functioning of these bodies depends on the active involvement, contribution and participation of all the citizens. The objective of turning every village into a republic and giving panchayats powers has been translated into reality with the introduction of the three-tier Panchayati Raj system.
3. The state government keeps a strict watch on the working of the panchayati raj institutions and appoints a secretary to maintain accounts and keep records.
 4. Functions
 - a. Mobilization of relief measure in natural calamities
 - b. Construction and repair of village roads
 - c. Organizing voluntary labour for community works
 - d. Maintenance of records
 - e. All round developmental work of the village

- f. Promotion of education, health, agriculture etc.
- g. Representative functions, where the main role is to voice and represent the opinion
- h. Regulatory and administrative functions, which consist of regulating the conduct of
- i. individuals and institutions and collection of taxes

Sources of Income

- a. Share in land revenue
- b. Local tax collection.
- c. Revenue earned from the settlement of shops, fisheries, etc
- d. House taxes and other taxes as specified in Panchayati Raj Act
- e. Fees for providing amenities, cess, and toll collection
- f. Contribution and grants received from Government of India
- g. Fine and penalties imposed on citizens
- h. A zila parishad is an elected body representing the entire rural area of a district.

Chapter: 12 Grassroots Democracy

Part-3: Local Self-Government in Urban Areas

A. Multiple Choice Questions:

- 1. (a) 2. (c) 3. (c) 4. (a) 5. (d)

B. Fill in the blanks:

- 1. Urban areas 2. Municipal corporation 3. 5 years 4.. five 5. Municipal commissioner act

C. Write 'T' for true and 'F' for false:

- 1. T 2. T 3. F 4. T 5. T

D. Very short answer type questions:

- 1. Hospitals, safe drinking water, electricity
- 2. Its term is for five years but can be dissolved by state government if it fails to promote its duty properly or have abused the power gain.

3. The different forms of urban local bodies depends on the size of the city and the nature and extent of civic function.
4. The local government of a village that is changing into an urban area.
5. A municipal committee is an elected body that is responsible for running the civic affairs of a smaller town or an urban area.

E. Answer the questions in brief:

1. Municipal Corporation

The urban and sub-urban areas in India are mainly taken care of by the Municipalities and Municipal Corporations. The size of the municipality can vary from one place to another. The candidate who wishes to contest the election must have attained age of 20 years and above. The municipal corporation is elected for a term of five years.

It can be as large as a district and as small as a tehsil. Work pressure on the municipalities has increased immensely since the time of independence. Various types of technologies are being implemented to reduce the pressure. The governance of the municipalities has also become easier with the introduction of technology. The implementation of technology has also helped in tax recoveries to a great extent.

Municipal Councils

This is also called Municipality or Municipal Committee. The role and functions of the Municipal Councils are similar to Municipal Corporations. The only difference is the area that is covered by each of them. While a Municipal Corporation takes care of a large area, municipal councils work for a comparatively smaller area. The Municipal Councils are governed directly by State statutes.

2. The women representation in local body is compulsory because this provides them, the opportunity to stand in panchayat election.
3. Supply of water, maintenance of water work.
4. The need is to provide an organized system where councils exercise their powers and responsibilities to work together for peace, order.
5. a. Water supply for domestic, industrial and commercial purpose.
b. Urban planning includes town planning.

Chapter-13: The Value of Work

A. Multiple Choice Questions:

1. (a) 2. (a) 3. (a) 4. (b) 5. (a)

B. Fill in the blanks:

1. Salary 2. Payment in kind 3. Swachh Bharat Abhiyan 4. Fees
5. Money' worth

C. Write 'T' for true and 'F' for false:

1. F 2. T 3. F 4. T 5. T

D. Very short answer type questions:

1. Fees is a payment made to a person or organization in exchange for professional advice or services.
2. A payment made by the employer to worker is called wage.
3. A non- cash payment that is received for the work performed is called cash in kind.
4. Market is a place where people engage in the exchange of goods and services. People exchange good and services for other goods but in most markets they are exchanged for money.
5. Money worthy's is the monetary value that a person places on an object based on the benefit that they derive from it.

Chapter-14: Economics Activities Around us

A. Multiple Choice Questions:

1. (d) 2. (b) 3. (d) 4. (b) 5. (d)

B. Fill in the blanks:

1. Large scale farmers 2. Agriculture or farming 3. Primary sector
4. Primary 5. Occupation

C. Write 'T' for true and 'F' for false:

1. T 2. T 3. T 4. T 5. T

D. Very short answer type questions:

1. The self - employed person is one who earns his income by taking contracts with a business rather than working for a particular employer.
2. Unemployment occurs when someone is willing and able to work but does not have a paid job.
3. Transport, communication
4. The people do occupation to earn a livelihood.
5. Fishing, mining.

E. Answer the questions in brief:

1. Small loans for small periods for needy people. To raise/ manage resources for benefit of group members. The purpose of the loan should be left to the common wisdom of groups.
2. There are four types of livelihood prevalent in urban livelihood that is street worker, factory worker, self-employed businessmen, and workers in organized sector.
3. There are farmers with large, small or mid- size farms. The farmers who own land between 2 to 5 hectares are known as middle-scale-farmers; farmers who own less than 2 hectare are known as small-scale- farmers; and those who known more than 5 hectare are known as **large-scale-farmers**. There are some farmers who have no land of their own. They are known as **landless farmers**. They take things on credit or loan and later on have to pay more money as interest.
4. The Tertiary Sector of industry involves the provision of services to other businesses as well as final consumers. Services may involve transportation distribution and sale of goods from producer to a consumer, or may involve the provision of a service such as in pest control or entertainment. The goods may be transformed in the process of providing the service, as happens in the restaurant industry. For the last 30 years there has been a substantial shift from the Primary and Secondary Sectors to the Tertiary Sector in industrialized countries. The Tertiary Sector is now the largest sector of the economy in the Western world.
5. Labourers, farmers, landlords are the types of livelihood in village.

Model Test Paper-I

A. Multiple Choice Questions:

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (c) | 2. (c) | 3. (d) | 4. (c) | 5. (a) |
| 6. (d) | 7. (d) | 8. (c) | 9. (d) | 10. (c) |

B. Fill in the blanks:

- | | | | | |
|----------------------|-----------------------|------------|----------|-------------|
| 1. Linear | 2. Aisa | 3. Black | 4. India | 5. Xuanzang |
| 6. The great granary | 7. Bronze age, 1500 | 8. Equator | | |
| 9. Pacific ocean | 10. Volcanic mountain | | | |

C. Write 'T' for True and 'F' for false:

- | | | | | |
|------|------|------|------|-------|
| 1. T | 2. T | 3. F | 4. T | 5. T |
| 6. F | 7. T | 8. T | 9. T | 10. T |

D. Very short answer type questions:

1. These maps are drawn with definite purposes or themes like distribution of rainfall and temperature, crops, minerals, etc.
2. Australia, Europe, Antarctica, America, South America, North America, Africa, Asia.
3. Tibetan plateau
4. Studying history educates us and helps us make better decisions in the present, and for the future, as we can learn from the mistakes made by people in the past.
5. Bharatvarsha, Bharat, Jambudvipa, Sapta Sindhu

E. Answer in brief:

1. The Harappan culture flourished until about 1800 BC. Afterwards, the culture began to decline. There is no unanimity among historians on the exact reason of the decline of this urban civilization. Scholars cite climate change as one possible reason. The Indus River is thought to have begun flooding the region more regularly (as evidenced by approximately 30 feet or 9 metres of silt at Mohenjo-daro) and the great cities were abandoned. Other scholars cite the Aryan migration as more of an invasion of the land which brought about a vast displacement of the populace.
2. The Indus people sowed seeds in the flood plain in November, when the flood water receded, and reaped their harvests of wheat and barley in April before the onset of the

next flood. The Harappans probably used the wooden plough with wooden or copper plough ware. They produced wheat, barley, peas, kodon, sanwa, jowar, ragi, etc. They produced two types of wheat and barley. A good quantity of barley has been discovered at Banwali. In addition, to this, they produced sesame and mustard. The Indus people were the earliest people to produce cotton.

3. In the upnishads, the idea of karma is explained as the universal justice that governs all human behavior. The basic concept behind karma is that all actions have consequences.
4. **Parallel lines of latitude:** All lines of latitude are drawn west to east parallel to the **Equator**. The distance between these parallels is equal. So, latitudes are also called **Parallels**. If we go from the equator towards the poles, the circles formed by latitudes will keep on decreasing in size and at the poles, they are merely points.
Parallel lines of longitudes: The part of the earth on the eastern side of the Prime Meridian is called **Eastern Hemisphere** and that on the western side of it is called **Western Hemisphere**.
5. Asia, Africa, South America.

Model Test Paper-II

A. Multiple Choice Questions:

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (d) | 2. (b) | 3. (b) | 4. (c) | 5. (c) |
| 6. (a) | 7. (d) | 8. (b) | 9. (c) | 10. (c) |

B. Fill in the blanks:

- | | | |
|--------------------|-------------------------------|--------------------------|
| 1. Tolerance | 2. Relationships | 3. Army, navy, air force |
| 4. Gram panchayats | 5. Municipal comissionary act | 6. Fees |
| 7. Large-scale | 8. Spirituality | 9. Simple dress |
| | | 10. Democracy |

C. Write 'T' for True and 'F' for False:

- | | | | | |
|------|------|------|------|-------|
| 1. F | 2. T | 3. T | 4. T | 5. F |
| 6. T | 7. T | 8. T | 9. T | 10. F |

2. Very short answer type questions:

1. Customs, civilization, and achievements of a particular time or people is called culture.
2. A nuclear family is limited to a couple and their children.
3. All adult citizens have the right to participate (vote) in the elections. Elections should be free and fair and must be held at regular intervals is called universal adult franchise.
4. Gram Sabha is the primary body of the panchayati raj system and far by the largest.
5. The local government of a village that is changing into an urban area is called nagar panchayat.

6. Answer in brief:

1. The outstanding feature of Indian culture which are responsible for bringing unity in diversity may be summarized as follows:
 - (a) We Indians lay emphasis on spirituality, not on material wealth.
 - (b) Religion has the most important place in India. We believe in Karma and Sanskar. Performance of duty is our religion.
 - (c) Religious tolerance is the unique feature of religions in India. Hence, there is no difficulty in coexistence of follower of different religions.
 - (d) Hinduism, which forms majority of the population, has the capacity to absorb all good cultures. It has either absorbed the immigrant cultures or has largely influenced them.
 - (e) We have a very broad outlook. We preach and follow religion and spiritualism without ignoring married life and worldly things.
2. There are four types of livelihood prevalent in urban livelihood that is street worker, factory worker, self-employed businessmen, and workers in organized sector.
3. **Regional Diversity:** Both the history and the geography of a land influence its diversity. Each region of India enjoys a culture that is greatly different from that of other regions. Traditionally, India has had people of different cultures emigrating into the country at regular intervals. People living on the coast have different food habits, dress differently and enjoy a very different culture from those who live on the mountains. We can understand these differences better if we study few places in detail.

4. The state government keeps a strict watch on the working of the panchayati raj institutions and appoints a secretary to maintain accounts and keep records.
5. The kings or queens are selected by people. It is hereditary in nature. The kings or queens controls almost all parts of government. The kings or queens change when people are not satisfied with his/ her services.

Class 7: Social Studies

Unit-1: History

Chapter-1: Introduction: Tracing Changes Through a Thousands Years

A. Multiple Choice Questions:

1. (b) 2. (b) 3. (d) 4. (c)

B. Fill in the blanks:

1. Archeological, literary 2. Epigraphy 3. Numismatics
4. Foreign travellers 5. Jain, Buddhist

C. Write 'T' for true and 'F' for false:

1. T 2. T 3. T 4. T 5. T

D. Match the column:

- 1-(e), 2-(d), 3-(a), 4-(b), 5-(c)

E. Very short answer type questions:

1. Miniature paintings are beautiful paintings used to illustrate books.
2. The study of coins is called numismatics.
3. The eighth century is taken as the beginning of medieval period because society, economics, politics, religion and culture underwent many changes.
4. The name India was first used in the 5th century BCE by the Greek Historian.
5. Travelogues are the true accounts of the events of the Indian Kingdoms during Medieval period.

F. Answer the questions in brief:

1. The main features of the medieval period are under:
 - a. Many languages, especially Urdu and Hindi developed during this period.
 - b. Many of our social customs, traditions and beliefs were also developed during this period. There was cultural interaction between North and South India and also between the Hindus and the Muslims. As a result, a new culture came into existence. This culture, known as the Indiaiya Sanskriti, was above religion and caste differences.
 - c. Barter System gave way to currency system and agriculture whereas trade and commerce flourished.

2. In course of time, the country came to be known as 'India' in Greek and 'Hindu' in Persian and Arabic languages. The name 'Indiavarsha' was given to the whole country after the name of an ancient tribe called the Indiaas. In our constitution it is called India, that is India. It was only in the nineteenth century, during the British Raj that 'Hindustan' came to be used synonymously with India.
3. The main features of the medieval period are under:
 - a. Many languages, especially Urdu and Hindi developed during this period.
 - b. Many of our social customs, traditions and beliefs were also developed during this period. There was cultural interaction between North and South India and also between the Hindus and the Muslims. As a result, a new culture came into existence. This culture, known as the Indiaiya Sanskriti, was above religion and caste differences.
 - c. Barter System gave way to currency system and agriculture whereas trade and commerce flourished.
 - d. Contact between India and the rest of the world increased. Many European countries established direct trade relations with India.
 - e. Islam spread in India. The Bhakti Movement and the Sufi Culture also started during this period.
4. It is a major source of information about any period in history. The coins of Muslim kings are valuable because their designs, calligraphy and mint marks give us plenty of interesting information about this period (see fig.). From the royal titles, the name and place of minting, we can find out the extent of the monarch's kingdom as well as his status. Muhammad Tughluq's coins were minted at Delhi, Daulatabad and several other provincial capitals and had at least twenty-five different varieties.
5. Archaeology deals with the material remains of the past civilizations. Coins, pottery, jewellery, toys, statues, ruins of old buildings, which have been excavated by archaeologists, shed light on life in the past. There are numerous archaeological sources such as monuments, inscriptions, coins, and artistic objects such as paintings and sculptures.

Inscriptions

The study of inscriptions is known as epigraphy. Inscriptions in form of distinct languages and scripts depict the various empires and their history (see fig.).

Inscriptions involved the achievements of the rulers, royal proclamations and gifts made by the kings to temples, villages and scholars. Inscriptions also focus upon the social and economic conditions of the people.

Monuments

The splendid palaces, forts, temples, mosques, tombs, and other buildings of the medieval period tell us about the architectural styles of the people, who built these structures. For example, Purana Qila, the Red Fort, and the Jama Masjid in Delhi, the Taj Mahal in Agra, Brihadeshwara temple in Thanjavur, Hawa Mahal in Jaipur, and the forts of Jaisalmer and Gwalior. These buildings also describe the level of technological development and engineering skill of the times.

Numismatics

Numismatics is the study of coins. It is a major source of information about any period in history. The coins of Muslim kings are valuable because their designs, calligraphy and mint marks give us plenty of interesting information about this period (see fig.). From the royal titles, the name and place of minting, we can find out the extent of the monarch's kingdom as well as his status. Muhammad Tughluq's coins were minted at Delhi, Daulatabad and several other provincial capitals and had at least twenty-five different varieties.

Sculptures and Paintings

The medieval period was a prime representation of glorious sculptures and beautiful paintings. The sculptures include figures of kings, queens, gods and goddesses, made up of bronze, stone, or wood. The most famous sculptures were the Chola bronzes, for example, the dancing Shiva. The paintings represented different themes such as, court scenes, palace scenes, mythological tales and hunting scenes. Many styles of miniature evolved during this period. The sculptures and paintings represented a lot about the life and culture of the medieval period.

Chapter-2: New Kings and Kingdoms

A. Multiple Choice Questions:

1. (b) 2. (d) 3. (b) 4. (c) 5. (b)

B. Fill in the blanks:

1. 36 2. Kannuj, 8th century CE 3. Rajputs
4. Chahamanas 5. Agriculture

C. Write 'T' for true and 'F' for false:

1. F 2. F 3. F 4. F 5. T

D. Very short answer type questions:

1. The Cholas were the feudatories in Uraiyur. They became prominent in the ninth century and established an empire comprising the major portion of South India. Their capital was Tanjore. They also extended their territory in Sri Lanka and the Malay Peninsula. Therefore, they are called as the Imperial Cholas. The founder of the Imperial Chola line was Vijayalaya. He won Tanjore from Muttaraiyars in 815 A.D. He built a temple for goddess Durga.
2. The main reason behind the city of Kanauj was the city's prestige and political dominance in medieval period.
3. Mahmud of Ghazni attacked India to gain wealth, spread Islam, and expand his empire.
4. The Pratihara kingdom was at its peak under the rule of Mihir Bhoja (836-90 CE). Bhoja, the Great, He expanded the kingdom to the east and conquered Punjab, Awadh, Malwa, and Gujarat. He also conquered Kanauj which later became their capital. The trade relations between the Pratiharas and Central Asia prospered. It resulted in the strengthening of the army and cavalry. The son of Mihira Bhoja was also a powerful king.
5. The word 'Rajput' means 'son of a king'. They were the kshatriya, as believed by historians. The Rajputs are considered to be the descendants of the Sun Dynasty (Suryavanshi) or the Moon Dynasty (Chandravanshi). However, it is supposed that the Rajputs descended from the Central Asian groups such as, the Sakas, Huns, and Kushans. The Rajput was famous for their courage, self-respect and power. There were 36 clans in Rajputs.

E. Answer in brief:

1. After the death of Prithviraj Chauhan, Muhammad Ghori became the master of the Delhi region and eastern Rajasthan. He was the founder of Turkish rule in India. He also defeated Jaichandra of Kanauj in 1194 CE. The Turkish rule got extended over the Ganga-Yamuna Doab, Bihar and Bengal, between 1192 CE and 1206 CE. After conquering the provinces, Muhammad Ghori did not stay in India. He left the provinces in the hands of his slaves who acted as his regional governors. They set up the Delhi Sultanate.

2. After the first and second battles of Terrain, the Ghurid armies captured fort and attacked Ajmer. Prithviraj Chauhan was defeated and executed, and the Ghurids established Islamic rule in the region.

3. Kingdoms of Rajputs

The word 'Rajput' means 'son of a king'. They were the kshatriya, as believed by historians. The Rajputs are considered to be the descendents of the Sun Dynasty (Suryavanshi) or the Moon Dynasty (Chandravanshi). However, it is supposed that the Rajputs descended from the Central Asian groups such as, the Sakas, Huns, and Kushans. The Rajput was famous for their courage, self-respect and power. There were 36 clans in Rajputs.

The Pratiharas

The Pratiharas founded the state of Marwar in Rajasthan. They were also known as Gurjara Pratiharas. They came to power mainly during the rule of Nagabhata I (750-80 CE), who defeated the Arabs who wanted to seize Malwa.

The Palas

The Palas ruled over the states of Eastern India including Bengal, Bihar, parts of Odisha, and Nepal. Gopala was the founder of the Pala dynasty. He was elected as king in 750 CE by the various chieftains of the state. The Palas followed a policy of territorial expansion. They had to face problems with the Pratiharas and the Rashtrakutas. The son of Gopala was Dharampala who fought against Pratiharas and Rashtrakutas.

The Rashtrakutas

In Sanskrit the word 'Rashtra' means territory and 'kuta' means chieftain. The Rashtrakutas were chieftains in Central India before assuming the position of an independent ruling dynasty in the Deccan. Dantidurga (752-56 CE) was the founder of the dynasty.

The Chahamanas

The Chahamanas were also known as Chauhans. They originated from Amber in Rajasthan. During the 12th century CE, the Chauhans ruled over Delhi, Ajmer, and Ranthambore. The glorious phase for the Chauhans began under Prithviraj Chauhan (1169-92 CE). He was the last Rajput king to sit on the throne of Delhi. His kingdom included much of the presentday Rajasthan, Haryana, parts of Uttar Pradesh, and Punjab.

The Chandelas

They were the rulers of Bundelkhand. It extended from River Jamuna in the North to Narmada in the South. The most powerful ruler of this dynasty was Yasovarman. The last Chandela ruler fought against Qutub-ud-din Aibak (1202) and got defeated. Thus the kingdom moved into the hands of Muslims.

4. The Chola dynasty was divided into provinces called mandalams which have princes as their governors. The mandalams were divided into districts called valanadu and valanadus were further divided into the groups of villages known as nadu. Each nadu was further divided into villages. The nadu was formed by a group of villages consisting of peasant families or vellalas. The kings gave land grants to brahmana scholars and temples called brahmadeya during the Cholas' rule, due to which the nadu expanded. There assemblies in the villages became the gathering of all adult male members. The brahmana village assembly was known as the sabha, while the vellala or non-brahmana village assembly was known as the ur. The sabha provided information to the king's government regarding to measurement of the land that was under cultivation, assessing the amount of tax payable by each person and collecting the revenue. There people can give of grains or cash as the mode of payment by the people. The sabha maintained roads, temples, and water tanks, and settled all the disputes of land, water, and irrigation. The Sabha was also responsible for making irrigation canals. Thanjavur, the capital of the Cholas, the granary of the South was

made by the great anicut across the Kaveri River. Trade with commerce prospered during this period along with the good networking of roads. All these developments made Valanadu. It was named after the king responsible for its creation. The valanadu had its own administrative machinery consisting of revenue officials and assessors.

5. South-East Asia and China were the major trading countries with the Cholas.

Kaveripattinam and Nagapattinam were the chief ports. The major trading items were glassware, camphor, cotton goods, brocades, ivory, sandalwood, perfumes, and precious stones. For another 100 years, the Cholas ruled over the south, until they got weakened by the Chalukyas due to continuous wars. The Pandyas of Madurai, the Yadavas of Devagiri, the Hoysalas of Halebid, and the Kalkatiyas of Warangal took the places of the Cholas.

Chapter-3: Sultans of Delhi

A. Multiple Choice Questions:

1. (a) 2. (c) 3. (d) 4. (a) 5. (d) 6. (a)

B. Fill in the blanks:

1. Razia Sultan 2. Alauddin Khilji 3. Zabt
4. Timur 5. Ghiyasuddin Tughlaq and Muhammad Bin Tughlaq

C. Write 'T' for true and 'F' for false:

1. T 2. F 3. T 4. T 5. F

D. Very short answer type questions:

1. Dagh and Chehra were system of identification and branding used by the military of Allauddin Khilji.
2. The Mamluk Dynasty was established by Qutb ud-Din Aibak.
3. Firozpur was founded by Feroz Shah Tughlaq.
4. No, Muhammad Bin Tughlaq's decision to shift his capital from Delhi to Daulatabad was not a success; it is widely considered a failure due to logistical issues, public discontent, and economic hardships that arose from the move, forcing him to eventually move the capital back to Delhi.
5. A karkhana was a manufacturing unit or factory that was used during the sultans and Mughals period.

E. Answer in brief:

1. Timur, a Mongol ruler, ruled over a large empire in central Asia. He invaded India and plundered Delhi. Thousands of people were massacred by his army and he left the country with a huge booty. With the booty he collected from here, he beautified his capital Samarkand by constructing elegant buildings, splendid palaces and mosques. Before departing Delhi, Timur appointed Khizr Khan as his deputy in India who founded the Sayyid Dynasty in the country.
2. The court of Delhi Sultan was a ceremonial court because it was a place where the Sultan conducted elaborate rituals and ceremonies to showcase his power and authority.
3. Mohammad bin Tughlaq issued token currency – the coins of brass and copper were minted whose value were equal to gold and silver coins. This experiment failed because during his time, most of the citizens were gold-smiths and hence they knew how to make fake coins.
4. Iltutmish, the then ruler, nominated his daughter Razia Sultan as his successor because she was considered the most capable and intelligent of his children, demonstrating strong leadership qualities even while managing state affairs during his absence, despite the societal norms that typically excluded women from the throne; essentially, her merit and abilities outweighed her gender in his eye.
5. To maintain control over his empire, Alauddin Khilji implemented several strict policies including: confiscating wealth from nobles, establishing a vast spy network, banning social gatherings without permission, controlling market prices, and heavily taxing the population, effectively reducing the power of the aristocracy and ensuring loyalty to the Sultan; he also built a new fortified city called Siri to house his military and protect the capital from potential rebellions.

Chapter-4: The Great Mughals

A. Multiple Choice Questions:

1. (d) 2. (b) 3. (b) 4. (b) 5. (b)

B. Fill in the blanks:

1. Hall of prayer 2. Rana Pratap 3. Mnasabdari system

4. Humayun, Sher Shah Suri

C. Write 'T' for true and 'F' for false:

1. F 2. F 3. T 4. T

D. Write short note on the following:

1. Tuzuk-i-Babari is an autobiography of Babar. It was written by Babur himself in the Turkish language also known as the Chagatai language that was his mother tongue. Baburnama is the Persian version of Tuzuk-i-Babari. It was translated into Persian in the reign of Akbar.
2. In his eagerness to learn about different religions, Akbar built a hall of prayer at Fatehpur Sikri in 1575 known as the Ibadat Khana. At this place, he invited selected mystics, intellectuals and theologians, and held discussions on religious and spiritual themes
3. Raja Todar Mal, as finance minister of Akbar, introduced a new system of revenue known as zabt and a system of taxation called dahsala. His revenue collection arrangement came to be known as the "Todarmal's Bandobast". He took a careful survey of crop yields and prices cultivated for a 10-year period 1570–1580.
4. Din-I-Ilahi was a spiritual leadership program at the time of the Mughal emperor Akbar in the year 1582., which mainly emphasized morality and kindness. Din-I-Ilahi is known as the 'religion of God' and it is known as the Divine faith or a spiritual belief of a syncretic religion.
5. The greatest achievement of Sher Shah was the revenue system. In mediaeval India, Sher Shah Suri was also well recognized as the “Father of administration” for his efficient administrative works and practices. Grand trunk road links multiple places in India.

E. Very short answer type questions:

1. Babur played a significant role in the war of Panipat. In 1527 AD, Babur defeated Rana Sangram Singh and took over Mewar, and gradually took other Rajput kingdoms like Ajmer, Gwalior, Marwar, and so on. After that, in 1529 AD, Babur took over Bengal, Assam, Bihar, Orissa by defeating the Afghans.
2. The Mughal war of succession of 1658–1659 was a war of succession fought between the four sons of Shah Jahan: Aurangzeb, Dara Shikoh, Murad Bakhsh, and Shah

Shuja, in hopes of gaining the Mughal Throne. Prior to the death of Shah Jahan, each of his sons held governorships during their father's reign.

3. The Mughal Empire declined due to a combination of factors, including weak leadership, economic decline, and military defeats.
4. Akbar's religious policy was remarkable because he actively promoted religious tolerance, abolishing the Jizya tax on non-Muslims, allowing freedom of worship for all faiths, and even establishing a new religion called "Din-i-Ilahi" which incorporated elements from various religions, signifying his belief in unity among different faiths; this approach was significantly different from many other rulers of his time who often favoured one religion over others.

F. Answer the questions in Brief:

1. A key "silent feature" of Sher Shah's administration was his emphasis on efficient land revenue collection through a detailed land survey and classification system, where the state's share was clearly defined and collected without excessive burden on farmers, thus minimizing unrest and ensuring stability without overt pronouncements or grand displays of power.
2. Akbar rose to power and proved to be an extremely powerful leader. Akbar conquered and gained supremacy over North and Central India by capturing Lahore, Punjab, Multan, and Ajmer. He also annexed the Gwalior Fort and Gondwana from the Hindu rulers.
3. Aurangzeb's religious policy was to enforce Islamic law and customs, and to discriminate against Hindus and other non-Muslims. His policies are considered to have contributed to the decline of the Mughal Empire.
4. The main feature of the Mansabdari system was a hierarchical ranking system implemented by the Mughal emperors, where every official, known as a "Mansabdar," was assigned a specific rank based on their position and responsibility, determining their salary and the number of cavalymen they were required to maintain, essentially forming the backbone of the Mughal military and civil administration; this system was not hereditary and allowed for mobility based on merit and loyalty to the emperor, with the ability to assign civil or military duties as needed.

Chapter—5: Tribal Communities

A. Multiple Choice Questions:

1. (c) 2. (d) 3. (a) 4. (a) 5. (d)

B. Fill in the blanks:

1. Shifting 2. Nomads 3. Rice 4. Akbar nama 5. Banjaras

C. Write 'T' for true and 'F' for false:

1. T 2. F 3. T 4. T

D. Very short answer type questions:

1. Some tribal groups in Eastern India include: Santhal, Munda, Oraon, Ho, Birhor, Kharia, Juang, Khond, Bhumij, all primarily found in states like Jharkhand, Odisha, West Bengal, and Bihar.
2. Two powerful tribal groups from the medieval period in India were the Gonds and the Ahoms
3. The Ahoms are descended from the Tai people, who originated in southern China. The Ahoms are an ethnic group from Assam and Arunachal Pradesh.
4. The three states where the Gond tribe primarily lives in India are Madhya Pradesh, Maharashtra, and Chhattisgarh.
5. The Jats are an ethnic group that originated in the Indus Valley and migrated to northern India and Pakistan over thousands of years. Their origins are controversial, and there are multiple theories about their ancestry.

E. Answer the questions in brief:

1. Common features of all tribes generally include: a shared sense of identity and unity within the group, a distinct language or dialect, strong kinship ties, a communal land ownership system, a unique cultural practice, a defined geographical territory, and a political structure often led by a chief or elder, with decision-making based on collective consensus.
2. Changes in the Society: During the medieval period, the society was dominated by Turks, Afghans and Mughals. This class also included Rajas and zamindars. They were rich. Zamindars were mainly involved in the revenue collection. The middle class included teachers, merchants, mansabdars, etc. Their lifestyle was filled with

good food, good house and good income. The lower class included skilled workers, peasants, artists, etc. They were considered as the poor segment of the society.

Change in Education and Customs: As the time passed, the tribal group acquired new culture and changed their Life style. They underwent changes in dress, food, marriage customs, etc. eg. Achkan and Salwar were adopted by the Hindus. Education also became open to all classes of society.

3. The tribal people were engaged in agriculture, herding, hunting and gathering. They depended on the natural resources and the region they lived in. While some tribes settled down at some suitable places, others maintained a nomadic style and moved from place to place in search of food. Even amongst the settlers, there were people following some other professions. They travelled from place to place, selling their goods or entertaining people with songs, folk dances and folk tales.
4. The Ahoms introduced an administrative system which was quite new to the people of this land. It was a form of government of hereditary monarchy with a council of ministers and a great council of nobles and officers of the state to give general guidance to the king in all matters of major importance to the state.
5. A nomadic tribal group lives a lifestyle where they move from place to place, usually following a seasonal pattern, in search of food, water, and grazing land for their livestock, relying heavily on their animals for sustenance and transportation, and often having a strong connection to the natural environment and a unique cultural identity with traditions passed down through generations; they typically do not have a permanent home or settlement, instead dwelling in temporary shelters like tents or yurts depending on the climate and region they inhabit.

Chapter-6: Religious Belief: Bhakti and Sufi Moments

A. Multiple Choice Questions:

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (a) | 2. (a) | 3. (c) | 4. (d) | 5. (a) |
|--------|--------|--------|--------|--------|

B. Fill in the blanks:

- | | | | |
|--------------|-----------|-------------|------------|
| 1. Ramananda | 2. Persia | 3. Iranians | 4. Dargahs |
|--------------|-----------|-------------|------------|

C. Write 'T' for true and 'F' for false:

- | | | | | |
|------|------|------|------|------|
| 1. T | 2. T | 3. T | 4. T | 5. F |
|------|------|------|------|------|

D. Very short answer type questions:

1. Like Kabir, Guru Nanak also stressed on the worship of one God. Through the hymns he composed, he preached true devotion to God as the only path to salvation. He also believed that only a Guru can lead people onto the path of Bhakti. He advised people to help the needy and lead an honest life. He denounced caste and class differences and preached equality. He started Guru Ka Langar or public kitchen. People from all castes and religions were allowed to participate in the Langar.
2. According to Guru Nanak, the three principles that form the essence of life are:
Naam japna: Remembering God through meditation
Vand chakko: Selflessly serving others, sharing income and resources
Kirat karo: Earning an honest living
3. Ramanuja's theory of Bhakti emphasizes a personal, loving devotion to God (Vishnu) as a means to liberation, while Shankaracharya's approach focuses on attaining liberation through knowledge (Jnana) by realizing the non-dual nature of the individual soul (Atman) and Brahman, viewing God as an impersonal absolute, making Ramanuja's Bhakti more personal and emotionally charged compared to Shankaracharya's more intellectual path to liberation.
4. Chaitanya Mahaprabhu (1486-1534) was a Hindu saint and leader of the Bhakti movement in Bengal. He is known for popularizing the worship of Krishna through song, dance, and the chanting of holy names.

E. Answer the questions in brief:

1. Guru Nanak Dev, the founder of Sikhism, is known for his extensive travels across India, the Middle East, and Central Asia, spreading his message of divine unity and equality, most notably reaching the holy cities of Mecca and Medina during one of his journeys, where he famously challenged the prevailing religious norms by intentionally placing his feet towards the Kaaba, demonstrating his belief that God is omnipresent and can be found everywhere; this act is considered a significant moment in his teachings about religious tolerance and universality.
2. The Chishti Silsila is a Sufi brotherhood of Sunni Muslims that originated in Afghanistan and spread to India and South Asia. It is one of the oldest and most influential Sufi orders in the world.

3. Sant Meerabai, was a **16th-century Hindu mystic poet and devotee of Krishna**. She is a celebrated Bhakti saint, particularly in the North Indian Hindu tradition.
4. Selfless love and devotion are the means to come close to god. Purity of heart and mind is important.
 - a. Selfless love and devotion leads us nearer to God. Purity of heart and mind is important. God cannot be found by ceremonies, rituals, sacrifices or renouncing the world.
 - b. All human beings are equal. God has not created high or low castes.
 - c. All religions lead to one God.
 - d. Helping the needy and fellow human beings is the true service to God.
 - e. Knowledge is an essential part of Bhakti which can be gained only through a teacher (guru).
 - f. Devotional music and hymns are the best ways to express our Bhakti.
5. Kabir was a prominent Indian mystic poet and saint from the 15th century, renowned for his teachings on the unity of God, advocating for social equality by criticizing caste systems and religious rituals, and promoting devotion to a formless, all-pervading divine being through the Bhakti movement; his life was marked by a strong emphasis on inner spirituality and a rejection of outward religious practices, often expressed through simple couplets called "dohas".

Key points about Kabir's life and teachings:

- **Background:**

Kabir was born in Varanasi, India, into a Muslim weaver family. He was initiated into the Bhakti tradition by the Hindu saint Ramanand, which significantly influenced his philosophy.

- **Core Belief:**

Kabir believed in a single, formless God, referring to him as "Ram" or "Allah" depending on the context, emphasizing that the ultimate reality is beyond names and forms.

- **Social Reform:**

He strongly condemned the caste system, criticizing the discriminatory practices against lower castes prevalent in Hindu society.

- **Criticism of Rituals:**

Kabir rejected meaningless religious rituals and idol worship, advocating for a path of devotion based on inner purity and good deeds.

- **Teachings of Unity:**

He actively promoted Hindu-Muslim unity, seeing both religions as paths to the same divine source.

- **Literary Expression:**

Kabir's teachings are primarily found in his poems, often written in simple language and presented as "dohas" (couplets).

Some key aspects of Kabir's teachings:

- **Bhakti Yoga:**

Kabir emphasized the importance of "Bhakti" (devotion) as the primary means to attain liberation.

- **Nirgun Bhakti:**

Unlike many other Bhakti saints, Kabir focused on a formless, attribute-less God ("Nirgun") rather than a specific deity with attributes.

- **Equality of All Beings:**

He taught that all living beings are equal in the eyes of God, regardless of caste or religion.

- **Ethical Living:**

Kabir stressed the importance of leading a moral life with compassion and kindness.

Chapter-7: The Flowering of Regional Culture

A. Multiple Choice Questions:

1. (b) 2. (d) 3. (d) 4. (c) 5. (d)

B. Fill in the blanks:

1. Sanskrit 2. Prithvirajraso 3. Sanskrit, Prakrit 4. Kathak

C. Write 'T' for true and 'F' for false:

1. F 2. F 3. T 4. T 5. T

D. Very short answer type questions:

1. During the early medieval period in India, the most important languages

were Sanskrit, Tamil, Telugu, Kannada, and the emerging regional languages like Marathi, Bengali, and Gujarati which developed from the Apabhramsa dialect, with significant literary contributions from South Indian languages like Tamil, Telugu, and Kannada gaining prominence.

2. Braj bhasha and Awadhi

3. Two well-known saint points in Maharashtra during the medieval period are Pandharpur, associated with Saint Vitthal (Vithoba), and Alandi, the site of Saint Dnyaneshwar's samadhi; both are significant locations for the Warkari Bhakti tradition.

4. The author of Kathasaritsagara, or rather its compiler was Somadeva, the son of Rāma, a Śaiva Brāhman of Kashmir.

5. The Pratihara style of painting and architecture was known for its sculptures, carved panels, and open pavilion style temples. The style was characterized by intricate carvings and ornamentation, particularly in temples and palace

E. Answer the questions in brief:

1. Mughal paintings represent a fusion of Persian, Indian, and European styles of art. They combine miniature traditions of Iran and Central Asia with local Indian traditions. Mughal paintings are known for their lavish use of gold and vibrant colors. The bright pigments create a rich visual canvas.
2. Sanskrit was an important language for medieval Indian religious literature. Most pre-modern Hindu literature and philosophy was in Sanskrit and a significant portion of Buddhist literature was also written in either classical Sanskrit or Buddhist Hybrid Sanskrit.
3. Religious texts are useful as a source of history because they often provide detailed accounts of social, cultural, and political life during the time they were written, including information about major historical events, societal norms, beliefs, and leadership structures, even when not explicitly intended as historical records; however, it's important to consider their potential biases and interpretations when analyzing them as historical sources.
4. The primary classical dance of South India is Bharatanatyam, which originated in the temples and was mainly performed by "devadasis" (temple dancers), with key features

during the medieval period including expressive hand gestures (mudras), intricate footwork, storytelling narratives based on Hindu mythology, and a focus on devotion to deities through dance movements.

5. The primary dance form that flourished during the Sultanate period in India was Kathak; it developed under the patronage of the Delhi Sultanate, combining Hindu themes with Persian costume influences, and is characterized by intricate footwork, expressive eye movements, and storytelling through dance gestures.

Chapter-8: India in the Eighteenth Century

A. Multiple Choice Questions:

1. (c)
2. (b)
3. (d)
4. (b)
5. (b)

B. Fill in the blanks:

1. Jijabai
2. Later Mughals
3. Hyder Ali
4. Nanjaraja Wodeyar, Devaraja Wodeyar
5. Peshwa

C. Write 'T' for true and 'F' for false:

1. T
2. T
3. T
4. T
5. T

D. Very short answer type questions:

1. Hyder Ali was the father of Tipu Sultan.
2. The Peshwa led the Maratha Empire from 1713 to 1761. The Peshwa was the chief minister of the Maratha Empire.
3. Following Aurangzeb's death, the Mughal Empire rapidly declined due to a power struggle among his sons, leading to internal strife among nobles, the emergence of regional kingdoms, and a significant weakening of central control, effectively marking the start of the fragmentation of the empire into various independent states; the Mughal court became increasingly influenced by powerful nobles who fought for power and control over territories, further contributing to the decline.
4. Murshid Quli Khan was the founder of Bengal, an independent state. From 1717 to 1727, Murshid Quli Khan, also known as Mohammad Hadi and born Surya Narayan Mishra, was the first Nawab of Bengal. Haji Shafi, a Mughal nobleman, purchased Murshid Quli Khan.

E. Answer the questions in brief:

1. The Maratha Empire grew under Peshwa Bajirao I (1720-1740) due to his military campaigns, alliances, and establishment of a confederacy among Maratha chiefs.

Military campaigns

- Bajirao fought in many battles, including the Battle of Palkhed (1728), the Battle of Delhi (1737), and the Battle of Bhopal (1737).
- The Marathas conquered much of the Indian subcontinent, from the Deccan Plateau to the Ganges Valley.
- They also established a navy and conquered the Konkan coast and the Maldives.

Alliances

- Bajirao formed alliances to expand the Maratha Empire.
- He established a confederacy among the Maratha chiefs, giving each chief autonomy to govern their own territory.

Administrative reforms

- Bajirao shifted the administrative capital from Satara to Pune in 1728.
- He repaired the weakened administration, treasury, and accounts of the Maratha Empire.

2. In the 18th century, Rajput power saw a period of relative autonomy due to the decline of the Mughal Empire, allowing them to expand their territories and assert more control within their kingdoms; however, their major weakness remained the internal conflicts and political fragmentation between different Rajput states, which prevented them from forming a united front against external threats, particularly from the rising Maratha power.

Key points about Rajput growth in the 18th century:

- **Mughal decline:**

As the Mughal Empire weakened, Rajput rulers like those of Mewar, Marwar, and Amber gained more independence and expanded their territories.

- **Strategic alliances:**

Some Rajput states formed alliances with other regional powers like the Marathas to counter common enemies.

- **Internal conflicts:**

Despite their growing power, constant internal feuds and power struggles between different Rajput clans significantly weakened their collective strength.

Weaknesses of the Rajput power in the 18th century:

- **Political fragmentation:**

The Rajput states were divided into numerous small kingdoms, each with its own ruler, making it difficult to coordinate a united response against external threats.

- **Lack of centralized leadership:**

The absence of a single powerful Rajput leader to unite the various states left them vulnerable to manipulation by other powers.

- **Feudal system:**

The feudal structure within Rajput kingdoms, with power distributed among various nobles, often led to internal conflicts and hampered effective decision-making.

- **Outdated military tactics:**

While known for their valor, the Rajput armies often lacked modern weaponry and strategies, which put them at a disadvantage against more advanced forces like the Marathas.

- **Maratha influence:**

The rising power of the Marathas posed a significant challenge to the Rajputs, often forcing them to pay tribute or face military confrontations.

3. Following the decline of the Mughal Empire, the regions of Bengal, Hyderabad, and Awadh emerged as significant independent powers, with their respective leaders consolidating authority by effectively managing local administration, military strength, and economic resources, effectively establishing themselves as de facto rulers while maintaining a nominal allegiance to the weakened Mughal emperor; key figures in this process were Murshid Quli Khan in Bengal, Nizam-ul-Mulk Asaf Jah in Hyderabad, and Saadat Khan in Awadh.

4. Ranjit Singh, also known as the "Lion of Punjab," is recognized as a significant conqueror who unified the fragmented Sikh misls in Punjab, establishing a powerful Sikh Empire, and is lauded for his administrative skills as a ruler, marked by military reforms, economic prosperity, and religious tolerance during his reign; he consolidated his territory through strategic conquests, including capturing Lahore, Amritsar, and expanding his domain to encompass Kashmir, Peshawar, and Multan, while also maintaining a delicate balance with the British East India Company through diplomacy and treaties.

5. Shivaji Bhosale, founder of the Maratha Empire, played a significant role in expanding his territory through strategic military campaigns, primarily by capturing key forts in the Deccan region, while also engaging in a complex relationship with the Mughal Empire, initially resisting their rule but later becoming a Mughal vassal for a brief period, even providing military support to the Mughals in exchange for recognition of his territory; however, he eventually rebelled and continued to expand his domain against Mughal control.

Key points about Shivaji's role:

- **Military Prowess:**

Shivaji was renowned for his guerilla warfare tactics, effectively utilizing the mountainous terrain of the Western Ghats to ambush and defeat larger Mughal forces.

- **Fort Capture:**

He focused on capturing strategically important forts like Raigad, which served as his capital, and others throughout the Deccan, solidifying his control over the region.

- **Naval Power:**

Recognizing the importance of sea power, Shivaji built a Maratha navy, enabling him to raid Mughal coastal towns and trade routes.

Relationship with the Mughals:

- **Early Resistance:**

Initially, Shivaji actively resisted Mughal expansion, engaging in battles against Mughal governors and expanding his territory at the expense of the Deccan Sultanates.

- **Treaty of Purandar:**

After facing significant Mughal pressure, Shivaji was forced to sign the Treaty of Purandar (1665), where he agreed to become a Mughal vassal and surrendered some territories.

- **Brief Mughal Service:**

As part of the treaty, Shivaji temporarily served the Mughal Emperor Aurangzeb and even visited the Mughal court at Agra.

- **Escape from Agra:**

However, Shivaji managed to escape from Agra and resumed his resistance against the Mughal empire, further expanding his domain.

Legacy:

- **Hindu Resistance Symbol:**

Shivaji is widely considered a symbol of Hindu resistance against Mughal rule, admired for his strategic brilliance and ability to challenge a much larger empire.

- **Administrative Reforms:**

Besides military prowess, Shivaji established a strong administrative system with a council of ministers, known as the "Ashta Pradhan Mandal," which contributed to the growth of the Maratha empire.

Unit -2 Geography

Chapter-1: Our Environment

A. Multiple Choice Questions:

- 1.(d) 2. (c) 3. (b) 4. (d) 5. (d)

B. Fill in the blanks:

- 1.lithosphere 2. Waste material, environmental pollution, damages
3. Plants and animals 4. Environment 5. Biotic and abiotic

C. Write ‘T’ for true and ‘F’ for false:

1. T 2. T 3. T 4. F 5. T

D. Very short answer type questions:

- 1.The lithosphere is the solid, outermost layer of the Earth, made of the crust and upper mantle.
2. Surroundings or conditions under which an individuals or organisms exists is termed as environment.
3. Life exists in Biosphere.
4. The layer of the Earth's atmosphere that acts as a protective layer is the stratosphere, specifically the "ozone layer" within it, which shields life on Earth by filtering out harmful ultraviolet (UV) radiation from the sun.
5. An ecosystem is the central feature of ecology because it's a community of living and non-living things that interact with each other and their environment.

E. Answer the questions in brief:

1. Natural environment has two components:
 - (i) Land, water, air etc. which form the physical environment.
 - (ii) plants and animals which form the biological environment. These are termed domains or realms of the earth.
 - (a) The solid crust of the earth is called LITHOSPHERE.
 - (b) The water bodies on the earth’s surface together form the HYDROSPHERE.

(c) The layer of air around us is called the ATMOSPHERE.

(d) The living world where land, water and air interact with each other to support life is called the BIOSPHERE

2. The lithosphere is very important for us because it provides us with forests, grasslands, agricultural lands and lands for human settlements. It is also a rich source of minerals and power resources.

3. Environment studies is all about learning the way we should live and how we can develop sustainable strategies to protect the environment. It helps individuals to develop an understanding of living and physical environment and how to resolve challenging environmental issues affecting nature

4. Humans are often considered the most important part of the environment because of their unique ability to reason, adapt, and actively shape their surroundings through technology and conscious decision-making, allowing them to significantly impact the ecosystem, both positively by conservation efforts and negatively through resource depletion and pollution; essentially, humans are the only species with the capacity to understand and manage their relationship with the environment on a large scale.

5. To protect the environment, efforts should include: reducing waste by recycling and reusing, buying local products to minimize transportation impact, eating less meat, avoiding single-use plastics, conserving water and electricity, using energy-efficient appliances like LED light bulbs, supporting sustainable food sources, and actively practicing environmental stewardship by making conscious choices in daily life.

6. The mixture of gases which envelops the earth is called the atmosphere. It is a thin layer of air surrounding the earth. It comprises of a number of gases, dust and water vapour. The weather and the climatic changes take place in the atmosphere. The gravitational force of the earth prevents the air from escaping. The atmosphere is very useful for all living beings. Besides providing oxygen, essential for survival, it also protects the earth from the harmful ultra-violet rays and the scorching heat of the Sun.

7. Earth is called a unique planet because it has the right conditions for life, including water, air, and temperature. It's also the only planet in our solar system that's known to support life.

Chapter-2: Inside Our Earth

A. Multiple Choice Questions:

- 1.(a) 2. (b) 3. (c) 4. (b) 5. (b)

B. Fill in the blanks:

- 1.crust 2. Lithosphere 3. Molten Magma 4. 5.51 g/cm³ 5. Rock Cycle

C. Write 'T' for true and 'F' for false:

- 1.F 2. F 3. F 4. F 5. T

D. Very short answer type questions:

1. The mantle lies beneath the crust. It is about 2,891 kms thick. It lies between the crust and core. It is solid in nature. It mainly contains dense silicate rocks. It is divided into two parts: upper mantle and lower mantle. The average density of mantle varies in 3.4 to 5.4 g per cubic cm.
2. Wind and water carry the smaller pieces of igneous rocks into piles called sediment beds
3. The crust is the solid outermost layer of the earth.
4. The change of one type of rock into another in a cyclic manner is known as rock cycle.
5. **Igneous Rock:** Igneous rocks are associated with volcanic eruptions. The rocks which are buried deep inside the earth melts due to high pressure and temperature. The molten rock runs upon in form of magma (eg. during volcanic eruption). These rocks are made up of minerals like quartz, feldspar and mica. Basalt is a fine-grained igneous rock. They are formed when magma cools down and solidifies.

Sedimentary Rocks: Sedimentary rocks are formed from eroded fragments of other rocks, pebbles and from the remains of plants or animals. The fragments accumulate in low-lying areas—lakes, oceans, and deserts—and then are compressed back into rock by the weight of overlying materials. Sandstone, limestone and coal are the example of sedimentary rocks.

F. Answer in brief:

1. The process of conversion of one type of rock into another under certain specific condition that involves recycling of a rock is called rock cycling. Essentially the rock cycle is the process that makes and recycles rocks.

2. Metamorphic rocks are sedimentary or igneous rocks that have been transformed by pressure, heat, or the intrusion of fluids. The heat may come from magma or hot water which intrudes via hot springs. Metamorphic rocks have a layered structure. These rocks are very hard and strong. For example, marble and gneiss. These rocks have high specific gravity. These rocks are hard and do not have empty spaces in them
3. In geology, a rock is a naturally occurring solid aggregate of one or more minerals. For example, the common rock granite is a combination of the quartz, feldspar and biotite minerals. The Earth's outer solid layer, the lithosphere, is made of rock. Rocks have been used by mankind throughout history. From the Stone Age, rocks have been used as tools by the early man. Three major groups of rocks are defined: igneous, sedimentary, and metamorphic. The scientific study of rocks is called petrology, which is an essential component of geology
4. The process of conversion of one type of rock into another under certain specific condition that involves recycling of a rock is called rock cycling. Essentially the rock cycle is the process that makes and recycles rocks Most rocks on earth began as igneous rocks. Let's trace a possible rock cycle for newly formed igneous rocks. Igneous rocks are formed from magma. Magma cools and solidifies into rock. When igneous rocks are exposed on the surface, time and weather break the rock down into smaller and smaller pieces. This process is called weathering and erosion. Wind and water carry the smaller pieces of igneous rocks into piles called sediment beds. Over a period of time, the sediment beds get buried and the pieces of rock become cemented together to form a new type of rock called a sedimentary rock. If sedimentary rock is exposed at the surface, it can be eroded away and eventually changed into new sedimentary rock. However, if sedimentary rock gets buried deep into the Earth, heat and pressure essentially bake the rock, changing into a new rock form. This process is called metamorphosis, and the new rock is called a metamorphic rock. Metamorphosis can happen to igneous rocks as well. Metamorphic rocks can also undergo weathering and erosion and can eventually change into sedimentary rocks. Or, if metamorphic rock is forced deeper into the Earth, the rock can melt and become magma. If the magma cools and hardens, it changes to igneous rock. Igneous rocks and sedimentary rocks can also be forced deep into the earth and melt into magma. Once magma cools,

it forms igneous rocks. In short, the rock cycle is the name for the processes that forms and recycles the different types of rocks on our planet. Rocks begin the cycle as igneous rocks, erode into sedimentary rocks then change into metamorphic rocks; finally, the rocks melt back to magma and start the process again.

5. Sedimentary rocks are used in building materials such as those used in building of a house

G. Distinguish the following:

1. **Minerals:** The basic ingredients of earth's crust are known as elements. There are 90 known elements that exist in the Earth's crust. These elements combine with one another in a number of natural ways, creating molecules known as minerals. There are around 3,700 known minerals found in the Earth's crust, with dozens of new minerals being discovered each and every year. These minerals combine to form crystals in regular and distinct patterns.

Rocks: In geology, a rock is a naturally occurring solid aggregate of one or more minerals. For example, the common rock granite is a combination of the quartz, feldspar and biotite minerals. The Earth's outer solid layer, the lithosphere, is made of rock. Rocks have been used by mankind throughout history. From the Stone Age, rocks have been used as tools by the early man

2. **Crust:** It is the outermost layer of the earth. It is also called lithosphere. It is about 45 km thick. It is divided into two parts namely oceanic crust and continental crust. The oceanic crust extends upto 10 kms under the oceans. The continental crust extends upto 35 km. The density of earth's crust is approximately 2.9 gram per cm³. Rocks such as basalt, silicic rocks.

Core: The core lies in below the mantle. It is also known as Baryosphere. It is divided into two parts namely Outer core and inner core. The outer core is about 2, 260 km thick, whereas the inner core is about 1,220 km. The average density of core varies in between 12.8 and 13.1g per cubic cm.. It mainly contains metal like iron, nickel.

3. **Igneous Rock:** Igneous rocks are associated with volcanic eruptions. The rocks which are buried deep inside the earth melts due to high pressure and temperature. The molten rock runs upon in form of magma (eg. during volcanic eruption). These

rocks are made up of minerals like quartz, feldspar and mica. Basalt is a fine-grained igneous rock. They are formed when magma cools down and solidifies.

Metamorphic rocks: Metamorphic rocks are sedimentary or igneous rocks that have been transformed by pressure, heat, or the intrusion of fluids. The heat may come from magma or hot water which intrudes via hot springs. Metamorphic rocks have a layered structure. These rocks are very hard and strong. For example, marble and gneiss. These rocks have high specific gravity. These rocks are hard and do not have empty spaces in them.

Chapter-3: Our Changing Earth

A. Multiple Choice Questions:

- 1.(b) 2. (b) 3. (a) 4. (a) 5. (a)

B. Fill in the blanks:

- 1.beaches 2. Ganga-Brahmaputra delta 3. Delta
4. Coastal areas 5.erosion and deposition

C. Write 'T' for true and 'F' for false:

- 1.T 2. T 3. F 4. T 5. T

D. Very short answer type questions:

1. The movement of the Lithospheric plates is either slow or sudden. Slow movements result in the formation of mountains while sudden one cause earthquakes and volcanic eruptions.
2. Volcanic eruptions create many landforms, including craters, calderas, lava domes, volcanic plateaus, and mountains.
3. The major agents of gradation are rivers, wind, glaciers, and sea waves; essentially, any natural force that can erode, transport, and deposit rock material, including running water, moving ice, and air currents.

E. Answer in brief:

1. Gradation creates various landforms by the process of erosion, where natural agents like rivers, wind, glaciers, and waves break down and transport rock material, gradually shaping the Earth's surface by wearing down high areas and depositing sediments in low-lying areas, resulting in features like valleys, canyons, plains, sand

dunes, and coastal features depending on the agent involved; essentially "leveling" the landscape over time.

2. Wind action results in the formation of different land features primarily through erosion (wearing away of material) and deposition (depositing of transported material), creating features like sand dunes, deflation hollows, yardangs, and loess deposits, depending on the wind speed, direction, and the type of sediment available in the area; essentially, strong winds pick up loose particles, transport them over distances, and deposit them when their energy decreases, forming new landforms.
3. The main types of volcanoes are shield volcanoes, composite volcanoes, and cinder cone volcanoes.

Shield volcanoes

Description: Built from fluid lava flows, with gentle slopes and a dome-like shape

Examples: Kilauea and Mauna Loa in Hawaii

Composite volcanoes

Description: Also known as stratovolcanoes, these volcanoes have steep sides and are made from layers of lava, ash, and rock debris

Examples: Mount Fuji in Japan, Mount St. Helens and Mount Rainier in Washington

Cinder cone volcanoes

Description: Small, steep, circular or oval cones made from small fragments of lava

Examples: Form on their own or as flank vents on larger volcanoes

4. the major landforms formed by different natural forces include: river features like meanders, ox-bow lakes, floodplains, and deltas; sea wave features like sea cliffs, wave-cut platforms, beaches, and sea caves; wind-formed features like sand dunes, loess deposits, and mushroom rocks; and glacial features like U-shaped valleys, cirques, and moraines; each formed through processes of erosion and deposition by the respective agents like flowing water, sea waves, wind, and glaciers.
5. A river flows from mountains, plains and forms various features before submerging into the sea. Whereas, course of a glacier is confined to the mountains only. River contains water which is in liquid form and Glaciers contain ice which is in solid/semi-liquid form, due to which the features formed are different.

6. In coastal areas, common erosional features include sea cliffs, sea caves, sea arches, sea stacks, and wave-cut platforms, all formed by the constant pounding of waves against the shoreline, while depositional features include beaches, spits, barrier islands, sand bars, and tombolos, created by the deposition of sediment carried by waves and currents along the coast.

Erosional Features:

Sea cliffs:

Vertical rock faces carved by wave action, especially where the coastline is made of hard rock, leading to a steep drop from the land to the sea.

Sea caves:

Hollow chambers within cliffs formed by the constant wave erosion, often at the base of a cliff where waves can penetrate and wear away the rock.

Sea arches:

Formed when sea caves on either side of a headland erode further, eventually connecting to create an arch-like structure.

Sea stacks:

Isolated rock formations left behind when a section of a cliff erodes, creating a pillar-like structure in the water.

Wave-cut platform:

A flat, gently sloping surface at the base of a cliff, formed by the abrasive action of waves wearing down the rock.

Depositional Features:

Beaches:

A sloping coastal landform composed of loose sediment (sand, gravel) deposited by waves, typically found where the wave energy is reduced.

Spits:

A narrow strip of land extending from the mainland into the water, formed by the deposition of sediment carried by longshore drift.

Barrier islands:

Long, narrow islands parallel to the coastline, often made of sand and debris deposited by waves and currents, creating a protected lagoon behind them.

Sand bars:

A submerged ridge of sand deposited by currents, often parallel to the shoreline.

Tombolo:

A narrow ridge of sand connecting an island to the mainland or another island, formed by the deposition of sediment by waves.

How they are formed:

Wave action:

The primary force behind coastal erosion and deposition, where the energy of waves erodes cliffs and transports sediment to create beaches and other features.

Longshore drift:

The movement of sediment along the coast by waves breaking at an angle, leading to the formation of spits and other depositional features.

Tidal currents:

The movement of water due to the rise and fall of tides can also transport sediment and influence coastal landforms.

Rock type:

The composition and hardness of the rock along the coastline significantly affects the rate of erosion, with softer rocks eroding faster and creating more varied features.

Chapter-4: Air**A. Multiple Choice Questions:**

1. (c) 2. (b) 3. (a) 4. (b) 5. (d)

B. Fill in the blanks:

1. Decreases 2. Night 3. Chinook 4. Wind vane 5. Prevailing wind

C. Write 'T' for true and 'F' for false:

1. F 2. T 3. F 4. T 5. T 6. T

D. Very Short answer type questions:

1. The uppermost layer of the troposphere is called the tropopause. It's the boundary between the troposphere and the stratosphere.

2. The atmospheric layer that enables wireless communication is the thermosphere; specifically, the part of the thermosphere known as the ionosphere, which contains a high concentration of ions that reflect radio waves back to Earth, allowing for long-distance communication
3. Air pressure is measured in Pascals (Pa), which is the standard SI unit for pressure.
4. The hot, dry winds blowing in Northern India during summer are called "Loo".

E. Answer the questions in brief:

1. The primary factors affecting the temperature of a place include: latitude, altitude (elevation), distance from the sea, ocean currents, prevailing winds, land cover, and cloud cover; essentially, how much direct sunlight a location receives based on its position on Earth, its height above sea level, proximity to large bodies of water, and the movement of air masses around it.
2. The atmosphere is important for us because it provides the air we breathe, protects us from harmful radiation, and keeps the planet warm. Without it, life on Earth would not be possible.
3. Weather is the day-to-day atmospheric conditions, while climate is the average weather over a long period of time.
4. Planetary winds are called "permanent winds" because they blow consistently in the same direction throughout the year, without significant seasonal variations, covering vast areas of the Earth's surface, making them a constant and predictable wind pattern.
5. Air becomes wind when air masses move from areas of high air pressure to areas of low air pressure. This movement is caused by a combination of forces, including the pressure gradient force, the Coriolis force, and the uneven heating of the Earth by the sun.
6. The Earth's atmosphere is made up of five main layers: the troposphere, stratosphere, mesosphere, thermosphere, and exosphere.
7. There are broadly three types of winds: 1. Permanent winds 2. Seasonal Winds 3.

Local Winds

1. Planetary or Permanent Winds: These are winds which constantly blow in a particular direction throughout the year. Winds which blow from subtropical high pressure belts to equatorial low pressure belts are called trade winds. Winds

originating from subtropical high pressure belts and blowing towards sub-polar low pressure belt generally originate from the western direction and are called Westerlies.

Winds that blow from the polar high pressure belt to the sub-polar low pressure belt are called polar winds. The winds blow in both northern and southern hemispheres.

2. Seasonal Winds: These are winds which change their direction in different seasons during the year. They blow during a specific season. The monsoon winds in India blow during a particular season and bring rain to the whole country. They change their direction with the change of seasons.

3. Local Winds: Blowing only during a particular period of the day or year, these winds have some specific characteristics and blow over a small area e.g. Land and Sea Breeze. They are known by local names, e.g. Loo which are hot and dry local winds blowing in northern India in summer season. Sea winds are also local winds which develop due to differential heating of land and sea in the coastal areas.

8. Importance of water vapour in the atmosphere: It absorbs parts of the insolation from the sun and preserves the earth's radiated heat. It acts like a blanket allowing the earth neither to become too cold nor too hot. Water vapour also contributes to the stability and instability in the air.

Chapter-5: Water

A. Multiple Choice Questions:

1. (a) 2. (b) 3. (b) 4. (a) 5. (c)

B. Fill in the blanks:

1. Aquifer 2. wind 3. Full moon, new moon 4. Tsunamis 5. 71
6. iceberg

C. Write 'T' for true and 'F' for false:

1. F 2. T 3. T 4. F 5. T

D. Match the following:

- 1-(a), 2-(d), 3-(c), 4-(b)

E. Very short answer type questions:

1. The process by which water changes into vapor and circulates between the

lithosphere, atmosphere, and hydrosphere is called the water cycle or hydrological cycle.

2. Streams of water moving in a definite pattern are called ocean currents.
3. Giant waves caused by earthquakes in the ocean are called tsunamis.

F. Answer the questions in brief:

1. The hydrological cycle is the continuous movement of water on Earth, from the ground to the atmosphere and back again. It's also known as the water cycle.
2. Water is considered a renewable resource because it can be replenished through the water cycle. This cycle evaporates water from lakes, rivers, and oceans, and then returns it to the earth as rain.
3. The word "tsunami" is a Japanese word that means "harbor wave". It refers to a series of giant waves that are caused by earthquakes or volcanic eruptions under the sea.
4. The primary factors that give rise to ocean currents are: wind, Earth's rotation (Coriolis effect), temperature differences, salinity differences, and the topography of the ocean floor; essentially, the movement of water is driven by a combination of wind patterns, the Earth's rotation influencing the direction of water movement, and variations in water density due to temperature and salinity changes.
5. It's important to use water judiciously because water is a finite resource and it's essential for life on Earth. Using water wisely helps to ensure that there's enough water for everyone, and it also helps to protect the environment.
6. The main types of tides are diurnal (one high and low tide per day), semi-diurnal (two high and low tides per day), and mixed (two high and low tides of different heights per day); all caused by the gravitational pull of the moon and sun on Earth's oceans, creating bulges of water on the side facing the moon and the opposite side, resulting in high tides, while the areas between experience low tides; these different types of tides are important for understanding coastal dynamics, navigation, and fishing activities depending on the tidal range in a specific location.

7. ocean currents are flow of huge amount of water in a definite direction while the waves are the horizontal motion of water. Ocean currents can be caused by wind, density difference in water masses caused by temperature salinity variations, Gravity.
8. Ocean currents significantly influence climate by transporting heat from the equator towards the poles, regulating global temperatures, and impacting local weather patterns, which in turn affects economic activities like fishing, agriculture, and coastal development in a region by influencing the temperature, precipitation levels, and nutrient availability in coastal areas; warm currents can bring milder temperatures and support fisheries, while cold currents can lead to colder climates and potentially limit agricultural productivity.
9. Measures to conserve water:
 - **Fix leaks:** Fix leaky faucets and toilets. Even small leaks can waste a lot of water.
 - **Take shorter showers:** Limit the time you spend in the shower.
 - **Turn off the tap:** Turn off the tap while brushing your teeth or shaving.
 - **Use full loads:** Use full loads in the washing machine and dishwasher.
 - **Collect rainwater:** Collect rainwater for outdoor watering.
 - **Use water-efficient appliances:** When buying new appliances, look for ones with high water efficiency ratings.
 - **Use a displacement device:** Put a plastic bottle in your toilet tank to reduce the amount of water used to flush.
 - **Consider a small capacity toilet:** When replacing an old toilet, consider a smaller capacity model.
 - World Water Day is celebrated on March 22nd each year. It's a day to raise awareness about water conservation and sustainable water management.

Chapter-6: The Tropical and Sub -Tropical Region

B. Multiple Choice Questions:

1. (c) 2. (b) 3. (b) 4. (d) 5. (a)

C. Fill in the blanks:

1. Sunderbans 2. Carajas 3. Manioc 4. Piranha 5. Gangotri
6. Maranon river

D. Match the following:

1. (iv), 2-(ii), 3-(i), 4-(ii)

E. Very short answer type questions:

1. The Amazon River is the second longest river in the world, stretching about 6,400 kilometers.
6. Mountain areas have a sparse population due to harsh climates, steep slopes, and limited access to resources.
7. The Brahmaputra basin is primarily known for deposits of heavy minerals like ilmenite, zircon, rutile, magnetite, garnet, and quartz found within its river sands, with zircon, rutile, and ilmenite being the most valuable components of this mineral suite.
8. The main causes of river pollution are sewage, industrial waste, agricultural runoff, and improper waste disposal.
9. A primitive form of agriculture that causes deforestation.

F. Answer the questions in brief:

1. The climatic condition of amazon basin is hot and humid as it is tropical evergreen/rain forest. The trees don't shed their leaves at the same time. Thus, remain evergreen. Also it received heavy rainfall throughout the year.
2. Slash and burn agriculture is a farming method where trees and bushes are cut down and burned to clear land for growing crops. It's also known as shifting cultivation or jhum cultivation.
3. Life in the Amazon Basin is rapidly changing primarily due to increased accessibility through roads like the Trans-Amazon Highway, leading to deforestation, displacement of indigenous populations, and disruption of their traditional lifestyles, often driven by logging, mining, and agricultural expansion.

4. The Brahmaputra river flows through Tibet(China), India, and Bangladesh. It originates from the Chemayungdung ranges near Manasarovar of the Himalayas. After flowing through Tibet, it enters India at Bishing as 'Siang'. It is known as 'Dihang' in Arunachal Pradesh and 'Jamuna' in Bangladesh.
5. The Amazon Basin experiences a hot, humid, tropical climate with consistently high temperatures and heavy rainfall throughout the year, essentially creating a single wet season with minimal seasonal variation; this climate directly supports the lush, diverse, and dense rainforest vegetation characteristic of the region, with a vast array of trees, vines, and epiphytes adapted to the high humidity and abundant rainfall.
6. The Amazon Basin is often called a "gigantic zoo" because it boasts an incredibly diverse range of wildlife, including mammals like monkeys, jaguars, tapirs, and sloths, a vast variety of birds, insects, reptiles, and amphibians, making it one of the most biologically rich ecosystems on Earth, essentially acting like a massive natural enclosure for a huge variety of species.
7. The Ganga-Brahmaputra basin exhibits a diverse topography, ranging from the Himalayan foothills to vast plains, which directly impacts its vegetation, leading to a variety of plant life depending on the specific landform, with tropical deciduous forests dominating the plains, bamboo groves in the Brahmaputra valley, and coniferous trees in the higher altitudes of the Himalayas; essentially, the varied topography of the basin results in a diverse range of vegetation across different regions.
8. The primary distinction between the agricultural practices in the Ganga-Brahmaputra basin and the Amazon basin lies in the dominant crop types, with the Ganga-Brahmaputra basin primarily focused on rice and wheat cultivation while the Amazon basin relies heavily on shifting cultivation practices like slash-and-burn, producing staple crops like cassava and manioc, due to the vastly different climatic conditions and vegetation types in each region; additionally, the Amazon basin often incorporates agroforestry practices, integrating trees with crops, unlike the more intensive monoculture farming often seen in the Ganga-Brahmaputra basin.

Chapter-7 Life in the Deserts

1. Multiple Choice Questions:

- 1.(c) 2. (c) 3. (c) 4. (b) 5. (c)

B. Fill in the blanks:

1. Hemis Monastery 2. Milk and Transportation 3. Tuaregs and Bedouins
4. Plants 5. Mount Khasi

C. Write 'T' for true and 'F' for false:

1. T 2. F 3. F 4. F 5. T

D. Very short answer type questions:

1. The boundaries of Ladakh are:
 - a. **South:** Himachal Pradesh
 - b. **West:** Jammu and Kashmir and Gilgit-Baltistan
 - c. **North:** China
 - d. **East:** Tibet
 - e. **Far north:** The southwest corner of Xinjiang across the Karakoram Pass
2. The two main types of deserts are hot deserts and cold deserts.
3. The trees that grow in Ladakh include poplars, willows, and fruit trees like apricots and apples.
4. Ladakh is also known as Khapa-chan, which means "land of snow". It's also known as Little Tibet.
5. The Sahara Desert touches the following countries: Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Sudan, Tunisia, and Western Sahara.

E. Answer the questions in brief:

1. Flora: Vegetation in the Sahara desert includes cactus, date palms and acacia. We can find an oasis in some places. Fauna: The animal species found here are camels, hyenas, jackals, foxes, scorpions and many varieties of snakes and lizards.
2. The Sahara Desert contains many minerals, including iron, manganese, uranium, phosphates, oil, and natural gas.
3. The Tourism Industry accounts for more than 60% of the total revenue generated in Ladakh. More than half of the population of Ladakh is economically dependent,

directly or indirectly, on this industry. There are about 317 Hotels, 691 Guest Houses, 1055 Homestays and 105 Camps in Leh district

4. The Sahara is the hottest desert in the world – with one of the harshest climates. The average annual temperature is 30°C, whilst the hottest temperature ever recorded was 58°C. The area receives little rainfall, in fact, half of the Sahara Desert receives less than 1 inch of rain every year.
5. The lifestyle of people in the Sahara Desert is primarily nomadic pastoralism, relying heavily on herding animals like camels, goats, and sheep, constantly moving to find grazing land, and often settling near oases for water and limited agriculture; prominent groups include the Tuareg and Bedouin tribes, who utilize animal products like milk, hides, and wool for sustenance and clothing, and engage in trade along ancient caravan routes to access other necessities.

Unit-3: Social and Political Life

Chapter-1: Democracy

A. Multiple Choice Questions:

1. (b) 2. (b) 3. (a) 4. (a) 5. (a)

B. Fill in the blanks:

1. Democracy 2. Law 3. Democracy 4. Dictatorship 5. Monarchy

C. Write 'T' for true and 'F' for false:

1. F 2. T 3. T 4. F 5. F

D. Match the following:

- 1-(c), 2-(b), 3-(a), 4-(d), 5-(e)

E. Very short answer type questions:

1. The rule of law is the principle that no person or entity is above the law, including the government. It also means that all laws must be fair, clear, and in line with higher laws.
2. Democracy is the best form of government.
3. In a democracy the final decision- making power must rest with those elected by the people. In India, people have this right. That's why India is called a democratic company.

4. Democracy is based on the principles of equality and liberty, as well as the rule of law and respect for human rights.

5. Democracy is a system of government in which state power is vested in the people or the general population of a state.

F. Answer the questions in brief:

1. Public Opinion refers to the opinions or views of people in a community or a country on issue of public interest or concern. Various agencies like political parties and mass media helps greatly in forming public opinion.
2. There are many different forms of government, including democracies, autocracies, and monarchies. The type of government in a country determines how power is distributed and how citizens participate in the government.

Types of government

- a. **Democracy:** Citizens elect representatives who make decisions on their behalf
 - b. **Autocracy:** One person or group has absolute power
 - c. **Oligarchy:** A small group of people elect representatives based on wealth, technical knowledge, or other factors
 - d. **Constitutional monarchy:** A monarch has ceremonial power, while the government is run by a constitution
 - e. **Republic:** The head of state is not a monarch, and power is gained through elections
 - f. **Federal republic:** The central government has limited power, and states or provinces have some autonomy
3. While tolerance is generally considered a cornerstone of democracy, a concept called the "paradox of tolerance" suggests that excessive or uncritical tolerance can potentially undermine a democratic system by allowing extremist views to flourish, leading to the suppression of dissenting voices and ultimately eroding the fundamental principles of equality and freedom that democracy relies upon; essentially, if a society is too tolerant of intolerant views, it can enable those views to gain power and dismantle the democratic framework itself.
 4. An election is a formal group decision-making process whereby a population chooses an individual or multiple individuals to hold public office. Elections have been the

usual mechanism by which modern representative democracy has operated since the 17th century.[1] Elections may fill offices in the legislature, sometimes in the executive and judiciary, and for regional and local government. This process is also used in many other private and business organisations, from clubs to voluntary associations and corporations.

Chapter-2: State Government

A. Multiple Choice Questions:

1. (b) 2. (b) 3. (c) 4. (a) 5. (a)

B. Fill in the blanks:

1. Best use 2. Directive principle 3. Welfare 4. Constitution
5. Land reforms

C. Write 'T' for true and 'F' for false:

1. T 2. F 3. T 4. T 5. T

D. Very short answer type questions:

1. Land reform is a set of policies that aim to redistribute land from the rich to the poor. It also includes regulating how land is owned, operated, leased, sold, and inherited.
2. Health is a state of complete physical, mental, and social well-being. It's more than just the absence of disease.
3. SSA can stand for Sarva Shiksha Abhiyan, the Indian government's program to universalize elementary education, or the United States Social Security Administration.
4. The Village Health and Sanitation Committee (VHSNC) is made up of elected and community members. The committee is formed at the revenue village level.
5. The Directive Principles of State Policy (DPSP) are the guidelines that the Indian Constitution lays down to promote the welfare of the people. These principles are non-justiciable, meaning that courts cannot enforce them.

E. Answer the questions in brief:

1. Private health services are gaining popularity primarily due to perceived advantages like shorter wait times, access to advanced medical technology, more personalized

care, and often a higher perceived quality of service compared to public healthcare systems, even if it means higher costs for patients who can afford it; however, this accessibility is limited to those with the financial means to utilize private healthcare

2. A Village Health and Sanitation Nutrition Committee (VHSNC) in rural areas primarily focuses on raising awareness about health, nutrition, and sanitation issues within the community, mobilizing people for health activities, monitoring government health programs, facilitating access to healthcare services, and advocating for the needs of vulnerable populations, particularly pregnant women and children, by organizing activities like health camps, nutrition programs, and sanitation drives; often working closely with Anganwadi Centers to improve nutritional status in the village.
3. State governments play a key role in water management and irrigation by developing policies, providing infrastructure, and promoting research and development.

4. Policy development

State governments create policies to support the growth of agriculture and irrigation. They identify priorities based on state conditions, policies, and prospects of industrialization and urbanization.

They formulate water policies that are based on socio-economic needs.

Infrastructure development

State governments provide infrastructure like irrigation facilities, roads, and storage facilities.

They plan, fund, execute, and maintain water resources projects.

Research and development

State governments collaborate with academic institutions and other stakeholders to develop innovative and sustainable farming methods.

They promote research and development in agriculture.

5. Providing healthcare

State governments run health centers and hospitals in villages and cities to treat diseases and provide medicine.

Regulating the health system

State governments ensure that health services are well-funded and run by trained professionals.

Improving infrastructure

State governments work to improve water, electricity, telecommunication, and road infrastructure.

Implementing health programs

State governments implement programs like the Pulse Polio Campaign to prevent the spread of disease.

National programs to support public health

The National Health Mission (NHM) is a program that supports states and union territories in strengthening their healthcare systems. The NHM offers free services for maternal health, child health, family planning, and more.

Chapter-3: How the State Government Works?

A. Multiple Choice Questions:

1. (a)
2. (d)
3. (b)
4. (c)
5. (d)

B. Fill in the blanks:

1. Chief secretary
2. Vidhan Parishad
3. Government
4. State legislative assembly
5. Discretionary powers

C. Write 'T' for true and 'F' for false:

1. T
2. T
3. F
4. T
5. T

D. Very short answer type questions:

1. According to current information, the two states in India that have a "beneficial legislature" (meaning a bicameral legislature with two houses) are Uttar Pradesh and Maharashtra; both are considered to have a well-functioning legislative system with a Legislative Assembly and a Legislative Council.
2. In India, the Chief Minister is the real head of a state's government, while the Governor is the nominal head.
3. In a state, the civil servants primarily responsible for studying and managing administrative work are called "Chief Secretaries"; they lead the state secretariat and oversee the entire civil service within the state, with various other officials like secretaries, deputy secretaries, and directors working under them to manage different departments.

4. The Governor of a State shall have the power to grant pardons, reprieves, respites or remissions of punishment or to suspend, remit or commute the sentence of any person convicted of any offence against any law relating to a matter to which the executive power of the State extends.

E. Answer the questions in brief:

1. **Advocate-General:** The Governor of each state shall appoint a person who is qualified enough to hold the position of Advocate-General of the State. It shall be the duty of the Advocate-General to give advice to the Government of the State upon any legal matters put before him or her. He is also required to perform other duties such as duties of legal character, as may from time to time be referred or assigned to him by the Governor.

Council of Ministers: The Chief Minister is appointed by the Governor who also appoints other ministers on the advice of the Chief Minister. The Council of Ministers is collectively responsible to legislative assembly of the State. The total strength of the ministers should not be more than 15%. There are three categories of ministers at the state level- Cabinet Ministers, Ministers of the State and Deputy Ministers. A Cabinet Minister holds the overall charge of the ministry and is assisted by Ministers of a State and Deputy Ministers.

2. A bill is a draft of before becoming an act of parliament. legislative proposal. The bill passes through various stages The bill is introduced either in Loksabha or Raj Sabha. After the Bill is introduced, it is published in the official Gazzete. The presiding officer refers the bill to the concerned Standing Committee and then a report is framed. A discussion is held over the bill presented in the house. After passing the bill, it is sent to the Governor for approval. It becomes an act after governor signs it. Money bills and other financial bills can be introduced in Legislative Assembly only.
3. A bill is a draft of before becoming an act of parliament. legislative proposal. The bill passes through various stages The bill is introduced either in Lok Sabha or Raj Sabha. After the Bill is introduced, it is published in the official Gazzete. The presiding officer refers the bill to the concerned Standing Committee and then a report is framed. A discussion is held over the bill presented in the house. After passing the bill, it is sent

to the Governor for approval (see fig. 3). It becomes an act after governor signs it. Money bills and other financial bills can be introduced in Legislative Assembly only.

4. The Chief Minister is the real head and advises the Governor for selection of its Council of Ministers. The Chief Minister resides over the cabinet meetings. The various portfolios for the ministry is allotted by Chief Minister, if needed the charge of sub ministries can be retained by the Chief Minister. When no confidence motion against the government is passed in the assembly, all the ministers have to resign and report to the Governor for fresh mandate by the Chief Minister
5. The governor has the following powers: 1. Executive power: (Related to administration) 2. Legislative power: (Law making powers) 3. Discretionary power: (Based on the discretion of governor.

Chapter-4: Understanding Genders

A. Multiple Choice Questions:

1. (a) 2. (a) 3. (b) 4. (c) 5. (c)

B. Fill in the blanks:

1. Inferior 2. Education 3. Against 4. Dowry 5. Gender inequality

C. Write 'T' for true and 'F' for false:

1. F 2. T 3. T 4. T 5. F

D. Match the following:

1-(d), 2-(e), 3-(b), 4-(a), 5-(c)

E. Very short answer type questions:

1. Inferior Status of Women: Women in our society are treated as inferior to their male counterparts.
2. Female Infanticide: Still today, the birth of a girl child is still unwelcome in most of the societies. There are numerous instances of killing of the unborn and even born girl child in our society. Quite often, a newly born girl child is abandoned by her parents.
2. sex refers to biological and physical difference between the males and females. This differentiation between persons based on their sex is called gender
3. gender discrimination is one of the social evil of our country.

4. An increasing number of girls and women are living in poverty. The gap between women and men is being widened. There is a system of equal pay for equal work without any kind of gender discrimination in economic field also. By enabling women in economic field, we are strengthening our country by eliminating gender discrimination

5. Men and women all have a place in the society but traditionally they have been treated differently in different societies. The men from early childhood are considered stronger, independent and outgoing while the females are considered delicate and house bound. This had led to a situation where nearly half the population consisting of the female gender was being denied equality due to the social customs and restrictions.

F. Answer the following questions in brief:

1. Still today, the birth of a girl child is still unwelcome in most of the societies. There are numerous instances of killing of the unborn and even born girl child in our society. Quite often, a newlyborn girl child is abandoned by her parents.

2. Sati system is the most despicable social evil in which a widow is forced to burn herself in the funeral pyre of her dead husband and if she resists, she is forced to do so

3. Dowry is the system in which the parents of a girl child have to give money, valuables, goods, etc. at the time of the girl's marriage. In spite of all efforts, the evils of dowry couldn't be removed completely from our society. Due to this social evil, many girls remain unmarried as their parents cannot afford dowry. In many other cases, they have to suffer a lot even after their marriage

4. Gender inequality is closely linked to the social inequality. In principal, men and women are equal, with the same rights and duties. But the major inequality is observed in the socioeconomic fields, which can be described as follows:

a. Gender Discrimination in Social Fields: In the social fields, the inequalities between both genders are based on mortality that is known as mortality inequality.

The woman mortality-rate in our country is much higher in comparison to men. As a result, the number of women is far less than men in our society.

b. Gender Discrimination in Economic Fields: In most societies, the socio-economic relations between women and men are largely unequal. Women receive unequal

distribution of land and access to resources such as food and health care. Here also, the women have to face discrimination in terms of wages and treatment. Since they are not supposed to be hard workers; they are incapable of coming from distant places and not fit for night duties, etc. they have to face discrimination in terms of wages and allowances.

5. a Gender Discrimination in Social Fields: In the social fields, the inequalities between both genders are based on mortality that is known as mortality inequality. The woman morality-rate in our country is much higher in comparison to men. As a result, the number of women is far less than men in our society. Another factor of their discrimination in social fields is related to natal discrimination. Even today, many of the families of our country prefer a male child to a female child. This mentality is reflected in the increasing number of female infanticide (killing of unborn girl child). Yet another factor of this inequality in the social field can be observed in several households and families in which female children are maltreated. They are neither given proper food nor good education. They are, rather, asked to do household work right from their childhood and in many cases, they are not sent to school at all. In a survey, it has been established that in comparison to the male children, the school dropout rate is much higher in female children all over the country.

b. Gender Discrimination in Economic Fields: In most societies, the socio-economic relations between women and men are largely unequal. Women receive unequal distribution of land and access to resources such as food and health care. Here also, the women have to face discrimination in terms of wages and treatment. Since they are not supposed to be hard workers; they are incapable of coming from distant places and not fit for night duties, etc. they have to face discrimination in terms of wages and allowances. Even today, in most of the cases, women are not given the share of their parent's property. It is also a kind of economic inequality for women. Because of these socio-economic factors, the womenfolk find themselves helpless and neglected in the society.

Chapter-5: Women Change the World

A. Multiple Choice Questions:

1. (a) 2. (c) 3. (b) 4. (a) 5. (a)

B. Fill in the blanks:

1. Stereotypes 2. Gender 3. Absolute 4. Gender inequality
5. Sex and gender

C. Write 'T' for true and 'F' for false:

1. F 2. F 3. T 4. F 5. F

D. Very short answer type questions:

1. Our society is a male-dominated patriarchal society. Gender is mainly influenced by the following factors: 1. Literacy Rate: In India, 54% women are literated in comparison to men who are 76% literated. 2. In the jobs areas, women are less payed and less valued. 3. Sex discrimination.
2. The work entitled to a woman at home in the form of various activities like cooking, maintenance of kitchen, gardening, collecting of water and firewood, grinding of food grain and cleaning clothes, taking care of siblings is considered as invisible work without earning. But it a matter of thinking that if the same work is done by a servant, then it would be a toll on the pocket of a man. This shows that the work done by the woman is actually productive in terms of money but the agony is that she does not get any appreciation or economic stablization for the same. So, it is important that the savings generated by woman for the above activities should be given the due importance. The income earned by man is only considered as the income of the home. If woman goes out for work leaving the above activities, an extra expenditure is to be incurred.
3. Gender refers to the learning about the significance of sex'.
4. Gender is socially acquired attribute whereas sex is the biological difference between men and women.
5. Sex refers to biological and physical differences between the males and females. Sex is a biological character that distinguishes a male from a female on the basis of morphology, gonads, number of chromosomes and endocrine system (hormonal system).

E. Answer the questions in brief:

1. Gender equality is essential because it is a fundamental human right, promoting a more peaceful, prosperous, and sustainable world by ensuring equal access to opportunities, resources, and participation in all aspects of life for both women and men, leading to improved social, economic, and health outcomes for all members of society; it also contributes to reducing poverty, violence against women, and strengthens democracy by allowing diverse perspectives in decision-making processes.
2. Women's empowerment is the process of giving women the ability to make choices and control their lives. It's a fundamental human right that's also key to achieving gender equality and a more peaceful world.
3. "Sex and gender are not the same" means that while related, "sex" refers to a person's biological characteristics like chromosomes and reproductive organs, while "gender" refers to the socially constructed roles, behaviours, and identities associated with masculinity and femininity, meaning that someone's biological sex may not align with how they identify their gender socially; essentially, sex is biological, and gender is social.
4. Gender equality is deeply intertwined with other forms of social inequality, meaning that disparities based on gender often intersect with inequalities based on factors like race, caste, class, sexual orientation, disability, and geographic location, creating a complex web of systemic disadvantages for marginalized groups, particularly women and girls; addressing one form of inequality without considering the others can hinder progress towards true social justice.
5. Women face discrimination in many ways in society, including in education, employment, and personal life.

Chapter-6: Media and Democracy

A. Multiple Choice Questions:

1. (c) 2. (c) 3. (b) 4. (a) 5. (c)

B. Fill in the blanks:

1. Responsibilities, duties
2. Pillar
3. Bridge
4. Judiciary
5. Personal, professional interests

C. Write 'T' for true and 'F' for false:

1. T
2. T
3. T
4. F
5. F

D. Very short answer type questions:

1. Examples of media include: newspapers, magazines, books, radio, television, movies, the internet, social media platforms like Facebook and Twitter, billboards, and mobile phones.
2. Media" refers to the various channels or tools used to communicate information to a wide audience, including platforms like television, radio, newspapers, magazines, the internet, and social media, essentially encompassing all means of mass communication used to reach people widely; it is the plural form of the word "medium" which means a means of communication.
3. Freedom of the press in India is legally protected by the Amendment to the constitution of India, while the sovereignty, national integrity, and moral principles are generally protected by the law of India to maintain a hybrid legal system for independent journalism.
4. The objectives of media include: informing the public, providing a balanced report on current events, setting agendas for discussion, raising awareness about important issues, promoting products through advertising, building brand recognition, reaching specific target audiences, generating revenue through advertising, and facilitating public discourse on critical topics.

E. Answer the questions in brief:

1. The media plays a vital role in a democracy by providing information, raising awareness, and forming public opinion.
2. The "New World Information and Communication Order" (NWICO) refers to a political movement that emerged in the late 1970s, primarily within the Non-Aligned Movement (NAM), advocating for a more equitable global information flow by challenging the dominance of Western media and promoting greater representation of developing countries in international communication, aiming to rebalance the power dynamics in the global media landscape; it was largely driven by concerns about the

portrayal of developing nations in Western media and the need for them to have greater control over their own communication narratives.

3. The key function of mass media is to disseminate information to a large audience, informing, educating, and entertaining people by communicating various messages through diverse platforms like television, radio, newspapers, and the internet; essentially acting as a tool to reach the masses and share news, knowledge, and entertainment content.
4. Knowing different versions of the same story is important because it allows you to understand multiple perspectives, analyze the story deeper by comparing and contrasting details, appreciate the cultural context of the narrative, and gain a richer understanding of the underlying themes and messages, as different authors may emphasize various aspects based on their own interpretations and background.
5. The social responsibility of the media is to act in the best interests of society by providing accurate information, promoting public discourse, and representing diverse perspectives.
6. The media (including social media) has an important role in the fight against corruption as it can demand accountability and transparency from the public and private sectors.

Chapter-7: Markets Around us

A. Multiple Choice Questions:

1. (a) 2. (d) 3. (b) 4. (b) 5. (d) 6. (b)

B. Fill in the blanks:

1. Franchise 2. Chain stores 3. Retail 4. Consumers 5. Consumers

C. Write 'T' for true and 'F' for false:

1. T 2. F 3. T 4. T 5. F

D. Very short answer type questions:

1. The retail marketing is done through buying of goods from the wholesalers or the manufacturers. The retailer sells the varieties of goods to the consumers. They are working as the middleman between the wholesalers and the consumers. The retailer

also sells the goods to the consumer on monthly installments, e.g. television and washing machine.

2. A market is a place where buying and selling of many things such as vegetables, fruits, clothes, electric appliances, etc. occurs
3. A. direct channel
B. indirect channel
4. Wholesalers buy goods directly from the producers in bulk and sell it to the retailers
5. Fixed price means the seller charges the same price from all the customers for a product. It helps the seller who don't want to waste time on bargaining. People prefer fixed price shops when they are weak in bargaining.

E. Answer the following questions in brief:

1. Market is a connection between the consumer and the producer of goods through sellers. The goods are produced by the producers. They are then supplied to the sellers. The consumers buy the products from the seller in change of money. So, seller is the intermediate in between the consumer and the producer.
2. a. It gives incentive to the producer to produce the goods as per the need of the consumer.
b. The competition in the market helps in keeping low cost and high production.
c. It also creates employment opportunities.
d. The producer produces a well-designed and a high quality product for the consumer. e. It increases the export and import opportunities in the country.
f. Provides profit to the government by revenue generation and transactions.
g. It also tries and keeps a consistent marketing image.
3. Credit facility is facility given to a customer by providing them goods at credit.
4. Market is a connection between the consumer and the producer of goods through sellers. The goods are produced by the producers. They are then supplied to the sellers. The consumers buy the products from the seller in change of money. So, seller is the intermediate in between the consumer and the producer. While producing the product, the producer keeps the following points in minds. 1. How much is the demand of the product in the market? 2. What are the customers for whom I am making the product? 3. What is the choice or the preference of the customer? Keeping

these points in mind helps the producer to achieve certain amount of profit over his produces.

5. Wholesale marketing

In the wholesale marketing, the wholesaler bought the goods in bulk from the manufacturer. He sold it to the retailers as well as industrial users in a small quantity. The major functions in wholesale marketing include buying and storing. The wholesaler also sells the goods to retailers on credit. The advertising and sales promotion activities are undertaken by the wholesaler. He also compensates for any damage of goods and any losses. This may be due to any defect in the good or due to change in demand and prices. The wholesaler keeps an eye on changing trend in market and demand of the consumers as per their taste. He then incorporates the changes accordingly.

Retail marketing

The retail marketing is done through buying of goods from the wholesalers or the manufacturers. The retailer sells the varieties of goods to the consumers. They are working as the middleman between the wholesalers and the consumers. The retailer also sells the goods to the consumer on monthly installments, e.g. television and washing machine.

Chapter-8: A Shirt in the market

A. Multiple Choice Questions:

1. (a)
2. (b)
3. (a)
4. (b)

B. Fill in the blanks:

1. Poor
2. Less power
3. Small traders
4. Big traders
5. Producers, consumers

C. Write 'T' for true and 'F' for false:

1. F
2. T
3. T
4. T
5. F

D. Very short answer type questions:

1. Exporter is a person who export goods from one country to another.
2. A ginning mill is a factory that separates cotton fibres from cotton seeds.
3. Gainers refers to people or things that benefit or increase in value or position.

4. Profit is the money a business makes after subtracting its expenses from its income.
5. Foreign businessmen make huge profits in the market.
6. Garment manufacturers only make moderate profits.

E. Answer the questions in brief:

1. Erode merchants send the cloth to garments export centre in Delhi.

The garments factory makes shirts to be sold to the chain of business from the US and Europe.

They set a standard of quality and time.

Faced with the pressure the garment centre tries to extract maximum work from their workers of the lowest cost.

Most hired workers are temporary and get a low salary.

2. The foreign business person made huge profits in the market. Compared to this, the garment exporter made only moderate profits. On the other hand, the earnings of the workers at the garment export factory are very small that they can only cover their day-to-day needs. Compared to the weavers, merchants or traders earned more, but it is still much less than the exporter. Thus, everyone did not get equal profit in the market. Usually, the rich and the powerful people get the maximum earnings from the market. These are the people who have money and own the factories, the large shops, large landholdings, etc.

Model Test Paper-I

A. Multiple Choice Questions:

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (a) | 2. (d) | 3. (d) | 4. (b) | 5. (d) |
| 6. (a) | 7. (a) | 8. (b) | 9. (a) | 10. (a) |

B. Fill in the blanks:

- | | | | |
|----------------------------|----------------------|---------------------|----------------|
| 1. Directive principles | 2. State legislature | 3. Social evils | 4. Lithosphere |
| 5. 5.514 g/cm ³ | 6. Delta | 7. Permanent winds | 8. |
| Archeological, literary | 9. Mughals | 10. Alauddin Khilji | |

C. Write 'T' for True and 'F' for false:

- | | | | | |
|------|------|------|------|-------|
| 1. F | 2. F | 3. T | 4. T | 5. T |
| 6. T | 7. F | 8. T | 9. F | 10. F |

D. Very short answer type questions:

1. Miniature paintings are beautiful paintings used to illustrate books.
2. Surroundings or conditions under which an individuals or organisms exists is termed as environment.
3. The crust is the solid outermost layer of the earth.
4. Democracy is a system of government in which state power is vested in the people or the general population of a state.
5. The Governor of a State shall have the power to grant pardons, reprieves, respites or remissions of punishment or to suspend, remit or commute the sentence of any person convicted of any offence against any law relating to a matter to which the executive power of the State extends.

E. Answer the questions in brief:

1. Public Opinion refers to the opinions or views of people in a community or a country on issue of public interest or concern. Various agencies like political parties and mass media helps greatly in forming public opinion.
2. A Village Health and Sanitation Nutrition Committee (VHSNC) in rural areas primarily focuses on raising awareness about health, nutrition, and sanitation issues within the community, mobilizing people for health activities, monitoring government health programs, facilitating access to healthcare services, and advocating for the needs of vulnerable populations, particularly pregnant women and children, by organizing activities like health camps, nutrition programs, and sanitation drives; often working closely with Anganwadi Centers to improve nutritional status in the village.
3. A bill is a draft of before becoming an act of parliament. legislative proposal. The bill passes through various stages The bill is introduced either in Lok Sabha or Raj Sabha. After the Bill is introduced, it is published in the official Gazzete. The presiding office refers the bill to the concerned Standing Committee and then a report is framed. A discussion is held over the bill presented in the house. After passing the bill, it is sent to the Governor for approval (see fig. 3). It becomes an act after governor signs it. Money bills and other financial bills can be introduced in Legislative Assembly only.
4. Travelogues are the true accounts of the events of the Indian kingdom during medieval period.

5. The main features of the medieval period are under:
 - a. Many languages, especially Urdu and Hindi developed during this period.
 - b. Many of our social customs, traditions and beliefs were also developed during this period. There was cultural interaction between North and South India and also between the Hindus and the Muslims. As a result, a new culture came into existence. This culture, known as the Indiaiya Sanskriti, was above religion and caste differences.
 - c. Barter System gave way to currency system and agriculture whereas trade and commerce flourished.
 - d. Contact between India and the rest of the world increased. Many European countries established direct trade relations with India.
 - e. Islam spread in India. The Bhakti Movement and the Sufi Culture also started during this period.

Model Test Paper-II

A. Multiple Choice Questions:

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (b) | 2. (a) | 3. (b) | 4. (b) | 5. (b) |
| 6. (c) | 7. (b) | 8. (a) | 9. (d) | 10. (a) |

B. Fill in the blanks:

- | | | | |
|-------------------------------|--------------|---------------------|----------------|
| 1. Yak | 2. Ramananda | 3. Kthak | 4. Tipu Sultan |
| 5. Physical and psychological | 6. pillar | 7. Consumers | |
| 8. Aquifers | 9. Carajas | 10. Tuareg, bedouin | |

C. Write 'T' for True and 'F' for false:

- | | | | | |
|------|------|------|------|-------|
| 1. F | 2. F | 3. T | 4. T | 5. F |
| 6. T | 7. F | 8. T | 9. T | 10. F |

D. Very short answer type questions:

1. Gonds and Ahoms are the tribal groups of medieval period.
2. Gender refers to the learning about the significance of sex'.
3. The process by which water changes into vapor and circulates between the lithosphere, atmosphere, and hydrosphere is called the water cycle or hydrological cycle.

4. Chaitanya Mahaprabhu (1486-1534) was a Hindu saint and leader of the Bhakti movement in Bengal. He is known for popularizing the worship of Krishna through song, dance, and the chanting of holy names.
5. The Sahara Desert touches the following countries: Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Sudan, Tunisia, and Western Sahara.

E. Answer the questions in brief:

1. Water is considered a renewable resource because it can be replenished through the water cycle. This cycle evaporates water from lakes, rivers, and oceans, and then returns it to the earth as rain.
2. The climatic condition of amazon basin is hot and humid as it is tropical evergreen/rain forest. The trees don't shed their leaves at the same time. Thus, remain evergreen. Also it received heavy rainfall throughout the year.
3. The Tourism Industry accounts for more than 60% of the total revenue generated in Ladakh. More than half of the population of Ladakh is economically dependent, directly or indirectly, on this industry. There are about 317 Hotels, 691 Guest Houses, 1055 Homestays and 105 Camps in Leh district
4. Gender equality is deeply intertwined with other forms of social inequality, meaning that disparities based on gender often intersect with inequalities based on factors like race, caste, class, sexual orientation, disability, and geographic location, creating a complex web of systemic disadvantages for marginalized groups, particularly women and girls; addressing one form of inequality without considering the others can hinder progress towards true social justice.
5. The social responsibility of the media is to act in the best interests of society by providing accurate information, promoting public discourse, and representing diverse perspectives.

Unit-1: History

Chapter-1: How, When and Where

A. Multiple Choice Questions:

1. (c) 2. (c) 3. (b) 4. (d)

B. Fill in the blanks:

1. Renaissance 2. Buddhist 3. Archaeologist 4. Calligraphists
5. Ancient, medieval and modern

C. Write 'T' for true and 'F' for false:

1. T 2. F 3. T 4. F 5. T

D. Match the columns:

- 1-(c), 2-(b), 3-(a), 4-(d), 5-(e)

E. Very short answer type questions:

1. After developing the writing system, societies were able to record information, communicate complex ideas, and preserve knowledge across generations, leading to advancements in administration, culture, and governance.
2. The modern period in India is generally considered to have begun in the late 18th century, around the time of the British East India Company's consolidation of power, particularly after the Battle of Plassey in 1757.
3. The term 'colony' refers to a territory that is governed by a foreign power, where the colonizing country establishes control over the land and its resources, often displacing or subjugating the local population.
4. Administration produces records through systematic documentation of activities, decisions, and transactions, often using writing, databases, and other forms of record-keeping to maintain an organized account of governance and operations.
5. Periodization is the process of dividing history into distinct periods or eras based on significant events, developments, or changes in social, political, or economic structures, allowing for easier study and understanding of historical trends.

F. Answer the questions in brief:

1. Colonization is the process by which a country establishes control over a foreign territory, often involving the settlement of its people and the exploitation of resources.

It typically leads to significant cultural, social, and economic changes in the colonized region, often resulting in the suppression of local customs and governance.

2. The British conducted surveys to gather detailed information about the geography, resources, population, and social structures of India, which helped them in effective administration, taxation, and resource management, as well as in justifying their rule.

3. We periodize by identifying key events, changes, or developments in history that mark significant transitions, allowing historians to categorize and analyze historical narratives in a structured manner.

4. Colonization is the act of establishing control over a foreign territory, often involving the settlement of people from the colonizing country, exploitation of resources, and imposition of the colonizer's culture and governance on the indigenous population.

5. The main sources of information about the modern period include official documents, government records, newspapers, personal diaries, letters, and historical accounts, as well as archaeological findings and oral histories that provide insights into the social, political, and economic conditions of the time.

Chapter-2: From Trade to Territory

A. Multiple Choice Questions:

1. (b) 2. (a) 3. (d) 4. (d) 5. (d)

B. Fill in the blanks:

1. 1798 2. Punjab, 1849 3. Tipu Sultan 4. Siraj-ud-Daulah
5. Sir Thomas Roe

C. Match the columns:

- 1-(e), 2-(b), 3-(a), 4-(f), 5-(c), 6-(d)

D. Very short answer type questions:

1. The Carnatic wars were fought between 1746 and 1763, primarily between the British East India Company and the French East India Company. One reason for the wars was the struggle for supremacy in India.
2. Tipu Sultan was called the Tiger of Mysore.

3. The structure of administration under the British in India consisted of a centralized government, a bureaucracy, a legal system, and a military presence.
4. The Battle of Plassey was fought on June 23, 1757.
5. The permission for trade to the British Company was granted by Emperor Jahangir.

E. Answer the questions in brief:

1. From 1805 to 1848, the British expanded their control in India through military conquests, annexation of territories, and diplomatic strategies, including the defeat of major powers like the Marathas and Sikhs, leading to the establishment of British dominance in regions such as Punjab and Sindh.
2. The Marathas were defeated in their wars with the British due to a combination of internal divisions, lack of unified leadership, superior British military tactics, and the effective use of alliances by the British.
3. The Anglo-Mysore wars were a series of four conflicts between the British East India Company and the Kingdom of Mysore, led by rulers such as Hyder Ali and his son Tipu Sultan, from 1767 to 1799, primarily driven by territorial expansion and control over trade routes.
4. The British expanded their empire in India through military conquest, annexation of territories, diplomatic alliances, the use of subsidiary alliances, and exploiting local rivalries and conflicts.
5. The main features of the policy of Subsidiary Alliance included the requirement for Indian rulers to accept British troops in their territories for protection, the prohibition of alliances with other states without British consent, and the British control over the foreign affairs of the allied states.

Chapter-3: Ruling the country side

A. Multiple Choice Questions:

1. (c) 2. (d) 3. (b) 4. (b) 5. (d)

B. Fill in the blanks:

1. Neel Darpan 2. Agriculture, economy 3. Haji Shairatullah
4. Mahal 5. Indigo cultivation

C. Write 'T' for true and 'F' for false:

1. F 2. T 3. T 4. F 5. T

D. Very short answer type questions:

1. Some of the commercial crops that Indian peasants were forced to grow include indigo, cotton, and opium.
2. The revenue amount was fixed permanently in the Permanent Settlement to ensure a steady income for the British government and to encourage landowners to invest in their land.
3. After the Indigo Rebellion, the situation was marked by increased awareness among peasants about their rights and a decline in the oppressive practices of indigo planters.
4. Peasants borrowed money from money lenders to meet immediate financial needs, such as paying taxes or buying seeds and tools.
5. Before the arrival of the British, the Indian countryside was characterized by a diverse agricultural system with self-sufficient villages and a variety of crops grown for local consumption.

E. Answer the questions in brief:

1. The British needed indigo for dyeing textiles, particularly for the booming textile industry in Europe. 'Blue collar' jobs refer to occupations that involve manual labor, often in industrial or manufacturing settings.
2. The British used the land revenue collected to fund administrative expenses, military expenditures, and infrastructure development in India.
3. The impact of land revenue policies on the peasantry included increased debt, loss of land, and widespread poverty among farmers.
4. Some features of the Permanent Settlement include fixed land revenue, recognition of zamindars as landowners, and the transfer of tax collection responsibilities to zamindars.
5. The Mahalwari system involved collective land ownership and revenue collection from a group of villages, while the Ryotwari system involved direct assessment and collection from individual farmers.

Chapter-4: Tribal Communities and British Empire

A. Multiple Choice Questions:

1. (b) 2. (b) 3. (b) 4. (a) 5. (a)

B. Fill in the blanks:

1. Ukiang Nangbah 2. Slash and burn 3. Birsa Munda
4. The Kol 5. Jharkhand

C. Write 'T' for true and 'F' for false:

1. F 2. F 3. T 4. F

D. Match the columns:

- 1-(d), 2-(b), 3-(c), 4-(a)

E. Very short answer type questions:

1. Tribal people survive by hunting animals, gathering forest produce, practicing jhum cultivation, herding animals, or settled cultivation.
2. The leader of the Munda Rebellion was Birsa Munda.
3. "Dikus" were outsiders, often moneylenders, traders, Hindu landlords, and the British, seen as exploiters by the tribal people.
4. Some tribal societies in India include the Mundas, Santhals, Khonds, and Gonds.
5. Earlier ways of life for tribal people included hunting and gathering, shifting cultivation (jhum), and herding animals.

F. Answer the questions in brief:

1. The Anglo-Khasi War was part of the independence struggle between the Khasi people and the British Empire between the years 1829-1833. The war started with Tirot Sing's attack on a British garrison that disobeyed orders of this Khasi king to stop a road construction project through the Khasi Hills.
2. The British intruded on tribal life by encouraging silk production, leading to the exploitation of tribal people by traders. They also introduced laws that affected tribal land rights.
3. The Santhal revolt was caused by oppression from revenue officials, police, moneylenders, landlords, and other "outsiders" or "dikus".
4. The Santhal rebellion was triggered by the exploitation and injustices faced by the Santhals at the hands of the "dikus".

5. The Munda Rebellion, led by Birsa Munda, aimed to liberate the Mundas from the oppression of the "dikus" and establish their own kingdom. Although Birsa Munda died in 1900 and the movement faded, it led the colonial government to introduce laws protecting tribal land rights.

Chapter-5: The First War of Independence (Revolt of 1857)

A. Multiple Choice Questions:

1. (b) 2. (b) 3. (a) 4. (a) 5. (a)

B. Fill in the blanks:

1. Sepoys 2. The government of India 3. Meerut 4. Rangoon 5. Enfield

C. Write 'T' for true and 'F' for false:

1. F 2. T 3. F 4. T 5. T

D. Very short answer type questions:

1. Religious and economic factors that fueled the revolt:

Religious factor: The rumor about the new Enfield rifle cartridges being greased with animal fat (cow and pig) offended both Hindu and Muslim sepoy.

Economic factor: Discontentment with land taxes and the seizure of kingdoms by the British.

2. The revolt started with the defiance of sepoy in Meerut against the use of controversial cartridges.

Mangal Pandey, a sepoy, protested against the cartridges and incited his fellow soldiers, leading to his arrest and execution, which further fueled the revolt.

3. Awadh was one of the last territories annexed by the British before the revolt.

4. Regions covered under the revolt and their leaders:

Delhi: Bahadur Shah II.

Jhansi: Rani Lakshmibai.

Kanpur: Nana Saheb.

Bihar: Kunwar Singh.

5. Important rebel leaders and their centers:

Rani Lakshmibai in Jhansi.

Tantia Tope in Gwalior.

Begum Hazrat Mahal in Lucknow.

Kunwar Singh in Bihar.

E. Answer the questions in brief:

1. Main reasons for the failure of the revolt of 1857:

Lack of unified leadership and organization among the rebels.

Superior military strength and resources of the British.

Limited geographical spread and lack of support from all sections of Indian society.

2. Various leaders who led the rebels at various places:

Bahadur Shah II in Delhi.

Rani Lakshmibai in Jhansi.

Nana Saheb in Kanpur.

Kunwar Singh in Bihar.

Begum Hazrat Mahal in Lucknow.

Tantia Tope in Gwalior.

3. The introduction of controversial rifle cartridges greased with animal fat hurt religious sentiments.

Racial discrimination and mistreatment by British officers.

Low salaries and limited opportunities for promotion compared to British soldiers.

4. How the British suppressed the uprising:

By deploying a large number of troops and resources.

By adopting a divide-and-rule policy, exploiting the differences among Indian rulers and communities.

Through brutal suppression and reprisals against the rebels and civilian population.

5. The revolt failed due to following reasons: Lack of unity and coordination among the rebels.

Superior military power of the British.

Betrayal by some Indian rulers and zamindars.

The revolt was confined to certain regions and did not encompass the entire country.

Chapter-6: Civilizing the native, Educating the Nation

A. Multiple Choice Questions:

1. (c) 2. (a) 3. (c) 4. (b) 5. (a)

B. Fill in the blanks:

1. Mohammed Anglo- oriental college
2. Vishva Bharti University, Shantiniketan
3. Sir William Jones, 1784
4. William Jones
5. Useful

C. Match the columns:

- 1-(b), 2-(d), 3-(c), 4-(c)

D. Write 'T' for true and 'F' for false:

1. T 2. T 3. F 4. T 5. T

E. Very short answer type questions:

1. Nai Talim means "Basic Education". Mahatma Gandhi devised this concept.
2. Subjects taught included: Sanskrit, Persian, arithmetic, law, logic and ethics.
Vocational subjects were often left out.
3. Vishva Bharati emphasizes cultural, artistic, and intellectual development, promoting international cooperation and creativity.
4. The Charter Act of 1813 allocated ₹1 lakh per year for the revival and promotion of literature and the encouragement of learned Indians, as well as for the introduction and promotion of knowledge of sciences.
5. Some notable Indian scientists include:
C.V. Raman
Homi J. Bhabha
Satyendra Nath Bose
A.P.J. Abdul Kalam
M. Visvesvaraya

F. Answer the questions in brief:

1. Main features of Wood's Despatch:
 - Establishment of a Department of Public Instruction in each province.

- Creation of a network of graded schools and colleges.
 - Emphasis on vocational and technical education.
 - Promotion of women's education.
 - Use of English as the medium of instruction at the higher level.
- Steps taken by the British to implement it:
- Establishment of universities in Calcutta, Bombay, and Madras.
 - Opening of government schools and colleges.
 - Providing grants-in-aid to private schools.
 - Training of teachers
2. Swadeshi institutions promoted indigenous education and aimed to counter the influence of British education. They focused on Indian languages, culture, and traditional skills, contributing to a sense of national identity and self-reliance.
 3. Christian missionaries played a significant role in introducing Western education in India. They established schools and colleges, contributing to the spread of modern knowledge and ideas, but also promoted their religious beliefs.
 4. Focus on flaws in education under the British.

Neglect of indigenous education systems.

Emphasis on English as the medium of instruction, disadvantaging those who did not know the language.

Limited access to education for the masses, especially girls and lower castes.

Curriculum that was often irrelevant to the needs of Indian society.
 5. Sir Syed Ahmad Khan was a social reformer and educationist who advocated for the modernization of Muslim education. He founded the Muhammadan Anglo-Oriental College (later Aligarh Muslim University) to promote Western education among Muslims while preserving their cultural and religious identity.

Chapter-7: Woman, Caste and Reform

A. Multiple Choice Questions:

1. (d) 2. (b) 3. (d) 4. (b) 5. (b)

B. Fill in the blanks:

1. Parsis
2. Kochrab Ashram
3. Swami Dayananda Saraswati
4. Hitakarini Samaj
5. Veeresalingam

C. Write 'T' for true and 'F' for false:

1. F
2. T
3. F
4. T
5. T

D. Very short answer type questions:

1. Behramji Malabari was an Indian social reformer, journalist, and writer who advocated for women's rights and worked against child marriage.
2. Some social evils faced by women included child marriage, the prohibition of widow remarriage, and limited access to education.
3. Sri Narayan Guru founded the Sree Narayana Dharma Paripalana Yogam (SNDP).
4. The provided information does not explicitly state who performed an inter-caste marriage, but inter-caste marriage was advocated by reformers.
5. The 'Widow Remarriage Act' was passed in 1856.

E. Answer the questions in brief:

1. Mahatma Gandhi addressed untouchability through a multi-pronged approach, including founding the Harijan Sevak Sangh, advocating for the uplift of "Harijans" (people of God), and campaigning for their access to public resources and temples, while also personally engaging in activities that challenged caste discrimination.
2. Social and political reforms were necessary because social evils and inequalities were deeply entrenched in Indian society, and political change was needed to create a framework for social justice.
3. Caste movements refer to organized efforts by various castes to fight for equality, social justice, and to challenge the traditional caste hierarchy.
4. He was an Indian scholar, social reformer, judge, author and one of the founding members of the Indian National Congress. Ranade was a social reformer and thinker, who advocated against child marriage and the caste system and promoted widow remarriage and education for women.
5. Two notable Indian women reformers who challenged traditional gender roles and fought for women's rights were Savitribai Phule and Pandita Ramabai, who championed education and social justice for women, respectively.

Chapter-8: The Indian National Moment (1870s- 1947)

A. Multiple Choice Questions:

1. (a) 2. (b) 3. (c) 4. (c) 5. (d)

B. Fill in the blanks:

1. Lord Curzon, 1905 2. Dyarchy 3. Lord Ripen 4. Surat session
5. Nawab Salimullah, Aga Khan

C. Write 'T' for true and 'F' for false:

1. T 2. T 3. T 4. T 5. F

D. Very short answer type questions:

1. The press played a crucial role in raising awareness by disseminating information about British policies, social issues, and nationalist ideas, fostering a sense of unity and encouraging public discourse.
2. The main features of the Minto-Morley Reforms included the introduction of separate electorates for Muslims, an increase in the size of legislative councils, and the appointment of Indians to the Viceroy's Executive Council.
3. The main features of the Minto-Morley Reforms included the introduction of separate electorates for Muslims, an increase in the size of legislative councils, and the appointment of Indians to the Viceroy's Executive Council.
4. The British introduced modern education in India to create a class of educated Indians who could serve as clerks and administrators in the colonial government, as well as to promote British culture and values.
5. The Muslim League was formed in 1906 by Aga Khan III and Nawab Salimullah of Dhaka to protect the interests of Muslims in India and to advocate for their political rights.
6. What were the early demands made by the Congress?
7. The early demands of the Indian National Congress included greater Indian participation in government, reforms in the administration, and protection of civil rights.

E. Answer the questions in brief:

1. Two reasons for the growth of national consciousness were the oppressive policies of the British government and the social and religious reform movements that promoted Indian identity and unity.
2. The Ilbert Bill controversy of 1883 involved a proposed law that would have allowed Indian judges to preside over cases involving British subjects in India. This bill sparked strong opposition from the British community and highlighted racial inequalities in the country.
3. Revolutionaries adopted methods such as armed rebellion, bombings, and assassinations to resist British rule. While their actions did not immediately lead to independence, they instilled fear in the British and inspired future generations of freedom fighters.
4. The partition of Bengal in 1905 was a controversial decision by the British government to divide the province of Bengal into two parts: East Bengal and West Bengal. This move was intended to weaken the nationalist movement but instead led to widespread protests and further fueled anti-British sentiment.
5. The Moderates advocated for peaceful and constitutional means to achieve self-government, while the Extremists favored more aggressive tactics such as protests and boycotts. Both groups played significant roles in shaping the early phase of Indian nationalism, with the Moderates laying the groundwork for political reforms and the Extremists mobilizing mass support for the movement.

Chapter-9: National Moment-Gandhian Era

A. Multiple Choice Questions:

1. (b) 2. (c) 3. (d) 4. (d) 5. (b)

B. Fill in the blanks:

1. Mahatma Gandhi 2. Ahmedabad 3. Hindu-Muslim unity
4. The Muslim League 5. Satyagraha

C. Write 'T' for true and 'F' for false:

1. T 2. T 3. T 4. T 5. F

D. Very short answer type questions:

1. Indians boycotted the Simon Commission because it did not include any Indian members. The commission, formed to discuss constitutional reforms in India, was viewed as unjust for excluding Indian representation.
2. The Indian Independence Act was formulated in 1947. Its main objective was to partition British India into two new independent dominions: India and Pakistan.
3. In 1919, the Jallianwala Bagh massacre occurred where British troops opened fire on a large, unarmed gathering of Indians, resulting in numerous deaths and injuries.
4. The Non-Cooperation Movement was withdrawn by Gandhi due to the Chauri Chaura incident in February 1922, where a violent mob set fire to a police station, killing several policemen. Gandhi felt that the violence contradicted the principles of non-violence central to the movement.
5. The Lahore session of the Indian National Congress in 1929 was significant because it was where the resolution for complete independence (Purna Swaraj) was adopted.

E. Answer the questions in brief:

1. Mahatma Gandhi's early campaigns included the Champaran Satyagraha (1917), the Kheda Satyagraha (1918), and the Ahmedabad mill strike (1918). These campaigns addressed local grievances and employed methods of non-violent civil disobedience. Whether he was successful is subjective, but these campaigns did bring attention to local issues and established Gandhi as a leader using non-violent methods.
2. The objectives of the Non-Cooperation Movement were to attain self-governance and protest unjust British policies. Its features included boycotting British goods, institutions, and titles, as well as promoting swadeshi goods and national education.
3. The Indian National Army (INA) was formed during World War II with the aim of securing India's independence from British rule. It was initially formed by Mohan Singh, and later led by Subhas Chandra Bose. The INA fought alongside the Japanese army and consisted of Indian prisoners of war and volunteers.
4. The Civil Disobedience Movement was launched in 1930 to protest the British salt tax and advocate for complete independence. It aimed to defy unjust laws through non-violent means.

5. The Khilafat movement (1919-1924) was a campaign by Indian Muslims to preserve the Ottoman Caliphate after World War I. Gandhi supported it to foster Hindu-Muslim unity and strengthen the struggle against British rule.

Unit-2: Geography

Chapter-1: Resources

A. Multiple Choice Questions:

1. (a) 2. (c) 3. (c) 4. (a) 5. (d)

B. Fill in the blanks:

1. Resource 2. Water 3. Formed 4. Inexhaustible 5. Human-made

C. Write 'T' for true and 'F' for false:

1. F 2. F 3. T 4. F 5. T

D. Match the columns:

- 1-(a), 2-(c), 3-(b), 4-(d)

E. Very short answer type questions:

1. Skilled human resources are important because they have the knowledge, skills, and technology to make the best use of nature to create more resources. They contribute significantly to a nation's development and economy.
2. Natural resources are materials, substances, and components found in the environment that are valuable in their natural form. They can be broadly categorized into:
Biotic and Abiotic
Renewable and Non-renewable
3. Resources are anything available in the environment that can satisfy human needs. They are gifts of nature because they exist independently of human actions and are developed without human intervention.
4. The practice of the three R's refers to Reduce, Reuse, Recycle.
5. Examples of human-made resources include plastic, paper, soda, sheet metal.

F. Answer the questions in brief:

1. Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It is important

because it aims to balance economic growth, social equity, and environmental protection, ensuring long-term well-being for both people and the planet.

2. Resources are materials or substances occurring in nature that can be exploited for economic gain.

Types of resources:

Renewable resources:

Resources that can be replenished naturally over time (e.g., solar energy, wind energy, water, forests).

Non-renewable resources:

Resources that cannot be easily replenished and exist in finite amounts (e.g., fossil fuels like coal, oil, and natural gas, minerals).

3. Conservation of resources is crucial due to the increasing demand for resources, their limited availability, and the environmental impacts of their extraction and use. It ensures the availability of resources for future generations, protects ecosystems, and mitigates climate change.
4. Renewable resources can be replenished naturally within a human lifespan, while non-renewable resources cannot be replenished at the same rate they are consumed.
Renewable resources are generally more sustainable, while non-renewable resources are finite and their use can lead to environmental problems.

Chapter-2: Land, Soil and Water

A. Multiple Choice Questions:

1. (c)
2. (d)
3. (d)
4. (c)
5. (d)

B. Fill in the blanks:

1. Land use
2. Black soil
3. Various
4. Diversity
5. 2.7

C. Write 'T' for true and 'F' for false:

1. F
2. F
3. T
4. T
5. F

D. Match the following:

- 1-(d),
- 2-(b),
- 3-(b),
- 4-(c)

E. Very short answer type questions:

1. Dams are built to store water, control floods, and generate hydroelectric power.

2. Factors include climate change, natural calamities, increased human consumption, overuse and wastage of water, and pollution.
3. Types of land include:
 - Arable land:
Land suitable for cultivation, like farmland for growing crops.
 - Pasture land:
Land used for grazing livestock, such as grasslands for cattle.
 - Forest land:
Land covered with trees, like a national park or a protected forest.
 - Barren land:
Land that is unproductive and unsuitable for agriculture or vegetation, like deserts or rocky terrain.
4. Fertile soil is rich in organic matter, minerals, and nutrients, which are essential for plant growth. It has a good balance of water retention and drainage, allowing roots to access moisture and oxygen. It is also teeming with beneficial microorganisms that help in nutrient cycling.
5. Some types of soils found in India include alluvial soil, black soil, red soil, laterite soil, and mountain soil.

F. Answer the questions in brief:

1. Alluvial soil:

Fertile soil transported by rivers, ideal for agriculture.

Black soil:

Formed from volcanic rock, good for cotton cultivation.

Red soil:

Rich in iron oxide, found in areas with low rainfall.

Laterite soil:

Formed in high-rainfall areas, poor in fertility.

Mountain soil:

Found in hilly regions, varies in texture and composition.

2. Steps include afforestation, land reclamation, regulated use of chemical fertilizers and pesticides, and preventing soil erosion through methods like terrace farming and contour ploughing.
3. Alluvial soil is fertile and deposited by rivers, while laterite soil is less fertile and formed in high-rainfall areas due to leaching.

Alluvial Soil:

4. Widely spread across the Indo-Gangetic plains, it is rich in potash and lime, making it ideal for growing crops like wheat, rice, and sugarcane.

Black Soil:

Also known as regur soil, it is found in the Deccan plateau and is rich in iron, magnesium, and calcium. It is well-suited for cotton cultivation due to its moisture-retentive capacity.

Red Soil:

Found in the southern and eastern parts of India, it gets its color from the presence of iron oxide. It is suitable for growing crops like millets and pulses with irrigation.

Laterite Soil:

Found in the high-rainfall areas of the Western Ghats, Eastern Ghats, and Northeast India, it is formed due to intense leaching. It is less fertile and suitable for crops like tea and coffee with proper management.

Mountain Soil:

Found in the Himalayan region, it varies in texture and composition depending on the altitude. It is suitable for growing fruits, vegetables, and tea in certain areas.

Chapter-3: Natural vegetation and Wildlife Resources

A. Multiple Choice Questions:

1. (c) 2. (d) 3. (a) 4. (a) 5. (c)

B. Fill in the blanks:

1. Deserts 2. Downs 3. Tropical rainforests 4. Forests, grasslands and deserts
5. Lichens

C. Match the columns:

- 1-(c), 2-(d), 3-(b), 4-(a)

D. Very short answer type questions:

1. Steps taken for natural vegetation conservation include:

Establishing national parks, wildlife sanctuaries, and biosphere reserves to protect habitats.

Enacting laws such as the Wildlife Protection Act to prohibit hunting and poaching.

Promoting afforestation and reforestation programs to expand forest cover.

Banning harmful practices like deforestation and illegal logging.

Implementing joint management programs involving local communities.

Supporting sustainable forestry practices.

Conducting surveys and monitoring wildlife populations.

Protecting wildlife from pollution.

2. The Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) is an international agreement that aims to ensure that international trade in specimens of wild animals and plants does not threaten their survival.

3. Temperate grasslands have moderate rainfall and temperatures with grasses as the dominant vegetation, while tropical grasslands (savannas) are warmer with distinct wet and dry seasons and scattered trees.

4. Natural vegetation refers to plant life that grows without human interference, determined by factors like climate, soil, and topography.

E. Answer the questions in brief:

1. Coniferous forests are dominated by cone-bearing trees like pine, fir, and spruce, adapted to colder climates and found in regions such as the taiga and mountain areas.

2. Wildlife found in each continent:

Africa:

Lions, elephants, giraffes, zebras, rhinoceroses.

Asia:

Tigers, pandas, elephants, snow leopards, monkeys.

North America:

Bears, bison, deer, wolves, eagles.

South America:

Jaguars, sloths, monkeys, anacondas, llamas.

Europe:

Wolves, bears, deer, foxes, lynx.

Australia:

Kangaroos, koalas, wombats, emus, dingoes.

Antarctica:

Penguins, seals, whales.

3. Initiatives taken by nations for saving wildlife:

Establishing protected areas like national parks and sanctuaries.

Enacting and enforcing wildlife protection laws.

Launching conservation projects for endangered species.

Implementing anti-poaching measures.

Engaging in international cooperation.

Promoting habitat conservation and restoration.

Supporting research and monitoring efforts.

Involving local communities in conservation.

Extinct animals: Dodo, Tasmanian tiger.

Endangered animals: Tiger, snow leopard, giant panda, African elephant.

4. Mediterranean forests are characterized by evergreen trees and shrubs with small, hard leaves adapted to hot, dry summers and mild, wet winters.

Wildlife includes animals like deer, wild goats, and various birds. These forests are found in regions surrounding the Mediterranean Sea, as well as in parts of California, Chile, South Africa, and Australia.

Chapter-4: Agriculture**A. Multiple Choice Questions:**

1. (d) 2. (b) 3. (c) 4. (b) 5. (a)

B. Fill in the blanks:

1. Crops 2. Farming 3. Commercial farming
4. America and China 5. Karnataka, Kerala

C. Write 'T' for true and 'F' for false:

1. T 2. T 3. T 4. T 5. T

D. Match the columns:

1-(c), 2-(d), 3-(b), 4-(a)

E. Very short answer type questions:

1. Plains and river valleys with fertile soil and favorable climate conditions are well-suited for farming.
2. Cash crops are agricultural crops grown to sell for profit, rather than for the producer's own use. Examples include cotton, coffee, and jute.
3. Rice is considered the most important crop in India.
4. Plantation agriculture involves growing a single crop on a large estate. It can take the form of tea, coffee, rubber, or spice plantations.
5. Mixed farming involves both raising crops and rearing livestock on the same farm.

F. Answer the questions in brief:

1. Shifting cultivation involves clearing a patch of forest land for farming, and then moving to a new patch when the fertility of the soil decreases. Nomadic farming involves moving with herds of animals from place to place in search of pasture and water.
2. Intensive mixed agriculture is characterized by high inputs of labor, fertilizers, and irrigation to obtain high yields. It is practiced in areas with high population pressure on land.
3. Factors affecting crop cultivation include temperature, rainfall, soil type, and availability of labor.
4. Factors influencing agriculture include geographical conditions, government policies, and technological advancements.
5. Favorable conditions for agriculture include fertile soil, a moderate climate, a reliable water supply, and access to markets.

Chapter-5: Manufacturing Industries**A. Multiple Choice Questions:**

1. (c) 2. (a) 3. (b) 4. (a) 5. (d)

B. Fill in the blanks:

1. Iron and steel, engineering 2. England 3. Wool and silk

4. Agro, mineral and forest 5. Osaka

C. Match the columns:

- 1-(c), 2-(b), 3-(d), 4-(a)

D. Very short answer type questions:

1. Jamshedpur's strategic geographical location facilitates easy import and export, and the well-developed transport network further supports these activities.
2. Bengaluru's status as a major technology hub, often called the "Silicon Valley of India," has significantly elevated its importance.
3. Major iron-producing regions in the USA include the Appalachian coalfields and cities within states like Pennsylvania and West Virginia.
4. Nearby markets to Osaka include Kobe and Kyoto.
5. Bengaluru is known as the Silicon Valley of India due to its status as a major IT hub and its concentration of technology companies.

E. Answer the questions in brief:

1. An industrial revolution refers to a period of significant technological advancement, particularly in manufacturing, that transforms society and the economy.
2. The IT sector is a rapidly growing industry focused on technology development, software, and computer-based services, playing a crucial role in modern economies.
3. The iron and steel industry involves extracting iron ore, processing it into iron, and then manufacturing steel products through various methods.
4. Factors affecting industry location include availability of raw materials, labor, transportation, energy, market access, and government policies.
5. Small-scale industries use local raw materials, simple machinery, and semi-skilled labor, while large-scale industries involve significant capital investment, advanced technology, and a large workforce.

Public sector and private sector industry:

Public sector industries are owned and operated by the government, while private sector industries are owned and managed by individuals or companies

Chapter-6: Human Resources

A. Multiple Choice Questions:

1. (c) 2. (a) 3. (b) 4. (c) 5. (b)

B. Match the columns:

- 1-(c), 2-(a), 3-(d), 4-(b)

C. Fill in the blanks:

1. Medical 2. Birth, death 3. 1, 8 4. Children, elderly
5. Population density

D. Very short answer type questions:

1. Humans are important resources because they use their skills and knowledge to transform natural resources into valuable products. They are crucial for a country's development and economy.
2. The three components are birth rate, death rate, and migration.
3. Birth rate is the number of live births per 1,000 people.
Death rate is the number of deaths per 1,000 people.
4. Thickly populated areas:
Densely populated regions include parts of Asia, Europe, and the eastern part of North America. These areas often have favorable climates, fertile soil, and access to resources, supporting large populations.
Sparsely populated areas:
Sparsely populated regions include deserts, polar regions, and dense forests. These areas have harsh climates or limited resources, making them less suitable for human habitation.
5. Population density is the number of people per square kilometer.

E. Answer the questions in brief:

1. Factors affecting population distribution include:
Physical factors:
climate, terrain, availability of water, soil fertility.
Economic factors:
employment opportunities, industrial development.
Social and cultural factors:

housing, education, healthcare facilities.

Political factors:

government policies, stability.

2. Literacy rate is the percentage of people who can read and write. It's important because it contributes to economic and social progress, enabling people to participate more fully in society.
3. Population change patterns involve fluctuations in birth rates, death rates, and migration. These patterns can show periods of rapid growth, stability, or decline, influenced by factors like advancements in healthcare, economic conditions, and social changes.
4. Population change refers to the increase or decrease in the number of people in a specific area over time. It is influenced by birth rates, death rates, and migration.

Unit: 3 Social and Political Life

Chapter-1: The Indian Constitution and The Need of Law

A. Multiple Choice Questions:

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (c) | 2. (b) | 3. (c) | 4. (a) | 5. (b) |
|--------|--------|--------|--------|--------|

B. Fill in the blanks:

- | | | | |
|---------------------|--------------|-------------|----------------------------------|
| 1. British salt law | 2. Arbitrary | 3. Equality | 4. 26 th January 1950 |
|---------------------|--------------|-------------|----------------------------------|

C. Write 'T' for true and 'F' for false:

- | | | | |
|------|------|------|------|
| 1. F | 2. F | 3. T | 4. T |
|------|------|------|------|

D. Very short answer type questions:

1. The Indian Constitution is flexible because it grants residuary powers to the central government, allowing it to legislate on unforeseen matters.
2. The Dowry Prohibition Act was enacted to prohibit the practice of giving and taking dowry, aiming to protect women from related harassment and violence.
3. The provided text does not specify the exact time taken by the Constituent Assembly.
4. Fundamental rights are a set of basic human rights guaranteed to all citizens of India by the Constitution. These include the right to equality, freedom, and protection against exploitation.

5. The three organs of the constitution are the legislature, the executive, and the judiciary.

E. Answer the questions in brief:

1. The constitution is important as it is the supreme law of the land, defines the framework of government, and protects the rights of citizens.
2. Laws are essential for maintaining social order, protecting rights and liberties, and ensuring justice.
3. The definitions of the constitution by Aristotle, John Austin, and Leacock are not provided in the text.
4. Five key features of a constitution in a democracy include:
Fundamental rights
Separation of powers
Rule of law
Independent judiciary
Representative government
5. The Preamble is an introductory statement in the Constitution that outlines the objectives and guiding principles of the nation.

Chapter-2: Understanding Secularism

A. Multiple Choice Questions:

1. (b)
2. (b)
3. (c)
4. (b)
5. (a)

B. Fill in the blanks:

1. USA
2. IV
3. 19, 22
4. Socialist, secular
5. preamble

C. Write 'T' for true and 'F' for false:

1. T
2. F
3. T
4. F
5. T

D. Very short answer type questions:

1. The Preamble to the Constitution is an introductory statement that sets out the guiding principles and objectives of the document. It reflects the core values and philosophy upon which the Constitution is based.

2. The Indian state maintains secularism by treating all religions equally and ensuring the separation of religion from the state. The Constitution aims for a secular state where all religions are respected.
3. A sovereign state is a state that has supreme authority within its territory. It is independent and not subject to control by any other state or external power.
4. Originally, there were seven fundamental rights, but the right to property was removed as a fundamental right in 1978. Currently, there are six fundamental rights guaranteed by the Indian Constitution:
 - Right to Equality
 - Right to Freedom
 - Right against Exploitation
 - Right to Freedom of Religion
 - Cultural and Educational Rights
 - Right to Constitutional Remedies
5. The Constitution of India was adopted on November 26, 1949, but it came into effect on January 26, 1950, to commemorate the Purna Swaraj resolution of 1930, where the Indian National Congress declared complete independence from British rule as its goal.

E. Answer the questions in brief:

1. Rights are important for citizens because:
 - They protect individual liberties and freedoms from state intrusion.
 - They are essential for the overall development of individuals and the country.
2. An amendment is a change or addition to a legal or statutory document, most often referring to the Constitution. Amendments are necessary to adapt the Constitution to changing social, economic, and political conditions.
3. The people elect their representatives, signifying democracy.
 - The head of state is an elected president, not a monarch, making it a republic.
4. The Right to Constitutional Remedies empowers citizens to approach the Supreme Court or High Courts to enforce their fundamental rights if they are violated.
5. The Indian state has tried to protect the rights of minorities through:

Constitutional safeguards, such as Article 29 and 30, which protect the interests of minority groups and their right to establish and administer educational institutions. Article 350A provides for facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups. The government also implements various schemes and programs to promote the educational and economic interests of minorities

Chapter-3: Parliament and making of Laws

A. Multiple Choice Questions:

1. (c) 2. (d) 3. (c) 4. (c) 5. (d)

B. Fill in the blanks:

1. Ordinary, money bills 2. President, lok sabha and rajya sabha
3. 35 years 4. Rajya Sabha 5. Making laws

C. Match the columns:

- 1-(e), 2-(d), 3-(a), 4-(b), 5-(c)

D. Write 'T' for true and 'F' for false:

1. T 2. F 3. T 4. F 5. F

E. Very short answer type questions:

1. A bill goes to the President for their assent after it has been passed by both Houses of Parliament, which is necessary for it to become a law.
2. Must be a citizen of India.
Must be at least 25 years of age for Lok Sabha and 30 years of age for Rajya Sabha.
3. A bill is considered passed when it is approved by a majority in both the Lok Sabha and the Rajya Sabha.
4. The President can nominate 12 members to the Rajya Sabha.
5. The Parliamentary system is a democratic form of government where the executive branch (the government) is drawn from the legislature (the Parliament), and is accountable to it.

F. Answer the questions in brief:

1. A bill is a draft of a legislative proposal. The two main types of bills are:
Money Bills:

Deals with financial matters like taxes and government spending, and can only be introduced in the Lok Sabha. The Rajya Sabha cannot amend or reject a Money Bill and must return it to the Lok Sabha within 14 days.

Ordinary Bills:

Relates to matters other than financial issues and can be introduced in either house of the Parliament. Both houses have equal powers in passing these bills.

2. The functions of the Parliament include:

Making laws on subjects listed in the Union and Concurrent Lists of the Constitution.

Amending the Constitution.

Controlling the government through questions, debates, and motions.

Approving the budget and other financial matters.

3. Lok Sabha (House of the People):

Members are directly elected by the people.

Maximum strength is 550 members.

Term length is 5 years.

Can introduce and pass money bills.

The Speaker presides over the Lok Sabha.

Rajya Sabha (Council of States):

Members are elected by the elected members of State Legislative Assemblies.

Maximum strength is 250 members.

Term length is 6 years, with one-third of members retiring every two years.

Cannot introduce or amend money bills.

The Vice-President of India presides over the Rajya Sabha

4. Powers of the President:

Executive Powers:

The President is the head of the state and all executive actions are taken in their name.

They appoint the Prime Minister and other ministers, and can seek information on the affairs of the Union.

Legislative Powers:

The President summons and prorogues sessions of Parliament, can dissolve the Lok Sabha, and addresses both houses of Parliament. They can also promulgate ordinances when Parliament is not in session.

Financial Powers:

Money bills can be introduced in Parliament only with the President's prior recommendation. The President causes the annual budget to be laid before the Parliament.

Judicial Powers:

The President can grant pardons, reprieves, respites, or remission of punishment or suspend, remit or commute the sentence of any person convicted of an offense.

Emergency Powers:

The President can declare a national emergency, state emergency, or financial emergency under certain conditions.

Military Powers:

The President is the Supreme Commander of the Defence Forces.

Diplomatic Powers:

The President represents India in international affairs and appoints and receives diplomats.

5. Process of How a Bill Becomes a Law:

1. Introduction:

A bill can be introduced in either House of Parliament, except for money bills, which can only be introduced in the Lok Sabha.

2. First Reading:

The bill is introduced and its title and objectives are read out.

3. Second Reading:

General Discussion:

The principles and provisions of the bill are discussed.

Clause-by-Clause Reading:

Each clause of the bill is discussed and voted upon.

4. Third Reading:

Voting takes place on the bill as a whole. If passed by a majority, it is sent to the other House.

5. Bill in the Second House:

The bill goes through the same stages in the second House. If amendments are made, the bill is sent back to the originating House.

6. Presidential Assent:

Once the bill is passed by both Houses, it is presented to the President for assent. The President can give assent, withhold assent, or return the bill (if it is not a money bill) for reconsideration. If the bill is passed again by both Houses, the President must give assent.

7. Publication in Gazette:

After receiving the President's assent, the bill is published in the Gazette of India and becomes an Act (law)

Chapter-4: The Indian Judiciary

A. Multiple Choice Questions:

1. (a) 2. (d) 3. (c) 4. (b) 5. (b)

B. Fill in the blanks:

1. Justice M Fathima Beevi 2. Judicial Review 3. President
4. Impeachment 5. Chief- justice

C. Write 'T' for true and 'F' for false:

1. T 2. T 3. T 4. F 5. F

D. Very short answer type questions:

1. The Supreme Court interprets the Constitution to ensure laws do not violate its basic structure. It has the power of judicial review to strike down laws that are inconsistent with the Constitution.
2. A "Court of Record" means the Supreme Court's judgments are precedents and are accepted by all lower courts.
3. A judiciary is needed to resolve disputes, interpret laws, and protect the Constitution and the rights of citizens.

4. If one is not satisfied with the verdict of a sessions court, they can appeal to a higher court, such as the High Court.
5. Two important functions of the judiciary are:
Interpreting the Constitution and laws.
Settling disputes between citizens, and between citizens and the government.

E. Answer the questions in brief:

1. The High Court is the highest judicial body at the state level. It has original jurisdiction to hear certain cases, and appellate jurisdiction to hear appeals from lower courts. It also has the power of judicial review over state laws.
2. Original jurisdiction allows the Supreme Court to hear certain cases directly, such as disputes between the Union and a state or between states. Appellate jurisdiction allows the Supreme Court to hear appeals from lower courts.
3. Subordinate courts are the courts at the district and local levels. They handle most of the cases that come before the judicial system. These are the courts where most people interact with the judiciary.
4. Role of Lok Adalats and Their Help to the Common Man
Lok Adalats, also known as People's Courts, serve as an alternative dispute resolution mechanism in India, providing a forum for settling cases pending in court or at the pre-litigation stage. Established under the Legal Services Authorities Act of 1987, they aim to deliver fair and uncomplicated justice, particularly in resolving disputes outside the conventional court system.

How Lok Adalats Help the Common Man

Accessibility:

Lok Adalats are informal and operate in local dialects, making them easily accessible to regular people.

Speedy Resolution:

They resolve disputes quickly, often in a single session, saving time and resources for litigants.

Cost-Effective:

There are no court fees involved, and if a case is referred from a regular court and settled in Lok Adalat, the court fee is refunded.

Amicable Settlements:

Lok Adalats focus on compromise and conciliation, maintaining cordial relationships between parties.

Binding Awards:

The awards passed by Lok Adalats are legally binding and have the same status as a decree of a civil court, ensuring a final resolution with no option for appeal.

Reduced Court Backlog:

By settling disputes outside the formal system, Lok Adalats help reduce the burden on regular courts.

5. Hierarchy of Courts in India

The Indian judicial system follows a hierarchical structure with the Supreme Court at the apex, followed by High Courts at the state level, and various subordinate courts at the district and local levels.

1. Supreme Court:

The highest court of the country, located in Delhi, with the power to hear appeals from High Courts and other tribunals.

2. High Courts:

Principal courts at the state level, with original jurisdiction in some cases and appellate jurisdiction over subordinate courts. There is a High Court in Allahabad, Uttar Pradesh.

3. District Courts:

Handle civil and criminal cases at the district level, functioning under the administrative control of the High Court.

4. Subordinate Courts:

Include courts like the Court of Civil Judge (Junior Division) and the Court of Judicial Magistrate, dealing with cases at the local level.

This hierarchy ensures a structured system of justice delivery, with avenues for appeal and review at higher levels.

Chapter-5: Understanding Marginalisation

A. Multiple Choice Questions:

1. (b) 2. (d) 3. (d) 4. (c) 5. (c)

B. Fill in the blanks:

1. Mandal Commission 2. Muslim, Christian 3. Reservation
4. 16.6 5. Dalits

C. Write 'T' for true and 'F' for false:

1. T 2. F 3. T 4. F 5. T

D. Very short answer type questions:

1. A 'religious minority' in India refers to a religious group whose population is significantly smaller than the majority religious group in the country.
2. Marginalization is the process where a group or individual is pushed to the edge of society and prevented from having a voice or influence. Some marginalized groups in India include Scheduled Castes (Dalits), Scheduled Tribes (Adivasis), and religious minorities.
3. Scheduled Tribes are indigenous communities in India who have been historically disadvantaged. Examples of Scheduled Tribes include the Gonds, Santhals, and Bhils.
4. Opposition to reservation stems from concerns that it undermines meritocracy and can lead to social division. Some argue that it provides an unfair advantage to certain groups.
5. Scheduled Castes have been historically marginalized due to the caste system, which has subjected them to discrimination and social exclusion for centuries.

E. Answer the questions in brief:

1. The Indian Constitution includes provisions such as Article 15 (prohibition of discrimination), Article 17 (abolition of untouchability), and Article 46 (promotion of educational and economic interests of SCs and STs) to uplift SCs and STs. It also provides for reservation in education and government jobs.
2. Marginalized groups face issues such as discrimination, social exclusion, poverty, lack of access to education and healthcare, and limited opportunities for advancement.
3. In India, social justice and economic inequality are closely linked due to the historical and ongoing impact of the caste system and other forms of social stratification. These

systems create disparities in access to resources and opportunities, leading to economic inequality

4. Women are seen as a minority in Indian society due to a combination of historical, social, and economic factors, including:

Patriarchal Culture:

India has a deeply rooted patriarchal culture that historically favored men, making it challenging for women to gain land ownership rights and access to education.

Social Evils:

In the past, women were subjected to social evils like child marriage, sati pratha, and the devadasi system, contributing to their lower status.

Preference for Sons:

There's a marked preference for male children, stemming from the belief that daughters are "paraya dhan" (someone else's wealth), which negatively impacts the treatment of female children.

Economic Disparity:

Low Labor Force Participation:

Only about 32.8% of women of working age were in the labor force in 2021-22.

Informalization of Work:

A significant 81.8% of women's employment is in the informal sector.

Gender Roles:

Many Indians still hold traditional views on gender roles, believing that the husband should provide for the family while the wife takes care of the home.

Underrepresentation in Decision-Making:

Women remain a minority in decision-making bodies at higher levels.

Violence Against Women:

Violence against women, both inside and outside the household, continues to be a significant issue.

Sex Ratio Imbalance:

Although the sex ratio has improved slightly, it still indicates a preference for males, with 943 females per 1000 males in 2011.

These factors contribute to women being seen as a minority in Indian society, despite the progress made by feminist movements and legislative measures to ensure equality

Chapter-6: Public Facilities

A. Multiple Choice Questions:

1. (b) 2. (c) 3. (b) 4. (a)

B. Fill in the blanks:

1. Roads 2. Highways 3. Jawahar 4. Central 5. 1950

C. Write 'T' for true and 'F' for false:

1. T 2. T 3. T 4. T 5. T

D. Very short answer type questions:

1. A multi-purpose project is a river valley project that serves various purposes simultaneously, such as irrigation, flood control, hydroelectric power generation, navigation, and water supply. Two major multi-purpose projects in India are:
Bhakra Nangal Project on the Sutlej River.
Hirakud Project on the Mahanadi River.
2. India faces various socio-economic problems, including:
Poverty.
Inequality of income.
Unemployment.
3. The full form of NITI Aayog is National Institution for Transforming India. It replaced the Planning Commission to better serve the needs and aspirations of the people of India.
4. Poverty Alleviation Programmes:
Integrated Rural Development Programme (IRDP):
Launched in 1978-79, it aims to provide self-employment opportunities to rural poor through subsidies and bank credit.
Jawahar Rozgar Yojana (JRY):
Created in April 1989 by merging NREP and RLEGP, it aims to generate employment for the unemployed and underemployed in rural areas through infrastructure development.

E. Answer the questions in brief:

1. The government launched the Garib Kalyan Rojgar Abhiyaan in June 2020 to boost employment for migrant workers.

Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) aims to improve the livelihood of rural households by providing at least 100 days of guaranteed wage employment.

2. Need to set up the Planning Commission:

The Planning Commission was set up to formulate Five-Year Plans to ensure the efficient utilization of resources and achieve balanced economic growth.

3. Organizations in the public sector for the development of energy and industries:

Examples include Indian Oil Corporation Limited (IOCL), Coal India Limited (CIL), and Bharat Heavy Electricals Limited (BHEL).

4. Role of the government in meeting the needs and aspirations of the people:

The government ensures basic needs like housing, clean water, healthy food, and medical attention are met through welfare programs.

The government also focuses on empowering people to earn their livelihood through schemes like Start-Up India and Stand Up India.

Chapter-7: Laws and Social Justice

A. Multiple Choice Questions:

1. (a)
2. (d)
3. (b)
4. (a)
5. (d)

B. Fill in the blanks:

1. Government
2. Right to Education
3. 30:1 at the primary level and 35: 1 at the upper primary level
4. Directive Principles
5. Parliament

C. Write 'T' for true and 'F' for false:

1. T
2. T
3. T
4. F
5. T

D. Very short answer type questions:

1. One can approach the High Court if the RTE is violated.

2. Whether NGOs and social organizations exploit people is a complex issue with varying opinions and instances.
3. Violation of the RTE Act may result in legal action against the offending party.
4. Free and Compulsory Education Act.

Free and compulsory education for children aged 6-14 years.

Private schools must admit at least 25% of children without any fees.

E. Answer the questions in brief:

1. The government ensures free elementary education to children from weaker sections. The RTE Act mandates that private schools reserve 25% of seats for children from disadvantaged backgrounds.
2. Yes, schools in India are operating under the RTE Act.
3. RTI stands for the Right to Information, an act that allows citizens to request information from public authorities.
4. Media, NGOs, and public interest litigations help in voicing people's demands and concerns before the government.
5. It ensures free and compulsory education for children aged 6-14. It promotes social inclusion by reserving seats for disadvantaged children.

Model Test Paper-I

A. Multiple Choice Questions:

- | | | | | | |
|--------|--------|--------|--------|---------|---------|
| 1. (b) | 2. (a) | 3. (b) | 4. (c) | 5. (c) | |
| 6. (d) | 7. (c) | 8. (a) | 9. (a) | 10. (b) | 11. (c) |

B. Fill in the blanks:

- | | | | |
|------------------------------------|----------------------|------------------|--------------|
| 1. Siraj-ud-daulah | 2. 1857 | 3. Inexhaustible | 4. Diversity |
| 5. Forests, grasslands and deserts | 6. Equality, justice | 7. 19, 22 | |
| 8. Rajya Sabha | | | |

C. Write 'T' for true and 'F' for false:

- | | | | | | |
|------|------|------|------|------|------|
| 1. T | 2. T | 3. T | 4. F | 5. F | 6. T |
| 7. T | 8. T | | | | |

D. Very short answer type questions:

1. The structure of administration under the British in India comprised the Civil Service, the Army, and the Police, with the Governor-General as the supreme authority.
2. Awadh (also known as Oudh) was one of the last territories annexed by the British in 1856.
3. Examples of human-made resources include buildings, roads, bridges, and machinery.
4. Types of land can be described based on their use, such as agricultural land (for farming), forest land (for timber and wildlife), and barren land (unused or unusable land).

Examples include the Indo-Gangetic plain as agricultural land, the Amazon rainforest as forest land, and the Thar desert as barren land.

5. Temperate grasslands, like the prairies of North America, have moderate rainfall and seasonal temperature variations.

Tropical grasslands, such as the savannas of Africa, have distinct wet and dry seasons with consistently warm temperatures.

6. Fundamental rights are a set of basic human rights guaranteed to all citizens of a country, often enshrined in the constitution.

In India, these include the right to equality, freedom, and religion.

7. The Constitution of India came into effect on January 26, 1950, to mark the anniversary of the Purna Swaraj declaration (Declaration of Indian Independence) of 1930.

E. Answer the questions in brief:

1. Features of the Permanent Settlement included recognizing zamindars as landowners, fixing land revenue in perpetuity, and allowing the zamindars to collect rent from peasants.
2. The main cause behind the Santhal revolt (1855-1856) was the exploitation and oppression of the Santhal tribes by the British and local zamindars.
3. The conservation of resources is important because it ensures the availability of resources for future generations and maintains ecological balance.

The need for conservation is crucial due to overexploitation and environmental degradation.

4. Various types of soil in India include alluvial soil, black soil, red soil, laterite soil, and mountain soil.

Each type differs in composition, texture, and properties, influencing the type of vegetation and agriculture it can support.

5. Wildlife found in every continent:

Africa:

Lions, elephants, giraffes

Asia:

Tigers, pandas, elephants

North America:

Bears, bison, eagles

South America:

Jaguars, monkeys, anacondas

Europe:

Wolves, bears, deer

Australia:

Kangaroos, koalas, wombats

Antarctica:

Penguins, seals, whales

6. Definitions of the constitution:

Aristotle:

The arrangement of offices in a state.

John Austin:

The aggregate of laws, including statute and common law, which condition the existence of a state.

Stephen Leacock:

The form of government actually existing in any country.

Model Test Paper-II

A. Multiple Choice Questions:

1. (a) 2. (a) 3. (b) 4. (d) 5. (c) 6. (b) 7. (d)
8. (b) 9. (b) 10. (c)

B. Fill in the blanks:

1. Wiiliam Jones 2. Swami Dayanand Saraswati 3. Dyarchy
4. Khilafat Moment 5. Manufacturing 6. England 7. Medical
8. Judicial Review

C. Write 'T' for true and 'F' for false:

1. T 2. F 3. T 4. T 5. T 6. T 7. F
8. T

D. Very short answer type questions:

1. Focuses on a holistic approach to education, blending intellectual, artistic, and practical learning. It emphasizes a close connection with nature and rural life, encouraging students to engage with their surroundings and communities.
2. Sree Narayana Dharma Paripalana Yogam (SNDP).
3. It was withdrawn in February 1922 following the Chauri Chaura incident, where a violent mob set fire to a police station, resulting in the deaths of several policemen. Gandhi, a proponent of non-violence, felt the movement was turning violent and that people were not yet ready for a mass struggle based on non-violence.
4. Crops grown for sale to make a profit, rather than for the grower's own use.
5. Two popular markets near Osaka, known for their vibrant atmosphere and diverse offerings, are Kuromon Ichiba Market and Kizu Wholesale Market.
6. Birth rate:
The number of live births per 1,000 people in a population per year.
Death rate:
The number of deaths per 1,000 people in a population per year.
7. To interpret and apply laws, resolve disputes, and ensure justice and fairness in society.

E. Answer the questions in brief:

1. Sir Syed Ahmad Khan (1817-1898) was an influential Indian Muslim reformer, philosopher, and educationist. He founded the Aligarh Muslim University and advocated for modern education for Indian Muslims.
2. Moderates:
Believed in peaceful and constitutional means to achieve their goals, advocating for reforms through petitions and negotiations.
Extremists:
Favored a more assertive and radical approach, sometimes resorting to protests and demonstrations to demand immediate action.
3. Objectives:
To achieve self-governance and ultimately full independence for India by non-violent means.
Features:
Boycott of British goods, institutions, and titles; promotion of Swadeshi (Indian-made goods) and Khadi; non-violent protests and civil disobedience.
4. System of the Iron and Steel Industry:
The iron and steel industry involves the extraction of iron ore, its conversion into iron and steel through various processes (like smelting and refining), and the manufacturing of steel products.
5. Patterns of Population Change:
Population change is influenced by birth rates, death rates, and migration. Over time, populations can grow, shrink, or remain stable, depending on the interplay of these factors.