



SOCIAL SCIENCE

(As per the latest CBSE Syllabus)

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NEW EDITION

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Note from the Publisher

FULL MARKS Social Science-10 has been thoroughly revised in view of the latest Curriculum and Examination Specifications issued by CBSE. As per the new curriculum Multiple Choice Type Questions (MCQs) have been replaced with Very Short Answer (VSQ) Type Questions. Map questions have been re-introduced in History section. These prescribed changes have been incorporated in this book along with other improvements where needed.

The book, divided into two separate volumes as per the prescribed division of chapters for SA-I and SA-II, caters to all sorts of need of the students. **Facts that Matter, Words that Matter, Flow Learning, In-Text Questions Solved, Textbook Questions Solved, More Questions Solved, Questions from Previous Board Exams** — all together comprise the content of book. Answers have been given strictly as per the prescribed norms of Board's Specifications. **Value-Based Questions, Questions on HOTS, Questions on PSA** — have also been given where needed. As a whole, this book claims to be a complete support book.

Hence, this book is an up-to-date, dependable and learner-friendly resource. The support website **www.fullmarks.org** is an added benefit for the users where one can get much more and also an opportunity to share one's academic complexities.

SYLLABUS

Time: 3 Hrs.

Marks: 90

Units		Term I	Term II
I.	India and the Contemporary World-II	23	23
II.	Contemporary India-II	23	23
III.	Democratic Politics-II	22	22
IV.	Understanding Economic Development	22	22
V.	Disaster Management—only through project work and assignments	–	–
Total		90	90

The Formative Assessment will comprise of projects, assignments, activities and Class Tests/periodic tests for which Board has already issued guidelines to the schools. The Summative assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Unit 1: India and the Contemporary World-II

45 Periods

Themes	Objectives
<p>Term I</p> <p>Sub-unit 1.2 : Livelihoods, Economies and Societies:</p> <p>Any one of the following themes:</p> <p>4. The making of Global World: (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies: Britain and India. (Chapter 4)</p> <p>5. The Age of Industrialisation: (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor. (Chapter 5)</p> <p>Case Studies: London and Bombay in the nineteenth and twentieth century.</p> <p>6. Work, Life and Leisure: (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns.</p>	<ul style="list-style-type: none"> • Discuss two different patterns of industrialization, one in the imperial country and another within a colony. • Show the relationship between different sectors of production. • Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other. • Show that globalization has a long history and point to the shifts within the process. • Analyze the implication of globalization for local economies.

Case Study: The post War International Economic order, 1945 to 1960s.

(Chapter 6)

Sub-unit 1.3: Everyday Life, Culture and Politics

Any one of the following themes:

7. Print Culture and the Modern World:

(a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics.

(Chapter 7)

8. Novels, Society and History:

(a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers.

(Chapter 8)

Term II

In Sub-unit 1.1 students are required to choose any two themes. In that sub-unit, theme 3 is compulsory and for second theme students are required to choose any one from the first two themes.

In Sub-units 1.2 and 1.3 students are required to choose any one theme from each.

Thus all students are required to study four themes in all.

Sub-unit 1.1 : Events and processes:

Any two of the following themes:

1. The Rise of Nationalism in Europe:

(a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini, etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece.(Chapter 1)

2. The Nationalist Movement in Indo-China:

Factors Leading to Growth of Nationalism in India

(a) French colonialism in Indo-China. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh

- Discuss how globalization is experienced differently by different social groups.
- Discuss the link between print culture and the circulation of ideas.
- Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.
- Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.
- Familiarize students with some of the ideas of writers who have had a powerful impact on society.

- The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.
- Discuss the relationship/difference between European nationalism and anti-colonial nationalisms.
- Point to the way the idea of the nation states became generalized in Europe and elsewhere.
- Discuss the difference between French colonialism in Indo-China and British colonialism in India.

<p>Phung, Phan Boi Chau, Nguyen Ac Quoc (d) The second world war and the liberation struggle. (e) America and the second Indo-China war. (Chapter 2)</p> <p>3. Nationalism in India:</p> <p>(a) First world war, Khilafat, Non-Cooperation and Civil Disobedience Movement. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups. (Chapter 3)</p> <p>Map work based on theme 3 only. (3 marks)</p>	<ul style="list-style-type: none"> • Outline the different stages of the anti-imperialist struggle in Indo-China. • Familiarize the students with the differences between nationalist movements in Indo China and India. • Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement. • Analyze the nature of the diverse social movements of the time. • Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi.
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Unit 2: Contemporary India-II

45 Periods

Themes	Objectives
<p>Term I</p> <p>1. Resources and Development: Types - natural and human; Need for resource planning, natural resources, land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures. (Chapter 1)</p> <p>2. Forest and Wild Life Resources: Types and distribution, depletion of flora and fauna; conservation and protection of forest and wild life. (Chapter 2)</p> <p>3. Water Resources: Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)</p> <p>4. Agriculture: Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output. (Chapter 4)</p> <p>Map work (3 marks)</p> <p>Term II</p> <p>5. Minerals and Energy Resources: Types of minerals, distribution, use and economic importance of minerals,</p>	<ul style="list-style-type: none"> • Understand the value of resources and the need for their judicious utilisation and conservation. • Identify various types of farming and discuss the various farming methods; Describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. • Explain various government policies for institutional as well as technological reforms since independence. • Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources. • Understand the importance of agriculture in national economy. • Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation. • Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation. • Discuss various types of conventional and non-conventional resources and their utilization.

<p>conservation, types of power resources: conventional and non-conventional, distribution and utilization, and conservation. (Chapter 5)</p> <p>6. Manufacturing Industries: Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced) (Chapter 7)</p> <p>7. Life Lines of National Economy (Chapter 8)</p> <p>Map work (3 marks)</p>	<ul style="list-style-type: none"> • Discuss the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas. • Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. • To explain the importance of transport and communication in the ever shrinking world. • To understand the role of trade in the economic development of a country.
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Project/Activity:

- Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with climatic conditions and relief of the area.
- Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.

Posters:

- Pollution of water in the locality.
- Depletion of forests and the greenhouse effect.

Note: Any similar activities may be taken up.

Unit 3: Democratic Politics-II

45 Periods

Themes	Objectives
<p>Term I</p> <p>1&2. Power Sharing & Federalism: Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups? (Chapter 1&2)</p> <p>3&4. Democracy and Diversity & Gender Religion and Caste: Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy? (Chapter 3&4)</p>	<ul style="list-style-type: none"> • Analyse the relationship between social cleavages and political competition with reference to Indian situation. • Understand and analyse the challenges posed by communalism to Indian democracy. • Understand the enabling and disabling effects of caste and ethnicity in politics. • Develop a gender perspective on politics. • Introduce students to the centrality of power sharing in a democracy. • Understand the working of spatial and social power sharing mechanisms. • Analyse federal provisions and institutions. • Understand the new Panchayati Raj institutions in rural and urban areas.

<p>Term II</p> <p>5&6. Popular Struggles and Movements & Political Parties: How do struggles shape democracy in favour of ordinary people? What role do political parties play in competition and contestation? Which are the major national and regional parties in India? Why have social movements come to occupy large role in politics? (Chapter 5&6)</p> <p>7. Outcomes of Democracy: Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India? (Chapter 7)</p> <p>8. Challenges to Democracy: Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy? (Chapter 8)</p>	<ul style="list-style-type: none"> • Understand the vital role of struggle in the expansion of democracy. • Analyse party systems in democracies. • Introduction to major political parties in the country. • Analyse the role of social movements and non-party political formations. • Introduction to the difficult question of evaluating the functioning of democracies. • Develop the skills of evaluating Indian democracy on some key dimensions: development, security and dignity for the people. • Understand the causes for continuation of democracy in India. • Distinguish between sources of strength and weaknesses of Indian democracy. • Reflect on the different kinds of measures possible to deepen democracy. • Promote an active and participatory citizenship.
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Unit 4: Understanding Economic Development

45 Periods

Themes	Objectives
<p>Term I</p> <p>1. Development: The traditional notion of development; National Income and Per-capita Income. Growth of NI - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development.</p> <p>The approach to this theme: Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country) (Chapter 1)</p>	<ul style="list-style-type: none"> • Familiarisation of some macroeconomic concepts. • Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income. • It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation. • How and why people should be healthy and provided with education. • Familiarize the concept of money as an economic concept. • Create awareness of the role of financial institutions from the point of view of day-to-day life.

2. Sectors of the Indian Economy:

*Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors-Organised and Unorganised; Protective measures for unorganised sector workers. (Chapter 2)

Term II

3. Money and Credit: Role of money in an economy: Historical origin; Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, self help groups, chit funds and private finance companies. (Chapter 3)

4. Globalisation and the Indian Economy: **What is Globalisation (through some simple examples); How India is being globalised and why; Development Strategy prior to 1991. State Control of Industries: Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political Impact of globalisation. (Chapter 4)

5. Consumer Rights: ***How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection. (Chapter 5)

- To make aware of a major employment generating sector.
- Sensitise the learner of how and why governments invest in such an important sector.
- Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.
- Making the child aware of her rights and duties as a consumer;
- Familiarizing the legal measures available to protect from being exploited in markets.

Suggested Activities / Instructions:

Theme 2*: Visit to banks and money lenders / pawnbrokers and discuss various activities that you have observed in banks in the classroom.

Participate in the meetings of self help groups, which are engaged in micro credit schemes in the locality of learners and observe issues discussed.

Theme 4:** Provide many examples of service sector activities. Use numerical examples, charts and photographs.

Theme 5*:** Collect logos of standards available for various goods and services. Visit a consumer court nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from newspapers and consumer courts.

Unit 5: Disaster Management (Through Formative Assessment only) 10 Periods

- Tsunami
- Safer Construction Practices
- Survival Skills
- Alternate Communication systems during disasters
- Sharing Responsibility

Note: Project, activities and other exercises in Unit 5 should encourage students to place ‘disasters’ and ‘disaster management’ in:

- (i) The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class IX/X.
- (ii) Other problems faced by our country and the world from time to time.

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**QUESTION PAPER DESIGN FOR SOCIAL SCIENCE
(SA-II)**

Time: 3 Hours

Max. Marks: 90

S. No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer (SA) 3 Marks	Long Answer (LA) 5 Marks	Total Marks	% Weightage
1	Remembering (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	2	2	2	18	20%
2	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	15	17%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)	2	4	2	24	26%
4	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	2	2	18	20%
5	Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	—	3*	—	9	10%
6	Map	—	2	—	6	7%
Total		8×1=8	14×3=42	8×5=40	90	100%

*One question of 3 marks will be included to assess the values inherent in the texts.

UNIT 1: HISTORY

India and the Contemporary World-II

TERM II

UNIT 1: HISTORY—India and the Contemporary World-II

Sub-unit 1.1: Events and Processes

(Any two of the following themes)

- | | |
|---------------------------------------|-------------|
| 1. Nationalism in Europe | (Chapter 1) |
| 2. Nationalist Movement in Indo-China | (Chapter 2) |
| 3. Nationalism in India | (Chapter 3) |

1

Nationalism in Europe

Syllabus

Nationalism in Europe: The growth of nationalism in Europe after the 1830s, the ideas of Giuseppe Mazzini etc., general characteristics of the movements in Poland, Hungary, Italy, Germany and Greece.

Facts that Matter

1. During the nineteenth century, **nationalism** emerged as a force which brought about sweeping changes in the political and mental world of Europe and resulted in emergence of the nation-state.
2. **Frederic Sorrieu**, a French artist, visualised his dream of a world made up of 'democratic and social Republics', and presented it to the world and promoted the spirit of nationalism.
3. Ernst Renan, a French philosopher, gave the new definition of a nation.
4. The first clear expression of nationalism came with the French Revolution in 1789 in France.
5. **The political and constitutional changes came to be seen.** For example,
 - Transfer of sovereignty from the monarchs to French citizens.
 - A sense of **collective identity** amongst the French people was created through various measures and practices.
6. **Napoleon incorporated revolutionary principles** in order to make the whole system more rational and efficient.
7. The Civil Code of 1804 usually known as the **Napoleonic Code** was introduced. Simplification of administrative divisions, improvement in transport and communication systems, removal of guild restrictions, standardisation of weights and measures and Introduction of common currency were major changes in the system. The right to property was also secured.
8. But increased taxation, censorship, forced conscription into the French armies required to conquer the rest of Europe, outweighed the advantages of the administrative changes.
9. **Nationalism and the idea of the nation-state were achieved.** Common things were regional divisions, ownership of estates and town-houses. Industrialisation began in France and parts of the German states during the nineteenth century. New social groups came into being: a working-class population, and middle classes (industrialists, businessmen, professionals).

10. Slowly and steadily ideas of national unity among the educated, liberal middle classes gained popularity which led to the abolition of aristocratic privileges.
11. **The ideology of liberalism emerged** which ended the state interference in the economic life of society. Freedom of markets was achieved and state-imposed restrictions on the movement of goods and capital were abolished. Napoleon's administrative measures were altered.
12. On 18 May 1848, in the Frankfurt Parliament, a constitution was drafted and freedom of the press and freedom of association were established.
13. Greece gained independence from the Ottoman Empire and Belgium gained independence from the Netherlands.
14. Giuseppe Mazzini formed Young Italy to establish a unitary Italian Republic.
15. Liberal middle classes emerged with the demands for constitutionalism with national unification.
16. In 1815, Britain, Russia, Prussia and Austria collectively defeated Napoleon and to make a settlement the Treaty of Vienna of 1815 was signed. According to the provisions of this treaty, the Bourbon dynasty was restored to power, France lost the territories it had annexed under Napoleon and a series of states were set up on the boundaries of France to prevent French expansion in future.
17. Belgium was set up in the north and Genoa was added to Piedmont in the south. Prussia was given important new territories on its western frontiers, while Austria was given control of northern Italy. Russia was given part of Poland while Prussia was given a portion of Saxony.
18. During the years following 1815, the fear of repression drove many liberal-nationalists underground.
19. Secret societies sprang up in many European states to train revolutionaries and spread their ideas.
20. The Italian revolutionary Giuseppe Mazzini became a member of the secret society of the **Carbonari**.
21. He subsequently founded two more underground societies—Young Italy in Marseilles, and Young Europe in Berne. The members of these societies were like-minded young men from Poland, France, Italy and German States.
22. The period between 1830–1848 is symbolised with the age of revolutions. Revolution started in several regions of Europe such as the Italian and German states, the provinces of the Ottoman Empire, Ireland and Poland. The first upheaval took place in France in July 1830. The Bourbon kings were now overthrown by liberal revolutionaries. Louis Philippe was made a constitutional monarch. Belgium got separated from the United Kingdom of the Netherlands. The Greek war of independence started in 1821. Finally, the **Treaty of Constantinople** of 1832 recognised Greece as an independent nation.
23. Culture played a vital role in creating the idea of the nation through art and poetry, stories and music. It helped to express and arouse nationalist feelings.
24. **The 1830s were years of great economic hardship in Europe.** The first half of the nineteenth century saw an enormous increase in population all over Europe which gave rise to unemployment. Population from rural areas migrated to the cities to live in overcrowded slums.

25. Small producers in towns were often faced with stiff competition from imports of cheap machine-made goods from England, where industrialisation was more advanced than on the continent. This was especially so in textile production, which was carried out mainly in homes or small workshops and was only partly mechanised.
26. In those regions of Europe where the aristocracy still enjoyed power, peasants struggled under the burden of feudal dues and obligations.
27. The rise of food prices or a year of bad harvest led to widespread pauperism in town and country.
28. Food shortages and widespread unemployment brought the population of Paris out on the roads.
29. As a result of all these developments, barricades were erected and Louis Philippe was forced to flee. A National Assembly proclaimed a republic, granted suffrage to all adult males above 21, and guaranteed the right to work.
30. Cotton weaving was the most widespread occupation. Still the economic conditions of the workers were miserable. There were very few jobs and they were underpaid. In hope of a positive change, on 4 June, 1845, a large crowd of weavers revolted against their contractor demanding higher wages. But they were treated harshly and forcefully sent back home.
31. In the year 1848, a revolution led by the liberals (educated middle classes) also took place. They made demands for constitutionalism with national unification. In the German regions a large number of political associations came together in the city of Frankfurt and decided to vote for an all-German National Assembly. A Constitution for a German nation was drafted which was to be headed by monarchy subject to a Parliament.
32. Germany was divided into many states. In 1848, the German confederation and Prussia began organising themselves into a German state.
33. Three wars—**Danish War**, **Austro-Prussian War** and **Franco-Prussian War**—were fought which ended in Prussian victory and completed the process of **unification of Germany** in 1871. The Prussian King Kaiser William I was proclaimed German Emperor.
34. Like Germany, Italy, too had a long history of political fragmentation. Italians were scattered over several dynastic states as well as the multi-national Habsburg Empire.
35. During the middle of the nineteenth century, Italy was divided into seven states, of which only one, Sardinia-Piedmont, was ruled by an Italian princely house. The unification process was led by three revolutionaries—**Giuseppe Mazzini**, **Count Camillo de Cavour** and **Giuseppe Garibaldi**.
36. **Giuseppe Mazzini** during the 1830s sought to put together a coherent programme for a unitary Italian Republic. He organised a new political society called *Young Italy*.
37. The failure of revolutionary uprisings both in 1831 and 1848 meant that the responsibility now fell on Sardinia-Piedmont under its ruler King Victor Emmanuel II to unify the Italian states through war.
38. **Count de Cavour** now led the movement to unify the regions of Italy. Through a tactful diplomatic alliance with France engineered by Cavour, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859.

39. Apart from regular troops, a large number of armed volunteers under the leadership of Giuseppe Garibaldi joined the fray. In 1860, they marched into South Italy and the Kingdom of the Two Sicilies and succeeded in winning the support of the local peasants in order to drive out the Spanish rulers.
40. In 1861, the process of the unification of Italy completed and Victor Emmanuel-II was proclaimed king of the United Italy.
41. **The history of nationalism in Britain was different from the rest of Europe.** Before the eighteenth century there was no British nation. The people of different identities comprised of English, Welsh, Scot or Irish lived in the British Isles.
42. The Act of Union of 1707 between England and Scotland resulted in the formation of the 'United Kingdom of Great Britain'. This led to the demolition of Scotland's distinctive culture and political institutions. Ireland was forcibly included into the United Kingdom in 1801.
43. This amalgamation led to the growth of a new, powerful nation—'British nation'. The symbols of the new Britain—the British Flag (Union Jack), the national anthem (*God Save Our Noble King*), the English language—were actively promoted and the older nations survived only as subordinate partners in this union.
44. **Nationalist tensions emerged in the Balkans states.** The Balkans consisted of regions of modern day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro and their inhabitants were broadly known as *Slavs*. A large part of the Balkans was under the control of the Ottoman Empire.
45. When the Ottoman Empire collapsed, it initiated nationalism in the Balkans states. Gradually, its European subject-nationalities broke away from its control and declared independence.
46. In the race of expanding their territories and imposing their supremacy on each other, Slavic nationalities quickly got into severe clashes and the Balkan area became an area of intense conflict.
47. It also became the scene of big power rivalry. This finally led to a series of wars in the region which culminated into the first world war that took place in 1914.

Flow-Learning



Words that Matter

1. **Nation-state:** The region in which the majority of its citizens, and not only its rulers, came to develop a sense of common identity and shared history or descent.
2. **Plebiscite:** A direct vote which gave power to the people of a region to accept or reject a proposal.
3. **Absolutist:** A government or system of rule without restraints on the power exercised.
4. **Utopian:** An imaginary ideal society which principally doesn't exist.
5. **Suffrage:** The right to vote.
6. **Conservatism:** A political philosophy that stressed the importance of tradition, established institutions and customs, and preferred gradual development to quick change.
7. **Feminist:** Awareness of women's rights and interests based on the belief of the social, political and economic equality of genders.
8. **Ethnic:** The people of different identities living together sharing common racial, tribal, or cultural origin or background.
9. **Allegory:** Expression of idea or thought through a person or a thing.
10. **British nation:** This amalgamation of different identities comprised of English, Welsh, Scot or Irish lived in the British Isles.

Dateline

1. **1714:** George-I became the king of Great Britain.
2. **1715:** Louis XV became the king of France.
3. **1740-1748:** The War of the Austrian Succession.
4. **1756-1763:** The Seven Years War.
5. **1776:** The American Declaration of Independence.
6. **1789:** The French Revolution occurred.
7. **1797:** Napoleon invaded Italy; Napoleonic wars began.
8. **1814:** The First Treaty of Paris: established a lenient peace with France.
9. **1814-1815:** Fall of Napoleon; the Vienna Peace Settlement; Napoleon escaped from Elba, gathered a new army, but was defeated at Waterloo.
10. **1821:** Greek struggle for independence began.
11. **1832:** Greece gained independence from the Ottoman Empire.
12. **1831:** Giuseppe Mazzini established Young Italy.
13. **1859-1861:** The unification of Italy.
14. **1849-1878:** The reign of Victor Emmanuel-II of Piedmont-Sardinia.
15. **1852:** Camillo Cavour became the premier of Sardinia-Piedmont.
16. **1859:** Piedmont and France defeated Austria; Piedmont annexed Lombardy.

17. **1861:** The Kingdom of Italy was announced; Victor Emmanuel-II of Piedmont-Sardinia became king of Italy.
 18. **1870:** After France declared war on Prussia, Italy annexed Rome.
 19. **1866-1871:** The unification of Germany.
 20. **1861-1888:** Reign of King William-I of Prussia.
 21. **1867:** Prussia created the North German Confederation.
 22. **1870-1871:** Franco-Prussian War.
 23. **1871:** The German Empire was formed; Germany annexed Alsace and Lorraine.
 24. **1848:** The Revolutions of 1848.
 25. **1905:** Slav nationalism gathered force in the Habsburg and Ottoman Empires.
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NCERT TEXTBOOK QUESTIONS SOLVED

Write in Brief

Q1. Write a note on:

- | | |
|---|-----------------------------|
| (a) Giuseppe Mazzini | (b) Count Camillo de Cavour |
| (c) The Greek war of independence | (d) Frankfurt parliament |
| (e) The role of women in nationalist struggles. | |

- Ans.** (a) (i) Giuseppe Mazzini was born in Genoa on June 22nd, 1807 in a middle class family.
- (ii) He was a patriot, Italian revolutionary, founder of Young Italy and an important figure in liberal nationalism.
- (iii) He was one of the three revolutionaries who made a significant contribution in Italian unification. His efforts led to the unification of Italy.
- (iv) In 1830, he joined the revolutionary Carbonari (a secret association with political purposes) for which he was arrested soon and put in jail.
- (v) There he organised a new political society called *Young Italy*, whose basic principle was the union of the several states and kingdoms into one republic.
- (vi) He founded underground societies like *Young Italy* in Marseilles, and Young Europe in Berne.
- (vii) To evoke people's reaction Mazzini wrote several essays that voiced the injustice to the working class such as the peasants, professionals, artists, and intellectuals.
- (viii) He was elected as a member of a constituent assembly and acquired the responsibility of framing a constitution for the Roman Republic.
- (b) Count Camillo de Cavour, a political leader and an Italian statesman, was born at Turin on the 1st of August 1810.
- (i) At the age of ten he entered the military academy at Turin.
- (ii) He was a significant figure in the movement towards Italian unification and the founder of the original Italian Liberal Party.

- (iii) He founded the Agrarian Association in 1842 and the newspaper *Il Risorgimento* in 1847, where he struggled to establish a constitutional monarchy.
 - (iv) Cavour was a liberal and had faith in free trade, public right of opinion and secular rule. So on becoming the prime minister of Piedmont-Sardinia on 4 November 1852 Cavour strengthened the kingdom, reformed taxation, stabilised the currency, and improved the railway system.
 - (v) In 1853, he supported the French and British in the Crimean War with troops, in anticipation to enhance the prestige of Piedmont-Sardinia.
 - (vi) On March 17, 1861 when Victor Emmanuel II became the king of Italy, Cavour was formally declared as the prime minister of Italy.
 - (vii) Count Camillo de Cavour made considerable efforts for the creation of a modern Italian state. But unfortunately he died only three months after the declaration of a United Italy on 6 June 1861.
- (c)
- (i) Greece had been a part of the Ottoman Empire since the fifteenth century.
 - (ii) The growth of revolutionary nationalism in Europe sparked off a struggle for independence among the people of Greece. It began in 1821.
 - (iii) Nationalists in Greece got support from other Greeks living in exile and also from several West Europeans who had soft corners for the ancient Greek culture.
 - (iv) Poets and artists lauded Greece as the cradle of European civilization and mobilised public opinion to support its struggle against the Ottoman Empire.
 - (v) Finally, with the Treaty of Constantinople of 1832 Greece became an independent nation.
- (d) In 1848, Germany was a divided country with different provinces like Austria and Prussia. In February 1848, when a rebellion took place in Paris King Louis Philippe was forced to run away. This ultimately boosted the confidence of other countries also and revolts started throughout Europe. Many German cities were shaken by revolts of crowds. This led to the fall of the conservative governments and liberals called for the National Assembly. It was attended by 831 delegates from all over Germany in a church in Frankfurt on May 18, 1848. Friedrich Wilhelm IV was elected as the president but it turned out to be futile due to lack of experience of the deputies. Instead of setting up a central power in Germany, the deputies debated about the fundamental rights of the German people. However, the Assembly continued its work and completed a Constitution. Radical political groups in Germany tried to impose the Constitution through civil war, but were suppressed.
- (e)
- (i) A large number of women participated actively in the political matters over the years.
 - (ii) They formed many political associations, founded newspapers and took part in political meetings and demonstrations.
 - (iii) This grabbed the attention of delegates of the Frankfurt parliament. So, on 18 May 1848, when the Constitution was drafted in the Frankfurt parliament the controversial issue of extending political rights to women was raised.

- (iv) Still women were deprived of suffrage rights during the election of the Assembly and they were admitted in the Frankfurt parliament assembly only as spectators.
- (v) But this did not diminish their contribution to the national struggle.
- (vi) Delphine de Girardin, an educated woman, criticised by saying that if servants doing the household work were granted the right to vote then why not women who are mothers, housewives managing everything at home.

Q2. What steps did the French revolutionaries take to create a sense of collective identity among the French people? (A.I. CBSE 2009, CBSE 2012)

Or

When did the first clear cut expression of nationalism come in France? How did the French Revolution lead to the transfer of sovereignty from the monarchy to a body of French citizens? Explain any four measures taken by the French revolutionaries. (CBSE 2008, 2010)

Ans. The first clear cut expression of nationalism came in France with the French Revolution. To make the Revolution a success it was very important to instill a sense of unity in every citizen. To achieve it, various measures and practices were followed:

- (i) A new French flag, the tricolour, was chosen to replace the former royal standard.
- (ii) The Estates General was elected by the body of active citizens and renamed the National Assembly.
- (iii) The ideas of *la patrie* (the fatherland) and *le citoyen* (the citizen) emphasised the nation of a united community enjoying equal rights under a constitution.
- (iv) New hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation.
- (v) A centralised administrative system practising uniform laws for all citizens within its territory was set up.
- (vi) Internal custom duties and dues were abolished and a uniform system of weights and measures was adopted.
- (vii) Regional languages were discouraged and French was adopted as the common language of the nation.

Q3. Who were Marianne and Germania? What was the importance of the way in which they were portrayed?

Ans. In olden times the best way to present an idea was through symbolic personifications. This was the most common and appealing way to invite people's attention. From 1789 females appeared in paintings as symbol of liberty and revolution. During the French Revolution, many symbolic personifications of 'Liberty' and 'Reason' appeared. Marianne was the female figure invented by artists in the nineteenth century to represent the French nation. Her characteristics were drawn from those of Liberty and the Republic—the red cap, the tricolour, the cockade. Statues of Marianne were erected in public places to remind the public of the national symbol of unity and to persuade them to identify with it. Marianne images were marked on coins and stamps.

Similarly, Germania became the symbol of the German nation. This work was done by the artist Philip Veit. He depicted Germania as a female figure standing against a background where beams of sunlight shone through the tricolour fabric of the national flag. Germania was wearing a crown of oak leaves, as the German oak stands for heroism.

Q4. Briefly trace the process of German unification.

(CBSE 2008, AI CBSE 2012)

Or

Examine the main features of the process of German unification under the leadership of Otto Von Bismarck.

(CBSE 2012)

Ans. German unification was a long and complicated process. At the beginning of the 19th century, Germany was not a unified country. It was a collection of autocratic states (39 in all), where only the very wealthy and powerful ruled. It was a difficult affair to unite Germany. It took a long time to unite Germany into one country and the credit goes to Bismarck. He fought three wars to unify Germany.

- (i) **Danish-Prussian War in 1864:** The 1864 Danish War helped Bismarck strengthen his internal position in Prussia. Danish King Friedrich VII died in 1864. Many European royals were independent having undersized territories. Often these territories were divided by different laws, customs, and even languages. Without much effort, Prussia defeated Danish. The Danish War was the first step in the unification of Germany.
- (ii) **Austro-Prussian War in 1866:** In 1866 relations between Austria and Prussia worsened over the control of Schleswig-Holstein. However, the real concern was to emerge as the dominant force in Germany. Bismarck provoked quarrels with the Austrians to gain supremacy in Germany. He tactfully secured Italian support and French neutrality. Prussian troops occupied Holstein and the “Seven Weeks War” broke out between Prussia and Austria. During the Seven Weeks War (1866) Austria was totally crushed by Prussian forces at the Battle of Sadowa, and was completely removed from any role in German affairs. An extraordinary lenient treaty “The Treaty of Prague” was signed to expel Austria from the German Confederation so that Austria did not remain an enemy of Prussia. Prussia was now able to dominate the other German states without fear of Austrian intervention.
- (iii) **North German Confederation in 1866:** After defeating Austria, Bismarck organised the North German Confederation in 1866. It was composed of Prussia and 17 small northern German states. It contained all German states. North of the Main River was successfully controlled by Prussia. The remaining German states were eventually forced to join, including Bavaria, Württemberg, Baden and Hesse-Darmstadt. Bismarck was now ready to take on France.
- (iv) **Franco-Prussian War in 1870-71:** To complete German unification Bismarck had to deal with France. In 1870 Bismarck purposely created war with France. Bismarck suggested a German candidate’s name for the vacant Spanish throne. The hidden aim behind this move was to make the French emperor Napoleon III angry and declare war on Prussia and the North German Confederation. Prussia was completely victorious over France at the Battle of Sedan in 1870 and gained control over Alsace-Lorraine.

For unification Bismarck followed ‘Blood and Iron’ policy. Thus, the long planned journey of German unification was completed in 1871 A.D.

Q5. What changes did Napoleon introduce to make the administrative system more efficient in the territories ruled by him? (CBSE 2012)

Ans. Though Napoleon was a dictator and was against democracy but he took certain measures to smoothly and proficiently run the administrative system.

- (i) Napoleon reformed the French legal system because the old feudal and royal laws were very confusing and conflicting to the people.
- (ii) The Napoleonic Code of 1804 was a major step in establishing the rule of law. This Code was exported to the regions under French control.
- (iii) In countries like the Dutch Republic, Switzerland, Italy and Germany feudalism was abolished and peasants were freed from serfdom and manorial dues.
- (iv) All privileges based on birth were taken away. The equality before the law was established and the right to property was secured.
- (v) Transport and communication systems were also paid attention and were improved.
- (vi) Low class people like peasants, artisans, workers and new businessmen were given more freedom.
- (vii) Uniform laws were adopted for all. Be it a businessman and a small-scale producer of goods—all began to realise that uniform laws, standardised weights and measures, and a common national currency would facilitate the movement and exchange of goods and capital from one region to another.

Discuss

Q1. Explain what is meant by the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals?

Ans. The word 'liberal' is derived from the Latin '*liber*' that means 'free'. Liberalism means a political system or tendency opposed to centralisation and absolutism. It emphasises on absolute and unrestrained freedom of thought, religion, conscience, creed, speech, press, and politics. Liberals believed that government is necessary to protect individuals from being harmed by others, not to pose a threat to liberty.

In nineteenth century a series of republican revolts started against European monarchies. It began in Sicily and spread over to France, the German and Italian states, and the Austrian Empire. This was the time when the liberals became active. Their significant role in political and economic fields changed the outlook of European countries.

In the economic field

- (i) Liberals in the 19th century urged the end of state interference in the economic life of society.
- (ii) They fought for the freedom of markets and the abolition of state-imposed restrictions on the movement of goods and capital.
- (iii) In 1834, a customs union or zollverein was formed at the initiative of Prussia and joined by most of the German states.
- (iv) The union abolished tariff barriers and reduced the number of currencies from thirty to two.
- (v) The construction of a network of railways stirred economic growth and economic nationalism which eventually strengthened nationalism.

In the political field

- (i) Primary aim of liberals was to establish freedom for the individual and equality of all before the law.
- (ii) It believed that government should be formed with the consent of people.
- (iii) It was against autocracy and clerical privileges and favoured a constitution and representative government through parliament.
- (iv) During that time property-owning men only had right to vote and get elected.
- (v) The Napoleonic Code also preferred limited suffrage and reduced women's role also.
- (vi) Women were considered as the subject to the authority of fathers and husbands.
- (vii) This led to the rise of movement by women and non-propertied men demanding equal political rights.

Q2. Choose three examples to show the contribution of culture to the growth of nationalism in Europe. (CBSE 2012)

Or

How did Romanticism seek to develop a particular form of nationalist sentiments during 18th century? Explain. (A.I. CBSE 2009)

Or

“Culture played an important role in creating the idea of the nation in Europe.” Support the statement with examples. [A.I. CBSE 2010, 2013]

Or

How did culture play an important role in creating the idea of the ‘nation’ in Europe? Explain with examples. [A.I. CBSE 2013]

- Ans.**
- (i) Culture played a vital role in creating the idea of the nation: art and poetry, stories and music helped express and arouse nationalist feelings. Romantic artists and poets made deliberate efforts to create a sense of shared collective heritage, a common cultural past as the basis of a nation.
 - (ii) The German philosopher Johann Gottfried Herder stated that true German culture was to be discovered among the common people. It was through folk songs, folk poetry and folk dances that the true spirit of nation was popularised. So collecting and recording these forms of folk culture was essential to the project of nation-building.
The French painter Delacroix depicted an incident through his painting in which 20,000 Greeks were assumed to have been killed by Turks. By dramatising the incident and focusing on the suffering of women and children Delacroix wanted to appeal to the emotions of the spectators and create sympathy for the Greeks.
Karol Kurpinski celebrated the national struggle through his operas and music, turning folk dances like the *polonaise* and *mazurka* into nationalist symbols.
 - (iii) Language played an important role in developing nationalist sentiments. Regional languages had always been an obstacle in the unification of a country. To overcome it, a common national language was adopted. The Polish language was forced out of schools and the Russian language was made obligatory everywhere.
 - (iv) In 1831, an armed rebellion against Russian rule took place but it was crushed. After the failure of this rebellion, members of the clergy in Poland began to use language as a weapon of national resistance. Polish became a common

language in church gatherings and all religious instruction. As a result, several priests and bishops were put in jail by the Russian authorities as punishment for their refusal to preach in Russian. The use of Polish came to be seen as a symbol of the struggle against Russian dominance.

Q3. Through a focus on any two countries, explain how nations developed over the nineteenth century?

Ans. Refer NCERT Textbook Q4. Write in Brief; (The process of German unification)
Refer NCERT Textbook Q1. Write in Brief; (c) (The Greek War of Independence)
Refer NCERT Textbook Q1. Write in Brief; (a) Guiseppe Mazzini and (b) Count Camillo de Cavour (For unification of Italy)

Q4. How was the history of nationalism in Britain unlike the rest of Europe?

- Ans.** (i) Before the eighteenth century there was no British nation. The people of different identities lived in the British Isles and were called ethnic ones.
- (ii) The ethnic group comprised of English, Welsh, Scot or Irish. These groups had their own cultural and political traditions.
- (iii) But when slowly and steadily the influence and power of English nation grew in, it extended its influence over the other nations of the islands.
- (iv) The Act of Union of 1707 between England and Scotland resulted in the formation of the 'United Kingdom of Great Britain'.
- (v) This gave power to England to impose its influence on Scotland.
- (vi) The British parliament was henceforth dominated by its English members.
- (vii) This led to the demolition of Scotland's distinctive culture and political institutions.
- (viii) The Catholic clans that inhabited the Scottish Highlands suffered terrible repression whenever they attempted to assert their independence.
- (ix) The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress, and large numbers were forcibly driven out of their homeland.
- (x) The condition of Ireland was not different from Scotland. The country was divided between Catholics and Protestants.
- (xi) The English helped the Protestants of Ireland to establish their supremacy over Catholics.
- (xii) Catholics revolted but were soon suppressed and Ireland was forcibly included into the United Kingdom in 1801.
- (xiii) This amalgamation led to the growth of new, powerful nation 'British nation'.
- (xiv) The symbols of the new Britain like the British flag (*Union Jack*), the national anthem (*God Save Our Noble King*), the English language were actively promoted.
- (xv) In the light of the above, we can say that the history of nationalism in Britain was completely unlike that of the rest of Europe.

Q5. Why did nationalist tensions emerge in the Balkans?

- Ans.** (i) The Balkans consisted of regions of modern day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro and their inhabitants were broadly known as *Slavs*.
- (ii) When the Ottoman Empire collapsed, it initiated nationalism in the Balkans states.

- (iii) Soon the feeling of Nationalism spread and the situation became very unstable.
- (iv) The Ottoman Empire tried to control the situation by strengthening itself through modernisation and internal reforms but in vain.
- (v) Gradually, its European nations got separated and fought for independence and political rights.
- (vi) In the race to expand their territories and to impose their supremacy on each other, Slavic nationalities quickly got into severe clashes. As a result, the Balkan area became an area of intense conflict.
- (vii) Matters were further worsened because the Balkans also became the scene of big power rivalry.
- (viii) During this period, there was intense rivalry among the European powers over trade and colonies as well as naval and military might.
- (ix) These rivalries were very evident in the way the Balkan problem unfolded. Each power—Russia, Germany, England, Austria, Hungary was keen on countering the hold of other powers over the Balkans, and extending its own control over the area. This led to a series of wars in the region and finally, the first world war in 1914.

Project

- Find out more about nationalist symbols in countries outside Europe. For one or two countries, collect examples of pictures, posters or music that are symbols of nationalism. How are these different from European examples?

Ans. Attempt yourself.

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct option:

1. What was the Napoleonic Code usually known as?

(a) The Napoleonic Code of 1808	(b) The Civil Code of 1809
(c) The Civil Code of 1804	(d) Johann Gottfried Harder
2. Who was called '*Bismarck of Italy*'?

(a) Mazzini	(b) Garibaldi
(c) Cavour	(d) Johann Gottfried Herder
3. In the Frankfurt parliament, a constitution was drafted on which date?

(a) 8 May, 1848	(b) 18 May, 1848
(c) 18 June, 1840	(d) 11 August, 1848
4. In which year was Treaty of Vienna signed?

(a) 1811	(b) 1810
(c) 1815	(d) 1812
5. Unification of Germany took place between which period?

(a) 1860 to 1871	(b) 1870 to 1871
(c) 1856 to 1871	(d) 1866 to 1871

6. What was the significance of 'Broken Chains'?
- (a) Being freed (b) Heroism
(c) Readiness to fight (d) Willingness to make peace
7. What did *Das Volk* stand for?
- (a) Democracy (b) Factory workers
(c) Common people (d) Slum dwellers
8. What does *La patrie* mean?
- (a) The citizen (b) The motherland
(c) The fatherland (d) The country
9. What did Germania symbolise?
- (a) French nation (b) German nation
(c) British nation (d) None of the above
10. Who was Frederic Sorrien?
- (a) A French philosopher (b) A French leader
(c) A French artist (d) A French cartoonist
11. What were the large landowners of Prussia known as?
- (a) Kulaks (b) Pykars
(c) Mahantas (d) Junkers
12. Name the artist who painted the image of Germania.
- (a) Frederic Sorrien (b) Philip Veit
(c) Ernst Renan (d) None of the above
13. What does the German oak stand for?
- (a) Heroism (b) Patriotism
(c) Liberalism (d) Socialism
14. Who described Mazzini as 'the most dangerous enemy of our social order'?
- (a) Ernest Renan (b) Louis Philippe
(c) Napoleon Bonaparte (d) Metternich
15. The weavers of Silesia led a revolt in 1845 against whom?
- (a) Wealthy people (b) Contractors
(c) Social workers (d) Farmers
16. *Young Italy*, a secret society was formed by
- (a) Mazzini (b) Metternich
(c) Wilhelm Wolff (d) Bismarck

Ans. 1—(c) 2—(b) 3—(b) 4—(c) 5—(d) 6—(a)
7—(c) 8—(c) 9—(b) 10—(c) 11—(d) 12—(b)
13—(a) 14—(d) 15—(b) 16—(a)

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. What was the major change that occurred in the political and constitutional scenario due to French Revolution in Europe? (CBSE 2015)

Ans. The major change that occurred in the political and constitutional scenario due to the French Revolution in Europe was the transfer of sovereignty from the monarchy to a body of French citizens.

Q2. What did the French revolutionaries aim for?

Ans. The French revolutionaries aimed for:
(i) Creating a sense of collective responsibility.
(ii) Establishing republic.
(iii) Equal rights for all.

Q3. What was the significance of the treaty of Constantinople in Greek history?

Ans. The treaty of Constantinople recognised Greece as an independent nation.

Q4. Name the group of countries that collectively defeated Napoleon.

Ans. Britain, Russia, Prussia and Austria.

Q5. What did the conservatives want?

Ans. The conservatives wanted to preserve the monarchy and the church.

Q6. What does the term 'absolutist' refer to?

Ans. The term 'absolutist' refers to the following points:
(i) A government or a system of rule that has no restraints on power exercised.
(ii) A form of monarchical government that was centralised.
(iii) A form of government that is repressive.

Q7. What is the national anthem of Britain?

Ans. The national anthem of Britain is *God Save Our Noble King*.

Q8. What was Zollverein?

Ans. Zollverein was customs union formed in 1834 at the initiative of Prussia and joined by most of the German states.

Q9. What do you know about young Italy?

Ans. *Young Italy* was a secret society, formed by Giuseppe Mazzini to establish a unitary Italian Republic.

Q10. What did the German sword stand for?

Ans. The German sword for readiness to fight.

Q11. Name the countries which participated in the Vienna congress of 1815.

Ans. Britain, France and Russia.

Q12. What did the symbol of olive branch around the sword mean?

Ans. The symbol of olive branch around the sword meant willingness to make peace.

Q13. Who was described as the 'most dangerous enemy to our social order' and by whom?

Ans. Mazzini was described as the 'most dangerous enemy to our social order' by Metternich.

Q14. Who hosted the congress of Vienna?

Ans. Austrian Chancellor Duke Metternich hosted the congress of Vienna.

Q15. Why were female allegories invented by the French artists?

Ans. Female allegories were invented by the French artists in the 19th Century to represent the nation.

Q16. Who was Johann Gottfried Herder? What did he claim?

Ans. Johann Gottfried Herder was a German philosopher. He claimed that true German culture was to be discovered through folk songs, folk poetry and folk dances.

Q17. Who was Ottoman Bismarck?

Ans. Ottoman Bismarck was the true architect of Germany who played an important role in the unification of the country. He is known for his policy of 'Blood and Iron'.

Q18. What is a nation state?

Ans. Nation state is the one in which the majority of the citizens come together to develop a sense of common identity and shared history or descent.

Q19. Name the three revolutionaries of Italy who led the unification of the country.

Ans. Giuseppe Mazzini, Count Camillo de Cavour and Giuseppe Garibaldi.

Q20. What does a blind folded woman carrying a pair of weighing scales, symbolise?

Ans. It is a symbolism of justice.

Q21. What did the ideas of *La patrie* and *Le citoyen* signify in the French Revolution?

Ans. These ideas symbolised 'fatherland' and 'the citizens' respectively.

Q22. What was the main function of the Prussian Zollverein?

Ans. Its main function was to abolish tariff barriers.

Q23. Who was proclaimed the German Emperor after its unification?

Ans. The Prussian King William I was proclaimed the German Emperor after its unification.

Q24. What do you know about the Act of Union, 1707?

Ans. It was signed between England and Scotland as a result of which the 'United Kingdom of Great Britain' came into being. Now, England could impose its influence Scotland.

III. SHORT ANSWER TYPE QUESTIONS

Q1. Describe the events of French Revolution which had influenced the people belonging to other parts of Europe. (CBSE 2015)

- Ans.** (i) When the news of the events in France reached the different cities of Europe, students and other members of educated middle-classes began setting up Jacobin clubs.
- (ii) Their activities and campaigns prepared the way for the French armies which moved into Holland, Belgium, Switzerland and much of Italy in the 1790s.
- (iii) With the outbreak of the revolutionary wars, the French armies began to carry the idea of nationalism abroad.

Q2. What role did Giuseppe Garibaldi play in the unification of Italy?

- Ans.** (i) Giuseppe Garibaldi (1807-82) was a famous Italian freedom fighter. He managed a large number of volunteers apart from regular troops.
- (ii) In 1860, they marched into South Italy and the Kingdom of the two Sicilies and succeeded in winning the support of the local peasants in order to drive out the Spanish rulers.
- (iii) He supported Victor Emmanuel II in his efforts to unify the Italian states and in 1861 Victor Emmanuel II was proclaimed king of united Italy.

Q3. The 1830s were years of great economic hardship in Europe. Explain. (HOTS)

Or

Describe in brief the great economic hardships during the 1830s in Europe.

[CBSE 2010 (F)]

- Ans.** (i) The first half of the nineteenth century saw an enormous increase in population all over Europe.
- (ii) In most countries, there were more job seekers than employment. Population from rural areas migrated to the cities to live in overcrowded slums.
- (iii) Small producers in towns were often faced with stiff competition from imports of cheap machine made goods from England, where industrialisation was more advanced than on the continent.
- (iv) In these regions of Europe where the aristocracy still enjoyed power, peasants struggled under the burden of feudal dues and obligations.
- (v) The rise of food prices or a year of bad harvest led to widespread pauperism in town and country.

Q4. Though conservative forces were able to suppress liberal movements in 1848, they could not restore the old order. How?

- Ans.** (i) Monarchs now began to realise that the cycles of revolution and repression would only be ended by granting concessions to the liberal-nationalist revolutionaries.
- (ii) Therefore, in the years after 1848, the autocratic monarchies of Central and Eastern Europe began to introduce the changes that had already taken place in Western Europe before 1815.
- (iii) Thus, serfdom and bonded labour were abolished both in the Habsburg dominions and in Russia.
- (iv) The Habsburg rulers granted more autonomy to the Hungarians in 1867.

Q5. Briefly write a note on the process of German unification. (HOTS)

- Ans.** Germany was divided in many states. In 1848, the German confederation and Prussia tried organising themselves into a German state. Prussia took on the leadership. Its chief minister Otto Von Bismarck, was the architect of this process carried out with the help of the Prussian army and bureaucracy. Three wars: Danish War in 1864, Austro-Prussian War in 1866 and Franco-Prussian War in 1870-71 were fought which ended in Prussian victory and completed the process of unification. For unification, Bismarck adopted 'Blood and Iron' policy and finally, it took place in 1871. The Prussian king, William I became the German Emperor.

Q6. What were the Provisions of the Treaty of Vienna of 1815? (HOTS)

Or

Describe in brief any four features of the Vienna Treaty of 1815.

[CBSE 2009, 2011(F)]

- Ans.** The Provisions of Treaty of Vienna of 1815 include:
- (i) The Bourbon dynasty was restored to power.
- (ii) France lost the territories it had annexed under Napoleon.
- (iii) A series of states were set up on the boundaries of France to prevent French expansion in future.
- (iv) Belgium was set up in the north and Genoa was added to Piedmont in the south.
- (v) Prussia was given important new territories on its western frontiers, while Austria was given control of northern Italy.
- (vi) In the east, Russia was given part of Poland while Prussia was given a portion of Saxony.
- (vii) Thus, monarchies that had been overthrown by Napoleon were restored and a new conservative order was created in Europe.

Q7. In the areas conquered in Europe by Napoleon, explain the reactions of the local population to the French rule.

Ans. Regarding the areas conquered in Europe by Napoleon the reactions of the people were mixed.

- (i) Initially in many places like Holland and Switzerland as well as in certain cities like Brussels, Milan, Warsaw etc, the French armies were welcomed as harbingers of liberty.
- (ii) But the initial enthusiasm soon turned to hostility as it became clear to the people that the new administrative arrangement did not go hand in hand with the political freedom.
- (iii) Increased taxation, censorship, forced consumption into the French armies required to conquer the rest of Europe. All seemed to outweigh the advantages of the administrative changes.

Q8. Enumerate any three features of the conservative regimes set up in Europe following the defeat of Napoleon in 1815? (CBSE 2011)

- Ans.**
- (i) The conservatives emphasised the importance of tradition's customs and established institutions like the monarchy, the church, the social hierarchies, property and the family.
 - (ii) The power of the Bourbon dynasty was restored.
 - (iii) Steps were taken to prevent French expansion and creation of new states.
 - (iv) Autocratic regimes came into power. Descent of any type from any group was not tolerated. The ideas associated with French Revolution were censored.

Q9. Describe the impact of 'The Revolution of the Liberals' in 1848 in Europe. [CBSE 2012(F)]

Ans. See NCERT Textbook Q1. (Discuss).

Q10. Who were the Grimm Brothers and how did they contribute to the rise of nationalism in Europe?

Or

How did the Grimm Brothers contribute to the Nation building of Germany?

- Ans.**
- (i) The Grimm Brothers—Jacob and Wilhelm Grimm—extensively contributed to the growth of nationalism in Europe.
 - (ii) They collected several folk tales that expressed pure and authentic German spirit.
 - (iii) They became quite popular among the masses. Both the brothers also became active in liberal politics, especially the movement for freedom of the press.
 - (iv) They were against French domination and considered it as a threat to German culture and tried to uproot it through their sincere efforts.
 - (v) They considered their projects of collecting folktales as part of the wider effort to oppose French domination and create a German national identity.

Q11. What did Metternick mean to say when he remarked, 'When France sneeze, the rest of Europe catches cold'?

- Ans.**
- (i) The revolutionary spirit spread all over Europe only after the French Revolution took place in 1789. The ideas of liberty, equality and fraternity gained popularity among people all over Europe.
 - (ii) Educated people especially got attracted to these ideas.

- (iii) The political upheaval in France that took place in July 1830 sparked revolutions in places like Brussels which led to Belgium breaking away from the United Kingdom of the Netherlands.
- (iv) In this way we see that France was one of the most important countries of Europe. It spread awareness among the people of Europe.
- (v) It set values and standards for the entire continent. Other countries of the continent just followed what France did.

Q12. The Habsburg Empire was a patchwork of many different regions and peoples. Elucidate this statement. [V. Imp.]

- Ans.**
- (i) The Habsburg Empire that ruled over Austria—Hungary included the Alpine regions—the Tyrol, Austria and the Sudetenland—as well as Bohemia, where the aristocracy was pre-dominantly German-speaking.
 - (ii) The Empire also included the Italian-speaking provinces of Lombardy and Venetia.
 - (iii) In Hungary, half of the population spoke Magyar while the other half spoke a variety of dialects. In Galicia, the aristocracy spoke Polish.
- Besides these dominant groups, there also lived within the boundaries of the empire, a mass of subject peasant peoples—Bohemians and Slovaks to the north, Slovenes in Carniola, Croats to the south and Roumans to the east in Transylvania.

Q13. Mention any three measures adopted by the French revolutionaries to create a sense of collective identity among the French People. [CBSE 2013(C)]

Ans. See NCERT Textbook Q2. (Write in Brief)

IV. LONG ANSWER TYPE QUESTIONS

Q1. Describe the process of unification of Germany. (CBSE 2015)

Ans. The process of unification of Germany:

- (i) Nationalist feelings were widespread among middle class Germans, who in 1848 tried to unite the different regions of the German confederation into a nation-state governed by an elected parliament.
- (ii) This liberal initiative to nation-building was, however, repressed by the combined forces of the monarchy and the military, supported by the large landowners called Junkers of Prussia. From then on, Prussia took on the leadership of the movement for national unification.
- (iii) Otto von Bismarck, the chief minister of Prussia, was the architect of the German unification. He did this with the help of the Prussian army and bureaucracy.
- (iv) Three wars over seven years with Austria, Denmark and France—ended in Prussian victory and completed the process of unification.
- (v) In January 1871, the Prussian King, William I, was proclaimed German Emperor in a ceremony held at Versailles.

Q2. Describe the evolution and execution of the process of Italian unification. (HOTS)

Or

Briefly trace the process of the unification of Italy.

[CBSE 2011, AI CBSE 2012, 2013]

Ans. Process of Italian unification:

- (i) Like Germany, Italy too had a long history of political fragmentation.
- (ii) Italians were scattered over several dynastic states as well as the multi-national Habsburg Empire.
- (iii) During the middle of the nineteenth century, Italy was divided into seven states of which only one, Sardinia-Piedmont, was ruled by an Italian princely house.
- (iv) The unification process was led by three revolutionaries—Guiseppe Mazzini, Count Camillo de Cavour, and Guiseppe Garibaldi.
- (v) Guiseppe Mazzini during the 1830s sought to put together a coherent programme for a unitary Italian Republic.
- (vi) He organised a new political society called *Young Italy*.
- (vii) The failure of revolutionary uprisings both in 1831 and 1848 meant that the responsibility now fell on Sardinia-Piedmont under its ruler King Victor Emmanuel II to unify the Italian states through war.
- (viii) Count de Cavour now led the movement to unify the regions of Italy. Through a tactful diplomatic alliance with France engineered by Cavour, Sardinia-Piedmont became successful in defeating the Austrian forces in 1859.
- (ix) Apart from regular troops, a large number of armed volunteers under the leadership of Guiseppe Garibaldi joined the fray.
- (x) In 1860, they marched into South Italy and the kingdom of the two Sicilies and succeeded in winning the support of the local peasants in order to drive out the Spanish rulers.
- (xi) In 1861, the process of the unification of Italy was completed and Victor Emmanuel II was proclaimed king of the united Italy.

Q3. Give a brief description of the revolt led by the Silesian weavers in 1845. (HOTS)

- Ans.**
- (i) In 1845 the Silesian weavers revolted against contractors who supplied them raw material and gave them orders for finished textiles but drastically reduced their payments.
 - (ii) Dissatisfied and resented weavers emerged from their homes on 4 June and marched in pairs up to the mansion of their contractor demanding higher wages.
 - (iii) When the contractor showed reluctance, a group of them forced their way into the house, smashed its elegant window panes, furniture, porcelain, etc.
 - (iv) Another group broke into the store house and plundered it of supplies of cloth which they tore to shreds.
 - (v) The contractor fled with his family to a neighbouring village which ultimately refused to shelter such a person. He returned 24 hours later having requisitioned the army. In the exchange that followed, eleven weavers were shot.

Q4. “Napoleon had, no doubt, destroyed democracy in France, but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient.” Support the statement.

(AI CBSE 2012)

Or

Explain any three features of Napoleon code. (CBSE 2010)

Or

Explain any four provisions of the Napoleon civil code, 1804.
(CBSE 2008, 2010, 2011)

Or

Explain the revolutionary principles incorporated by Napoleon in the administration of France during his regime. (CBSE, 2011)

Ans. See NCERT Textbook Q5. (Write in Brief)

Q5. What did the concept of liberal nationalism politically emphasise during the 19th century Europe? (CBSE 2010)

Or

Explain liberalism in political and economic fields prevailing in Europe in the 19th century. (CBSE 2008, 2011)

Ans. See NCERT Textbook Q1. (Discuss)

Q6. “The most serious source of nationalist tension in Europe after 1871 was the area of Balkans”. Justify. (CBSE 2008)

Or

Why was Balkans after 1871 the most serious source of nationalist tension in Europe? Explain four reasons. [CBSE 2008(F)]

Or

“The Balkan issue was one of the major factors responsible for The First World War.” Explain by giving examples. (CBSE 2012)

Or

What is meant by Balkan? Why did it turn into perennial sources of tension and proved the battlefield of the First World War? (CBSE 2012)

Ans. See NCERT Textbook Q5. (Discuss)

Q7. Explain the role of languages in developing the nationalist sentiments in Europe. (CBSE 2011)

Ans. Poland had been partitioned at the end of the 18th century by The Great Powers, Russia, Prussia and Austria. Even though Poland no longer existed as an independent country but national feelings were kept alive through the language.

- (i) The emphasis on language was made not just to recover an ancient national spirit but also to carry the modern nationalist message to large audiences who were mostly illiterate.
- (ii) After the Russian occupation of Poland, Polish language was forced out of schools and the Russian language was imposed everywhere.
- (iii) Many members of the clergy in Poland began to use language as a weapon of national resistance.
- (iv) Polish was used for church gathering and all religious instructions.
- (v) The use of Polish thus came to be seen as a symbol of struggle against Russian dominance.

Q8. Give a brief account of political fragmentation of Italy. [CBSE 2008(C)]

- Ans.** (i) Like Germany, Italy too had a long history of political fragmentation.
(ii) Italians were scattered over several dynastic states as well as the multinational, Habsburg Empire.
(iii) During the middle of the nineteenth century, Italy was divided into seven states, of which only one, Sardinia-Piedmont, was ruled by an Italian princely house.
(iv) The north was under Austrian Habsburgs, the centre was ruled by the Pope and the southern regions were under the domination of the Bourbon kings of Spain.
(v) Even the Italian language had not acquired one common form, and it still had many regional and local variations.

Q9. “The 1830s were years of great economic hardships in Europe”. Support the statement with four examples. [CBSE 2012(F)]

Ans. See Q2. (Short Answer Type Question)

Q10. Giuseppe Mazzini and the Chief Minister Cavour have played a major role in unification of Italy. Justify the statement. [AI CBSE 2013(C)]

Ans. See Q1. (Short Answer Type Questions) and (Long Answer Type Questions)

V. SOURCE-BASED QUESTIONS

Q1. Read the extract (Source B) taken from NCERT textbook, page 10 and answer the questions that follow:

Economists began to think in terms of the national economy. They talked of how the nation could develop and what economic measures could help forge this nation together.

Friedrich List, Professor of Economics at the University of Tubingen in Germany, wrote in 1934:

‘The aim of the Zollverein is to bind the Germans economically into a nation. It will strengthen the nation materially as much by protecting its interest externally as by stimulating its internal productivity. It ought to awaken and raise national sentiment through a fusion of individual and provincial interests. The German people have realised that a free economic system is the only means to engender national feeling.’

- (i) What was the view of the German economists?
(ii) Who was Friedrich List? How did he explain the Zollverein?

- Ans.** (i) The German economists thought in terms of national economy. They were concerned about how the nation could develop and what economic measures could forge their nation together.
(ii) Friedrich List was a Professor of Economics at the University of Tübingen in Germany. He explained that the Zollverein aimed at binding the Germans economically into a nation. He viewed that it would strengthen the nation materially as much by protecting its interest externally as by stimulating its internal productivity.

VI. PICTURE-BASED QUESTIONS

Q1. Recognise the picture below (see NCERT Textbook page 23) and answer the following questions:



- (i) Whose painting is it? Who painted it and when?
- (ii) What does it signify?

Ans. (i) It is the painting of Germania. Philip Veit painted it in 1848.
(ii) Germania is the symbolic personification of 'Liberty' and 'Reason'. She becomes the symbol of the German nation.

VII. VALUE BASED QUESTIONS

Q1. The French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens. The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny. Which values would you associate with this revolution?

- Ans.** (i) The French Revolution created a sense of collective identity amongst the French people. The ideas of *la patrie* (the motherland) and *le citoyen* (the citizen) emphasised the notion of a united community enjoying equal rights under a Constitution.
- (ii) The Estates General was elected by the body of active citizens and renamed the National Assembly.
 - (iii) A centralised administrative system was put in place and it formulated uniform laws for all citizens within its territory.
 - (iv) Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted.
 - (v) Regional dialects were discouraged and French became the common language of the entire nation.

In nutshell, we can associate the following values with the French Revolution:

- (i) Nationalism (ii) Equality (iii) Fraternity (iv) National integration (v) Solidarity.

Q2. Give any three values which can be reflected from the term 'liberalism'.

Ans. The three values that can be reflected from the term 'liberalism' are:

- (i) Freedom for the individual and equality of all before the law.
- (ii) Concept of government by consent.
- (iii) Abolition of state imposed restrictions on the movement of goods and capital.

Q3. Which values are associated with the following:

- (i) Broken chains
- (ii) Crown of oak leaves
- (iii) Sword
- (iv) Olive branch around the sword
- (v) Rays of the rising sun.

Ans. (i) Broken chains—Being freed (ii) Crown of oak leaves—Heroism
(iii) Sword—Readiness to fight (iv) Olive branch around the sword—
Willingness to make peace

(v) Rays of the rising sun—Beginning of a new era.

Q4. Johann Gottfried Herder, the German philosopher, claimed that true German culture was to be discovered among the common people. It was through folk songs, folk poetry and folk dances that the true spirit of the nation was popularised. So collecting and recording these forms of folk culture was essential to the project of nation building.

Now say which values were associated with the folk culture?

Ans. (i) It could recover an ancient national spirit.
(ii) It could carry the modern nationalist message to large audiences who were mostly illiterate.
(iii) It could successfully develop nationalist sentiments.

TEST YOUR SKILLS

1. How did the artists of the 18th and 19th centuries visualise a nation? Illustrate with an example.
2. What were the changes that came into existence after the English parliament took over in the United Kingdom of Great Britain in 1688?
3. Explain the term 'liberal nationalism'. How did the growth of 'liberalism' help in promoting 'economic nationalism'?
4. Describe the stages of German unification.
5. How did the United Kingdom of Great Britain come into being?
6. How did Ireland suffer due to British dominance?
7. Describe the events which led to disbanding the German assembly in 1848.
8. How did women organise themselves to seek political equality and how far did they succeed?
9. How and what led to the emergence of a new conservatism after 1815?
10. Through a focus on any two countries, explain how nations developed over the 19th century.
11. What were the factors that led to the rise of nationalism in Europe?

□□□

2

The Nationalist Movement in Indo-China

Syllabus

Nationalist Movement in Indo-China: Factors leading to Growth of Rationalism in India: (a) French colonialism in Indo-China. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc. (d) The Second World War and the liberation struggle. (e) America and the second Indo-China war.

Facts that Matter

1. Though Vietnam gained formal independence in 1945 before India, but it took three decades to attain the Republic.
2. **Indo-China** comprises the modern countries of Vietnam, Laos and Cambodia.
3. The colonisation of Vietnam by the French brought the people of the country into conflict with the colonisers in almost every walk of life.
4. The French not only established military and economic control over Vietnam but it also tried to reshape the culture of the Vietnamese.
5. French troops came in Vietnam in 1858 and by the mid-1880s they established control over the northern region.
6. After the **Franco-Chinese war**, Tonkin and Anaam came under the control of the French domination and in 1887 French Indo-China was formed.
7. Slowly and steadily the Nationalist resistance developed in people of Vietnam.
8. **Exploring and mapping rivers** was part of the colonial enterprise as the rivers were the only medium of trade and transport.
9. Colonies were considered essential to supply natural resources and other essential goods. Like other western nations, France also thought it was the mission of the European countries to bring the benefits of civilisation to backward people.
10. In order to expand their territories the French began building canals and draining lands in the Mekong delta to increase cultivation. The vast system of irrigation works—canals and earthworks—built with forced labour increased rice production and allowed the export of rice to the international market.
11. The construction of Trans-Indo-China rail network to link the northern and southern parts of Vietnam was also started.
12. The French also built the second line to link Vietnam to Siam (modern Thailand), via Cambodian capital of Phnom Penh.

13. **Paul Bernard**, a writer and policy-maker, believed that the economy of the colonies needed to be developed. He believed that it would also help to improve the standard of living of the people which would ultimately prove to be advantageous for the coloniser.
14. The colonial economy in Vietnam was primarily based on rice cultivation and rubber plantations and **indentured** Vietnamese labour was widely used in these plantations.
15. French colonisation was also driven by the idea of a '**civilising mission**'. Like the British in India, the French also wanted to bring modern civilisation to the Vietnamese. The French wanted to destroy local cultures, religions and traditions as they believed they were outdated and prevented modern development. So they wanted to educate the 'native' to civilise them. This they also did because they required educated local labour force but they feared that education might create problems. Once educated the Vietnamese may begin to question colonial domination.
16. The French were faced with yet another problem in the sphere of education. The elites in Vietnam were influenced by Chinese culture. To counter the Chinese influence the French established French schools for the Vietnamese.
17. It was decided that Vietnamese be taught in lower classes and French in the higher classes.
18. But only a few elite Vietnamese could enroll in the schools, and only a few could pass the school-leaving examination because French people deliberately failed the students mainly in the final year, so as to stop them from getting better-paid jobs. Two-thirds of the students failed and in 1925, out of 17 million population less than 400 passed the examination.
19. School textbooks glorified the French and justified colonial rule and represented the Vietnamese as primitive and backward, capable of manual labour only. School children were taught that only French rule could ensure peace in Vietnam.
20. The **Tonkin Free School** was started in 1907 to provide a western style education to the Vietnamese. Many Vietnamese teachers and students opposed it.
21. A major protest exploded in **1926 in the Saigon Native Girls School**, when a Vietnamese girl sitting in one of the front seats was asked to vacate the seat for a local French student and when she refused, she was expelled from the school. When the angry students protested, they too were expelled. This led to open protests. To control the situation the students were taken back.
22. Elsewhere, students fought against the colonial government's efforts to prevent the Vietnamese from qualifying for white-collar jobs. Schools thus became an important place for political and cultural battles. The battle against French colonial education became part of the larger battle against colonialism and for independence.
23. **Religion** played an important role in uniting Vietnamese against colonial control. Vietnam's religious beliefs were a mixture of Buddhism, Confucianism and local practices. The French missionaries introduced Christianity and tried to convert Vietnamese to Christianity.
24. The **Scholars Revolt** started in **1868** against French control and the spread of Christianity. It was led by officials at the imperial court angered by the spread of Catholicism and French power. They led a general uprising in Ngu An and Ha Tien provinces where over

a thousand Catholics were killed. Though the French successfully crushed the movement but this uprising inspired other patriots.

25. Another movement, called **the Hoa Hao Movement**, was started in 1939 by **Huynh Phu So** in the fertile Mekong Delta area. Phu So opposed the sale of child brides, gambling and the use of alcohol and opium. However, this movement was suppressed.
26. **Phan Boi Chau (1867-1940)** became a major figure in the anti-colonial resistance from the time he formed the Revolutionary Society (Duy Tan Hoi) in 1903, with Prince Cuong De as the head. His most influential book, *The History of the Loss of Vietnam* became bestseller in Vietnam and China.
27. **Phan Chu Trinh (1871-1926)** differed with Phan Boi Chau. He opposed the idea of resisting the French with the help of the court. He wished to establish a democratic republic. He did not want a wholesale rejection of Western civilisation.
28. In the first decade of the twentieth century '**Go East Movement**' became popular. In 1907-08, some 300 Vietnamese students went to Japan to acquire modern education with intentions to throw out the French from Vietnam and the emperor to re-establish the Nguyen dynasty. Vietnamese students established a branch of the **Restoration Society in Tokyo** to attain the same objective but they were exiled and sent back to China and Thailand.
29. Developments in China also inspired Vietnamese nationalists. In 1911, the monarchy in China was overthrown and a Republic was established. Inspired by it, Vietnamese students also organised the **Association for the Restoration of Vietnam** (Viet-Nam Quan Phuc Hoi), to set up a democratic republic.
30. **The Great Depression of the 1930s had a deep impact on Vietnam.** Prices of rubber and rice fell, leading to rising rural debts, unemployment, and rural uprisings. But the uprisings were suppressed with great harshness by throwing bombs.
31. In February 1930, **Ho Chi Minh** established the **Vietnamese Communist** (Vietnam Cong San Dang) **Party** later renamed the **Indo-Chinese Communist Party** but in 1940 when Japan occupied Vietnam to control Southeast Asia the problems of Vietnamese nationalists aggravated. Now they had to fight against the Japanese as well as the French.
32. **The League for the Independence of Vietnam** (Viet Nam Doc Lap Dong Minh), which came to be known as the **Vietminh**, fought the Japanese occupation and recaptured Hanoi in September 1945.
33. **The Democratic Republic of Vietnam** was formed and Ho Chi Minh became its Chairman.
34. **The new republic faced a number of problems.** The French tried to regain their control taking help of the emperor, Bao Dai, as their puppet. They became successful in forcing Vietminh to retreat to the hills.
35. After eight years of fighting, the French were defeated in 1954 at Dien Bien Phu. The Supreme French Commander of the French armies, General Henry Navarre had declared confidently in 1953 that they would soon be victorious but it did not happen.
36. In the peace negotiations in Geneva that followed the French defeat, the Vietnamese were persuaded to accept the division of the country. North and south were split. Ho Chi

Minh and the communists took power in the north and Bao Dai's regime was put in power in the south.

37. The Bao Dai regime was soon overthrown by a coup led by Ngo Dinh Diem. Diem built a dictatorial government which was opposed by a broad opposition united under the banner of the National Liberation Front (NLF). With the help of the Ho Chi Minh government in the north, the National Liberation Front (NLF) fought for the unification of the country.
38. The US entry into the war adversely affected both the Vietnamese and the Americans.
39. The widespread attacks and use of chemical weapons destroyed many villages and ruined jungles. Civilians died in large numbers in Vietnam.
40. The effect of the war was felt within the US as well. The anger spread in the low working class youth, for giving their compulsory service in the armed forces.
41. The story of **Ho Chi Minh trail** is all about how the Vietnamese used their limited resources to great advantage in their fight against the US. The trail, an immense network of footpaths and roads, was made to transport men and materials from the north to the south. Many support bases and hospitals were also made along the way to attend the people. Most of the trail was outside Vietnam in neighbouring Laos, Cambodia and South Vietnam.
42. The US regularly tried to stop this trail by bombing but failed as it was rebuilt very quickly.
43. Vietnamese women played a significant role in this war. They worked as warriors and workers. They helped in nursing the wounded, constructing underground rooms and tunnels and fighting the enemy.
44. This war was called the **first television war** as the battle scenes were shown on the daily news programmes. Many became disillusioned with what the US was doing and writers like Mary McCarthy and actors like Jane Fonda even visited North Vietnam and praised their heroic defence of the country.

Words that Matter

1. **Indentured labour:** A form of labour widely used in the plantations from the mid-nineteenth century. Labourers worked on the basis of contracts that did not specify any rights of the labourers, but gave immense power to the employers which they used in exploiting the poor labourers.
2. **Syncretic:** Aims to bring together different beliefs and practices seeing their essential unity rather than their difference.
3. **Concentration camp:** A camp where people were detained for torture and brutal treatment.
4. **Republic:** A government based on popular consent and popular representation.
5. **Obscurantist:** Person or ideas that mislead.
6. **Napalm:** An organic compound used to thicken gasoline for firebombs.
7. **Ordinance 10:** A French law that allowed Christianity but outlawed Buddhism.

Dateline

1. **1802:** Nguyen Anh became the emperor symbolising the unification of the country under the Nguyen Dynasty.
2. **1867:** Cochinchina (the South) became a French colony.
3. **1887:** The Indo-China Union was created including Cochinchina, Annam, Tonkin, Cambodia and later, Laos.
4. **1930:** Ho Chi Minh formed the Vietnamese Communist Party.
5. **1945:** Vietminh started a general popular insurrection. Bao Dai resigned. Ho Chi Minh declared independence in Hanoi (September 23).
6. **1954:** The French army was defeated at Dien Bien Phu.
7. **1961:** Kennedy decided to increase US military aid to South Vietnam.
8. **1974:** Paris Peace Treaty.
9. **1975:** (April 30) NLF troops entered Saigon.
10. **1976:** The Socialist Republic of Vietnam was proclaimed.

NCERT TEXTBOOK QUESTIONS SOLVED

Write in Brief

Q1. Write a note on:

- (a) What was meant by the 'civilising mission' of the colonisers?
- (b) Huynh Phu So

- Ans.** (a) French colonisation was driven by the idea of a 'civilising mission'. Like the British in India, the French claimed that they were bringing modern civilisation to the Vietnamese. The French wanted to destroy local cultures, religions and traditions as they believed they were outdated and prevented modern development. So they wanted to educate the 'native' to civilise them. This they also did because they required educated local labour force.
- (b) (i) Huynh Phu So was a Buddhist religious scholar. He was a native of the Mekong delta area.
(ii) He was the founder of a movement called the Hoa Hao Movement, started in 1939 in the fertile Mekong delta area.
(iii) The movement drew on religious ideas popular in anti-French uprisings of the nineteenth century.
(iv) Phu So performed miracles and helped the poor. He opposed the sale of child brides, gambling and the use of alcohol and opium.
(v) The French tried to suppress the movement.
(vi) They declared Phu So mad, called him the *Mad Bonze*, and put him in a mental asylum.
(vii) The French authorities exiled him to Laos and sent many of his followers to concentration camps.

Q2. Explain the following:

- (a) Only one-third of the students in Vietnam would pass the school-leaving examinations.
- (b) The French began building canals and draining lands in the Mekong delta.
- (c) The government made the Saigon Native Girls School take back the students it had expelled.
- (d) Rats were most common in the modern, newly built areas of Hanoi.

- Ans.**
- (a) It was announced by the French that those who would learn French and accept French culture would be rewarded with French citizenship. However, only a few elite Vietnamese could enroll in the schools, and only a few among those admitted ultimately passed the school-leaving examinations. This was largely because of a deliberate policy of failing students, mainly in the final year, so as to stop them from getting better-paid jobs. Usually, as many as two-third of the students failed and in 1925, out of population of 17 million, less than 400 passed the examination. School textbooks glorified the French and justified colonial rule and represented the Vietnamese as primitive and backward, capable of manual labour only. School children were taught that only French rule could ensure peace in Vietnam.
 - (b) For the constant supply of natural resources and other essential goods colonies used to annex other countries and the custom was followed by French also. The French in order to expand its territories began building canals and draining lands in the Mekong delta to increase cultivation. The vast system of irrigation works—canals and earthworks—built with forced labour, increased the production of rice and allowed the export of rice to the international market. The area under rice cultivation went up from 274,000 hectares in 1873 to 1.1 million hectares in 1900 and 2.2 million in 1930. By 1931, Vietnam became the third largest exporter of rice in the world.
 - (c) A major protest began in 1926 in the Saigon Native Girls School, when a Vietnamese girl sitting in one of the front seats was asked to vacate the seat for a local French student and when she refused, she was expelled from the school. When angry students protested, they too were expelled. Now open protests started. To control the situation the students were taken back. By the 1920s, students started forming various political parties, like the Party of Young Annam, and published several nationalist journals such as the *Annamese Student*. Schools thus became an important place for political and cultural battles. The battle against French colonial education system became part of the larger battle against colonialism and for independence.
 - (d) Apart from education, deteriorating health and hygiene in the country also agitated Vietnamese and inspired the nationalist feelings among them. When the French set about creating a modern Vietnam, they decided to rebuild Hanoi using modern engineering skills. In 1903, the modern part of Hanoi was struck by bubonic plague. It happened because:
 - (i) The French part of Hanoi was built as a beautiful and clean city with wide streets and a well-laid-out sewer system, while the 'native quarter' was not provided with any modern facilities.
 - (ii) The waste and rubbish was drained straight out into the river and during heavy rains or floods it would overflow into the streets.

(iii) Thus, what was installed to create a hygienic environment in the French city became the cause of the plague. The large sewers in the modern part of the city, a symbol of modernity, were an ideal breeding ground for rats.

(iv) The sewers served as a medium of transfer of rats into the city.

A rat hunt was started in 1902. Many Vietnamese workers were hired and paid for each rat they caught. The bounty was paid when a tail was given as proof that a rat had been killed. So the rat-catchers took to just clipping the tails and releasing the rats, so that the process could be repeated, over and over again. Defeated by the resistance of the weak, the French were forced to stop the bounty programme as it did not help to stop the rat invasion. In a way, the rat menace marks the limits of the French power.

Q3. Describe the ideas behind the Tonkin Free School. To what extent was it a typical example of colonial ideas in Vietnam?

- Ans.** (i) The Tonkin Free School was started in 1907.
 (ii) It provided a Western style education. Subjects like science, hygiene and French were taught.
 (iii) At the same time it was necessary to look modern. Hence, the school encouraged the adoption of Western styles such as having a short haircut (it was a tradition in Vietnam to keep long hair).
 (iv) Many Vietnamese teachers and students opposed it. They did not blindly follow the curriculum and the teachers started modifying the text and criticising what was stated about Vietnamese.
 (v) By the 1920s, students started forming various political parties, like the Party of Young Annam, and published several nationalist journals such as the *Annamese Student*.
 (vi) Schools thus became an important place for political and cultural battles.
 (vii) The battle against French colonial education became part of the larger battle against colonialism and for independence.

Q4. What was Phan Chu Trinh's objective for Vietnam? How were his ideas different from those of Phan Boi Chau?

Ans. Phan Boi Chau and Phan Chu Trinh's were great nationalist of Vietnam. In Japan, both discussed their visions of Vietnam independence. But they differed a lot. Both pursued the same goal i.e. liberation of Vietnam from the French rule but with different means. Their differing views are given below:

Phan Boi Chau	Phan Chu Trinh
(i) He believed that first the foreign enemy should be driven out and after their nation's independence was established they could later talk about other things.	(i) He wanted to overthrow the foreign rule but at the same time he was not against the setting up of French legal and educational institutions in Vietnam.
(ii) His plan was to make use of monarchy. He wanted to raise up the Vietnamese to end monarchy in due course of time.	(ii) He disagreed with Phan Boi Chau on the term of monarchy. He believed in overthrowing the monarchy to promote popular rights.

(iii) He was greatly influenced by China and accepted a political framework headed by a monarch.	(iii) He wished to establish democratic republic in Vietnam. he was deeply influenced by the democratic ideals of the west and did not want a complete rejection of western civilisation.
(iv) He advocated for the help of the court to resist the French.	(iv) He opposed the idea of resisting the French with the help of the court.

Discuss

Q1. With reference to what you have read in this chapter, discuss the influence of China on Vietnam's culture and life.

Ans. Though Vietnam gained formal independence in 1945, before India, but it took three decades to attain the Republic. Nationalism in Indo-China developed in a colonial environment. Indo-China comprises the modern countries of Vietnam, Laos and Cambodia. Its early history shows many different groups of people living in this area under the shadow of powerful empire of China. Even when an independent country was established in what is now northern and central Vietnam, its rulers kept on maintaining the Chinese system of government as well as Chinese culture.

Vietnam was well linked to the maritime silk route. The maritime silk route made an important contribution in exchange of goods, people and ideas.

Q2. What was the role of religious groups in the development of anti-colonial feeling in Vietnam?

Ans. Religion played an important role in uniting Vietnamese against colonial control. Vietnam's religious beliefs were a mixture of Buddhism, Confucianism and local practices.

The French missionaries introduced Christianity and tried to convert Vietnamese to Christianity. This gave rise some religious groups in Vietnam which aroused anti-colonial feeling in the country.

(a) **The Scholars Revolt:**

- (i) Started in 1868 was led by officials at the imperial court.
- (ii) These officials were angered by the spread of Catholicism and French Power.
- (iii) They led a general uprising in Ngu An and Ha Tien provinces where over a thousand Catholics were killed.
- (iv) The French successfully crushed the movement but this uprising inspired other patriots to rise up against them.

(b) **Hoa Hao Movement:**

- (i) Another movement called the Hoa Hao movement, started in 1939 in the fertile Mekong delta area.
- (ii) It drew on religious ideas popular in anti-French uprisings of the nineteenth century. Its founder was Huynh Phu So. He opposed the sale of child brides, gambling and the use of alcohol and opium.

- (iii) The French tried to suppress the movement inspired by Huynh Phu So. They declared him mad. But when in 1941, even the French doctors declared that he was sane, the French authorities exiled him to Laos.
- (iv) These movements were of great significance in arousing anti-colonial sentiments in Vietnam.

Q3. Explain the causes of the US involvement in the war in Vietnam. What effect did this involvement have on life within the US itself?

Ans. The following were the causes of the US involvement in the war in Vietnam:

- (i) The US policy planners got afraid of the victory of the Ho Chi Minh government. They formed an opinion that this government would start a domino effect, *i.e.* Communist governments would be established in other countries in the area. The US could not tolerate the spread of Communism and decided to intervene decisively.
- (ii) France had to face great humiliation in Vietnam. America, therefore, wanted to crush this country forever in order to save the prestige of the capitalist countries like France.
- (iii) America did not want the unification of Vietnam and South Vietnam gladdened America. But when the heads of the two parts (North Vietnam and South Vietnam) tried to unify them the US could not tolerate. It sent troops and arms in Vietnam to crush its power.

But US entry into the war proved costly to the Vietnamese as well as the Americans.

Effects of involvements on life within the US

- (i) Even though the US had advanced technology and good medical supplies, casualties were high.
- (ii) Several people became critical of the US government for getting involved in a war that they saw as indefensible.
- (iii) When the youth were drafted for the war, the anger spread. Compulsory service in the armed forces was waived for university graduates. This meant that many of those sent to fight belonged to working-class families.

Q4. Write an evaluation of the Vietnamese war against the US from the point of

- (a) A porter on the Ho Chi Minh trail.
- (b) A woman soldier.

- Ans.** (a) Ho Chi Minh trail was an important link to understand the real nature of war between Vietnam and the US. As a porter on that trail I felt proud because it was the matter of great honour. With a very limited resource the Vietnamese could resist against the US forces. This trail was an immense network of footpaths and roads. It was used to transport men and materials from the north to the south. It had also support bases and hospitals. In some parts supplies were transported in trucks but mostly we, the porters, did these jobs. We used to carry about 25 kilos on our backs or about 70 kilos on our bicycles. The trail was bombed regularly by the US forces in order to disrupt supplies but we were so prompt that we could rebuild the damage very quickly. It was our confidence and devotion to our nation that made us do so and we could fight such a super power.
- (b) During US-Vietnam War I was a part of a women troop of Vietnam. We worked selflessly and fought to save our nation. As casualty in the war increased many women joined the struggle. Our prime duty was not only as a fighter but we

also nursed the wounded, constructed underground rooms and tunnels. We did everything with complete devotion for the nation.

Q5. What was the role of women in the anti-imperial struggle in Vietnam? Compare this with the role of women in the nationalist struggle in India.

Ans. (i) Women in as rebels:

Women in Vietnam traditionally enjoyed greater equality in comparison to that in China. They had only limited freedom to determine their future. They enjoyed no public life. But with the growth of nationalist movement the status of women improved. Writers and political thinkers began idealising women who rebelled against social norms. This rebellion against social conventions marked the arrival of the new woman in Vietnamese society. A play was written by the nationalist Phan Boi Chau in 1913 on the lives of the *Trung Sisters* who had fought against Chinese domination in 39-43 CE. In this play he depicted these sisters as patriots fighting to save the Vietnamese nation from the Chinese. They were also depicted in paintings, plays and novels as representing the strong will and the deep patriotism of the Vietnamese.

(ii) Women as warriors/fighter:

In the 1960s, women were presented as brave fighters by magazines and journals. They were portrayed as young, brave and dedicated. Nguyen Thi Xuan was reputed to have shot down a jet with just twenty bullets.

(iii) Women as workers:

Women were also represented as workers. They were shown with a rifle in one hand and a hammer in the other. They helped in nursing the wounded, constructing underground rooms and tunnels and fighting the enemy. Between 1965 and 1975, of the 17,000 youth worked on the trail, 70 to 80 per cent were women.

(iv) Women in times of peace:

By the 1970s, as peace talks began to get under way and the end of the war seemed near, women were no longer represented as warriors. Now the image of women as worker begins to predominate. They were shown working in agricultural cooperatives, factions and production units, rather than as fighters.

Comparison between the role of women in the anti imperial struggle in Vietnam and that in the nationalist struggle in India—

- (a) Similarly in India during the launch of the Civil Disobedience Movement women participated in it on a large-scale.
- (b) During Gandhiji's salt march, thousands of women came out of their homes to listen to him.
- (c) They participated in protest marches and manufactured salt.
- (d) They picketed foreign cloth and liquor shops. Many went to jail.
- (e) They began to see service to the nation as a sacred duty of women.

Project

- Find out about the anti-imperialist movement in any one country in South America. Imagine that a freedom fighter from this country meets a Vietminh soldier, they become friends and talk about their experiences of the freedom struggles in their countries. Write about the conversation they might have.

Ans. Attempt yourself.

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct option:

- When did the Cochinchina (the South) become a French colony?
(a) 1864 (b) 1865
(c) 1867 (d) 1866
- When did Ho Chi Minh form the Vietnamese Communist Party?
(a) 1931 (b) 1930
(c) 1932 (d) 1934
- Who was Paul Bernard?
(a) A writer and policy-maker (b) A philosopher
(c) A politician (d) A diplomat
- When was the Tonkin Free School started?
(a) 1907 (b) 1905
(c) 1908 (d) 1906
- Who were Indentured labours?
(a) Bonded labours
(b) Labours who were widely used for the plantations
(c) Labours who resided in particular place for more than 5 years
(d) None of the above
- Who was given the name the 'Mad Bonze' by the French?
(a) Phan Boi Chau (b) Nguyen Anh
(c) Huynh Phu So (d) Kennedy
- Who wrote the book *'The History of the Loss of Vietnam'*?
(a) Phan Boi Chau (b) Phan Chu Trinh
(c) Huynh Phu So (d) Bao Dai
- Which one of the following countries is not associated with Indo-China?
(a) Thailand (b) Vietnam
(c) Laos (d) Cambodia
- The French colonial economy in Vietnam was primarily based on what?
(a) Rice cultivation (b) Rubber plantation
(c) Both (a) and (b) (d) None of the above
- The Tonkin Free School was started in Vietnam in 1907. It provided
(a) Western-style education to Vietnamese
(b) Basic education to Vietnamese
(c) Health education to Vietnamese
(d) Moral education to Vietnamese
- Who overthrew the Bao Dai regime?
(a) Sun-Yat-Sen (b) Nguyen Anh
(c) Phan Boi Chau (d) Ngo Diem
- The elites in Vietnam were influenced by which of the following cultures?
(a) Chinese culture (b) French culture
(c) British culture (d) Indian culture

13. What were the French citizens living in Vietnam called?
 (a) Junkers (b) Colons
 (c) French (d) Vietnamese
14. What happened in Hanoi in 1903?
 (a) It was attacked by Vietnamese. (b) It was defeated in a war.
 (c) It was struck by bubonic plague. (d) None of the above.
15. Who was the founder of Hoa Hao movement?
 (a) Phan Boi Chau (b) Ngo Nguyen Anh
 (c) Huynh Pho So (d) Bao Dai.
- Ans.** 1—(a) 2—(b) 3—(d) 4—(a) 5—(b) 6—(c)
 7—(a) 8—(a) 9—(c) 10—(a) 11—(d) 12—(a)
 13—(b) 14—(c) 15—(c)

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. How was the maritime silk route useful for Vietnam? (CBSE 2015)

Ans. The maritime silk route was useful for Vietnam as it brought in goods, people and ideas.

Q2. Name the modern countries which are parts of Indo-China.

Ans. Vietnam, Laos and Cambodia.

Q3. What was the idea of a 'civilising mission'?

Ans. The idea of a 'civilising mission' was to:

- (i) bring modern civilisation to the Vietnamese,
- (ii) destroy local cultures, religions and traditions, and
- (iii) educate the 'native' to civilise them.

Q4. What was the most visible form of French control over Vietnam?

Ans. The most visible form of French control over Vietnam was military and economic domination.

Q5. When did French troops land in Vietnam and when was French Indo-China formed?

Ans. French troops landed in Vietnam in 1858 and in 1887, French Indo-China was formed.

Q6. Paul Bernard suggested that there were several barriers to economic growth in Vietnam. Name them.

Ans. (i) High population levels
 (ii) low agricultural productivity
 (iii) extensive indebtedness amongst the peasants.

Q7. What was the colonial economy in Vietnam based on?

Ans. The colonial economy in Vietnam was based on rice cultivation and rubber plantation owned by the French and a small Vietnamese elite.

Q8. Why did the French consider the colonies to be essential?

Ans. To the French colonies were essential as they supplied natural resources and other essential goods.

Q9. How did the employer exploit the indentured labourers?

Ans. The employers could bring criminal charges against labourers and punish and jail them for non-fulfillment of contracts.

Q10. Give one reason why the French policy makers wanted to educate the people of Vietnam.

Ans. Education was seen as one way to civilise the people of Vietnam.

Q11. The French policy makers saw education as one way to civilise the people of Vietnam. But, in order to educate them, they had to resolve a dilemma. What was the dilemma?

Ans. The French policy makers feared that education might create problems. Once educated, the Vietnamese may begin to question colonial domination.

Q12. What did the French do to counter the Chinese influence on The Vietnamese?

Ans. The French systematically dismantled the traditional educational system and established French schools for the Vietnamese.

Q13. How were the Vietnamese represented in the school textbooks?

Ans. The Vietnamese were represented as primitive and backward, capable of manual labour but not of intellectual reflection. They could work in the fields but not rule themselves.

Q14. What happened in the Saigon Native Girls School in 1926?

Or

What do you know about Saigon Native Girls School incident?

Ans. A major protest erupted in this school against the French colonial government. A girl who refused to go to the back seat was expelled from the school.

Q15. What was the fear of Vietnamese intellectuals?

Ans. They feared that Vietnam was losing not only control over its territory but also its very identity, its own culture and customs were being devalued and the people were developing a master-slave mentality.

Q16. Describe the French part of Hanoi.

Ans. The French part of Hanoi was built as a beautiful and clean city with wide avenues and a well-laid-out sewer system.

Q17. Phan Boi Chan's *The History of the Loss of Vietnam* focused on two connected themes. What are they?

Ans. (i) The loss of sovereignty of Vietnam.
(ii) The severing of ties with China.

Q18. What do you know about Vietnam's religious beliefs?

Ans. Vietnam's religious beliefs were a mixture of Buddhism, Confucianism and local practices.

Q19. Where did the Hoa Hao movement become very popular?

Ans. This movement became very popular in the fertile Mekong delta area.

Q20. Name countries with which early Vietnamese nationalists had a close relationship.

Ans. Japan and China.

Q21. Who became the chairman of the Democratic Republic of Vietnam?

Ans. Ho Chi Minh became the chairman of the Democratic Republic of Vietnam.

Q22. Why did the United States of America intervene in the Vietnam war against the French?

Ans. The United States of America intervened in the Vietnam war against the French to check the growth of communist power.

Q23. What status did women enjoy in the traditional society of Vietnam?

Ans. They enjoyed greater equality than in China particularly among the lower classes. But they had only limited freedom to determine their future and played no role in public life.

Q24. How did the French try to strengthen their control over Vietnam?

Ans. The French tried to strengthen their control over Vietnam by changing the values and perceptions of Vietnamese.

Q25. Which movement was started in Vietnam in 1868 against the spread of Christianity?

Ans. The Scholars' Revolt was started against the spread of Christianity.

III. SHORT ANSWER TYPE QUESTIONS

Q1. Describe the major protest erupted in Saigon Native Girls School in 1926, in Vietnam. (CBSE 2015)

Ans. (i) In 1926, a major protest erupted in the Saigon Native Girls School. A Vietnamese girl sitting in one of the front seats was asked to move to the back of the class and allow a local French student to occupy the front bench.
(ii) When the Vietnamese girl refused, the principal, also a colon, expelled her. At this the angry students protested. But they too were expelled, leading to a further spread of open protests.
(iii) Seeing the situation out of control, the government forced the school to take the students back. The principal reluctantly agreed.

Q2. What was the dilemma that the French had regarding imparting education to Vietnamese? (HOTS)

Ans. French colonisation adopted the idea of a 'civilising mission'. They wanted to educate the 'native' to civilise them. They were also doing so because they required educated local labour force. But they feared that education might create the following problems.

- (i) Educated Vietnamese may question colonial domination.
- (ii) French citizens living in Vietnam (called colons) also developed fear of losing their jobs as teachers, shopkeepers, policemen to the educated Vietnamese. So they opposed policies that would give the Vietnamese full access to French education.

Q3. What were the differences of opinions between the two groups in Vietnam regarding the introduction of French Education System? (CBSE 2008)

Or

Explain the two opinions on the question of the use of the French language as the medium of instruction in the French school established for the Vietnamese in Vietnam. [CBSE 2010]

Or

There were two broad opinions on the new education policy introduced by the French in Vietnam'. Discuss. (CBSE 2011)

Ans. (i) One group emphasised the need to use the French language as the medium of instruction. By learning the language, they felt, the Vietnamese would be introduced to the culture and civilisation of France. This would help create an 'Asiatic France solidly tied to European France'. The educated people in Vietnam would respect French sentiments and ideals, see the superiority of French culture and work for the French.

- (ii) Other group was opposed to French being the only medium of instruction. They suggested that Vietnamese be taught in lower classes and French in the higher classes. The few who learnt French and acquired French culture were to be rewarded with French citizenship.

Q4. Explain any three steps taken by the French to achieve their aim to exploit the natural resource of Vietnam. (AI CBSE 2009, CBSE 2011)

- Ans.** (i) The French built canals and drained lands in the Mekong delta to increase cultivation. The vast system of irrigation works—canals and earthworks—built with forced labour, increased rice production and allowed the export of rice to the international market.
- (ii) Then they started infrastructure projects to help transport goods for trade, move military garrisons and control the entire region.
- (iii) Construction of a Trans-Indo-China rail network that would link the northern and southern parts of Vietnam and China was begun.

Q5. Who was Paul Bernard? Why did he believe in developing the economy of the colonies?

Or

Describe the views of Paul Bernard on the question of development of the colonies. Mention any three barriers which were a hurdle in improving the economies of Vietnam. (CBSE 2011)

- Ans.** Paul Bernard was a great writer and policy-maker. He strongly believed that the economy of the colonies needed to be developed. He argued that the purpose of gaining control over colonies was to make profits. If the economy was developed and the standard of living of the people improved, they would be able to buy more goods. As a result, the market would expand which would lead to better profits for French business.

The three barriers which were a hurdle in improving the economy of Vietnam:

- (i) High population levels
- (ii) Low agricultural productivity
- (iii) Extensive indebtedness amongst the peasants.

Q6. What were the causes for the defeat of the French forces in the battle of Dien Bien Phu?

Or

What strategies were formulated by Vietnamese to win over the French forces? What was its outcome? [V. Imp.]

- Ans.** At Dien Bien Phu the French forces were smartly handled by the Vietminh forces led by General Vo Nguyen Giap. The French Commander, Navarre, faced several problems in the battle.

- (i) The valley where French garrisons were located flooded in the monsoon.
- (ii) The area was covered with bushes, making it difficult for the troops and tanks to move, or trace the Vietminh anti-aircraft guns hidden in the jungle.
- (iii) Supplies and reinforcements could not reach the French garrison.
- (iv) The wounded French soldiers could not be taken to the hospitals.
- (v) The French airstrip became incompetent because of continuous missiles fire. But the Vietminh were quite well acquainted with the places around and they successfully surrounded the French garrisons in the valley below, digging trenches and tunnels to move without being detected.

This led to the defeat of the French forces in the battle of Dien Bien Phu and it soon became a very important symbol of struggle. It gave confidence to Vietminh of their capabilities. The stories of the battle were retold in villages and cities to inspire other people also.

Q7. How were the Vietnamese represented in school textbooks?

Or

How did school textbooks glorify the French and justify colonial rule in Vietnam?

Ans. In the school textbooks, the Vietnamese were represented as primitive and backward people. They were capable of only manual labour. They did not have intellect. They could work hard in the fields but could not rule themselves. They could not do any creative work. School children were told that only French rule could establish peace in Vietnam.

Q8. Give a brief description of the 'Scholars' Revolt'.

Ans. (i) The Scholars' Revolt occurred in 1868.
(ii) This revolt was led by officials at the imperial court.
(iii) These officials were angered by the spread of Catholicism and French power in Vietnam.
(iv) They led a general uprising in Ngu Au and Ha Tien provinces where over a thousand Catholics were killed.
(v) Catholic missionaries had been active in winning converts since the early seventeenth century and by the middle of the eighteenth century had converted some 300,000.
(vi) The French crushed the movement. But this uprising was in no way less important. It inspired other patriots to rise up against the colonial power.

Q9. Name the most influential book of Phan Boi Chan. Write about the two themes related to this book. [CBSE 2010(F)]

Ans. Phan's most influential book is *The History of the Loss of Vietnam*.

The book focuses on two connected themes:

- (i) The loss of sovereignty, and
- (ii) The severing of ties with China — ties that bound the elites of the two countries within a shared culture.

Q10. How did US entry into the war adversely affect both the Vietnamese and the Americans? (HOTS)

Ans. US entry into the war adversely affected both Vietnamese and the Americans.

Effects on Vietnamese

- (i) Incalculable damage was done to Vietnam as a result of the heavy bombings by the American troops.
- (ii) The widespread attacks and use of chemical weapons—Napalm, Agent Orange, and phosphorous bombs destroyed many villages and ruined jungles.
- (iii) Civilians died in large numbers.

Effects on Americans

- (i) The anger spread in the low working class youth for giving their compulsory service in the armed forces. They were drafted for the war because the privileged elite were exempted from it.
- (ii) The US media and films played a major role in both supporting and criticising the war. Films like John Wayne's *Green Berets* (1968) supported the war while

films like John Ford Coppola's *Apocalypse Now* (1979) revealed the moral confusion that the war had caused in the US.

Q11. What was 'Go East Movement'? Write a brief note on it.

Or

Explain the reasons for the popularity of 'Go East Movement'. (CBSE 2008, 2011)

Ans. In the first decade of the twentieth century a 'Go East Movement' became popular. In 1907-08 some 300 Vietnamese students went to Japan to acquire modern education with intentions to drive out the French from Vietnam and overthrow the puppet emperor to re-establish the Nguyen dynasty that had been deposed by the French. Vietnamese students established a branch of the Restoration Society in Tokyo to attain the same objective but after 1908, the Japanese Ministry of Interior clamped down on them. As a result, many students were exiled and sent back to China and Thailand.

Q12. How did 1903 plague in Hanoi arouse the nationalist feelings among the Vietnamese? (HOTS)

Ans. (i) Apart from education, deteriorating health and hygiene in the country also agitated Vietnamese and inspired the nationalist feelings among them.

(ii) The French set about to create a modern Vietnam.

(iii) For this they decided to rebuild Hanoi. They used modern technological skills to build a new and modern city.

(iv) In 1903, the modern part of Hanoi was struck by bubonic plague.

(v) It happened because the French part of Hanoi was built into a beautiful and clean city with wide streets and a well-laid-out sewer system, while the 'native quarter' was not provided with any modern facilities.

(vi) The waste and rubbish was drained straight out into the river and during heavy rains or floods it would overflow into the streets.

(vii) The sewers served as a medium of transfer of rats into the city.

This led to the origin of the plague. The discrimination and negligence of French towards Vietnamese health and hygiene agitated their minds and encouraged them to unite against the French colonial rule.

Q13. What were the three steps taken by the French to solve the problem of plague in Vietnam?

Ans. The three steps taken to solve the problem of plague in Vietnam are given below:

(i) Rat hunt was started in 1902. The French hired Vietnamese workers and paid them for each rat they caught.

(ii) Bounty programme was started. Those who did the dirty work of entering sewers could negotiate a bounty. The bounty was paid when a tail was given as a proof that a rat had been killed.

(iii) Clearing of the large sewers on a regular basis as they had become an ideal and protected breeding ground for rats.

Q14. The Great Depression of the 1930s had a profound impact on Vietnam. Explain.

Or

What was the impact of the Great Depression of 1930s on Vietnam?

(CBSE 2011)

Ans. The impact of the Great Depression of 1930s on Vietnam is given below:

(i) The prices of rubber and rice fell, leading to rising rural debts, unemployment and rural uprisings; such as in the provinces of Nghe An and Ha Tinh.

- (ii) These provinces were among the poorest, had an old radical tradition, and have been called the 'electrical fuses' of Vietnam—when the system was under pressure they were the first to blow.
- (iii) The French put these uprisings down with great severity, even using planes to bomb demonstrators.

Q15. Why was conflict started in Vietnam against French colonisers in all areas of life? Explain. (CBSE 2010)

- Ans.**
- (i) The colonisation of Vietnam by the French brought the people of the country into conflict with the colonisers in all areas of life.
 - (ii) The French after landing in Vietnam in 1858 began to establish military and economic control over the country.
 - (iii) The colonial economy in Vietnam was primarily based on rice cultivation and rubber plantations owned by the French and a small Vietnamese elite. Rail and port facilities were set up to service this sector.
 - (iv) Indentured Vietnamese labour was widely used in the rubber plantations.
 - (v) The French did nothing to industrialise the economy of Vietnam. In rural areas landlordism spread and the standard of living declined.
 - (vi) School textbooks glorified the French and justified colonial rule. The Vietnamese were represented as primitive and backward, capable of manual labour but not of intellectual reflection.
 - (vii) In the field of religion too the conflict started against the French. Several religious movements were initiated in Vietnam because they were hostile to the western presence.

Q16. Why do some historians consider the war in Vietnam more brutal than the Second World War? (HOTS)

- Ans.** The entry of the US into the war proved devastating both for the Vietnamese and the Americans. This phase of struggle with the US from 1965 to 1972 was too brutal. Thousands of US troops arrived equipped with heavy weapons and tanks and backed by the most powerful bombers of the time, *i.e.* B52s. The widespread attacks and the use of chemical weapons like Napalm, Agent Orange, and phosphorous bombs destroyed many villages and decimated jungles. Thousands of soldiers lost their lives. Countless civilians met the same fate.

The tonnage of bombs, including chemical arms, used by the US in Vietnam exceeds that was used throughout the Second World War. This is the reason why some historians consider this war more brutal than the Second World War.

Q17. What is Ho Chi Minh trail? Describe any three points of its importance.

[CBSE 2008(C), 2011]

- Ans.** See Q5. (Long Answer Type Questions)

Q18. Describe any three steps taken by the French to develop agriculture in Vietnam. [AI CBSE 2012, 2013]

Or

Explain any three steps taken by the French to develop cultivation in the Mekong Delta. [CBSE 2012, AI CBSE 2013]

- Ans.** The French government took several steps to develop agriculture in Vietnam. Three among them are given below:

- (i) A network of canals was built. Drawing of lands in the Mekong delta was started in order to increase cultivation.

- (ii) The vast system of irrigation works canals and earthworks—built mainly with forced labour, increased rice production and allowed the export of rice to the international market.
- (iii) The area under rice cultivation went up from 274000 hectares in 1873 to 1.1 million hectares in 1900 and 2.2 million in 1930.
- (iv) Vietnam exported 2/3rd of its rice production to the international market.
- (v) Vietnam became the third largest exporter of rice in the world.

Q19. What is the Ho Chi Minh trail? Describe any three points of its importance.
[CBSE 2008(C), 2011]

Ans. See Q5. (Long Answer Type Questions)

Q20. What was the main motive of the French to develop the infrastructural projects in Vietnam? Explain how far did they succeed in their mission?
(CBSE 2010, 2011)

Ans. The French wanted to exploit the natural resources of Vietnam to ensure high level of profits for their business. So, they started to develop the infrastructural projects in the country.

Note: Also see Q17. (Short Answer Type Questions)

Q21. Why did the French policy makers want to educate the people of Vietnam? Explain.
(CBSE 2009, 2011)

Ans. (i) **Civilising Mission:** The French claimed that they were bringing modern civilisation to the Vietnamese. They took for granted that Europe had developed the most advanced civilisation. So, it became the duty of the Europeans to introduce modern ideas to the colony even if it meant destroying local cultures, religions and traditions.

(ii) **To Counter the Chinese Influence:** Chinese culture dominated Vietnam. The cities in Vietnam were powerfully influenced by Chinese culture. To consolidate their power, the French had to counter this Chinese influence. So, they systematically dismantled the traditional educational system and established French schools for the Vietnamese.

(iii) **To Create An Asiatic France:** The French wanted to educate the people of Vietnam to create an Asiatic France which would solidly tied to European France. They thought that the educated people in Vietnam would respect French sentiments and ideals, see the superiority of French culture, and work for the French.

Q22. State the contribution of Ho Chi Minh in the freedom of Vietnam.
(CBSE 2012, 2013)

Ans. See Q3. (Long Answer Type Questions)

Q23. Describe infrastructural projects which were developed by the French in Vietnam.
(AI CBSE 2012)

Ans. The French wanted to exploit the natural resources of Vietnam. For this, it took several measures:

- (i) The French started building canals and draining lands in the Mekong delta area to increase cultivation. The vast system of irrigation works (canals and earthworks) increased the production of rice.
- (ii) This was followed by infrastructure projects to help transport goods for trade, move military garrisons and control the entire region. Construction of a Trans-Indo-China rail network that would link the northern and southern parts of Vietnam and China was begun.

(iii) The French also owned the rubber plantations. They set up rail and port facilities to service this sector.

Q24. State any three steps that were taken by the French to westernise the Vietnamese. [AI CBSE 2013(C)]

Ans. See NCERT Textbook Q3. (Write in Brief)

IV. LONG ANSWER TYPE QUESTIONS

Q1. Describe the major problems in the field of education for the French in Vietnam. (CBSE 2015)

Ans. French citizens living in Vietnam called colons feared that they might lose their jobs to the educated Vietnamese. So, they opposed policies that would give the Vietnamese full access to French education.

There was another problem for the French in the sphere of education. The elites in Vietnam were powerfully influenced by Chinese culture. To consolidate their power, the French had to counter this Chinese influence. So, they systematically dismantled educational system and established French schools for the Vietnamese. But this was not easy. Chinese, the language used by the elites so far, had to be replaced with Vietnamese or French.

There were two opinions in this regard. Some were in favour of the French language as the medium of instruction. Others were opposed to French being the only medium of instruction. They suggested that Vietnamese be taught in lower classes and French in the higher classes.

But this was opposed when introduced in schools. As the numbers of Vietnamese teachers increased in the lower classes, it became difficult to control what was actually taught. While teaching, Vietnamese teachers quietly modified the text and criticised what was stated.

Q2. What was the 'civilising mission' of the French? What were their actual intentions behind educating the Vietnamese? How did it lead to the rise of the nationalist feelings amongst the Vietnamese? (HOTS)

Ans. The French wanted to destroy local cultures, religions and traditions as they believed they were outdated and prevented modern development. They wanted to educate the 'native' to civilise them. They adopted the idea of a 'civilising mission'. Like the British in India, the French also wanted to bring modern civilisation to the Vietnamese. This they also did because they required educated local labour force. But they feared that education might create problems.

(i) Educated Vietnamese may question colonial domination.

(ii) French citizens living in Vietnam (called colons) also developed fear of losing their jobs as teachers, shopkeepers, policemen when Vietnamese would be educated. So they opposed policies that would give the Vietnamese full access to French education.

Therefore, France took several measures in the field of education.

(i) The French systematically dismantled the traditional educational system and established French schools for the Vietnamese. This required the change of language. At last it was decided to teach Vietnamese in lower classes and French in the higher classes. By doing so they wanted to introduce the culture and civilisation of France to the Vietnamese. They thought that the educated people in Vietnam would respect French sentiments and ideals and would accept the superiority of French culture and would work for the French.

- (ii) It was announced that those who would learn French and accept French culture would be rewarded with French citizenship. But only few elite Vietnamese could enroll in the schools, and only a few could pass the school-leaving examination because French people deliberately failed the students, mainly in the final year, so as to stop them from getting better-paid jobs. As many as two-thirds of the students failed and in 1925, out of 17 million population less than 400 passed the examination.
- (iii) School textbooks glorified the French and justified colonial rule and represented the Vietnamese as primitive and backward, capable of manual labour only. School children were taught that only French rule could ensure peace in Vietnam.

Many Vietnamese teachers and students opposed it. They did not blindly follow the curriculum and the teachers started modifying the text and criticising what was stated about Vietnamese. A major protest exploded in 1926 in the Saigon Native Girls School, when a Vietnamese girl sitting in one of the front seats was asked to vacate the seat for a local French student and when she refused, she was expelled from the school. To this, the students protested and then they too were expelled. Thus open protests started. To control the situation the students were taken back. By the 1920s, students started forming various political parties, like the Party of Young Annam, and published several nationalist journals such as the *Annamese Student*. Thus, schools became an important place for political and cultural battles.

Q3. Explain any four challenges faced by the ‘New Republic of Vietnam’.

[CBSE 2008, AI CBSE 2009, 2012]

Or

“The division of Vietnam set in motion a series of events that turned the country into a battlefield.” Support the statement. (AI CBSE 2012)

Ans. The Democratic Republic of Vietnam was formed under the leadership of Ho Chi Minh. The new republic faced a number of problems.

- (i) The French tried to regain their control taking help of the emperor, Bao Dai, their puppet. They became successful in forcing Vietminh to retreat to the hills.
- (ii) The Supreme French Commander of the French armies, General Henry Navarre had declared confidently in 1953 that they would soon be victorious. But this did not happen.
- (iii) On 7 May 1954, the Vietminh destroyed and captured more than 16,000 soldiers of the French Expeditionary Corps.
- (iv) The entire commanding staff, including a general, 16 colonels and 1,749 officers were made prisoners.
- (v) The Vietnamese were persuaded to accept the division of the country. North and South were split. Ho Chi Minh and the Communists took power in the north while Bao Dai’s regime was put in power in the south.
- (vi) This division set in motion a series of events that turned Vietnam into a battlefield bringing death and destruction to its people and the environment.
- (vii) The Bao Dai regime was soon overthrown by a coup led by Ngo Diah Diem. Diem built a repressive and authoritarian government. Anyone who opposed him was called a communist and was failed and killed.
- (viii) Diem’s dictatorial regime came to be opposed by a broad opposition united under the banner of the National Liberation Front (NLF).

- (ix) With the help of the Ho Chi Minh government in the north the NLF fought for the unification of the country. The US watched this alliance with fear. Worried about communists gaining power, it decided to intervene decisively, sending in troops and arms.

Q4. Discuss the contribution of Ho Chi Minh in Vietnamese nationalist struggle.
(HOTS)

Ans. The Great Depression of the 1930s had a deep impact on Vietnam.

- (i) The prices of rubber and rice fell. This led to rising rural debts, unemployment and rural uprising in the poorest provinces of Nghe An and Ha Tinh. However, the French suppressed these uprisings with great severity. It used planes to bomb demonstrators.
- (ii) In February 1930, Ho Chi Minh brought together competing nationalist groups to establish the Vietnamese Communist (Vietnamese Cong San Dang) Party. It was later renamed the Indo-Chinese Communist Party.
- (iii) Ho Chi Minh was inspired by the militant demonstrations of the European Communist parties.
- (iv) In 1940, Japan occupied Vietnam, as part of its imperial drive to control Southeast Asia. The nationalists now had to fight against the Japanese as well as the French. The League for the Independence of Vietnam (Vietnam Doc Lap Dong Minh), which came to be known as the Vietminh fought the Japanese occupation and recaptured Hanoi in September 1945.
- (v) The Democratic Republic of Vietnam was formed and Ho Chi Minh was made the Chairman.

Q5. How did the French rule come to end?

- Ans.**
- (i) After the Vietminh recaptured Hanoi from Japan in 1945, the Democratic Republic of Vietnam was formed of which Ho Chi Minh became the Chairman.
 - (ii) The new republic faced several challenges. The French tried to regain control by using the emperor, Bao Dai, as their puppet.
 - (iii) The war began again between the Vietminh and the French. This war continued for eight years.
 - (iv) In the beginning of the war the Vietminh were forced to retreat to the hills. But finally the French were defeated in 1954 at Dien Bien Phu.
 - (v) The Vietminh annihilated and captured more than 16,000 soldiers of the French Expeditionary corps.
 - (vi) The entire commanding staff, including a general, 16 colonels and 1,749 officers, were taken prisoner.
 - (vii) After the French defeat, peace negotiations were held in Geneva in which the Vietnamese were persuaded to accept the division of the country.
 - (viii) North and South Vietnam were split. Ho Chi Minh and the Communists took power in the North Vietnam while Bao Dai's regime was put in power in the South Vietnam.

Q6. Give any four features of the Ho Chi Minh trail in the Vietnamese war against the U.S.
(CBSE 2008)

- Ans.**
- (i) The Ho Chi Minh trail had great significance in the Vietnamese war against the US. It symbolises how the Vietnamese used their limited resources to great advantage.
 - (ii) The trail, an immense network of footpaths and roads, was used to transport men and materials from the north to the south.

- (iii) The trail was improved from the late 1950s, and from 1967 about 20,000 North Vietnamese troops came south each month on this trail
- (iv) The trail had support bases and hospitals along the way. In some parts supplies were transported in trucks but mostly they were carried by porters.
- (v) Most of the trail was outside Vietnam in neighbouring Laos, and Cambodia with branch lines extending into South Vietnam.

Q7. Why was a new education policy introduced by the French in Vietnam? What were the limitations or drawbacks of the new education policy introduced by the French in Vietnam? (CBSE 2011)

Ans. See Q1. (Long Answer Type Questions)

Q8. Give an account of Huynh Phu So's role in arousing the anti-imperialist feelings among the Vietnamese.

Ans. See NCERT Textbook Q1. (Write in Brief)

Q9. Who was Phan Chu Trinh? How did he help in the modernisation of Vietnam? (CBSE 2011)

Or

Explain any four ideas of Phan Chu Trinh. (CBSE 2011,2012,2013)

Ans. Phan Chu Trinh was a great nationalist of Vietnam. He was dead against the French rule in his country and wanted to liberate it from the foreign grip.

The Four ideas of Phan Chu Trinh:

- (i) **Against Monarchy to Promote Popular Right:** Phan Chu Trinh believed in overthrowing the monarchy to promote popular rights. He thought that monarchy would only suppress the right of the people. Therefore, he wanted to establish a democratic republic which alone could bring smile on the face of the Vietnamese.
- (ii) **Western Civilisation:** Phan Chu Trinh did not want a complete rejection of western civilisation. He was of the opinion that the Vietnamese would absorb the good points of the western culture and reject the bad ones.
- (iii) **Development of Democratic Ideals:** Phan Chu Trinh always favoured the democratic ideals of the west. He appreciated the revolutionary ideals that became popular during the French Revolution but at the same time he blamed the French for not following those great ideals.

Note: Also see NCERT Textbook Q4. (Write in Brief)

Q10. Explain under which circumstances Vietnam got divided into the North and South Vietnam.

Ans. See Q2. (Long Answer Type Questions)

Q11. Explain the causes of the US involvement in the war in Vietnam. What effect did this involvement have on life within the US itself? (CBSE 2011)

Ans. See NCERT Textbook Q3. (Discuss)

Q12. Explain the steps taken by the French in the field of education in Vietnam. What was their motive behind this? (CBSE 2011)

Ans. See Q1. (Long Answer Type Questions)

Q13. Analyse the role of women in the Vietnamese struggle for independence. [AI CBSE 2013(C)]

Ans. See NCERT Textbook Q3. (Discuss)

V. SOURCE-BASED QUESTIONS

Q1. Read the extract (Source B) taken from NCERT textbook page 43 and answer the questions that follow:

Declaration of independence

The declaration of the new republic began by reaffirming the principles of the declaration of independence of the United States in 1771 and of the French Revolution in 1791 but added that the French imperialists do not follow these principles for they 'have violated our fatherland and oppressed our fellow citizens. They have acted contrary to the ideals of humanity and justice. 'In the field of politics, they have deprived us of all liberties. They have imposed upon us inhuman laws ... They have built more prisons than schools. They have mercilessly slain our patriots; they have drowned our uprisings in rivers of blood. 'They have fettered public opinion; they have practiced obscurantism against our people ... 'For these reasons, we members of the Provisional Government, representing the entire population of Vietnam, declare that we shall henceforth have no connection with imperialist France; that we abolish all the privileges which the French have arrogated to themselves on our territory ... 'We solemnly proclaim to the entire world: Vietnam has the right to be free and independent, and in fact has become free and independent.'

- (i) How were the Vietnamese people oppressed by the French?
- (ii) How did the declaration of independence help in arousing patriotic feelings among the Vietnamese?

- Ans.**
- (i) The French acted contrary to the ideals of humanity and justice. They deprived the Vietnamese people of all liberties. They imposed on them inhuman laws and built more prisons than schools. They mercilessly killed Vietnamese patriots and suppressed public opinion.
 - (ii) The principles of the declaration of independence made Vietnamese conscious of their right to be free and independent. It also drew attention to the injustice which the French were doing towards the Vietnamese. This inspired the people of Vietnam to fight for their rights and freedom.

VI. PICTURE-BASED QUESTIONS

Q1. Observe the picture below (see NCERT Textbook page 49) and answer the following questions:



(i) Whose image in this?

(ii) Write a few lines about her.

Ans. (i) This is the image of Trieu Au.

(ii) She lived in the third century CE. She left home, went into the jungles, organised a large army and resisted Chinese rule. Finally, when her army was crushed, she drowned herself. She became a sacred figure.

VII. VALUE BASED QUESTIONS

Q1. The Ho Chi Minh Trail played a significant role in the war that the Vietnamese fought against the US. This trail was an immense network of footpaths and roads, which was used to transport men and materials from the north to the south of Vietnam.

Give three values which are associated with this trail.

Ans. (i) Patriotism (ii) Nationalism (iii) Team-work/Unity

Q2. Many Vietnamese women responded and joined the resistance movement. They acted not only as warriors but also as workers. They helped in nursing the wounded, constructing underground rooms and tunnels and fighting the enemy. Which values do these women reflected?

Ans. Vietnamese women provide to be great fighters. They reflected the following values:

(i) Incredible bravery (ii) Nationalism (iii) Sacrifice

(iv) Selfless work (v) Nursing spirit.

Q3. Explain the role of women in the anti-imperial struggle in Vietnam.

(CBSE 2011)

Or

Evaluate the role of Vietnamese women during 1960s war period and after the war in peace time.

[CBSE 2008, 2010(F)]

Ans. See NCERT Textbook Q5. (Discuss)

TEST YOUR SKILLS

1. What changes were introduced in the traditional system of education in Vietnam by the French colonisers?
2. Why were the French citizens living in Vietnam opposed to educational reforms in Vietnam?
3. How did the French seek to strengthen their rule through the control of education?
4. Give an example to show that racial discrimination was practised even in the area of health and hygiene.
5. Why were the French forced to start the bounty programme to kill rats?
6. How did the French suppress the movement inspired by Huynh Phu So?
7. Briefly describe the events from 1930 to 1945 that led to the creation of the Democratic Republic of Vietnam.
8. Discuss the position of women in Vietnam with special reference to their role in the struggle for country's freedom.

□□□

3

Nationalism in India

Syllabus

Nationalism in India: Civil Disobedience Movement (a) First World War, Khilafat and Non-Cooperation. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups.

Facts that Matter

1. Modern **nationalism** in Europe led to the formation of **nation-states**, sense of belonging, new symbols and icons, new songs and it also redefined the boundaries of communities. In India, as in Vietnam and many other colonies, the growth of modern nationalism is intimately connected to the anti-colonial movement.
2. In the years after 1919, the First World War created a new economic and political situation. People thought that their problems would end after the war but it did not happen. Rather they suffered a lot for several reasons.
3. The people of India wanted to get rid of the British colonial government. Mahatma Gandhi became their leader and the struggle for independence of India intensified.
4. Mahatma Gandhi returned to India in January 1915 from South Africa where he had fought the racist regime with a novel method of mass agitation, which he called Satyagraha. Satyagraha means following the path of truth and non-violence to attain freedom and fight against injustice. It was the philosophy of non-violent resistance adopted by Gandhi to end the British Raj in India. The idea of Satyagraha emphasised the power of truth and need to search for truth. Satyagraha advocated that for true cause and struggle against injustice, physical force is not required to fight with the oppressor. Without being aggressive, a satyagrahi could win the battle through non-violence.
5. Mahatma Gandhi adopted this method in India too and organised Satyagraha movements in various places such as Champaran in Bihar, Kheda in Gujarat etc. These movements proved to be successful.
6. **The Rowlatt Act** gave the British government enormous powers to repress political activities, and allowed imprisonment of political prisoners without trial for two years.
7. Mahatma Gandhi now decided to launch a nationwide Satyagraha. Rallies were organised in various cities, workers went on strike in railway workshops and shops were closed down.
8. Alarmed by the popular upsurge, the British government decided to clamp down on nationalists. On 10 April, the police in Amritsar fired upon a peaceful procession provoking widespread attacks on banks, post offices and railway stations. Martial Law was imposed and General Dyer took the command.
9. On 13 April, 1919 in Amritsar, a group of people was fired in enclosed ground of Jallianwalla Bagh, by the orders of General Dyer. Hundreds of innocent people were killed. This agitated

Indian minds that resulted in strikes, clashes with the police and attacks on government buildings.

10. Seeing violence spread, Mahatma Gandhi immediately called off the movement and decided to launch a more broad-based movement in India.
11. In the First World War, **Ottoman Turkey** was defeated and a harsh peace treaty was imposed on the Ottoman emperor—the spiritual head of the Islamic world (the Khalifa). To defend the Khalifa's temporal powers, **Khilafat Committee** was formed in Bombay in March, 1919.
12. A young generation of Muslim leaders like the brothers Muhammad Ali and Shaukat Ali, began discussing with Mahatma Gandhi about the possibility of a united mass action on the issue.
13. Mahatma Gandhi saw this as an opportunity to bring Muslims under the umbrella of a unified national movement.
14. To unite Hindus and Muslims, Gandhiji decided to start the **Non-Cooperation Movement** in support of Khilafat as well as for swaraj, at the Calcutta session of the Congress in September, 1920.
15. The Non-Cooperation–Khilafat Movement began in January 1921. Various social groups participated in this movement.
16. The movement affected the economy of the British. The import of foreign cloth halved between 1921 and 1922, dropping from ₹ 102 crore to ₹ 57 crore. Merchants and traders began to refuse to trade in foreign goods or finance foreign trade. As the boycott movement spread and people began discarding imported clothes and started wearing only Indian ones, production of Indian textile mills and handlooms went up.
17. But the movement in the cities gradually slowed down for several reasons, the boycott of British institutions posed a problem. For the movement to be successful, alternative Indian institutions had to be set up so that they could be used in place of the British ones. These were slow to come up. So, students and teachers began to join back the government schools and lawyers joined the government courts.
18. From the cities, the Non-cooperation movement spread to the countryside. In Awadh, peasants were led by Baba Ramchandra, a *Sanyasi*. Here peasants had to do *begar* (forced to contribute without any payment) and work at landlords' farms without any payment. This made their condition miserable.
19. In June 1920, Jawaharlal Nehru approached villagers to understand their grievances.
20. By October, the **Oudh Kisan Sabha** was set up by Jawaharlal Nehru and Baba Ramchandra. Soon the Non-cooperation Movement and Awadh peasant struggle became popular. As the movement spread in 1921, the houses of *talukdars* and merchants were attacked. Bazaars were looted and grain stores were taken over.
21. Gandhiji declared that no taxes were to be paid and land was to be redistributed among the poor.
22. Tribal peasants interpreted the message of Mahatma Gandhi and the idea of Swaraj in another way. In the Gudum Hills of Andhra Pradesh, for instance, **a militant guerrilla movement** spread in the early 1920s. It was done to oppose the ban which the colonial government had imposed on the hill people.
23. The hill people were prohibited from entering the forests to graze their cattle or to collect fuelwood and fruits. As a result, they got enraged. They felt that they were denied of their traditional rights.
24. When they were forced to contribute *begar* for road building, they finally revolted. They attacked police stations, attempted to kill British officials and carried on guerrilla war for achieving *Swaraj*.

25. Plantation workers in Assam who were not permitted to leave the tea gardens without permission, thought swaraj meant—the right to move freely in and out of the restricted space, retaining a link with the village from where they had come and everyone getting land in their own villages.
26. In February 1922, at Chauri Chaura in Gorakhpur, a peaceful demonstration in a bazaar turned into a violent clash with the police. Hearing of the incident, Mahatma Gandhi immediately called off the Non-Cooperation Movement. Now, the Indian leaders began to work for full independence.
27. In December 1929, under Jawaharlal Nehru, *the Lahore Congress* solemnised the demand of '**Purna Swaraj**' or full independence for India. It was declared that 26 January, 1930 would be celebrated as the Independence Day when people were to take a pledge to struggle for complete independence. But the celebration attracted very little attention.
28. Mahatma Gandhi started his famous **Salt March (Dandi March)** accompanied by 78 followers, from his ashram in Sabarmati to the Gujarati coastal town of Dandi. On 6 April he reached Dandi, and openly violated the salt law, manufacturing salt by boiling sea water. This marked the beginning of the **Civil Disobedience Movement**.
29. Different social groups participated in this movement. People were now asked not only to refuse cooperation with the British, as they had done in 1921-29, but also to break colonial laws. Thousands in different parts of the country broke the salt law, manufactured salt and demonstrated in front of government salt factories.
30. Worried by the developments, the colonial government began arresting the Congress leaders one by one. This led to violent clashes in many places.
31. In the meanwhile Mahatma Gandhi himself was arrested. This provoked the industrial workers in Sholapur who attacked police posts, municipal buildings, law courts and railway stations. The government, however, responded with a policy of brutal repression.
32. Gandhiji again called off the movement and signed a pact with Irwin on 5 March, 1931 according to which he agreed to participate in a Round Table Conference in London.
33. In December 1931, Gandhiji went to London for the conference, but the discussions went futile and he returned disappointed.
34. Back in India, he discovered that the government had begun a new cycle of repression.
35. Ghaffar Khan and Jawahar Lal Nehru were both in jail and the Congress had been declared illegal.
36. With great apprehension Mahatma Gandhi relaunched the Civil Disobedience Movement. This time people did not show much enthusiasm.
37. Prominent industrialists like Purshottam Das Thakurdas and G.D. Birla, the industrialists attacked colonial control over the Indian economy, and supported the Civil Disobedience Movement financially when it was first launched. But when it was restarted they showed their reluctance due to the failure of the Round Table Conference.
38. The Industrial working classes too did not participate in the Civil Disobedience Movement in large numbers.
39. However, women participated in the movement on large scale. They participated in protest marches, manufactured salt and picketed foreign cloth and liquor shops.
40. But the nation's untouchables did not participate in the Movement. It was because the Congress had ignored them for long for fear of offending the conservative high-caste Hindus. But Mahatma Gandhi wanted to uproot untouchability.

41. Many dalit leaders stressed on demanding **reserved seats** in educational institutions, and a **separate electorate** that would choose dalit members for legislative councils. **Dr B.R. Ambedkar** organised the dalits into the **Depressed Classes Association** in 1930 and supported demands of dalits. But Mahatma Gandhi opposed it saying that separate electorates for dalits would slow down the process of their integration into society.
42. Gandhiji began a fast unto death. Ambedkar ultimately accepted Gandhiji's point and it resulted in the **Poona Pact of September, 1932**. It gave the depressed classes (later to be known as the Schedule Castes) reserved seats in provincial and central legislative councils, but they were to be voted in by the general electorate.
43. Some of the Muslim political organisations in India were also lukewarm in their response to the Civil Disobedience Movement. After the decline of the Non-Cooperation-Khilafat movement, a large section of Muslims felt separated from the Congress. From the mid-1920s the Congress openly started Hindu religious nationalist groups like the **Hindu Mahasabha**. This worsened the relations between Hindus and Muslims. **Muhammad Ali Jinnah**, leader of the Muslim League, agreed to quit the demand for separate electorates, if Muslims were guaranteed reserved seats in the Central Assembly and representation in the Muslim-dominated provinces (Bengal and Punjab). But all hopes dashed in 1928 when **M.R. Jayakar** of the **Hindu Mahasabha** strongly opposed to compromise.
Many Muslim leaders and intellectuals now expressed their concern about the states of Muslims as a minority within India. They feared that the culture and identity of minorities would be submerged under the domination of a Hindu majority.
44. Nationalism spreads when people begin to believe that they are all part of the same nation, when they discover some unity that binds them together.
45. This sense of collective belonging came partly through the experience of united struggles.
46. At the same time history and fiction, folklore and songs, popular prints and symbols also played an important role in spreading nationalism.
47. The identity of India came to be visually associated with the image of Bharat Mata. The image of Bharat Mata acquired many different forms, as it circulated in popular prints and was painted by different artists. Devotion to this mother figure came to be seen as evidence of one's nationalism.
48. Ideas of nationalism also developed through a movement to revive Indian folklore. It was essential to preserve folk tradition in order to discover one's national identity and restore a sense of pride in one's past.
49. During the **Swadeshi movement** in Bengal, a tricolour flag (red, green and yellow) was designed. It had eight lotuses representing eight provinces of British India and a crescent moon, representing Hindus and Muslims.
50. By 1921, Gandhiji had designed the swaraj flag. It was again a tricolour (red, green and white) and had a spinning wheel in the centre, representing the Gandhian ideal of self-help. Carrying the flag, holding it aloft, during marches became a symbol of defiance.
51. Another means of creating a feeling of nationalism was through reinterpretation of history. The British saw Indians as backward and primitive. In response, Indians began looking into the past to discover India's great achievements. They wrote about the glorious developments in ancient times when art and architecture, science and mathematics, etc. had flourished. This glorious time was followed by a history of decline, when India was colonised. These nationalists urged the readers to struggle against the British to restore their glorious past.

Words that Matter

1. **Rowlatt Act:** The Act empowered the government to imprison a person without a trial.
2. **Satyagraha:** Following the path of truth and non-violence.
3. **Khadi:** Indian handmade cotton cloth.
4. **Dandi March:** Famous Salt March (Dandi March) by Gandhi from his ashram in Sabarmati to the Gujarati coastal town of Dandi.
5. **Forced Recruitment:** The colonial state forced people to join the army.
6. **Boycott:** The refusal to participate in activities, or buy and use things. It is usually a form of protest.
7. **Begar:** Peasants were forced to work in landlords' field without any payment of wages.
8. **Swaraj:** The word swaraj is comprised of 'swa' and 'raj'. The word 'swa' means 'self' and 'raj' means 'rule' which together means 'self-government'.
9. **Purna Swaraj:** Complete independence.
10. **Harijan:** The men of God, the name given to the 'untouchables' or *dalits* (oppressed) by Mahatma Gandhi.
11. **Picket:** Blocking the entrance to a shop, factory or office.

Dateline

1. **1918–1919:** Peasant movement in U.P.
2. **1919:** The Rowlatt Act, Jallianwalla Bagh Massacre.
3. **1919:** Hartal (Strike) against the Rowlatt Act.
4. **1921:** Non-Cooperation and Khilafat movement launched.
5. **1922:** Chauri Chaura incident, withdrawal of Non-Cooperation Movement.
6. **1928:** Simon Commission was set up in India.
7. **December 1929:** Lahore Congress adopted demands for Purna Swaraj.
8. **1930:** Civil Disobedience Movement was started by breaking salt law at Dandi.
9. **1931:** Gandhi-Irwin Pact.
10. **1931:** End of Civil Disobedience Movement, Poona Pact signed.
11. **1932:** Civil Disobedience Movement relaunched.

NCERT TEXTBOOK QUESTIONS SOLVED

Write in Brief

Q1. Explain:

- (a) Why growth of nationalism in the colonies is linked to an anti-colonial movement?
- (b) How the First World War helped in the growth of the National Movement in India?
- (c) Why Indians were outraged by the Rowlatt Act?
- (d) Why Gandhiji decided to withdraw the Non-Cooperation Movement?

- Ans.** (a) In several colonies including India the growth of modern nationalism is intimately connected to the anti-colonial movement. People began discovering their unity in the process of their struggle with colonialism. The sense of being oppressed under colonialism provided a shared bond that tied many different groups together.
- (b) The First World War created a new economic and political situation. It led to a huge increase in defence expenditure which was financed by war loans and increasing taxes. Custom duties were raised and income tax was introduced. Through the war years prices increased leading to extreme hardships for the common mass. Villages were called upon for supply of soldiers. Forced recruitment in rural areas caused widespread anger. Acute shortages of food due to failure of crops in several parts of India in 1918-19 and 1920-21 made the life of the common people miserable. People hoped that their hardships would end after the war was over. But that did not happen. All this helped in the growth of the national movement in the country.
- (c) The Rowlatt Act gave the government enormous powers to repress political activities, and allowed detention of political prisoners without trial for two years. This enraged Indians.
- (d) In February 1922, at Chauri Chaura in Gorakhpur, a peaceful demonstration in a bazaar turned into a violent clash with the police. In this incident several British police officers were killed. Hearing of this incident, Mahatma Gandhi called off the Non-Cooperation Movement. He thought the movement was turning violent which he never approved in any circumstances.

Q2. What is meant by the idea of Satyagraha?

- Ans.** When Mahatma Gandhi returned to India in January, 1915 he started a Satyagraha movement in India in various places.
- (i) *Satyagraha* comprised of two Sanskrit words *Satya* and *agraha*. *Satya* means *truth* and *agraha* means *path*. Thus Satyagraha means following the path of truth and non-violence to attain freedom and fight against injustice.
- (ii) It is the philosophy of non-violent resistance adopted by Gandhiji to end the British Raj in India.
- (iii) The idea of Satyagraha emphasised the power of truth and need to search for truth.
- (iv) Satyagraha advocated that for true cause and struggle against injustice, physical force is not required to fight with the oppressor.
- (v) Without being aggressive, a satyagrahi could win battle through non-violence.

Q3. Write a newspaper report on:

- (a) The Jallianwalla Bagh Massacre
(b) The Simon Commission.
- Ans.** (a) 14 April, Amritsar (*By HT Correspondent*)

Today I visited the Jallianwalla Bagh here. Yesterday this place had witnessed the ghastly scene which exposed cruelty of the colonial government in India. A crowd had gathered here to listen to their leaders who were to attend the meeting to show their protest against the repressive laws. Suddenly, General Dyer came with armed troops and closed the only exit and ordered the troops to fire on the crowd. Hundreds of innocent people were killed. This agitated Indian minds resulting in strikes, clashes with the police and attacks on government buildings.

(b) 4 February 1928, Bengal (By TOI Correspondent)

A Statutory Commission under Sir John Simon set up in India in 1928 is in response to the nationalist movement and to look into the functioning of the constitutional system in India and suggest changes. But the commission has only British members, no Indian members. This was followed by a strike in Bengal on February 3rd, 1928. So when the Simon Commission arrived in India in 1928, it was greeted with the slogan 'Go back, Simon'. To pacify Indians, the Viceroy Lord Irwin, announced in October 1929 'dominion status' for India in an unspecified future, and a Round Table Conference was held to discuss a future constitution.

Q5. Compare the images of Bharat Mata in this chapter with the image of Germania in Chapter 1.

Ans.	Bharat Mata	Germania
	<ul style="list-style-type: none">The image of Bharat Mata created by Abanindranath Tagore is portrayed as an ascetic figure. She is calm, composed, divine and spiritual. Another image of Bharat Mata is shown with a <i>trishul</i>, standing beside a lion and an elephant—both symbols of power and authority.	<ul style="list-style-type: none">Germania was the symbol of the German nation. She is depicted as a female figure standing against a background where beams of sunlight shine through the tricolour fabric of the national flag. Germania is wearing a crown of oak leaves, as the German oak stands for heroism.

Discuss

Q1. List all the different social groups which joined the Non-Cooperation Movement of 1921. Then choose any three and write about their hopes and struggles to show why they joined the movement.

Ans. Different social groups which joined the Non-Cooperation Movement of 1921 are given below:

- (i) Teachers and students
- (ii) Merchants and traders
- (iii) Lawyers
- (iv) Countryside peasants
- (v) Tribal peasants
- (vi) Plantation workers in Assam
- (vii) *Nai* and *Dhobi*.

- (i) **Teachers and students:** Thousands of students left government-controlled schools and colleges. Headmasters and teachers resigned.
- (ii) **Countryside peasants:** In Awadh, peasants were led by Baba Ramchandra, a sanyasi. The movement here was against *talukdars* and landlords who demanded high rents from peasants, and a number of other cesses. Peasants had to do *begar* and work at landlord's farms without wages. These peasants demanded reduction of revenue, abolition of *begar* and social boycott of oppressive landlords. As the movement spread in 1921, the houses of *talukdars* and merchants were attacked, bazaars were looted and grain hoards were taken over. In several places, local leaders told peasants that Gandhiji had declared that no taxes were to be paid and land was to be redistributed among the poor.
- (iii) **Plantation workers in Assam:** For plantation workers in Assam, freedom meant the right to move freely in and out of the confined space in which they were enclosed. It also meant retaining a link with the village from which they had come. Under the Inland Emigration Act of 1859, plantation workers were not

permitted to leave the tea gardens without permission. When they heard of the Non-Cooperation Movement, thousands of workers defied the authorities, left the plantations and headed home. They believed that Gandhi Raj was coming and everyone would be given land in their own villages.

Q2. Discuss the Salt March to make clear why it was an effective symbol of resistance against colonialism.

- Ans.** (i) Mahatma Gandhi found in salt a powerful symbol that could unite the nation against the British government in India.
- (ii) He sent a letter to Viceroy Irwin on 31 January, 1930 stating eleven demands from specific to general in the interest of all classes.
- (iii) The idea was to make the demands wide-ranging, so that all classes within Indian society could identify with them and everyone would be brought together in a united campaign.
- (iv) The most stirring of all was the demand to abolish salt tax. Salt was something consumed by the rich and the poor alike. It was one of the most essential items of food. Gandhi's letter was an ultimatum.
- (v) It also threatened that if government did not exempt people from the salt tax then they would launch a campaign against it.
- (vi) But Irwin showed reluctance and took the warning lightly. Thus, Civil Disobedience Movement was started by Gandhiji in the year 1930. It was an important milestone in the history of Indian nationalism.
- (vii) The main ideology behind the Civil Disobedience Movement was to defy the laws made by the British.

Gandhiji started his famous salt march (Dandi March) accompanied by 78 followers, from his ashram in Sabarmati to the Gujarati coastal town of Dandi. On 6 April, he reached Dandi, and openly violated the law, manufacturing salt by boiling sea water.

Q3. Imagine you are a woman participating in the Civil Disobedience Movement. Explain what the experience meant to your life.

- Ans.** As a woman it was a proud moment for me to participate in Gandhiji's Civil Disobedience Movement. It was a time when women were kept inside walls. Though I had got good education, I was not allowed to take part in social or political activities. At the call of Gandhiji, I couldn't resist myself. Revolting against my family traditions, I became an active member of the movement. I organised the women of my locality and began the activities of the movement. I was full of nationalistic fervour. It was the most memorable and proud phase of my life.

Q4. Why did political leaders differ sharply over the question of separate electorates?

- Ans.** (i) The Indian political leaders differed sharply over the question of separate electorates because they believed that separate electorates would slow down the process of their integration into society.
- (ii) In 1930, Sir Muhammad Iqbal, President of the Muslim League, re-stated the importance of separate electorates for the Muslims as an important safeguard for their minority political interests.
- (iii) Dr. B.R. Ambedkar, who organised the dalits into the Depressed Classes Association in 1930, clashed with Gandhi at the second Round Table Conference by demanding separate electorates for dalits. When the British government conceded Ambedkar's demand, Gandhiji began a fast unto death. Ambedkar ultimately accepted Gandhi's position.

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct option:

1. The Poona Pact took place in the year
(a) 1857 (b) 1932
(c) 1935 (d) 1942
2. What does Satyagraha mean?
(a) Fight against injustice
(b) Complete independence
(c) Following the path of truth and non-violence
(d) All of the above
3. Gandhiji called off the Non-Cooperation Movement due to
(a) Jallianwalla Bagh incident (b) Chauri Chaura incident
(c) Tribals' agitation (d) All of the above
4. When did the Jallianwalla Bagh massacre take place?
(a) 1919 (b) 1921
(c) 1922 (d) 1928
5. Gandhiji agreed to participate in a Round Table Conference in London in
(a) Gandhi-Irwin Pact (b) Poona Pact
(c) Lahore Pact (d) Gandhi-Simon Pact
6. Who was the Khalifa?
(a) The political leader of the Islamic world
(b) The spiritual head of the Islamic world
(c) The spiritual leader of the whole world
(d) The spiritual leader of Saudi Arabia
7. When was a Khilafat Committee founded?
(a) 1919 (b) 1920
(c) 1927 (d) 1922
8. The Non-Cooperation programme was adopted in the
(a) Lahore session (b) Congress session at Nagpur
(c) Gujarat Congress (d) Second Round Table Conference
9. Where was the Non-Cooperation Movement turned violent?
(a) Kheda in Gujarat (b) Champaran in Bihar
(c) Nagpur in Maharashtra (d) Chauri Chaura in Uttar Pradesh
10. Who initiated 'Purna Swaraj'?
(a) Mahatma Gandhi (b) B.R. Ambedkar
(c) Motilal Nehru (d) Jawaharlal Nehru
11. Whose name is associated with *The Folklore of Southern India*?
(a) Bal Gangadhar Tilak (b) Natesa Sastai
(c) Bipin Chandra Pal (d) T. Krishnamurthy
12. Who wrote 'Vande Mataram'?
(a) Abanindranath Tagore (b) Rabindranath Tagore
(c) Bankim Chandra Chattopadhyay (d) Ravi Varma

13. Who painted the image of Bharat Mata?
 (a) Rabindranath Tagore (b) Abanindranath Tagore
 (c) Bankim Chandra Chattopadhyay (d) Natesa Sastri
14. Who wrote the book *Hind Swaraj*?
 (a) Mahatma Gandhi (b) Jawaharlal Nehru
 (c) Lal Bahadur Shastri (d) Maulana Azad
15. The Act that gave enormous powers to the British government to repress political activities was
- (a) Rowlatt Act (b) Seditious Meetings Act
 (c) Arms Act (d) Vernacular Press Act
- Ans.** 1—(b) 2—(c) 3—(b) 4—(a) 5—(a) 6—(b)
 7—(a) 8—(b) 9—(d) 10—(d) 11—(b) 12—(c)
 13—(b) 14—(a) 15—(a)

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. What was the Civil Disobedience Movement associated with?

Ans. It was associated with the breaking of salt law.

Q2. What was the forced recruitment?

Ans. It was a process by which the colonial state forced people, especially the people belonging to rural areas, to join the army.

Q3. Name the places where Mahatma Gandhi successfully organised satyagrah movements.

Ans. (i) Champaran in Bihar (ii) Kheda in Gujarat

Q4. What do you know about the Rowlatt Act of 1919?

Ans. This Act had been passed through the imperial legislative council despite the united opposition of the Indian members. It gave the British government enormous powers to repress political activities and allowed detention of political prisoners.

Q5. Why was a Khilafat Committee formed in Bombay in March 1919?

Ans. It was formed to defend the Khalifa's temporal powers.

Q6. What did Mahatma Gandhi do to launch a more broad-based movement in India.

Ans. He brought Hindus and Muslims closer together.

Q7. What was Gandhiji's conviction regarding the starting of the Non-cooperation movement that he expressed in his book *Hind Swaraj*?

Ans. He declared that British rule was established in India with the co-operation of Indians and had survived only because of this cooperation. If Indians refused to cooperate, British rule in India would collapse within a year, and Swaraj would come.

Q8. Give one reason why the Non-cooperation movement gradually slowed down in the cities.

Ans. Khadi cloth was often more expensive than mass-produced mill cloth and poor people could not afford to buy it. Hence they could not boycott mill cloth for a long time.

Q9. What were the demands of the Awadh peasants?

Ans. Their demands included—

- (i) reduction of revenue (ii) abolition of *begar*
 (iii) social boycott of oppressive landlords.

Q10. In February 1922, Mahatma Gandhi decided to withdraw the Non-co-operation movement. Why did they do that?

Ans. The Chauri-Chaura incident disheartened Mahatma Gandhi. He felt that the movement was turning violent in many places and Satyagrahis needed to be properly trained before they would be ready for mass struggles.

Q11. With what purpose did the Simon Commission arrive in India?

Ans. The Simon Commission arrived in India with the purpose of looking into the functioning of the constitutional system in India and suggesting changes.

Q12. Why did Mahatma Gandhi organise the Champaran Satyagraha in Bihar?

Ans. Mahatma Gandhi organised the Champaran Satyagraha in order to voice against the oppressive indigo plantation system.

Q13. What did the peasants of Kheda demand?

Ans. They demanded relaxation in revenue collection.

Q14. For long the congress had ignored the dalits. What was the reason behind this?

Ans. The congress did not want to offend the conservative high-caste Hindus.

Q15. What, according to Mahatma Gandhi, revealed the most oppressive face of the British rule?

Ans. The tax on salt and the government monopoly over its production revealed the most oppressive face of the British rule.

Q16. Name the two Indian leaders between whom the Poona Pact was signed.

Ans. Mahatma Gandhi and Dr. B.R. Ambedkar.

Q17. What do you know about the Poona Pact?

Ans. The Poona Pact was signed between Dr. B.R. Ambedkar and Mahatma Gandhi in 1932 to resolve the question of separate electorates for dalits. It gave depressed classes reserved seats in provincial and central legislative councils.

Q18. What were Gandhiji's apprehensions regarding the grant of separate electorates to the dalits?

Ans. Gandhiji believed that the grant of separate electorates would weaken the national movement and slow down the process of integration of dalits into the mainstream of society.

Q19. Why did the business classes in India participate in the Civil Disobedience Movement?

Ans. They participated in this movement because they wanted protection against imprints of foreign goods and a rupee sterling foreign exchange ratio that would discourage imports.

Q20. How did Gandhiji visualise women?

Ans. Gandhiji opined that it was the duty of women to look after hearth and home, be good mothers and good wives.

Q21. When does nationalism spread in a country?

Ans. Nationalism spread in a country when people begin to believe that they are all part of the same nation, when they discover some unity that bounds them together.

Q22. Name the colours which were used by Gandhiji in the Swaraj flag.

Ans. Red, Green and white.

Q23. Why did the tribal peasant participate in the Non-cooperation movement?

Ans. They participated in Gandhiji's Non-cooperation movement because the colonial government had closed large forest areas, preventing them from entering the forests to graze their cattle, or to collect fruits and fuelwood.

Q24. Who wrote Vande Mataram? What is it?

Ans. Bankim Chandra Chattopadhyay wrote *Vande Mataram*. It is a hymn to the motherland.

Q25. What is the importance of the Lahore Congress Session of 1929?

Ans. The demand of Purna Swaraj or complete independence for India was made in this session.

Q26. During the Swadeshi Movement in Bengal, a tri colour flag was designed. It had eight lotuses. What did they represent?

Ans. The eight lotuses represented provinces of British India.

Q27. Why was the Simon Commission boycotted in India?

Ans. It was boycotted because there was no Indian member in the Simon Commission.

Q28. The Simon Commission was greeted on its arrival in India with a famous slogan. What is it?

Ans. The Slogan was — Go back Simon.

Q29. Who led the Awadh peasants during the Non-cooperation Movement?

Ans. Baba Ramchandra led the Awadh peasants during the Non-cooperation movement.

III. SHORT ANSWER TYPE QUESTIONS

Q1. “The Congress was reluctant to include the demands of industrial workers in its programme of struggle.” Analyse the reasons. (CBSE 2015)

Ans. The Congress was reluctant to include the demands of industrial workers in its programme of struggle because:

- (i) The industrial working classes did not participate in the Civil Disobedience Movement in large numbers, except in the Nappur region.
- (ii) As the industrialists came closer to the Congress, workers stayed aloof.
- (iii) The Congress felt that by including workers’ demands as part of its programme of struggle it would alienate industrialists and divide the anti-imperial forces.

Q2. Give a brief description of Mahatma Gandhi’s Satyagraha Movements which he organised in various places after arriving in India from South Africa. (HOTS)

Or

Name the two main ‘Satyagraha Movement’ organised by Mahatma Gandhi Successfully in favour of peasants in 1916 and 1917. (CBSE 2008, 2011)

Ans. After arriving in India, Mahatma Gandhi organised several Satyagraha Movements in various places:

- (i) **Champaran:** In 1917 he travelled to Champaran in Bihar to inspire the peasants to struggle against the exploitative plantation system.
- (ii) **Kheda:** In 1917, he organised a Satyagraha Movement in support of the Kheda peasants in Gujarat. These peasants were very much worried due to crop failure and a plague epidemic. Since they could not pay the revenue, they demanded relaxation in revenue collection.
- (iii) **Ahmedabad:** In 1918, he went to Ahmedabad to organise Satyagraha Movement among the workers of cotton mills.

Q3. Write a short note on the Rowlatt Act. How did Indians act in response to it and what were its consequences? (HOTS)

Or

Why did Mahatma Gandhiji decide to launch a nationwide ‘Satyagraha’ against the proposed Rowlatt Act? Explain any three reasons. (CBSE 2010, 2015)

- Ans.** (i) The Rowlatt Act was passed in 1919 by the British government despite the united opposition of the Indian members.
(ii) It gave enormous powers to the government.
(iii) Now, the British government could suppress the political activities, and allow detention of political prisoners without trial for two years.

Indian people reacted to it stoutly. Under the leadership of Mahatma Gandhi, they decided to launch a nationwide Satyagraha against the proposed Rowlatt Act (1919).

- (i) Rallies were organised in various cities.
(ii) Workers went on strike in railway workshops.
(iii) Shops closed down.
To suppress the nationalists the British administration

- (i) Put the local leaders in jail.
(ii) Debarred Mahatma Gandhi from entering Delhi.
(iii) On 10 April, the police in Amritsar fired upon a peaceful procession.
(iv) On 13 April, the Jallianwalla Bagh incident took place.

Q4. Mention three main proposals with reference to the Non-cooperation Movement as suggested by Mahatma Gandhiji. (CBSE 2008)

Ans. The three main proposals were:

- (i) Boycott of Council elections
(ii) Surrender of titles, honours and honorary posts.
(iii) Boycott of legal practices by the lawyers.
(iv) Boycott of government controlled schools and colleges.
(v) Boycott of British goods including mass-produced mill-cloth.

Q5. The Non-Cooperation Movement significantly affected the British economy. Then why did it fail later?

Or

Describe briefly any three economic effects of the Non-Cooperation Movement. (CBSE 2009)

Or

What were the factors responsible for gradual slow down of the Non-Cooperation Movement? (CBSE 2008)

Or

Why did the Non-Cooperation Movement gradually slowdown in the cities? Give three reasons. (CBSE 2011, AI CBSE 2012)

- Ans.** The Non-Cooperation Movement dramatically affected the economy of the British.
(i) The import of foreign cloth halved between 1921 and 1922, its value dropping from ₹ 102 crore to ₹ 57 crore.
(ii) In many places, merchants and traders refused to trade in foreign goods or finance foreign trade.
(iii) People began discarding imported clothes and started wearing only Indian clothes (*Khadi*).
(iv) Production of Indian textile mills and handlooms went up.
But this movement gradually slowed down for several reasons.
(i) *Khadi* cloth was more expensive than mass-produced mill cloth. It was not realistic for the poor Indians to afford it.
(ii) Many related people had left their jobs to support the Non-Cooperation Movement. But soon the problem of unemployment came before them because of the dearth of Indian institutions. So, students and teachers began turning

back to government schools and lawyers joined back work in government courts.

Workers, industrialists, peasants, traders had inferred Gandhiji's notion of '*Swaraj*' differently. They started using violence to get their demands fulfilled. Gandhiji never approved violent means to achieve goals. Hence, he got disheartened.

Q6. When and why Gandhiji went on fast unto death? What was its outcome?

Ans. Many dalit leaders stressed on demanding reserved seats in educational institutions, and a separate electorate that would choose dalit members for legislative councils. Dr B.R. Ambedkar organised the dalits into the Depressed Classes Association in 1930 and supported dalit's demands. When the British government conceded Ambedkar's demand, Gandhiji began a fast unto death. He believed that separate electorates for dalits would slow down the process of their integration into society.

Ambedkar ultimately accepted Gandhiji's point and it resulted in the Poona Pact of September 1932. It gave the Depressed Classes (later to be known as the Scheduled Castes) reserved seats in provincial and central legislative councils, but they were to be voted in by the general electorate.

Q7. How did Khilafat movement gain momentum? or How did Mahatma Gandhi view the Khilafat issue?

- Ans.**
- (i) In the First World War, Ottoman Turkey was defeated and a harsh peace treaty was imposed on the Ottoman emperor, the spiritual head of the Islamic world (the Khalifa).
 - (ii) To defend the Khalifa's temporal powers, a Khilafat Committee was formed in Bombay in March, 1919.
 - (iii) A young generation of Muslim leaders like the brothers Muhammad Ali and Shaukat Ali, began discussing with Mahatma Gandhi about the possibility of a united mass action on the issue. Gandhiji saw this as an opportunity to bring Muslims under the umbrella of a unified national movement.
 - (iv) At the Calcutta session of the Congress in 1920 he convinced other leaders of the need to start a non-cooperation movement in support of Khilafat and *Swaraj*.

Q8. Mention three reasons by which the rich peasant communities took active participation in the Civil Disobedience Movement. (CBSE 2009)

Ans. Three reasons by which the rich peasant communities took active participation in the Civil Disobedience Movement are:

- (i) Being producers of commercial crops, they were very hard hit by the trade depression and falling prices.
- (ii) As their cash income disappeared, they found it impossible to pay the government's revenue demand.
- (iii) The government refused to reduce the revenue demand. This led to widespread resentment among the rich peasants and they enthusiastically supported the movement.

Q9. An important feature of the Civil Disobedience Movement was the large-scale participation of women. Explain. (HOTS)

- Ans.**
- (i) Women joined the Civil Disobedience Movement on a large-scale.
 - (ii) During Gandhiji's salt march, thousands of women came out of their homes to listen to him.
 - (iii) They participated in protest marches and manufactured salt.
 - (iv) They picketed foreign cloth and liquor shops. Many went to jail.

- (v) In urban areas, these women were from high-caste families and in rural areas they came from rich peasant households.
- (vi) Moved by Gandhiji's call, they began to see service to the nation as a sacred duty of women.

Q10. Discuss the factors that deteriorated the relations between Hindus and Muslims.

- Ans.**
- (i) After the decline of the Non-Cooperation-Khilafat Movement, a large section of Muslims felt separated from the Congress.
 - (ii) From the mid-1920s the Congress came to be more visibly associated with openly Hindu religious nationalist groups like the Hindu Mahasabha.
 - (iii) This worsened the relations between Hindus and Muslims.
 - (iv) Each community organised religious processions with militant fervour, provoking Hindu-Muslim communal clashes and riots in various cities.
 - (v) Every riot deepened the distance between the two communities.
 - (vi) Muhammad Ali Jinnah, (leader of the Muslim League) agreed to quit the demand for separate electorates, if Muslims were guaranteed reserved seats in the Central Assembly and representation in the Muslim-dominated provinces (Bengal and Punjab).
 - (vii) But all hopes were dashed in 1928 when M.R. Jayakar of the Hindu Mahasabha strongly opposed to compromise.
 - (viii) In 1930, Sir Muhammad Iqbal, (President of the Muslim League) re-stated the importance of separate electorates for the Muslims as an important safeguard for their minority political interests.

Q11. Under what circumstances did Gandhiji re-launch the Civil Disobedience Movement? (HOTS)

- Ans.** In December, Gandhiji went to London for the second Round Table Conference, but the negotiations broke down and he returned disappointed. Back in India, he found that the government had begun a new cycle of repression. Ghaffar Khan and Jawaharlal Nehru were in jail. The Congress had been declared illegal, and a series of measures had been imposed to prevent meetings, demonstrations and boycotts. Gandhi became very apprehensive, and without any further delay, he re-launched the Civil Disobedience Movement.

Q12. Describe any three features of Civil Disobedience Movement of 1930. (CBSE 2009)

- Ans.** The Civil Disobedience Movement was started under the leadership of M.K. Gandhi, in the year 1930. It was an important milestone in the history of Indian Nationalism. The main ideology behind the Civil Disobedience Movement was to defy the laws made by the British.

Gandhiji started his famous Salt March (Dandi March) from his ashram in Sabarmati to the Gujarati coastal town of Dandi. On 6 April, he reached Dandi, and openly violating the law, manufactured salt by boiling sea water. Three features of this movement were.

- (i) Peasants refused to pay revenue and *chaukidari* taxes.
- (ii) In many places forest people violated forest laws—going into Reserved Forests to collect wood and graze cattle.
- (iii) Women participated in the movement on a large scale.

Q13. What were the three local issues in which Gandhiji experimented his technique of Satyagraha during the years 1917-18? How were these issues resolved?

- Ans.** See Q1. (Short Answer Type Questions)

Q14. State the three cultural presses through which nationalism captured people's imagination during the British rule in India. (HOTS)

Or

How did the image of Bharat Mata help in creating a sense of collective belongingness amongst the people of India?

Or

Some icons and symbols were used for unifying the people and inspiring in them the feeling of nationalism. Explain with examples.

- Ans.** (i) **Image of Bharat Mata:** The identity of nation was symbolised in an image. Rabindranath painted the famous image of Bharat-Mata. Devotion to this mother figure came to be seen as an evidence of one's nationalism.
- (ii) **Folklore:** Nationalists toured villages to gather folk tales. These tales gave a true picture of one's national identity and helped in restoring a sense of pride in one's past.
- (iii) **Icon and Symbols:** Nationalist leaders used icons and symbols to unite the people and create in them a feeling of nationalism.

Examples:

- During the Swadeshi movement a tri colour flag was designed.
- In 1921, Gandhiji designed the Swaraj flag carrying the flag during protest marches became a symbol of defiance.

Q15. What was Rowlatt Act? How did the Indians show their disapproval towards this Act? (CBSE 2011)

Or

How was Rowlatt Act opposed by the people in India? Explain with examples. (AI CBSE 2013)

Ans. See Q2. (Short Answer Type Questions)

Q16. Explain the circumstances under which Gandhiji decided to call off the civil disobedience movement in 1931. (CBSE 2012)

- Ans.** (i) The civil disobedience movement got momentum when thousands in different parts of the country broke the salt law by manufacturing salt worried by the developments, the colonial government began arresting the congress leaders one by one. This led to violent clashes in which. Many were killed.
- (ii) A month later, when Mahatma Gandhi himself was arrested, industrial workers in Sholapur attacked police posts, municipal buildings, law courts and railway stations — all structures that symbolised British rule.
- (iii) The colonial government got frightened. It adopted a policy of brutal repression. Peaceful satyagraha were attacked, women and children were beaten and many people were arrested.
- In such a situation, Gandhiji decided to call of the movement and entered into a pact with Irwin on 5th March, 1931.

Q17. Method of reinterpretation of history was followed to encourage nationalism. Discuss. (HOTS)

Or

How was history re-interested in creating a feeling of nationalism? Explain with examples. (CBSE 2012)

- Ans.** (i) Reinterpretation of history was an important means to create a feeling of nationalism.
- (ii) The British saw Indians as backward and primitive.

- (iii) In response, Indians began looking into the past to discover India's great achievements.
- (iv) They wrote about the glorious developments in ancient times when art and architecture, science and mathematics, religion and culture, law and philosophy, crafts and trade flourished.
- (v) This glorious time, in their view, was followed by a history of decline when India was colonised.
- (vi) These nationalist histories advocated the readers to be proud of India's great achievements in the past and struggle to change the miserable conditions of life under British rule.
- (vii) A growing anger against the colonial government and hope of reviving the glorious past infused a strong sense of patriotism in Indians.
- (viii) They fought back for their rights and finally, in 1947 achieved it in form of independence and freedom from British Raj.

Q18. Describe the portrait of Bharat Mata and also its different image forms. (HOTS)

Ans. Prints and symbols played a vital role in evoking the feeling of nationalism, unity and sense of collective belonging. Symbols in figures or images helped people to identify the nation. Keeping the same in mind, the image of Bharat Mata was created by Bankim Chandra Chattopadhyay. Afterwards Abanindranath Tagore painted his famous image of Bharat Mata. He made it an ascetic figure—calm, composed, divine and spiritual. The image of Bharat Mata acquired many different forms, as it circulated in popular prints. Devotion to this mother figure came to be seen as evidence of one's nationalism.

Q19. How did the business classes participate in the Civil Disobedience Movement?

Or

Analyse the role of merchants and the industrialists in the Civil Disobedience Movement. (CBSE 2010)

- Ans.**
- (i) The business classes supported the Civil Disobedience Movement when it was first launched.
 - (ii) They gave financial assistance and refused to buy or sell imported goods.
 - (iii) Most businessmen came to see *Swaraj* at a time when colonial restrictions on business would no longer exist and trade and industry would flourish without constraints.
 - (iv) But after the failure of the Round Table Conference, business groups were no longer uniformly enthusiastic. So, when the movement was re-launched by Gandhiji, most of them withdrew their support.
 - (v) They were apprehensive of the spread of militant activities, and worried about prolonged disruption of business.

Q20. Mention any three efforts made by Gandhiji to get Harijans their rights.

(CBSE 2009)

Ans. Mahatma Gandhi called the 'untouchables' Harijans, or 'the children of God' and organised Satyagraha to allow Harijans' entry into temples.

- (i) He himself cleaned toilets to dignify the work of the *bhangi* (the sweepers).
- (ii) He fought for their rights to use the public wells, tanks, roads and schools.
- (iii) He convinced upper castes to change their hearts and give up 'the sin of untouchability'.

Q21. What was the Inland Emigration Act of 1859?

Or

What was the notion of Swaraj for the plantation workers in Assam? (CBSE 2008)

- Ans.** (i) Under the Inland Emigration Act of 1859, the plantation workers were not permitted to leave tea-gardens without permission and, in fact, they were rarely given such permission.
- (ii) Thousands of plantation workers defied the authorities that left the plantation and headed home.
- (iii) They believed Gandhi Raj was coming and everyone would be given land in their own village.
- (iv) They however, never reached their destination.
- (v) Stranded on the way by railway and steamer strike they were caught by the police and badly beaten up.

Q22. Why did Mahatma Gandhi support the Khilafat Movement? (CBSE 2011, 2012)

Ans. Mahatma Gandhi supported the Khilafat Movement due to these reasons:

- (i) The Rowlatt Satyagraha had been a wide spread movement, no doubt, but it was still limited mostly to cities and towns.
- (ii) Mahatma Gandhi now felt the need to launch a more broad-based movement in India.
- (iii) But he was certain that no such movement could be organised without bringing the Hindus and Muslims closer together. One way of doing this, he felt, was to take up the Khilafat issue. Therefore, he decided to support this issue.

Note: Also see Q6. (Short Answer Type Questions)

Q23. How did the business classes relate to the Civil Disobedience Movement?

Or

Who led the business community during the Civil Disobedience Movement? How did the community provide a big boost to the Movement? (CBSE 2010)

- Ans.** (i) The business class was led by prominent industrialists like Purushottamdas Thakurdas and G.D. Birla.
- (ii) These industrialists attacked colonial control over the Indian economy and supported the Civil Disobedience Movement. They gave financial assistance and refused to buy or sell imported goods.
- (iii) Most business men came to see Swaraj as a time when colonial restrictions on business would no longer exist and trade and industry would flourish without constraints.
- In this way, the business class gave a big boost the civil Disobedience Movement.

Q24. The First World War created a new economic and political situation. Explain. (HOTS)

- Ans.** The First World War created a new political and economic situation in India.
- (i) It led to huge increase in defense expenditure, Custom duties were raised, income tax was introduced to finance the war.
- (ii) Villagers were called upon to supply soldiers, forced recruitment in rural areas caused widespread resentment.
- (iii) Prices of essential commodities doubled between 1913 and 1918 leading to extreme hardship to the common people.
- (iv) In 1918-19, 1920-21 crops failed in many parts of India resulting in acute food shortage.
- (v) Influenza epidemic spread. According to the census in 1921, 12-13 million people perished due to famines and epidemics.

Q25. Why did Mahatma Gandhi perceive 'Salt' as a powerful symbol that unite the nation? (CBSE 2011)

Or

Why did the Indians oppose the tax on salt in 1930?

- Ans.** (i) Salt was something consumed by the rich and the poor alike and was one of the most essential food items.
- (ii) The tax on salt and the government monopoly over its production revealed the most oppressive face of the British.
- (iii) Mahatma thought that an ordinary thing like salt could give the movement a grand success which would ultimately dethrone the foreign rule.

III. LONG ANSWER TYPE QUESTIONS

Q1. "Nationalism spreads when people begin to believe that they are all part of the same nation." Support the statement. (CBSE 2015)

Ans. Nationalism spreads when people begin to believe that they are all part of the same nation, when they discover some unity that binds them together. The sense of collective belonging came partly through the experience of united struggles. But there were also a variety of cultural processes through which nationalism captured people's imagination. History, fiction, folklore and songs, popular prints and symbols, all played a part in the making of nationalism.

The identity of the nation is most often symbolised in a figure or image. It was the 20th century, with the growth of nationalism, that the identity of India came to be visually associated with the image of Bharat Mata. Ideas of nationalism also developed through a movement to revive Indian folklore. It was essential to preserve folk tradition in order to discover one's national identity and restore a sense of pride in one's past.

Another means of creating a feeling of nationalism was through reinterpretation of history. Indians wrote about glorious developments in ancient times when art and architecture, science and mathematics, religion and culture, law and philosophy, crafts and trade had flourished. This glorious time was followed by a history of decline, when India was colonised. These nationalist histories urged the readers to take pride in India's great achievements in the past and struggle to change the miserable conditions of life under British rule.

Q2. Give a brief description of Gandhiji's contribution to the Indian freedom struggle. (HOTS)

Ans. When Mahatma Gandhi returned to India from Africa in January 1915 he started a Satyagraha Movement in India in various places.

- (i) In 1916 he travelled to Champaran in Bihar to inspire the peasants to struggle against the oppressive plantation system.
- (ii) In 1917, he organised a satyagraha to support the peasants of the Kheda district of Gujarat.
- (iii) In 1918, Mahatma Gandhi went to Ahmedabad to organise a Satyagraha Movement amongst cotton mill workers.
- (iv) In 1919, he decided to launch a nationwide satyagraha against the proposed Rowlatt Act (1919).
- (v) To unite Hindus and Muslims Gandhiji started Non-Cooperation Movement in support of Khilafat as well as for swaraj.
- (vi) In 1930, Gandhiji started his famous Salt March (Dandi March) accompanied by 78 followers, from his ashram in Sabarmati to the Gujarati coastal town of

Dandi. On 6 April, he reached Dandi, and openly violated the law and manufactured salt by boiling sea water.

- (vii) During Gandhiji's salt march, thousands of women came out of their homes to listen to him. They participated in protest marches, manufactured salt, picketed foreign cloth and liquor shops.
- (viii) He did a lot for the upliftment of the untouchables. He called the 'untouchables' Harijans, and organised Satyagraha to secure their entry into temples and access to public wells, tanks, roads and schools. He himself cleaned toilets to dignify the work of the *bhangi* (the sweepers). He convinced upper castes to change their heart and give up the sin of untouchability.

Q3. Describe briefly the 'Salt March' undertaken by Mahatma Gandhi.

(AI CBSE 2009)

Ans. The tax on salt and the government monopoly over its production made Mahatma Gandhi very much disturbed. In his opinion, it was a gross atrocity on the part of the British government. Salt was something consumed by the rich and the poor alike, and it was one of the most essential items of food. Hence, it must be exempted from any tax.

He sent a letter to Viceroy Lord Irwin on 31 January, 1930 with eleven demands. These demands were concerned with interests of all sections of the Indian people. The most stirring of all was the demand to make salt tax-free. But Irwin showed reluctance. Now, Mahatma Gandhi had no time to wait. He started his 240 miles long Dandi March from his Ashram at Sabarmati to the Gujarati coastal town of Dandi. He was accompanied by 78 of his followers. On 6 April, he reached Dandi and openly violated the law, manufacturing salt by boiling sea water. People were now asked not only to refuse cooperation with the British, but also to break colonial laws.

Gandhiji's salt march proved to be a milestone in the history of Indian national movement. People from all walks of life participated in this historic march.

Q4. Write a note on Jallianwalla Bagh massacre. (HOTS)

Ans. Jallianwalla Bagh massacre holds an important and significant position in the Freedom Movement of India. It took place in Amritsar on 13 April, 1919. On this very day a protest meeting against the government's new repressive measures (the Rowlatt Act) was being held at Jallianwalla Bagh in Amritsar. The meeting was attended by a large number of men, women and children. The only entrance of the park was blocked by the British army on the orders of General Dyer. He ordered his troops to fire on the crowd without giving a word of warning. Thousands of people were killed and many were injured. It was the cold blooded murder of innocent people.

As the news of Jallianwalla Bagh spread, crowds took to streets in many north Indian towns. There were strikes, clashes with the police and attacks on government buildings. The government responded with brutal repression. The Satyagrahis were forced to rub their nose on the ground, crawl on the streets and do *salaam* (salute) to all sahibs. People were flogged and villages were bombed.

Q5. What were the reasons for the launching of the Non-Cooperation Movement? What was Gandhiji's idea behind launching it as stated in his book 'Hind Swaraj'?

(CBSE 2008)

Or

Why did Mahatma Gandhi feel the need to launch a broad-based movement in 1920? Give reasons.

(CBSE 2012)

Ans. Reasons for the launching of the Non-Cooperation Movement:

- (i) Indians were very hopeful that their hardships would end after the First World War was over. But that did not happen.
- (ii) **The enforcement of Rowlatt Act in 1919:** The Act gave the government enormous powers to repress political activities and allowed detention of political prisoners without trial for two years. Mahatma Gandhi launched a movement against these unjust laws. But seeing the violence spread, he called off the movement. This had been a widespread movement no doubt but was limited to cities and towns. Gandhiji now wanted to launch a more broad-based movement in India.
- (iii) **The Khilafat issue:** The First World War had ended with the defeat of Ottoman Turkey. As a result, a harsh peace treaty was imposed on the Ottoman emperor—the spiritual head of the Islamic world (the Khalifa). Mahatma Gandhi decided to start a Non-Cooperation Movement in support of Khilafat as well as for *Swaraj*.

In his famous book *Hind Swaraj* he declared that British rule was established in India with the cooperation of Indians, and had survived only because of this cooperation. He was sure that if Indians refused to cooperate, British rule in India would collapse and *swaraj* would come.

Hence, he started Non-Cooperation Movement with full vigour.

Q6. How culture played a vital role in awakening of the feeling of nationalism?
(HOTS)

Ans. Culture played a significant role in awakening the feeling of nationalism:

- (i) History and fiction, folklore and songs, popular prints and symbols, all played a vital role in evoking the feelings of nationalism, unity and sense of collective belonging.
- (ii) Symbols in figures or images helped people to identify the nation. It was in the twentieth century with the growth of nationalism, that the identity of India came to be usually associated with the image of Bharat Mata. The image was first created by Bankim Chandra Chattopadhyay.
- (iii) In the 1870s Bankim Chandra Chattopadhyay wrote ‘*Vande Mataram*’ as a hymn to the motherland. Later it was included in his novel *Anandamath* and widely sung during the Swadeshi Movement in Bengal.
- (iv) Abanindranath Tagore painted his famous image of Bharat Mata. He made it an ascetic figure: calm, composed, divine and spiritual. Devotion to this mother figure came to the open as evidence of one’s nationalism.
- (v) In Bengal, Rabindranath Tagore began collecting ballads, nursery rhymes and myths, and started the movement for folk revival.
- (vi) In Madras, Natesa Sastri published a massive four-volume collection of Tamil folk tales, *The Folklore of Southern India*.
- (vii) During the Swadeshi Movement in Bengal, a tricolour flag (red, green and yellow) was designed consisting of eight lotuses representing eight provinces of British India, and a crescent moon, representing Hindus and Muslims.
- (viii) By 1921, Gandhiji had designed the *Swaraj* flag. It was again a tricolour (red, green and white) and had a spinning wheel in the centre, representing the Gandhian ideal of self-help. Carrying the flag, holding it aloft, during marches became a symbol of defiance.

Q7. Explain the term ‘Satyagraha’. Describe three movements of Satyagraha successfully organised by Mahatma Gandhi soon after his arrival in India. (HOTS)

Or

What was Satyagraha? Explain some of the Satyagrahas launched by Gandhiji.
(CBSE 2011)

Or

“A Satyagraha was the battle through non-violence”. Explain with examples.
[CBSE 2010(F)]

Ans. Satyagraha was a novel method of mass struggle introduced by Mahatma Gandhi. Satyagraha is a synthesis of ‘Satya’ meaning truth and ‘Agraha’ means to persuade. It encompassed non-violent modes of protest against the majestic policies of the British.

It represented not physical force but pure soul force. Soul which is informed with knowledge and burns the flame of love. A Satyagrahi could win a battle through soul force by appealing to the conscience of the oppressor.

Mahatma Gandhi organised three Satyagraha movements:

- (i) In 1916, he travelled to Champaran to inspire the peasants to struggle against the oppressive plantation system. Finally, the colonial government passed an Act for the welfare of the poor peasants of Champaran in 1918.
- (ii) In 1917, he organised a Satyagraha to support the peasants of Kheda in Gujarat. Gandhiji asked the peasants not to pay taxes due to crop failure. This time also the government had to bow and the payment of taxes was deferred to the next year.
- (iii) In 1918, Satyagraha movement was organised among the cotton mill-workers in Ahmedabad. As a result their pay was raised.

Q8. Who was Alluri Sitaram Raju? Explain his role in inspiring the rebels with Gandhiji’s ideas.
(CBSE 2012)

- Ans.**
- (i) Alluri Sitaram Raju was a great follower of Gandhiji. When the colonial government began forcing the hill people to contribute *begar* for road building, they revolted. Here, came Alluri Sitaram Raju to lead them against the British. He was an interesting figure who claimed that he had a variety of special powers.
 - (ii) He could make correct astrological predictions and heal people, and he could survive even bullet shots. captivated by him, the rebels proclaimed that he was an incarnation of God.
 - (iii) Raju talked of the greatness of Mahatma Gandhi. He said that he was inspired by the Non-cooperation Movement and persuaded people to wear *Khadi* and give up drinking. But at the same time he asserted that India could be liberated only by the use of force, not non-violence.
 - (iv) The rebels under his leadership, attacked police stations, attempted to kill British officials and carried on guerrilla warfare for achieving *Swaraj*. But unfortunately Raju was captured and executed in 1924.

Q9. How did people and the colonial government react to the Civil Disobedience Movement? Explain.
(AI CBSE 2012)

Ans. The Civil Disobedience Movement started in 1930 against the salt law. The people of India and the colonial government reacted to the movement in their own way.

Reaction of the Indian people:

- (i) Thousands of Indians in different parts of the country broke the salt law, manufactured salt and demonstrated in front of government salt factories.
- (ii) As the movement spread, foreign cloth was boycotted and liquor shops were picketed.

- (iii) Peasants refused to pay revenue and *chaukidari* taxes, village officials resigned, and in many places forest people violated forests laws – going into Reserved forests to collect wood and graze cattle.

Reaction of the government

- (i) Worried by the developments, the colonial government began arresting the congress leaders one by one. First of all they arrested Abdul Ghaffar Khan, a devout disciple of Mahatma Gandhi.
- (ii) A month later, Gandhiji himself was arrested. This enraged the public. Industrial workers in Sholapur attacked police posts, municipal buildings law courts and railway stations — all structures that symbolised British rule.
- (iii) A frightened government responded with policy brutal repression. Peaceful Satyagrahis were attacked, women and children were beaten and thousands of people were arrested.

Q10. “Some of the Muslim political organisations in India were lukewarm in their response to the Civil Disobedience Movement.” Examine the statement.

(CBSE 2013)

- Ans.** (i) A large section of Muslims felt alienated from the Congress after the decline of non-cooperation and Khilafat movement.
- (ii) From the mid 1920s, the congress came to be visibly associated with openly Hindu religious nationalist groups like the Hindu Mahasabha.
- (iii) Hindu-Muslim communal clashes and riots in various cities deepened the distance between the two communities.
- (iv) The congress and the Muslim league made efforts to renegotiate an alliance, and in 1927, it appeared that such a unity could be forged.
- (v) The important differences were over the question of representation in the future assemblies that were to be elected.
- (vi) Mohammad Ali Jinnah was willing to give up the demand for separate decorates, if Muslims were assured reserved seats in the central Assembly and representation in proportion to population in the Muslim dominated provinces. But M.R. Jayalekar of the Hindu Mahasabha strongly opposed it.
- (vii) So, when the Civil Disobedience Movement started there was an atmosphere of suspicion and distrust between the two communities.
- (viii) Alienated from the congress, large section of Muslims could not respond to the call for united struggle.

Q11. Explain the role played by tribal peasants in the Gudem Hills of Andhra Pradesh during the Non-Cooperation Movement.

(CBSE 2012)

Or

Analyse any four features of the Gudem rebellion of Andhra Pradesh.

(CBSE 2011)

Ans. The Gudem rebellion spread in response to Gandhiji’s Non-Cooperation Movement. The four features of this rebellion are:

- (i) In the Gudem Hills of Andhra Pradesh, a militant guerrilla movement spread in the early 1920s under the leadership of Alluri Sitaram Raju.
- (ii) The hill people got enraged when the colonial government prevented them from entering the forests to graze their cattle, or to collect fuel wood and fruits.
- (iii) They considered Sitaram Raju as an incarnation of God inspired by Gandhiji’s Non-Cooperation Movement, Raju persuaded the Gudem rebels to wear *Khadi* and give up drinking. But at the same time he asserted that India could be liberated only by the use of force, not non-violence.

- (iv) The Gudem rebels attacked police stations, attempted to kill British officials and carried on guerrilla warfare for achieving *Swaraj*.

Q12. (i) Explain the Poona Pact of 1932.

- (ii) **What were the apprehension Gandhiji had regarding the grant of separate electorates to the dalits?**

Or

When and why was the Poona Pact signed? (CBSE 2011)

- Ans. (i)** Dr. B.R. Ambedkar, who organised the dalits into the Depressed Classes Association in 1930, clashed with Mahatma Gandhi at the Second Round Table Conference by demanding separate electorate for dalits.
- (ii) When the British government conceded Ambedkar's demand, Gandhiji began a fast into death because he became apprehensive regarding the grant of separate electorates to the dalits.
- (iii) Gandhiji believed that grant of separate electorates would weaken the national movement and slow down the process of integration of dalits into the mainstream of society.
- (iv) Poona Pact was signed in 1932 between the two leaders B.R. Ambedkar and Mahatma Gandhiji to resolve the question of separate electorates for dalits. It gave depressed classes reserved seats in provincial and central legislative councils but they were to be voted in by the general electorate.

Q13. Explain the contributions of folklore, folk song and paintings in strengthening nationalism during the 1870s. (CBSE 2008)

Or

How did a variety of cultural processes play an important role in developing a sense of nationalism in India? Explain with examples. (CBSE 2010(F), CBSE 2012)

Or

How did the image of Bharat Mata acquiring forms as it was painted by different artists help in arousing the feeling of nationalism among the Indians? Explain.

- Ans. (i) Image of Bharat Mata:** The identity of nation was symbolised in an image. Rabindranath painted the famous image of Bharat-Mata. Devotion to this mother figure came to be seen as an evidence of one's nationalism.
- (ii) **Folklore:** Nationalists toured villages to gather folk tales. These tales gave a true picture of one's national identity and helped in restoring a sense of pride in one's past.
- (iii) **Icon and Symbols:** Nationalist leaders used icons and symbols to unite the people and create in them a feeling of nationalism.
- (iv) **Reinterpretation of History:** Another means of creating a feeling of nationalism was through reinterpretation of history. By the end of the 19th century many Indians began feeling that to instill a sense of pride in the nation, Indian history had to be thought about differently. The British saw Indians as backward and primitive, incapable of governing themselves. In response, Indians began looking into the past to discover India's great achievements. They wrote about the glorious developments in ancient times when art and Architecture, Science and Mathematics, religions and culture, law and philosophy, crafts and trade had flourished. Thus glorious period, in their view, was followed by a history of decline, when India was colonised. These nationalist histories urged the readers to take pride in India's great achievements in the past and struggle to change the miserable conditions of life under the British rule.

Examples:

- During the Swadeshi movement a tri colour flag was designed.
- In 1921, Gandhiji designed the Swaraj flag carrying the flag during protest marches became a symbol of defiance.

Q14. “Dalit participation was limited in the Civil Disobedience Movement.”
Examine the statement. [AI CBSE 2013]

Ans. Dalit participation was limited in the Civil Disobedience Movement. There were several reasons behind it:

- (i) The congress had ignored the dalits for a long time because it suffered from a fear of offending the Sanatans, who were the conservative high caste Hindus. But Mahatma Gandhi declared that Swaraj would not come for a hundred years if untouchability was not eliminated.
- (ii) He organised satyagrahas to secure them entry into temples and access to public wells, roads, etc. He persuaded upper castes to change their heart and give up the ‘sin of untouchability’.
- (iii) But many dalit leaders were keen on a different political solution to the problems of the community. They began organising themselves, demanding reserved seats in educational institutions and a separate electorate that would choose dalit members for legislative councils.
- (iv) Dalit participation in Civil Disobedience Movement was therefore limited, particularly in the Maharashtra and Nagpur region where their organisation was quite strong.

Q15. Which incident marked the beginning of the Civil Disobedience Movement? How was the Civil Disobedience Movement different from the Non-Cooperation Movement? (AI CBSE 2008, 2011)

Ans. Mahatma Gandhi started his famous Salt March accompanied by 78 of his trusted volunteers. The March was over 240 miles and volunteers walked for 24 days. On 6th April, 1930, they reached Dandi and ceremonially violated the salt law and manufactured salt by boiling sea water. This marked the beginning of the Civil Disobedience Movement.

The Civil Disobedience Movement was different from the Non-Cooperation Movements in the following manners:

Non-Cooperation Movement	Civil Disobedience Movement
(i) This movement started in 1921 when India got disgusted due to Rowlatt Act and Jallianwalla Bagh massacre.	(i) This movement started in 1930 when Gandhi’s eleven demands were rejected by the colonial government.
(ii) Muslim participated in this movement in great numbers.	(ii) In this movement the response of the Muslims was lukewarm.
(iii) In this movement people were asked not to cooperate with the British.	(iii) In this movement people not only refused to cooperate with the British but also broke colonial laws.
(iv) Women did not participate in this movement on a large scale.	(iv) Women participated in this movement in a large scale. They, along with Gandhiji, manufactured salt. They also played active role in picketing foreign cloth and liquor shops.

Q16. How did women in India respond to Mahatma Gandhi's call for Civil Disobedience Movement?

Or

Explain the role of women in the Civil Disobedience Movement. (CBSE 2011)

Ans. Women participated in large numbers in the Civil Disobedience Movement.

- (i) During the Salt March thousands of women came out of their homes to participate in protest marches, boycott of foreign clothes and liquor shops and the manufacture of salt.
- (ii) Many women even went to jail.
- (iii) In urban areas women came from high caste families.
- (iv) In rural areas women who participated belonged to rich peasant households.
- (v) Women were moved by Gandhi's call to see the service to the nation as a sacred duty of women. So they responded by giving their whole hearted participation.
- (vi) Though for a long-time Congress was reluctant to allow women to hold any position of authority within the party.

IV. SOURCE-BASED QUESTIONS

Q1. Study the given extract (Source A) taken from NCERT Textbook page 55 carefully and answer the questions that follow:

Satyagraha is not physical force. A satyagrahi does not inflict pain on the adversary; he does not seek his destruction ... In the use of satyagraha, there is no ill will whatever. Satyagraha is pure soul-force. Truth is the very substance of the soul. That is why this force is called satyagraha. The soul is informed with knowledge. In it burns the flame of love... Non violence is the supreme dharma.... It is certain that India cannot rival Britain or Europe in force of arms. The British worship the war-god and they can all of them become, as they are becoming, bearers of arms. The hundreds of millions in India can never carry arms. They have made the religion of non-violence their own

(CBSE 2009)

- (i) What is the main difference between physical force and soul force?
- (ii) Why can't Indians carry arms? Explain.

Ans. (i) Physical force believes in violent ways for achieving the goal. But soul force believes in non-violence and truth.
(ii) Indians cannot carry arms because they have made the religion of non-violence their own.

Q2. Study the given extract (Source C) taken from NCERT Textbook page 63 carefully and answer the questions that follow: [V. Imp.]

The Independence Day Pledge, 26 January 1930:

'We believe that it is the inalienable right of the Indian people, as of any other people, to have freedom and to enjoy the fruits of their toil and have the necessities of life, so that they may have full opportunities of growth. We believe also that if any government deprives a people of these rights and oppresses them, the people have a further right to alter it or to abolish it. The British Government in India has not only deprived the Indian people of their freedom but has based itself on the exploitation of the masses, and has ruined India economically, politically, culturally and spiritually. We believe, therefore, that India must sever the British connection and attain Purna Swaraj or Complete Independence.'

Set I

(CBSE 2008)

- (i) In what two ways was the British rule in India oppressive?
- (ii) Explain the immediate effects of the Lahore Session of the Congress on the Indian National Movement.

Set II

(CBSE 2009)

- (i) Why was it the inalienable right of the Indian people to have freedom?
- (ii) How did British Government exploit the Indian masses? Explain.

Set III

[CBSE 2010(F)]

- (i) Who was the President of the Congress when the decision was taken to celebrate 26 January 1930 as Independence Day?
- (ii) Why must India sever the British connection and attain Purna Swaraj? Explain briefly.

Ans. Set I

- (i) (a) It kept the people of India deprived of freedom.
(b) It ruined India economically, politically, culturally and spiritually.
- (ii) Lahore Session of the Congress motivated the demand for Purna Swaraj or complete independence.

Set II

- (i) It was the inalienable right of the Indian people to have freedom and to enjoy the fruits of their hard labour and have the necessities of life so that they might have full opportunities of growth.
- (ii) The British government in India deprived the Indian people of their freedom. It exploited the masses and ruined India economically, politically, culturally and spiritually.

Set III

- (i) Pt. Jawaharlal Nehru was the President of the Congress when the decision was taken to celebrate 26 January, 1930 as Independence Day.
- (ii) The British government in India deprived the Indian people of their freedom. It exploited the masses in various ways. It never let them enjoy the fruits of their toil. It ruined India economically, politically, culturally and spiritually. Therefore, India must sever the British connection and attain Purna Swaraj.

Q3. Study the given extract (Source E) taken from NCERT Textbook page 72 carefully and answer the questions that follow:

‘In earlier times, foreign travellers in India marvelled at the courage, truthfulness and modesty of the people of the *Arya Vamsa*, now they remark mainly on the absence of those qualities. In those days Hindus would set out on conquest and hoist their flags in Tatas, China and other countries; now a few soldiers from a tiny island far away are lording it over the land of India.’

Tarni Charan Chattopadhyay, Bharathasher Itihas. (The History of Bharatvarsh) Vol. 1.1858.

- (i) Mention the qualities of ‘Arya Vamsa’ that were admired by the foreign travellers in earlier times.
- (ii) How did folklore help in the spread of nationalism amongst the Indian? Explain.

(CBSE 2010)

Ans. (i) The foreign travellers in earlier times admired the qualities like courage, truthfulness and modesty of the people of the 'Arya Vamsa'.

(iii) In the late-nineteenth-century India, nationalists began recording folk tales sung by bards and they toured villages to gather folk songs and legends. These tales, they believed, gave a true picture of traditional culture that had been corrupted by outside forces. It was essential to preserve this folk tradition in order to discover one's national identity. In Bengal, Rabindranath Tagore led the movement for folk revival. In Madras, Natesa Sastri published a four-volume collection of Tamil Folk tales, *The Folklore of Southern India*.

V. PICTURE-BASED QUESTIONS

Q1. Observe the picture below taken from NCERT Textbook page 71 and answer the questions that follow:



(i) How is Bharat Mata portrayed in the above picture?

(ii) Who has painted this image?

(iii) What does the *mala* in one hand emphasise?

Ans. (i) Bharat Mata is portrayed as an ascetic figure. She is calm, composed, divine and spiritual.

(ii) Abanindranath Tagore has painted this image.

(iii) The *mala* in one hand emphasises her ascetic quality.

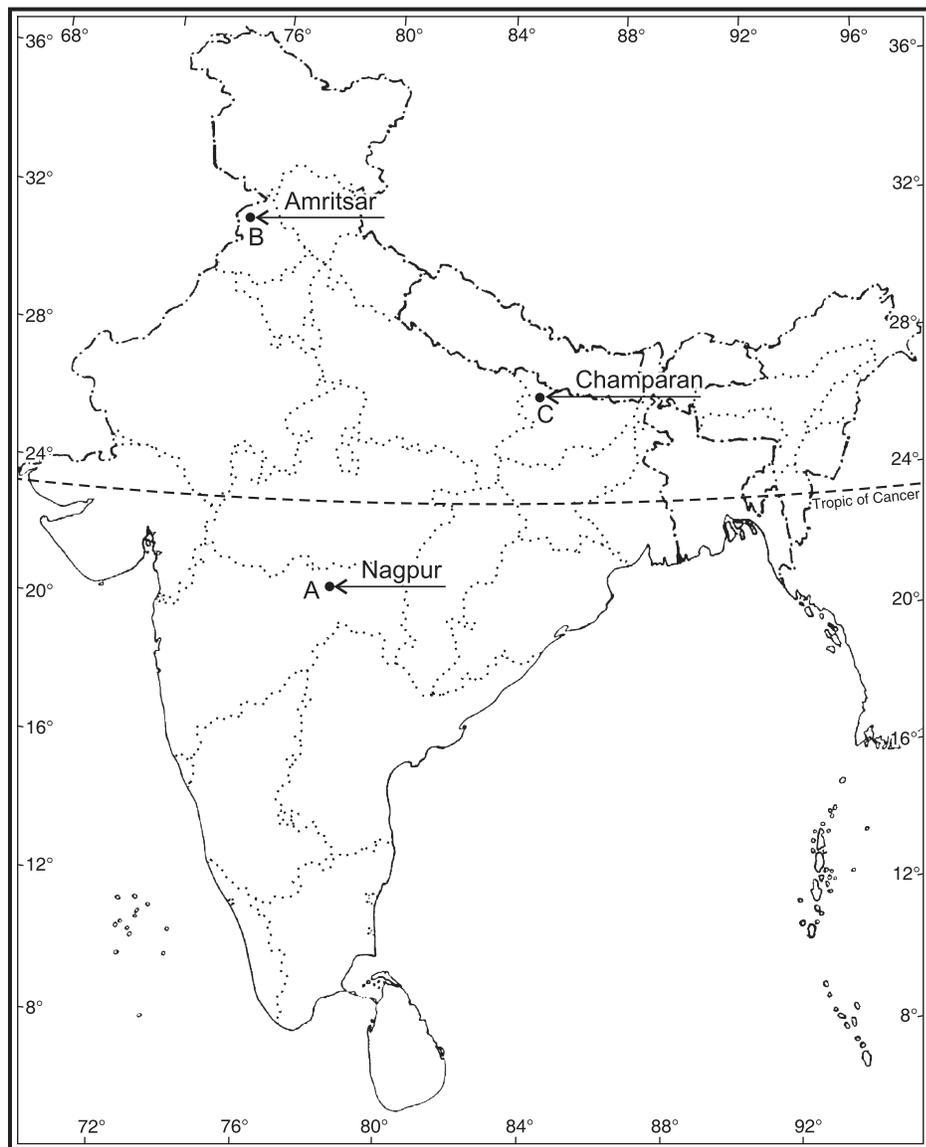
VI. MAP SKILLS

Q1. Three features A, B and C are marked in the political outline map of India. Identify these features with the help of the following information and write their correct names on the lines marked on the map:

- A. The place where the Indian National Congress session was held in 1920.
- B. The city where the Jallainwala Bagh incident occurred.
- C. The place where the peasants struggled against the indigo plantation system.

(CBSE 2015)

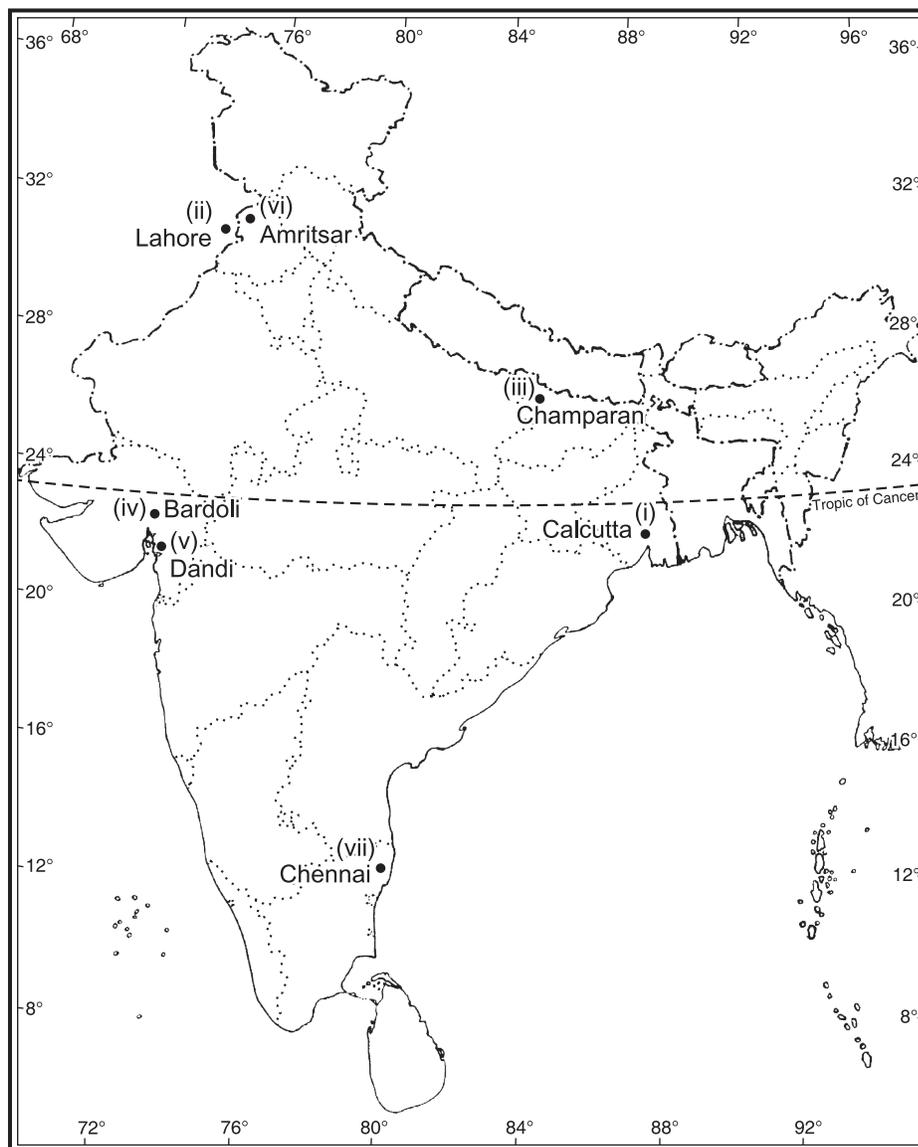
Ans.



Q2. Locate and label the following on the given political outline map of India:

- (i) A place where session of Indian National Congress was held in Sept. 1920. [CBSE 2012(F)]
- (ii) A place where session of Indian National Congress was held in 1929. [CBSE 2010(F)]
- (iii) A place in Bihar where Satyagraha Movement of indigo planters took place. [CBSE 2010(F)]
- (iv) Bardoli, the place, from where 'No tax campaign was started. [CBSE 2010(F)]
- (v) A place in Gujarat where Gandhiji violated the Salt law. [CBSE 2010]
- (vi) A place in Punjab where Jalliwalla Bagh incident took place. Or Amritsar. [CBSE 2010(F)]
- (vii) Chennai (Madras). [CBSE 2010(F)]

Ans.



Q3. Five features with serial nos. (i) to (v) are marked in the given outline political map of India. Identify these features with the help of the following information and write their correct names on the lines marked in the map:

(i) A place where Indian National Congress Session was held in Dec. 1920.

[CBSE 2010(F), AI CBSE 2013(A)]

(ii) A place where Indian National Congress Session was held in 1927.

[CBSE 2010, AI CBSE 2013(C)]

(iii) A place where violence occurred due to which Mahatma Gandhi suddenly called off the Non-Cooperation Movement.

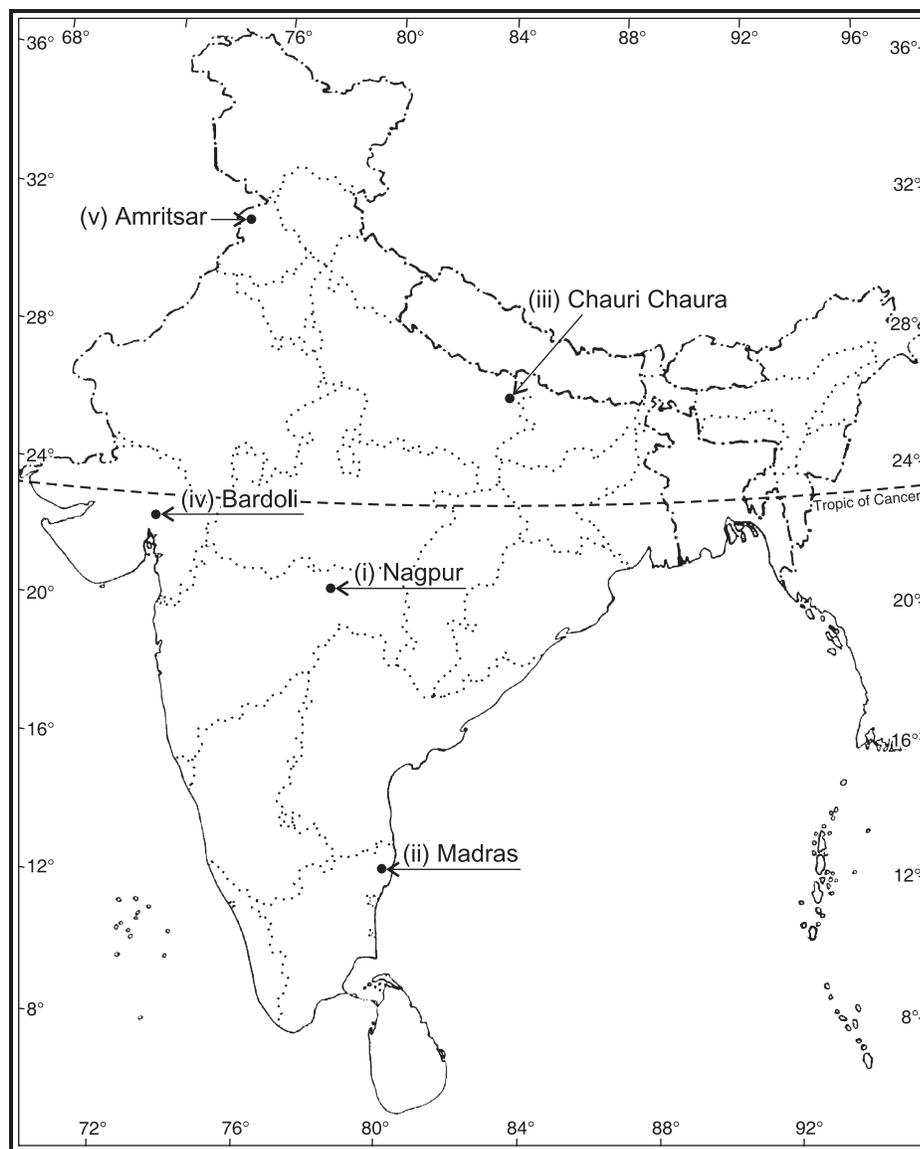
(iv) A place of peasants' Satyagraha in Gujarat.

(CBSE 2010)

(v) A place associated with Jallianwalla Bagh massacre.

[CBSE 2012(F)]

Ans.

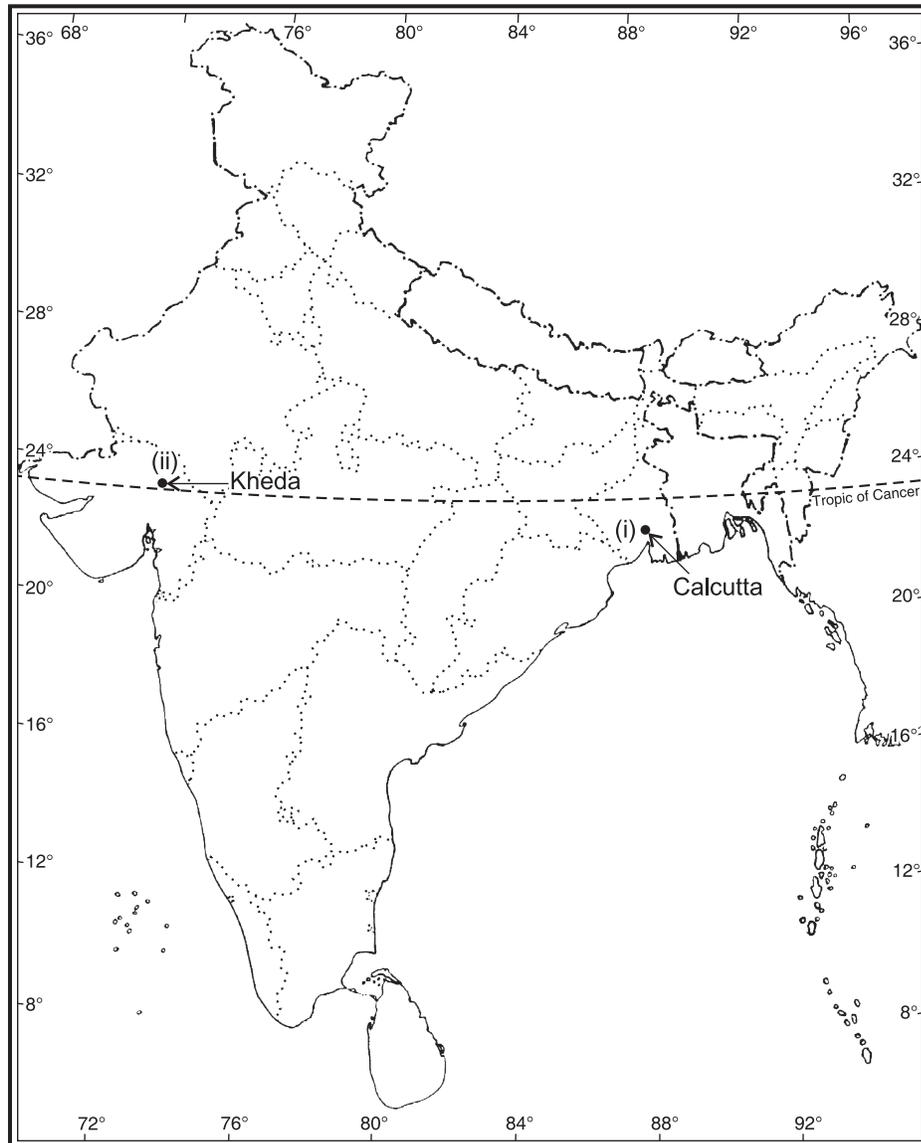


Q4. Two features – A and B are marked in the given political outline map of India. Identify these features with the help of the following information and write their correct names on the lines marked in the map:

- (i) The place where Indian National Congress Session was held in September 1920.
- (ii) The place where the Peasant Satyagraha was held in Gujarat.

(AI CBSE 2012)

Ans.

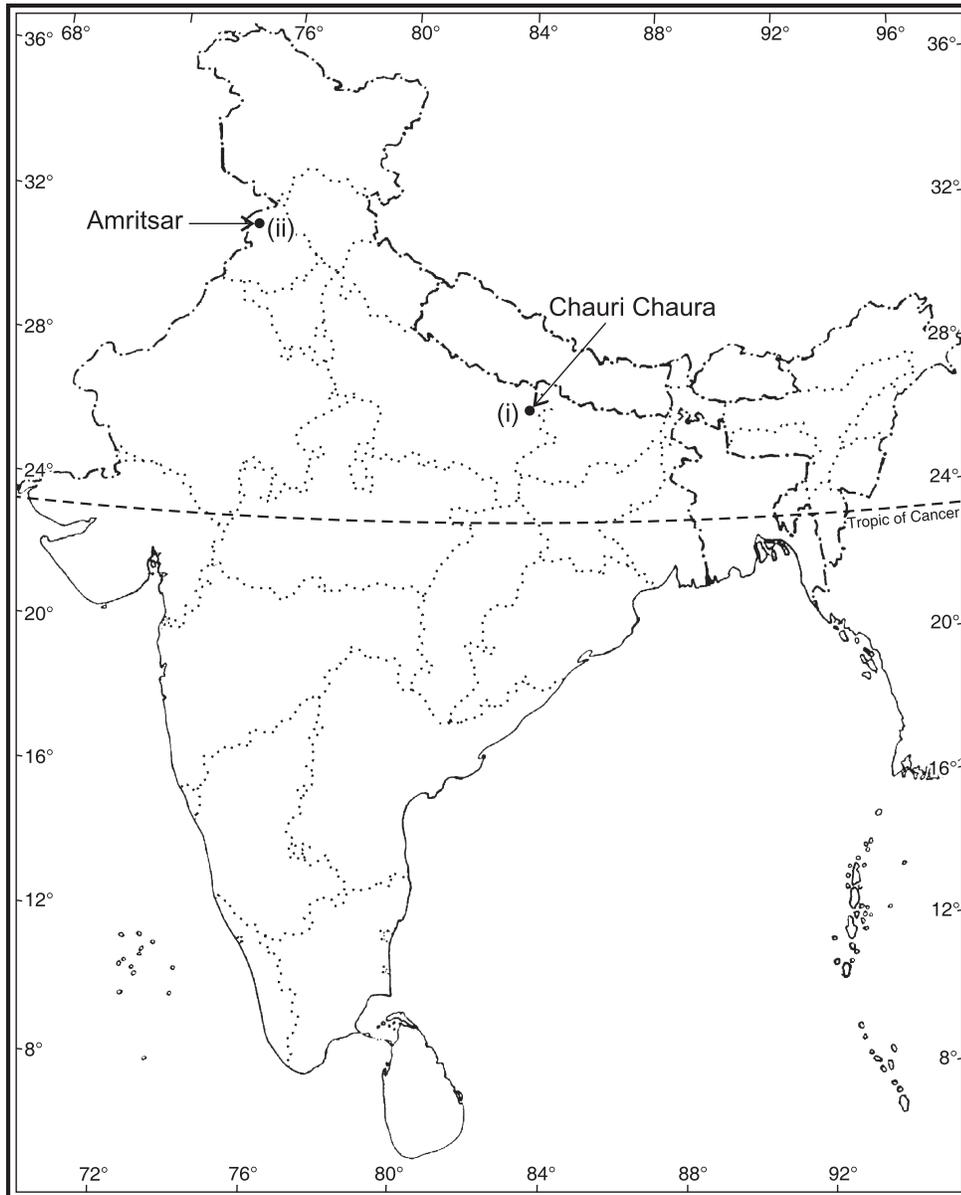


Q5. Locate and label the following items with appropriate symbols on the same map:

- (i) The place of calling off the Non-Cooperation Movement (N.C.M.).
- (ii) The place where Jallianwalla Bagh incident took place.

(AI CBSE 2012)

Ans.



VII. VALUE BASED QUESTIONS

Q1. Mahatma Gandhi believed in satyagraha, a novel method of mass agitation. After arriving in India from South Africa, he successfully organised Satyagraha Movements in various places.

Which values are associated with Gandhiji's idea of Satyagraha?

Ans. Gandhiji's idea of Satyagraha emphasised the power of truth and the need to search for truth. It suggested that if the cause was true, if the struggle was against injustice, then physical force was not necessary to fight the oppressor. Without seeking vengeance or being aggressive, a satyagrahi could win the battle through non-violence. This could be done by appealing to the conscience of the oppressor.

In the light of the above fact we can infer the following values associated with satyagraha:

(i) Truth, (ii) Non-violence, (iii) Intense activity and (iv) Justice.

Q2. During the national movement, many women, for the first time in their lives, moved out of their homes on to a public arena. How did these women support Mahatma Gandhi's mission to gain independence?

Ans. Women in a large number, came forward when Mahatma Gandhi started his Salt March against the tax on salt. They participated in protest marches, manufactured salt and picketed foreign cloth and liquor shops. Many went to jail happily. They saw service to the nation as a sacred duty.

Q3. Look at the following figure carefully:



Bal Gangadhar Tilak was a famous freedom fighter who fought with the British rulers for the sake of his motherland. In the above picture, he is shown surrounded by symbols of unity. The sacred institutions of different faiths such as temple, church, masjid frame the central figure. Now, give any three values that are reflected from the above picture.

Ans. (i) Unity (ii) Secularism (iii) Nationalism (iv) Sacrifice (v) Tolerance

TEST YOUR SKILLS

1. Describe the role of Mahatma Gandhi in the Indian National Movement.
2. What were Khilafat and Non-Cooperation Movements? Describe the development of these movements.
3. Examine the factors responsible for the growth of national consciousness in the later half of the 19th century.
4. How did the First World War help in the growth of the national movement in India?
5. How did Mahatma Gandhi bring the masses into the national movement?
6. Discuss the factors that contributed to the growth of Nationalism in India.
7. Dalit participation in the Civil Disobedience Movement was limited. Explain.

□□□

UNIT 2: GEOGRAPHY

India–Resources and their Development

TERM II

UNIT 2: GEOGRAPHY—India—Resources and their Development

- | | |
|---------------------------------------|-------------|
| 6. Mineral Resources | (Chapter 5) |
| 7. Power Resources | (Chapter 6) |
| 8. Manufacturing Industries | (Chapter 7) |
| 9. Transport, Communication and Trade | (Chapter 8) |

5



Mineral Resources

Syllabus

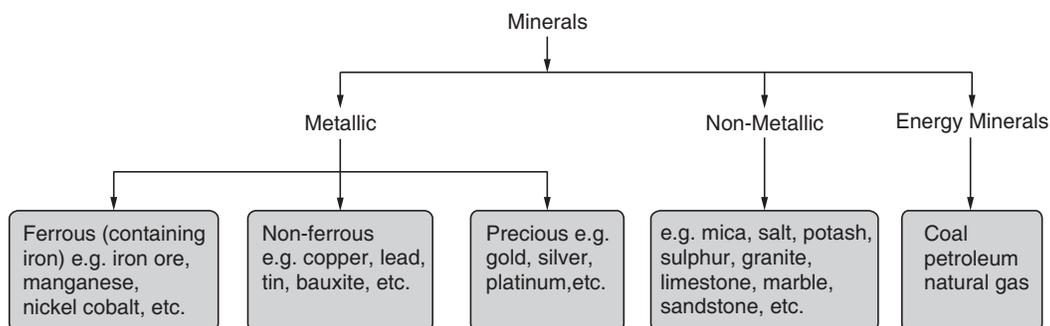
Mineral Resources. Types of minerals, distribution, use and economic importance of minerals, conservation.

Facts that Matter

1. The earth's crust is made up of different minerals found in the rocks and they are extracted by proper refinement. Minerals are an essential part of our lives. The hardest mineral is diamond and the softest is talc. **Minerals** can be defined as a homogenous, naturally occurring substance with a definable internal structure.
2. Minerals are usually found in "ores". **Ore** means an accumulation of any mineral mixed with other elements. Minerals are classified on the basis of a wide range of colours, hardness, crystal forms, lustre and density that a particular mineral possesses.
3. **Rocks** are combinations of homogenous substances called minerals. Some rocks, for instance, limestone, consist of a single mineral only, but majority of the rocks consist of several minerals in varying proportions.
4. Classification of minerals—metallic, non-metallic and energy minerals. Metallic minerals are of three types—Ferrous (containing iron), Non-ferrous (copper, lead, etc.) and precious (gold, silver, etc.). Examples of non-minerals are—mica, salt, potash, etc. Energy minerals are coal, petroleum and natural gas.
5. Minerals occur in the veins and the lodes in **igneous and metamorphic rocks**. For instance, tin, copper, zinc and lead etc. are obtained from these veins and lodes. They also occur in layers in **sedimentary rocks**. Coal and some forms of iron ore are found in it. Minerals such as gypsum, potash, salt and sodium salt are formed with the help of evaporation especially in dry regions. Bauxite is found in the **decomposed surface rocks**.
6. Minerals which do not erode by water are found in **Alluvial deposits**. For example, gold, silver, tin and platinum.
7. The ocean waters contain vast quantities of minerals. Common salt, magnesium and bromine are largely derived from ocean waters. The ocean belts, too, are rich in manganese nodules.
8. India is fortunate to have fairly rich and varied mineral resources. Peninsular rocks contains most of the reserves of coal, metallic minerals, mica and many other non-metallic minerals. In the sedimentary rocks of Gujarat and Assam most of the petroleum deposits are found. Rajasthan with the rock systems of the peninsula, has reserves of many non-ferrous minerals.

9. Ferrous minerals account for about three-fourths of the total value of the production of metallic minerals. Iron ore, manganese, nickel and cobalt are important ferrous minerals.
10. **Iron ore** is the basic mineral and the backbone of industrial development. Iron ores are of two types—Magnetite and Hematite. Magnetite is the finest iron ore with a high content of iron upto 70%. Hematite ore has a slightly lower iron content than magnetite (50–60%). Iron ore is found in states like Karnataka, Odisha, Chhattisgarh, Goa and Jharkhand.
11. The four major iron ore belts are—**Odisha-Jharkhand belt, Durg-Bastar-Chandrapur belt, Bellary-Chitradurga-Chikmagalur-Tumkur belt** and **Maharashtra-Goa belt**.
12. **Manganese** is mainly used in the manufacturing of steel and ferro-manganese alloy. Nearly 10 kg of manganese is required to manufacture one tonne of steel. It is also used in manufacturing bleaching powder, insecticides and paints.
13. India's reserves and production of **non-ferrous** minerals is not very satisfactory.
14. Being malleable, ductile and a good conductor, **copper** is mainly used in electrical cables, electronics and chemical industries. India is critically deficient in the reserve and production of copper. Copper producing states are Madhya Pradesh, Jharkhand and Rajasthan.
15. **Bauxite** deposits are formed by decomposition of rocks rich in aluminium silicates. It is a clay-like substance from which aluminium is obtained. Aluminium is an important metal because it combines the strength of metals such as iron, with extreme lightness and also with good conductivity and great malleability. It is used in electrical industries, aircraft manufacturing industries, utensil making, etc. Orissa is the largest bauxite producing state in India.
16. **Non-Metallic Minerals** do not contain metals or do not have metallic properties. For example, mica, limestone, salt, potash, sulphur, granite, marble, sandstone, etc.
17. **Mica** can be clear, black, green, red, yellow or brown. Due to its excellent dielectric strength, low power loss factor, insulating properties and resistance to high voltage, it is one of the most essential minerals used in electric and electronic industries. Koderma-Gaya—Hazariabagh belt of Jharkhand is the leading producer of Mica. In Rajasthan, the major mica producing area is around Ajmer. Nellore mica belt of Andhra Pradesh is also an important producer in the country.
18. **Limestone** (rock mineral) is the basic raw material for the cement industry and essential for smelting iron ore in the blast furnace. It is found in sedimentary rocks of most geological formations. Major limestone-producing states are Andhra Pradesh, Madhya Pradesh, Rajasthan, Gujarat and Tamil Nadu.
19. Minerals are important for every country for its development. Industry and agriculture depend upon minerals and the substances manufactured from them. They are already in short supply. (Just one per cent of the earth's crust).
20. We are rapidly consuming mineral resources that require millions of years to be created and concentrated. Mineral resources are finite and non-renewable and therefore they must be conserved. Recycling of metals, using scrap metals and other substitutes are steps towards mineral conservation.

Flow-Learning



Words that Matter

1. **Mineral:** A homogenous, naturally occurring substance with a definable internal structure.
2. **Ore:** An accumulation of any mineral mixed with other elements.
3. **Rocks:** Combinations of homogenous substances called minerals.
4. **Mineral Ore:** Metals in their raw state as extracted from the earth.
5. **Non-metallic minerals:** Minerals that do not contain metals or do not have metallic properties.
6. **Rat hole mining:** Coal mining done by family members in the form of long narrow tunnel is known as rat hole mining.

NCERT TEXTBOOK QUESTIONS SOLVED

Q1. Multiple choice questions:

- (i) Which one of the following minerals is formed by decomposition of rocks, leaving a residual mass of weathered materials?
- (a) Coal (b) Bauxite
(c) Gold (d) Zinc
- (ii) Koderma in Jharkhand is the leading producer of which one of the following minerals?
- (a) Bauxite (b) Mica
(c) Iron ore (d) Copper
- (iii) Minerals are deposited and accumulated in the strata of which of the following rocks?
- (a) Sedimentary rocks (b) Metamorphic rocks
(c) Igneous rocks (d) None of the above
- (iv) Which one of the following minerals is contained in the Monazite sand?
- (a) Oil (b) Uranium
(c) Thorium (d) Coal

Ans. (i)—(a), (ii)—(b), (iii)—(a), (iv)—(c).

Q2. Answer the following questions in about 30 words:

- (i) Distinguish between ferrous and non-ferrous minerals
- (ii) What is a mineral?
- (iii) How are minerals formed in igneous and metamorphic rocks?
- (iv) Why do we need to conserve mineral resources?

Ans. (i) Ferrous and non-ferrous minerals

Ferrous minerals	Non-ferrous minerals
<ul style="list-style-type: none">• Minerals containing iron are called ferrous minerals.• Example; iron ore and manganese.•	<ul style="list-style-type: none">• Minerals which do not contain iron are called non-ferrous minerals.• Example; bauxite, lead and gold.•

- (ii) Mineral is a homogenous, naturally occurring substance with a definable internal structure. They are formed by a combination of elements. They are an essential part of our lives. The hardest mineral is diamond and the softest is talc. Minerals are usually found in “ores”.
- (iii) In igneous and metamorphic rocks, minerals may occur in the cracks, crevices, faults or joints. The smaller occurrences are known as veins and the larger are known as lodes. In most cases, they are formed when minerals in liquid/molten and gaseous forms are forced upwards through cavities towards the earth’s surface. They cool and solidify as they rise.
- (iv) We need to conserve mineral resources because they are finite and non-renewable. Rich mineral deposits are our country’s most valuable but short-lived possessions. Continued extraction of ores leads to increasing costs as mineral extraction comes from greater depths along with decrease in quality.

Activity

Fill the name of the correct mineral in the crossword below:

DOWN

1. Found in placer deposit (4)
2. Iron ore mined in Bailadila (8)
3. Indispensable for electrical industry (4)
4. Geological Age of coal found in north east India (8)
5. Formed in veins and lodes (3)

ACROSS

1. A ferrous mineral (9)
2. Raw material for cement industry (9)
3. Finest iron ore with magnetic properties (9)
4. Highest quality hard coal (10)
5. Aluminium is obtained from this ore (7)
6. Khetri mines are famous for this mineral (6)
7. Formed due to evaporation (6)

Ans. DOWN

- | | |
|---------|-------------|
| 1. ROCK | 2. HEMATITE |
| 3. COAL | 4. TERTIARY |
| 5. TIN | |

ACROSS

- | | |
|--------------|---------------|
| 1. MANGANESE | 2. LIMESTONE |
| 3. MAGNETITE | 4. ANTHRACITE |
| 5. BAUXITE | 6. COPPER |
| 7. GYPSUM | |

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MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct answer:

- Where are minerals usually found? (CBSE 2011)
 - Rocks
 - Earth crust
 - Ores
 - Earth core
- When mining is done by family members in the form of a long narrow tunnel it is known as
 - Narrow tunnel mining
 - Rat hole mining
 - Snake mining
 - Killer mining
- Minerals occur in igneous and metamorphic rocks in
 - the veins and the lodes
 - layers
 - alluvial deposits
 - the decomposed surface rocks
- Ferrous minerals account for about of the total value of the production of metallic minerals.
 - one-fourth
 - three-fourths
 - one-fifth
 - one-third
- Which is the basic mineral and the backbone of industrial development?
 - Coal
 - Bauxite
 - Copper
 - Iron ore
- Which metal has a very high content of iron up to 70 per cent?
 - Magnetite ore
 - Hematite iron
 - Hematite ore
 - Iron ore
- Which is the largest producer of manganese ores in India?
 - Kudremukh
 - Bailadila
 - Odisha
 - Jharkhand
- is the basic raw material for the cement industry and essential for smelting iron ore in the blast furnace.
 - Gypsum
 - Limestone
 - Potash salt
 - Sodium salt

9. Which one of the following is the hardest mineral?
 (a) Gold (b) Diamond
 (c) Ruby (d) Silver
10. Which one of the following is the softest mineral?
 (a) Talc (b) Toothpaste
 (c) Salt (d) Cement
11. Which one is not a ferrous mineral?
 (a) Iron ore (b) Manganese
 (c) Copper (d) Hematite
12. Bellary-Chitradurga-Chikmagalur-Tumkur belt is located in
 (a) Madhya Pradesh (b) Karnataka
 (c) Andhra Pradesh (d) Tamil Nadu
13. Which one of the following is not a property of copper?
 (a) It is malleable. (b) It is ductile.
 (c) It is good conductor. (d) It is hard.
14. The largest bauxite-producing state in India is
 (a) Orissa (b) Madhya Pradesh
 (c) Maharashtra (d) Jharkhand
15. The mineral ore from which aluminium is mainly obtained
 (a) copper (b) bauxite
 (c) iron ore (d) none of the above
16. The Khetri mines in Rajasthan are famous for which of the following minerals?
 (a) Bauxite (b) Aluminium
 (c) Mica (d) Copper
17. Name the finest iron ore.
 (a) Hematite (b) Magnetite
 (c) Manazite (d) Lignite
18. In which state does Nellore mica belt lie?
 (a) Tamil Nadu (b) Andhra Pradesh
 (c) Rajasthan (d) Karnataka
19. Which of the following minerals are obtained from veins and lodes?
 (i) Zinc (ii) Copper (iii) Coal (iv) Bauxite
 (CBSE 2011)
- (a) Only (i) and (ii) (b) Only (ii) and (iii)
 (c) Only (iii) and (iv) (d) All of the above
20. Which of the following is a famous metal?
 (a) Manganese (b) Bauxite
 (c) Gold (d) Mica
- Ans.** 1—(c) 2—(b) 3—(a) 4—(b) 5—(d) 6—(a)
 7—(c) 8—(b) 9—(b) 10—(a) 11—(c) 12—(b)
 13—(d) 14—(a) 15—(b) 16—(d) 17—(b) 18—(b)
 19—(a) 20—(a)

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. Which rock consists of single mineral only?

(CBSE 2015)

Ans. Limestone consists of a single mineral only.

Q2. Which state is the largest producer of manganese ores in India? What was its total productions in the state in 2000-01?

Ans. Odisha is the largest producer of manganese ores in India. It accounted for one-third of the country's total production in 2000-01.

Q3. How are minerals indispensable part of our lives?

Ans. Almost everything we use, from a tiny pin to a towering building or a big shop, all are made from minerals. Life processes cannot occur without minerals.

Q4. How do geologists define minerals?

Ans. Geologists define minerals as a homogenous, naturally occurring substance with a definable internal structure.

Q5. Name one hardest mineral and one softest mineral.

Ans. Hardest mineral – diamond
Softest mineral – talc

Q6. Why is copper mainly used in electrical cables, electronics and chemical industries?

Ans. Copper is malleable, ductile and a good conductor of electricity. Therefore, it is mainly used in electrical cables, electronics and chemical industries.

Q7. Define the term 'Ore'.

Ans. The term 'Ore' is used to describe an accumulation of any mineral mixed with other elements.

Q8. What is an important condition to make the extraction of minerals commercially viable?

Ans. The mineral content of the ore must be in sufficient concentration.

Q9. What are veins and lodes?

Ans. In igneous and metamorphic rocks minerals may occur in the cracks, crevices, faults or joints. The smaller occurrences are called veins and the larger are called lodes.

Q10. Name the major metallic minerals which are obtained from veins and lodes.

Ans. Tin, copper, zinc and lead.

Q11. Where do minerals occur in sedimentary rocks?

Ans. In sedimentary rocks minerals occur in beds or layers.

Q12. Which minerals are largely derived from ocean waters?

Ans. Common salt, magnesium and bromine are some minerals largely derived from ocean waters.

Q13. How are ferrous minerals important?

Ans. They are important because they provide a strong base for the development of metallurgical industries.

Q14. Mention the context of iron present in magnetite.

Ans. A very high content of iron, upto 70 percent, is present in magnetite.

Q15. What are placer deposits?

Ans. There are some minerals which occur as alluvial deposits in sands of valley floors and the base of hills. These deposits are called placer deposits.

Q16. Name any four minerals which obtained form placer deposits.

Ans. Gold, silver, tin and platinum.

Q17. Where are the Kudermukh mines located?

Ans. They are located in the western Ghats of Karnataka.

Q18. Where is high grade hematite ore found in Orissa?

Ans. In Orissa high grade hematite ore is found in badampahar mines in the Mayurbhanj and Kendujhar districts.

Q19. What is the main use of manganese?

Ans. Manganese is mainly used in the manufacturing of steel and ferro-manganese alloy.

Q20. What are ferrous minerals? Give two examples.

Ans. The minerals which contain iron ore are called ferrous minerals.
Two examples — manganese, nickel.

Q21. What are non-ferrous minerals? Give two examples.

Ans. The minerals which do not contain iron ore are called non-ferrous minerals.

Q22. What are the Khetri mines in Rajasthan famous for?

Ans. The Khetri mines in Rajasthan are famous for copper production.

Q23. How are bauxite deposits formed?

Ans. Bauxite deposits are formed by decomposition of a wide variety of rocks rich in aluminium silicates.

Q24. How is aluminium an important metal?

Ans. Aluminium combines the strength of metals such as iron, with extreme lightness and also with good conductivity and great malleability.

Q25. Name the regions where India's bauxite deposits are mainly found.

Ans. The Amarkantak plateau, Maikal hills and the plateau region of Bilaspur-Katur.

Q26. Name the regions where India's mica deposits are mainly found.

Ans. The northern edge of the Chhota Nagpur plateau.

Q27. What are a constant threat to miners?

Ans. The risk of collapsing mine roofs, inundation and fires in coalmines are a constant threat to miners.

Q28. 'Different regions of India contain different minerals'. What is the reason behind it?

Ans. It happens because of the difference in the geological structure, processes and time involved.

Q29. Name the two countries which import iron ore from India.

Ans. Japan and South Korea.

III. SHORT ANSWER TYPE QUESTIONS

Q1. What are non-metallic minerals? Write a short note on uses of mica and its distribution in India.

Ans. Minerals which do not contain metals or do not have metallic properties are called non-metallic minerals. For example, mica, limestone, salt, potash, sulphur, granite, marble, sandstone, etc.

Uses of Mica: Mica is considered to be the most important mineral in electric and electronic industries. Due to its excellent di-electric strength, low power loss factor, insulating properties and resistance to high voltage, it is one of the most essential minerals used in electric and electronic industries.

Distribution of Mica in India: Koderma Gaya–Hazaribagh belt of Jharkhand is the leading producer of Mica. Mica deposits are found in the northern edge of the Chhota Nagpur plateau. In Rajasthan, the major mica producing area is around Ajmer. Nellore mica belt of Andhra Pradesh is also an important producer in the country.

Q2. Describe any two facts regarding the importance of manganese in our daily life. Also name the four states which are known for its production.

Ans. Manganese is mainly used in the manufacturing of steel and ferro-manganese alloy. Nearly 10 kg of manganese is required to manufacture one tonne of steel. It is also used in manufacturing bleaching powder, insecticides and paints. Orissa is the largest producer of manganese ores in India. It accounted for one-third of the country's total production in 2000-01. Other manganese-producing states are Madhya Pradesh and Karnataka.

Q3. State two main uses of copper. Also, mention three major copper-producing districts of India.

Ans. Being malleable, ductile and a good conductor, copper is mainly used in electrical cables, electronics and chemical industries.

India is critically deficient in the reserve and production of copper.

Three major copper producing regions of India:

- (i) Madhya Pradesh is the largest producer of copper in India. The Balaghat mines in Madhya Pradesh produces 52 per cent of India's copper.
- (ii) Rajasthan is the second largest producer of copper. The Khetri mines in Rajasthan are famous.
- (iii) The Singhbhum district of Jharkhand has also large reserves of copper.

Q4. How is the mining activity injurious to the health of the miners and environment? Explain. (CBSE 2015)

Or

How does mining adversely affect the health and the environment?

Ans. Mining activity is often called a “killer industry” due to high risks involved. The dust and poisonous fumes inhaled by the miners expose them to pulmonary diseases. The risk of collapsing mine roofs, inundation and fires in coalmines are a constant threat to miners. The water sources in the region get contaminated due to mining. Dumping of waste and slurry leads to degradation of land, soil and river pollution.

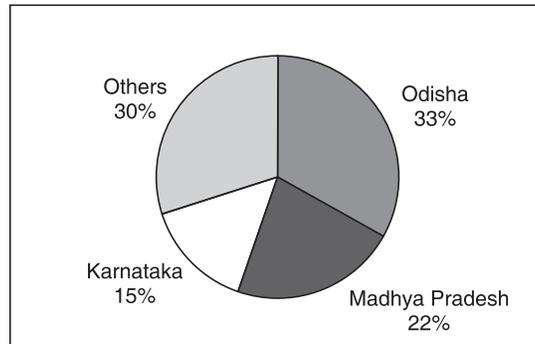
Q5. State uses of limestone. Also mention the states where it is produced.

Ans. Limestone is the basic raw material for the cement industry and essential for smelting iron ore in the blast furnace.

It is found in association with rocks composed of calcium carbonates or calcium and magnesium carbonates. It is found in sedimentary rocks of most geological formations.

It is produced in states like Andhra Pradesh, Madhya Pradesh, Rajasthan, Gujarat and Tamil Nadu.

Q6. The pie chart given below shows the production of manganese in different states. On the basis of reading of diagram answer the following questions:



1. Mention any two uses of Manganese.
2. Which is the largest producer of Manganese?

Ans. 1. Uses of Manganese:

- (i) Manganese is mainly used in the manufacturing of steel and ferro-manganese alloy. Nearly 10 kg of manganese is required to manufacture one tonne of steel.
 - (ii) It is also used in manufacturing bleaching powder, insecticides and paints.
2. Odisha is the largest producer of manganese ores in India approximately one-third of the country's total production.

Q7. Mention any three major iron-ore belts of India. Write any three characteristics of the southernmost iron-ore belt.

Ans. Three major iron-ore belts of India are:

- (i) Odisha – Jharkhand belt
- (ii) Durg – bastar – Chandrapur belt in Chhattisgarh and Maharashtra.
- (iii) Bellary – Chitradurga – Chikmagalur – Tumkur belt in Karnataka.

Three characteristics of the southernmost iron-ore belt:

- (i) The ore is transported as slurry through a pipeline to a port near Mangalore.
- (ii) The ores are not of very high quality, yet they are efficiently exploited.
- (iii) Iron-ore is exported through Marmagao port.

Q8. Differentiate between metallic and non metallic minerals with examples.

(AI CBSE 2013)

Ans.	Metallic Minerals	Non-metallic Minerals
	(i) Metallic minerals are those from which we get metals. In other words, we can say that metallic minerals contain metals.	(i) Non-metallic minerals do not contain metals.
	(ii) Ores of iron, copper, gold, silver, lead, aluminum, tin etc. are examples of metallic minerals.	(ii) Coal, petroleum, limestone, mica, etc. are examples of non-metallic minerals.
	(iii) They are good conductors of heat and electricity.	(iii) They are bad conductors of heat and electricity.

Q9. Explain any three values attached with the use of minerals in a sustainable manner. [AI CBSE 2013(C)]

- Ans.** (i) Our industries and agriculture immensely depend on mineral deposits and the substances manufactured from them. The total volume of workable mineral deposits is an insignificant fraction i.e. one per cent of the earth's crust. Hence, minerals should be used cautiously.
- (ii) The geological processes of mineral formation are so slow that the rates of replenishment are infinitely small in comparison to the present rates of consumption.
- (iii) Mineral resources are finite and non-renewable. Rich mineral deposits are our country's extremely valuable but short-lived possessions.

Q10. What are the different varieties of iron ore? How will you differentiate between them? Give any two points.

Ans. Iron-ore is the backbone of India's industrial development. The different varieties of iron-ore are-Magnetite, hematite, Limonite and Siderite.

- **Magnetite** is the finest iron-ore with a very high content of iron up to 70%. It has excellent magnetic qualities. It is valuable for electrical industry.
- **Hematite** is the most important industrial iron-ore in term of quantity used. It has a slightly lower iron content than 50-60%.
- **Limonite** has 40-60% iron content.
- **Siderite** has 40-50% iron content.

Q11. How do minerals occur in sedimentary rocks? (CBSE 2011)

- Ans.** (i) In sedimentary rocks a number of minerals occur in beds or layers.
- (ii) They have been formed as a result of deposition, accumulation and concentration in horizontal strata.
- (iii) Coal and some forms of iron ore have been concentrated as a result of long periods under great heat and pressure.
- (iv) Another group of sedimentary minerals such as gypsum, potash salt and sodium salt are formed as a result of evaporation.

Q12. (i) How are deposits of bauxite formed and aluminium obtained?

(ii) What is the utility of aluminium?

(iii) Describe the distribution of aluminium.

- Ans.** (i) Bauxite deposits are formed due to decomposition of wide variety of rocks rich in aluminium silicates. Ores containing aluminium are obtained from bauxite which is a clay-like substance from which alumina and later aluminium is obtained.
- (ii) It is an important metal because it combines the strength of metals such as iron with good conductivity and great malleability.
- (iii) Odisha is the largest bauxite producing state. 45% of country's total production in 2000-2001 was from Orissa. Panchpatmali deposits in Koraput district are the most important bauxite deposits in the state.

Q13. How are minerals an indispensable part of our lives? Explain with three examples.

Ans. Minerals from an indispensable part of our lives in the following ways:

- (i) From a tiny pin that we use to a towering building or tall ships are all made up of minerals.
- (ii) The food that we consume also contains minerals which are essential for the growth of human body.
- (iii) Cars, buses, trains and aeroplanes are manufactured with the help of minerals and they run on power resource derived from minerals.

Q14. State any two factors affecting the economic viability of mineral reserves.

[CBSE 2008(F)]

- Ans.**
- (i) The mineral content of the ore must be in sufficient concentration to make its extraction commercially viable.
 - (ii) The type of formation or structure in which minerals are found determines the relative ease with which mineral ores may be mined. This also determines the cost of extraction.

Q15. (i) How are bauxite formed?

(ii) Where are India's bauxite deposits found?

(iii) Which are the most important bauxite deposits located in Orissa?

- Ans.**
- (i) Bauxite deposits are formed by the decomposition of a wide variety of rocks rich in aluminium silicates.
 - (ii) India's bauxite deposits are found in the Amarkantak plateau, Maikal hills and the plateau region of Bilaspur – Katre.
 - (iii) Panchapatmali deposits in Koraput district the most important bauxite deposits in Orissa.

Q16. How do minerals occur in igneous and metamorphic rocks? (CBSE 2011)

Ans. See NCERT Textbook Q2. (iii).

Q17. Explain Rat-Hole mining in the tribal areas. (HOTS)

- Ans.**
- (i) In most of the tribal areas of north-east India, minerals are owned by individuals or communities.
 - (ii) In Meghalaya, there are large deposits of coal, iron-ore, limestone, dolomite etc.
 - (iii) Coal mining in Jowai and Cherapunjee is done by family members in the form of a long narrow tunnel known as 'Rat-Hole Mining'.

Q18. Mention three properties of mica. (HOTS)

- Ans.**
- (i) Mica is a mineral made up of a series of plates or leaves.
 - (ii) It splits easily into thin sheets. These sheets can be so thin that a thousand can be layered into a mica sheet of a few centimeters high.
 - (iii) Mica can be clear, black, green, red-yellow or brown.
 - (iv) Due to its excellent di-electric strength, low power loss factor, insulating properties and resistance to high voltage, mica is considered an important mineral used in electric and electronic industries.

III. LONG ANSWER TYPE QUESTIONS

Q1. Why is conservation of mineral resources essential? Explain any three methods to conserve them. (CBSE 2015)

Ans. The total volume of workable mineral deposits is an insignificant fraction i.e. one per cent of the earth's crust. We are rapidly consuming mineral resources that took millions of years to be created and concentrated. The geological processes of mineral formation are so slow that the rates of replenishment are infinitely small in comparison to the present rates of consumption. Mineral resources are, therefore, finite and non-renewable. Hence their conservation is essential.

Three methods to conserve minerals:

- (i) Mineral resources should be used in planned and sustainable manner.
- (ii) Improved technology need to be constantly evolved to allow use of low grade ores at low costs.
- (iii) Recycling of metals, using scraps metals and other substitutes are steps in conserving our mineral resources for the future.

Q2. What are the two main qualities of iron ore deposits of India? Explain the two types of iron ore mainly found in the country. Which are the major states known for the production of iron ore?

Ans. Two qualities of iron ore:

1. Iron ore is the basic mineral and the backbone of industrial development.
2. It provides a strong base for the development of metallurgical industries.

They are of two types: Magnetite and Hematite.

1. **Magnetite:** It is the finest iron ore. It has a very high content of iron up to 70 per cent. It has excellent magnetic qualities, especially valuable in the electrical industry.
2. **Hematite:** This ore is the most important industrial iron ore. It is the largest used iron ore in terms of the quantity in India. It has slightly lower iron content than magnetite. (50-60 per cent).

The major iron-ore producing states are Karnataka, Orissa, Chhattisgarh, Goa and Jharkhand.

Q3. In which various forms do minerals occur? (HOTS)

Ans. Minerals occur in following forms:

1. In igneous and metamorphic rocks, minerals occur in the veins and the lodes. For instance, tin, copper, zinc and lead etc. are obtained from these veins and lodes.
2. In sedimentary rocks minerals occur in beds or layers. They have been formed as a result of deposition, accumulation and concentration in horizontal strata. Coal and some forms of iron ore are found in it. Other groups of Sedimentary minerals such as gypsum, potash salt and sodium salt are formed with the help of evaporation especially in dry regions.
3. Another mode of formation involves the decomposition of surface rocks, and the removal of soluble constituents, leaving a residual mass of weathered material containing ores. Bauxite is formed in this way.
4. Some minerals occur as alluvial deposits in sands of valley floors and base of hills. These deposits contain minerals which are not eroded by water. For example, gold, silver, tin and platinum.

5. Ocean waters contain vast quantities of minerals. Common salts, magnesium and bromine are derived from ocean waters. The ocean beds, too, are rich in manganese nodules.

Q4. Give an account of the distribution of minerals in India.

Or

‘Minerals in India are unevenly distributed’. Explain. (CBSE 2011)

Ans. India is fortunate to have fairly rich and varied mineral resources.

- (i) In peninsular plateau the reserves of coal, metallic minerals, mica and many other non-metallic minerals are found.
- (ii) In the sedimentary rocks of Gujarat and Assam most of the petroleum deposits are found.
- (iii) Rajasthan with the rock systems of the peninsula, has reserves of many non-ferrous minerals.
- (iv) The alluvial plains of north India are almost devoid of economic minerals.
- (v) These variations in the distribution of minerals exist due to differences in the geological structure, process and the time involved in the formation of minerals.

Q5. Why is Chhotanagpur plateau called a ‘store house of minerals’?

- Ans.**
- (i) Chhotanagpur plateau is called a store house of minerals as it has very high grade haematite iron ore.
 - (ii) The ranges of hills in Chhotanagpur have 14 deposits of super high grade haematite iron ore.
 - (iii) Most of the mica deposits are found on the northern edge of Chhotanagpur plateau.
 - (iv) Koderma–Hazaribagh belt of Jharkhand is the leading producer of Mica.

Q6. Give an account of the major iron ore belts in India.

Ans. The major iron ore belts in India are:

- (i) Odisha-Jharkhand belt: In Odisha high grade haematite ore is found in Badampahar mines in the Mayurbhanj and Kendujhar districts. In the adjoining Singhbhum district of Jharkhand haematite iron ore is mined in Gua and Noamundi.
- (ii) Durg-Bastar-Chandrapur belt lies in Chhattisgarh and Maharashtra. Very high grade haematites are found in the famous Bailadila range of hills in the Bastar district of Chattisgarh. The range of hills comprise of 14 deposits of super high grade haematite from ore. It has the best physical properties needed for steel making. Iron ore from these mines is exported to Japan and South Korea via Vishakapatnam port.
- (iii) Bellary-Chitradurga-Chikmagalur-Turnkur belt in Karnataka has large reserves of iron ore. The Kudremukh mines located in the Western Ghats of Karnataka are a 100 per cent export unit. Kudremukh deposits are known to be one of the largest in the world. The ore is transported as slurry through a pipeline to a port near Mangalore.
- (iv) Maharashtra-Goa belt includes the state of Goa and Ratnagiri district of Maharashtra. Though, the ores are not of very high quality, yet they are efficiently exploited iron ore is exported through Mormugao port.

IV. MAP SKILLS

Q1. On the given political outline map of India, two features A and B are marked. Identify these features with the help of the following information:

A. Iron-ore mines

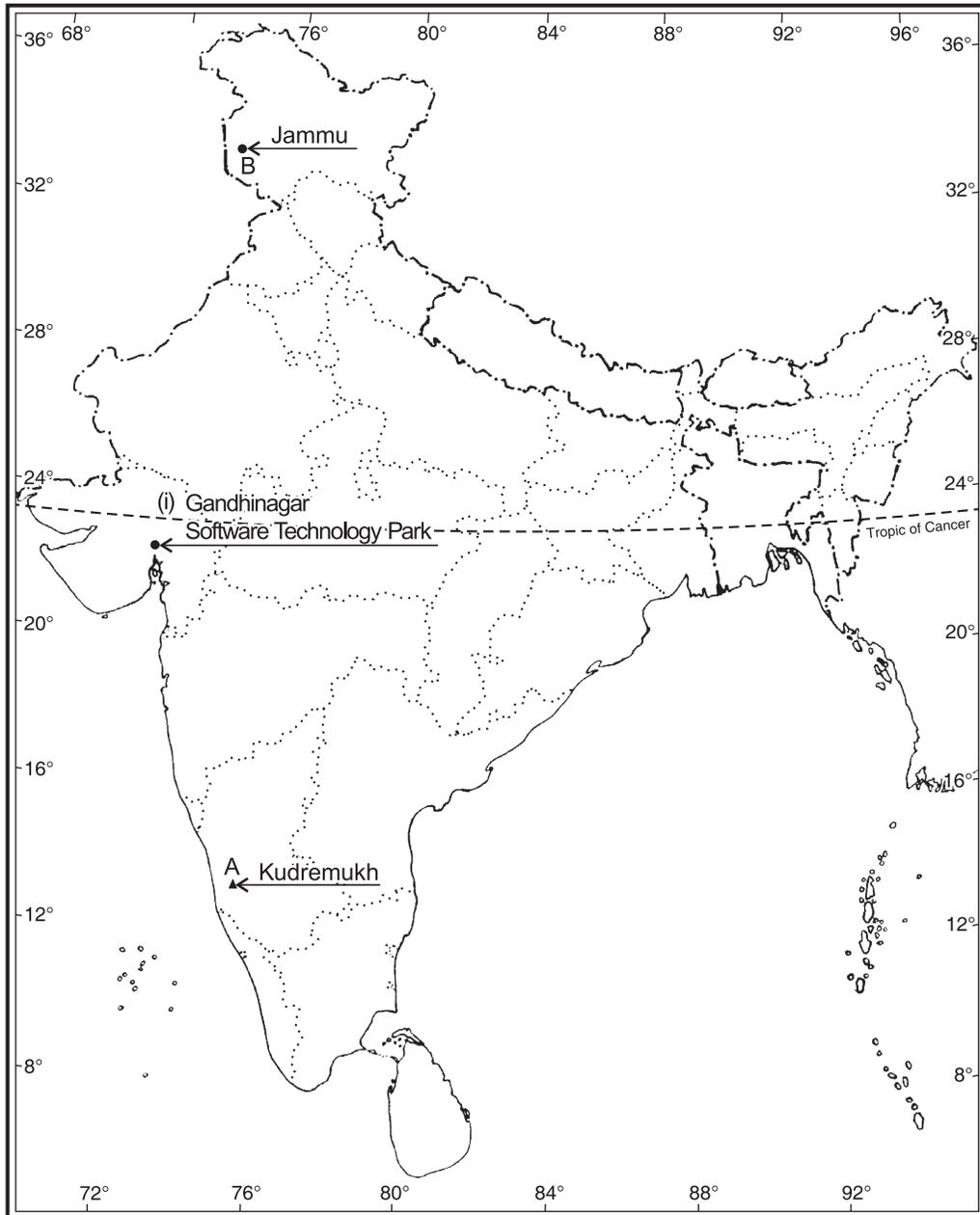
B. Terminal station of North-South Corridor

On the same map locate and label the following:

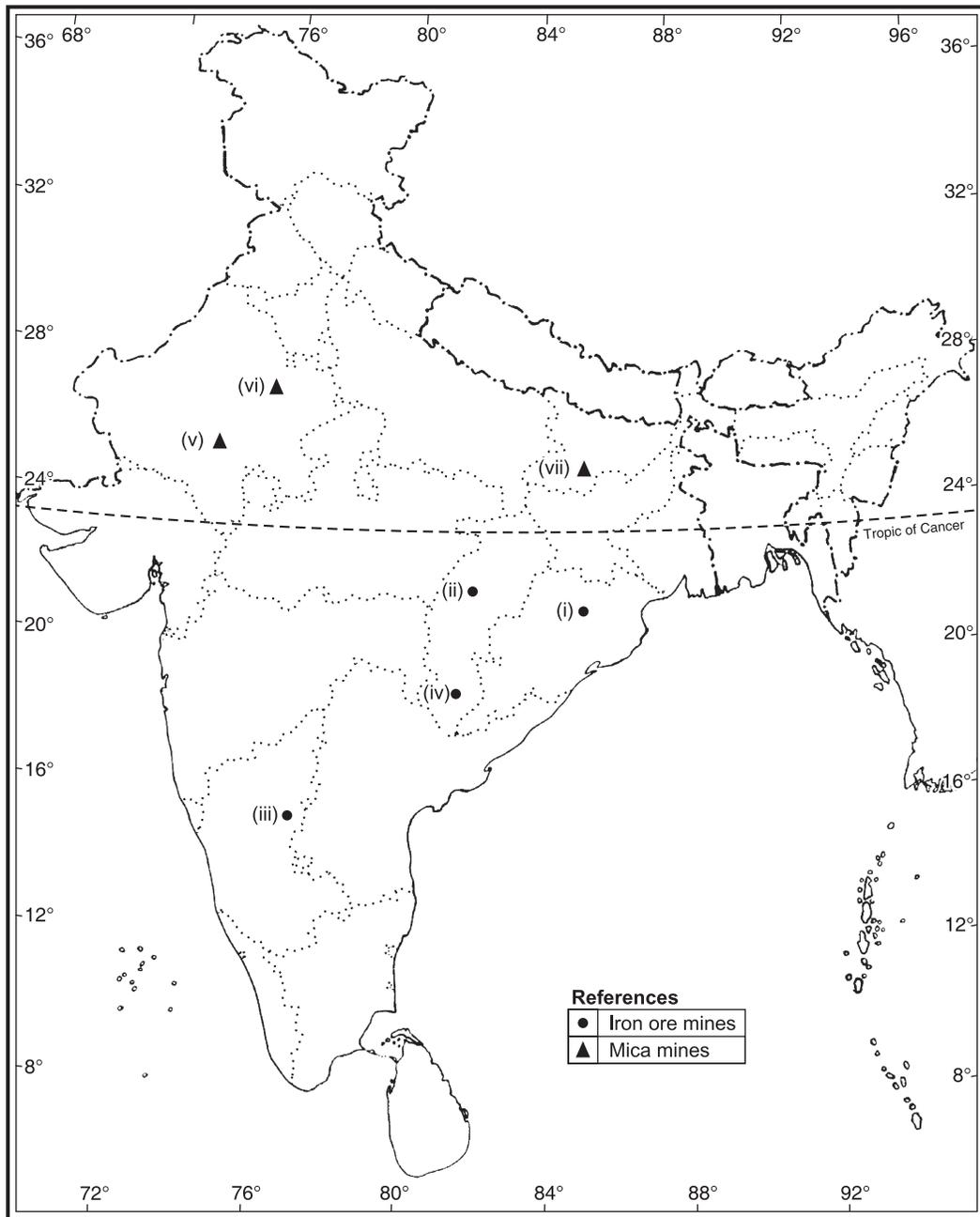
(i) Gandhinagar Software Technology Park.

(CBSE 2015)

Ans.



Q2. Identify the following places marked in the given outline political map of India with the help of references:

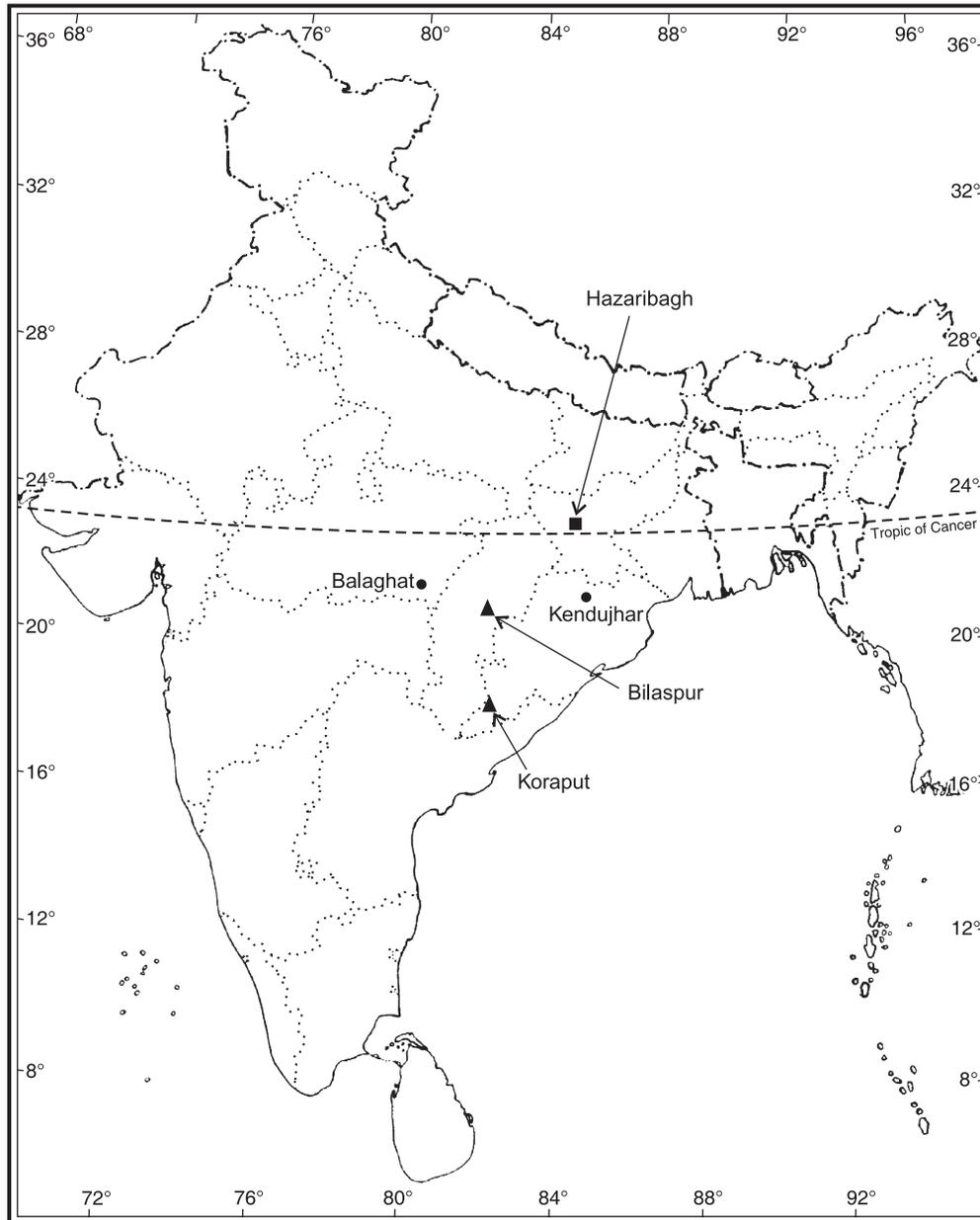


- Ans.** (i) Mayurbhanj (ii) Durg
 (iii) Bellary (iv) Bailadila
 (v) Ajmer (vi) Beawar
 (vii) Gaya.

Q3. Locate and label the following features with appropriate symbols on a political outline map of India.

- | | | | |
|----------------|-------------|----------------|-------------|
| (i) Balaghat | — Manganese | (ii) Kendujhar | — Manganese |
| (iii) Koraput | — Bauxite | (iv) Bilaspur | — Bauxite |
| (v) Hazaribagh | — Mica | | |

Ans.



V. VALUE BASED QUESTIONS

Q1. Why is conservation of minerals important? (CBSE 2011, AI CBSE 2012, 2013)

Ans. (i) Minerals are important for the development of a country. Various substances manufactured from minerals industry and agriculture depend on them.

- (ii) Minerals are already in short supply and their consumption is so fast. We must keep it in mind that the total volume of workable mineral deposits is an insignificant fraction, *i.e.* one per cent of the earth's crust.
- (iii) Minerals require millions of years to be created and concentrated. The geological processes of mineral formation are so slow that the rates of replenishment are infinitely small in comparison to present rates of consumption.
- (iv) Mineral resources are finite and non-renewable continued extraction of ores leads to increasing costs as mineral extraction comes from greater depths along with the decrease in quality.

It has therefore, become essential to conserve minerals.

Q2. Suggest some ways to conserve minerals. (CBSE 2011, AI CBSE 2012, 2013)

Ans. Conservation of minerals is essential ways to conserve them are given below:

- (i) All natural resources including minerals should be used judiciously so that future generations may also avail their benefits.
- (ii) Recycling of metals should be done.
- (iii) Scrap metals and other substitutes should be used.
- (iv) Minerals resources should be used in a planned and sustainable manner.
- (v) Wastage of minerals should be stopped.

Q3. How are health and environment affected by the process of mining?

- Ans.**
- (i) Mining activity is often called a “killer industry” due to high risks involved.
 - (ii) The dust and poisonous fumes inhaled by the miners expose them to pulmonary diseases.
 - (iii) The risk of collapsing mine roofs, inundation and fires in coal mines are a constant threat to miners.
 - (iv) The water sources in the region get contaminated due to mining.
 - (v) Dumping of waste and slurry leads to degradation of land, soil and river pollution.

Q4. Iron ore is the basic mineral of India. How? Which values are associated with it?

- Ans.**
- (i) Iron ore is considered the backbone of India's industrial development.
 - (ii) They provide a strong base for the development of metallurgical industries in India.

TEST YOUR SKILLS

1. What are the uses of copper? Describe the three copper-producing regions of India.
2. Why is mica considered the most important mineral in electric and electronic industries?
3. What is the necessity of conserving our mineral wealth? What steps should be taken to conserve our mineral wealth?
4. Write a brief note on mode of 'occurrence of minerals'.
5. What do you know about the distribution of copper and bauxite?

□□□

6



Power Resources

Syllabus

Power Resources. Types of power resources; conventional and non-conventional, distribution and utilisation and conservation.

Facts that Matter

1. Energy is required for all activities such as cooking, propelling vehicles, driving machinery in industries, etc. Energy can be generated from fuel minerals like coal, petroleum, natural gas, uranium and electricity. Energy resources can be classified as **conventional** (firewood, cattle dung cake, coal, petroleum, etc.) and **non-conventional** sources (solar, wind, biogas, etc.).
2. **Coal** is an important fossil fuel of India. It provides about 80% of the nation's energy needs. India is highly dependent on coal for meeting its commercial energy requirements. Coal is found abundantly in the eastern side of the country.
3. In India, coal occurs in rock series of two main geological ages—Gondwana and tertiary. While Gondwana coal is about 200 million years old, tertiary deposits are approximately 55 million years old. The major resources of Gondwana (metallurgical) coal are located in the Damodar valley (West Bengal, Jharkhand), Jharia, Raniganj and Bokaro. The Godavari, Mahanadi, Sone and Wardha valleys also contain coal deposits. Tertiary coals occur in the north-eastern states of Meghalaya, Assam, Arunachal Pradesh and Nagaland.
4. **Natural gas** is used as a source of energy as well as an industrial raw material in the petrochemical industry. It is considered an environment friendly fuel because of low carbon dioxide emissions. Natural gas is found in Mumbai High and the Gulf of Cambay. Large reserves of natural gas have been discovered in the Krishna- Godavari basin.
5. **Petroleum** provides fuel for heat and lighting, lubricants for machinery and raw materials for a number of manufacturing industries. Petroleum refineries act as a “nodal industry” for synthetic textile, fertiliser and numerous chemical industries. About 63 per cent of India's petroleum production is from Mumbai High, 18 per cent comes from Gujarat and 16 per cent from Assam.
6. **Electricity** is generated mainly in two ways by hydro turbines to generate hydro electricity and by burning other fuels such as coal, petroleum and natural gas to produce thermal power. Hydro electricity is a renewable resource.
7. Non-conventional sources of energy such as solar energy, wind, etc. are renewable and therefore there is a pressing need to use these sources.
8. **Nuclear or Atomic energy** is obtained by altering the structure of atoms. Uranium and thorium, which are available in Jharkhand and the Aravalli ranges of Rajasthan are used for generating atomic or nuclear power. The Monazite sand of Kerala is also rich in thorium.

9. Being a tropical country, India has an abundance of sunlight. Hence, there are huge possibilities of tapping **solar energy**. Use of solar energy will be able to minimise the dependence of rural households on firewood and dung cakes, which in turn will contribute to environmental conservation and adequate supply of manure in agriculture. Photovoltaic technology converts sunlight directly into electricity. The largest solar plant of India is located at Madhapur, near Bhuj (Gujarat).
10. **Wind power** is abundant in India. The largest wind farm cluster is located in Tamil Nadu from Nagarcoil to Madurai. Other states with wind farms are Andhra Pradesh, Karnataka, Gujarat, Kerala, etc. Nagarcoil and Jaisalmer make effective use of wind energy.
11. **Biogas** is produced from shrubs, farm waste, animal and human wastes. It is mostly used for domestic consumption in rural areas. Biogas plants using cattle dung are known as 'Gobar gas plants' in rural India.
12. These provide twin benefits to the farmer in the form of energy and improved quality of manure. Biogas is by far the most efficient use of cattle dung. It prevents the loss of trees and manure due to burning of fuel wood and cow dung cakes.
13. Oceanic tides can be used to generate electricity which is known as **tidal energy**.
14. Floodgate dams are built across inlets. During high tide water flows in to the inlet and gets trapped when the gate is closed. After the tide falls outside the flood gate, the water retained by the floodgate flows back to the sea via a pipe that carries it through a power-generating turbine. In India, the Gulf of Kutch provides ideal conditions for utilising tidal energy.
15. Geothermal energy refers to the heat and electricity produced by using the heat from the interior of the earth. Two experimental projects have been set up in India to harness geothermal energy. One is located in the Parvati valley near Manikarn in Himachal Pradesh and the other is located in the Puga Valley, Ladakh.
16. Energy is a basic requirement for economic development. Every sector of national economy—agriculture, industry, transport, commercial and domestic—needs inputs of energy. There is an urgent need to develop a sustainable path of energy development. India is presently one of the least energy efficient countries in the world. We have to adopt a cautious approach for judicious use of our limited energy resources.

Words that Matter

1. **Lignite:** It is a low grade brown coal, which is soft with high moisture content.
2. **Bituminous:** Coal that has been buried deep and subjected to increased temperatures is bituminous coal.
3. **Anthracite:** It is the highest quality of hard coal.
4. **Hydro-electricity:** It is generated by fast flowing water.
5. **Thermal electricity:** It is generated by using coal, petroleum and natural gas.
6. **Tidal energy:** It refers to the electricity which is generated by oceanic tides.
7. **Geo-thermal energy:** It refers to the heat and electricity produced by using the heat from the interior of the Earth.
8. **Biogas:** It is produced by using shrubs, farm waste, animal and human waste.

NCERT TEXTBOOK QUESTIONS SOLVED

Q1. Answer the following questions in about 30 words:

Distinguish between conventional and non-conventional sources of energy.
[CBSE 2005(C), 2009(F), 2013]

Ans. Conventional and non-conventional sources of energy

Conventional sources	Non-conventional sources
1. Conventional sources of energy are in use from the past.	1. The non-conventional sources are in use from recent times.
2. They spread pollution.	2. These are eco-friendly.
3. Conventional sources of energy are generally exhaustible.	3. Non-conventional sources of energy are usually inexhaustible.
4. These include firewood, cattle dung cake, coal, petroleum, natural gas and electricity (both hydel and thermal).	4. These include solar, wind, tidal, geo-thermal, biogas and atomic energy.

Q2. Answer the following questions in about 120 words.

- (i) Describe the distribution of coal in India.
- (ii) Why do you think that solar energy has a bright future in India?

Ans. (i) Coal is an important fossil fuel of India. It is the most abundantly available fossil fuel. It provides about 80% of the nation's energy needs. India is highly dependent on coal for meeting its commercial energy requirements. In India, coal occurs in rock series of two main geological ages—Gondwana and tertiary. While Gondwana coal is about 200 million years old, tertiary deposits are approximately 55 million years old. The major resources of Gondwana coal which are metallurgical coal, are located in the Damodar valley (West Bengal, Jharkhand). Jharia, Raniganj and Bokaro are important coalfields. The Godavari, Mahandi, Sone and Wardha valleys also contain coal deposits. Tertiary coals occur in the north-eastern states of Meghalaya, Assam, Arunachal Pradesh and Nagaland.

- (ii) (a) Being a tropical country, India has an abundance of sunlight. Hence, there are huge possibilities of tapping solar energy.
- (b) Photovoltaic technology converts sunlight directly into electricity. Solar energy is becoming popular in rural and remote areas.
- (c) Use of solar energy will be able to minimise the dependence of rural households on firewood and dung cakes, which in turn will contribute to environmental conservation and adequate supply of manure in agriculture.
- (d) Solar energy is a non-conventional source of energy and also eco-friendly. The largest solar plant of India is located at Madhapur, near Bhuj (Gujarat) where solar energy is used to sterilise milk cans.

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct answer:

- Which one is not a conventional source of energy?
(a) Coal (b) Biogas
(c) Firewood (d) Petroleum
- Decaying plants in swamps produce what
(a) Peat (b) Lignite
(c) Bituminous (d) Coal
- The principal lignite reserves are used for
(a) Generation of wind power (b) Generation of electricity
(c) Generation of thermal power (d) None of the above
- The major resources of Gondwana coal are located in
(a) Wardha valley (b) Godavari valley
(c) Sone valley (d) Damodar valley
- Heavy industries and thermal power stations are located on or near the coalfields because
(a) coal is a bulky material
(b) coal loses weight on use
(c) coal transportation is very costly
(d) all of the above
- The oldest oil-producing state in India is
(a) Assam (b) Gujarat
(c) Maharashtra (d) Tamil Nadu
- The full form of CNG is
(a) Compound Natural Gas (b) Complex Natural Gas
(c) Compound New Gas (d) Compressed Natural Gas
- There are over thermal power plants in India.
(a) 210 (b) 310
(c) 410 (d) 510
- The largest solar plant of India is located at
(a) Madhapur (b) Nagarcoil
(c) Jaisalmer (d) Madurai
- Nagarcoil and Jaisalmer are well known for effective use of in the country.
(a) solar energy (b) wind energy
(c) tidal energy (d) atomic energy
- The most important oil field in Gujarat is
(a) Ankaleshwar (b) Vadodara
(c) Kalol (d) Hajira
- Neyveli has reserves of
(a) Anthracite (b) Poat
(c) Lignite (d) Bituminous

13. Which one of the following non-conventional sources of energy is harnessed in the Parvati Valley near Manikaran in Himachal Pradesh?
 (a) Solar energy (b) Tidal energy
 (c) Geothermal energy (d) Wind energy
14. Which one of the following fuels is considered environment-friendly?
 (a) Coal (b) Petroleum
 (c) Natural gas (d) Firewood
15. About sixty per cent of India's petroleum production comes from the region of
 (a) Gujarat (b) Rajasthan
 (c) Assam (d) Mumbai High
16. Tertiary coal occur in the region of
 (a) Damodar valley (b) Wardha valley
 (c) Godavari valley (d) North-eastern states
- Ans.** 1—(b) 2—(b) 3—(a) 4—(b) 5—(d) 6—(a)
 7—(d) 8—(b) 9—(a) 10—(b) 11—(a) 12—(c)
 13—(c) 14—(c) 15—(d) 16—(d)

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. Mention any four activities which require energy.

Ans. Energy is needed to

- (i) Cook food (ii) Provide light and heat
 (iii) Propel vehicles (iv) Drive machinery in industries

Q2. Mention any four conventional sources of energy.

Ans. Firewood, cattle dung cake, coal and natural gas are conventional sources of energy.

Q3. Mention any four unconventional sources of energy.

Ans. Solar, wind, tidal and bio-gas are the unconventional sources of energy.

Q4. Which are the two most common sources of energy in rural India?

Ans. Firewood and cattle dung cake are the two most common sources of energy in rural India.

Q5. Why is using dung cake being discouraged?

Ans. Using dung cake is being discouraged because it consumes most valuable manure which could be used in agriculture.

Q6. Which is the most abundantly available fossil fuel?

Ans. Coal is the most abundantly available fossil fuel.

Q7. How is coal formed?

Ans. Coal is formed due to the compression of plant material over millions of years.

Q8. How is peat produced? Mention one feature of it.

Ans. Peat is produced by decaying of plants in swamps.

Features: It has a low carbon high moisture contents and low heating capacity.

Q9. Which is a low grade brown coal? Mention one feature of it?

Ans. Lignite is a low grade brown coal.

Feature: It is soft with high moisture content.

Q10. Where are the principal lignite reserves found?

Ans. The principal lignite reserves are found in Neyveli in Tamil Nadu.

Q11. Which is the most popular coal?

Ans. Bituminous coal is the most popular coal.

Q12. Which is the highest quality hard coal?

Ans. Anthracite is the highest quality hard coal.

Q13. Name two important coalfields of India.

Ans. Jharia and Bokaro.

Q14. How is natural gas used?

Ans. Natural gas is used as a source of energy as well as an industrial raw material in the petrochemical industry.

Q15. Why is natural gas considered an environment-friendly fuel?

Ans. Natural gas is considered an environment-friendly fuel because of low carbon dioxide emissions.

Q16. Name the key users of natural gas.

Ans. The power and fertiliser industries are the key users of natural gas.

Q17. How is hydro-electricity generated?

Ans. Hydro-electricity is generated by fast flowing water.

Q18. Name a few multi-purpose projects of India.

Ans. (i) Bhakra Nangal
(ii) Damodar Valley Corporation
(iii) Kopili Tydel Project

Q19. How is thermal electricity generated?

Ans. Thermal electricity is generated by using coal, petroleum and natural gas.

Q20. How many thermal power plants are there in India?

Ans. There are over 310 thermal power plants in India.

Q21. Where are uranium and thorium available in India? What are they used for?

Ans. Uranium and thorium are available in Jharkhand and the Aravali ranges of Rajasthan. They are used for generating atomic or nuclear power.

Q22. Where is the largest wind farm cluster located in India?

Ans. The largest wind farm cluster is located in Tamil Nadu from Nagarcoil to Madurai.

Q23. Which energy can be produced from ocean water?

Ans. Tidal energy can be produced from ocean water.

Q24. Which region of India provides ideal conditions for utilising tidal energy?

Ans. In India, the Gulf of Kutch provides ideal conditions for utilising tidal energy.

Q25. What is meant by geo-thermal energy?

Ans. Geothermal energy refers to the heat and electricity produced by using the heat from the interior of the earth.

II. SHORT ANSWER TYPE QUESTIONS

Q1. In the present day energy crisis what steps will you like to take for saving energy? (CBSE 2015)

Ans. (i) Energy is a basic requirement for economic development. Hence, there is an urgent need to develop a sustainable path of energy development. Promotion of energy conservation and increased use of renewable energy sources are the twin planks of sustainable energy.

- (ii) We have to adopt a cautious approach for the judicious use of our limited energy resources. As concerned citizens we can do our bit by using public transport systems instead of individual vehicles.
- (iii) Switching off electricity when not in use, using power-saving devices and using non-conventional sources of energy are other important steps for saving energy.

Q2. Why is the use of non-conventional sources of energy becoming essential these days? [V. Imp.]

Ans. The use of non-conventional sources of energy is becoming necessary because of the following reasons:

- (i) The growing consumption of energy in the country has made us dependent on fossil fuels such as coal, oil and gas and it may lead to shortages in the supply of oil, gas and coal in future.
- (ii) Rising prices of oil and gas has adversely affected the foreign exchange.
- (iii) The growth of the national economy is getting slowed down.
- (iv) Ever-increasing use of fossil fuels is causing serious environmental problems.
- (v) Non-conventional sources of energy are renewable and also eco-friendly.

Q3. What efforts can be made to conserve energy resources in India?

Ans. Following efforts can be made to conserve energy resources in India:

- (i) Using public transport instead of individual vehicle.
- (ii) Switching off electricity when not in use.
- (iii) Using power-saving devices.
- (iv) Non-conventional resources should be used more and more because they are renewable and eco-friendly.
- (v) Use of automobiles, engines should be decreased and electric motors should be introduced.
- (vi) Judicious use of our limited energy resources.

Q4. Which is the most abundantly available fossil fuel in India? What are the four major forms of it? Write main features of each form. (CBSE 2008)

Ans. Coal is an important and abundantly available fossil fuel in India. It is formed due to the compression of plant material over millions of years. It is a bulky material and loses weight on use as it is reduced to ash.

The four major forms of coal are:

- (i) **Peat:** Decaying plants in swamps produce peat. It has a low carbon and high moisture contents and low heating capacity.
- (ii) **Lignite** is a low grade brown coal, which is soft with high moisture content. The principal lignite reserves are in Neyveli in Tamil Nadu and are used for generation of electricity.
- (iii) **Bituminous** coal is buried deep and subjected to increased temperatures. It is the most popular coal in commercial use. Metallurgical coal is high grade bituminous coal which has a special value for smelting iron in blast furnaces.
- (iv) **Anthracite** is the highest quality hard coal.

Q5. "India is highly dependent on coal for meeting its commercial energy requirement." Support the statement with three arguments. (CBSE 2011)

Ans. (i) In India, coal is the most abundantly available fossil fuel. It provides a substantial part of the nation's energy needs.

(ii) It is used for power generation, to supply energy to industry as well as for domestic needs.

(iii) It is used as a raw material in the making of coal tar and coal gas.

Q6. How is biogas produced? Why it is called 'Gobar gas plant' in rural area?

Ans. (i) Biogas is produced from shrubs, farm waste, animal and human wastes. It is mostly used for domestic consumption in rural areas.

(ii) Decomposition of organic matter yields gas, which has higher thermal efficiency in comparison to kerosene, dung cake and charcoal.

(iii) Biogas plants are set up at municipal, cooperative and individual levels.

Biogas plants using cattle dung are known as Gobar gas plants in rural India.

(iv) These provide twin benefits to the farmer in the form of energy and improved quality of manure.

(v) Biogas makes the most efficient use of cattle dung.

(vi) It prevents the loss of trees and manure due to burning of fuel wood and cow dung cakes.

Q7. Which is the next major source of energy after coal, in India? Describe any two advantages of it. (CBSE 2008)

Ans. Petroleum is a major energy source in India after coal. The two advantages of petroleum are:

(i) It provides fuel for heat and lighting, lubricants for machinery and raw materials for a number of manufacturing industries.

(ii) Petroleum refineries act as a "nodal industry" for synthetic textile, fertiliser and numerous chemical industries.

(iii) About 63 per cent of India's petroleum production is from Mumbai High, 18 per cent comes from Gujarat and 16 per cent from Assam.

Q8. How is Nuclear energy obtained?

Ans. Nuclear energy is obtained by altering the structure of atoms. When such an alteration is made, much energy is released in the form of heat and this is used to generate electric power. Uranium and Thorium, which are available in Jharkhand and the Aravalli ranges of Rajasthan are used for generating atomic or nuclear power. The monazite sands of Kerala is also rich in Thorium.

Q9. What are the various uses of coal?

Ans. Coal provides a substantial part of the nation's energy needs. It is used:

(i) for power generation

(ii) to supply energy to industry as well as for domestic needs. India is highly dependent on coal for meeting its commercial energy requirements.

Q10. Why is solar energy more developed in western Rajasthan? Give three points to support your answer.

Ans. (i) Western Rajasthan is blessed with an abundance of sunlight.

(ii) It has less tree cover.

(iii) It has very less rainfall as it is located on the leeward side of the western ghats.

Q11. Give a brief description of the petroleum occurrences in India. (HOTS)

Ans. The petroleum occurrences in India are usually associated with anticlines and fault trap in rock formations of the tertiary age. In regions of folding, anticlines or domes, it occurs where oil is trapped in the crest of the up fold. The oil bearing

layer is a porous limestone or sandstone through which oil may flow. The oil is prevented from rising or sinking by intervening non-porous layers.

Petroleum is also found in fault traps between porous and non-porous rocks. Gas, being lighter, usually occurs above the oil.

Q12. Mention three merits of natural gas.

- Ans.** (i) Natural gas is an important clean energy resource found in association with or without petroleum.
(ii) It is used as a source of energy as well as an industrial raw material in the petrochemical industry.
(iii) It is considered an environment-friendly fuel because of low carbon dioxide emissions.

Q13. Give an account of the distribution of natural gas in India. (HOTS)

- Ans.** (i) Large reserves of natural gas are found in Krishna Godavari basin.
(ii) Along the west-coast the reserves of the Mumbai High and allied fields are supplemented by finds in the Gulf of Cambay.
(iii) Andaman and Nicobar islands are also important areas having large reserves of natural gas.

Q14. Distinguish between natural gas and bio-gas.

Ans. Differences between natural gas and bio-gas are given below:

Natural Gas	Bio-gas
(i) It is an important energy resources found in association with or without petroleum.	(i) Shrubs, farm waste animals and human waste are used to produce bio-gas.
(ii) It is primarily used in fertiliser industry.	(ii) It is used for domestic consumption in rural areas.
(iii) It is mainly used in urban areas.	(iii) It is mainly used in rural areas.

Q15. Explain the formation of coal. Also mention the factors which decide the variety of coal. (CBSE 2011)

Ans. Coal is formed due to the compression of plant material over millions of years. Coal is found in a variety of forms depending on the degrees of compression and the depth and time of burial.

Q16. Why is it necessary to develop the tidal and wind energy solve the present day energy crises? Support your answer with three points.

- Ans.** (i) Energy is the basic requirement for economic development in every sector of our economy.
(ii) In the domestic sector, the demand of energy is growing due to the increase in the use of electrical gadgets.
(iii) India has a large coastline. Therefore, oceanic tides can be used to generate electricity.

Q17. What is solar energy? What is its importance? (CBSE 2013)

Ans. The energy obtained from the sun is known as the solar energy. Its importance can be understood by the following points.

- (i) Solar energy does not cause environmental problems as it is pollution free.
(ii) India has enormous possibilities of tapping solar energy.
(iii) It is becoming popular in rural and remote areas of India. Thus, it will be able to minimise the dependence of rural households on firewood and dung cake.

III. LONG ANSWER TYPE QUESTIONS

Q1. Which source of energy is natural gas? Write in brief about it.

Ans. Natural gas is a conventional source of energy. It is an important clean energy resource found in association with or without petroleum. It is used as a source of energy as well as an industrial raw material in the petro-chemical industry.

Natural gas is considered an environment friendly fuel because of low carbon dioxide emissions and is, therefore, the fuel for the present century.

Large reserves of natural gas have been discovered in the Krishna-Godavari basin. Along the west coast the reserves of the Mumbai High and allied fields are supplemented by finds in the Gulf of Cambay. Andaman and Nicobar islands are also important areas having large reserves of natural gas.

The 1700 km long Hazira-Vijaipur-Jagdishpur cross country gas pipeline links Mumbai High and Bassien with the fertiliser, power and industrial complexes in western and northern India. The power and fertiliser industries are the key users of natural gas. Compressed Natural Gas (CNG) is now being used in vehicles.

Q2. Why do we need to conserve energy resources? (HOTS)

Ans. We need to conserve energy resources because of the following reasons:

- (i) Energy is a basic requirement for economic development. Every sector of national economy—agriculture, industry, transport, commercial and domestic—needs inputs of energy.
- (ii) There is an urgent need to develop a sustainable path of energy development.
- (iii) India is presently one of the least energy efficient countries in the world. We have to adopt a cautious approach for judicious use of our limited energy resources.
- (iv) Various development plans require increasing amount of energy to remain operational.
- (v) The success of economic development plans depends on energy resources.
- (vi) Consumption of energy in all forms has been steadily rising all over the country. Therefore, it is necessary to minimise its consumption. We must keep it in mind that our energy resources are limited.
- (vii) There is an urgent need to develop a sustainable path of energy development. We should promote energy conservation and use of renewable energy resources.

Q3. What is geothermal energy? Write in detail about it. (HOTS)

Ans. Geothermal energy refers to the heat and electricity produced by using the heat from the interiors of the Earth.

Geothermal energy exists because the Earth grows progressively hotter with increasing depth. Where the geothermal gradient is high, high temperatures are found at shallow depths. Ground water in such areas absorbs heat from the rocks and becomes hot. It is so hot that when it rises to the earth's surface, it turns into steam. This steam is used to drive turbines and generate electricity.

There are several hundred hot springs in India which could be used to generate electricity. Two experimental projects have been set up in India to harness geothermal energy. One is located in the Parvati valley near Manikarn in Himachal Pradesh and the other is located in the Puga Valley, Ladakh.

Q4. What are the four types of coal? Write one main characteristics of each.

Ans. See Q3. (Short Answer Type Questions)

Q5. Bring out the differences between thermal power and hydel power project.

(CBSE 2010)

Ans. The differences between thermal power and hydel power project are given below:

Thermal Power	Hydel Power
(i) It is generated by using coal, petroleum and natural gas.	(i) It is generated by fast flowing water.
(ii) Thermal power stations use non-renewable fossil fuels for generating electricity.	(ii) Hydel power stations use renewable sources of energy.
(iii) Thermal power plants can be set up at any place.	(iii) Hydel power plants are usually set up near the sources of energy.
(iv) They affect environment badly because they cause air pollution.	(iv) They are environment friendly because they do not cause any pollution.

Q6. Name any four nuclear or atomic power stations in India.

[CBSE 2008(C)]

- Ans.** (i) Rawat Bhata in Rajasthan
(ii) Naraura in Uttar Pradesh
(iii) Kaiga in Karnataka
(iv) Kalpakkam in Tamil Nadu

Q7. What is tidal energy? Name a region of India which provides ideal conditions for utilising tidal energy.

(AI CBSE 2009)

Ans. Oceanic tides can be used to generate electricity. Floodgate dams are built across inlets. During high tide water flows into the inlet and gets trapped when the gate is closed. After the tide falls outside the flood gate, the water retained by the floodgate flows back to the sea via pipe that carries it through a power generating turbine. In India, the Gulf of Kutchh, provides ideal conditions for utilising tidal energy. A 900 mw tidal energy power plant is set up here by the National Hydropower Corporation.

Q8. Explain any five points of significance of bio-gas generation in the rural areas of India.

[AI CBSE 2013(C)]

Ans. See Q5. (Short Answer Type Questions)

Q9. What are the uses of petroleum? Suggest any two ways to save petroleum.

(CBSE 2011)

Ans. Petroleum, also known as mineral oil, is the next major energy source in India after coal. Its uses are given below:

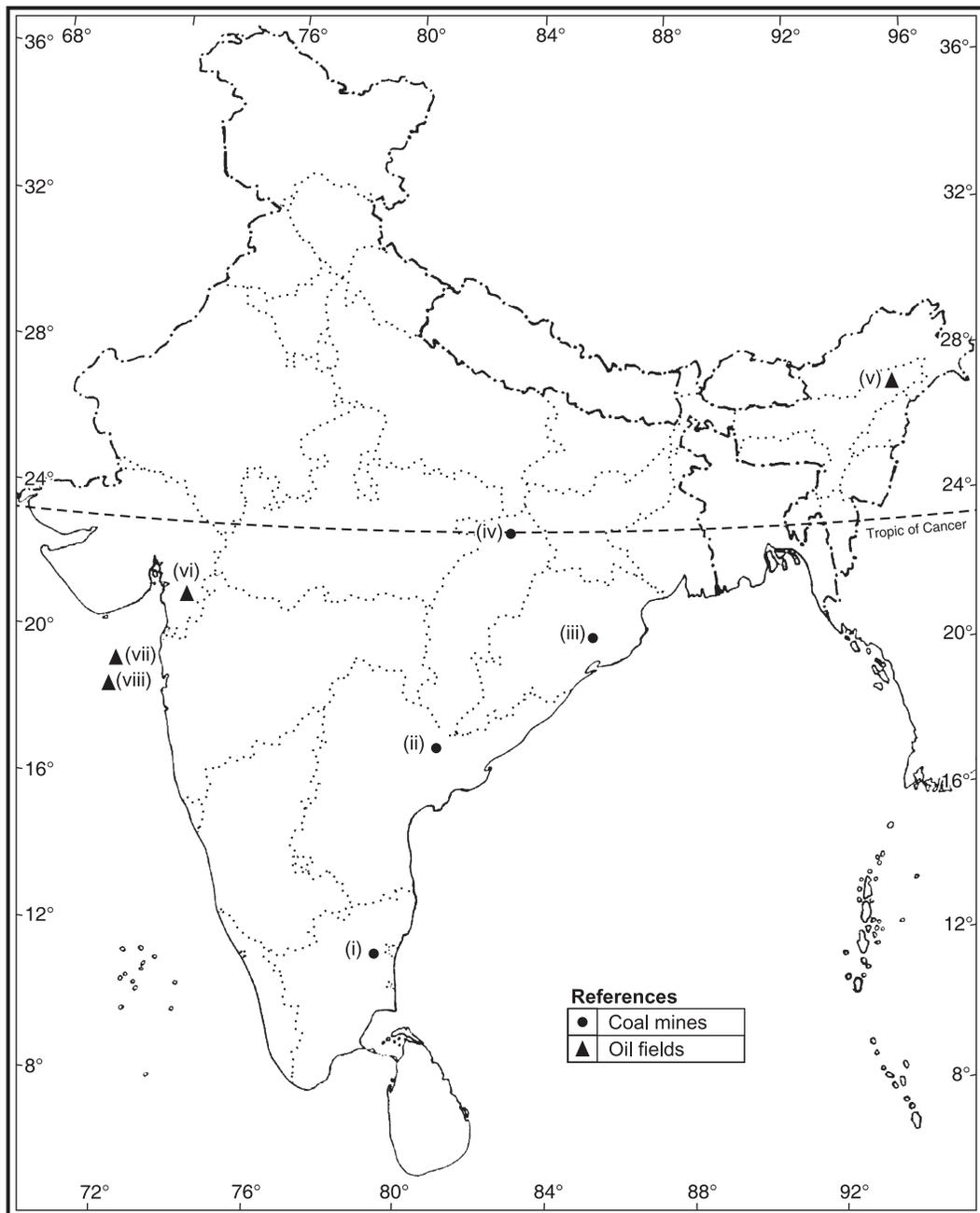
- (i) It provides fuel for heat and lighting.
- (ii) It provides lubricants for machinery.
- (iii) It provides raw materials for a number of manufacturing industries.
- (iv) Petroleum refineries act as a 'vodal industry' for synthetic textile, fertiliser and numerous chemical industries.

Two Ways to Save Petroleum

- (i) Maximum use of public transport instead of individual vehicles.
- (ii) Putting off vehicles at red lights.

IV. MAP SKILLS

Q1. Identify the following places marked in the given outline political map of India with the help of references.



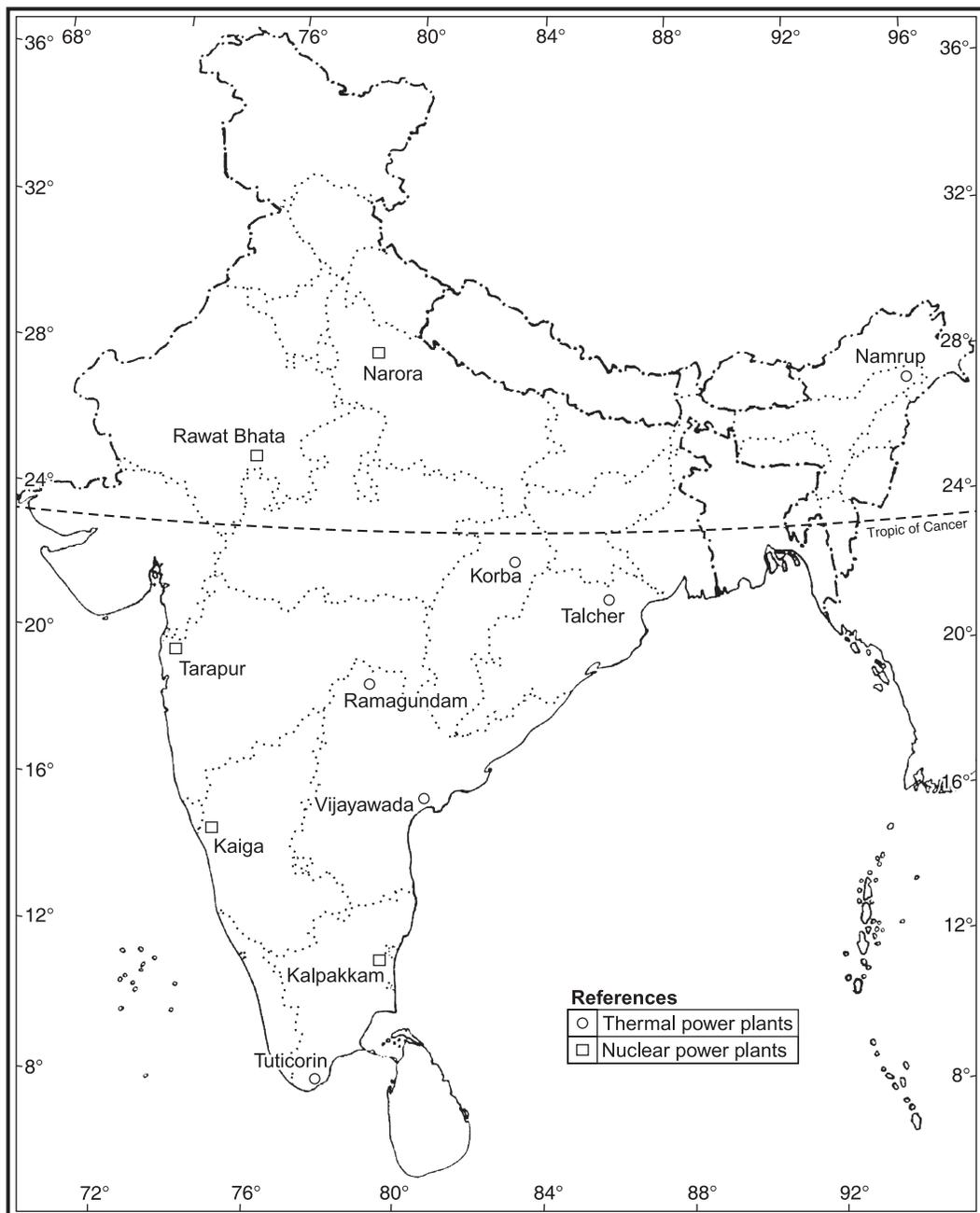
- Ans.** (i) Neyveli (ii) Singareni
(iii) Talcher (iv) Korba
(v) Digboi (vi) Kalol
(vii) Bassein (viii) Mumbai High.

Q2. Locate and label the following on an outline political map of India:

(CBSE 2010)

- Thermal power plants—Namrup, Talcher, Korba, Ramagundam, Vijayawada and Tuticorin. [CBSE 2010(F)]
- Nuclear power plants—Narora, Rawat Bhata, Tarapur, Kaiga and Kalpakkam.

Ans.



V. VALUE BASED QUESTIONS

Q1. How can we save our limited energy sources? Suggest ways for its judicious use.

Or

“We have to adopt a cautious approach for the judicious use of our limited energy resources”. Support the statement with three examples. [CBSE 2012(F)]

Ans. Since we have limited energy sources, it is our prime duty to conserve them as far as possible:

Ways to conserve energy sources:

- (i) Using public transport instead of individual vehicles.
- (ii) Switching off electricity when not in use.
- (iii) Using non-conventional sources more and more.
- (iv) Using power saving devices.

We should promptly adopt the above measures in order to save energy. We must keep it in mind that energy saved is energy produced.

Q2. The use of non-conventional sources of energy should be encouraged. What may be the reason behind this?

Or

Explain why the use of non-conventional sources of energy is becoming necessary in our country? Give three reasons. (CBSE 2011)

Or

What are non-conventional sources of energy? Why is there a pressing need to use these sources of energy? (AI CBSE 2013)

Ans. The use of non-conventional sources of energy is becoming necessary because:

- (i) In the growing consumption of energy in the country has made us dependent on fossil fuels such as coal, oil and gas and it may lead to shortages in the supply of oil, gas and coal in future.
- (ii) Rising prices of oil and gas has adversely affected the foreign exchange.
- (iii) The growth of the national economy is getting slowed down.
- (iv) Ever-increasing use of fossil fuels is causing serious environmental problems.
- (v) Non-conventional sources of energy are renewable and also eco-friendly.

TEST YOUR SKILLS

1. Give a brief description of conventional sources of energy.
2. Give a brief description of non-conventional sources of energy.
3. Write a short note on uses of petroleum and natural gas and how can they be conserved for future use?
4. What is the importance of coal as a source of energy and as a source of raw material?
6. Solar energy can solve the crisis of increasing shortage of electricity in India. Explain with the help of two examples.

□□□

7



Manufacturing Industries

Syllabus

Manufacturing Industries. Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation (One case study to be introduced).

Facts that Matter

1. **Manufacturing** means producing goods in large quantities after processing from raw materials to more valuable products. Manufacturing helps in transforming the raw materials into finished goods on a large scale and thus help earning profit as finished goods are costlier than raw materials. For instance, paper is manufactured from wood, sugar from sugarcane, iron and steel from iron ore, and aluminum from bauxite.
2. Manufacturing sector is the backbone of economic development. The economic strength of a country is measured by the development of manufacturing industries in it.
3. Manufacturing industries help in modernising agriculture, which forms the backbone of our economy. It also helps people by providing them jobs in secondary and tertiary sectors.
4. Industrial development helps in reducing unemployment and poverty from our country. It also reduces regional disparities by establishing industries in tribal and backward areas.
5. The location of industries are influenced by several factors such as availability of raw material, labour, capital, power and market, etc. It is difficult to find all these factors available at one place. Hence, manufacturing activity tends to locate at the most appropriate place where all the factors of industrial location are either available or can be arranged at lower cost.
6. Industrialisation and urbanisation go hand in hand. Once industrial activities start, urbanisation also begins. Cities provide markets and services such as banking, insurance, transport, labour, consultants and financial advice, etc. to the industry.

Classification of Industries

7. **On the basis of source of raw materials used**—Agro-based industries and mineral-based industries.
8. **According to their main role**—Basic or key industries and consumer industries.
9. **On the basis of capital investment**—Small-scale industries and large-scale industries.
10. **On the basis of ownership**—Public sector industries, private sector industries, joint sector industries and cooperative sector industries.

11. **Based on the bulk and weight of raw material and finished goods—heavy industries and light industries.**

Agro-based Industries

12. **Textile Industry** occupies unique position in the Indian economy.
13. Earlier **cotton textiles** were produced with hand spinning and handloom weaving techniques. After the 18th century, powerlooms came into existence. In the 19th century textile mills were established. The first successful textile mill was established in Mumbai in 1854.
14. Cotton textile industries in India are largely concentrated in and around Mumbai, Maharashtra and Gujarat.
15. While spinning continues to be centralised in Maharashtra, Gujarat and Tamil Nadu, weaving is highly decentralised to provide scope for incorporating traditional skills and designs of weaving in cotton, silk, zari, embroidery, etc.
16. India has world class production in spinning, but weaving supplies low quality of fabric as it cannot use much of the high quality yarn produced in the country.
17. Today, there are nearly 1600 cotton and human made fibre textile mills in the country. About 80 per cent of these are in the private sector and the rest in the public and cooperative sectors.
18. Cotton textile industry is facing several problems today due to irregular supply of electricity, old and outdated machinery, low output of labours and stiff competition with the synthetic fibre industry.
19. The first **Jute mill** was set up near Kolkata in 1859 at Rishra. Today India is the **largest producer of raw jute and jute goods**. After partition in 1947, the jute mills remained in India but three-fourth of the jute producing area went to Bangladesh (previous East Pakistan). The jute industry supports 2.61 lakh workers directly and another 40 lakhs small and marginal farmers indirectly.
20. Jute industry faces tough competition due to presence of synthetic substitutes in the international market and also from other competitors like Bangladesh, Brazil, Philippines, Egypt and Thailand.
21. **India is the second largest producer of sugar** in the world and the first largest producer of *gur* and *khandsari*. There are over 460 sugar mills in the country spread over Uttar Pradesh, Bihar, Maharashtra, Karnataka, Tamil Nadu, Andhra Pradesh and Gujarat along with Punjab, Haryana and Madhya Pradesh.
22. So far, north India is regarded as the main centre of sugar industry and half of the sugar mills of India are in Uttar Pradesh only. But in recent years, the mills have shifted to the southern and western states, especially in Maharashtra.

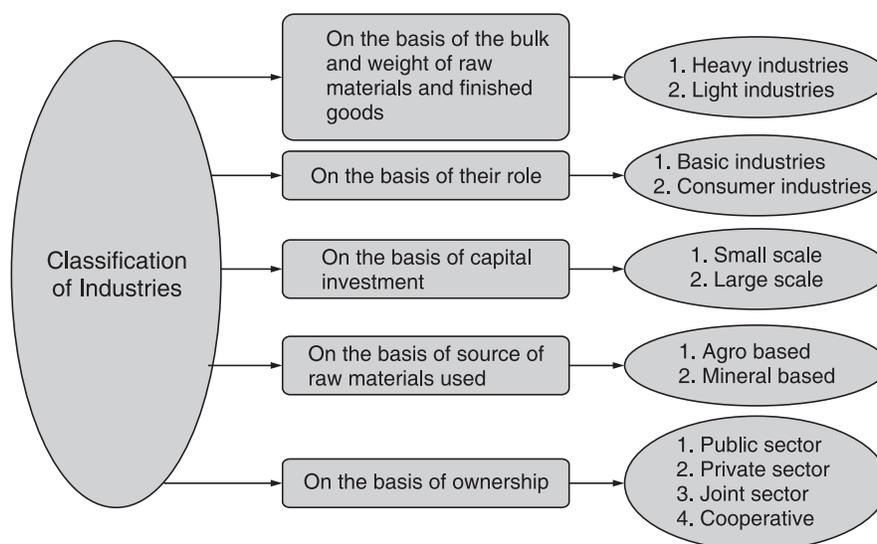
Mineral-based Industries

23. The iron and steel industry is the base of all industries as it provides all types of machinery to run other industries.
24. Steel is needed to manufacture a variety of engineering goods, construction material, defence, medical, telephonic, scientific equipment and a variety of consumer goods. Production and consumption of steel is considered as the index of a country's development.

25. Iron and steel is a heavy industry because all the raw materials as well as finished goods are heavy and bulky requiring heavy transportation costs. Three integrated steel plants were set up at Bhilai, Durgapur and Rourkela. Later two more steel plants, at Bokaro and Vishakhapatnam, were set up. Presently, there are 10 primary integrated and many mini steel plants in India.
- **An integrated steel plant** is large, handles everything in one complex—from putting together raw material to steel making, rolling and shaping.
26. All public sector undertakings market their steel through Steel Authority of India Ltd. (SAIL) while TISCO markets its produce through Tata Steel. China is the largest producer of steel. It is also the world's largest consumer of steel. In 2004, India was the largest exporter of steel. Chhotanagpur plateau region has the maximum concentration of iron and steel industries.
27. **Aluminium Smelting.** Aluminium smelting is the second most important metallurgical industry in India. It is light, rust resistant, a good conductor of heat, malleable and becomes strong when it is mixed with other metals. Bauxite is the raw material used in the smelters in a very bulky, dark reddish coloured rock. It is used to manufacture aircraft, utensils and wires. It acts as a substitute of steel, copper, zinc and lead in a number of industries. There are 8 aluminum smelting plants in the country located in Orissa (Nalco and Balco), West Bengal, Kerala, Uttar Pradesh, Chhattisgarh.
28. **Nitrogenous Fertiliser Industry.** India is the third largest producer of nitrogenous fertilisers. There are 57 fertiliser units manufacturing nitrogenous and complex nitrogenous fertilisers. Gujarat, Tamil Nadu, U.P., Punjab and Kerala are the main states.
29. Other significant producers are Andhra Pradesh, Orissa, Rajasthan, Bihar, Maharashtra, Assam, West Bengal, Goa, Delhi, Madhya Pradesh and Karnataka.
30. **Cement Industry.** Cement is used for construction activity such as building houses, factories, bridges, roads, airports, dams and for other commercial establishments. This industry requires bulky and heavy raw materials like limestone, silica, alumina and gypsum. Coal and electric power are needed apart from rail transportation. The first cement plant was set up in Chennai in 1904. After independence the industry expanded.
31. **Chemical Industries.** The chemical industry in India is growing fast and contributes approximately 3 per cent of the GDP. It is the third largest industry in Asia and occupies the twelfth place in the world in term of its size. It comprises both large and small scale manufacturing units. Both inorganic and organic sectors have grown rapidly. Inorganic chemicals include sulphuric acid (used to manufacture fertilisers, synthetic fibres, plastics, adhesives, paints, dye-stuffs), nitric acid, alkalies, soda ash (used to make glass, soaps and detergents, paper) and caustic soda. Organic chemicals include petrochemicals, which are used for manufacturing of synthetic fibers, synthetic rubber, plastics, dye-stuffs, drugs and pharmaceuticals.
32. **Automobile Industry**—Automobiles provide vehicles for quick transport of good services and passengers. This industry had developed rapidly in last 15 years. Today there are 15 manufacturers of passenger cars and multi-utility vehicles, 9 of commercial vehicles, 14 of the two and three-wheelers. The industry is located around Delhi, Gurgaon, Mumbai, Pune, Chennai, Kolkata, Lucknow, Indore, Hyderabad, Jamshedpur and Bangalore.

33. **Information Technology and Electronics Industry.** The electronics industry includes a large range of products like transistor, television, telephones, cellular telecom, pagers, telephone exchange, radars, computers etc. Bangalore is considered as the electronic capital of India. Other important centres for electronic goods are Mumbai, Delhi, Hyderabad, Pune, Chennai, Kolkata, Lucknow and Coimbatore. The IT industry has employed a large number of population thus reducing the problem of unemployment.
34. Undoubtedly, the rapid growth in industries has led to considerable economic growth but it has also led to the increase in pollution of land, water, air, noise eventually resulting in degradation of environment. Rapid industrialisation for rapid economic development has raised various serious problems.
35. Hence, we should adopt ways to control environmental degradation. Water should be reused and recycled to minimise the use of water. It would be better if the factories make an arrangement for using their waste-water over and over again after scientifically treating it. Hot water and effluents should be treated before releasing them in rivers and ponds. Rainwater should be used to meet water requirements and harvesting of rain water should also be done.
- Earplugs and earphones can be used to save oneself from the side effects of noise pollution. Generators should be fitted with silencers.
 - Oil or gas should be used in factories in place of coal in order to reduce smoke.
36. **NTPC** is a major power providing corporation in India. It has ISO certification for EMS (Environment Management System) 14001.

Flow-Learning



Words that Matter

1. **Manufacturing:** Producing goods in large quantities after processing from raw materials to more valuable products.
2. **Agro-based industries:** Industries that depend on agricultural products such as cotton, woollen, jute, silk textile, rubber, sugar, tea, coffee, edible oil.
3. **Mineral-based industries:** Industries that use minerals and metals as raw materials such as iron and steel, cement, aluminium, machine tools, petrochemicals.
4. **Smelting:** A process by which the mineral is melted to remove impurities.
5. **Light industries:** Industries that use light raw materials and produce light goods such as electrical industries.
6. **Basic or key industries:** Industries that supply their products or raw materials to other industries to manufacture goods. e.g. iron and steel and copper smelting, aluminium smelting.
7. **Consumer industries** produce goods for direct use by consumers—sugar, toothpaste, paper, sewing machines, fans etc.
8. **Small scale industries:** Industries in which the maximum investment allowed is rupees one crore.
9. **Large scale industries:** Industries that make investment above one crore rupees.
10. **Public sector industries:** Owned and operated by government agencies—BHEL, SAIL etc.
11. **Private sector industries:** Owned and operated by individuals or a group of individuals TISCO, Bajaj Auto Ltd., Dabur Industries.
12. **Joint sector industries:** Jointly run by the state and individuals or a group of individuals. Oil India Ltd. (OIL) is jointly owned by public and private sectors.
13. **Cooperative sector industries:** Owned and operated by the producers or suppliers of raw materials, workers or both. They pool in the resources and share the profits or losses proportionately such as the sugar industry in Maharashtra, the coir industry in Kerala.

NCERT TEXTBOOK QUESTIONS SOLVED

Q1. Multiple choice questions.

- (i) Which one of the following industries uses limestone as a raw material?
(a) Aluminium (b) Cement
(c) Sugar (d) Jute
- (ii) Which one of the following agencies markets steel for the public sector plants?
(a) HAIL (b) SAIL
(c) TATA Steel (d) MNCC
- (iii) Which one of the following industries uses bauxite as a raw material?
(a) Aluminium (b) Cement
(c) Jute (d) Steel

(iv) Which one of the following industries manufactures telephones, computer, etc?

(a) Steel

(b) Aluminium

(c) Electronic

(d) Information Technology

Ans. (i)—(b), (ii)—(b), (iii)—(a), (iv)—(c).

Q2. Answer the following briefly in not more than 30 words.

(i) What is manufacturing?

(ii) Name any three physical factors for the location of the industry.

(iii) Name any three human factors for the location of an industry.

(iv) What are basic industries? Give an example.

(v) Name the important raw materials used in the manufacturing of cement.

Ans. (i) Manufacturing refers to producing goods in large quantities after processing from raw materials to more valuable products. It helps transforming the raw materials into finished goods on a large scale and thus help earning profit as finished goods are costlier than raw materials.

(ii) Three physical factors for the location of the industry are

(a) Availability of raw material

(b) Availability of cheap and sufficient power supply

(c) Availability of market.

(iii) Three human factors for the location of an industry

(a) Availability of cheap labour

(b) Easy access to capital

(c) Availability of services such as banking, insurance, transport, consultants and financial advice, etc.

(iv) Basic or key industries are industries that supply their products or raw materials to other industries to manufacture other goods e.g. iron and steel and copper smelting, aluminium smelting.

(v) Cement is used for construction activity such as building houses, factories, bridges, roads, airports, dams and for other commercial establishments. These industries use bulky and heavy raw materials like limestone, silica, alumina and gypsum.

Q3. Write the answers of the following questions in 120 words.

(i) How are integrated steel plants different from mini steel plants? What problems does the industry face? What recent developments have led to a rise in the production capacity? (CBSE 2011)

(ii) How do industries pollute the environment?

(iii) Discuss the steps to be taken to minimise environmental degradation by industry.

Ans. Differences between integrated steel plants and mini steel plants:

Integrated Steel Plant	Mini Steel Plant
(i) Integrated steel plants are large, handle everything in one complex—from putting together raw material to steel making, rolling and shaping.	(i) Mini steel plants are smaller, have electric furnaces, use steel scarp and sponge iron. they produce mild and alloy steel of given specifications.
(ii) These plants fulfill local as well as international demand.	(ii) These plants fulfill only the local demand.
(iii) These plants require huge investment.	(iii) These plants require less investment.
(iv) There are altogether ten integrated steel plants in India.	(iv) There are more than 400 mini steel plants in India.

Though, India is an important iron and steel producing country in the world still it is unable to perform to its full potential mainly due to the following problems:

- (a) High costs and limited availability of coking coal
- (b) Lower productivity of labour
- (c) Irregular supply of energy
- (d) Poor infrastructure

Liberalisation and Foreign Direct Investment (FDI) have given a boost to the industry with the efforts of private entrepreneurs.

- (ii) Undoubtedly the rapid growth in industries has led to considerable economic growth but it has also led to the increase in pollution of land, water, air, noise eventually resulting in degradation of environment. Industries are responsible for five types of pollution:

- (a) Air
- (b) Water
- (c) Thermal
- (d) Land
- (e) Noise

(a) **Air pollution:** It is caused by presence of high proportion of undesirable gases, such as sulphur dioxide and carbon monoxide and smoke. Airborne particulate materials contain both solid and liquid particles such as dust, sprays, mist and smoke. Smoke is emitted by chemical and paper factories, brick kilns, etc.

(b) **Water pollution:** Organic and inorganic industrial wastes and effluents are discharged into rivers. The main industries that are responsible for it include paper, pulp, chemical, textile and dyeing, petroleum refineries, tanneries and electroplating industries that let out dyes, detergents, acids, salts and heavy metals like lead and mercury pesticides, fertilisers, synthetic chemicals with carbon, plastics and rubber, etc. into the water bodies.

(c) **Thermal pollution of water:** It occurs when hot water from factories and thermal plants is drained into rivers and ponds before cooling.

(d) **Land pollution:** Dumping of wastes specially glass, harmful chemicals, industrial effluents, packaging, salts and garbage makes the land

unfertile. Rain water takes the pollutants deep to the ground thus contaminating the ground water.

- (e) **Noise pollution:** Industrial and construction activities, machinery, factory equipment, generators, electric drills etc cause a lot of noise pollution. Noise pollution causes irritation and anger. It can also cause hearing impairment, increased heart-beat and blood pressure.

Environmental Degradation can be controlled by adopting these steps:

- (a) Water should be reused and recycled to minimise the use of water.
(b) Rainwater should be harvested to meet water requirements.
(c) Use of oil or gas should be made instead of coal in factories to reduce smoke.
(d) Generators should be fitted with silencers to reduce noise pollution.
(e) Earplugs and earphones can also be used to save oneself from the side effects of noise pollution.
(f) Hot water and effluents should be treated before releasing them in rivers and ponds.
(g) Overdrawing of groundwater reserves by industry where there is a threat to ground water resources also needs to be regulated legally.

Activity

Give one word for each of the following with regard to industry. The number of letters in each word are hinted in brackets.

- (i) Used to drive machinery (5)
(ii) People who work in a factory (6)
(iii) Where the product is sold (6)
(iv) A person who sells goods (8)
(v) Thing produced (7)
(vi) To make or produce (11)
(vii) Land, Water and Air degraded (9)

- Ans.** (i) POWER (ii) WORKER (iii) MARKET
(iv) RETAILER (v) PRODUCT (vi) MANUFACTURE
(vii) POLLUTION

Project Work

- **Select one agro-based and one mineral-based industry in your area.**

(i) What are the raw materials they use?
(ii) What are the other inputs in the process of manufacturing that involve transportation cost?
(iii) Are these factories following environmental norms?

Ans. Do yourself.

- **Solve the puzzle by following your search horizontally and vertically to find the hidden answers:**

G	G	G	P	V	A	R	A	N	A	S	I
U	O	J	I	P	G	X	K	M	Q	W	V
K	S	U	G	A	R	C	A	N	E	E	N
O	T	T	O	N	O	Z	V	O	P	T	R
A	U	E	L	U	B	H	I	L	A	I	U
T	K	O	C	R	A	Q	N	T	R	L	N
E	I	R	O	N	S	T	E	E	L	S	J
E	N	A	N	O	E	P	I	T	L	R	Y
G	A	N	U	J	D	R	A	G	D	T	A
N	T	A	R	P	O	A	P	U	E	P	Y
A	S	N	A	E	N	J	D	I	Y	S	K
S	M	H	V	L	I	A	J	H	S	K	G

1. Textiles, sugar, vegetable oil and plantation industries deriving raw materials from agriculture are called.
2. The basic raw material for sugar industry.
3. This fibre is also known as the 'Golden Fibre'.
4. Iron-ore, coking coal, and limestone are the chief raw materials of this industry.
5. A public sector steel plant located in Chhattisgarh.
6. Railway diesel engines are manufactured in Uttar Pradesh at this place.

Ans. 1. AGROBASED 2. SUGARCANE 3. JUTE
4. IRON STEEL 5. BHILAI 6. VARANASI

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct option:

1. On the basis of ownership industries are categorised as
 (a) Large-scale and Small-scale industries
 (b) Public sector, Private sector, Joint and Cooperative sectors
 (c) Basic/key and Consumer industries
 (d) Agro-based and Mineral-based industries
2. Which one is not an integrated steel plant?
 (a) Durgapur Steel Plant (DSP) in West Bengal
 (b) Bhilai Steel Plant (BSP) in Chhattisgarh
 (c) Rourkela Steel Plant (RSP) in Orissa
 (d) Tata Iron and Steel Corporation Ltd (TISCO)

3. When was the first jute mill set up near Kolkata at Rishra?
 (a) 1859 (b) 1899
 (c) 1870 (d) 1856
4. The raw materials like iron ore, cooking coal, limestone, dolomite, manganese and fire clay are needed in which industry?
 (a) Petrochemical industry (b) Sugar industry
 (c) Iron and steel industry (d) Chemical industry
5. The Rourkela Steel plant was set up in collaboration with which country?
 (a) Russia (b) Germany
 (c) United Kingdom (d) China
6. Which state is a leading sugar producer in the country?
 (a) Gujarat (b) Punjab
 (c) Haryana (d) Uttar Pradesh
7. When was the new Industrial Policy of India announced?
 (a) 1992 (b) 1991
 (c) 1993 (d) 1990
8. Which of the following is a basic or key industry?
 (a) Iron and steel industry (b) Automobile industry
 (c) Cement industry (d) Fertiliser industry
9. Where was the first cotton textile mill established?
 (a) Ahmedabad (b) Surat
 (c) Bokaro (d) Mumbai
10. The largest producer of raw jute and jute goods is
 (a) Bangladesh (b) Pakistan
 (c) India (d) Myanmar
11. Which one of the following does not come under the category of consumer industry?
 (a) Sugar (b) Paper
 (c) Fans (d) Jute
12. Which one of the following is a private sector industry?
 (a) BHEL (b) SAIL
 (c) TISCO (d) OIL
13. Which one of the following is a joint sector industry?
 (a) TISCO (b) OIL
 (c) BHEL (d) Bajaj Auto Ltd.
14. Where was the first jute mill set up?
 (a) Mumbai (b) Surat
 (c) Kanpur (d) Kolkata
15. The largest producer of steel is
 (a) India (b) France
 (c) Japan (d) China
16. Nalco and Balco are associated with which of the following?
 (a) Aluminium industry (b) Cement industry
 (c) Fertiliser industry (d) None of the above

17. The first cement plant was in
 (a) Chennai (b) Madurai
 (c) Ahmedabad (d) Mumbai
18. has emerged as the electronic capital of India.
 (a) Delhi (b) Mumbai
 (c) Hyderabad (d) Bangalore
- Ans.** 1—(b) 2—(d) 3—(a) 4—(c) 5—(b) 6—(d)
 7—(b) 8—(a) 9—(d) 10—(c) 11—(d) 12—(c)
 13—(b) 14—(d) 15—(d) 16—(a) 17—(a) 18—(d)

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. In which sector do manufacturing industries fall?

Ans. Manufacturing industries fall in the secondary sector.

Q2. How have the agro-industries in India given a major boost to agriculture?

Ans. The agro industries in India have given a major boost agriculture by raising its productivity.

Q3. Which sector is considered to be the backbone of development?

Ans. Manufacturing sector is considered to be the backbone of development.

Q4. How will our country be able to compete in the international market?

Ans. Our manufactured goods must be at par in the quality with those in the international market.

Q5. Why is iron and steel industry known as a heavy industry?

Ans. Iron and steel industry is known as a heavy industry because all the raw material as well as finished goods are heavy and bulky.

Q6. On what basis is the industrial sector classified into public and private sectors?

Ans. The industrial sector is classified into public and private sectors on the basis of ownerships of enterprises.

Q7. What is the objective of the National Manufacturing Competitiveness Council (NMCC)?

Ans. The objective of NMCC is to improve the productivity of the manufacturing sector.

Q8. Which is the key factor in the location of an industry?

Ans. The key factor in the location of an industry is availability of raw material.

Q9. What do you mean by agglomeration economics?

Ans. Cities provide markets and also provide services such as banking insurance, transport, etc. to the industry. Many industries tend to come together to make use of the advantages offered by the urban centers known as agglomeration economics.

Q10. Mention some of the manufactured products that you use in your daily life.

Ans. The manufactured products that we use in our daily life are electric bulbs, vegetable oil, petrol, glassware, cement, etc.

Q11. What do you mean by an agro-based industry? Give two examples.

Ans. The industry that gets its raw materials from agriculture is known as an agro-based industry. Examples — cotton, woollen.

Q12. Give some examples of minerals-based industries.

Ans. Examples of mineral based industries – iron and steel, cement, aluminium, petrochemicals.

Q13. What are called basic or key industries? Give examples.

Ans. Basic or key industries are those which supply their products or raw materials to manufacture other goods.

Examples — iron and steel industry, aluminium smelting industry.

Q14. Define small scale industry.

Ans. A small scale industry is one in which the maximum investment allowed is rupees one crore.

Q15. Define large scale industry.

Ans. A large scale industry is one in which the investment is more than one crore on an industry.

Q16. What is meant by public sector industry? Give examples.

Ans. Public sector industries are owned and operated by government agencies.

Example — BHEL, SAIL, etc.

Q17. What are called private sector industries? Give examples.

Ans. Private sector industries are owned and operated by individuals or a group of individuals.

Examples — TISCO, Bajaj Auto Ltd., etc.

Q18. What are called joint sector industries? Give examples.

Ans. Joint sector industries are jointly managed (owned) by the state and individuals or a group of individuals.

Q19. What are called cooperative sector industries? Give examples.

Ans. Cooperative sector industries are owned and operated by the producers or suppliers of raw materials, workers or both. Examples — the sugar industry in Maharashtra, the coin industry in Kerala.

Q20. Explain light industry with examples.

Ans. Light industries use light raw materials and produce light goods.

Examples — electrical industries.

Q21. Which is the only industry in India having self reliant positions?

Ans. Textile industry is the only industry in India which is self reliant.

Q22. How were cotton textiles produced in ancient India?

Ans. In ancient India, cotton textiles were produced with hand spinning and handloom weaving techniques.

Q23. What happened to our traditional industries during the colonial period?

Ans. Our traditional industries suffered a setback during the colonial period because they could not compete with the mill-made cloth from England.

Q24. How many cotton and human made fibre textile mills are there in India?

Ans. There are nearly 1600 cotton and human made fibre textile mills in India.

Q25. Name three states where spinning of yarn continues to be centralised.

Ans. Maharashtra, Gujarat and Tamil Nadu.

Q26. What is the position of India in the production of sugar in world?

Ans. India holds second position in the production of sugar.

Q27. Which value is associated with the hand-spun Khadi?

Ans. The hand-spun Khadi provides large scale employment to weavers in their homes as a cottage industry.

Q28. How many jute mills are there in India? Where are most of them located?

Ans. There are about 70 jute mills in India. Most of them are located in west Bengal, mainly along the banks of the High river, in a narrow belt.

Q29. Mention one challenge faced by the jute industry.

Ans. Stiff competition in the international market from synthetic substitutes and from other competitions like Bangladesh.

Q30. How many sugar mills are there in India? Where are they located?

Ans. There are over 460 super mills in India. They are located in Uttar Pradesh, Bihar, Maharashtra, Karnataka, Tamil Nadu, Andhra Pradesh and Gujarat along with Punjab, Haryana and Madhya Pradesh.

Q31. Name the industry which is seasonal in nature.

Ans. Sugar industry.

Q32. Define mineral based industries.

Ans. Industries that use minerals and metals as raw materials are called mineral based industries.

Q33. What is steel used for?

Ans. Steel is used for manufacturing a variety of engineering goods, construction material, defense, medical, telephone, scientific equipment and a variety of consumer goods.

Q34. What is regarded as the index of a country's development?

Ans. Production and consumption of steel is regarded as the index of a country's development.

Q35. Which region in India has the maximum concentration of iron and steel industries?

Ans. The Chhotanagpur plateau region has the maximum concentration of iron and steel industries.

Q36. Name all the seven states of India where aluminium smelting plants are located.

Ans. (i) Odisha (ii) West Bengal
(iii) Kerala (iv) Uttar Pradesh
(v) Chhattisgarh (vi) Maharashtra
(vii) Tamil Nadu

Q37. Where are organic chemical plants located?

Ans. Organic chemical plants are located near oil refineries or petrochemical plants.

Q38. When and where was the first cement plant set up in India?

Ans. In India, the first cement plant was set up in Chennai in 1904.

Q39. What is the key to the success of IT Industry in India?

Ans. The continuing growth in the hardware and software is the key to success of IT industry in India.

Q40. What is NTPC?

Ans. NTPC *i.e.* National Thermal Power Corporation is a major power providing corporations in India.

III. SHORT ANSWER TYPE QUESTIONS

Q1. Explain with examples, how do industries give boost to the agriculture sector? (CBSE 2015)

Or

“Agriculture and industry move hand in hand”. Analyse the statement with three examples. (AI CBSE 2013)

Ans. Agriculture and industry move hand in hand. This can be proved with the help of the following three examples.

- (i) The agro-industries have enhanced agriculture by raising its productivity.
- (ii) They depend on the latter for raw materials and sell their products like irrigation pumps, fertilisers, insecticides, pesticides, plastic and PVC pipes, agricultural machines and tools etc. to the farmers.
- (iii) Development and competitiveness of manufacturing industry has not only assisted agriculturists in increasing their production but also made the production processes efficient.

Q2. India is an important iron and steel producing country in the world yet, We are not able to perform to our full potential. Give any four reasons.

(CBSE 2013, AI CBSE 2013)

Ans. There are several reasons behind this:

- (i) Although India has modernised its steelmaking considerably, however, nearly 6% of its crude steel is still produced using the outdated open-hearth process.
- (ii) Labour productivity in India is still very low.
- (iii) Steel production in India is also hampered by power shortages.
- (iv) Insufficient shipment capacity and transport infrastructure too hinder the growth of Indian steel industry.
- (v) India is deficient in raw materials required by the steel industry.

Q3. What are the factors responsible for the location of jute industry in the Hugli basin? (HOTS)

Ans. There are about 70 jute mills in India mostly located in West Bengal along the banks of the Hugli river. Factors responsible for the location in the Hugli basin are:

- (i) Nearness of the jute producing areas.
- (ii) Low-cost water transport, supported by a good network of railways, roadways and waterways to help the movement of raw material to the mills.
- (iii) Abundant water for processing raw jute.
- (iv) Cheap labour from West Bengal and adjoining states of Bihar, Orissa and Uttar Pradesh.
- (v) Kolkata as an urban centre provides banking, insurance and port facilities for export of jute goods.

Q4. Why have sugar mills shifted to the southern and western states, especially in Maharashtra in recent years?

Ans. In recent years, the mills have shifted to the southern and western states, especially in Maharashtra. This is because:

- (i) The cane produced here has higher sucrose content.

- (ii) The cooler climate also ensures a longer crushing season.
- (iii) Super industry can thrive only if it is run by corporatives and they are popular and more successful in the southern states.

Q5. Chhotanagpur plateau region has the maximum concentration of iron and steel industries. Give reasons for it. (HOTS)

Ans. It is because of the relative advantages this region has for the development of this industry. These include:

- (i) Chhotanagpur plateau region has large reserves of iron ores. Low cost of iron ore is available here
- (ii) High grade raw materials in proximity is available in this region
- (iii) Cheap labour is available
- (iv) Vast growth potential in the home market is possible.

Q6. Why does the textile industry occupy a unique position in the Indian economy? [V. Imp.]

- Ans.**
- (i) The textile industry contributes significantly to industrial production. *i.e.* 14%.
 - (ii) 35 million persons are directly engaged in this industry. Thus, it is the second largest industry after agriculture in employment generation.
 - (iii) It contributes 4% towards GDP.
 - (iv) It is the only industry in India which is self-reliant and complete in the value chain, *i.e.* from raw material to the highest value added products.

Q7. State the major challenges of jute industry that are leading to its decline in India.

- Ans.** The major challenges before jute industry leading to its decline are:
1. After the partition, most of jute producing areas have gone to east Pakistan, now Bangladesh, and thus jute industry is facing the problem of shortage of raw material.
 2. India is facing high cost production and stiff international competition, especially from Bangladesh, and international market like Brazil and Philippines are also giving serious challenges to India.
 3. Continuous decline in the demand of jute due to increase in the demand of its substitutes is another major problem faced by this industry.
 4. Old and outdated machinery is another major problem leading to decline in the production of jute products.

Q8. Explain any three factors that affect the location of industries in a region.

- Ans.** The location of industries are influenced by several factors:
1. **Availability of Raw Material:** The industries are largely located at the places where the raw material is available in abundance and at cheaper rates in close proximity.
 2. **Favourable Climate:** The industries are densely found in the regions where the climate is favourable for its growth and functioning. For instance, in Maharashtra, due to the presence of humid climate all the year around the

thread does not break frequently. And this type of the climate is favourable for the cotton textiles industries.

3. **Market:** Market in the nearby areas is also an important requirement for the location of industries for selling of goods manufactured. The regions having market in the adjoining regions to sell-off the finished goods are likely to have more industries.

Q9. (i) What is an agro-based industry?

(ii) Name the most important agro-based industries of India.

[CBSE 2008, 2009(F)]

- Ans.** (i) The industry which gets its raw materials from agriculture is called an agro-based industry.
(ii) The most important agro-based industries of India are — cotton, jute, silk, woollen textiles, sugar and edible oil.

Q10. Why was cotton textile industry concentrated in the cotton growing belt of Maharashtra and Gujarat in the early years? Explain any three reasons.

(AI CBSE 2012)

Ans. See Q4. (Long Answer Type Questions)

Q11. Why is iron and steel industry called the basic industry? Explain any three reasons.

(CBSE 2012)

Ans. The iron and steel industry is called the basic industry because of the following reasons:

- (i) All the other industries — heavy, medium and light, depend on this industry for their machinery.
(ii) Steel is needed to manufacture a variety of engineering goods, construction material, defense, medical, telephonic, scientific equipment and variety of consumer goods.
(iii) This industry contributes a lot in providing employment opportunities to the people.
(iv) It helps in the development of agriculture.

Q12. Classify industries on the basis of the source of raw materials. Give example.

(HOTS)

Ans. On the basis of source of raw materials used, industries are classified into—

- (i) Agro-based industries (ii) Mineral-based industries
(i) Agro-based industries are based on agricultural raw materials, for example, cotton, jute, silk, woollen, sugar and edible oil.
(ii) Mineral-based industries use minerals and metals as raw materials, for example iron and steel, cement, aluminium, machine tools, petrochemicals.

Q13. Classify industries according to their main role.

Ans. According to their main role, industries are of two types:

- (i) **Basic or Key:** Industries which supply their raw materials to manufacture other goods.

Example: Iron and steel, copper smelting, aluminium smelting.

- (ii) **Consumer:** Industries produce goods for direct use by consumers.

Example: Sugar, toothpaste, paper, sewing machines etc.

Q14. (i) Mention the two industries that are supported by the cotton textile industry.

Or

(ii) What are the major problems faced by the cotton textile industries in India? (HOTS)

Ans. (i) The two industries that are supported by the cotton textile industry are:

- Spinning
- Dyeing

(ii) The major problems faced by the cotton textile industries in India are:

- Power supply is erratic.
- Machinery needs to be upgraded in the weaving and processing sectors in particular.
- The output of labour is low.
- This industry faces stiff competition with the synthetic fiber industry.

Q15. What were the major objections of the National Jute Policy 2005? Why has been the internal demand for jute on the increase?

(CBSE 2011, AI CBSE 2013)

Ans. In 2005, National Jute Policy was formulated with the following objectives:

- (i) To increase productivity
- (ii) To improve quality
- (iii) To ensure good prices to the jute farmers
- (iv) To enhance the field per hectare

The internal demand for jute has been on the increase because of the following reasons:

- (i) The Government of India has made the use of jute packaging mandating.
- (ii) The growing global concern for environment friendly biodegradable materials has once again opened the opportunity for jute products.

Q16. What are the major challenges of the sugar industry in India?

Ans. The major challenges of the sugar industry in India are given below:

- (i) The sugar industry is seasonal in nature.
- (ii) The methods of production are old and inefficient.
- (iii) Transport delay in reaching cane to factories.
- (iv) There is a need to maximise the use of baggase.

Q17. Explain any three reasons for the expansion of sugar Industry in the southern states of India.

Or

Why is there a tendency for the sugar mills to shift and concentrate in the southern and western states of India? Give three reasons. (CBSE 2011)

Ans. See Q4. (Short Answer Type Questions)

Q18. Enumerate the factors that led to the expansion of cement industry after the Independence.

Ans. The factor that led to the expansion of cement industry after Independence are given below:

- (i) Decontrol of price and distribution since 1989.

- (ii) Various policy reforms led the cement industry to make rapid strides in capacity, process, technology and production.
- (iii) Improvement in the quality has found the produce a readily available market in East Asia, Middle East, Africa and South Asia apart from a large demand within the country.

Q19. "Treatment of industrial effluents can be done in three phases." Mention them.

Ans. The three phases are:

- (i) Primary treatment by mechanical means. This involves screening, grinding, flocculation and sedimentation.
- (ii) Secondary treatment by biological process.
- (iii) Tertiary treatment by biological, chemical and physical processes. This involves recycling of waste water.

Q20. Explain any three physical factors for the location of an industry in a particular area. [CBSE 2005, 2009(F), 2011]

Ans. See Q8. (Short Answer Type Questions)

Q21. Describe any three main features of chemical industry. (CBSE 2011)

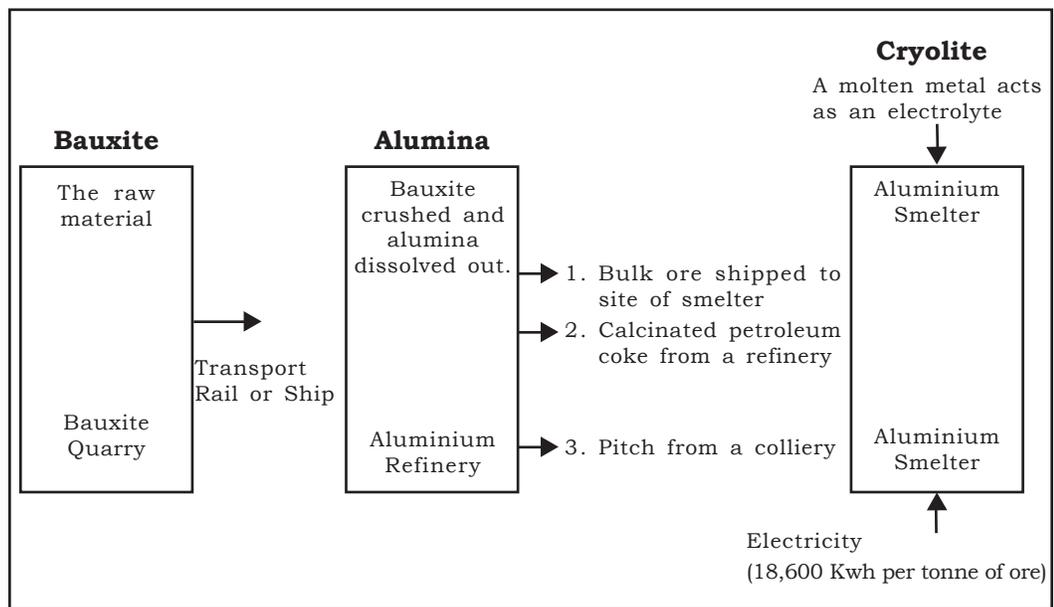
Ans. The three main features of chemical industry are:

- (i) It is fast growing and diversifying industry and contributes approximately 3 per cent of the GDP.
- (ii) It is the third largest in Asia and occupies the twelfth place in the world in term of its size.
- (iii) It comprises both large and small scale manufacturing units.
- (iv) Rapid growth has been recorded in both inorganic and organic sectors.

Q22. Give a flow chart which shows the process of manufacturing aluminium. (HOTS)

Ans.

Process of Manufacturing in Aluminium Industry



Q23. Why is the cotton textile industry the largest industry in India today? Give any three reasons. (CBSE 2011)

Ans. The cotton textile industry is the largest industry in India today. There are several reasons behind it. Three of them are given below:

- (i) These are nearly 1600 cotton and human made fibre textile mills in the country. About 80% of these are in the private sector and the rest in the public and cooperative sectors. Apart from these, there are several thousand small factories with four to ten looms.
- (ii) The industry by creating demands supports many other industries, such as, chemicals and dyes, mill stores, packaging materials and engineering works.
- (iii) This industry has a close links with agriculture and provides a living to farmers, cotton boll pluckers and workers engaged in ginning, spinning, weaving, dyeing, designing, packaging, tailoring and sewing.

Q24. How do industries pollute air? Explain ill effects of pollution.

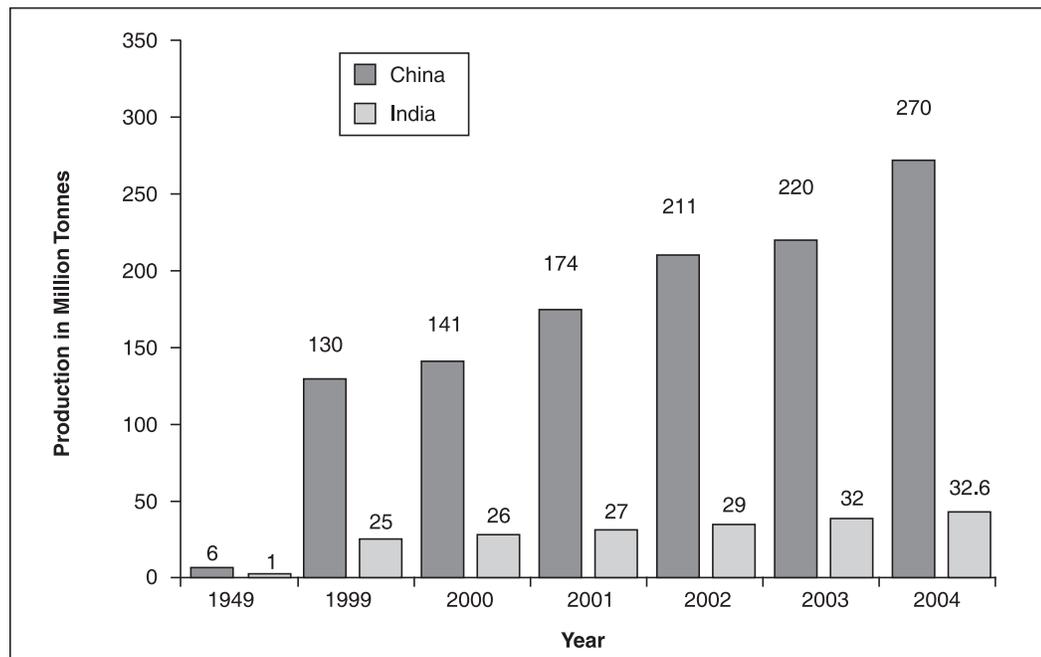
(AI CBSE 2012)

Ans. The air we breathe gets polluted by the smoke emitted by chemical and paper factories, brick kilns, refineries and smelting plants and burning of fossil fuels in big and small factories that ignore pollution norms.

Ill Effects of Pollution:

- (i) Toxic gas leaks can be very hazardous with long-term effects. We can mention here the tragedy of the Bhopal Gas. It occurred in 1984 but its ill-effects can be seen even today.
- (ii) Air pollution adversely affects human health, animals, plants, buildings and the atmosphere as a whole.

Q25. On the basis of reading of the graph, answer the following questions:



Steel Production in India and China

- (i) What was the status of India and China in steel production in the 1950s?
- (ii) What is the status of China today?
- (iii) Which country was the largest exporter of steel in the year 2004?

Ans. (i) In the 1950s, India and China produced almost the same quantity of steel.
 (ii) Today, China has become the largest producer of steel.
 (iii) In the year 2004, India was the largest exporter of steel.

IV. LONG ANSWER TYPE QUESTIONS

Q1. What is manufacturing? What is its importance?

Ans. Manufacturing means producing goods in large quantities after processing from raw materials to more valuable products. Manufacturing helps transforming the raw materials into finished goods on a large scale and thus helps earning profit as finished goods are costlier than raw materials. For instance, paper is manufactured from wood, sugar from sugarcane, iron and steel from iron ore, clothes from yarn and aluminium from bauxite.

Importance of manufacturing industries: Manufacturing sector is the backbone of economic development. The economic strength of a country is measured by the development of manufacturing industries in it.

- (i) **Agricultural development:** Manufacturing industries help in modernising agriculture, which forms the backbone of our economy. It also helps people providing jobs in secondary and tertiary sectors.
- (ii) **Industrial development:** It helps reducing unemployment and poverty from our country. It reduces regional disparities by establishing industries in tribal and backward areas.
- (iii) Export of manufactured goods helps earning foreign exchange.
- (iv) Countries that transform their raw materials into a wide variety of finished goods of higher value are prosperous. India's prosperity lies in increasing and diversifying its manufacturing industries as quickly as possible.

Q2. How do industries pollute air and water? Explain with examples.

(AI CBSE 2009)

Ans. Undoubtedly the rapid growth in industries has led to considerable economic growth but it has also led to the increase in pollution of land, water, air, noise eventually resulting in degradation of environment.

Air and water pollution is prominent of them all.

(a) Air Pollution: Presence of high proportion of undesirable gases, such as sulphur dioxide and carbon monoxide in the air is very dangerous. Smoke is emitted by chemical and paper factories, brick kilns, refineries and smelting plants, and burning of fossil fuels in big and small factories that ignore pollution norms. Toxic gas leaks can be very hazardous with long-term effects. Air pollution adversely affects human health, animals, plants, buildings and the atmosphere as a whole.

(b) Water Pollution: Organic and inorganic industrial wastes and effluents are discharged into rivers. They make the river water polluted. The main

industries that are responsible for it includes paper, pulp, chemical, textile and dyeing, petroleum refineries, tanneries and electroplating industries that let out dyes, detergents, acids, salts and heavy metals like lead and mercury pesticides, fertilisers, synthetic chemicals with carbon, plastics and rubber, etc. into the water bodies. Rainwater takes the pollutants deep to the ground thus contaminating the ground water also.

Q3. Write about information technology and electronics industry.

Or

What role does the IT sector play in the Indian economy? (HOTS)

- Ans.** (i) The electronics industry covers a wide range of products from transistor sets to television, telephones, cellular telecom, papers, telephone exchange, radars, computers and many other equipment required by the telecommunication industries. Bangalore is the electronic capital of India. Other centres are Mumbai, Delhi, Hyderabad, Pune, Chennai, Kolkata, Lucknow and Coimbatore.
- (ii) 18 Software Technology Parks provide single window service and high data communication facility to software experts.
- (iii) This industry has played a significant role in generating employment. Upto 31 March 2005, the IT industry employed over one million persons. This number has been increasing fast year after year.
- (iv) This industry has been a major foreign exchange earner in the last two or three years because of its fast growing Business Processes Outsourcing (BPO) sector.
- (v) The continuing growth in the hardware and software is the key to the success of Information Technology industry in the country.

Q4. "Agriculture and industry are not exclusive of each other. They move hand in hand." Explain. (AI CBSE 2010, 2011)

Or

Explain with examples, how industries in India have given a major boost to agriculture. (AI CBSE 2012)

Or

How are agriculture and industries interdependent on each other? Explain. (CBSE 2012, 2013)

Ans. See Q1. (Short Answer Type Questions)

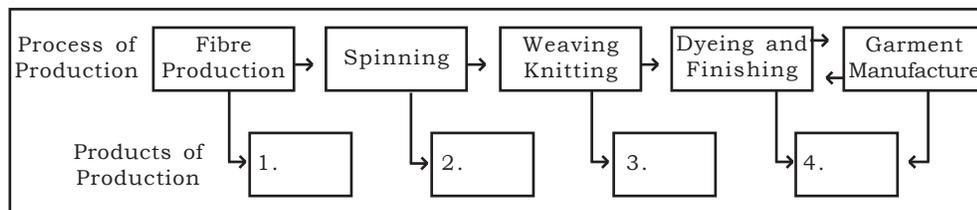
Q5. "The cotton textile industry has the largest concentration in and around Mumbai (Maharashtra) and Ahmedabad (Gujarat)". Give reasons.

[CBSE 2008(C)]

- Ans.** (i) **Availability of raw material:** Mumbai and Ahmedabad are the regions where we see large production of cotton resulting in regular supply of raw material to the industry.
- (ii) **Moist climate:** These regions are gifted with moist climate which provides favourable condition for the growth of cotton.

- (iii) **Availability of cheap labour:** Maharashtra and Gujarat are densely populated states. Migrated people are also there in large numbers. As a result, there is no dearth of labour force in these two cities.
- (iv) **Accessible port facilities:** Mumbai is a major seaport in India. This forms the base of important export of cotton.

Q6. (i) Look at the following flow chart that shows the processes of production. Fill in the products derived through the various processes of production in the boxes given below.



(ii) Why is it important to improve our weaving sector instead of exporting yarn? Give reasons.

- Ans. (i)** 1. Raw fibre 2. Yarn
3. Fabric 4. Garments
- (ii) Yarn is sold at ₹ 85 per kg while if it is sold as a trouser it may fetch ₹ 800 per kg. Value is added at every stage from fibre to yarn to fabric and to garments.

Q7. (i) Which are the two major challenges faced by sugar industry of India?

(ii) Why should the sugar mills be located close to the sugar producing regions of the country?

- Ans. (i)** Challenges faced by sugar industry:
- Old and inefficient methods of production.
 - Transport delays in Sugarcane reaching to the factories. As once cut the sugar in the cane begins to decrease and has to be transported to the factory within 48 hours.
- (ii) Sugar mills should be located close to the sugar producing regions of the country due to the following reasons:
- The raw-material used in sugar industry is bulky.
 - Sucrose contents reduce if there is a delay in haulage.

Q8. The jute-textile industry is mainly concentrated in the Hugh basin. Mention four factors for the same. [CBSE 2008(F), 2011, 2012]

Ans. See Q3. (Short Answer Type Questions)

Q9. Why is the iron and steel industry called a basic and heavy industry?

[CBSE 2001, 2009(F), 2011, AI CBSE 2012]

Ans. See Q11. (Short Answer Type Questions) and
See Q5. (Very Short Answer Type Questions)

Q10. State the challenges faced by the jute industry. (CBSE 2006, 2011)

Ans. See Q7. (Short Answer Type Questions)

Q11. Give reasons why the iron and steel industry in India is concentrated around the Chota Nagpur plateau region. [CBSE 2004(C), 2008]

Or

Why does the Chota Nagpur plateau region has the maximum concentration of iron and steel industry? Give reasons. (AI CBSE 2012)

Ans. See Q5. (Short Answer Type Questions)

Q12. Describe in brief the aluminium smelting industry in India with emphasis on:

- (i) Any three uses of aluminium.
- (ii) Any three locational factors for the industry.
- (iii) Any two states where aluminium smelting is done on a large scale.

Or

Explain the aluminium smelting industry with reference to the following.

- (i) Two major uses of aluminium
- (ii) Names of two smelting states
- (iii) Annual production
- (iv) Any two locational factors (AI CBSE 2004)

Ans. (i) Three uses of aluminium:

- It combines the strength of metals such as iron, with extreme lightness and also with good conductivity and great malleability.
- It is used to manufacture aircraft, utensils and wires.
- It has become a popular substitute of steel, copper, zinc and lead in a number of industries.

(ii) **Two locational factors:**

- Assured source of raw material at minimum cost.
- Regular supply of electricity.

(iii) **Two states where aluminium smelting is done on a large scale:**

- Odisha
- West Bengal

(iv) **Annual Production:**

- About 600 million tonnes per annum.

Q13. Classify manufacturing industries on the ownership.

Ans. On the basis of ownership manufacturing industries are categorised as given below:

- (i) **Public sector:** This sector is owned and operated by government agencies. For example, BHEL, SAIL, etc.
- (ii) **Private sector:** This sector is owned and operated by individuals or a group of individuals. For example, TISCO, Dabur Industries.
- (iii) **Joint sector:** This sector is jointly run by the state and individuals or a group of individuals. For example, Oil.
- (iv) **Cooperative sector:** This sector owned and operated by the producers or suppliers of raw materials, workers or both. They pool in the resources and share the profits or losses proportionately, such as the sugar industry in Maharashtra, the car industry in Kerala.

Q14. What are the different ways in which the industries are classified?

Ans. The different ways in which industries are classified:

- (i) On the basis of source of raw materials are classified:
 - Agro based industries
 - Mineral based industries
- (ii) On the basis of their main role
 - Basic or key industries
 - Consumer industries
- (iii) On the basis of capital investment
 - Small scale industries
 - Large scale industries
- (iv) On the basis of ownership
 - Public sector
 - Private sector
 - Joint sector
 - Cooperative sector
- (v) Based on the bulk and weight of raw material and finished products
 - Heavy industries
 - Light industries

Q15. Distinguish between the large-scale and small-scale industries.

(CBSE 2010)

Ans.	Large Scale Industries	Small Scale Industries
	(i) These industries require huge investment.	(i) These industries do not require huge investment.
	(ii) A huge quantity of raw material is needed.	(ii) No huge quantity of raw material is needed in these industries.
	(iii) They manufacture goods in large quantities.	(iii) They manufacture goods in small quantity.
	(iv) Women workers are not usually employed in these industries.	(iv) We see a large number of woman employees in these industries.

Q16. How much is the contribution of manufacturing sector to the national income of the country? (HOTS)

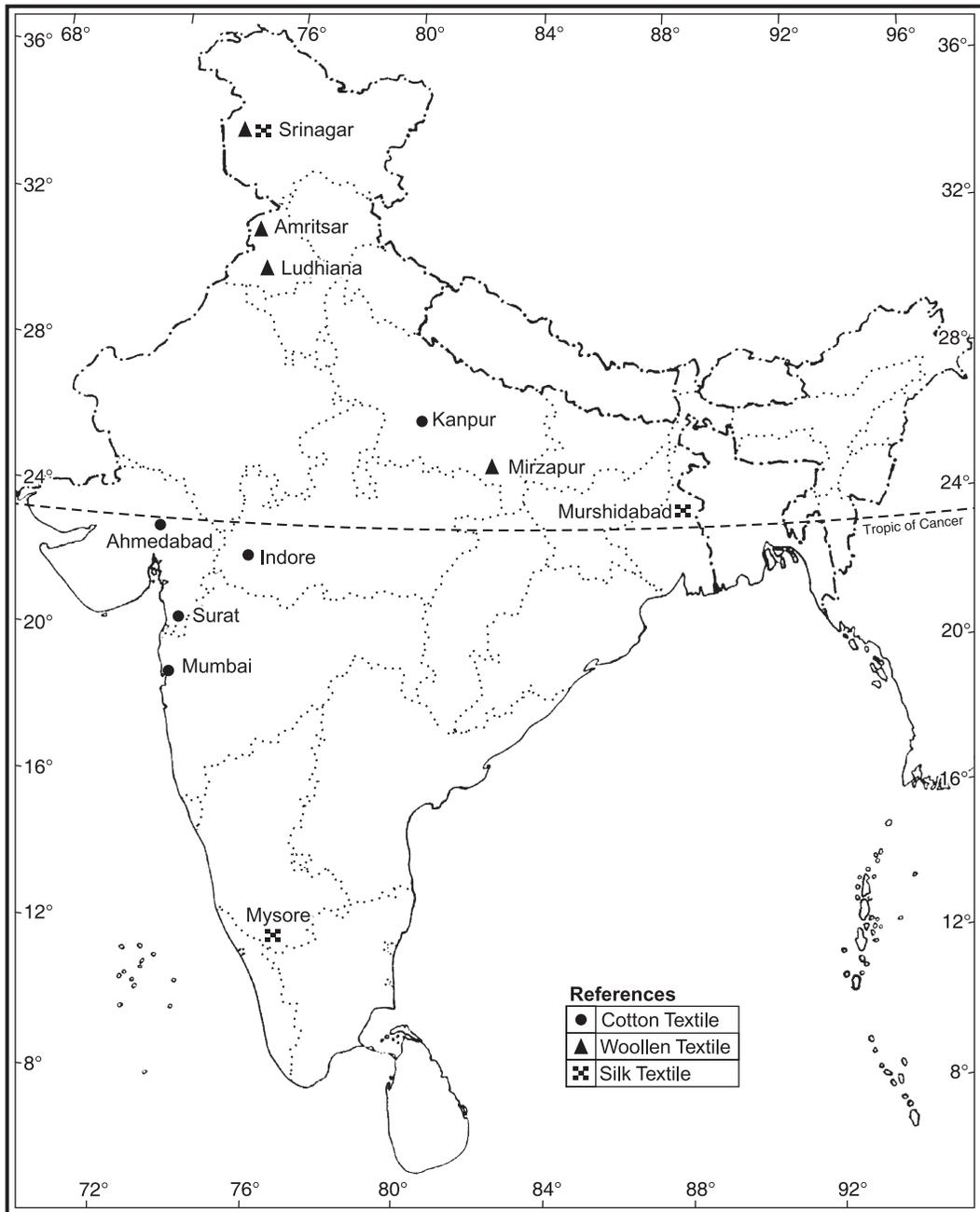
Ans. Over the last two decades, the share of manufacturing sector has stagnated at 17% of GDP. Out of a total of 27 per cent for the industry which includes 10 per cent for mining, quarrying, electricity and gas. This is much lower in comparison to some East Asian economies, where it is 25-30%. The trend of growth rate in manufacturing over the last decade has been around 7 per cent per annum. The desired growth rate over the next decade is 12%. Since 2003, manufacturing is once again growing at the rate of 9 to 10 per cent per annum. With appropriate policy intervention by the government, manufacturing can achieve its target over the next decade.

V. MAP SKILL

Q1. On an outline political map of India, locate and label the following:

- (1) **Cotton Textile Industries.** Mumbai, Indore, Ahmedabad, Surat, Kanpur
- (2) **Woollen Industry.** Srinagar, Amritsar, Ludhiana, Mirzapur
- (3) **Silk Industry.** Srinagar, Murshidabad, Mysore

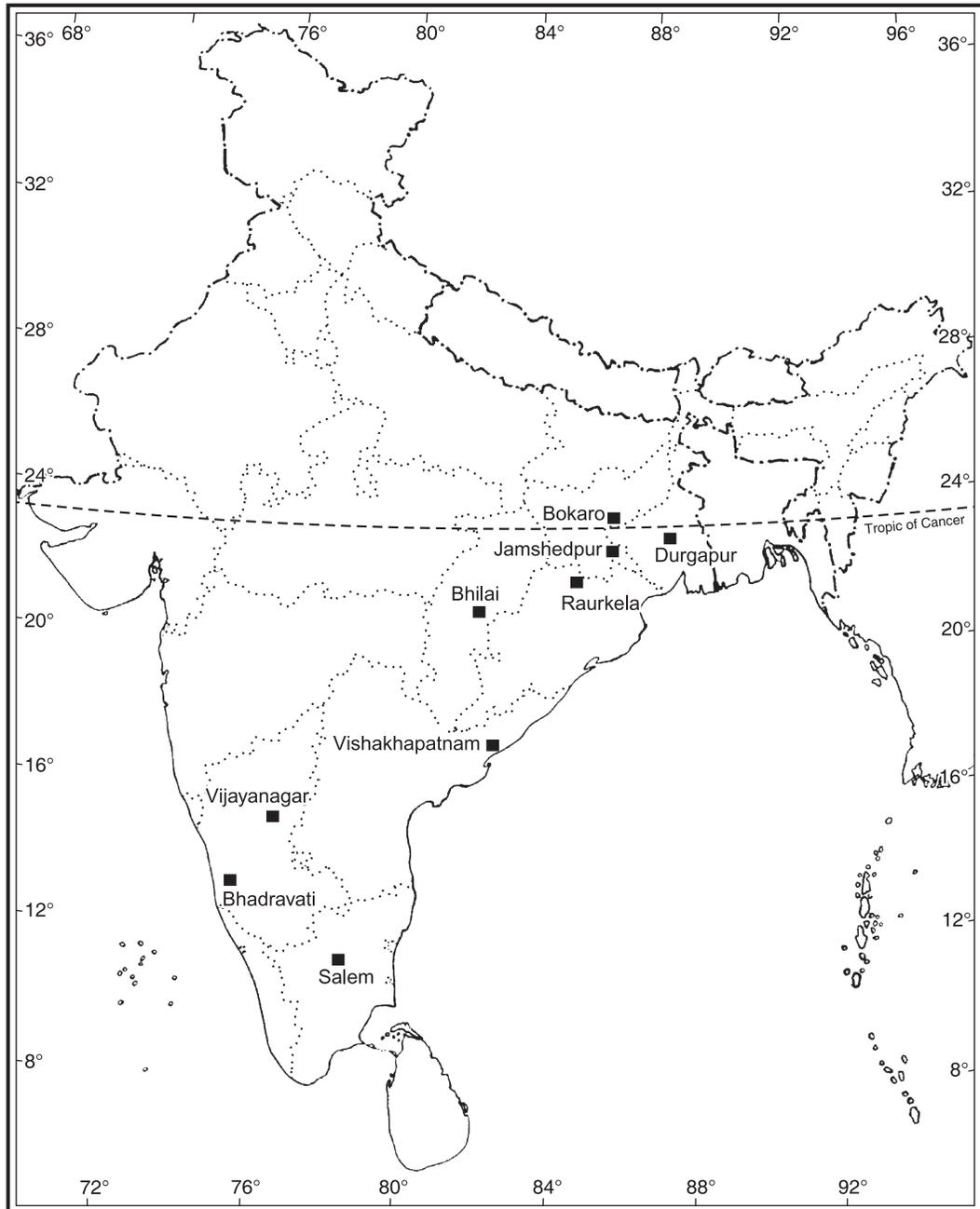
Ans.



Q2. On an outline political map of India, show the major areas having concentration of iron and steel plants in India:

Durgapur, Bokaro, Jamshedpur, Raurkela, Bhilai, Vijayanagar, Bhadravati, Vishakhapatnam and Salem.

Ans.

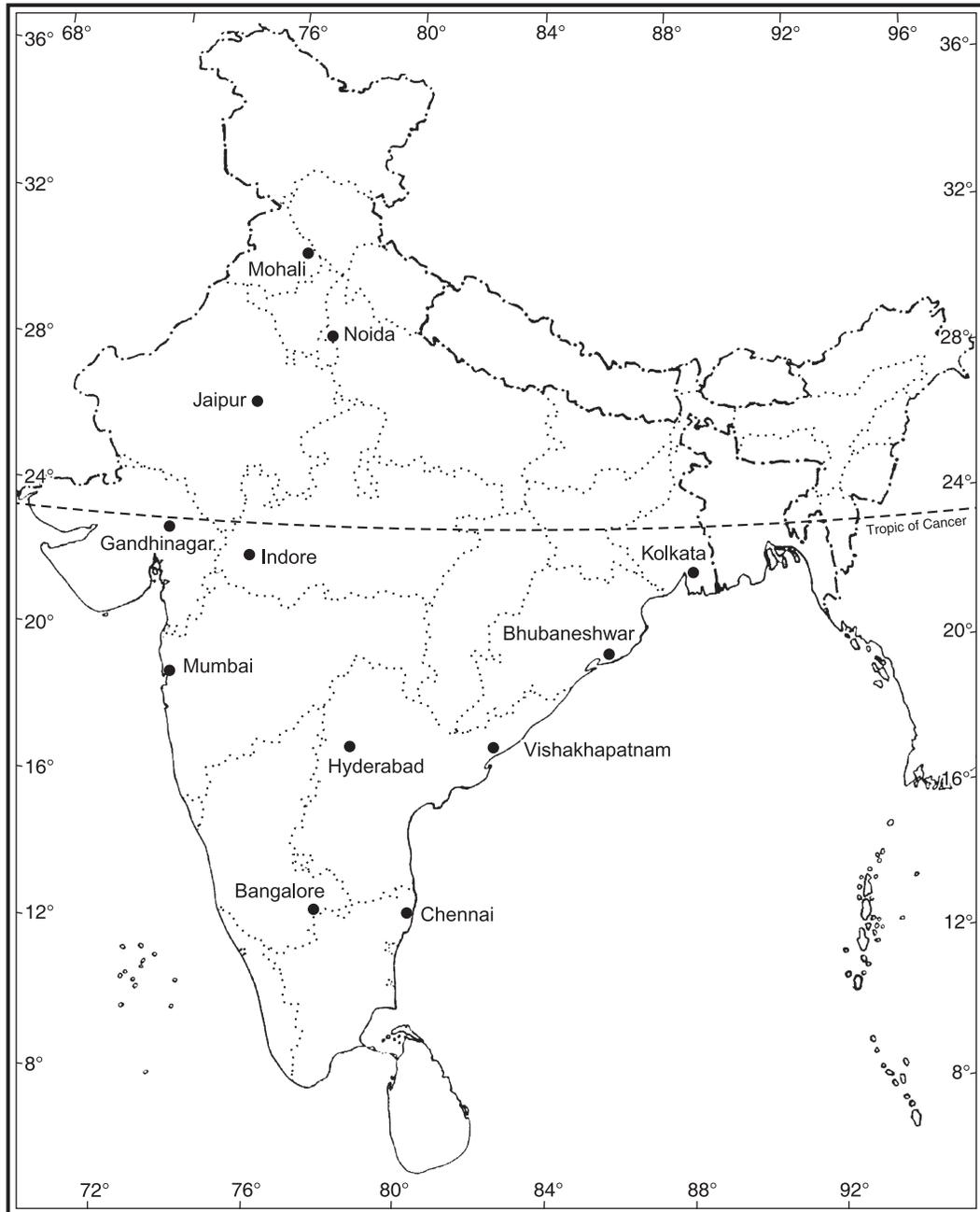


Q3. On an outline political map of India, show the following Software Technology Parks:

Mohali, Noida, Jaipur, Gandhinagar, Indore, Mumbai, Kolkata, Bhubaneshwar, Vishakhapatnam, Hyderabad, Bangalore, Chennai.

[CBSE 2010, CBSE 2010(F)]

Ans.



VI. VALUE BASED QUESTIONS

Q1. How can the industrial pollution of fresh water be reduced? Suggest some ways. [CBSE 2010(F), 2011]

Ans. The waste water discharged by our industry pollutes fresh water. Hence, it is essential to save the stock of fresh water from being polluted.

Some ways that can be followed in this direction are:

- (i) Water should be re-used and re-cycled to minimise the use of water.
- (ii) Hot water and effluents should be treated before releasing them in rivers and ponds.
- (iii) Rainwater harvesting should be encouraged to meet water requirements.

Q2. Suggest some ways to control air and noise pollution caused by industry.

Ans. Some ways to control air and noise pollution:

- (i) Particulate matter in the air can be reduced by fitting smoke stacks to factories with electrostatic precipitators, fabric filters, scrubbers and inertial separators.
- (ii) Smoke can be reduced by using oil or gas instead of coal in factories.
- (iii) In order to control noise pollution machinery and equipment can be used and generators should be fitted with silencers. Almost all machinery can be redesigned to increase energy efficiency and reduce noise.

TEST YOUR SKILLS

1. Describe the importance of industries in the economic development of a country.
2. Classify industries on the basis of capital investment.
3. Write a note on industrial pollution.
4. How are agriculture and industries dependent on each other?

□□□

8



Lifelines of National Economy

Syllabus

Transport, communication and trade

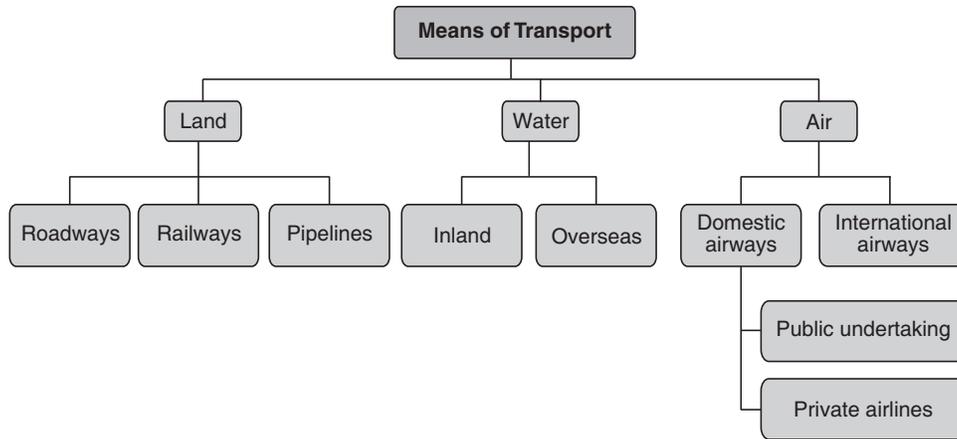
Facts that Matter

1. The development of a country depends upon the production of goods and services as well as their movement to their destination. Transport plays an important role in the economy. Because of transport, raw materials reach to the factory or industry and finished products reach to the consumer. Transport has helped in both production and distribution of goods.
2. Apart from transport, mode of communications, like telephone and internet makes flawless flow of information possible. Today, the world has been converted into a large village with the help of efficient and fast moving transport and developed communication system.
3. **Transport** can be classified into land, water and air transport.
4. **Roadways**
India has one of the largest road networks in the world. Roadways have preceded railways. The growing importance of road transport in comparison with rail transport is because the construction cost of roads is much lower. It provides door to door services and thus the cost of loading and unloading is much lower. It is used as feeder to other modes of transport.
5. In India, roads are classified in six classes according to their capacity—(i) Golden Quadrilateral Super Highways, (ii) National Highways (iii) State Highways, (iv) District Roads, (v) Other Roads and (vi) Border Roads.
6. Roads can also be classified on the basis of the type of material used for their construction such as metalled and unmetalled roads. Metalled roads are all weather roads whereas unmetalled roads go out of use in the rainy season.
7. **Road density** means the length of road per 100 sq. km of area. Distribution of road is not uniform in the country. Density of all roads varies from only 10 km in Jammu & Kashmir to 375 km in Kerala with the national average of 75 km.
8. **Railways**
The Indian railways have a network of 7,031 stations spread over a route length of 63,221 km with a fleet of 7817 locomotives, 5321 passenger service vehicles, 4904 other coach vehicles and 228,170 wagons as on 31 March, 2004. The Indian railways is the largest public sector undertaking of India. The first train steamed off from Mumbai to Thane in 1853, covering a distance of 34 km. It is organised into 16 railway zones.

9. Railways are the prime mode of transportation for goods and passengers in India. Railways also make it possible to conduct varied activities like business, sightseeing and pilgrimage along with transportation of goods over longer distances.
10. The distribution pattern of the railway network in the country has been largely influenced by physiographic, economic and administrative factors.
11. The northern plains provide most favourable conditions having high population density, vast level land, and rich agricultural resources.
12. Today, the railways have become more important in our national economy than all other means of transport put together. However, rail transport suffers from certain problems as well. For example, many passengers travel without tickets.
13. **Pipeline** transport network is a new arrival on the transportation map of India. Earlier it was used to transport water but these days it is used to transport crude oil, petroleum products and natural gas from oil and natural gas fields to refineries, fertiliser factories and big thermal power plants. Even solids can be transported through pipelines when converted into slurry.
14. Initial cost of laying pipelines is high but subsequent running costs are minimal. It rules out trans-shipment losses or delays.
15. **Waterways** are the cheapest means of transport. They are most suitable for carrying heavy and bulky goods. It is a fuel-efficient and environment friendly mode of transport.
16. India has inland navigation waterways of 14,500 km in length. Out of these only 3,700 km are navigable by mechanised boats. The workable waterways include the Godavari, Krishna, Barak, Sunderbans, Buckingham canal, Brahmani, East-West canal and Damodar Valley Corporation Canal. The following waterways have been declared as the **National Waterways** by the Government:
 - The Ganga river between Allahabad and Haldia (1620 km)—N.W. No. 1.
 - The Brahmaputra river between Sadiya and Dhubri (891 km)—N.W. No. 2.
 - The West-Coast Canal in Kerala (Kottapurma-Komman, Udyogamandal and Champakkara canals-205 km)—N.W. No. 3.
17. With a long coastline of 7,516.6 km., India is dotted with 12 major ports and 181 medium and minor ports. These ports handle 95% of India's foreign trade.
18. The name of some major ports are—Kandla, Mumbai, Vishakhapatnam, Paradip, Kolkata, etc. Mumbai is the biggest port with a spacious, natural and well-sheltered harbour.
19. The air travel is the fastest mode of transport. It can cover difficult terrains and long oceanic stretches with great ease. The air transport was nationalised in 1953. Airways are of two types—**Domestic** and **International**.
20. **Air India** provides international air services. **Pawanhans Helicopters Ltd** provides helicopter services to Oil and Natural Gas Corporation in its offshore operations, to the inaccessible areas and difficult terrains of north-eastern states and interior parts of J & K, Himachal Pradesh and Uttarakhand.
21. Communication refers to exchange of ideas, messages, emotions, either written or oral, from one place to another. There are two ways of communication—personal communication and mass communication. Mass communication includes television, radio, press, films, etc.

22. The Indian postal network handles parcels as well as personal written communications. **The first-class mail** includes cards and envelopes. They are carried by land and air transport. **The second-class mail** includes book packets, registered newspapers and periodicals. They are carried by surface mail, covering land and water transport.
23. Six mail channels have been introduced by Indian postal network for quick delivery of mails in large towns and cities.
24. India has one of the largest telephone networks in Asia. Special provisions have been made by the government by extending twenty-four hours STD facility to every village in the country to strengthen the flow of information.
25. **Mass Communication** is a communication in which masses are communicated at the same time by one source. Mass communication provides entertainment and creates awareness among people about various national programmes and policies. It includes radio, television, newspapers, magazines, books and films.
26. **All India Radio** (Akashwani) broadcasts a variety of programmes in national, regional and local languages for various categories of people, spread over different parts of the country.
27. **Doordarshan** is the national television channel of India. It is one of the largest terrestrial networks in the world. It broadcasts a variety of programmes from entertainment, education to sports, etc. for people of different age groups.
28. India publishes a large number of **newspapers** and **periodicals** annually. Newspapers are published in about 100 languages and dialects. Largest numbers of newspapers published in the country are in Hindi, followed by English and Urdu.
29. India is the largest producer of **feature films** in the world. It produces short films, video feature films and video short films. The Central Board of Film Certification is the authority to certify both Indian and foreign films.
30. The exchange of goods among people, states and countries is referred to as **trade**. **The market** is a place where such exchanges take place. Trade between two or more countries is termed as **international trade** but trade which occurs in a region within the same country is called **local trade**. It may take place through sea, air or land routes. Export and import are the components of trade. The difference between export and import is known as **balance of trade**.
31. India has trade relations with all the major trading blocks and all geographical regions of the world. Among the commodities of export are the agricultural and allied products, ores and minerals, gems and jewellery, chemical and allied products, engineering goods and petroleum products. Major imports are petroleum and its products, pearls and precious stones, inorganic chemicals, coal, coke and briquettes and machinery.
32. Tourism in India has grown substantially over the last three decades. Foreign tourists visit India for heritage tourism, economic tourism, adventure tourism, cultural tourism, medical tourism and business tourism. Rajasthan, Goa, Jammu and Kashmir and temple towns of South India are important destinations of tourists in India.
33. Our country earns foreign exchange through tourism. More than 15 million people are directly engaged in the tourism industry.

Flow-Learning



Words that Matter

1. **Density of roads:** The length of road per sq km of area is known as density of roads.
2. **State Highways:** Roads linking a state capital with different district headquarters are known as State Highways.
3. **District roads:** Roads which connect the district headquarters with other places of the district are called district roads.
4. **Golden Quadrilateral Super Highways:** These are six lane highways connecting major cities and ports of the country for speedy movement of goods and passengers.
5. **Rural roads:** Roads which link rural areas and villages with towns are classified as rural roads.
6. **Border roads:** Strategically important roads in the bordering areas of the country are called border roads.

NCERT TEXTBOOK QUESTIONS SOLVED

Q1. Multiple choice questions.

- (i) Which two of the following extreme locations are connected by the east-west corridor?
(a) Mumbai and Nagpur (b) Silcher and Porbandar
(c) Mumbai and Kolkata (d) Nagpur and Siligudi
- (ii) Which mode of transportation reduces trans-shipment losses and delays?
(a) Railways (b) Roadways
(c) Pipeline (d) Waterways
- (iii) Which one of the following states is not connected with the H.V.J. pipeline?
(a) Madhya Pradesh (b) Maharashtra
(c) Gujarat (d) Uttar Pradesh

- (iv) Which one of the following ports is the deepest land-locked and well protected port along the east coast?
- (a) Chennai (b) Paradip
(c) Tuticorin (d) Vishakhapatnam
- (v) Which one of the following is the most important modes of transportation in India?
- (a) Pipeline (b) Railways
(c) Roadways (d) Airways
- (vi) Which one of the following terms is used to describe trade between two or more countries?
- (a) Internal trade (b) International trade
(c) External trade (d) Local trade

Ans. (i)—(b), (ii)—(c), (iii)—(b), (iv)—(d), (v)—(c), (vi)—(b).

Q2. Answer the following questions in about 30 words.

- (i) State any three merits of roadways.
- (ii) Where and why is rail transport the most convenient means of transportation?
- (iii) What is the significance of the border roads?
- (iv) What is meant by trade? What is the difference between international and local trade?

- Ans.** (i) Three merits of roadways are:
- (a) Construction cost of roads is much lower.
(b) It provides door to door services thus the cost of loading and unloading is much lower.
(c) It is used as feeder to other modes of transport. To reach any destination be it railway station, sea port or airport, one needs to travel through roads.
- (ii) Rail transport is the most convenient means of transportation in the northern plains. It is because the northern plains have vast level land, high population density and rich agricultural resources. These have provided the most favourable condition for the growth of rail transport.
- (iii) The significance of border roads:
- (a) Border roads have improved accessibility in areas of difficult terrain.
(b) They have helped in the economic development of these areas.
- (iv) The exchange of goods among people, states and countries is referred to as trade. Trade between two or more countries is termed as international trade but trade which occurs in a region within the same country is called local trade.

Q3. Answer the following questions in about 120 words.

- (i) Why are the means of transportation and communication called the lifelines of a nation and its economy?
- (ii) Write a note on the changing nature of the international trade in the last fifteen years.

Ans. (i) The development of a country depends upon the production of goods and services as well as their movement to their destination. Transport plays an important role in the economy. Because of transport raw materials reach to the factory or industry and finished products reach to the consumer. Transport has helped in both production and distribution of goods. Hence, efficient means of transport are prerequisites for fast development.

India is well-linked with the rest of the world despite its vast size, diversity and linguistic and socio-cultural plurality. Railways, airways, water ways, newspapers, radio, television, cinema and internet, etc. have been contributing to its socio-economic progress in many ways. The trades from local to international levels have added to the vitality of its economy. It has also enriched our life and added substantially to growing amenities and facilities for the comforts of life. Hence, it is right to say that means of transportation and communication are the lifelines of a nation and its economy.

(ii) International trade is defined as the exchange of goods and services between two or more countries. International trade has undergone a sea change in the last fifteen years. Exchange of commodities and goods have been superseded by the exchange of information and knowledge. India has emerged as a software giant at the international level and it is earning huge foreign exchange through the export of information technology. Advancement of international trade of a country is an index to its economic prosperity. It is, therefore, considered the economic barometre for a country. Income earned from international trade constitutes a major part in the net national income. Large international trade leads to revival of domestic economy.

Major Exports

- the agricultural and allied products—2.53%
- ores and minerals—9.12%
- gems and jewellery—26.75
- chemical and allied products—24.45%
- engineering goods—35.63%
- petroleum products—86.12%

Major Imports

- petroleum and petroleum products—41.87%
- pearls and precious stones—29.26%
- inorganic chemicals—29.39%
- coal, coke and briquettes—94.17%
- machinery—12.56%
- Bulk imports include fertilisers—67%, cereals—25.23%, edible oils—7.94% and news print—5.51. India has trade relations with all the major trading blocks and all geographical regions of the world.

Quiz Drive

1. Northern terminal of the North-south corridor.
2. The name of National Highway No. 1.
3. The headquarter of the southern railway zone.
4. The rail gauge with a track width of 1.676 m.
5. The southern terminal of the National Highway No. 7.
6. A Riverine Port.
7. Busiest railway junction in Northern India.

- Ans.**
- | | |
|----------------|------------------------|
| 1. SRINAGAR | 2. SHER SHAH SURI MARG |
| 3. CHENNAI | 4. BROAD GAUGE |
| 5. KANYAKUMARI | 6. KOLKATA |
| 7. MUGHALSARAI | |

Activity

Start your search vertically, horizontally or diagonally and reach various destinations across the countries!

S	H	E	R	S	H	A	H	S	U	R	I	M	A	R	G
A	R	T	P	R	N	X	E	L	A	T	A	D	L	A	Y
J	M	M	X	I	P	O	R	A	Y	M	P	G	H	T	X
Y	C	H	E	N	N	N	A	I	I	K	M	C	A	I	M
O	D	C	D	A	L	M	C	S	O	T	P	O	R	C	P
A	P	T	R	G	S	K	J	M	J	L	E	A	N	E	R
R	A	E	T	A	J	P	O	R	M	W	M	A	S	X	O
I	L	S	B	R	O	A	D	G	A	U	G	E	L	O	T
A	S	N	L	C	M	E	C	U	K	Z	M	A	A	J	E
L	M	U	G	H	A	L	S	A	R	A	I	B	S	N	A
G	O	E	T	V	R	A	Y	F	T	O	R	E	A	J	M
K	Q	A	L	K	A	N	A	E	U	I	T	W	B	E	A
Q	K	O	L	K	A	T	A	E	U	I	T	W	B	E	A
N	I	T	N	K	D	E	M	O	U	R	P	N	P	J	D

- Ans.**
- | | |
|-----------------------|----------------|
| 1. SHERSHAH SURI MARG | 2. CHENNAI |
| 3. BROADGAUGE | 4. MUGHALSARAI |
| 5. KOLKATA | 6. SRINAGAR |
| 7. KANYAKUMARI | |

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct Option:

1. The National Highway No. 1 is also known as

(a) Mahatma Gandhi Marg	(b) Sher Shah Suri Marg
(c) Golden Quadrilateral	(d) Jawaharlal Nehru Road

2. Trade carried in cities, towns and villages is called
 (a) External trade (b) Local trade
 (c) Internal trade (d) International trade
3. The Indian national highways are maintained by the department of
 (a) National Highway Authority of India
 (b) State Public Works Department
 (c) Zila Parishad
 (d) Central Public Works Department
4. Which one of the following organisations constructs Border roads in India?
 (a) PWD (b) CPWD
 (c) BRO (d) NHAI
5. World has become a global village due to which of the following?
 (a) Transport and communication (b) International trade
 (c) Engineering Industry (d) Electronic industry
6. Which is the cheapest mode of transport in India?
 (a) Waterways (b) Roadways
 (c) Railways (d) Airways
7. Border Roads Organisation was established in
 (a) 1950 (b) 1955
 (c) 1958 (d) 1960
8. The longest highway of India is
 (a) National Highway-8 (b) National Highway-7
 (c) National Highway-1 (d) National Highway-15
9. The full form of NHAI is
 (a) National Highway Academy of India
 (b) Northern Highway Authority of India
 (c) New Highway Authority of India
 (d) National Highway Authority of India
10. Delhi and Mumbai are connected by
 (a) National Highway-15 (b) National Highway-1
 (c) National Highway-7 (d) National Highway-8
11. The National Highway that covers most of Rajasthan is
 (a) National Highway-15 (b) National Highway-8
 (c) National Highway-1 (d) National Highway-2
12. The air transport was nationalised in the year
 (a) 1947 (b) 1950
 (c) 1953 (d) 1957
13. Which port is the major iron ore exporting port of the country?
 (a) Mumbai port (b) Marmagao port
 (c) Paradip port (d) Kandla port
14. The biggest port is
 (a) Mumbai port (b) Marmagao port
 (c) New Mangalore port (d) Kandla port

15. The extreme south-western port is
- (a) Tuticorin port (b) Kochchi port
(c) New Mangalore port (d) None of the above
16. Which one is not an important destination of Foreign tourists in India?
- (a) Madhya Pradesh (b) Goa
(c) Rajasthan (d) Jammu and Kashmir
- Ans.** 1—(b) 2—(b) 3—(d) 4—(c) 5—(a) 6—(a)
7—(d) 8—(b) 9—(d) 10—(d) 11—(a) 12—(c)
13—(b) 14—(a) 15—(b) 16—(a)

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. What is the major objective of the super Highways?

Ans. The major objective of the Super Highways is to reduce the time and distance between the mega cities of India.

Q2. What do you know about National Highways?

Ans. National Highways are the primary road systems and are laid and maintained by the Central Public Works Department (CPWD).

Q3. Name the cities that are connected by National Highway No.1.

Ans. Delhi and Amritsar.

Q4. What are known as State Highways?

Ans. Roads linking a state capital with different district headquarters are known as State High Ways.

Q5. Name the authority that maintains State Highways.

Ans. State Public Works Department.

Q6. Why was Border Roads Organisation established in 1960?

Ans. It was established for the development of the roads of strategic importance in the northern and north-eastern border areas.

Q7. Why are metalled roads called all weather roads.

Ans. Metalled roads are made of cement, concrete or even belumen of coal. They do not go out of use in the rainy season. Therefore, they are called all weather roads.

Q8. Which port was the first port developed soon after the independence of India?

Ans. Kandla in Kuchchh was the first port developed soon after the independence of India.

Q9. Which type of port is Kandla?

Ans. Kandla is a tidal port.

Q10. Where is New Mangalore port located?

Ans. This port is located in Karnataka.

Q11. Which is the deepest landlocked and well protected port?

Ans. Visakhapatnam is the deepest landlocked and well protected port.

Q12. Why was Haldia port developed?

Ans. Haldia port was developed as a subsidiary port, in order to relieve growing pressure on the Kolkata port.

Q13. What are considered first-class mail by the Indian postal network?

Ans. Cards and envelopes are considered first-class mail.

Q14. What comes under the category of second-class mail.

Ans. Book packets, registered newspapers and periodicals come under the category of second-class mail.

Q15. Which authority certifies both Indian and foreign films?

Ans. The Central Board of Film certification is the authority to certify both Indian and foreign films.

Q16. Name the places which are important destinations of foreign tourists in India.

Ans. Rajasthan, Goa, Jammu and Kashmir and temple towns of south India.

Q17. Which is a major commodity imported by India?

Ans. Petroleum and petroleum products.

Q18. Name the mode of transportation that reduces trains-shipment losses and delays in the supply of petroleum and gases?

Ans. Pipelines

Q19. Which port is located in Orissa?

Ans. Paradip port is located in Orissa.

Q20. Which state of India has highest density of roads?

Ans. Kerala has highest density of roads.

Q21. What is the length of inland waterways in India? How much waterway is navigable by mechanical boats?

Ans. India has inland navigation water ways of 14,500 km in length. Out of these only 3,700 km are navigable by mechanised boats.

Q22. How many major ports does India have? Name any four points. What is the percentage of foreign trade handled by the major ports?

Ans. India has 12 major ports.

Name of four ports.

(i) Kandla in Kuchchh

(ii) Mumbai port

(iii) Marmagao port (Goa)

(iv) Kochchi port

95% of India's foreign trade of is handled by the twelve major ports.

III. SHORT ANSWER TYPE QUESTIONS

Q1. Why is the importance of road transport in comparison to rail transport growing in India?

Or

Why is road transport more useful than rail transport in India? Explain four reasons. (CBSE 2009)

Ans. The growing importance of road transport in comparison to rail transport is because of the following reasons:

(i) Construction cost of roads is much lower than that of railways lines.

(ii) Roads can pass through comparatively more dissected and undulating topography.

(iii) Road transport is economical in transportation of few persons and relatively smaller amount of goods over short distances.

(iv) It provides door to door services thus the cost of loading and unloading is much lower.

(v) It is used as feeder to other modes of transport. To reach any destination be it railway station, sea port or airport, one needs to travel through roads.

Q2. Name three major super highway projects. What is the main objective of these Super Highways? (HOTS)

Ans. Three Super Highways are:

- (i) **Golden Quadrilateral Super Highways:** It links Delhi-Kolkata-Chennai-Mumbai and Delhi by six-lane Super Highways.
- (ii) **The North-South corridors** linking Srinagar (Jammu and Kashmir) and Kanyakumari (Tamil Nadu).
- (iii) **East-West Corridor** linking Silcher (Assam) and Porbander (Gujarat). The major objective of these Super Highways is to reduce the time and distance between the mega cities of India.

Q3. Distinguish between national highways and state highways.

National highways	State highways
1. National highways link all major cities of extreme parts of the country. These are the primary road systems.	1. Roads linking a state capital with different district headquarters are known as State Highways.
2. They are maintained by the Central Public Works Department (CPWD).	2. These roads are constructed and maintained by the State Public Works Department (PWD) in State and Union Territories.
3. National highways are of natural importance.	3. State highways serve the need of states.

Q4. What are border roads? What is its importance?

Ans. Strategically important roads in the bordering areas of the country are called border roads. Border Roads Organisation (BRO) which is a Government of India undertaking constructs and maintains border roads. This organisation was established in 1960 for the development of the roads of strategic importance in the northern and northeastern border areas.

Border roads are important because they have improved accessibility in areas of difficult terrain. They have helped in the economic development of border areas.

Q5. State some problems of road transport in our country.

Ans. Major problems of roadways are:

- (i) Distribution of road is not uniform in the country.
- (ii) Keeping in view the volume of traffic and passengers, the road network is inadequate.
- (iii) About half of the roads are unmetalled and this restricts their usage during the rainy season.
- (iv) The National Highways are inadequate too.

- (v) Moreover, the roadways are highly congested in cities
- (vi) Most of the bridges and culverts are old and narrow.
- (vii) Poor maintenance is also a big problem.

Q6. Mention the importance of water transport. Name three National Waterways of our country.

Or

Explain a few advantages of waterways of India.

Or

Name the National Waterways of India.

[CBSE 2005, 2009(F)]

- Ans.** (i) Waterways are the cheapest means of transport.
(ii) They are most suitable for carrying heavy and bulky goods.
(iii) It is a fuel-efficient and environment friendly mode of transport.
The following waterways have been declared as the **National Waterways by the Government:**
- (i) The Ganga river between Allahabad and Haldia (1620 km)—N.W. No. 1
 - (ii) The Brahmaputra river between Sadiya and Dhubri (891 km)—N.W. No. 2
 - (iii) The West-Coast Canal in Kerala (Kottapurma-Komman, Udyogamandal and Champakkara canals-205 km)—N.W. No. 3

Q7. Why is air transport preferred in north-eastern states of India?

(CBSE 2009)

- Ans.** (i) The air travel is the fastest, most comfortable and prestigious mode of transport.
(ii) It can cover very difficult terrains like high mountains, dreary deserts, and dense forests and also long oceanic stretches with great ease.
(iii) Airways have made access easier in the north-eastern part of the country which has big rivers, dissected relief, dense forests and frequent floods and international frontiers.
(iv) It is very useful especially during natural calamities.

Q8. Name six mail channels introduced by Indian postal network.

Ans. Six mail channels for quick delivery of mails in large towns and cities are:

- (i) Rajdhani Channel
- (ii) Metro Channel
- (iii) Green Channel
- (iv) Business Channel
- (v) Bulk Mail Channel
- (vi) Periodical Channel

Q9. Define international trade. Why is it considered as economic barometer of a country?

(CBSE 2011)

- Ans.** When trade takes place between two countries it is known as international trade.
- (i) It is very important for the development of a country. Advancement of international trade of a country is an index to its economic prosperity.
 - (ii) As the resources are space bound, no country can survive without international trade.
 - (iii) It enables a country to earn foreign exchange which is needed to import essential goods. It is, therefore, considered the economic barometer for a country.

Q10. Define balance of trade. Distinguish between favourable balance of trade and unfavourable balance of trade. (HOTS)

Ans. The difference between export and import is known as balance of trade.

Favourable balance of trade	Unfavourable balance of trade
1. If the value of exports is more than the value of imports, it is called favourable balance of trade.	1. If the value of imports is greater than the value of exports it is known as unfavourable balance of trade.
2. Favourable balance of trade is regarded good for the economic development.	2. Unfavourable balance of trade is seen harmful for the domestic economy.

Q11. Mention the importance of tourism as a trade.

Or

What is the importance of tourism?

[CBSE 2010(F), 2011]

Ans. Our country earns foreign exchange through tourism. More than 15 million people are directly engaged in the tourism industry. Tourism has proved itself as one of the most important aspects of trade. Tourism in India has grown substantially. It promotes National Integration and provides support to local handicrafts and cultural pursuits.

It also helps in the development of international understanding about our culture and heritage. It has contributed 21,828 crore of foreign exchange in the year 2004. Over 2.6 million foreign tourists visit India every year.

Q12. Why have the great plains more railways than the Himalayan mountains?

(HOTS)

Ans. The distribution pattern of the railway network in the country has been largely influenced by physiographic, economic and administrative factors. The northern plains provide most favourable conditions having high population density, vast level land, and rich agricultural resources whereas the Himalayan mountainous regions are unfavourable for the construction of railway lines due to high relief, sparse population and lack of economic opportunities. That's why the great plains have more railways than the Himalayan mountains.

Q13. What do you mean by the density of the roads? Name the state with

(i) Highest density of roads

(ii) Lowest density of roads

[CBSE 2010(F)]

Ans. The length of road per 100 Sq. km of area is known as density of roads.

(i) The state with highest density of roads – Kerala

(ii) The state with lowest density of roads – Jammu & Kashmir.

Q14. Explain the improvement made by the Indian Railways in its functioning.

[AI CBSE 2012]

Ans. The improvements made by the Indian Railways in its functioning:

(i) Narrow gauges have been converted into broad gauges.

(ii) Track electrification

(iii) Automatic signals on the trunk routes.

Q15. (i) Name two areas in India which are unfavourable for the construction of railway lines?

(ii) Why are certain area unfavourable for the construction of railway lines? Give two reasons. (HOTS)

- Ans.** (i) (a) The Himalayan mountainous regions
(b) The sandy plains of Rajasthan
(ii) (a) The Himalayan mountainous regions are unfavourable for the construction of railway lines due to high relief sparse population and lack of economic opportunities.
(b) It was also difficult to lay railway lines on the sandy plains of western Rajasthan, swamps of Gujarat and forested tracks of Madhya Pradesh, Chhattisgarh, Orissa and Jharkhand.

Q16. Which is the principal mode of transportation for freight and passengers? Mention any three problems of that means of transport.

[CBSE 2010(F), 2011]

Ans. The principal mode of transportation for freight and passengers is railways.

Note: Also see Q1. (Long Answer Type Questions)

Q17. “Advancement of international trade of a country is an index of its economics prosperity”. Justify the statement. (HOTS)

Ans. See Q9. (Short Answer Type Questions)

Q18. Give one feature of each of the following:

(i) Mumbai port (ii) Marmagao port

(iii) New Mangalore port (iv) Tuticorin port

- Ans.** (i) Mumbai port is the biggest one with a spacious natural and well sheltered harbour.
(ii) Marmago port is the premier iron ore exporting port of the country.
(iii) New Mangalore port, located in Karnataka caters to the export of iron ore concentrates from Kudremukh mines.
(iv) Tuticorin in Tamil Nadu has a natural harbour and rich hinterland.

Q19. Explain the reasons for dense railway network in the North Indian plains.

[AI CBSE 2012]

- Ans.** (i) The northern plains have vast level land. It is easy to lay railway lines there.
(ii) These plains have high population density as a result of which we find dense railway network these to cater the interest of the people.
(iii) Rich agricultural resources provide a favourable condition for the growth of railway network in the northern plains.
(iv) The metropolitan cities of the northern plains have also played a great role in the growth of railways.

IV. LONG ANSWER TYPE QUESTIONS

Q1. Analyse the physiographic and economic factors that have influenced the distribution pattern of the railway network in our country. (CBSE 2015)

Ans. The distribution pattern of the railway network in the country has been largely influenced by physiographic and economic factors:

- (i) The northern plains with their vast level land, high population density and rich agricultural resources provided the most favourable condition for the growth of railway network.

- (ii) In the hilly terrains of the peninsular region, railway tracts are laid through low hills, gaps or tunnels.
- (iii) The Himalayan mountainous regions too are unfavourable for the construction of railway lines due to high relief, sparse population and lack of economic opportunities.
- (iv) It was equally difficult to lay railway lines on the sandy plain of Western Rajasthan, swamps of Gujarat, forested tracks of Madhya Pradesh, Chhattisgarh, Odisha and Jharkhand.
- (v) In recent times, the development of the Konkan railway along the west coast has facilitated the movement of passengers and goods in this most important economic region of India.

Q2. Write a short note on Indian Railways discussing its importance, distribution pattern and problems faced by the Indian Railways.

Or

How do physical and economic factors influence the distribution pattern of the Indian Railway network? Explain with examples. (AI CBSE 2009)

Ans. The Indian Railways have a network of 7,031 stations spread over a route length of 63,221 km with a fleet of 7817 locomotives, 5321 passenger service vehicles, 4904 other coach vehicles and 228,170 wagons as on 31 March 2004. The Indian railways is the largest public sector undertaking of India. The first train steamed off from Mumbai to Thane in 1853, covering a distance of 34 km. It is organised into 16 railway zones.

Railways are the prime mode of transportation for goods and passengers in India. Railways also make it possible to conduct varied activities like business, sightseeing and pilgrimage along with transportation of goods over longer distances. They are suitable for long distance travel and play an important role in national integration. Railways in India bind the economic life of the country as well as accelerate the development of the industry and agriculture. The Indian Railways is the largest public sector undertaking in the country. In recent times, the development of the Konkan railway along the west coast has simplified the movement of passengers and goods in this most important economic region of India.

Factors which influence the distribution pattern of Railway network in India:

The distribution pattern of the railway network in the country has been largely influenced by physiographic, economic and administrative factors.

- (i) The northern plains provide most favourable condition having high population density, vast level land, and rich agricultural resources.
- (ii) Rivers create problem in laying down of railway tracts because they require construction of bridges across the wide beds of the rivers.
- (iii) In the hilly terrains of the peninsular region, railway tracts are laid through low hills, gaps or tunnels.
- (iv) The Himalayan mountainous regions too are unfavourable for the construction of railway lines due to high relief, sparse population and lack of economic opportunities.
- (v) It was equally difficult to lay railway lines on the sandy plain of western Rajasthan, swamps of Gujarat, forested tracks of Madhya Pradesh, Chhattisgarh, Odisha and Jharkhand.

Today, the railways have become more important in our national economy than all other means of transport put together. However, rail transport suffers from certain problems as well.

Problems faced by the Indian Railways

- (i) Many passengers travel without tickets.
- (ii) Thefts and damaging of railway property has not yet stopped completely.
- (iii) People stop the trains, pull the chain unnecessarily and this causes heavy damage to the railway.

Q3. What is mass communication? Throw light on different types of mass communication and its importance. (HOTS)

Or

Explain the importance of 'Radio' and 'Television' as an effective means of mass communication in India. (CBSE 2005, 2009)

Ans. Mass communication is a communication in which masses are communicated at the same time by one source. Mass communication provides entertainment and creates awareness among people about various national programmes and policies. It includes radio, television, newspapers, magazines, books and films.

All India Radio (AIR) (Akashwani) broadcasts a variety of programmes in national, regional and local languages for various categories of people, spread over different parts of the country.

Doordarshan: The national television channel of India is one of the largest terrestrial networks in the world. It broadcasts a variety of programmes from entertainment, education to sports, etc. for people of different age groups.

Both radio and television are very effective means of communication in India because they are spread in every corner of the country. People of all classes enjoy them.

India publishes a large number of newspapers and periodicals annually. They are of different types depending upon their periodicity. Newspapers are published in about 100 languages and dialects.

Q4. Describe the importance of pipelines in India. Name three important networks of pipeline transportation in the country.

Ans. Pipeline transport network is a new arrival on the transportation map of India. Earlier it was used to transport water but these days it is used for the following:

- (i) Transport of crude oil, petroleum products and natural gas from oil and natural gas fields to refineries, fertiliser factories and big thermal power plants is done with the help of pipelines.
- (ii) Even solids can be transported through pipelines when converted into slurry.
- (iii) The far inland locations of refineries and gas-based fertiliser plants could be thought of only because of pipelines.
- (iv) Initial cost of laying pipelines is high but subsequent running costs are minimal.
- (v) It rules out trans-shipment (during transportation) losses or delays.

Three important networks of pipeline transportation in the country

- (i) From oil field in the upper Assam to Kanpur (UP), via Guwahati, Barauni and Allahabad. It has branches from Barauni to Haldia, via Rajbhand, Rajbhand to Maurigram and Guwahati to Siliguri.

- (ii) From Salaya in Gujarat to Jalandhar in Punjab, via Viramgam, Mathura, Delhi and Sonipat. It has branches to connect Koyali (near Vadodara, Gujarat) Chakshu and other places.
- (iii) Gas pipeline from Hazira in Gujarat connects Jagdishpur in UP, via Vijaipur in MP. It has branches to Kota in Rajasthan, Shahajahanpur, Babrala and other places in UP.

Q5. Write any four characteristics of Kandla seaport. (CBSE 2010)

- Ans.**
- (i) Kandla in Kuchchh was the first port developed soon after independence of India.
 - (ii) It was developed to ease the volume of trade on the Mumbai port, in the wake of loss of Karachi port to Pakistan after the partition.
 - (iii) Kandla is a tidal port.
 - (iv) It caters to the convenient handling of exports and imports of highly productive granary and industrial belt stretching across the states of Jammu and Kashmir, Himachal Pradesh, Punjab, Haryana, Rajasthan and Gujarat.

Q6. Write a short note on various kinds of roads in India.

Ans. Various kinds of roads in India are:

1. **Golden Quadrilateral Super Highways:** The government has launched a major road development project linking Delhi-Kolkata-Chennai-Mumbai and Delhi and six-lane super Highways.
The North-South corridors linking Srinagar (Jammu and Kashmir) and Kanniyakumari (Tamil Nadu) and East-West Corridor linking Silcher (Assam) and Porbander (Gujarat) are part of this project.
2. **National Highways:** National highways link extreme parts of the country. These are primary road systems and are laid and maintained by the Central Public Works Department (CPWD). The historical Sher Shah Suri Marg is called National Highway No.1, between Delhi and Amritsar. The National Highway 7 between Varanasi and Kanniyakumari is the longest highway of India. The national highway 2 is between Delhi and Kolkata. The national highway 3 is between Agra and Mumbai. The national highway 8 is between Delhi and Mumbai. The national highway 15 passes through Rajasthan.
3. **State Highways:** Roads linking a state capital with different district headquarters are known as State Highways. State highways are constructed and maintained by the State Public Works Department (PWD)
4. **District Roads:** Roads which connect the district headquarters with other places of the district are called district roads. These roads are maintained by the Zila Parishad.
5. **Rural Roads:** Roads which link rural areas and villages with towns are classified as rural roads. Under the Pradhan Mantri Grameen Sadak Yojana scheme special provisions are made so that every village in the country is linked to a major town in the country by an all season motorable road.
6. **Border Roads:** Strategically important roads in the bordering areas of the country are called border roads. Border Roads Organisation (BRO), a government of India undertaking constructs and maintains border roads. This organisation was established in 1960 for the development of the roads of strategic importance in the northern and northeastern border areas.

Q7. What is the meaning of road density? Describe any three major problems faced by road transportation in India. [CBSE 2010(F)]

Ans. The length of road per sq km of area is known as road density.

Road transportation in India faces a number of problems. Three of them are given below:

- (i) Keeping in view the volume of traffic and passengers, the road network is inadequate.
- (ii) About half of the roads are unmetalled and this limits their usage during the rainy season.
- (iii) The roadways are highly congested in cities and most of the bridges and culverts are old and narrow.
- (iv) The National Highways are inadequate too.

Q8. Why do roadways have an edge over railways? Explain. (CBSE 2011, 2012)

Ans. See Q1. (Short Answer Type Questions)

Q9. “Dense and efficient network of transport and communication is a pre-requisite for national and international trade.” Support the statement with four arguments. (AI CBSE 2012)

Ans. See NCERT Textbook Q3. (i)

Q10. Describe any five major problems faced by road transport in India.

(AI CBSE 2013)

Ans. See Q5. (Short Answer Type Questions)

Q11. What is importance of railway transport?

(CBSE 2010(F))

Ans. (i) Railways are the prime mode of transportation for freight and passengers in India.

(ii) Railways also make it possible to conduct multifarious activities like business, sightseeing, pilgrimage along with transportation of good over longer distances.

(iii) Apart from an important means of transport the Indian Railways have been a great integrating force for more than 150 years.

(iv) Railways in India bind the economic life of the country as well as accelerate the development of the industry and agriculture.

Q12. How do the physiographic and economic factors influence the distribution pattern of the India railway network? Explain with suitable examples.

(CBSE 2004, AI CBSE 2009)

Ans. See Q1. (Long Answer Type Questions)

Q13. State three points regarding the importance of pipelines in transportation.

(CBSE 2005, 2010(C))

Ans. See Q3. (Long Answer Type Questions)

Q14. Why is air transport an important means of transport in the north-eastern part of our country? Explain any four reasons. (CBSE 2011, AI CBSE 2013)

Ans. See Q7. (Short Answer Type Questions)

Q15. Describe any five major problems faced by road transport in India.

(CBSE 2013)

Ans. See Q5. (Short Answer Type Questions)

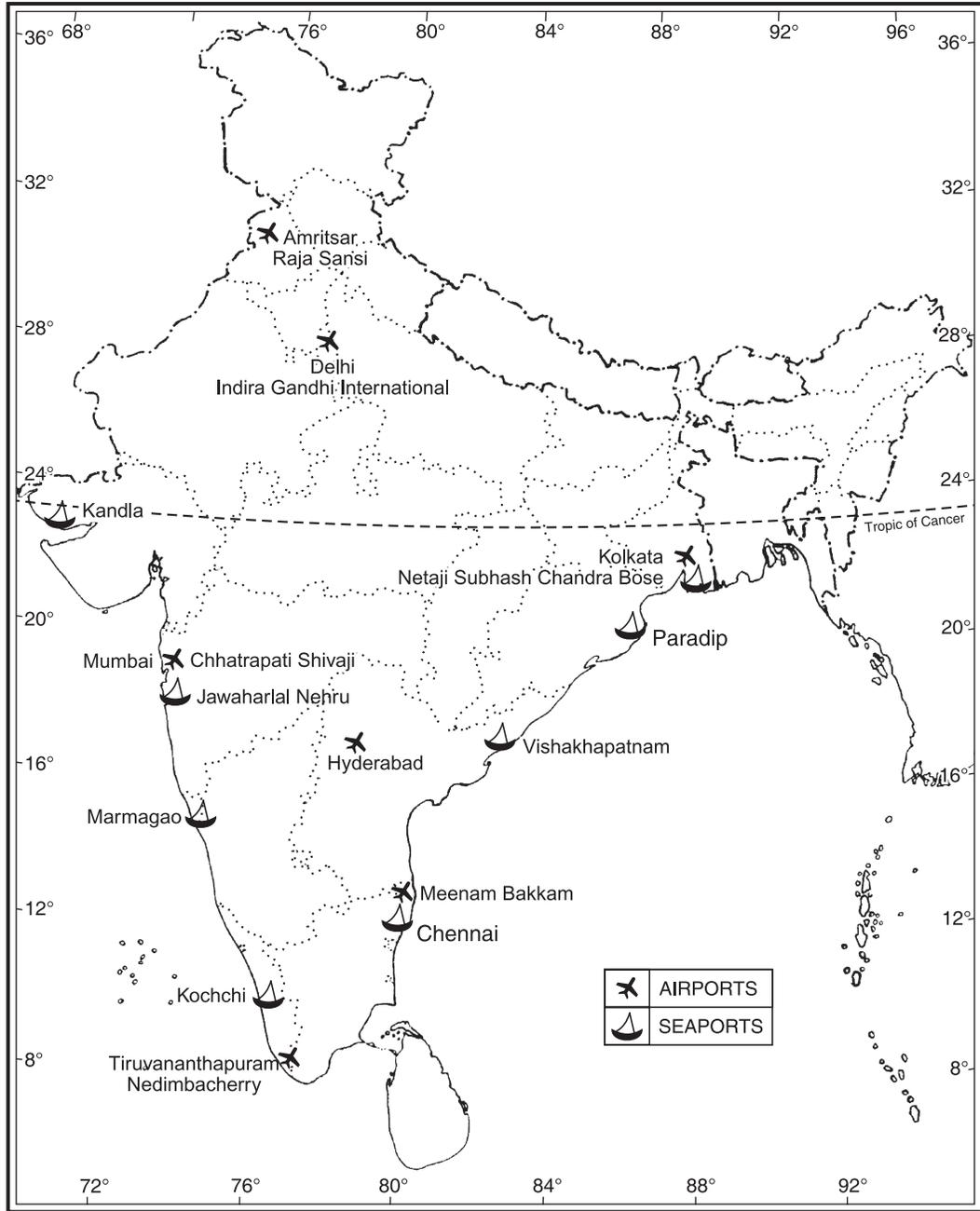
V. MAP SKILLS

Q1. On an outline political map of India, mark the following:

Major Ports—Kandla (CBSE 2010), Mumbai, Jawaharlal Nehru, Marmagao, Kochchi [CBSE (F) 2010], Chennai, Vishakhapatnam, Paradip, Kolkata.

International Airports—Amritsar (Raja Sansi); Delhi (Indira Gandhi International); Mumbai (Chhatrapati Shivaji); Tiruvananthapuram (Nedimbachery); Chennai (Meenam Bakkam); Kolkata (Netaji Subhash Chandra Bose) and Hyderabad.

Ans.



VI. VALUE BASED QUESTIONS

Q1. Means of transport and communication are called the lifelines of a nation and its economy. What are the main reasons behind it?

Or

How are means of transport and communications complementary to each other? Explain with three examples.

- Ans.** (i) The development of a country depends upon the production of goods and services as well as their movement to their destination. Transport plays an important role in the economy. Because of transport, raw materials reach to the factory or industry and finished products reach to the consumers. Transport has helped in both production and distribution of goods. Hence, efficient means of transport are prerequisites for fast development.
- (ii) For a long time, trade and transport were restricted to a limited space. With the development in science and technology, the area of influence of trade and transport expanded far and wide. Today, the world has been converted to a large village with the help of efficient and fast moving transport. Transport has been able to achieve this with the help of equally developed communications system. Therefore, transport, communications and trade are complementary to each other.
- (iii) India is well-linked with the rest of the world despite its vast size, diversity, linguistic and socio-cultural plurality. Railways, airways, waterways, newspapers, radio, television, cinema and internet, etc. have been contributing to its socio-economic progress in many ways. The trades from local to international levels have added to the vitality of its economy. It has also enriched our life and added substantially to growing amenities and facilities for the comforts of life. Hence, it is right to say that means of transportation and communication are the lifelines of a nation and its economy.

Q2. What values are associated with tourism?

Ans. The values associated with tourism are:

- (i) It promotes national integration.
- (ii) It provides support to local handicrafts and cultural pursuits.
- (iii) It develops international understanding among countries.
- (iv) It increases foreign exchange.

TEST YOUR SKILLS

1. Critically examine how roadways are more important than railways.
2. What is the importance of super-highways in our national economy?
3. Describe the factors affecting the distribution of railway network.
4. What are the merits and demerits of pipelines?
5. Explain the three important networks of pipelines in India.
6. Suggest some measures to promote tourism in India.

□□□

UNIT 3: POLITICAL SCIENCE

Democratic Politics-II

TERM II

UNIT 3: POLITICAL SCIENCE—Democratic Politics—II

- | | |
|--|-----------------|
| 3. Competitions and Contestations in Democracy | (Chapter 5 & 6) |
| 4. Outcomes of Democracy | (Chapter 7) |
| 5. Challenges to Democracy | (Chapter 8) |

5



Popular Struggles and Movements

Syllabus

How do struggles shape democracy in favour of ordinary people? Why have social movements come to occupy large role in politics?

Facts that Matter

1. Democracy almost invariably involves conflict of interests and viewpoints. These differences are often expressed in organised ways. Those who are in power are required to balance these conflicting demands and pressures. Let's see how struggles around conflicting demands and pressures shape democracy.
2. Pressure groups and movements are indirect ways of influencing politics.
3. Nepal won democracy in 1990. The king formally remained the head of the state and the real power was exercised by the elected representatives. But when King Gyanendra became the new king of Nepal in 2001 he did not accept democratic rule. In February 2005, he dismissed the Prime Minister and dissolved the popularly elected Parliament. People revolted and started **a movement in April 2006** to regain popular control over the government from the king. Finally, the king granted the demands. As a result, the parliament was restored and laws were passed to take away most of the powers of the king.
4. **Bolivia's Water War** is worth mentioning here. Bolivia is a small and poor country in Latin America. The World Bank pressurised the government to give up its control of municipal water supply. The government sold off these rights to an MNC. The company immediately increased the prices four times. This led to serious agitation. Finally, the contract with MNC was cancelled and water supply was resorted to municipality at old rates. This was known as *Bolivia's water war*.
5. The popular struggle in Bolivia was about one specific policy, while the struggle in Nepal was about the foundations of the country's politics. But both these are instances of political conflict that led to popular struggles. In both cases the struggle involved mass mobilisation.
6. Democratic conflicts are resolved through mass mobilisation. Sometimes it is possible that the conflicts are resolved by the existing institutions like parliament or judiciary but when there is a deep dispute then it is resolved by the people.
7. The conflicts and mobilisations are based on new political organisations. These include—political parties, pressure groups and movement groups.
8. Organisations played an important role in making these struggles successful. In Nepal SPA or Seven Party Alliance organised the mass upsurge. Besides SPA other organisations were also there such as Nepalese Communist Party (Maoist), etc. Other organisations like organisation of indigenous people, teachers, lawyers and human rights groups extended their support to the movement.

9. In Bolivia, the protest against water privatisation was not led by any political party. It was led by an organisation called FEDECOR. This organisation comprised local professionals, including engineers and environmentalists.
10. **The organisations play their role in two ways—Direct and Indirect**
- **Direct:** One way of influencing the decision in democracy is direct participation in competitive politics. This is done by creating parties, contesting elections and forming governments. Citizens participate through voting.
 - **Indirect:** There are many indirect ways in which people can get government to listen to their demands or their point of view. This can be done by forming an organisation and undertaking activities to promote their interest or their viewpoints. These are called Interest or Pressure groups.
11. **Pressure groups** are organisations that attempt to influence government policies.
12. They do not directly control or share political power. These organisations are formed when people with common occupation, interest, aspirations and opinions come together in order to achieve a common objective.
13. People's movement involves collective action. We can cite here the examples of *Narmada Bachao Andolan, Movement for Right to Information, Anti-liquor Movement, Women's Movement, Environmental Movement*.
14. Sectional interest groups seek to promote the interest of a particular section/group of society. For instance, trade unions, business associations and professional (lawyers doctors, teachers etc).
15. They are sectional because they represent a particular section of a society like workers, employees, businessmen etc. Their principal concern is the betterment of their members and not society in general.
16. Public interest groups represent some common or general interest that needs to be defended. The members of the organisation may not benefit from the cause that the organisation represents. For example, the Bolivian organisation FEDECOR.
17. They are also called **promotional groups** as they promote collective and not selective good. They aim to help groups other than their own members. In some cases, the members of a public interest group may undertake activity that benefits them as well as others too.
18. BAMCEF (Backward and Minorities Community Employees Federation) is such an organisation that campaigns against caste discrimination. It addresses the problem of its members who suffer discrimination and its principal concern is with social justice and social equality for the entire society.
19. **There are two types of movement groups:**
- (i) **Specific movements/short term movements** are formed to achieve single objective. For instance, the Nepalese movement for democracy.
 - (ii) **General/generic movements/long term movements** came into existence to achieve a broad goal in the long run. For instance, the environmental movement and women's movement.
20. These movements share a broad objective and have a similar approach. Sometimes these broad movements have a loose umbrella organisation. *For example:* NAPM (National Alliance for People's Movement) is an organisation of organisations. Various movement groups struggling on specific issues are constituents of this loose organisation which coordinates the activities of a large number of people's movements in our country.

21. Pressure groups and movements exert influence on politics in a variety of ways. They try to obtain media attention and public support through activities like carrying out information campaigns, organising meetings, filing petition etc. They organise activities like strikes or disrupting government programmes to compel the government to listen to their demands.
22. Interest groups and movements seek to exert influence on political parties. Most of the movement groups take a political stance without being a party.
23. **Relationship between political parties and pressure groups** can take different forms, some direct and others indirect.
24. Pressure groups are often formed and led by politicians and political parties. Most trade unions and students' organisations in India are either established by, or affiliated to one or the other major political party.
25. Sometimes political parties grow out of movements. For instance, when the Assam movement led by students against the 'foreigners' came to an end, it led to the formation of *Asom Gana Parishad*.
26. Interest or movement groups often take positions that are opposed to each other. Yet they are in dialogue and negotiation. They often raise new issues which are taken up by the political parties.
27. It may initially appear that it is not healthy for the groups that promote interest of one section to have influence in democracy.
28. A democracy must look after the interest of all, not just one section. Political parties have to face the people in elections, but these groups are not accountable to the people.
29. But it is a fact that pressure groups and movements have deepened democracy. Putting pressure on rulers is not an unhealthy activity in a democracy as long as everyone gets this opportunity.
30. Even sectional interest groups play a valuable role. When different groups function actively, no single group can achieve dominance over society.
31. If one group brings pressure on the government the other will counter pressure. The government ultimately hears about what people want. This brings a rough balance of power and accommodation of conflicting interests.

Words that Matter

1. **Pressure groups:** Organisations that attempt to influence government policies but do not directly control or share political power.
2. **Sectional interest groups:** These groups are formed by those who seek to promote the interest of a particular section/group of society.
3. **Public interest groups:** These groups are formed by those who represent some common or general interest that needs to be defended. They are also called promotional group as they promote collective and not selective good.
4. **Political Party:** A group of people who come together to contest elections and hold power in the government.
5. **Maoists:** The communists who believe in the ideology of Mao, the leader of the Chinese revolution.

6. **Constitutional monarchy:** The type of government in which the King or Queen remains the head of the state accepted by the Constitution and an elected parliament, e.g. United Kingdom, Spain etc.
7. **'Third wave' countries:** Countries that changed into democratic government from either monarchy, dictatorship or from colonial rule, e.g. Nepal.
8. **Absolute monarchy:** The system of governance in which the head of the state has absolute power. The monarch runs the country with total powers.

NCERT TEXTBOOK QUESTIONS SOLVED

Q1. In what ways do pressure groups and movements exert influence on politics?

Ans. Pressure groups and movements exert influence in a variety of ways.

- (i) They try to win public support and sympathy for their goals and activities by carrying out information campaigns, organising meetings, filing petitions etc. They also make use of media.
- (ii) They often organise protest activities like strikes or disrupting government programmes. Workers 'organisations, employees' associations etc. often resort to these tactics in order to force the government to take note of their demands.
- (iii) Business groups often employ professional lobbyists or sponsor expensive advertisements. Some persons from pressure groups or movement groups may participate in official bodies and communities that offer advice to the government.
- (iv) Sometimes political parties grow out of movements. For example, when the Assam movement led by students against the 'Foreignness' came to an end, it led to the formation of the Asom Gana Parishad. The roots of the parties like the DMK and the AIADMK in Tamil Nadu can be traced to a long drawn social reform movement during the 1930s and 1940s.

Q2. Describe the forms of relationship between pressure groups and political parties.

Ans. Relationship between political parties and pressure groups can take different forms, some direct and others indirect

Direct: Pressure groups are often formed and led by leaders of political parties or act as extended arms of political parties. Most trade unions and students' organisations in India are either established by, or affiliated to one or the other major political party.

- (i) Sometimes political parties grow out of movements. For instance, when the Assam movement led by students against the 'foreigners' came to an end, it led to the formation of Asom Gana Parishad and the roots of DMK and AIDMK in Tamil Nadu can also be traced to the social reform movements during the 1930s and 1940s.

Indirect:

- (i) In most cases the relationship between parties and interest or movement groups is indirect.
- (ii) They often take positions that are opposed to each other. Yet they are in dialogue and negotiation.
- (iii) They often raise new issues which are taken up by the political parties.

Q3. Explain how the activities of pressure groups are useful in the functioning of a democratic government?

- Ans.** (i) Pressure groups are organisations that attempt to influence government policies. They do not directly control or share political power.
- (ii) These organisations are formed when people with common occupation, interest, aspirations or opinions come together in order to achieve a common objective.
- (iii) Pressure groups are important in the functioning of a democratic government as they provide an opportunity for marginalised people to voice their opinions.
- (iv) In some cases, the government's opinion might be biased by a small group of rich and powerful people. It is here that pressure groups step in and force the government to make policies which will benefit certain other sections of society as well. *For example: Narmada Bachao Andolan, Movement for Right to Information, Anti-liquor Movement, Women's Movement, Environmental Movement.*

Q4. What is a pressure group? Give a few examples.

Ans. A pressure group is an organisation which attempts to influence government policies through protests and demonstrations. Pressure groups are formed when people with similar opinions get together for similar objectives.

Examples of pressure groups are FEDECOR and BAMCEF.

Q5. What is the difference between a pressure group and a political party?

Ans. Differences between a pressure group and a political party:

Pressure Groups	Political Parties
1. Pressure group is an organisation formed when people with common occupation, interest, aspirations or opinions come together in order to achieve a common objective.	1. A political party is a group of people who come together to contest elections and hold power in the government.
2. Pressure groups are not accountable to the people.	2. Political parties have to face the people in elections and therefore they are accountable to the people.
3. Pressure groups are informal, closed and unorganised part of the political system.	3. Political parties are formal, open and recognised part of the political system.
4. Pressure groups do not directly control or share political power.	4. Political parties directly control or share political power.

Q6. Organisations that undertake activities to promote the interests of specific social sections such as workers, employees, teachers, and lawyers are called groups.

Ans. Sectional interest.

Q7. Which among the following is the special feature that distinguishes a pressure group from a political party?

- (a) Parties take political stances, while pressure groups do not bother about political issues.

- (b) Pressure groups are confined to a few people, while parties involve larger number of people.
- (c) Pressure groups do not seek to get into power, while political parties do.
- (d) Pressure groups do not seek to mobilise people, while parties do.

Ans. (c) Pressure groups do not seek to get into power, while political parties do.

Q8. Match List I (organisations and struggles) with List II and select the correct answer using the codes given below the lists:

	List I	List II
1.	Organisations that seek to promote the interests of a particular section or group	A. Movement
2.	Organisations that seek to promote common interest	B. Political parties
3.	Struggles launched for the resolution of a social problem with or without an organisational structure	C. Sectional interest groups
4.	Organisations that mobilise people with a view to win political power	D. Public interest groups

	1	2	3	4
(a)	C	D	B	A
(b)	C	D	A	B
(c)	D	C	B	A
(d)	B	C	D	A

Ans. (b) C D A B

Q9. Match List I with list II and select the correct answer using the codes given below the lists:

	List I	List II
1.	Pressure group	A. Narmada Bachao Andolan
2.	Long-term movement	B. Asom Gana Parishad
3.	Single issue movement	C. Women's Movement
4.	Political party	D. Fertilizer dealers' association

	1	2	3	4
(a)	D	C	A	B
(b)	B	A	D	C
(c)	C	D	B	A
(d)	B	D	C	A

Ans. (a) D C A B

Q10. Consider the following statements about pressure groups and parties.

- A. Pressure groups are the organised expression of the interests and views of specific social sections.
- B. Pressure groups take positions on political issues.
- C. All pressure groups are political parties.

Which of the statements given above are correct?

- (a) A, B and C (b) A and B (c) B and C (d) A and C

Ans. (b) A and B

Q11. Mewat is one of the most backward areas in Haryana. It used to be a part of two districts, Gurgaon and Faridabad. The people of Mewat felt that the area will get better attention if it were to become a separate district. But political parties were indifferent to this sentiment. The demand for a separate district was raised by Mewat Educational and Social Organisation and Mewat Saksharta Samiti in 1996. Later, Mewat Vikas Sabha was founded in 2000 and carried out a series of public awareness campaigns. This forced both the major parties, Congress and the Indian National Lok Dal, to announce their support for the new district before the assembly elections held in February 2005. The new district came into existence in July 2005.

In this example what is the relationship that you observe among movement, political parties and the government? Can you think of an example that shows a relationship different from this one?

Ans. From the example of Mewat, we can conclude that movements take up issues which are sometimes ignored by political parties and try to influence them. The six-year long Assam movement (1979-1985), led by the All Assam Students' Union (AASU), was aimed against the infiltration of foreigners from Bangladesh into Assam. At the end of this movement, the State Assembly was dissolved, the government was dismissed, and fresh elections were held. The Asom Gana Parishad, formed out of the AASU, contested and won the elections, forming the Government of Assam. In this example, we see a political party being formed out of a pressure group, which ultimately formed the government.

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct option:

1. FEDECOR is a/an
(a) Indian organisation (b) Bolivian organisation
(c) American organisation (d) Japanese organisation.
2. Name the type of government adopted in Nepal in the year 1990.
(a) Monarchy (b) Dictatorship
(c) Colonial rule (d) Democracy.
3. Bolivian struggle of 2000 was against what?
(a) Privatisation of water
(b) Regaining popular control over the government from the king
(c) Establishment of democracy
(d) None of the above.

4. The aim of the Nepalese popular movement of April, 2006 was to
 (a) overthrow democracy
 (b) regain control over the government from the king
 (c) establish dictatorship
 (d) none of the above.
5. The full form of NAPM is
 (a) National Alliance of Public Movement
 (b) National Authority of People's Movement
 (c) National Alliance of People's Movement
 (d) National Agency of Public Movement.
6. The Green Belt Movement of Kenya was led by
 (a) Wangari Maathai (b) Nelson Mandela
 (c) Binni Mandela (d) Desmond Tutu.
7. Which one is an example of single issue movement?
 (a) Women's movement (b) Environment movement
 (c) Narmada Bachao Andolan (d) People's movement.
8. The aim of BAMCEF is to campaign against
 (a) untouchability (b) smoking
 (c) moral devaluation (d) caste discrimination.
9. The movement called Kittiko-Hachchiko started in Karnataka in 1987. What does Kittiko-Hachchiko mean?
 (a) Catch and save (b) Sow and harvest
 (c) Pluck and plant (d) Pluck and throw
10. What is FEDECOR?
 (a) Political party (b) Health institution
 (c) Educational institution (d) Organisation.
- Ans.** 1—(b) 2—(d) 3—(a) 4—(b) 5—(c) 6—(a)
 7—(c) 8—(d) 9—(c) 10—(d)

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. Who dissolved the popularly elected parliament in February 2005, in Nepal?
 (CBSE 2015)

Ans. King Gyanendra dissolved the popularly elected parliament in February 2005, in Nepal.

Q2. What was the main role of 'FEDECOR' organisation in Bolivia? (CBSE 2015)

Ans. The protest against water privatisation in Bolivia was led by 'FEDECOR' organisation.

Q3. What did the world Bank ask the Bolivian government?

Ans. The world Bank asked the Bolivian government to give up its control of municipal water supply.

Q4. Water did the government of Bolivia do then?

Ans. It sold the rights of water supply for the city of Cochabamba to a multinational company.

Q5. What was the immediate step taken by the company?

Ans. The company immediately increased the price of water by four times.

Q6. How is democratic conflict resolved?

Ans. Democratic conflict is resolved through mass mobilisation.

Q7. What was FEDECOR comprised of?

Ans. FEDECOR organisation was composed of local professionals, including engineers and environmentalists.

Q8. Which party supported the movement led by FEDECOR?

Ans. The movement led by FEDECOR was supported by the socialist party.

Q9. What are called interest groups?

Ans. Sometimes people from an organisation and undertake activities to promote their interests or their view points. These are called interest groups.

Q10. What are pressure groups?

Ans. Pressure groups are organisation that attempt to influence government policies.

Q11. How are pressure groups different from political parties?

Ans. Unlike political parties, pressure groups do not aim to directly control or share political power.

Q12. Name some people's movement which have become very popular.

Ans. Narmada Bachao Andolan, movement for right to information. Anti-liquor movement, women's movement, environmental movement.

Q13. How is a movement similar to an interest group?

Ans. Like an interest group, a movement also attempts to influence politics rather than directly take part in electoral competition.

Q14. How is a movement different from an interest group?

Ans. Unlike an interest group, a movement has a loose organisation. Its division making is more informal and flexible.

Q15. What are sectional interest groups? Give examples.

Ans. The interest group that seek to promote the interests of a particular section or a group of society are called sectional interest groups. For example — trade unions, business associations etc.

Q16. What is the principal concern of the sectional interest groups?

Ans. Their principal concern is the betterment and well-being of their members, not society in general.

Q17. What is the principal concern of the promotional groups?

Ans. Their principal concern is to promote collective rather than selective good.

Q18. What is BAMCEF?

Ans. BAMCEF (Backward and Minority Communities Employees Federation) is an organisation largely made up of government employees that campaigns against caste discrimination.

Q19. What is the principal concern of BAMCEF?

Ans. Its principal concern is bring social justice and social equality in the entire society.

Q20. Give an example of the issue specific – movement.

Ans. Narmada Bachao Andolan is a good example of an the issue-specific movement.

Q21. What was the objective of Narmada Bachao Andolan?

Ans. Its objective was to stop the dam from being constructed on the Narmada river.

Q22. Give two examples of movements that are long term and involve more than one issue.

Ans. Two examples of such movements:

- (i) Environmental movement (ii) Women's movement

Q23. Name one movement that gave birth to a political party. What is the name of this party?

Ans. The Assam movement led by students against the 'foreigners' It led to the formation of the Asom Gana Parishad.

Q24. Which financial agency pressurised the government of Bolivia to give an MNC, control over water supply arrangements in the city of Cochabamba?

Ans. The World Bank pressurised the government of Bolivia to give an MNC, control over water supply arrangements in the city of Cochabamba.

Q25. In which two ways, the public interest groups achieve their aims?

Ans. (i) They can raise slogans. (ii) They can disrupt the public.

II. SHORT ANSWER TYPE QUESTIONS

Q1. "The struggle of the Nepali people is a source of inspiration to democrats all over the world." Support the statement. (CBSE 2015)

Ans. Nepal witnessed an extraordinary popular movement in April, 2006. The movement was aimed at restoring democracy. Nepal had won democracy in 1990. Although the king formally remained the head of the state, the real power was exercised by popularly elected representatives. After the mysterious massacre of the royal family in 2001, King Gyanendra, the new King of Nepal, showed his unwillingness to accept democratic rule. In February 2005, he dissolved the popularly elected parliament. This caused a movement in April 2006 to regain control over the government from the King. All the major political parties in the parliament formed a Seven Party Alliance (SPA) and started protest. They served an ultimatum to the King, with their demands. On 24 April 2006, the last day of the ultimatum, the King was forced to concede all the three demands. The SPA chose Girija Prasad Koirala as the new Prime Minister of the interim government. The restored parliament passed laws taking away most of the powers of the King. In this way, the struggle of the Nepali people is a source of inspiration to democrats all over the world.

Q2. Name the two types of movement groups and give one example of each.

Ans. There are two types of movement groups:

1. **Specific movements/short term movements:** They are formed to achieve single objective. They work in limited time frame and thus have usually short active life.

Examples:

- (i) The Nepalese movement for democracy arose with specific objective of reversing the king's order that led to suspension of democracy.
- (ii) In India, *Narmada Bachao Andolan* is also an example of this. This movement started with a specific issue of people displaced by the creation of Sardar Sarovar dam on the river Narmada. Its objective was to stop the dam from being constructed. Gradually it became a wider movement that questioned all such big dams.

2. **General/Generic movements/long term movements:** These movements come into existence to achieve a broad goal in the long run. These involve more than one issues. There is no single organisation that controls or guides such movements.

Examples: The Environmental movement and women's movement.

Q3. Compare and contrast the popular struggles of Nepal and Bolivia. (HOTS)

Ans. Similarities

- (i) The popular struggles of Nepal and Bolivia are instances of political conflicts led to the popular struggles. In both cases the struggle involved mass mobilisation.
- (ii) Both instances involved critical role of political organisations.

Differences

- (i) The movement in Nepal was to establish democracy while in Bolivia the struggle involved claims on an elected democratic government.
- (ii) In Bolivia, struggle was about one specific policy, while struggle in Nepal was about the foundations of the country's politics.
- (iii) Both these struggles were successful but their impact was at different levels.

Q4. What are pressure groups? Why are they formed? (HOTS)

Ans. Pressure groups are organisations that attempt to influence government policies. They do not directly control or share political power.

These organisations are formed when people with common occupation, interest, aspirations and opinions come together in order to achieve a common objective.

In some cases, the government's opinion might be biased by a small group of rich and powerful people. It is here that pressure groups step in and force the government to make policies which will benefit certain other sections of society as well.

Q5. What events led to the restoration of democracy in Nepal?

- Ans.**
- (i) All the political parties in the Parliament formed an alliance—Seven Party Alliance (SPA)—and called for four day strike in Kathmandu, the capital of Nepal.
 - (ii) The protests turned into indefinite strike in which Maoist and various organisations also joined hands.
 - (iii) People defied curfew and came to streets. More than lakhs of people gathered almost every day to demand restoration of democracy.
 - (iv) On 21 April, they served an ultimatum to the king and the leaders of the movement rejected the half-hearted concessions given by the king and stuck to their demand for restoration of parliament, power to all party government and a new constituent assembly.
 - (v) 24th April 2006 was the last day of the ultimatum; the king was forced to grant all the demands.

Q6. Write a short note on Bolivia's water war.

Ans. Bolivia is a small and poor country in Latin America. The World Bank pressurised the government to give up its control of municipal water supply. The government sold these rights to an MNC. The company immediately increased the price of water four times. This led to a spontaneous popular protest. In January, 2000 a new alliance of labour, human rights and community leaders organised a successful strike for four days in the city and the government agreed to negotiate but nothing happened. Police resorted to brutal repression when the agitation was started again in February. Another strike was there in April and government imposed martial law. But the power of people forced the officials of MNC to leave their city and made government to grant all demands of the protesters. The contract with MNC was cancelled and water supply was resorted to municipality at old rates. This is known as Bolivia's water war.

Q7. Which groups were involved in Bolivian Water War? [V. Imp.]

- Ans.** (i) The dissent against water privatisation in Bolivia was not guided by any political party but by an organisation named FEDECOR though Socialist party supported it.
- (ii) That organisation consisted of local professionals, including engineers and environmentalists.
- (iii) They got support from federation of farmers, the confederation of factory worker's unions, students of university of Cochabamba and city's homeless street children.

Q8. Write the full form of NAPM. What do you know about it?

Ans. The National Alliance for Peoples' Movements (NAPM) is an organisation of organisations. Various movement groups struggling on specific issues are constituents of this loose organisation which coordinates the activities of a large number of peoples' movements in our country.

Q9. Write a short note on promotional groups.

Ans. Public interest groups are also called promotional groups. These are the groups that promote collective and not selective good. They represent some common or general interest that needs to be defended. The members of the organisation may not benefit from the cause that the organisation represents. They aim to help groups other than their own members. In some cases the members of a public interest group may undertake activity that benefits them as well as others too. For example, in Nepal Human Rights Organisations, and in Bolivia FEDECOR. In India also we have BAMCEF (Backward and Minorities Community Employees Federation) which is an organisation that campaigns against caste discrimination. It addresses the problem of its members who suffer discrimination but its principal concern is with social justice and social equality for the entire society.

Q10. How is a democratic conflict resolved? (HOTS)

Ans. A democratic conflict is resolved through mass mobilisation. Sometimes it is possible that the conflict is resolved by using the existing institutions like the parliament or the judiciary. But when there is a deep dispute, very often these institutions themselves get involved in the dispute. In such a situation the resolution comes from outside, from the people.

Q11. Why did the people of Bolivia protest in 2000? (CBSE 2011)

Ans. See Q5. (Short Answer Type Questions)

Q12. Describe the movement for democracy in Nepal, April 2006. (AI CBSE 2012)

- Ans.** (i) Nepal witnessed an extraordinary popular movement in April 2006. The movement was aimed at restoring democracy.
- (ii) In February 2005, the king of Nepal dismissed the then prime minister and dissolved the popularly elected parliament.
- (iii) The movement of April 2006 was aimed at regaining popular control over the government from the king.

Note: Also see Q4. (Short Answer Type Questions)

Q13. Describe the 'second popular movement for democracy of Nepal'. (CBSE 2012)

Ans. See Q11. and Q4. (Short Answer Type Questions)

Q14. How do pressure groups and movements exert pressure on politics? Explain with an example. (CBSE 2012)

Ans. See NCERT Textbook Q1.

Q15. Distinguish between ‘pressure groups’ and ‘movement groups’ with examples.
(AI CBSE 2013)

Ans.	Pressure Groups	Movement Groups
	(i) Pressure groups are organisation when people with common occupation interest, aspirations or opinions come together in order to achieve a common objective.	(i) Movement groups are formed with the help of mass participation.
	(ii) These are organisations that attempt to influence government policies.	(ii) Movement groups attempt to influence polities rather than directly part in the electoral competition
	(iii) FEDECOR and BAMCEF are examples of pressure groups.	(iii) Narmada Bachao Andolan and Movement for Right to information are examples of movement groups.

Q16. What are the differences between the ‘pressure groups’ and ‘political parties’?
(CBSE 2011, 2013)

Ans. See NCERT Textbook Q5.

Q17. Distinguish between ‘issue-specific movements’ and ‘long term movements’.
(CBSE 2011)

Ans.	Issue-Specific Movements	Long Term Movement
	(i) These movements seek to achieve a single objective within a limited time frame.	(i) These movements seek to achieve a broad goal in long span of time.
	(ii) These movements as associated with a single issue.	(ii) These movements involve more than one issue.
	(iii) The Nepalese movement and Narmada Bachao Andolan are examples of issue-specific movements.	(iii) The environmental movement and the women’s movement are examples of long term movements.

Q18. Explain three common features of the popular struggle in Nepal and Bolivia.
(CBSE 2011)

Ans. See Q2. (Short Answer Type Questions)

Q19. What are the differences between ‘sectional interest groups’ and ‘public interest groups’.
(CBSE 2011, 2013)

Ans. See Q3. (Long Answer Type Questions)

Q20. Justify with three points that democracy evolves through popular struggles.
(CBSE 2011)

- Ans.**
- (i) Nepal witnessed an extraordinary movement in April 2006. The movement was aimed at restoring democracy. This movement finally got success and democracy was established in the country on 24 April 2006.
 - (ii) People’s struggle against privatisation of water in Bolivia reminds us that popular struggles are integral to the working of democracy.
 - (iii) The Green Belt Movement in Kenya also justifies that democracy evolves through popular struggles.

III. LONG ANSWER TYPE QUESTIONS

Q1. How do pressure groups and movements exert influence on politics? Explain with examples. (CBSE 2015)

Ans. Pressure groups and movements exert influence on politics in a variety of ways:

- (i) They try to gain public support and sympathy for their goals and their activities by carrying out information campaigns, organising meetings, filing petitions, etc.
- (ii) They often organise protest activity like strikes or disrupting government programmes. Workers' organisations, employees' associations and most of the movement groups often resort to these tactics in order to force the government to take note of their demands.
- (iii) Most of the movement groups take a political stance without being a party. They have political ideology and political positions on major issues.
- (iv) In some instances, the pressure groups are either formed or led by the leaders of political parties or act as extended arms of political parties. For example, most trade unions and students' organisations in India are either established by, or affiliated to one or the other major political party.
- (v) Sometimes political parties grow out of movements. For example, when the Assam movement led by students against the 'foreigners' came to an end, it led to the formation of the Asom Gana Parishad.

Q2. How far are pressure groups good for democracy? [V. Imp.]

- Ans.**
- (i) It may appear that it is not healthy for the groups that promote interest of one section to have influence in democracy. A democracy must look after the interest of all, not just one section. Also, it may seem that these groups wield power without responsibility.
 - (ii) Political parties have to face the people in elections, but these groups are not accountable to the people. Pressure groups and movements may not get their funds and support from people. Sometimes pressure groups with small public support but lots of money can hijack public discussion in favour of their narrow agenda.
 - (iii) But pressure groups and movements have deepened democracy. Putting pressure on rulers is not an unhealthy activity in democracy as long as everyone gets this opportunity.
 - (iv) Governments can often come under the pressure of rich and powerful group but these public interest groups and movements perform a useful role of countering this undue influence and reminding government of needs and concerns of ordinary citizens.
 - (v) Even social interest groups play a valuable role. Where different groups function actively no single group can achieve dominance over society. If one group brings pressure on the government the other will bring counter pressure not to make policies in the way the first group desires. The government hears about what people want. This brings a rough balance of power and accommodation of conflicting interests.

Q3. In what ways do the Environmental Movement and Women's Movement differ from the Narmada Bachao Andolan? [V. Imp.]

Ans. The Environmental Movement and Women's Movement target a broad goal in the very long run. They involve more than one issues. The Environmental Movement is a label for a large number of organisations and issue-specific movements. All

of these have separate organisations, independent leadership and often different views on policy related matters. Yet all of these share a broad objective and have a similar approach. That is why they are called a movement.

On the other hand, movements like the *Narmada Bachao Andolan* are issue-specific movements that seek to achieve a single objective within a limited time frame. This movement started with the specific issue of the people displaced by the creation of Sardar Sarovar dam on the Narmada river. Its objective was to stop the dam from being constructed. Gradually it became a wider movement that questioned all such big dams.

Q4. Distinguish between sectional interest groups and public interest groups.

Sectional Interest Groups	Public Interest Groups
(i) Sectional interest groups seek to promote the interest of a particular section/group of society.	(i) Public interest groups represent some common or general interest that needs to be defended.
(ii) Their principal concern is the betterment and well-being of their members and not society in general.	(ii) Their principal concern is the betterment of the entire society.
(iii) They are sectional because they represent a particular section of a society like workers employees, business men etc.	(iii) They are public because they are concerned with public issues rather than private.
(iv) Example: Trade unions/business associated and professionals (Lawyers, doctors, teachers, etc.)	(iv) Example: FEDECOR in Bolivia and BAMCEF in India.

Q5. Describe, in brief, any four features of movement for democracy in Nepal.

(CBSE 2010)

- Ans.** (i) Nepal was one of the ‘third wave’ countries that had won democracy in 1990. Although the King formally remained the head of the state, the real power was exercised by popularly elected representatives.
- (ii) King Birendra, who has accepted this transition from absolute monarchy to constitutional monarchy, was killed in 2001.
- (iii) King Gyanendra, the new king of Nepal, was not prepared to accept democratic rule. He took advantage of the weakness and unpopularity of the democratically elected government.
- (iv) In February 2005, the king dismissed the then Prime Minister and dissolved the popularly elected Parliament. The movement of April 2006 was aimed at regaining popular control over the government from the king.
- (v) Finally, the king was forced to bow. As a result, the parliament was restored and laws were passed to take away most of the powers of the king.

Q6. “Pressure groups and movement exert influence on politics in a variety of ways.” Explain any four ways. [CBSE 2011, AI CBSE 2012, 2012(F), 2013]

Ans. See NCERT Textbook Q1.

Q7. How did the struggle of the Nepali people become a source of inspiration to democrats all over the world? Explain. (AI CBSE 2013)

Ans. See Q11. and Q4. (Short Answer Type Questions)

Q8. How was Nepal movement different from Bolivia's movement? (CBSE 2013)

Ans.	Nepal's Movement	Bolivia's Movement
	<p>(i) The movement in Nepal was to establish democracy in the country.</p> <p>(ii) The struggle in Nepal was about the foundation of the country's politics.</p> <p>(iii) Nepal's movement was led by a seven party Alliance formed by all the major political parties in the Parliament.</p> <p>(iv) The movement laid the foundation for the establishment of democracy in Nepal.</p>	<p>(i) In Bolivia the struggle involved claims on an elected democratic government.</p> <p>(ii) In Bolivia, the struggle was about one specific policy <i>i.e.</i> water privatisation.</p> <p>(iii) The protest against water privatisation in Bolivia was not led by a political party. It was led by an organisation called FEDECOR which comprised local professionals, including engineers and environmentalists.</p> <p>(iv) The movement forced the Bolivian government to change its decision.</p>

Q9. What are public interest groups?

Or

How do they look after the public interest? Explain. (AI CBSE 2009)

- Ans.** (i) Public interest groups or promotional groups represent some common or general interest that need to be defended.
- (ii) They promote collective rather than selective good. They aim to help group other than their own members. For example, a group fighting against bonded labour fights not for itself but for those who are suffering under such bondage.
- (iii) The member of a public interest group may undertake activity that benefits them as well as other too. For example, BAMCEF (backward and Minority Communities Employees Federation) is an organisation largely made up of government employees that campaigns against caste discrimination.
- (iv) Public interest group perform a useful role of countering the undue pressure put on the government by a small group of rich and powerful people and reminding the government of the needs and concerns of ordinary citizens.

Q10. Describe the 'second popular movement for democracy' of Nepal. (AI CBSE 2012)

Ans. See Q11. and Q4. (Short Answer Type Questions)

IV. VALUE BASED QUESTIONS

Q1. "Social movements and pressure groups try to mobilise citizens in many ways."

Read the above statement carefully and then answer the questions that follow:

- (i) Identify the Fundamental Right which is related to the above statement.
- (ii) How are pressure groups different from political parties?
- (iii) Which value is associated with social movements? Give one example of this statement.

- Ans.** (i) The Right to Freedom.
- (ii) Unlike political parties, pressure groups do not aim to directly control or share political power.

(iii) The value associated with social movements is collective goal. An example of this type of movement is anti-liquor movement.

Q2. What is BAMCEF? What problems does it deal with? What is its principal concern?

Ans. BAMCEF stands for Backward and Minority Communities Employees Federation. This is an organisation largely made up of government employees that campaigns against caste discrimination. It addresses the problems of its members who suffer discrimination.

Its principal concern is with social justice and social equality for the entire society.

TEST YOUR SKILLS

1. 'Popular struggles are integral to the working of democracy'. Discuss.
2. What are the indirect ways of protest in democracy?
3. Give one reason for struggle in Bolivia.
4. Distinguish between interest groups and pressure groups.
5. Describe the four main features of popular mass struggle for restoring democracy in Nepal.



6



Political Parties

Syllabus

What role do political parties play in competition and contestation? Which are the major national and regional parties in India?

Facts that Matter

1. A **political party** is a group of people who aim to attain power in the government through the elections. In other words, it is a group of people holding some policies and programmes, who come together to contest elections and hold power in the government.
2. Political parties reflect fundamental political divisions in a society. Parties are a part of the society and involve partnership.
3. A political party has three components: the leader, the active members and the followers.
4. Political parties perform a series of functions, such as, contesting elections, putting forward different policies and programmes, making laws for the country, forming and running government.
5. Modern democracies cannot exist without political parties. In case there are no political parties every candidate in the elections will be independent and no leader will be able to make any promise to the people about any major policy change.
6. The emergence of political parties is linked to the emergence of representative democracies. Large societies need representative democracy. As societies became large and complex they also needed some agencies to gather different views on various issues and to present these to the government. They needed some ways to bring various representatives together so that a responsible government could be formed. They needed a mechanism to support or restrain the government, make policies, justify or oppose them. Political parties fulfill these needs that every representative government has. This is how political parties came into existence. Hence, we can say that parties are a necessary condition for a democracy.
7. Now the question arises how many major or effective parties are good for a democratic country. In some countries only one party is allowed to control and run the government. These are called **one party systems**. *For example*, in China, only the Communist Party is allowed to rule. In some countries power usually changes between two major parties. Such a party system is called **two party system**. The United States of America and the United Kingdom are examples of two-party system.
8. If several parties compete for power, more than two parties have a reasonable chance of winning and coming to power either on their own or through an alliance with others. This is called **multi-party system**. *For example*—India.

9. When several parties join hands for the purpose of contesting elections or winning power, it is called an **alliance** or a **front**. NDA—National Democratic Alliance, UPA—United Progressive Alliance and the Left Front were three major alliances in 2004 parliamentary elections in India.
10. Each country develops a party system that is conditioned by its special circumstances. *For example*, if India has evolved a multi-party system, it is because the social and geographical diversity in such a vast country is not easily absorbed by two or three parties.
11. **National Political Parties** are country-wide parties. These parties have their units in various states. These units follow the same policies, programmes and strategy that is decided at the national level. *For example*, Indian National Congress (INC).
12. **State Political Parties** like Samajwadi Party, Samta Party, Rashtriya Janata Dal have national political organisation with units in several states. Some of these parties like Biju Janata Dal, Sikkim Democratic Front and Mizo National Front are conscious about their state identity.
13. Over the last three decades the strength of state parties has expanded. No national party is able to secure on its own a majority in the Lok Sabha. As a result, national parties are compelled to form alliances with state parties.
14. Political parties in our country are facing several challenges, such as lack of internal democracy within parties etc.
15. In order to face these challenges, political parties need to be reformed. Some of the recent efforts and suggestions in our country to reform political parties and its leaders are:
 - The Constitution was amended to prevent elected MLAs and MPs from changing parties. This was done because many elected representatives were indulging in **defections** in order to become ministers or for cash rewards. Now the law says that if any MLA or MP changes parties, he or she will lose the seat in the legislature. The new law has brought defection down and has made dissent even more difficult.
 - The Supreme Court passed an order to reduce the influence of money and criminals. Now it is mandatory for every candidate who conducts elections to file an **affidavit** giving details of his property and criminal cases pending against him. The new system has made a lot of information available to the public.
 - The Election Commission passed an order making it necessary for the political parties to hold their elections and file their income tax returns.

Words that Matter

1. **Political party:** A group of people with similar policies and programmes, who come together to contest elections and hold power in the government.
2. **Partisan:** A person who is strongly committed to any party, group or factor.
3. **Ruling Party:** A political party that runs government.
4. **One-party system:** In some countries only one party is allowed to control and run the government. These are called one-party systems.
5. **Two-party system:** In some countries power usually changes between two major parties.
6. **Multi-party system:** If several parties compete for power, more than two parties have a reasonable chance of winning and coming to power either on their own or through an alliance with others.
7. **Alliance/front:** When several parties join hands for the purpose of contesting elections or winning power.

8. **Regional party:** A party that secures at least 6% of the total votes in an election to the Legislative Assembly of a state and wins at least 2 seats is recognised as a regional party/state party.
9. **National party:** Those parties which are country-wide parties are called national parties.
10. **Defection:** Moving of a person from one party to another party for some personal benefit.
11. **Affidavit:** An affidavit is a signed document submitted to an officer, where a person makes a sworn statement regarding his/her personal information.

NCERT TEXTBOOK QUESTIONS SOLVED

Q1. State the various functions political parties perform in a democracy.

Or

Describe any five major functions of political parties. (CBSE 2015)

Ans. Political parties perform the following functions in a democracy:

- (i) **Parties contest elections:** In most of democratic countries, elections are fought mainly among the candidates put up by the political parties. Parties select their candidates in different ways. In India, top party leaders choose candidates for contesting elections.
- (ii) **Parties put forward different policies and programmes:** Each one of us may have different opinions and views on what policies are suitable for the society. In democracy large number of similar opinions has to be grouped together to provide a direction in which policies can be formulated by the government. This is what the parties do. A party reduces a vast multitude of opinions into a few basic positions which it supports. The government is expected to base its policies on the line taken by the ruling party.
- (iii) **Parties make laws for the country:** Though laws are passed by the legislature but since most of the members belong to a party, they go by the direction of party leadership, irrespective of their personal opinions.
- (iv) **Parties form and run government:** Political parties recruit leaders, train them and make them ministers to run the government in the way they want.
- (v) **Parties play role of the opposition to the parties in power:** They voice different views and criticise government for its failures or wrong policies. Opposition parties also mobilise opposition to the government.
- (vi) **Parties shape public opinion:** They shape public opinion by raising and highlighting issues. They do these through pressure groups, which are the extensions of political parties and also launch movements for resolutions of problems faced by the people.
- (vii) **Parties provide people access to government welfare schemes:** For an ordinary citizen it is easier to approach a local party leader than a government officer. They feel close to party even if they do not fully trust them. Even parties have to be responsive to the people's needs and demands otherwise people can reject parties in the next elections.

Q2. What are the various challenges faced by political parties?

Ans. The political parties face the following challenges.

- (i) **Lack of internal democracy within parties:** There is a tendency in political parties towards concentration of power in one or a few leaders at the top. Parties

do not keep membership registers, do not hold organisational meetings and conduct internal elections regularly. Ordinary members do not get sufficient information on what happens inside the party. Leaders make maximum decisions in the name of party.

- (ii) **Dynastic succession:** Very few ordinary workers get chance to rise to the top in the party as parties do not practice open and transparent procedures. In many parties top positions are always controlled by members of one family. This is unfair to others and bad for democracy.
- (iii) **Growing role of money and muscle power:** Since parties are focused only on winning elections, they tend to use short-cuts to win elections. They tend to nominate candidates, who have or can raise money. Rich people and companies who give funds to the parties tend to have influence on the policy decisions of the parties. In some cases, parties support criminals who can win elections.
- (iv) **Parties do not seem to offer a meaningful choice to the voters:** In the recent years there has been a decline in the ideological differences among parties in most parts of the world. So people have no choices. Sometimes people cannot even elect very different leaders either, because the same set of leaders keeps shifting from one party to another.

Q3. Suggest some reforms to strengthen parties so that they perform their functions well.

Ans. Some reforms which can strengthen political parties are:

- (i) A law should be established to regulate the internal affairs of parties, thereby making them more transparent.
- (ii) It should be made compulsory for political parties to maintain a register of its members, to follow its own constitution, to have an independent authority, to act as a judge in case of disputes, to hold open elections in case of disputes.
- (iii) It should be made mandatory for the political parties to give a minimum number of tickets, about one-third, to women candidates.
- (iv) The state should fund election campaigns, thereby eliminating lobbying groups and unfair competition. The government should give parties money to support their election expenses such as petrol, paper, telephone etc. or it could be given in cash on the basis of votes secured by a party in the last elections.
- (v) People can put pressure on political parties and this can be done through petitions, publicity and agitations. Ordinary citizens, pressure groups and movements and media can play an important role in this. If political parties feel that they would lose public support by not taking up reforms they will become more serious about reforms.

The quality of democracy depends upon the degree of participation. It is difficult to reform politics if ordinary citizens do not take part in politics and simply criticise it from outside.

Q4. What is a political party?

Ans. A political party is a group of people who aim to attain power in the government through the elections. In other words, it is a group of people with similar policies and programmes, who come together to contest elections and hold power in the government. Political parties have their own ideology and vision for the society. They formulate various policies and programmes for the society. They work for the collective public interest. They agree on some programmes and policies for the society with a view to promote collective good.

Q5. What are the characteristics of a political party?

Ans. Characteristics of a political party are:

- (i) Every party has a certain structure. The group of people is organised in a proper way. Every member is aware of his role and responsibilities in the party.
- (ii) All the members agree on some policies and programmes for the society with a view to promote the collective good. They seek to implement these policies by winning popular support through elections.
- (iii) Political parties reflect fundamental political divisions in a society. Parties are about a part of the society and thus involve partnership.

Q6. A group of people who come together to contest elections and hold power in the government is called a

Ans. political party.

Q7. Match List I (organisations and struggles) with List II and select the correct answer using the codes given below the lists:

	List I	List II
1.	Congress Party	A. National Democratic Alliance
2.	Bharatiya Janata Party	B. State party
3.	Communist Party of India (Marxist)	C. United Progressive Alliance
4.	Telugu Desam Party	D. Left Front

	1	2	3	4
(a)	C	A	B	D
(b)	C	D	A	B
(c)	C	A	D	B
(d)	D	C	A	B

Ans. (c) C A D B

Q8. Who among the following is the founder of the Bahujan Samaj Party?

- A. Kanshi Ram
- B. Sahu Maharaj
- C. B.R. Ambedkar
- D. Jotiba Phule

Ans. A. Kanshi Ram.

Q9. What is the guiding philosophy of the Bharatiya Janata Party?

- A. Bahujan Samaj
- B. Revolutionary democracy
- C. Integral humanism
- D. Modernity

Ans. D. Modernity.

Q10. Consider the following statements on parties.

- A. Political parties do not enjoy much trust among the people.
- B. Parties are often rocked by scandals involving top party leaders.
- C. Parties are not necessary to run governments.

Which of the statements given above are correct?

- (a) A, B and C
- (b) A and B
- (c) B and C
- (d) A and B

Ans. (b) A and B.

Q11. Read the following passage and answer the questions given below:

Muhammad Yunus is a famous economist of Bangladesh. He received several international honours for his efforts to promote economic and social development for the benefit of the poor. He and the Grameen Bank he started, jointly received the Noble Peace Prize for 2006. In February 2007, he decided to launch a political party and contest in the parliamentary elections. His objective was to foster proper leadership, good governance and build a new Bangladesh. He felt that only a political party different from the traditional ones would bring about new political culture. His party would be democratic from the grassroots level.

The launching of the new party, called Nagarik Shakti (Citizens' Power), has caused a stir among the Bangladeshis. While many welcomed his decisions, some did not like it. "Now I think Bangladesh will have a chance to choose between good and bad and eventually have a good government," said Shahedul Islam, a government official. "That government, we hope, would not only keep itself away from corruption but also make fighting corruption and black money a top priority."

But leaders of traditional political parties who dominated the country's politics for decades were apprehensive. "There was no debate (over him) winning the Nobel, but politics is different—very challenging and often controversial," said a senior leader of the Bangladesh Nationalist Party. Some others were highly critical. They asked why he was rushing into politics. "Is he being planted in politics by mentors from outside the country," asked one political observer.

Do you think Yunus made a right decision to float a new political party?

Do you agree with the statements and fears expressed by various people? How do you want this new party organised to make it different from other parties? If you were the one to begin this political party how would you defend it?

Ans. Yunus made a right decision to launch a political party and contest in the parliamentary elections. It's a human tendency when a competitor comes in front of anybody, people look for excuses to quit the person out of the field. When there are more than one parties in the country people have a choice to make between good and bad. The new party should promote proper leadership, good governance and should be capable of bringing about new healthy political culture. Last but not least it should be democratic from the grassroots level.

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct option:

1. The Indian National Congress was founded in the year
(a) 1800 (b) 1890
(c) 1899 (d) 1885
2. The opposition party is
(a) the party that loses the election and does not form the government
(b) the party that wins the election and forms the government.
(c) the party that opposes the ruling party
(d) the party that does not contest election

3. What does defection mean?
 (a) Leaving all the parties
 (b) Moving of a person from one party to another party for some personal benefit
 (c) Moving of a person from opposition party to ruling party
 (d) Moving of a person from ruling party to opposition party
4. How many parties are registered with the Election Commission in India?
 (a) More than 750 parties (b) Less than 750 parties
 (c) More than 800 parties (d) Less than 750 parties
5. Which is the most visible institution of democracy?
 (a) Elections (b) Political parties
 (c) Adult Franchise (d) Seats reservation
6. Which political party supports the concept of Hindutva?
 (a) Communist Party of India (Marxist)
 (b) Congress Party
 (c) Bharatiya Janata Party
 (d) Telugu Desam party
7. One of the following countries has single-party system
 (a) India (b) The United Kingdom
 (c) The United States of America (d) China
8. A political party is composed of
 (a) leaders (b) active members
 (c) followers (d) all of the above
9. The institution that banned wall writing by parties during elections is
 (a) The Election Commission (b) The Judiciary
 (c) The Parliament (d) The Press
10. Which one of the following regional parties is associated with West Bengal?
 (a) Lok Jan Shakti Party (b) Janata Dal
 (c) Forward Bloc (d) Democratic Front
11. The symbol of Bahujan Samaj Party is
 (a) Hand (b) Elephant
 (c) Bicycle (d) Hand
12. One of the following political parties is a state party
 (a) Bharatiya Janata Party (b) Nationalist Congress Party
 (c) Samata Party (d) Bahujan Samaj Party
13. One of the following political parties is a national party
 (a) Bharatiya Janata Party (b) Samata Party
 (c) Samajwadi Party (d) Rashtriya Janata Dal
- Ans.** 1—(d) 2—(c) 3—(b) 4—(a) 5—(a) 6—(c)
 7—(d) 8—(d) 9—(a) 10—(c) 11—(b) 12—(c)
 13—(a)

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. If all the decision of a political party are made by a single family and all other members are neglected, than what challenge is being faced by that party?

(CBSE 2015)

Ans. That political party will face the challenge of lack of internal democracy within parties.

Q2. What is political party?

Ans. A political party is a group of people who come together to contest elections and hold power in the government. They agree on some policies and programmes for the society with a view to promote the collective good.

Q3. What is partisanship?

Ans. Partisanship is marked by a tendency to take a side and inability to take a balanced view on an issue.

Q4. Name the three components of a political party.

Ans. (i) Leaders (ii) Active members (iii) Followers

Q5. What is expected from a government?

Ans. A government is expected to base its policies on the line taken by the ruling party.

Q6. Mention any two functions of a political party.

Ans. (i) It contests elections.
(ii) It puts forward different policies and programmes and the voters choose from then.

Q7. Why do parties sometimes launch movements?

Ans. Parties sometimes launch movements for the resolution of problems faced by people.

Q8. Under which do people usually reject some particular parties in the next elections?

Ans. People usually reject some particular parties in the next elections if they (parties) are not responsive to their (people's) needs and demands.

Q9. How are political parties viewed in a democracy?

Ans. Political parties are a necessary condition for a democracy.

Q10. How many parties are registered with the Election Commission of India?

Ans. More than 750 parties are registered with the Election Commission of India.

Q11. Which party is allowed to rule in China?

Ans. The communist party is allowed to rule in China.

Q12. Although people in China are legally free to form political parties, it does not happen. Why?

Ans. It is because the electoral system does not permit free competition for power.

Q13. Why is one party system not considered a good option?

Ans. One party system is not considered a good option because this is not a democratic option.

Q14. Why do we need at least two parties in a democratic system?

Ans. It gives a fair chance to the two parties to compete in elections to come to power.

Q15. Name the two countries where we see two party system.

Ans. (i) The United States of America (ii) The United Kingdom

Q16. How is the government formed in a multi-party system?

Ans. In a multi-party system, the government is formed by various parties coming together in a coalition.

Q17. What is called an alliance or a front?

Ans. When several parties in a multi-party system join hands for the purpose of contesting elections and winning power it is called an alliance or a front.

Q18. What is a major drawback of the multi-party system?

Ans. The multi-party system often appears very messy and leads to political instability.

Q19. India has evolved a multi-party system. What is the reason behind it?

Ans. It is because the social and geographical diversity in such a large country is not easily absorbed by two or even three parties.

Q20. Democracies that follow a federal system all over the world tend to have two kinds of political parties. Which are they?

Ans. (i) Parties that are present in only one of the federal units.
(ii) Parties that are present in several or all units of the federation.

Q21. What are called 'national parties'?

Ans. There are some countrywide parties, which are called national parties. These parties have their units in various states. These units follow the same policies, programmes and strategy that are decided at the national level.

Q22. What are called 'recognised political parties'?

Ans. Parties that get some special facilities from the Election Commission are called 'recognised political parties'.

Q23. Which party is recognised as a state party?

Ans. A party that secures at least six per cent of the total votes in an election to the Legislative Assembly of a state and wins at least two seats is recognised as a state party.

Q24. Which party is recognised as a national party?

Ans. A party that secures at least six per cent of the total votes in Lok Sabha elections or Assembly elections in four states and wins at least four seats in the Lok Sabha is recognised as a national party.

Q25. When was Bahujan Samaj Party formed and under whose leadership?

Ans. Bahujan Samaj Party was formed in 1984 under the leadership of Kanshi Ram.

Q26. Who are personalities from whom BSP draws inspiration?

Ans. BSP draws inspiration from the ideas and teachings of Sahu Maharaj, Mahatma Phule, Periyar Ramaswami Naicker and Babasaheb Bhimrao Ambedkar.

Q27. What is the principal concern of Bahujan Samaj Party?

Ans. This party's principal concern is to secure the interest and welfare of the dalits and oppressed people.

Q28. What is the chief objective of Communist Party of India – Marxist (CPI-M)?

Ans. The chief objective of CPI-M is to secure socio-economic justice in India.

Q29. Name the states where one can notice significant presence of Communist Party of India (CPI).

Ans. Kerala, West Bengal, Punjab, Andhra Pradesh and Tamil Nadu.

Q30. Name any two challenges to political parties?

Ans. (i) Lack of internal democracy
(ii) Growing role of money and muscle power in parties, especially during elections.

Q31. What will happen if any MLA or MP changes parties?

Ans. He or she will lose the seat in the legislature.

Q32. What has the supreme court done to reduce the influence of money and criminals in politics?

Ans. The Supreme Court has made it mandatory for every candidate who contests elections to file affidavit giving details of his property and criminal cases pending against him/her.

Q33. How can people put pressure on political parties?

Ans. They can do this through petitions, publicity and agitations.

Q34. When is it difficult to reform politics?

Ans. It is difficult to reform politics if ordinary citizens do not take part in it and simply criticise it from the outside.

III. SHORT ANSWER TYPE QUESTIONS

Q1. What is a multi-party system? Why has India adopted a multi-party system? Explain. (CBSE 2015)

Ans. If several parties compete for power, and more than two parties have a reasonable chance of coming to power either on their own strength or in alliance with others, we call it a multi-party system.

In India, we have a multi-party system. It is because the social and geographical diversity in such a large country is not easily absorbed by two or even three parties. No system is ideal for all countries and all situations.

Q2. "Lack of internal democracy within parties is the major challenge to political parties all over the world." Analyse the statement. (CBSE 2015)

Ans. All over the world there is a tendency in political parties towards the concentration of power in one or few leaders at the top. Parties do not keep membership registers, do not hold organisational meetings, and do not conduct internal elections regularly. Ordinary members of the party do not get sufficient information on what happens inside the party. They do not have the means or the concessions needed to influence the decisions. As a result the leaders assume greater power to make decisions in the name of the party. Since one or few leaders exercise paramount power in the party, those who disagree with the leadership find it difficult to continue in the party. More than loyalty to party principles and policies, personal loyalty to the leader becomes more important.

Q3. "Political parties play a major role in democracy." Give three viewpoints to justify this statement.

- Ans.**
- (i) Political parties reduce a vast multitude of opinions into a few basic positions which it supports. The government is expected to base its policies on the line taken by the ruling party.
 - (ii) Those parties, that lose the elections, play role of the opposition. They voice different views and criticise government for its failures or wrong policies. Opposition parties also mobilise opposition to the government.
 - (iii) Political parties shape public opinion by raising and highlighting issues. The political parties put before various problems of the country and try to explain them in an easy way through magazines, booklets and meetings.

Q4. Write a short note on Indian National Congress (INC).

Ans. Indian National Congress is popularly known as the Congress Party. It is one of the oldest parties of the world. It was founded in 1885. It played an important role in Indian politics at the national and state levels after the independence. Under Nehru the party tried to build a modern secular democratic republic in India.

It remained in power till 1977 and then from 1980-1989 but after that its support declined. The party supports secularism and welfare of weaker sections and minorities. It supports new economic reforms with a human face. It emerged as a single largest party with 145 seats in 2004 elections and is currently leading the ruling United Progressive Alliance coalition government at the centre.

Q5. Differentiate between a national party and a state party.

Ans. Differences between a national party and a regional/state party.

National Party	Regional Party/State Party
1. A party that secures at least 6% of total votes in Lok Sabha elections or Assembly elections in four states and wins at least four seats in the Lok Sabha is recognised as a national party.	1. A party that secures at least 6% of the total votes in an election to the Legislative Assembly of a state and wins at least 2 seats is recognised as a regional party/state party.
2. National parties will have influence in more than three states.	2. Regional party will have influence in less than three states.
3. These parties raise issues of national importance. <i>For example:</i> INC, BJP, BSP, CPI-M, CPI and NCP.	3. These parties raise issues of regional importance. <i>For example:</i> Samajwadi Party, Samta Party, Rashtriya Janata Dal, DMK, AIADMK.

Q6. What is a multi-party system? Write a note on multi-party system in the context of India. (HOTS)

Ans. If several parties compete for power, and more than two parties have a reasonable chance of coming to power either on their own strength or in an alliance with others, it is known as a *multi-party system*.

In India, we have a multi-party system. In this system, the government is formed by various parties coming together in a coalition. When several parties in a multi-party system join hands for the purpose of contesting elections and winning power, it is called an *alliance* or *a front*. For example, in India there were three such major alliances in 2004 parliamentary elections—the National Democratic Alliance, the United Progressive Alliance and the Left Front.

Q7. Write a short note on one-party system.

Ans. In some countries only one party is allowed to control and run the government. These are called one party system. For example, China has a single party—Communist Party. One-party system is not a good option because it is not a democratic option. In the countries having one party system, the liberty of the individual is lost because people are deprived of the right of electing representatives. There is one candidate in whose favour all the citizens have to vote. It cannot be called as elections in real sense.

Q8. Give an assessment of two-party system with examples.

Ans. In some countries power usually changes between two major parties. Several other parties exist, contest elections and win a few seats in the legislature. But only two main parties have a serious chance of winning and forming government. For example, countries like U.K., Canada, England and U.S. follow two-party system. In this type of party system the winning party forms the government and the other party forms the opposition.

Q9. Give the symbols of all the six national political parties in India.

Name of National Party	Symbols
(i) Indian National Congress (INC)	Hand
(ii) Bharatiya Janata Party (BJP)	Lotus

(iii) Bahujan Samaj Party (BSP)	Elephant
(iv) Communist Party of India–Marxist (CPI–M)	Hammer, sickle and star
(v) Communist Party of India (CPI)	Ears of corn and sickle
(vi) Nationalist Congress Party (NCP)	Clock

Q10. What do you mean by the term ‘defection’? What measures were adopted to prevent this practice? (HOTS)

Ans. ‘Defection’ in politics means moving of a person from one party to another party for some personal benefit. It means changing party allegiance from the party on which a person got elected to a different party. It happens when a legislature, after having been elected from a particular party leaves it and joins in other party. Measures adopted to prevent this practice:

- (i) The Constitution was amended to prevent elected MLAs and MPs from changing parties. This was done because many elected representatives were indulging in defection, in order to become ministers or for cash rewards.
- (ii) Now, the law says that if any MLA or MP changes parties, he or she will lose seat in the legislature.
- (iii) The new law has brought defection down and has made dissent even more difficult. Now MLAs and MPs have to accept whatever party leaders say.

Q11. Why can’t modern democracies exist without political parties? Explain any three reason. (AI CBSE 2012)

Ans. See Q1. (Long Answer Type Questions)

Q12. Explain the three steps taken by the different authorities to reform political parties and their leaders in India. (AI CBSE 2012)

Ans. See Q2. (Value Based Questions)

Q13. How do state or regional political parties contribute in strengthening federalism and democracy in India? Explain with examples. (CBSE 2012)

Ans. State parties are commonly referred to as regional parties such parties play a significant role in strengthening federalism and democracy in India—

- (i) Over the last three decades, the number and strength of these parties has expanded. This made the Parliament of India politically more and more diverse.
- (ii) In the present political scenario no one national party is able to secure on its own a majority in the Lok Sabha. In such circumstances, state political parties come forward to join hands with the national resulting in the formation of alliances.
- (iii) Since 1996, nearly every one of the state party has got an opportunity to be a part of one or the other national level coalition government. This has contributed to the strengthening of federalism and democracy in our country.

Q14. “Lack of internal democracy is a challenge to the efficient functioning of India political parties”. Support the statement with examples. (AI CBSE 2013(C))

Ans. There is lack of internal democracy within parties since power tends to get concentrated in the hands of one or few leaders at the top.

- (i) Ordinary members of the party do not get sufficient information on what happens inside the party. They do not have the means or the connections needed to influence the decisions. As a result, the leaders assume greater power to make decisions in the name of the party.

- (ii) Since one or few leaders exercise paramount power in the party, those who disagree with the leadership find it difficult to continue in the party.
- (iii) More than loyalty to party principles and policies, personal loyalty to the leaders becomes more important.

Q15. How do political parties shape the public opinion? Explain with three examples. (CBSE 2012(F))

Ans. The three ways in which political parties shape the public opinion:

- (i) They raise and highlight issues.
- (ii) Parties have lakhs of members and activists spread all over the country. Many of the pressure groups are the extensions of political parties among different sections of the society.
- (iii) Parties sometimes also launch movements for the resolution of problems faced by people.

Q16. (i) What is one party or single party system? Give one example.

(ii) What is be party or two party system? Give example.

(iii) What is a multi party system? (CBSE 2011)

Ans. (i) The system in which only one party is allowed to control and run the government is called one-party system. For example, China.

(ii) In some countries, power usually changes between two main parties. Several other parties may exist, contest elections and win a few seats in the national legislatures. But only two main parties have a serious chance of winning majority of seats to form government. Such a party system is called bi-party or two party system. For example, the United States of America, The United Kingdom.

(iii) See Q4. (Short Answer Type Questions)

Q17. What is the reason behind the evolution of a multi-party system in India? Give one advantage and one disadvantage of this system. (HOTS)

Ans. India is a large country which is characterised by its social and geographical diversities. These diversions are not easily absorbed by two or even three parties. It is therefore, we have a multi-party system.

One Advantage of Multi Party System

This system allows a variety of interest and opinions to enjoy political representation.

One Disadvantage of Multi Party System

This system appears very messy and leads to political instability.

Q18. Why do we have a multi-party system in India? What are the advantages of a multi-party system? (CBSE 2011)

Ans. See the above answer Q15.

Q19. How do political parties help in the formation of public opinion? (CBSE 2012)

Ans. See Q13. (Short Answer Type Questions)

Q20. Name the national political party which draws inspiration from the ideas and teachings of Sahu Maharaj. Mention the features of that party. (CBSE 2013)

Ans. Bahujan Samaj Party (BSP), formed in 1984 under the leadership of Kanshi Ram, draws inspiration from the ideas and teachings of Sahu Maharaj.

Features of BSP:

- (i) It stands for the cause of securing the interests and welfare of the dalits and oppressed people.
- (ii) It has its main base in the state of Uttar Pradesh and substantial presence in neighbouring states like Madhya Pradesh, Chhattisgarh, Uttarakhand, Delhi and Punjab.
- (iii) It formed government in Uttar Pradesh several times by taking support of different parties at different times.

Q21. (i) What is defection?

(ii) Mention the source of inspiration for:

- BJP
- Congress
- BSP

(iii) Mention one step taken by the supreme court of India in order to reduce the influence of money and criminals in politics. [AI CBSE 2009]

Ans. (i) Defection is changing party allegiance from the party on which a person got elected (to a legislative body) to a different party.

- (ii)
 - BJP draws inspiration from India's ancient culture and values.
 - Congress draws inspiration from secularism.
 - BSP draws inspiration from the ideas and teachings of Sahu Maharaj, Mahatma Phule, Periyar Ramaswami Naicker and Babasaheb, Bhimrao Ambekdar.
- (iii) The supreme court of India has made it mandatory for every candidate who contests elections to file affidavit giving details of his property and criminal cases pending against him/her.

III. LONG ANSWER TYPE QUESTIONS

Q1. What is the need of the political parties? How would its absence affect any country? [V. Imp.]

Or

What is the necessity of political parties in a democratic set-up? Explain any four points. [CBSE 2010(F)]

- Ans. (i)** We cannot think modern democracies without political parties. In case there are no political parties every candidate in the elections will be independent, no one will be able to make any promises to the people about any major policy changes. The government may be formed, but its utility will remain ever uncertain.
- (ii) Elected representatives will be accountable to their constituency for what they do in the locality. But, no one will be responsible for how the country will run. Just look at the non-party based elections to the Panchayats in many states. Although, the parties do not contest formally, it is generally noticed that the village gets split into more than one faction, each of which puts up a 'panel' of its candidates. This is why we find political parties in almost all countries of the world.
- (iii) Political parties agree on policies and programmes to promote collective good and influence people to know why their policy is better than others. They try to implement the policies by winning popular support through elections. They reflect fundamental division in a society.

- (iv) The absence of political parties would affect a democracy badly. The interest of all the people would not reach the parliament and therefore some sections of people would remain behind the mainstream. They won't get all the welfare measures.

Q2. Write briefly about the six major national parties of India.

Ans. In India we have six national parties:

- (a) **Indian National Congress (INC):** Originally the Congress Party, was founded in 1885. It played an important role in Indian politics at the national and state levels after the independence. Under Nehru the party tried to build a modern secular democratic republic in India. The party supports secularism and welfare of weaker sections and minorities.
- (b) **Bharatiya Janata Party (BJP):** Originally the Jansangh, was founded in 1980. The party wants to build a strong and modern India by drawing inspiration from India's culture and values. Cultural nationalism is its important element. It wants a uniform civil code for all people living in India irrespective of the religion, and bans on religious conversions.
- (c) **Bahujan Samaj Party (BSP)** was formed in 1984, under the leadership of Kanshi Ram. The party seeks to represent and secure the power for Bahujan Samaj which includes dalits, adivasis, OBCs and religious minorities. It draws inspiration from the ideas and teachings of Sahu Maharaj, Mahatma Phule, Periyar Ramaswami Naicker and Babasaheb Ambedkar. It stands for the cause of securing interest and welfare of dalits and oppressed people.
- (d) **Communist Party of India-Marxist (CPI-M)** was founded in 1964. The party believes in Marxism and Leninism. It supports socialism, secularism and democracy and opposes imperialism and communalism. It accepts democratic elections as useful means to secure the objective of socio-economic justice in India.
- (e) **Communist Party of India (CPI)** was formed in 1925. The party believes in Marxism and Leninism, secularism and democracy and is opposed to the forces of secessionism and communalism. It accepts parliamentary democracy as the means of promoting the interest of working class, farmers and the poor.
- (f) **National Congress Party (NCP)** was formed in 1999 following a split in Congress Party. The party supports democracy, Gandhian secularism, equity, social justice and federalism. It wants high offices in the government to be confined to the natural born citizens.

Q3. What are the major functions of political parties? Explain.

[CBSE 2008(C), AI CBSE 2010]

Or

“Political parties are necessary for a democracy”. In the light of this statement explain any four functions of the political parties in India. (CBSE 2011)

Or

Describe any five functions of political parties. [AI CBSE 2013(C)]

Ans. See NCERT Textbook Q1.

Q4. Explain some reforms to strengthen the working of political parties.

(CBSE 2011)

Or

How can political parties be reformed? Explain. (CBSE 2012)

Ans. Some reforms to strengthen the working of political parties—

- (i) The Constitution was amended to prevent elected MLAs and MPs from changing parties. Now, the law says that if any MLA or MP changes parties, he or she will lose the seat in the legislature. This new law has helped bring defection down. At the same time this has made any dissent even more difficult.
- (ii) The Supreme Court of India has made it mandatory for every candidate who contests elections to file an affidavit giving details of his property and criminal case pending against him. The new system has made a lot of information available to the public.
- (iii) The Election Commission passed an order making it necessary for political parties to hold their organisational election and file their income tax returns.

Q5. Why is there a lack of internal democracy within political parties in India? Explain with examples. (CBSE 2008)

Or

What are the major challenges which the political parties face in the present era? Explain. (CBSE 2011)

Ans. See NCERT Textbook Q2. and Q12. (Short Answer Type Questions)

IV. VALUE BASED QUESTIONS

Q1. What values are associated with a political party?

Ans. A political party is a group of people with similar policies and programmes, who come together to contest elections and hold power in the government.

The values associated with a political party are:

- (i) It has a certain structure. The group of people who form a political party is organised in a proper way.
- (ii) Every political party works for the collective public interest. Since there can be different views on what is good for all, parties try to persuade people why their policies are better than others.
- (iii) Parties reflect fundamental political divisions in a society. They are a part of the society and this involves partisanship.

Q2. Suggest some ways to reform political parties.

Ans. Some reforms which can strengthen political parties are:

- (i) A law should be established to regulate the internal affairs of parties, thereby making them more transparent.
- (ii) It should be made compulsory for political parties to maintain a register of its members, to follow its own constitution, to have an independent authority, to act as a judge in case of disputes, to hold open elections in case of disputes.
- (iii) It should be made mandatory for the political parties to give a minimum number of tickets, about one-third, to women candidates.
- (iv) The state should fund election campaigns, thereby eliminating lobbying groups and unfair competition. The government should give parties money to support their election expenses such as petrol, paper, telephone etc. or it could be given in cash on the basis of votes secured by a party in the last elections.
- (v) People can put pressure on political parties and this can be done through petitions, publicity and agitations. Ordinary citizens, pressure groups, movements and media can play an important role in this. If political parties

feel that they would lose public support by not taking up reforms they will become more serious about reforms.

The quality of democracy depends upon the degree of participation. It is difficult to reform politics if ordinary citizens do not take part in politics and simply criticise it from outside.

Q3. What is the major drawback of the multi-party system? Why does it suit to India?

Ans. The multi-party system often appears very messy and leads to political instability. India has evolved this system because it is a vast country. The social and geographical diversity in such a large country is not easily absorbed by two or even three parties. A multi-party system allows a variety of interests and opinions to enjoy political representation.

TEST YOUR SKILLS

1. What is public opinion? How do political parties form public opinion?
2. Give merits of a political party.
3. Why are political parties necessary?
4. What is meant by dynastic succession in politics?
5. 'Opposition is important for democracy'. Comment.
6. What is meant by an alliance or front in forming government?



7



Outcomes of Democracy

Syllabus

Outcomes of democracy: Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India?

Facts that Matter

1. **Democracy** is formed by two Greek words “*demos*” and “*kratia*”. “*Demos*” means people and “*kratia*” means the government. Democracy, thus, means “rule by the people”. In a democratic set-up, every citizen has the right to take part in the decision making process. It is a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system.
2. Democracy is a better form of government when compared with dictatorship or any other alternatives because it promotes equality among citizens, enhances the dignity of the individuals, improves the quality of decision-making, etc.
3. Democracy is just a form of government. It can only create conditions for achieving something. The citizens have to take advantage of those conditions and achieve those goals.
4. The most basic outcome of democracy should be that it produces a government that is accountable to the citizens, and responsive to the needs and expectations of the citizens.
5. Some people think that democracy produces less effective government. It is true that non-democratic rulers are very quick and efficient in decision-making and implementation. It is because they do not bother about deliberation in assemblies or worry about majorities.
6. Democracy is based on the idea of deliberation and negotiation. So, some delay is bound to take place. But because it has followed procedures, its decisions may be both more acceptable to the people and more effective.
7. Democracy ensures that decision-making will be based on norms and procedures. A citizen who wants to know if a decision was taken through the correct procedures can find this out. This is not seen in a non-democratic government.
8. There are some shortcomings in a democratic form of government. For example, most democracies fall short of elections that provide a fair chance to everyone and in subjecting every decision to public debate. But it is much better than any non-democratic regime.
9. A democratic government is attentive to the needs and demands of the people and is largely free of corruption. It is a legitimate government. It is people’s own government.

10. These are the reasons why people wish to be ruled by representatives elected by them. They believe that democracy is suitable for their country.
11. But in matters of economic development, not all the democracies get developed because of various factors like population, lack of basic infrastructure etc. If you consider all democracies and all dictatorships for the fifty years between 1950 and 2000, dictatorships have slightly higher rate of economic growth. The inability of democracy to achieve higher economic development worries us. But this is not a sole reason to reject democracy. The difference in the rates of economic development between less developed countries with dictatorships and democracies is negligible. Overall, we cannot say that democracy is a guarantee of economic development. Yes, we can expect democracy not to lag behind dictatorship in this respect.
12. Democracy does not appear to be successful in reducing economic inequalities. A small number of ultra rich enjoy a highly disproportionate share of wealth and income. Their share in total income is increasing. People at the bottom of society have to lead a very tough life.
13. But we find accommodation of social diversity in a democracy. No society can fully and permanently resolve conflicts among different groups. But we can certainly learn to respect these differences and we can also evolve mechanisms to negotiate the differences. Democracy is best suited to produce this outcome. Non-democratic regimes often turn a blind eye to or suppress internal social differences. Ability to handle social differences, divisions and conflicts is thus a definite plus point of democratic regimes.
14. Democracy supports dignity and freedom of the citizens. Every man wants to get respect from fellow persons in the society. A lot of conflicts take place among human beings because some feel they are not treated with due respect. The passion for respect and freedom are the basis of democracy. Democracy in India has strengthened the claims of the disadvantaged and discriminated castes for equal status and equal opportunity. As democracy passes one test, it produces another test. As people get some benefits of democracy, they ask for more and want to make democracy even better. That is why when we ask people about the way democracy functions, they will always come up with more expectations, and many complaints. The fact that people are complaining is itself a testimony to the success of democracy. Overall, we can say that democracy is better than dictatorship or monarchy or military rule.

Words that Matter

1. **Democracy** is formed by two Greek words "*demos*" and "*kratia*". "*Demos*" means people and "*kratia*" means the government. Democracy, thus, means "*rule by the people*".
2. **Legitimate government:** Legally chosen government is legitimate government.
3. **Dictatorship:** Under dictatorship all the powers are vested in a single person or in group of people.
4. **Transparency:** People have the right and the means to examine the process of decision making. This is known as transparency through which everything can be clearly seen.
5. **Accountable government:** The government elected by the people and therefore responsible to them.
6. **Responsive government:** The government in which people have the right to know the decisions and have the right and the means to examine the process of decision-making.

NCERT TEXTBOOK QUESTIONS SOLVED

Q1. How does democracy produce an accountable, responsive and legitimate government? (CBSE 2011)

- Ans.**
1. **Accountable Government:** Democracy is an accountable government because it is the government of the people and made by people and for the people. The representatives elected by the people are responsible to them. If the people are not happy with the government they can change the leaders in coming elections.
 2. **Responsive Government:** A citizen who wants to know if a decision was taken through the correct procedures can find this out. He has the right and the means to examine the process of decision-making. This type of transparency is not available in non-democratic government.
 3. **Legitimate Government:** There is one aspect in which democratic government is certainly better than its alternatives: democratic government is legitimate government. It may be slow, less efficient, not always very responsive or clean but a democratic government is people's own government. So people wish to be ruled by representatives elected by them. They favour democracy as government.

Q2. What are the conditions under which democracies accommodate social diversities?

- Ans.**
- (i) No society can fully and permanently resolve conflicts among different groups. But we can certainly learn to respect these differences and we can also evolve mechanisms to negotiate the differences. Democracy is best suited to produce this outcome. Non-democratic regimes often turn a blind eye to or suppress internal social differences. Ability to handle social differences, divisions and conflicts is thus a definite plus point of democratic regimes.
 - (ii) Democracy continues to be democracy as long as all citizens have a chance to be part of majority at any point of time. If someone is debarred from being part of majority on the basis of birth then democracy is said to be concentrated in a few hands.
 - (iii) It is necessary to understand that democracy is not simply a rule by majority opinion. The majority always needs to work with the minority so that government can function to represent the opinion of common people.
 - (iv) The rule of majority should not be ruled by majority on the basis of religion or race or linguistic group etc. Rule by majority means that in case of every decision or in case of every election, different persons and groups may form a majority.

Q3. Give arguments to support or oppose the following assertions:

- (a) Industrialised countries can afford democracy but the poor need dictatorship to become rich.
 - (b) Democracy can't reduce inequality of incomes between different citizens.
 - (c) Government in poor countries should spend less on poverty reduction, health, education and spend more on industries and infrastructure.
 - (d) In democracy all citizens have one vote, which means that there is absence of any domination and conflict.
- Ans.** (a) This statement is incorrect. In 1947, India was included in the Third World nations, but now, it is one of the fast-growing economies in the world. On the

other hand, Zimbabwe, which was a fairly prosperous nation, has run into huge international debt with the progression of Robert Mugabe's regime.

- (b) This statement is incorrect. The Minimum Wages Act enacted by the government and other policies regulate the basic price at which agricultural producers and small industries sell their goods, have helped increase the per capita income of the country, thereby making its citizens more prosperous.
- (c) This is not a wise option as in poor countries the people cannot afford health and education services.
- (d) This is a true statement. Democracy stands for political equality and guarantees right to vote to every adult citizen of the country. This reduces the chance of political domination and conflict.

Q4. Identify the challenges to democracy in the following descriptions. Also suggest policy/institutional mechanism to deepen democracy in the given situations:

- (a) Following a High Court directive a temple in Orissa that had separate entry doors for dalits and non-dalits allowed entry for all from the same door.
- (b) A large number of farmers are committing suicide in different states of India.
- (c) Following allegation of killing of three civilians in Gandwara in a fake encounter by Jammu and Kashmir police, an enquiry has been ordered.

- Ans.** (a) The challenge to democracy is to provide equal status to all citizens.
(b) The challenge to democracy is to provide farmers with subsidies which will help them earn profits and have a satisfactory level of livelihood.
(c) The challenge to democracy is to preserve the people's trust in government armed forces like the police.

Q5. In the context of democracies, which of the following ideas is correct – democracies have successfully eliminated:

- A. conflicts among people
- B. economic inequalities among people
- C. differences of opinion about how marginalised sections are to be treated
- D. the idea of political inequality

Ans. D. the idea of political inequality.

Q6. In the context of assessing democracy which among the following is odd one out. Democracies need to ensure:

- A. free and fair elections
- B. dignity of the individual
- C. majority rule
- D. equal treatment before law

Ans. C. majority rule.

Q7. Studies on political and social inequalities in democracy show that

- A. democracy and development go together.
- B. inequalities exist in democracies.
- C. inequalities do not exist under dictatorship.
- D. dictatorship is better than democracy.

Ans. B. Inequalities exist in democracies

Q8. Read the passage below:

Nannu is a daily wage earner. He lives in Welcome Mazdoor Colony, a slum habitation in East Delhi. He lost his ration card and applied for a duplicate one in January 2004. He made several rounds to the local Food and Civil

Supplies office for the next three months. But the clerks and officials would not even look at him, leave alone do his job or bother to tell him the status of his application. Ultimately, he filed an application under the Right to Information Act asking for the daily progress made on his application, names of the officials, who were supposed to act on his application and what action would be taken against these officials for their inaction. Within a week of filing application under the Right to Information Act, he was visited by an inspector from the Food Department, who informed him that the card had been made and he could collect it from the office. When Nannu went to collect his card next day, he was given a very warm treatment by the Food and Supply Officer (FSO), who is the head of a Circle. The FSO offered him tea and requested him to withdraw his application under the Right to Information, since his work had already been done.

What does Nannu's example show? What impact did Nannu's action have on officials? Ask your parents their experiences when they approach government officials to attend to their problems.

Ans. Nannu's example shows that government officials shun away from their duties and look for all possible excuses to get rid of their work. It's because they have job security. Usually they work when they get pressure from their seniors or they get fear of losing job or some action being taken against them, as it happened in Nannu's case.

Once my parents also went to a government hospital to take my grandmother to the doctor where the doctors were gossiping and having tea party with their colleagues and the patients were waiting for long for them. My father got really upset seeing all that. He went inside the C.E.O. room and complained against all the doctors who were not doing their duties properly and immediately a meeting was called and a strict action was taken against them.

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct option:

1. Democracy is better than any other form of rule because it
(a) promotes equality among citizens
(b) enhances the dignity of the individual
(c) improves the quality of decision-making
(d) all of the above.
2. How many countries of the world have democratic set-up of government?
(a) More than hundred countries (b) Less than hundred countries
(c) Less than fifty countries (d) More than fifty countries.
3. Higher rate of economic growth is usually found in
(a) democracies (b) monarchy
(c) dictatorships (d) all of the above.

4. What is the most distinctive feature of democracy?
 (a) Its examination never gets over.
 (b) Its examination gets over after a period.
 (c) It never fulfills people's demands.
 (d) None of the above.
5. Democracy is not preferred by this country
 (a) China (b) Pakistan
 (c) India (d) U.S.A.
6. Democracy is preferred over dictatorship everywhere except
 (a) Nepal (b) Pakistan
 (c) India (d) Bangladesh.
7. What does the term ultra-rich mean?
 (a) Highly wealthy (b) Wealthy
 (c) Highly healthy (d) Not very wealthy.
8. More than half of its population lives in poverty in the country called
 (a) India (b) South Africa
 (c) China (d) Bangladesh.
9. Which country in South Asia has no democracy?
 (a) Nepal (b) Sri Lanka
 (c) Bhutan (d) Maldives.

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

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. Why is democracy better than dictatorship or any other alternative? Give one point.

Ans. It is because democracy promotes equality among citizens.

Q2. What do we do if some of our expectations are not met?

Ans. We start blaming the idea of democracy we start doubting if we are living in a democracy.

Q3. Which is the most basic outcome of democracy?

Ans. It produces a government that is accountable to the citizens and responsive to the need and expectations of the citizens.

Q4. Why do some people think that democracy produces less effective government?

Ans. According to these people democracy takes much time in decision-making and its implementation.

Q5. Why is some delay bound to take place in a democratic set up?

Ans. We know that democracy is based on the idea of deliberation and negotiation. So, some delay is bound to take place.

Q6. What is known as transparency in a democracy?

Ans. In a democracy, a citizen who wants to know if a decision was taken through the correct procedures can find this out. He/She has the right and means to examine the process of decision-making. This is known as transparency.

Q7. Mention the one point on which the record of democracies is not good or impressive.

Ans. Democratic governments do not have a very good record when it comes to sharing information with citizens.

Q8. Why is there an overwhelming support for the idea of democracy all over the world?

Ans. It is because a democratic government is people's own government.

Q9. What is it in a democracy that worries us?

Ans. Its inability to achieve higher economic development often worries us.

Q10. In which respect do democracies lag behind dictatorships?

Ans. Democracies lag behind dictatorships in economic growth.

Q11. 'Democracies are based on political equality'. What does it mean?

Ans. It means that all individuals have equal weight in electing representatives.

Q12. Which is a definite plus point of democratic regimes?

Ans. Ability to handle social differences, divisions and conflict is a definite plus point of democratic regimes.

Q13. What is most distinctive about democracy?

Ans. Its examination never gets over. As democracy passes one test, it produces another test.

Q14. What do you mean by an accountable government?

Ans. An accountable government is always answerable to its people.

III. SHORT ANSWER TYPE QUESTIONS

Q1. What is democracy? What are its various characteristics?

Ans. Democracy is formed by two Greek words "*demos*" and "*kratia*". "*Demos*" means people and "*kratia*" means the government. Democracy, thus, means "rule by the people". In a democratic set-up, every citizen has the right to take a part in the decision-making process. It is a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system.

Characteristics of democracy:

- (i) It promotes equality among citizens.
- (ii) It looks after the interest of the people.
- (iii) It allows room to correct mistakes.

Q2. 'Democratic governments are attentive to the needs of people and less corrupt'. Do you agree to this point? Write your opinion. (HOTS)

Ans. Democratic governments are expected to be attentive to the needs of people and less corrupt. But in reality, it does not happen so. Democracies often frustrate the needs of the people and often ignore the demands of a majority of its population. Democracy is also not free of corruption. Our politicians are indulged in money making. Our top officials are also doing the same.

Q3. Mention any two conditions that democracy must fulfil in order to achieve its outcome.

Ans. (i) It is necessary to understand that democracy is not simply a rule by majority opinion. The majority always needs to work with the minority so that government can function to represent the general view.

- (ii) It is also necessary that a rule by majority does not become a rule by majority in terms of religion or race or linguistic group etc. rule by majority means that in case of every decision or in case of every election, different persons and groups may and can form a majority. Democracy remains democracy only as long as every citizen has a chance of being in majority at some point of time.

Q4. Democracy has not been successful in reducing economic inequalities. Give reasons to support your answer. (HOTS)

- Ans.** (i) The wealth and means are accumulated in hands of a few people and their share in the total income of the country has been increasing.
- (ii) However, the people at the bottom of society find it difficult to meet even their basic needs of life such as food, clothing, house, education and health. Not only that, their incomes have been declining.
- (iii) The deprived people are a large ratio of voters and no party will like to lose their votes.
- (iv) Yet democratically elected governments do not appear to be attentive to the cause of the poor. Thus democracies do not appear to be very successful in reducing economic inequalities.

Q5. “Democratic governments are less effective, slow, not very responsive or clean.” How far do you agree with this view?

- Ans.** Democracy means rule by the people. The government is formed by the people, for the people and of the people. Every citizen takes part in the decision-making process directly or indirectly through their elected representatives. All policies of the government are debated in the parliament before making them final decisions. This takes a lot of time and leads to delays in the decision-making process.

Q6. Why do we expect a lot from a democratic government?

- Ans.** A democratic government is people’s own government. People have faith in it because it provides equal status to all and resolves conflicts among individuals in an amicable way. People wish to be ruled by representatives elected by them. They also believe that democracy is suitable for their country. When people get some benefits, they start expecting more which is quite natural.

Q7. How are complaints treated as testimony to the success of democracy? Explain. (CBSE 2008)

Or

The fact that people are complaining is itself a testimony to the success of democracy. Justify the statement with appropriate points. (CBSE 2011)

- Ans.** (i) Democracy supports dignity and freedom of the citizens. Every man wants to get respect from fellow persons in the society. A lot of conflicts take place among human beings because some feel they are not treated with due respect. The passion for respect and freedom are the basis of democracy.
- (ii) Democracy in India has strengthened the claims of the disadvantaged and discriminated castes for equal status and equal opportunity.
- (iii) As democracy passes one test, it produces another test. As people get some benefits of democracy, they ask for more and want to make democracy even better.
- (iv) That is why, when we ask people about the way democracy functions, they will always come up with more expectations, and many complaints. The fact that people are complaining is itself a testimony to the success of democracy.

Q8. Why is democracy preferred to other forms of government?

Ans. Democracy is better than other forms of government such as dictatorship, monarchy etc because of the following reasons:

1. It promotes equality among citizens.
2. It enhances the dignity of the individuals.
3. It improves the quality of decision-making.
4. It provides a method to resolve conflicts.
5. It allows room to correct mistakes.
6. It is a legitimate government.
7. It is people's own government.
8. It gives equal status to women and weaker sections.

Q9. 'Democratic government is a legitimate government'. Explain. (CBSE 2011)

Ans. See NCERT Textbook Q1.

Q10. An ideal government would not only keep itself away from corruption but also make fighting corruption and black money a top priority." Justify the statement by highlighting the values attached to it. (AI CBSE 2013)

- Ans.** (i) An ideal government is always transparent. Its decisions are based on norms and procedures. The citizens have the right and the means to examine the process of decision-making.
- (ii) Corruption and black money are closely linked to each other. They flourish when the government grope them. Hence, it is the responsibility of the government to put these two closely linked issues on top priority and give punishment to all those who are indulged in them.
- (iii) The government should give emphasis on building the character of its people. Only the men with high moral values will keep themselves away from corruption and money making business.

IV. LONG ANSWER TYPE QUESTIONS

Q1. Economic development of a country depends on which factors and what is the role of democracy in it? [V. Imp.]

Ans. In matters of economic development, not all the democracies get developed because of various factors like population, lack of basic infrastructure, etc. If you consider all democracies and all dictatorships for the fifty years between 1950 and 2000, dictatorships have slightly higher rate of economic growth. The inability of democracy to achieve higher economic development worries us. However, the difference in the rates of economic development between less developed countries with dictatorships and democracies is negligible. Overall, we cannot say that democracy is a guarantee of economic development.

Economic development depends on several factors:

- (i) Country's population size
- (ii) Global situation
- (iii) Cooperation from other countries
- (iv) Economic priorities adopted by the country

Democracy does not appear to be successful in reducing economic inequalities. A small number of ultra rich enjoy a highly disproportionate share of wealth and income. Their share in total income is increasing. People at the bottom of society have very little to depend on.

Q2. How can democracy be successful in bringing social harmony?

Or

Democracies lead to peaceful and harmonious life among citizens.” Support this statement with examples. (CBSE 2009)

Or

Explain how democracies lead to peaceful and harmonious life among citizens.

(CBSE 2008, AI CBSE 2009, CBSE 2011)

Ans. No society can fully and permanently resolve conflicts among different groups. But we can certainly learn to respect these differences and we can also evolve mechanisms to negotiate the differences. Democracy is best suited to produce this outcome. Non-democratic regimes often turn a blind eye to or suppress internal social differences. Ability to handle social differences, divisions and conflicts is thus a definite plus point of democratic regimes. Democracy continues to be democracy as long as all citizens have a chance to be part of majority at any point of time. If someone is debarred from being part of majority on the basis of birth then democracy is said to be concentrated in few hands. Example of Sri Lanka reminds us that a democracy must fulfil two conditions in order to achieve this outcome:

- (i) It is necessary to understand that democracy is not simply rule by majority opinion. The majority always needs to work with the minority so that government can function to represent the opinion of common people.
- (ii) The rule of majority does not become rule by majority on the basis of religion or race or linguistic group etc. Rule by majority means that in case of every decision or in case of every election, different persons and groups may form a majority.

Q3. Democracy is based on dignity and freedom. Explain.

[V. Imp.]

Or

How does democracy stand much superior to any other form of government in promoting dignity and freedom of the individual? Explain with suitable examples. (CBSE 2008)

Or

“Democracy is a better form of government than the other forms of government.” Justify the statement. (CBSE 2010)

Ans. Democracy supports dignity and freedom of the citizens. Every man wants to get respect from fellow persons in the society. A lot of conflicts take place among human beings because some feel they are not treated with due respect. The passion for respect and freedom are the basis of democracy. Democracies throughout the world have recognised this, at least in principle. This has been achieved in various degrees in various democracies. We can take the case of dignity of women. Most societies across the world were historically male dominated. Long struggles by women have created some sensitivity today that respect to and equal treatment of women are necessary ingredients of a democratic society. The same is true of caste inequalities. Democracy in India has strengthened the claims of the disadvantaged and discriminated castes for equal status and equal opportunity.

Democratic government is legitimate government. It may be slow, less efficient, not always very responsive or clean. But a democratic government is people’s own

government. That is why there is an overwhelming support for the idea of democracy all over the world.

Q4. Explain any four ways in which democracies have been able to reduce inequality and poverty. (CBSE 2012)

- Ans.** (i) Democracy accommodates various social division and thus leads to peaceful and harmonious life among citizens.
(ii) Democracy has the ability to handle social differences, divisions and conflict.
(iii) It recognises dignity and freedom of the citizens. In fact, the person for respect and freedom are the basis of democracy.
(iv) Democracy in India has strengthened the claims of disadvantaged and discriminated castes for equal status and equal opportunity.

Q5. Explain any four consequences on which democracy has failed. (CBSE 2011)

- Ans.** (i) If democracies are expected to produce good governments, then it is fair to expect that they would also produce development evidence shows that in practice many democracies did fulfil this expectation. The inability of democracy to achieve higher economic development worries us.
(ii) Democracy is the government of the people hence, one can expect it to reduce economic disparities. But, it is a better truth that even when a country achieves economic growth, wealth is not distributed in such a way that all citizens of the country will have a share and lead a better life. Most of the democrats of the world have miserably failed on this issue.
(iii) Democracies have also failed on the issue of poverty reduction. A smaller number of ultra rich enjoy a highly disproportionate share of wealth and incomes. Not only that, their share in the total income of the country has been increasing. Those at the bottom of the society have very little to depend upon. Their incomes have been declining.
(iv) Democracies often frustrate the needs of the people and often ignore the demands of a majority of its population. The routine talks of corruption are enough to convince us that democracy is not free of this evil.

Q6. Explain with three examples, how democracies accommodate social diversities. (CBSE 2008, 2010)

Ans. See NCERT Textbook Q2.

Q7. Why do people prefer democracy? Explain with four reasons. (CBSE 2008, 2010)

Ans. See NCERT Textbook Q1. and Q8. (Short Answer Type Questions)

Q8. “Democracy stands much superior to any other forms of government in promoting dignity and freedom of the individual.” Explain. (CBSE 2008, 2011)

Ans. See Q3. (Long Answer Type Questions)

V. VALUE BASED QUESTIONS

Q1. “Democracy stands much superior to any other forms of government.”

Read the above statement carefully and then answer the questions that follow:

- (i) Do you agree to the above statement? Give a suitable reason.
(ii) Democracies are based on political equality. What does this mean?
(iii) Are democracies successful in reducing economic inequalities? If not, why?

- Ans.** (i) Yes, I agree to the above statement. Democracies promote dignity and freedom of the individual.
- (ii) All individuals have equal weight in electing representatives.
- (iii) No, democracies do not appear to be very successful in reducing economic inequalities. The reason behind this is that political parties are so indulged in their own selfish goals that they get no time to address the question of poverty. The rich remain rich and the poor miserably fail to meet their basic needs of life.

Q2. What expectations are associated with democracy?

- Ans.** Democracy is better than the other forms of government such as dictatorship, monarchy etc because it:
- (i) promotes equality among citizens.
- (ii) enhances the dignity of the individuals.
- (iii) improves the quality of decision making.
- (iv) provides a method to resolve conflicts.
- (v) allows room to correct mistakes.
- (vi) is a legitimate government.
- (vii) is people's own government.
- (viii) gives equal status to women and weaker sections.

TEST YOUR SKILLS

1. What should be the basic outcome of democracy?
2. What is the essence of democracy?
3. Why is democracy preferred to other forms of government?
4. Discuss the factors that denote the successful working of democracy in India.
5. Why do some people think that non-democratic system has upper hand over democratic system?
6. "Democracy does not ensure faster economic growth". Explain.
7. "Democracy has failed to reduce inequality and poverty." Examine.



8



Challenges to Democracy

Syllabus

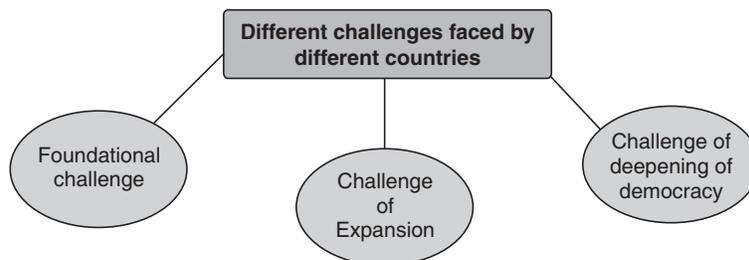
Challenges to democracy. Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy?

Facts that Matter

1. Democracy today faces serious challenges all over the world. Different countries face different kinds of challenges.
2. At least one-fourth of the globe is still not under democratic government. Countries that do not have democratic setup face the **foundational challenge** of making a transition to the democratic style of government. They need to lay the foundation in terms of laws and policies that are followed under the democratic setup. This involves bringing down the existing non-democratic regime, keeping military away from controlling government and establishing a sovereign and functional state.
3. Countries already having the democratic setup face the **challenge of expansion**. Such countries need to ensure that more social groups, regions and institutions follow democracy in their functioning. This involves ensuring greater power to local governments, extension of federal principle to all the units of the federations.
4. **Challenge of deepening** is faced by every democracy in one form or another. Every democratic country needs to strengthen the institutions that ensure democracy. This should happen in such a way that people can realise their expectations of democracy. This involves bringing down the control and influence of rich and powerful people in the making of governmental decision and strengthening those institutions that help people's participation and control.
5. So far Indian democracy is concerned, it is facing a number of challenges. These are—poverty, unemployment, economic inequality, casteism, communalism, illiteracy, etc.
6. Some broad guidelines that can be kept in mind while devising ways and means for political reforms in India are:
 - **Legal ways of reforming politics:** Carefully devised changes in laws can help to discourage wrong political practices and encourage good ones. But, legal-constitutional changes by themselves cannot overcome challenges to the democracy. Democratic reforms are to be carried out mainly by political activists, parties, movements and politically conscious people.

- Any legal change must carefully look at what results it will have on politics. Sometimes the results may be counter-productive. For example, many states have banned people who have more than two children from contesting Panchayat elections. This has resulted in denial of political opportunity to many poor and women, which was not intended.
 - Democratic reforms are to be brought about principally through political practice. Therefore, the main focus of the reforms should be on ways to strengthen the democratic practice. The most important concern should be to increase and improve the quality of political participation by ordinary citizens.
 - Any proposal of political reforms should think not only about what is a good solution but also about who will implement it and how. It is not wise to think that legislatures will pass legislations that will go against the interest of all political parties and MPs. But measures that rely on democratic movements, citizens' organisations and the media are likely to succeed.
7. Democracy can be redefined by including the following:
- (a) The rulers elected by the people must take all the major decisions.
 - (b) Elections must offer a choice and fair opportunity to the people to change the current rulers.
 - (c) The choice and opportunity should be available to all the people on equal basis
 - (d) The exercise of this choice must lead to a government limited by the basic rules of the constitution and citizens' rights.
8. Various aspects of democratic government and politics are:
- Democratic rights are not limited to right to vote, stand in elections or forming organisations. Democracy should also offer some social and economic rights to its citizens.
 - Power sharing (how it is being shared between government and social groups) is necessary in a democracy.
 - Democracy cannot be a brute rule of majority. There is a respect for minority voice in democracy.
 - Eliminating discrimination on the basis of the caste, religion and gender is important in democracy.

Flow-Learning



Words that Matter

1. **Communalism:** Encouraging idea of one particular religion with sense to divide society on basis of religion.
2. **Economic inequality:** Some people of society are rich and some are poor. This situation is known as economic inequality.
3. **Challenges to democracy:** Problems which come while ensuring a democratic set up in the country.
4. **Illiterate:** A person who is unable to read or write.
5. **Regional imbalance:** Some areas are economically advanced and some areas are backward.
6. **Challenge:** A challenge is not just a problem. It is a difficulty that carries within an opportunity for progress.
7. **Democracy:** It is a form of a government in which rulers are elected by the people.
8. **Political reform:** The suggestions and proposals about overcoming various challenges to democracy.

NCERT QUESTIONS SOLVED (In-Text Questions)

Q1. Each of these cartoons represents a challenge to democracy. Please describe what that challenge is. Also place it in one of the three categories mentioned in the first section.
(NCERT Textbook, Page 103)

Mubarak Re-elected



Booth capturing (Challenge of Expansion)

Seeing the democracy



Transiting into democracy (Foundational Challenge))

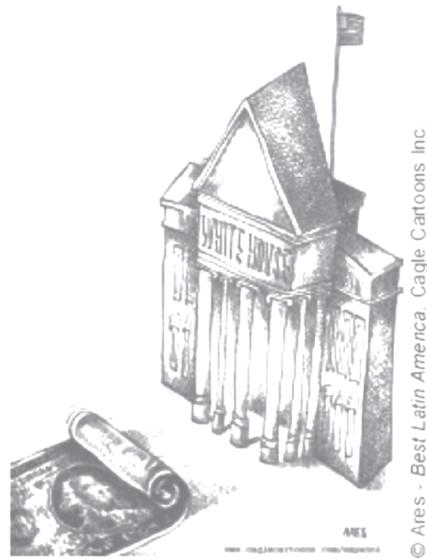
Cont....

Liberal Gender Equality



Trying to strengthen democracy
(Challenge of deepening of democracy)

Campaign Money



Trying to bring down the control and influence of rich and powerful people in the making of governmental decision
(Challenge of deepening of democracy)

Q2. Complete the table given below:

(NCERT Textbook, Pages 104-105)

Case and context	Your description of the challenges for democracy in that situation
Chile: General Pinochet's government defeated, but military still in control of many institutions.	
Poland: After the first success of Solidarity, the government imposed martial law and banned Solidarity.	
Ghana: Just attained independence, Nkrumah elected president.	
Myanmar: Suu Kyi under house arrest for more than 15 years, army rulers getting global acceptance.	
International organisations: US as the only super power disregards the UN and takes unilateral action.	
Mexico: Second free election after the defeat of PRI in 2000; defeated candidate alleges rigging.	
China: Communist Party adopts economic reforms but maintains monopoly over political power.	
Pakistan: General Musharraf holds referendum, allegations of fraud in voters' list.	

Iraq: Widespread sectarian violence as the new government fails to establish its authority.	
South Africa: Mandela retires from active politics, pressure on his successor Mbeki to withdraw some concessions given to White minority.	
US, Guantanamo Bay: UN Secretary General calls this a violation of international law, US refused to respond.	
Saudi Arabia: Women not allowed to take part in public activities, no freedom of religion for minorities.	
Yugoslavia: Ethnic tension between Serbs and Albanians on the rise in the province of Kosovo. Yugoslavia disintegrated.	
Belgium: One round of constitutional change taken place, but the Dutch speakers not satisfied; they want more autonomy.	
Sri Lanka: The peace talks between the government and the LTTE break down, renewed violence.	
US, Civil Rights: Blacks have won equal rights, but are still poor, less educated and marginalised.	
Northern Ireland: The civil war has ended but Catholics and Protestants yet to develop trust.	
Nepal: Constituent Assembly about to be elected, unrest in Terai areas, Maoists have not surrendered arms.	
Bolivia: Morales, a supporter of water struggle, becomes Prime Minister, MNCs threaten to leave the country.	

Ans.	Case and context	Your description of the challenges for democracy in that situation
	Chile: General Pinochet's government defeated, but military still in control of many institutions.	Establishing civilian control over all governmental institutions, holding the first multi-party elections, recalling all political leaders from exile.
	Poland: After the first success of Solidarity, the government imposed martial law and banned Solidarity.	Foundational challenge
	Ghana: Just attained independence, Nkrumah elected president.	Challenge of expansion of democracy

Myanmar: Suu Kyi under house arrest for more than 15 years, army rulers getting global acceptance.	Challenge of expansion of democracy
International organisations: US as the only super power disregards the UN and takes unilateral action.	Challenge of deepening of democracy
Mexico: Second free election after the defeat of PRI in 2000; defeated candidate alleges rigging.	Challenge of deepening of democracy
China: Communist Party adopts economic reforms but maintains monopoly over political power.	Challenge of expansion of democracy
Pakistan: General Musharraf holds referendum, allegations of fraud in voters' list.	Challenge of dictatorship
Iraq: Widespread sectarian violence as the new government fails to establish its authority.	Foundational challenge
South Africa: Mandela retires from active politics, pressure on his successor Mbeki to withdraw some concessions given to White minority.	Challenge of deepening of democracy
US, Guantanamo Bay: UN Secretary General calls this a violation of international law, US refused to respond.	Challenge of expansion
Saudi Arabia: Women not allowed to take part in public activities, no freedom of religion for minorities.	Challenge of expansion of democracy
Yugoslavia: Ethnic tension between Serbs and Albanians on the rise in the province of Kosovo. Yugoslavia disintegrated.	Challenge of expansion of democracy
Belgium: One round of constitutional change taken place, but the Dutch speakers not satisfied; they want more autonomy.	Challenge of deepening of democracy
Sri Lanka: The peace talks between the government and the LTTE break down, renewed violence.	Challenge of expansion of democracy
US, Civil Rights: Blacks have won equal rights, but are still poor, less educated and marginalised.	Challenge of deepening of democracy
Northern Ireland: The civil war has ended but Catholics and Protestants yet to develop trust.	Challenge of expansion of democracy
Nepal: Constituent Assembly about to be elected, unrest in Terai areas, Maoists have not surrendered arms.	Foundational challenge
Bolivia: Morales, a supporter of water struggle, becomes Prime Minister, MNCs threaten to leave the country.	Challenge of dictatorship

Q3. Given below are some spheres or sites of democratic politics. You may place against each of these the specific challenges that you noted for one or more countries or cartoons in the previous section. In addition to that write one item for India for each of these spheres. In case you find that some challenges do not fit into any of the categories given below, you can create new categories and put some items under that. (NCERT Textbook, Page 106)

Constitutional design
Democratic rights
Working of institutions
Elections
Federalism, decentralisation
Accommodation of diversity
Political organisations
Any other category

Ans.

Constitutional design	Foundational challenge
Democratic rights	Challenge of expansion and deepening of democracy
Working of institutions	Foundational challenge
Elections	Challenge of deepening of democracy
Federalism, decentralisation	Challenge of deepening of democracy
Accommodation of diversity	Challenge of expansion of democracy
Political organisations	Foundational challenge

Q4. Let us group these again, this time by the nature of these challenges as per the classification suggested in the first section. For each of these categories, find at least one example from India as well. (NCERT Textbook, Page 107)

Challenges	Examples
Foundational challenge
Challenge of expansion
Challenge of deepening

Ans.

Challenges	Examples
Foundational challenge	Poland, Myanmar, Pakistan, Iraq, Nepal
Challenge of expansion	Sri Lanka, Saudi Arabia
Challenge of deepening	South Africa, Mexico

Q5. Now let us think only about India. Think of all the challenges that democracy faces in contemporary India. List those five that should be addressed first of all. The listing should be in order of priority, i.e., the challenge you find most important or pressing should be mentioned at number 1, and so on. Give one example of that challenge and your reasons for assigning it the priority.
(NCERT Textbook, Page 107)

Ans. Priority	Challenges to democracy	Example	Reasons for preference
1.	Foundational challenge	A few reforms should be made in our Constitutional design so that present challenges of the country may be resolved smoothly.	The world is changing fast. Some reforms in the constitutional designs would help India keep pace with the world.
2.	Challenges of expansion	Division of power among various units of the government.	India is a vast country with a lot of diversities. In such a case it is essential to give power to the local self government.
3.	Challenge of deeping	Women and disadvantaged groups should be given representation.	Women and disadvantaged groups such as SCs and STs are also the citizens of the India. They should be given equal status in the society.
4.	Challenge of corruption	Wealth and properties that politicians possess.	Poloticians should be restricted to accumulate immense wealth.

Q6. Here are some challenges that require political reforms. Discuss these challenges in detail. Study the reform options offered here and give your preferred solution with reasons. Remember that none of the options offered here is 'right' or 'wrong'. You can opt for a mix of more than one option, or come up with something that is not offered here. But you must give your solution in details and offer reasons for your choice.

(NCERT Textbook, Page 109)

<p>Ans. Doctors' absenteeism Challenge: In a survey Uttar Pradesh government found that most of the doctors posted in the rural primary health centres don't live in villages and practise there. Rather they live in a town, carry out private practice and visit the villages once or twice monthly. Villagers have to travel to towns and pay very high fee to private doctors even for normal diseases.</p>	<p>Political funding Challenge: Almost every candidate who contested the last Lok Sabha elections owned a property of more than ₹ one crore. Most of the political parties are dependent on money given by big business houses which will eventually reduce the role of the poor in democracy.</p>
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Reform proposals:

- The government should make it compulsory for the doctors to live in the village where they are posted, otherwise their service should be terminated.
- Surprise raids to check the attendance of the doctors by district administration and police should be carried out
- Village panchayat should be given the power to write the annual report of the doctor which should be read out in the gram sabha meeting.
- Uttar Pradesh should be split into several smaller states which can be administered more efficiently.

Suggested options

- Doctor's visits the village hospitals (where they are posted) should be made compulsory and a proper record should be kept about the same.
- Absenteeism should be taken strictly and they should be expelled from the services if found guilty. Special staff should be appointed to keep a check on them and they should frequently make surprise visits to control doctors' absenteeism.

Reform proposals:

- The financial accounts of every political party should be examined by government auditors.
- There should be state funding of elections. Parties should be given some money by the government to meet their election expenditure.
- Citizens should be encouraged to give more donations to parties and to political workers. Such donations should be exempted from income tax.

Suggested options

- State government should keep a check on the money spent by the political parties during elections and state funding of elections should be incorporated.
- Party leaders spending more money than fixed by state government should be answerable to the government.

Q7. Here is your space for writing your own definition of good democracy. (Write your name here) 's definition of good democracy (not more than 50 words). Features (use only as many points as you want. Try to compress it in as few points as possible)

(NCERT Textbook, Page 112)

Ans. Good democracy. A form of government in which the supreme power is vested in the people and exercised directly by them.

Features

- | | |
|--------------------------------|---------------------------------|
| 1. Constitutional design | 2. Democratic rights |
| 3. People's rule | 4. Free and fair elections |
| 5. Federalism-decentralisation | 6. Accommodation of diversities |
| 7. Political organisations | |

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct option:

1. What type of challenge is faced by a non-democratic country for democratic set up?
(a) Foundational challenge (b) Challenge of deepening
(c) Challenge of expansion (d) Challenge of money power
2. What is the ratio of non-democratic countries in the world?
(a) One-third (b) One-fourth
(c) Half of the countries (d) Two-third
3. Where did the most cases of doctor absenteeism take place?
(a) Andhra Pradesh (b) Bihar
(c) Uttar Pradesh (d) Gujarat
4. Which are the two countries that face challenge of expansion of democracy?
(a) China and Nepal (b) Myanmar and Pakistan
(c) India and US (d) France and Nepal
5. At least one-fourth of the globe is facing the
(a) foundational challenge
(b) challenge of expansion
(c) challenge of deepening of democracy
(d) all of the above.

Ans. 1—(a) 2—(b) 3—(c) 4—(c) 5—(a)

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. Which challenge is being faced by every democracy is one form or the other?

Ans. The challenge of deepening of democracy.

Q2. What should be the main focus of political reforms?

Ans. The main focus of political reforms should be an ways to strengthen democratic practice.

Q3. Mention two points about which any proposal for political reforms should think.

Ans. (i) It should think about what is a good solution.
(ii) It should think about who will implement it and how.

Q4. Name two countries which face the challenge of expansion of democracy.

Ans. India and USA.

Q5. Define the challenge of deepening of democracy in general terms.

Ans. It means strengthening those institutions that help people's participation and control.

III. SHORT ANSWER TYPE QUESTIONS

Q1. What are the various aspects of democratic government and politics?

Ans. Various aspects of democratic government and politics:

1. Democratic rights are not limited to right to vote, stand in elections or forming organisations. Democracy should also offer some social and economic rights to its citizens.
2. Power sharing (how it is being shared between governments and social groups) is necessary in a democracy.
3. Democracy cannot be a brute rule of majority and that respect for minority voice is necessary for democracy.
4. Eliminating discrimination on the basis of the caste, religion and gender is important in democracy.

Q2. What are the reforms needed to decrease doctors' absenteeism?

- Ans.**
1. The government should make it compulsory for the doctors to live in the village where they are posted; otherwise their service should be terminated.
 2. Surprise raids to check the attendance of the doctors by district administration and police should be carried out.
 3. Village panchayat should be given the power to write the annual report of the doctor which should be read out in the gram sabha meeting.
 4. Uttar Pradesh should be split into several smaller states which can be administered more efficiently.

Q3. What do you understand by 'counter-productive law'? (HOTS)

Ans. If there is any legal change, it must carefully look at what results it will have on politics. Sometimes the results may be counter productive. For example, many states have banned people who have more than two children from contesting panchayat elections. This has resulted in denial of political opportunity to many poor and women which was not intended.

Generally laws that seek to ban something are not successful in politics, instead laws that give political actors incentives to do good things are more successful.

The best laws are those which empower people to carry out democratic reforms. The Right to Information Act is a good example of law that empowers people to find out what is happening in the government and act as watchdogs of the democracy.

Such law helps to control corruption and supplements the existing laws that banned corruption and imposed strict penalties.

Q4. How could the influence of money be decreased in politics? (HOTS)

Ans. The financial accounts of every political party should be examined by government auditors. There should be state funding of elections. Citizens should be encouraged to give more donations to parties and to political workers. Such donations should be exempted from income tax.

Q5. What is the challenge of expansion?

Ans. Countries already having the democratic set-up face the challenge of expansion. Such countries need to ensure that more and more social groups, regions and

institutions follow democracy in their functioning. This involves:

1. Ensuring greater power to local government.
2. Extension of federal principle to all the units of the federations.
3. Inclusion of women and minority groups etc.
4. It also means that less and less decision should remain outside the domain of democratic control.
5. Most countries including India and US face this kind of challenge.

Q6. Discuss two challenges that Indian democracy is facing.

- Ans.** 1. **Casteism:** People from different castes form different communities and they have different interests. Under the caste system, work is divided on the basis of the caste of the person. The high-paying and respectable jobs are usually given to the higher caste groups and low-paying jobs are given to the low caste groups. Castes have led to caste discrimination in the country.
2. **Communalism:** Communalism means promoting the ideas of a particular religion with a view to divide the society on religious grounds. It believes that people belonging to one religion belong to one community. The British followed the policy of 'divide and rule' and created differences in two major communities, the Hindus and the Muslims. This sowed the seeds of communalism in the society.

Q7. How can democracy be improved in practical form? (HOTS)

- Ans.** Democratic principles should be reformed in practical form by strengthening the democratic practices and traditions. There is a need to enhance the value of political involvement by common citizens. The efforts of political organisations, parties and movements can do this.

Q8. "Different countries face different kinds of challenges". Support the statement with suitable examples. (CBSE 2011)

- Ans.** See Q1. (Long Answer Type Questions)

Q9. How are some countries in the world facing foundational challenge of democracy? Explain with examples. (AI CBSE 2012, CBSE 2013)

Or

Explain the foundational challenge being faced by democratic governments. (CBSE 2011, 2012)

- Ans.** See Q1. (Long Answer Type Questions)

IV. LONG ANSWER TYPE QUESTIONS

Q1. What is meant by the term "challenges to democracy"? Discuss few challenges faced by democracy in several parts of the world. (HOTS)

Or

"Most of the democracies of the world face the challenge of expansion and challenge of deepening of democracy." Justify the statement.

[CBSE 2010(F)]

- Ans.** A challenge is not just a problem. It is a difficulty that carries within an opportunity for progress. Once we overcome a challenge we go up to a higher level than

before. The serious challenges that democracy faces in different countries of the world for smooth running of government are called challenges to democracy. Few challenges faced by democracy in several parts of the world:

1. **Foundational Challenge:** At least one-fourth of the globe is still not under democratic governments. Countries that do not have democratic setup face the foundational challenge of making a transition to the democratic style of government. They need to lay the foundation in terms of laws and policies that would be followed under the democratic setup. This involves—bringing down the existing non-democratic regime, keeping military away from controlling government and establishing a sovereign and functional state.
2. **Challenge of Expansion:** Countries already having the democratic setup face the challenge of expansion. Such countries need to ensure that more and more social groups, regions and institutions follow democracy in their functioning. This involves—ensuring greater power to local governments, extension of federal principle to all the units of the federations, inclusion of women and minority groups etc.. It also means that less and less decision should remain outside the domain of democratic control. Most countries including India and US face this kind of challenge.
3. **Challenge of deepening:** This challenge is faced by every democracy in this form or another. Every democratic country needs to strengthen the institutions that ensure democracy. This should happen in such a way that people can realise their expectations of democracy. This involves—strengthening of the institutions and practices of democracy and bringing down the control and influence of rich and powerful people in the making of governmental decision.

Q2. Discuss some ways and means for political reform in India. (HOTS)

Or

Mention some of the guidelines that can be kept in mind while devising ways and means for political reforms in India. (CBSE 2010, 2012)

Ans. Some broad guidelines that can be kept in mind while devising ways and means for political reforms in India are:

1. **Legal ways of reforming politics:** Carefully devised changes in laws can help to discourage wrong political practices and encourage good ones. But, legal-constitutional changes by themselves cannot overcome challenges to the democracy. Democratic reforms are to be carried out mainly by the political activists, parties, movements and politically conscious citizens.
2. **Careful study of consequences should be done:** If there is any legal change, it must carefully look at what results it will have on politics. Sometimes the results may be counter-productive. For example, many states have banned people from contesting Panchayat elections who have more than two children. This has resulted in denial of political opportunity to many poor and women, which was not intended.
3. **Ways to strengthen the democratic practice:** Democratic reforms are to be brought about principally through political practice. Therefore, the main focus of the reforms should be on ways to strengthen the democratic practice.

The most important concern should be to increase and improve the quality of political participation by ordinary citizens.

4. Any proposal of political reform should think not only about what is a good solution but also consider about who will implement it and how. It is not wise to think that legislatures will pass legislations that will go against the interest of all political parties and MPs. But, measures that rely on democratic movements, citizens, organisations and the media are likely to succeed.

TEST YOUR SKILLS

1. What do you mean by economic inequality?
2. Give three causes of poverty in India.
3. What measures can be taken to curb growing communalism?
4. Discuss casteism in India.
5. What sustains democracy in India?
6. Discuss certain measures to deepen democracy in a country.
7. Point out any four demerits of democracy.
8. Name the two democratic countries that face challenge of expansion.
9. Evaluate the main challenges faced by Indian democracy.



UNIT 4: ECONOMICS

Understanding Economic Development-II

TERM II

UNIT 4: ECONOMICS—Understanding Economic Development-II

- | | |
|-----------------------|-------------|
| 3. Money and Credit | (Chapter 3) |
| 4. Globalisation | (Chapter 4) |
| 5. Consumer Awareness | (Chapter 5) |

3



Money and Credit

Syllabus

Money and financial system. Role of money in an economy : Historical origin; Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalised commercial bank and a few informal institutions; Local money lenders, landlords, self-help groups, chit funds and private finance companies.

Facts that Matter

1. **Money** acts as an intermediate in the exchange process and therefore it is called a **medium of exchange**.
2. In our day to day transactions, goods are being bought and sold with the use of money. At times we do exchange services with money.
3. Use of money has made things easier to exchange as we can exchange it for any commodity we need.
4. The main function of money in an economic system is to facilitate the exchange of goods and services.
5. In a **barter system**, commodities are exchanged with commodities without the use of money. But both parties have to agree to sell and buy each other's commodities. This is called **double coincidence of wants**. But the use of money eliminates the need for double coincidence of wants.
6. Money acts as a medium of exchange in transactions. In the earlier times, before the introduction of coins, a variety of objects was used as money. For example, grains and cattle, metallic coins—gold, silver, copper coins.
7. Modern forms of money include **currency**—paper notes and coins. It is not made of precious metals as gold, silver, copper. It is accepted as a medium of exchange because the currency is authorised by the government of India.
8. RBI issues notes on behalf of the central government. The law legalises the use of rupee as a medium of payment that cannot be refused in settling transactions in India.
9. People deposit money with the banks which they don't need at a point of time by opening a bank account in their name. Banks accept the deposits and also pay an amount of interest on the deposits.

10. The deposited money in bank can also be withdrawn at the depositor's wish. Since the deposits in the bank accounts can be withdrawn on demand, these deposits are called **demand deposits**.
11. It offers a facility i.e. the payments made by cheques. A **cheque** is a paper instructing the bank to pay a specific amount from the person's account to the person in whose name the cheque has been issued. The facility of cheques against demand deposits makes it possible to directly settle payments without the use of cash.
12. Banks keep only a small proportion of their deposits as cash with themselves, as a provision to pay the depositors who might come to withdraw from the bank on any given days.
13. Banks use their major portion of the deposits to extend **loans**; there is huge demand of loans for various economic activities.
14. Banks mediate between those people who have surplus funds (depositors) and those who are in need of those funds (the borrowers).
15. Banks charge higher rate of interest on the loans than what they offer on deposits. The difference between what is charged from borrowers and what is paid to depositors is their main source of income.
16. The banks play an important role in the economy of a country by providing cheap loans to a large number of people.
17. Banks employ a large number of people and thus they solve the problem of unemployment to a great extent.
18. Banks are sometimes not willing to lend to certain borrowers because some persons are not able to produce certificate of their earning. There are some people who have a history of non-repayment of loans. There are other people who are not able to produce documents of their employment. Some persons have nothing to give to bank as collateral.
19. A large number of transactions in our day to day activities involve credit in some form or the other. **Credit** refers to an agreement in which lender supplies the borrowers with money, goods and services in return for the promise of future payments.
20. In the rural areas the main demand for the credit is for the crop production.
21. Farmers usually take crop loans at the beginning of the season and repay loan after harvest. Repayment of the loan is dependent on the income from farming.
22. If the harvest is poor, the repayment of the loan becomes difficult and credit instead of improving the earnings, pushes the borrower into a situation from which recovery is very difficult and painful. This situation is called **debt-trap**. Then the borrower is forced to give up his collateral or asset used as the guarantee to the lender.
23. Terms of credit such as interest rate, collateral, etc. vary substantially from one credit arrangement to another. They may vary depending on the nature of the lender and borrower. Every loan agreement specifies an interest rate which the borrower has to pay to the lender along with the repayment of the principal. In addition to this, lenders may demand collateral (security) against the loans.
24. People obtain loans from Formal and Informal sectors. **Formal sectors** include banks and cooperatives.

25. Reserve Bank of India (RBI) supervises the functioning of formal sources of loans.
26. **Informal sectors** include money lenders, traders, employers, relatives and friends etc. There is no one to supervise their credit activities. It can charge whatever interest rate they choose. There is no one to stop them from using unfair means to get their money back.
27. Compared to the formal lenders most of the informal lenders charge a much higher interest on loans.
28. Higher cost of borrowing means a larger part of earnings of the borrowers is used to repay the loan and they have less income left for themselves.
29. For these reasons banks and cooperatives need to lend more and expand formal sources of credit in India. This would lead to higher incomes and many people could then borrow cheaply for a variety of needs. Cheap and affordable credit is important for the country's development.
30. At present it is the richer households who receive formal credit whereas the poor have to depend on the informal sources. It is important that the formal credit is distributed more equally so that the poor can benefit from the cheaper loans.
31. **Self-help groups** consist of certain members who pool their savings and constitute a fund which is further used in making finance and advances to other members. This helps to reduce the functioning of informal sectors of credit.
32. After a year, if such a group is regular in its savings, it becomes eligible for availing loan from the bank. Such loans create employment opportunities.
33. SHGs are becoming popular because they help borrowers overcome the problem of lack of collateral. They can get timely loans for variety of purposes and at a reasonable interest rate. They help women to become self-reliant.

Words that Matter

1. **Medium of exchange:** Money acts as an intermediate in the exchange process.
2. **Double coincidence of wants:** When in the exchange, both parties agree to sell and buy each other's commodities it is known as double coincidence of wants.
3. **Currency:** Modern forms of money like paper notes and coins.
4. **Demand deposits:** The deposits in the bank accounts can be withdrawn on demand, these deposits are called demand deposits.
5. **Cheque:** It is a paper instructing the bank to pay a specific amount from the person's account to the person in whose name the cheque has been issued.
6. **Credit:** The term refers to an agreement in which lender supplies the borrowers with money, goods and services in return for the promise of future payments.
7. **Debt-trap:** At times repayment of the loan becomes difficult and credit instead of improving the earnings, pushes the borrower into a situation from which recovery is very difficult and painful. This situation is called debt-trap.

8. **Collateral:** It is an asset that the borrower owns such as land, building, vehicle, livestock and deposits with banks and uses this as a guarantee to a lender until the loan is repaid.
9. **Depositor:** Person who deposits money in the bank.
10. **Borrowers:** People who take loans from the bank.
11. **Lender:** A person who gives money to a borrower.
12. **Reserve Bank of India:** The supreme institution of the financial system.
13. **Formal sector loans:** Loans from banks and cooperatives.
14. **Informal sector loans:** Loans taken from money lenders, traders, relatives and friends.
15. **SHGs:** Self-help groups consist of certain members who pool their savings and constitute a fund which is further used in making finance and advances to other members.

NCERT TEXTBOOK QUESTIONS SOLVED

Q1. In situations with high risks, credit might create further problems for the borrower. Explain.

Ans. At times repayment of the loan becomes difficult and credit instead of improving the earnings, pushes the borrower into a situation from which recovery is very difficult and painful. This situation is called debt-trap. Then the borrower is forced to give up his collateral or asset used as the guarantee to the lender.

Q2. How does money solve the problem of double coincidence of wants? Explain with an example of your own.

- Ans.**
- (i) In a barter system, commodities are exchanged with commodities without the use of money. But in this type of exchange, both parties have to agree to sell and buy each other's commodities. This is called double coincidence of wants.
 - (ii) Money solves the problem of double coincidence of wants by acting as a medium of exchange. The transactions are made in money because a person holding money can easily exchange it for any commodity or service that he or she wants.
 - (iii) Suppose an ice-cream vendor wants a bicycle but the bicycle manufacturer wants clothes, and not ice-creams. In such a situation the vendor can use money to obtain a bicycle. In the same way, the bicycle manufacturer too will use money to buy clothes.

Q3. How do banks mediate between those who have surplus money and those who need money?

- Ans.**
- (i) Banks keep only a small proportion of their deposits as cash with themselves, as a provision to pay the depositors who might come to withdraw from the bank on any given day.
 - (ii) They use their major portion of the deposits to extend loans, mediate between those people who have surplus funds (depositors) and those who are in need of those funds (the borrowers).
 - (iii) They charge higher rate of interest on the loans than what they offer on

deposits. The difference between what is charged from borrowers and what is paid to depositors is their main source of income.

Q4. Look at a 10-rupee note. What is written on top? Can you explain this statement?

Ans. A ten-rupee note has “Reserve Bank of India” written on the top, followed by a statement “Guaranteed by the Central Government”. It is a promissory note and can only be issued by the Reserve Bank of India which supervises all money-related functions in the formal sector in India. The statement on the ten rupee note relates to this idea that the RBI is the central organ in the working of money-related activities.

Q5. Why do we need to expand formal sources of credit in India?

- Ans.**
- (i) Compared to the formal lenders most of the informal lenders charge a much higher interest on loans. It means that the cost to the borrower of the informal loans is much higher.
 - (ii) Higher cost of borrowing means a larger part of earning of the borrowers is used to repay the loan and they have less income left for themselves.
 - (iii) The high rate of interest of borrowing can mean that the amount to be repaid is greater than the income of the borrower and this could lead to increasing debt and debt-trap.
 - (iv) People who might wish to start an enterprise by borrowing may not do so because of the high cost of borrowing.
 - (v) For these reasons banks and cooperatives need to lend more. This would lead to higher incomes and many people could then borrow cheaply for a variety of needs.
 - (vi) They could grow crops, do business, set up small-scale industries etc. They could set up new industries or trade in goods.
 - (vii) Cheap and affordable credit is important for the country’s development. Hence, it is necessary to expand formal sources of credit in our country.

Q6. What is the basic idea behind the SHGs for the poor? Explain in your own words.

Ans. Self-Help Groups (SHGs) consist of certain members who pool their savings and constitute a fund which is further used in making finance and advances to other members. The SHGs help borrowers overcome the problem of lack of collateral. They can get timely loans at a reasonable interest rate. They help women to become self-reliant.

Q7. What are the reasons why the banks might not be willing to lend to certain borrowers?

- Ans.** The banks are sometimes not willing to lend to certain borrowers because of the following reasons:
- (i) Some persons are not able to produce certificate of their earning.
 - (ii) There are some people who have a history of non-repayment of loans.
 - (iii) There are other people who are not able to produce documents of their employment.
 - (iv) Some persons have nothing to give to bank as collateral.
 - (v) There are a few others who fail to produce two persons who can stand as surety in case he is unable to repay the loan.

Q8. In what ways does the Reserve Bank of India supervise the functioning of banks? Why is this necessary?

- Ans.** (i) The Reserve Bank of India supervises the functioning of formal sources of loans.
- (ii) The RBI monitors the banks in actually maintaining cash balance.
- (iii) The RBI sees that the banks give loans not just to profit making businesses and traders but also to small cultivators, small-scale industries, to small borrowers, etc.
- (iv) Periodically banks have to submit information to the RBI on how much they are lending, to whom, at what interest rate, etc.

Q9. Analyse the role of credit for development.

- Ans.** (i) Credit refers to an agreement in which lender supplies the borrowers with money, goods and services in return for the promise of future payments.
- (ii) Whether credit will be useful or not, depends upon the risks in the situation and on whether there is some support in case of loss.
- (iii) When a borrower takes a loan from the bank for increasing the production of goods and he/she is able to increase it and pay the loan back to the bank within the given time limit, then credit has played a positive role in making him/her wealthy.

Q10. Manav needs a loan to set up a small business. On what basis will Manav decide whether to borrow from the bank or the moneylender? Discuss.

- Ans.** Manav needs a loan to set up a small business. Manav will decide on whether to borrow from the bank or the moneylender on the basis of various factors:
- (i) Firstly, he must have a collateral or asset which can guarantee his loan. If he lacks such an asset, he cannot get a loan from the bank. In this scenario, he will have to go to a moneylender, even though the latter charges a higher interest rate.
- (ii) Secondly, if Manav is not aware of the banes of borrowing from the informal sector, he might not even consider taking a bank loan.
- (iii) Thirdly, if there are no banks in or near his area of residence or work place, then he will borrow from a moneylender.

Q11. In India, about 80 per cent of farmers are small farmers, who need credit for cultivation.

- (a) **Why might banks be unwilling to lend to small farmers?**
- (b) **What are the other sources from which the small farmers can borrow?**
- (c) **Explain with an example how the terms of credit can be unfavourable for the small farmer.**
- (d) **Suggest some ways by which small farmers can get cheap credit.**

- Ans.** (a) Banks might be unwilling to lend to small farmers because small farmers usually lack proper documents and collateral or asset.
- (b) The other sources from which the small farmers can borrow are moneylenders, relatives or friends, self-help groups and cooperative banks.
- (c) The terms of credit can be unfavourable for the small farmer if he has a bad crop, and is forced to either surrender his collateral (if he borrowed from a bank) or sell off a part of his land (if he borrowed from the informal sector), in order to repay his loan.

(d) Self-help groups and cooperative banks do not require collateral as a guarantee; hence, they can provide cheap credit to the small farmers.

Q12. Fill in the blanks:

- (i) Majority of the credit needs of the households are met from informal sources.
- (ii) costs of borrowing increase the debt-burden.
- (iii) issues currency notes on behalf of the Central Government.
- (iv) Banks charge a higher interest rate on loans than what they offer on
- (v) is an asset that the borrower owns and uses as a guarantee until the loan is repaid to the lender.

Ans. (i) poor (ii) High
(iii) Reserve Bank of India (iv) deposits
(v) Collateral.

Q13. Choose the most appropriate answer.

- (i) In a SHG most of the decisions regarding savings and loan activities are taken by
 - (a) Bank
 - (b) Members
 - (c) Non-government organisation
- (ii) Formal sources of credit does not include
 - (a) Banks
 - (b) Cooperatives
 - (c) Employers

Ans. (i)—(b) (ii)—(c).

Project/Activity

Q1. The following table shows people in a variety of occupations in urban areas. What are the purposes for which the following people might need loans? Fill in the column.

Occupations	Reason for needing a loan
Construction worker	
Graduate student who is computer literate	
A person employed in government service	
Migrant labourer in Delhi	
Household maid	
Small trader	
Autorickshaw driver	
A worker whose factory has closed down	

Next, classify the people into two groups based on whom you think might get a bank loan and those who might not. What is the criterion that you have used for classification?

Ans.

Occupations	Reason for needing a Loan
Construction worker	To meet living expenses
Graduate student who is computer literate	To pursue higher education
A person employed in government service	For his/her daughter's wedding.
Migrant labourer in Delhi	To buy a house
Household maid	To meet living expenses
Small trader	To buy new machinery
Autorickshaw driver	To buy a new autorickshaw
A worker whose factory has closed down	To meet living expenditure while still unemployed

Those who might get a bank loan	Those who might not get a bank loan
Graduate student	Construction worker
A person employed in government service	Migrant labourer in Delhi
Small trader	Household maid
Autorickshaw driver	A worker whose factory has closed down

The criterion I have used for the classification mentioned above is firstly, whether the borrower has the potential to repay the loan or not. Those with job security will certainly get a loan from a bank because they have the capability to give repayment installments. The second basis of classification is whether the borrower has a collateral or not, on which to guarantee his/her loan. These two are the basic prerequisites for getting a loan from a bank.

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose correct option:

- Who supervises the functioning of formal source of loans?

(a) Reserve Bank of India	(b) State Bank of India
(c) Central Bank of India	(d) Informal money lenders.
- What portions of bank deposits are kept by the banks for day to day transactions?

(a) 11% of the deposits	(b) 15% of the deposits
(c) 18% of the deposits	(d) 17% of the deposits.

3. When does credit play a positive role?
 (a) When the loan repayment is not done on time but profits are made.
 (b) When neither loan repayment is done on time nor are profits made.
 (c) When the loan repayment is done on time and profits are made.
 (d) None of the above.
4. Why is money called the medium of exchange?
 (a) Goods are being bought and sold with the use of money.
 (b) Use of money has made things easier to exchange.
 (c) Money acts as an intermediate in the exchange process.
 (d) Without exchange of money nobody can fulfil his all needs and requirements.
5. In India which type of currency is widely accepted as a medium of exchange?
 (a) Rupee (b) Dollar
 (c) Shilling (d) Taka.
6. Modern form of money is linked with which system?
 (a) Accounts system (b) Finance system
 (c) Banking system (d) None of the above.
7. What are electronic banking services?
 (a) ATM (b) Debit Card
 (c) Credit Card (d) All of the above.
8. What do people belonging to poor households lack?
 (a) Proper document (b) Collateral
 (c) Certificate of earning (d) All of the above.
9. Currency notes in India are issued by the
 (a) State Bank of India (b) Reserve Bank of India
 (c) Central Bank of India (d) None of the above.
10. Which one of the following does not come under terms of credit?
 (a) Interest rate (b) Employment
 (c) Collateral (d) Mode of repayment.

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

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. What is the meaning of 'barter system'? (CBSE 2015)

Ans. The exchange of goods, property, services, etc. for other goods, etc. without using money is known as 'barter system'.

Q2. Give the reason why transactions are made in money.

Ans. A person holding money can easily exchange it for commodity or service that he/she might want.

Q3. What is known as double coincidence of wants?

Ans. When in the exchange, both parties agree to sell and buy each other's commodities, it is known as double coincidence of wants.

Q4. What is it that can act as a medium of exchange in transactions?

Ans. It is money that can act as a medium of exchange in transactions.

Q5. Name two objects that were used as money before the introduction of coins.

Ans. Grains and cattle.

Q6. What are the modern forms of money?

Ans. The modern forms of money include currency – paper notes and coins.

Q7. What is the chief feature of the modern currency?

Ans. The modern currency is without any use of its own.

Q8. What do people do with extra money?

Ans. They deposit it with the banks by opening a bank account in their name.

Q9. Why do we consider demand deposits as money?

Ans. Demand deposit constitute money in modern economy as they are accepted widely as a means of payment along with currency.

Q10. Why are deposits in the banks called demand deposits?

Ans. Since the deposits in the bank accounts can be withdrawn on demand, these deposits are called demand deposits.

Q11. What is the major source of revenue for the commercial banks?

Ans. Their major source of revenue is the difference between what is charged from borrowers and what is paid to depositors.

Q12. What do banks do with the money we deposit there?

Ans. Banks keep only a small proportion of their deposits as cash with themselves. They use the major portion of the deposits to extend loans.

Q13. Why do people in rural areas demand for credit?

Ans. They demand for credit for crop production.

Q14. Why did Swapna sell a portion of her land?

Ans. Swapna did this in order to repay the loan.

Q15. What would the lender do in case the borrower fails to repay the loan?

Or

Why do lender ask for collateral while lending?

Ans. If the borrower fails to repay the loan, the lender has the right to sell the asset or collateral to obtain payment.

Q16. Give some common examples of collateral used for borrowing.

Ans. Property such as land titles, deposits with banks, livestock are some common examples of collateral used for borrowing.

Q17. While taking a loan, borrowers look for easy terms of credit. What do is this mean?

Ans. This means low interest rate, easy conditions for repayment and less collateral and documentations requirements.

Q18. Why did Salim need credit?

Ans. Salim needed credit to purchase the raw materials for the manufacture of shoes.

Q19. Why did Swapna need credit?

Ans. Swapna needed credit to meet the expenses of cultivation.

Q20. People obtain loans from various sources. Name them.

Ans.

- Banks and cooperatives (formal sector)
- Moneylenders, traders, employers, relatives, friends (informal sector).

Q21. How do the informal lenders take undue advantage of the borrowers helplessness?

Ans. They charge high interest on loans. As a result, the cost to the borrower of informal loans is also very high.

Q22. What does higher cost of borrowing means?

Ans. This means a large part of the earnings of the borrowers is used to repay the loan. Hence, borrowers have less income left for themselves.

Q23. When is crucial for the country's development?

Ans. Cheap and affordable credit is crucial for the country is development.

Q24. What is necessary to reduce the dependence on informal sources of credit in rural areas?

Ans. It is necessary that banks and cooperatives increase their lending in the rural areas.

Q25. Which segment of the society receives formal credit?

Ans. It is the richer segment of society which receives formal credit.

Q26. Which segment of the society depends on the formal sources?

Ans. The poor have to depend on the formal sources.

Q27. Mention one of the major reasons which prevents the poor from getting bank loans.

Ans. Absence of collateral is one of the major reason which prevents the poor from getting bank loans.

Q28. What are the difficulties from which the barter system of exchange suffers?

Ans. (i) Lack of double coincidence of wants.
(ii) Valuations of all the goods cannot be done easily.
(iii) Certain products cannot be divided.

Q29. What are the benefits that you can get by depositing your extra money in the banks?

Ans. (i) Safety
(ii) Earn interest
(iii) Can make payments easily through cheques.

Q30. How do the SHGs help borrowers?

Ans. The SHGs help borrowers overcome the problem of lack of collateral.

III. SHORT ANSWER TYPE QUESTIONS

Q1. Why is it necessary for the banks and cooperative societies to increase their lending facilities in rural areas? Explain. (CBSE 2015)

Ans. Most loans from informal lenders carry a very high interest rate and do little to increase the income of the borrowers. Hence, it is necessary that banks and cooperatives increase their lending particularly in the rural areas, so that the dependence on informal sources of credit reduces.

While formal sector loans need to expand, it is also necessary that everyone receives these loans. At present, it is the richer households who receive formal credit whereas the poor have to depend on the informal sources. So, it is important that the formal credit is distributed more equally so that the poor can benefit from the cheaper loans.

Q2. What does credit mean? What are the terms of the credit?

Ans. Credit refers to an agreement in which lender supplies the borrowers with money, goods and services in return for the promise of future payments.

Terms of credit includes the following:

- (i) Interest rate
- (ii) Collateral
- (iii) Documentation requirement
- (iv) Mode of payment.

These terms of credit vary substantially from one credit arrangement to another. They may vary depending on the nature of lender and borrower. Every loan agreement specifies an interest rate which the borrower has to pay to the lender along with the repayment of the principal. In addition to this lenders may demand collateral (security) against the loans.

Q3. Why are transactions made in money? Explain with suitable examples.

(CBSE 2009)

Ans. Everyone prefers to receive payments in money and then exchange the money for things they want. For example, take the case of a blacksmith. He wants to sell tools in the market and buy rice. The blacksmith will first exchange tools that he has produced for money and then exchange the money for rice.

The transactions are made in money because a person holding money can easily exchange it for any commodity or service that he or she wants.

Q4. Why is the rupee widely accepted as a medium of exchange?

Ans. (i) In India, the Reserve Bank of India issues currency notes on behalf of the central government.

(ii) As per Indian law, no other individual or organisation is allowed to issue currency.

(iii) Moreover, the law legalises the use of rupee as a medium of payment that cannot be refused in settling transaction in India.

(iv) No individual in India can legally refuse a payment made in rupees. Hence, the rupee is widely accepted as a medium of exchange.

Q5. Explain any two features each of formal sector loans and informal sector loans.

(AI CBSE 2009, CBSE 2011)

Ans. Formal Sector Loans

- (i) It provides loans at a fixed rates and terms.
- (ii) It gives loans not just to profit-making businesses and traders but also to small cultivators, small-scale industries to small borrowers etc.

Informal Sector Loans

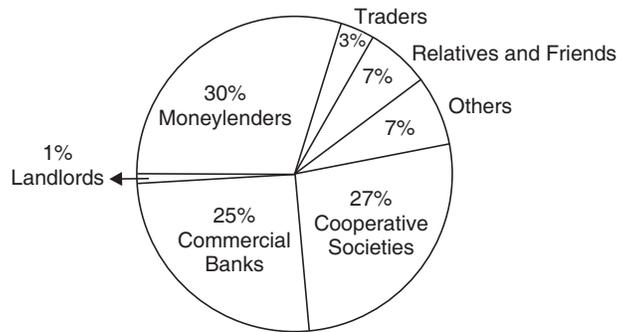
- (i) Rates of interest are not fixed. Moneylenders can charge whatever interest rate they choose.
- (ii) There is no one to stop them from using unfair means to get their money back.

Q6. What is the role played by the banks in the economic development of a country? (HOTS)

Ans. The banks play an important role in an economy of a country. They give interest on the money deposited by the people. Thus they add to the income of the family.

Many families survive on the bank interest. The banks mediate between those who have surplus money and those who need money. Banks provide cheap loans to a large number of people. They boost the industry also by providing cheap loans to industrialists. Banks are the backbone of the country's trade. Banks employ a large number of people and as such they solve the problem of unemployment to a great extent.

Q7. Study the diagram given below and answer the following questions:



- (i) Which are the two major sources of credit for rural households in India?
- (ii) Which one of them is the most dominant sources of credit for rural households?
- (iii) Why is it the most dominant source of credit? Give two reasons.

(CBSE 2008)

- Ans.**
- (i) Moneylenders and cooperative societies are the two major sources of credit for rural households in India.
 - (ii) Moneylenders are the most dominant sources of credit for rural households.
 - (iii) Moneylenders are the most dominant sources of credit for rural households because
 - (a) Rural households need not to produce certificate of their earning or documents of their employment while borrowing money from the money lenders.
 - (b) Neither they have to show any property or assets as collateral (security or guarantee)

Q8. What are the drawbacks of informal sources of credit?

- Ans.**
- (i) Most of the informal lenders charge a much higher interest on loans. Thus the cost to the borrower of the informal loans is much higher.
 - (ii) Higher cost of borrowing means a larger part of earning of the borrowers is used to repay the loan and they have less income left for themselves.
 - (iii) The high rate of interest of borrowing can mean that the amount to be repaid is greater than the income of the borrower and it can lead to increasing debt and debt-trap.
 - (iv) People who might wish to start an enterprise by borrowing may not do so because of the high cost of borrowing.

Q9. How is the facility of cheque useful?

Ans. A cheque is a paper instructing the bank to pay a specific amount from a person's account to the person in whose name the cheque has been issued. The payer, who has an account with the bank, makes out a cheque for a specific amount. The facility of cheques against demand deposits makes it possible to directly settle payments without the use of cash.

Q10. Why are the deposits in the banks called 'demand deposits'? What are the benefits of deposits with the banks? [CBSE 2010(F)]

Ans. People deposit extra cash with the bank by opening a bank account in their name. Banks accept the deposits and also pay an amount as interest on the deposits. In this way people's money is safe with the banks and it earns an amount of interest. People also have the provision to withdraw the money as and when they require. Since the deposits in the bank accounts can be withdrawn on demand, these deposits are called demand deposits.

Q11. What is credit? What is its importance? [AI CBSE 2013(C)]

Ans. Credit refers to an agreement in which the lender supplies the borrowers with money, goods and services in return for the promise of future payments.

Importance of credit

- (i) In some situation, credit helps to increase earnings and therefore the person is better off than before.
- (ii) We can understand it with an example. Salim obtains credit to meet the working capital needs of production. The credit helps him to meet the ongoing expenses of production, complete production on time and thereby increase his earnings. Thus, credit plays a vital and positive role in this situation.

Q12. What is money? Why is modern money currency accepted as a medium of exchange? (AI CBSE 2012)

Or

'The rupee is widely accepted as a medium of exchange'. Explain.

(CBSE 2008, 2012, 2013)

Ans. Money is something that can act as a medium of exchange in transactions.

Note: See Q3. (Short Answer Type Questions)

Q13. Why is cheap and affordable credit important for the country's development? Explain three reasons. (AI CBSE 2012)

Ans. Cheap and affordable credit is important for the country's development because of the following reasons:

- (i) This would lead to higher incomes and many people could then borrow cheaply for a variety of needs.
- (ii) They could grow crops, do business, set up small scale industries etc.
- (iii) They could set up new industries or trade in good. All these lead to the country's development.

Q14. "Whether credit would be useful or not, it depends on the situations". Give two different examples in support of this statement. [CBSE 2012(F)]

Ans. We can give examples of Salim and Swapna in support of this statement.

- (i) Salim is a shoe manufacturer. He obtains credit to meet the working capital needs of production. The credit helps him to meet the ongoing expenses of

production, complete production on time and thereby increase his earnings. Credit, plays a vital and positive role in this situation.

- (ii) Swapna is a small farmer and grows groundnuts in her three acres of land. She takes a loan from the moneylender to meet the expenses of cultivation, hoping that her harvest would help repay the loan. But the failure of crops makes loan repayment impossible. She has to sell a portion of her land to repay the loan. Credit, instead of helping Swapna improve her earnings, leaves her worse off. She falls into a debt trap.

Q15. “Most of the poor households still depend on the informal sector for loans, both in rural and urban areas of India”. Support the statement with three examples. [CBSE 2012(F)]

- Ans.** (i) Banks are not present everywhere in rural India. Even when they are present, getting a loan from a bank is much more difficult than taking a loan from informal sources.
- (ii) Bank loans require proper document and collateral. Absence of collateral is one of the major reasons which prevents the poor from getting bank loans.
- (iii) Informal lenders such as moneylenders, on the other hand, know the borrowers personally and hence are often willing to give a loan without collateral. The borrowers can, if necessary, approach the moneylenders even without repaying their earlier loans.

Q16. What are demand deposits? What are their advantages? (CBSE 2012)

Ans. See Q9. (Short Answer Type Questions)

Q17. Which government body supervises the functioning of formal sources of loans in India? Explain its functioning. (AI CBSE 2012)

Or

Who supervises the functioning of banks? In what ways is the supervision done? [CBSE 2009(F), 2012]

Ans. See NCERT Textbook Q8.

Q18. Mention three limitations of the barter system. (CBSE 2008)

- Ans.** The three limitations of the barter system are:
- (i) Lack of double coincidence of wants. It means, both the parties have to agree to sell and buy each others' commodities.
- (ii) Valuations of all the goods cannot be done easily.
- (iii) There are certain products which cannot be divided.

IV. LONG ANSWER TYPE QUESTIONS

Q1. How does the use of money make exchange of things easier? Explain with examples. [CBSE 2010]

- Ans.** (i) Money means wealth around which the whole economic activities of every country move. Money acts as an intermediate in the exchange process and therefore it is called a medium of exchange.
- (ii) In our day to day transactions, goods are being bought and sold with the use of money. At times we do exchange services with money.
- (iii) Use of money has made things easier to exchange as we can exchange it for any commodity we need.
- (iv) The transactions are made in money because a person holding money can easily exchange it for any commodity or service that he or she wants.

(v) Thus, the main function of money in an economic system is to facilitate the exchange of goods and services. Without exchange of money nobody can fulfil his all needs and requirements.

Q2. What is the role of SHGs? What are the reasons of its growing popularity? (HOTS)

Or

What are Self-Help Groups? Describe, in brief, their functioning.

(AI CBSE 2009)

Ans. Self-Help Groups consist of certain members who pool their savings and constitute a fund which is further used in making finance and advances to other members. A typical Self-Help Group has 15 to 20 members. The members pool their savings and after some time, it becomes a large amount which is used to give loans to the needy ones at a very nominal rate of interest. This helps to reduce the functioning of informal sectors of credit.

After a year, if such a group is regular in its savings, it becomes eligible for availing loan from the bank. Loan is sanctioned in the name of the group and is meant to create self-employment opportunities for the members. Loans are provided for releasing mortgaged land, for meeting working capital needs as buying seeds, fertilisers, raw materials, for acquiring assets like sewing machine, handlooms, cattle, etc. Important decisions regarding the savings and loan activities are taken by the group members. The group decides the purpose, amount, interest to be charged, repayment schedule etc. Non-repayment is taken seriously. Because of this feature, banks are willing to lend loan especially to the poor women when organised in SHG.

SHGs are becoming popular for the following reasons:

- (i) They help borrowers overcome the problem of lack of collateral.
- (ii) They can get timely loans for variety of purposes and at a reasonable interest rate.
- (iii) They are building blocks of the organisation of the rural poor.
- (iv) It helps women to become self-reliant.
- (v) The regular meetings of the group provide a platform to discuss and act on various social issues such as health, nutrition, domestic violence etc.

Q3. Throw light on the various sectors of the economy.

Ans. People obtain loan from various sources. The various types of loans can be grouped as formal sector loans and informal sector loans.

Formal sector: It Includes banks and cooperatives. The Reserve Bank of India supervises the functioning of formal sources of loan. The RBI monitors the banks in actually maintaining cash balance. Similarly, the RBI sees that these banks give loans not just to profit-making businesses and traders but also to small cultivators, small-scale industries, to small borrowers etc. Periodically banks have to submit information to the RBI on how much they are lending and to whom, at what interest rate, etc.

Informal sector: It includes moneylenders, traders, employers, relatives and friends etc. There is no one to supervise their credit activities. It can charge whatever interest rate they choose. There is no one to stop them from using unfair means to get their money back.

Q4. Differentiate between formal and informal sources of credit. Explain problems faced by borrowers of loan from informal sources. [AI CBSE 2013(C)]

Ans.	Formal Sources of Credit	Informal Sources of Credit
	(i) The Reserve Bank of India supervises the functioning of formal sources of loans.	(i) There is no organisation which supervises the credit activities of lenders in the informal sector.
	(ii) They provide loans at a fixed rates and terms.	(ii) Rates of interest are not fixed moneylenders can charge whatever interest rate they choose.
	(iii) They give loans not just to profit making business and traders but also to small cultivators, small scale industries too small borrowers etc.	(iii) They give loans to small cultivators only to earn profit. There is no one to stop them from using unfair means to get their money back.
	(iv) Banks and cooperatives come under the category of formal sources of credit.	(iv) The informal lenders includes moneylenders, traders, employers, relatives and friends.

The moneylenders charge very high rates of interest keep no records of transactions and harass the poor borrowers.

Q5. Which government body supervises the functioning of formal sources of loans in India? Explain its functioning. (CBSE 2012)

Ans. See NCERT Textbook Q8.

Q6. What are the two categories of sources of credit? Mention four features of each. (CBSE 2013)

Ans. See Q4. (Long Answer Type Questions)

Q7. What is credit? Why is there a need for credit in rural areas? (CBSE 2011)

Ans. Credit refers to an agreement in which the lender supplies the borrower with money, goods or services in return for the promise of future payment. There is a need for credit in rural areas for the following reasons.

- (i) In rural areas, the main demand for credit is for crop production.
- (ii) crop production involves considerable costs on seeds fertilisers, pesticides, water electricity, repair of equipment, etc.
- (iii) Farmers usually takes crop loans at the beginning of the season and repay the loan after harvest.
- (iv) Rural people also take loans for starting small business and for the marriage of their daughters.

Q8. What is the idea behind forming the Self Help Groups or the SHGs? Explain the functioning of the Self Help Group or the SHGs? [CBSE 2008, 2009(O)]

Ans. See Q2. (Long Answer Type Questions)

Q9. Why should the banks and cooperatives societies provide more loan facilities to the rural households in India? Give four reasons. (CBSE 2008, 2012)

Ans. See NCERT Textbook Q5.

V. VALUE BASED QUESTIONS

Q1. Grameen Bank of Bangladesh has done a great job in the rural areas of the country. Which values according to you is it able to support? (3 marks)

Ans. Grameen Bank of Bangladesh was started in the 1970s as a small project. But soon it achieved grand success in removing poverty from the country. It helps the poor to meet their credit needs at reasonable rates. Almost all of the borrowers are women who belong to poorest sections of the society. These borrowers have proved themselves very reliable. They use the money in a number of income generating activities and thus empower themselves and their families.

The values that Grameen Bank of Bangladesh supports are:

- (i) Removal of poverty.
- (ii) Women empowerment.
- (iii) Self-sufficiency.

Q2. What according to you can reduce the dependence of the poor households on informal sources of credit? Suggest ways to avert this situation. (3 marks)

Ans. The poor households in rural India is bound to lead a very hard life. The reason is that they don't have their own land or any property with them. They work as landless labourers in the field of big farmers. Whenever they need money, they seek the help of moneylenders, who charge much higher interest on loans. Higher cost of borrowing means a larger part of earning of the borrowers is used to repay the loan and they have less income left for themselves. This dependence of theirs can be reduced only when the following steps will be taken:

- (i) Education should be spread in rural areas.
- (ii) The government should assist them in improving their condition.
- (iii) Poor people belonging to rural areas should be made self-sufficient so that they may have a decent life.

TEST YOUR SKILLS

1. What are bank deposits? What are its benefits?
2. Explain the concept of loan activities in bank.
3. Explain with two examples, two different credit situations one-positive and one-negative.
4. What are the two sources of credit? How does RBI control banks?
5. What is double co-incidence of wants?
6. In situations of high risks, credit might create further problems for the borrowers. Explain.

□□□

4



Globalisation and the Indian Economy

Syllabus

Globalisation. What is globalisation (through some simple examples); How India is being globalised and why; Development strategy prior to 1991. State control of industries: Textile goods as an example for elaboration; Economic reforms of 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political impact of globalisation.

Facts that Matter

1. Today we have wide choice of goods and services before us. There is explosion of brands. It is a recent phenomenon and in a matter of years our markets have been transformed.
2. Until the middle of the 20th century, production was largely organised within the countries. What crossed the boundaries was mainly the raw materials, foodstuff and finished products. Colonies such as India exported raw materials and foodstuff and imported finished goods. Trade was the main channel connecting distant countries.
3. Emergence of MNCs proved to be of immense importance.
4. These MNCs operate in many countries of the world.
5. They set up their offices and factories where they can get cheap labour and other facilities. This is done so that the cost of production is low and the MNCs can earn greater profits.
6. The money that is spent to buy assets such as land, building, machines and other equipment is called **investment** and the investment made by MNCs is called **foreign investment**.
7. Local companies get benefitted by these MNCs. They provide money for the additional investments like bringing new machines for faster production.
8. MNCs are playing major role in the globalisation process. Foreign investment in the countries has been rising. Foreign trade between the countries has also been rising. It has led to substantial trade in goods and also services. It has also led to greater integration of production and markets across countries.
9. MNCs are spreading their production by setting up partnerships with local companies, by closely competing with local companies or buying them and by using local companies for supply. As a result, production in these widely dispersed locations is getting interlinked.
10. MNCs set up their production units in those areas which are quite close to the market. They prefer such areas where there is skilled and unskilled labour available at low costs.

In addition, the MNCs select such countries where the local governments properly look after the interests of the MNCs. Sometimes the MNCs set up production jointly with the local companies of the selected countries.

11. Foreign trade started through various trade routes, connecting India and South Asia to markets both in the East and West. Trading interests also attracted various trading companies such as East India Company to India.
12. Foreign trade gives opportunity to producers to sell their goods in other countries of the world. For the ordinary consumers, foreign trade proves very useful because the best brands of different articles are produced all over the world. Their choice of goods expands manifolds. Producers can sell their product not only in markets located within the country but can also compete in markets located in other countries of the world. For the buyers, import of goods produced in another country is one way of expanding the choice of goods beyond what is domestically produced. This is how markets are integrated through foreign trade. For example, Japanese electronic items are imported to India, and have proved to be a tough competition for less-technologically-advanced companies here.
13. **Globalisation** has made possible the interconnection between countries. As a result of globalisation, the different countries of the world become economically interdependent on each other.
14. Rapid improvement in technology has been one major factor that has stirred globalisation process. Due to technology there has been improvements in various fields. Such as transport technology, information and communication technology etc.
15. **Trade barrier** means restrictions imposed on import and export of goods. It is called so because some restrictions have been set up. The trade barriers provide protection to domestic goods from foreign competition. The government can use barriers to increase or decrease (regulate) foreign trade and to decide what kind of goods and services and how much of each should come into the country.
16. The Indian government, after independence had put barriers to foreign trade and foreign investment. This was considered essential to protect the producers within the country from foreign competition.
17. But in the 1990s, the government wished to remove these barriers because it felt that domestic producers were ready to compete with foreign industries. It felt that foreign competition would in fact improve the quality of goods produced by Indian industries. Thus, the government decided that the time had come for Indian producers to compete with producers around the globe.
18. Liberalisation of foreign trade and foreign investment policy has proved to be a boon for India. This has led to a deeper integration of national economies into one conglomerate whole.
19. **World Trade Organisation (WTO)** is an organisation whose aim is to liberalise international trade. It helps to remove trade barriers and create a free environment for foreign trade. It establishes rules regarding international trade and sees that these rules are obeyed.
20. Though WTO is supposed to allow free trade for all, in practice, it is seen that the developed nations have unfairly retained trade barriers. On the other hand, WTO rules have forced the developing countries to remove trade barriers.

21. Globalisation has both positive and negative impacts on India. On the one hand, it has created new jobs in certain industries, on the other hand it has perished small producers.
22. The central and state governments in India are taking some special steps to attract foreign companies to invest in India. For this, special economic zones are being set up. SEZs are to have world class facilities like electricity, water, road transport, storage, recreational and educational facilities. The industries setting up their production units in the SEZs are exempted from paying taxes for initial five years.
23. Some relaxation in rules aiming to protect the workers was given to the companies investing in India. For instance, instead of hiring workers on regular basis, companies hire workers flexibly for short period during the peak period. This was done to reduce the cost of labour for the company.
24. **Fair Globalisation** would create opportunities for all and also ensure that the benefits of globalisation are shared better. The government can play a vital role in making of fair globalisation. Its policies should protect the interests of both rich as well as poor. The government should ensure that labour laws are properly implemented and the workers get their rights.
25. Small producers should be given due support by the government to improve their performance till the time they become strong enough to compete.
26. In the past few years, massive campaigns and representation by people's organisations have influenced important decisions relating to trade and investments at WTO. This shows that even people can also play an important role in the struggle for fair globalisation.

Words that Matter

1. **Globalisation:** Integrating an economy with the world economy.
2. **Liberalisation:** Removing trade barriers between countries.
3. **MNCs:** Multinational Corporations.
4. **Investment:** The money that is spent to buy assets like buildings, machines and equipment.
5. **WTO:** World Trade Organisation which aims to liberalise international trade.
6. **Trade barriers:** Rules and regulations that regulate foreign trade.
7. **Flexibility:** Giving relaxation in trade and labour laws.
8. **SEZs:** Special Economic Zones are those industrial zones which have been set up by the government of India to attract foreign companies to invest in the country.

NCERT TEXTBOOK QUESTIONS SOLVED

Q1. What do you understand by globalisation? Explain in your own words.

Ans. Globalisation is the process of rapid integration or interconnection between countries. Globalisation means integrating an economy with the world economy. As a result of globalisation, the different countries of the world become economically interdependent on each other. This term is also often used to refer

to economic globalisation: the integration of national economies into the international economy through trade, foreign direct investments, capital flows, migration and the spread of technology.

Q2. What were the reasons for putting barriers to foreign trade and foreign investment by the Indian government? Why did it wish to remove these barriers?

Ans. Reasons for putting barriers to foreign trade and foreign investment by the Indian Government:

- (a) To protect the domestic producers within the country from foreign competition.
- (b) The competition from importers would have crippled the new-born industries of India. In such a situation, imports of only such commodities were allowed which were quite necessary such as machinery, fertilisers, petroleum etc.
- (c) During 1950s and 1960s, competition from imports was giving a death blow to growing industries in India. Hence, India allowed imports of only essential goods.

Later in the 1990s, the government wished to remove these barriers because it felt that domestic producers were ready to compete with foreign industries. It felt that foreign competition would in fact improve the quality of goods produced by Indian industries. This decision was also supported by powerful international organisations. Thus, the government decided that the time had come for Indian producers to compete with producers around the globe.

Q3. How would flexibility in labour laws help companies?

Ans. Flexibility in labour laws would help to reduce the cost of labour for the company.

Q4. What are the various ways in which MNCs set up or control production in other countries?

Ans. Various ways in which MNCs control production in other countries:

- (i) By setting up partnerships with local companies — At Times MNCS set up production jointly with some of the local companies. The benefit to the local company of such joint production is two fold. First MNCS can provide ϕ money for additional investments, the like buying new machines for faster production. Second, MNCS might bring with them the latest technology for production.
- (ii) By closely competing with local companies or buying them up. The most common route for MNC investments is to buy up local companies and to expand production. With their huge wealth they can easily do so.
- (iii) By using local companies for supply—Large MNCs in developed countries place orders for production with small producers. E.g. garments, footwear, sports item etc. The products are supplied to MNCs which then sell these under their own brand names to the customers. These large MNCs have great power to determine price, quality, delivery and labour conditions for these distant producers.

Q5. Why do developed countries want developing countries to liberalise their trade and investment? What do you think should the developing countries demand in return?

Ans. Developed countries want developing countries to liberalise their trade and investment because then the MNCs belonging to the developed countries can set up factories in less expensive developing nations, and thereby increase profits, with lower manufacturing costs and high sale price.

In my opinion, the developing countries should demand, in return, for some manner of protection of domestic producers against competition from imports. Also, charges should be levied on MNCs looking to set base in developing nations.

Q6. “The impact of globalisation has not been uniform.” Explain this statement.

- Ans.** (i) Globalisation has been proved beneficial for the top Indian companies but so far workers are concerned, globalisation has perished them.
- (ii) The top Indian companies have invested in newer technology and production methods and raised their production standards. Some have gained from successful collaborations with foreign companies. Globalisation has enabled some large Indian companies to emerge as multinationals themselves. For examples: Tata Motors (Automobiles), Infosys (IT), etc.
- (iii) But for a large number of small producers and workers globalisation has posed great problems. They have been hit hard due to competition. Several units have shut down rendering many workers jobless.

Thus, we can say that the impact of globalisation has not been uniform.

Q7. How has liberalisation of trade and investment policies helped the globalisation process?

- Ans.** (i) Liberalisation of trade and investment policies has helped the globalisation process by making foreign trade and foreign investment easier.
- (ii) This has led to a deeper integration of national economies into one conglomerate whole.
- (iii) Now goods could be imported and exported easily. Foreign companies could set up factories and offices in India.

Q8. How does foreign trade lead to integration of markets across countries? Explain with an example other than those given here.

- Ans.** (i) Foreign trade gives opportunity to producers to sell their goods in other countries of the world. Producers can sell their produce not only in markets located within the country but can also compete in markets located in other countries of the world.
- (ii) For the ordinary consumers, the foreign trade proves very useful because the best brands of different articles are produced all over the world. Their choice of goods expands manifolds.
- (iii) For the buyers, import of goods produced in another country is one way of expanding the choice of goods beyond what is domestically produced.
- (iv) Foreign trade gives opportunity to producers in the two countries closely compete against each other even though they are far away from each other.

This is how markets are integrated through foreign trade. For example, Japanese electronic items are imported to India, and have proved to be a tough competition for less-technologically-advanced companies here.

Q9. Globalisation will continue in the future. Can you imagine what the world would be like twenty years from now? Give reasons for your answer.

- Ans.** Globalisation will continue in the future. Twenty years from now, the world will be more globally connected and integrated into one international economy, if this process continues on a fair and equitable basis. Trade and capital flows will increase alongside the mobility of labour. This will occur because liberalisation will get augmented and MNCs will converge with other companies producing the same goods.

Q10. Supposing you find two people arguing: One is saying globalisation has hurt our country's development. The other is telling, globalisation is helping India develop. How would you respond to these arguments?

Ans. Both the arguments are right to some extent. Globalisation has hurt our country's development as well as helped our country develop. In other words, we can say that globalisation has positive as well as negative impact on our country's development.

Positive impact of the globalisation on India

- (i) Availability of variety of products which enabled the consumers to have greater choice and enjoy improved quality and lower prices for several products.
- (ii) This led to higher standard of living.
- (iii) Increase in foreign direct investment.
- (iv) Creation of new jobs in certain industries.
- (v) Top Indian companies have been benefited by investing in new technology and production methods along with successful collaborations with foreign companies.
- (vi) Globalisation has enabled some large Indian company to emerge as multinationals themselves. For example, Tata Motors, Infosys, Ranbaxy etc.
- (vii) Enabled some large Indian companies to emerge as multinationals.
- (viii) Created new opportunities for companies providing services, particularly those involving IT.

Negative impact of the globalisation on India

- (i) Small producers failed to compete and got perished. Rising competition has led to shutting down of many units. Many workers became jobless. For instance, batteries, capacitors, plastics, toys, dairy products and vegetable oil are the examples of the industries which have been hit hard due to hard competition.
- (ii) Globalisation and pressure of competition have substantially changed the lives of workers. Faced with growing competition most employers these days prefer to employ workers 'flexibly'. This means that workers' jobs are no longer secure.

Q11. Fill in the blanks.

Indian buyers have a greater choice of goods than they did two decades back. This is closely associated with the process of (a) Markets in India are selling goods produced in many other countries. This means there is increasing (b) with other countries. Moreover, the rising number of brands that we see in the markets might be produced by MNCs in India. MNCs are investing in India because (c) While consumers have more choices in the market, the effect of rising (d) and (e) has meant greater (f) among the producers.

Ans. (a) globalisation (b) trade (c) production costs here are cheaper (d) demand (e) purchasing power (f) competition.

Q12. Match the following:

- (i) MNCs buy at cheap rates from small producers (a) Automobiles

- (ii) Quotas and taxes on imports are used to regulate trade
- (iii) Indian companies who have invested abroad
- (iv) IT has helped in spreading of production of services
- (v) Several MNCs have invested in setting up factories in India for production
- (b) Garments, footwear, sports items
- (c) Call centres
- (d) Tata Motors, Infosys, Ranbaxy
- (e) Trade barriers

Ans. (i)—(b) (ii)—(e) (iii)—(d) (iv)—(c) (v)—(a).

Q13. Choose the most appropriate option.

- (i) The past two decades of globalisation has seen rapid movements in
 - (a) goods, services and people between countries.
 - (b) goods, services and investments between countries.
 - (c) goods, investments and people between countries.
- (ii) The most common route for investments by MNCs in countries around the world is to
 - (a) set up new factories.
 - (b) buy existing local companies.
 - (c) form partnerships with local companies.
- (iii) Globalisation has led to improvement in living conditions
 - (a) of all the people
 - (b) of people in the developed countries
 - (c) of workers in the developing countries
 - (d) None of the above

Ans. (i)—(a) (ii)—(b) (iii)—(c).

Additional Activity/Project

- (I) **Take some branded products that we use everyday (soaps, toothpaste, garments, electronic goods, etc.). Check which of these are produced by MNCs.**

Ans. Do yourself.

- (II) **Take any Indian industry or service of your choice. Collect information and photographs from newspapers, magazine clippings, books, television, internet, interviews with people on the following aspects of the industry.**

- (i) Various producers/companies in the industry
- (ii) Is the product exported to other countries?
- (iii) Are there MNCs among the producers?
- (iv) Competition in the industry
- (v) Conditions of work in the industry
- (vi) Has there been any major change in the industry in the past fifteen years?
- (vii) Problems that people in the industry face.

Ans. Do yourself.

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct option:

1. A company that owns or controls production in more than one nation is called
(a) Foreign company (b) Multi National Company
(c) International company (d) Local company
2. What are the investments made by MNCs called?
(a) Foreign investments (b) International investments
(c) Multi National investments (d) None of these
3. It creates an opportunity for the producers to reach beyond the domestic markets. What does it refer to?
(a) Technology (b) Investments
(c) Trade barriers (d) Globalisation
4. Why did the government decide to remove barriers on foreign trade and foreign competitors?
(a) Because the government wanted to earn the foreign exchange.
(b) Because the government felt that the time had come for Indian producers to compete with producers in the world market.
(c) Because the government wanted to maintain good relations with other countries.
(d) All of the above.
5. How many countries are currently the members of the World Trade Organisations?
(a) 140 countries (b) 145 countries
(c) 159 countries (d) 149 countries
6. What was the idea behind developing Special Economic Zones (SEZs) in India?
(a) To attract foreign companies to invest in India
(b) To earn foreign exchange
(c) To make India financially stable
(d) To make India a developed country
7. What is the full form of WTO?
(a) World Transactions Organisation
(b) Wealth Trade Organisation
(c) World Trade Organisation
(d) None of the above
8. Which one of the following is not an MNC?
(a) Reebok Shoes (b) Tata Motors
(c) SAIL (d) Infosys
9. The international organisation formed for the liberalisation of trade is
(a) World Trade Organisation (b) United Nations Organisation
(c) World Trade Centre (d) Multi-national Corporation

10. The most important factor that has stimulated globalisation is
 (a) population explosion (b) spread of education
 (c) urbanisation (d) rapid improvement in technology
11. What is the term 'investment' mean?
 (a) Money spent on buying clothes
 (b) Money spent on buying land, building, machines, etc.
 (c) Money spent on buying a car
 (d) Money spent on buying furniture
12. WTO is dominated by countries like
 (a) U.S. and U.K. (b) China and France
 (c) India and Japan (d) Ireland and Germany
13. Ranbaxy is a multinational company which is associated with
 (a) automobiles (b) nuts and bolts
 (c) medicines (d) information technology
- Ans.** 1—(b) 2—(a) 3—(d) 4—(d) 5—(d) 6—(a)
 7—(c) 8—(c) 9—(a) 10—(d) 11—(b) 12—(a)
 13—(c)

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. Why had the Indian Government put barrier to foreign trade and foreign investment after independence? State any one reason. (CBSE 2015)

Ans. The Indian government, after Independence, had put barriers to foreign trade and foreign investment because this was considered necessary to protect the producers within the country from foreign competition.

Q2. Until the middle of the twentieth century, production was largely organised within countries. What crossed the boundaries of these countries?

Ans. There were raw materials, food stuff and finished products.

Q3. What was the main channel connecting countries in the past?

Ans. Foreign trade was the main channel connecting countries in the past.

Q4. What is an MNC?

Ans. An MNC (Multi-National Corporation) is a company that owns and controls production in more than one nation.

Q5. Where do MNCs set up offices and factories for production?

Ans. MNCs set up offices and factories for production in regions where they can get cheap labour and other resources.

Q6. Why do MNCs set up offices and factories in regions where they can get cheap labour and other resources?

Ans. MNCs do this so that the cost of production is low and they can earn greater profits.

Q7. In what way does China provide advantage to the MNCs?

Ans. China provides the advantage of being a cheap manufacturing location.

Q8. How are Mexico and Eastern Europe useful for the MNCs?

Ans. In these two countries are close to the markets in the US and Europe.

Q9. Why are MNCs attracted to India?

Ans. India has high skilled engineers who can understand the technical aspects of production. It also has educated English speaking youth who can provide customer care services.

Q10. What do you mean by foreign investment?

Ans. Investment made by MNCs is called foreign investment.

Q11. What is the most common route for MNC investments?

Ans. The most common route for MNC investments is to buy up local companies and then to expand production.

Q12. Give examples of industries where production is carried out by small producers around the world.

Ans. Garments, footwear, sports items.

Q13. What do you know about Ford Motors?

Ans. It is an American company. It is one of the world's largest automobile manufacturers with production spread over 26 countries of the world.

Q14. How much did Ford Motors invest in India?

Ans. Ford Motors came to India in 1995 and spend ₹ 1700 crore to set up a large plant near Chennai.

Q15. What is basic function of foreign trade?

Ans. Foreign trade creates an opportunity for the producers to reach beyond the domestic markets, *i.e.*, markets of their own countries.

Q16. Why are Chennai toys more popular in the Indian markets?

Ans. Chennai toys are more popular in the Indian markets because of the cheaper prices and new designs.

Q17. What has been the major factor that has stimulated the globalisation process?

Ans. Rapid improvement in technology has been the major factor that has stimulated the globalisation process.

Q18. For which purpose can government use trade barriers?

Ans. Government can use trade barriers to increase or decrease (regulate) foreign trade and to decide what kinds of goods and how much of each, should come into the country.

Q19. The Indian government removed barriers on foreign trade and foreign investment to a large extent. What does this mean?

Ans. This means that goods could be imported and exported easily and also foreign companies could set up factories and offices here.

Q20. How does liberalisation of trade benefit businesses?

Ans. With liberalisation of trade, business are allowed to make decisions freely about what they wish to import or export.

Q21. What is the aim of World Trade Organisation (WTO)?

Ans. Its aim is to liberalise international trade.

Q22. Why is fair globalisation essential?

Ans. Fair globalisation would create opportunities for all, and also ensure that the benefits of globalisation are shared better.

III. SHORT ANSWER TYPE QUESTIONS

Q1. In recent years how our markets have been transformed? Explain with examples. (CBSE 2015)

Ans. Until the middle of the twentieth century, production was largely organised within countries. What crossed the boundaries of these countries were raw materials, food stuffs and finished goods. Trade was the main channel connecting distant countries. But with the emergence of multinational corporations (MNCs), things

have been changed. These MNCs are spreading their production and interacting with local producers in various countries across the globe.

Foreign trade integrates markets. It creates an opportunity for the producers to reach beyond the domestic markets. Producers can sell their produce not only in markets located within the country but can also compete in markets located in other countries. Similarly, for the buyers, import of goods produced in another country is one way of expanding the choice of goods beyond what is domestically produced.

Q2. How is information technology connected with globalisation? (HOTS)

Ans. Information and communication technology is closely connected with globalisation. In recent times, technology in the areas of telecommunications, computers, internet has been changing rapidly.

(i) **Telecommunications** facilities such as telegraph, telephone including mobiles, fax have brought the world closer. Now people can contact around the world easily. These developments are used to access the information instantly and communicate in the remote areas.

(ii) **Computer and internet** have entered in almost all the fields. Internet allows one to share information on almost everything. We can send instant e-mail and talk through voice-mail across the world at almost negligible cost.

Q3. “Globalisation and competition among producers has been of advantage to the consumers.” Give arguments in support of this statement. (CBSE 2009)

Ans. (i) There is greater choice available to the consumers in goods.

(ii) The quality of goods has been improved.

(iii) Prices of goods are lower.

(iv) Consumers are now able to enjoy a better life.

Q4. Analyse one good and one bad effect of globalisation on India. (CBSE 2009)

Ans. One good effect of globalisation on India:

Globalisation has resulted in greater competition among producers—both local and foreign. As a result, quality of the products has been improved. At the same time prices of goods have been lowered.

One bad effect of globalisation on India:

For a large number of small producers and workers globalisation has posed a great problem. The small producers failed to compete and got perished. Several units have shut down rendering many workers jobless.

Q5. How are local companies benefitted by joining hands with MNCs for production?

Ans. At times, MNCs set up production jointly with some local companies. The benefit to the local companies of such joint production is two-fold.

(i) MNCs can provide money for additional investments, like buying new machines for faster production.

(ii) MNCs might bring with them the latest technology for production.

Q6. What is the impact of globalisation on the well-off sections in the urban areas of India?

Ans. Due to globalisation there is greater choice before the people belonging to well-off sections. They now enjoy improved quality and lower prices for several products. As a result, these people today, enjoy much higher standards of living than was possible earlier.

Q7. What is WTO? Why it has been formed?

Ans. World Trade Organisation (WTO) is an organisation whose aim is to liberalise international trade. It was set up in early 1995. It helps to remove trade barriers and create a free environment for foreign trade. It establishes rules regarding

international trade and sees that these rules are obeyed. 149 countries are at present members of the WTO.

Though WTO is supposed to allow free trade for all, in practice, it is seen that the developed nations have unfairly retained trade barriers. On the other hand, WTO rules have forced the developing countries to remove trade barriers.

Q8. What is the impact of flexible labour laws on workers?

Ans. Flexibility in labour laws has badly affected the workers. MNCs employ them on a temporary basis in order to cut costs. They do not pay throughout the year. During peak seasons, workers are made to work for long hours and in night shifts. They are also not given fair wages. This forces them to lead a very hard and highly insecure life.

Q9. What is a tariff? Why is it imposed on goods? [V. Imp.]

Ans. A tariff is a tax imposed on goods when they are moved across a political boundary. Mostly, they are imposed on imported commodities.

Tariffs are imposed on goods

- (i) To protect infant industries of the home country.
- (ii) To prevent the dumping of foreign countries.
- (iii) A source of revenue.

Q10. What role can the government play in order to ensure a fair globalisation?

Or

Explain how globalisation can be made fairer. [CBSE 2010(F)]

Ans. The government can play a major role in ensuring a fair globalisation in India:

- (i) Its policies must protect the interests, not only of the rich and the powerful, but all the people in the country.
- (ii) The government can ensure that labour laws are properly implemented and workers get their rights.
- (iii) It can support small producers to improve their performance till the time they become strong enough to compete.
- (iv) If necessary, the government can use trade and investment barriers.
- (v) It can negotiate at the WTO for 'fairer rules'.
- (vi) It can also align with other developing countries with similar interests to fight against the domination of developed countries in the WTO.

Q11. How are MNCs spreading their production across countries? Explain with an example. (AI CBSE 2012)

Ans. See NCERT Textbook Q4.

Q12. What would happen if Government of India parts heavy tax on import of Chinese toys? Explain any three points. (AI CBSE 2012)

- Ans.**
- (i) Those who wish to import Chinese toys would have to pay tax on this.
 - (ii) Because of the tax, buyers will have to pay a higher price on imported toys.
 - (iii) Chinese toys would no longer be so cheap in the Indian markets and imports from China will automatically reduce.
 - (iv) Indian toy makers will prosper.

Q13. "Information and communication technology has played a major role in spreading out products and services across countries." Support the statement. (CBSE 2012)

- Ans.**
- (i) In recent times, technology in the areas of telecommunications, computers, internet has been changing rapidly
 - (ii) Telecommunication facilities are used to contact one another around the

world, to access information instantly, and to communicate from remote areas. This has been facilitated by satellite communication devices.

- (iii) Computers have now entered almost every field of activity. Through the use of internet, one can communicate across the world at negligible costs.
- (iv) These devices help us in various ways, transfer of money across the countries has become easy. We can place order for a variety of things through the phone or the internet, and goods are delivered at our home.

Q14. Explain any three steps taken by the Indian Government to attract foreign investment. [AICBSE 2013(C)]

Ans. In the recent years, the Indian Government has taken special steps to attract foreign companies to invest in India:

- (i) The government has set up industrial zones called special Economic Zones (SEZs). SEZs provide world class facilities – electricity, water, roads, transport, storage recreational and educational facilities.
- (ii) Companies who set up production units in the SEZs do not have to pay taxes for an initial period of five years.
- (iii) The government has also allowed flexibility in the labour laws to attract foreign investment. The companies can now lower workers ‘flexibly’ for short period when there is intense pressure of work. This is done to reduce the cost of labour for the companies.

Q15. How do Multinational companies (MNCs) control production? Explain any three points. [AI CBSE 2008(C), 2009, 2010, 2011]

Ans. See NCERT Textbook Q4.

Q16. What are the benefits of foreign trade?

Ans. Benefits of foreign trade are:

- (i) With the opening of trade, goods travel from one market to another.
- (ii) Choice of goods in markets rises.
- (iii) Prices of similar goods in two markets tend to become equal.
- (iv) Producers in the two countries now closely compete against each other even though they are separated by thousands of miles.

Q17. Differentiate between foreign trade and foreign investment. (HOTS)

Ans.	Foreign Trade	Foreign Investment
	(i) Foreign trade implies exchange of goods and services across nations.	(i) Foreign investment means transfer of capital from one nation to another.
	(ii) Foreign trade connects markets in different countries.	(ii) Foreign investment products the process of industrialisation.

Q18. Explain how the developing countries which are members of the WTO suffer due to trade barriers. (HOTS)

Ans. The developing countries suffer due to trade barriers. WTO is supposed to allow free trade for all in practice. But the developed countries have unfairly retained trade barriers.

- (i) WTO rules have forced the developing countries to remove trade barriers.
- (ii) Farmers in most developed countries receive money from their respective government for production. Due to this massive money, they are able to sell their farm products at abnormally low prices.
- (iii) Developed countries are asking governments of developing countries to stop supporting their farmers, but they are doing it themselves.

IV. LONG ANSWER TYPE QUESTIONS

Q1. How are multinational corporations (MNCs) controlling and spreading their productions across the world? Explain. (CBSE 2015)

Ans. Multinational Corporations (MNCs) usually set up production where it is close to the markets, where there is skilled and unskilled labour available at low costs and where the availability of other factors of production is assured. MNCs also might look for government policies that look after their interests.

Having assured themselves of these conditions, MNCs set up factories and offices for production. At times they set up production jointly with some of the local companies of these countries. They provide money to these local companies for additional investments like buying new machines for faster production. They also buy up local companies and then expand production. MNCs with huge wealth can quite easily do so.

There is another way in which MNCs control production. Large MNCs in developed countries place orders for production with small producers. The products are supplied to MNCs, which then, sell these under their own brand names to the customers. Thus, we see that there are a variety of ways in which the MNCs are spreading their production and interacting with local producers in various countries across the globe.

Q2. 'Rapid improvement in technology has been one major factor that has stimulated the globalisation process. Explain. (CBSE 2008(F))

Or

Explain the role of technology in stimulating globalisation process.

(CBSE 2010)

Ans. Rapid improvement in technology has been one major factor that has stimulated the globalisation process. For instance, the past fifty years have seen several improvements in transportation technology. This has made much faster delivery of goods across long distances possible at lower costs.

Even more remarkable have been the developments in information and communication technology. In the recent times, technology in the areas of telecommunication, computers, Internet has been changing rapidly. Telecommunication facilities (Telegraph, telephone including mobile phones, fax) are used to contact one another around the world, to access information instantly, and to communicate from remote areas. This has been facilitated by satellite communication devices. Computers have now entered almost every field of activity. Internet allows us to send instant electronic mail (e-mail) and talk (voice-mail) across the world at negligible costs.

Q3. Why is 'tax' on imports known as trade barrier? Why did the Indian government impose barriers to foreign trade and foreign investments after independence? Give three reasons. (CBSE 2008)

Ans. Trade barrier means restrictions imposed on import and export of goods. It is called so because some restrictions have been set up. The trade barriers provide protection to domestic goods from foreign competition. The government can use barriers to increase or decrease (regulate) foreign trade and to decide what kind of goods and services and how much of each should come into the country.

Reasons for putting barriers to foreign trade and foreign investment by the Indian Government were:

(i) To protect the domestic producers within the country from foreign competition.

- (ii) The competition from importers would have crippled the new-born industries of India. In such a situation, imports of only such commodities were allowed which were quite necessary such as machinery, fertilisers, petroleum etc.
- (iii) During 1950s and 1960s, competition from imports was giving a death blow to growing industries in India. Hence, India allowed imports of only essential goods.

Q4. Explain with examples how the opening up of foreign trade results in connecting the markets in different countries. (CBSE 2011)

Or

How does foreign trade play an important role in integrating the markets across the countries? Explain. [CBSE 2009(F), 2010, AI CBSE 2011, 2012]

Ans. See NCERT Textbook Q8.

Q5. What is liberalisation? What steps were taken by the government to liberate the Indian economy? (CBSE 2012)

Ans. Removing barriers or restrictions set by the government is known as liberalisation:

- (i) The Indian government, after Independence, had put barriers to foreign trade and foreign investment. This was considered necessary to protect the producers within the country from foreign competition. Industries were just coming up in the 1950s and 1960s and competition from imports at that stage would not have allowed these industries to come up. Thus, India allowed imports of only essential items.
- (ii) In 1991, the government decided that the time had come for Indian producers to compete with producers around the globe. It felt that competition would improve the performance of producers within the country. Since they would have to improve their quality.
- (iii) Barriers on foreign trade and foreign investment were removed to a large extent. Now, goods could be imported and exported easily and also foreign companies could set up factories and offices here.
- (iv) With liberalisations of trade, businesses are allowed to make decisions freely about what they wish to import or export.

Q6. Explain the meaning of the term 'globalisation'. State any two factors that have helped in the process of globalisation. (HOTS)

Ans. Globalisation refers to the integration between countries through foreign trade and foreign investments by multinational companies.

- It means integrating our economy with world economy.
- Under globalisation a country becomes economically interdependent at the global or international level.
- This happens at various levels.
- Producers from other countries can come and sell their goods and services in India.
- Similarly, Indian goods and services can be sold in other countries.

Two factors that have enabled Globalisation:

- (i) Information Technology — Telecommunication facilities like mobile, internet fax have helped us at negligible cost. Now a new magazine published for London readers can be designed and printed in Delhi.

- (ii) Liberalisation of foreign trade and foreign investment – In India, trade barriers that were imposed after independence to protect producers' interests in the country from foreign competition were removed after 1991. Businessmen were allowed to import or export freely.

Q7. What are the factors that multinational companies take into account before setting up a factory in different countries?

Ans. Before setting up a company or a factory an MNC takes into account the following things.

- (i) **Availability of cheap labour and other resources:** MNC's set up offices and factories for production in various regions of the world where cheap labour and other resources are available in order to earn greater profit. For example: MNC may spread its production activities to the following countries – USA for designing a product, China for manufacturing components etc. By doing so it is able to reduce the cost of production.
- (ii) **Favourable government policy:** If the government policies are favourable it helps MNCs. For example: Flexibility of labour laws will reduce cost of production. MNCs are able to hire worker on casual and contractual wages for a short period instead of a regular basis. This reduces the cost of labour for the company and increases its margin of profit.

Q8. Describe with an example the role of multinational corporations in the process of globalisation. (HOTS)

Ans. MNCs have played a major role in the process of globalisation.

- (i) MNCs are in search for locations around the world that are favourable for their production activities.
- (ii) Foreign investment and foreign trade has increased.
- (iii) A large part of the foreign trade is controlled by the MNCs.
- (iv) MNCs are engaged in translocating capital, technology, people, goods and services across different nations of the world. This is how globalisation is promoted.

It can be further illustrated with the help of an example – Production of cars by Ford Motors in India would lead to interlinking of production. Ford Motors will produce various car components in India. Some other components may be produced elsewhere on the globe. Components produced in India will be shipped to Ford factories outside India. Components and other resources will be shipped to India for automobiles to be produced in India. All these processes will result in the interlinking of production.

Q9. What is SEZ? The setting of SEZ has been opposed by some people in India. Why? Explain.

Ans. In recent years, central and state governments in India are taking special steps to attract foreign companies to invest in India. So Special Industrial Zones are being set up. They are also called Special Economic Zones. They have world class facilities – like electricity, water, transport, recreational and educational facilities. Companies that set up production units SEZs do not have to pay taxes for an initial period of five years.

SEZs work against the economic interest of certain sections of society, hence, they are opposed by some people:-

- (i) SEZs can be set up only after acquiring land from the farmers and they are not left with any source of livelihood.
- (ii) Labour does not get the protections of labour law in SEZs.

V. VALUE BASED QUESTIONS

Q1. Information and communication technology or IT has stimulated the globalisation process. How would it influence the country like India where people still depend on agriculture and believe in their customs and traditions?

Ans. Rapid improvement in technology has been one major factor that has stimulated the globalisation process. For instances, the past fifty years have seen several improvements in transportation technology. This has made much faster delivery of goods across long distances possible at lower costs.

Even more remarkable have been the developments in information and communication technology. In the recent times, technology in the areas of telecommunication, computers, Internet has been changing rapidly. Telecommunication facilities (Telegraph, telephone including mobile phones, fax) are used to contact one another around the world, to access information instantly, and to communicate from remote areas. This has been facilitated by satellite communication devices. Computers have now entered almost every field of activity. Internet allows us to send instant electronic mail (e-mail) and talk (voice-mail) across the world at negligible costs.

Q2. What values worked behind the restrictions on foreign trade in India after independence?

Ans. After India became independent, the Indian government put barriers to foreign trade and foreign investment. The values that worked behind this are:

- (i) It was essential at that time to protect the producers within the country from foreign competition. Industries were just coming up in the 1950s and 1960s, and competition from imports at that stage would not have allowed these industries to emerge.
- (ii) Since industries were newly born during that period, it was necessary to make their foundation strong by providing them opportunities to flourish first within the country, then across the country.
- (iii) The restrictions on foreign trade for a certain period proved to be a boon for domestic producers in the sense that they became self-sufficient. This self-sufficiency made them able to face competitions.

TEST YOUR SKILLS

1. Why are the taxes called 'trade barriers'? Why does the Government of India put barriers to foreign trade and foreign investment?
2. What is liberalisation? What are its features?
3. Name some Indian companies that emerged as MNCs?
4. What do you mean by fair globalisation?
5. How do the local companies start to gain by setting up production jointly with the MNCs? Why do MNCs sometimes buy up local companies?
6. How and why was trade barrier used? What changes took place in 1991?
7. What is the impact of the globalisation in India? What are the different factors which have facilitated globalisation?

□□□

5



Consumer Rights

Syllabus

Consumer Awareness: How consumer is exploited (one or two simple case studies), Factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection.

Facts that Matter

1. We participate in the market both as producers and consumers. As producers of goods and services we could be working in any of the three sectors. **Consumers** participate in the market when they purchase goods and services that they need. These are the final goods that people as consumers use.
2. Consumers are often exploited on the market place. Individual consumers often find themselves in a weak position. Whenever there is a complaint regarding goods or services that had been bought, the seller tries to shift the responsibility on to the buyer. The consumer movement is an effort to change this situation.
3. The consumer movement arose out of dissatisfaction of the consumers as many unfair practices were being indulged in by the sellers. There was no legal system available to consumers to protect them from exploitation in the marketplace. It took many years for organisations in India and around the world, to create awareness amongst people.
4. In India, the consumer movement originated as a social force with the necessity of protecting and promoting the interests of consumers against unethical and unfair trade practices. Rampant food shortages, hoarding, black marketing, adulteration of edible oil gave birth to the consumer movement in an organised form in 1960s. Till the 1970s, consumer organisations were largely engaged in writing articles and holding exhibitions. They formed consumer groups to look into the malpractices in ration shops. This movement succeeded in bringing pressure on business firms as well as government to correct business conduct which may be unfair and against the interests of consumers at large. Finally, a major step was taken by the Indian government in the form of enactment of COPRA in 1986.
5. **COPRA** is a short term for Consumer Protection Act. It was passed by the government of India in 1986 on 24th December for the protection of consumer's rights and since then this day is celebrated as Consumers' Day in India.

6. A consumer can enjoy several rights such as—(i) Safety is everyone's right, (ii) Right to be informed, (iii) Right to choose, (iv) Right to seek redressal and (v) Right to represent.
7. There are various organisations locally known as Consumer Forums or Consumer Protection Council. They guide consumers on how to file cases in the consumer courts. They also receive financial support from the government to create awareness.
8. **Under COPRA, a three-tier quasi-judicial machinery** at district, state and national levels have been setup for redressal of consumer disputes.
9. District level court deals with the cases involving claims up to ₹ 20 lakhs. The state level courts take cases between ₹ 20 lakhs to ₹ 1 crore. The national level court deals with the cases involving claims exceeding ₹ 1 crore. If the case is dismissed at district level court, the consumer can also appeal in state and then in national level court.
10. In 1985 the UN adopted the UN Guidelines for Consumer Protection. At the international level it has become the foundation for consumer movement. Today Consumer International has 240 organisations from over 100 countries.
11. When we as consumers become conscious of our rights while purchasing goods and services, we will be able to discriminate and make informed choices. This calls for acquiring the knowledge and skill to become a well-informed consumer. If customers want their rights they should also observe some duties.
 - After a purchase we must insist on cash memo.
 - While purchasing goods we must be careful about the quality of goods as well as the guarantee of products and services.
 - We should buy certified goods—ISI, AGMARK etc.
12. **ISI and AGMARK** are logos and certifications which help consumers get assured of quality while purchasing goods and services. The organisations that monitor and issue these certificates allow producers to use their logos provided they follow certain quality standards.
13. It is not compulsory for all producers to follow standards. However, the products that affect health and safety of consumers or the products of mass consumption such as LPG cylinders it is mandatory on the part of producers to get certified by these organisations.
14. **COPRA** is not free from drawbacks. The consumer redressal process is becoming cumbersome, expensive and time consuming.
15. In India, there are over 700 consumer groups of which, unfortunately, only about 20–25 are well-organised and functioning smoothly.

Words that Matter

1. **Consumers:** People who buy different articles to satisfy their needs.
2. **Producers:** People who manufacture or distribute different articles.
3. **Retailers:** Shopkeepers who sell articles to the customer.
4. **National Consumer Dispute Redressal:** Consumer Court at the national level.
5. **State Consumer Dispute Redressal Commission:** Consumer Court at the state level.
6. **Consumer International:** Consumer Court at the international level.

7. **District Consumer Court or District Forum:** Consumer Court at the district level.
8. **P.D.S.:** Public Distribution System initiated by the government to ensure the supply of essential goods at all corners of the country.
9. **F.P.S.:** Fair Price Shops which are set up by the government to sell the essential goods at nominal price.
10. **COPRA:** Consumer Protection Act 1986 which was enacted by the government of India in 1986 to correct business conduct.
11. **RTI:** Right to Information Act which was enacted by the government of India in October 2005 to ensure its citizens all the information about the functions of government departments.

NCERT TEXTBOOK QUESTIONS SOLVED

Q1. Why are rules and regulations required in the marketplace? Illustrate with a few examples.

Or

Why are rules and regulations required for the protection of consumers' interest in the marketplace? Explain with examples.

(CBSE 2010, AI CBSE 2013)

- Ans.** (i) There are several chances of exploitation of the consumers in the marketplace. The various ways through which consumers may be exploited are—sometimes traders indulge in unfair trade practices such as when shopkeepers weigh less than what they should or when traders add charges that were not mentioned before or when adulterated/defective goods are sold.
- (ii) Market do not work as a fair manner when producers are few and powerful whereas consumers purchase in small amounts and are scattered. This happens when large companies are producing these goods. These companies with huge wealth, power and reach can manipulate market in various ways. At times false information is passed on through the media to attract consumers.

In such circumstances, rules and regulations are required for the protection of the consumers in the marketplace.

Q2. What factors gave birth to the consumer movement in India? Trace its evolution.

(CBSE 2009, 2011)

- Ans.** (i) In India, the consumer movement originated as a social force with the necessity of protecting and promoting the interests of consumers against unethical and unfair trade practices.
- (ii) Rampant food shortages, hoarding, black marketing, adulteration of edible oil gave birth to the consumer movement in an organised form in 1960s.
- (iii) Till the 1970s, consumer organisations were largely engaged in writing articles and holding exhibitions. They formed consumer groups to look into the malpractices in ration shops and over-crowding in the road passenger transport.
- (iv) This movement succeeded in bringing pressure on business firms as well as government to correct business conduct.

- (v) Finally, a major step was taken by the Indian government in the form of enactment of COPRA in 1986. India has been observing 24 December as National Consumers' Day as it was on this day that COPRA was enacted in 1986.

Q3. Explain the need for consumer consciousness by giving two examples.

- Ans.** (i) The need for consumer awareness was felt when traders and manufacturers began to indulge in unfair practices such as they began to charge high prices, sell adulterated goods, weight less than what they should, etc.
- (ii) The need for consumer awareness was felt with high intensity when some corrupt traders began to play with the health to the people by indulging in adulteration of edible oils, milk, butter, ghee etc.

Q4. Mention a few factors which cause exploitation of consumers.

- Ans.** Factors causing exploitation of consumers
- (i) **Limited information:** Consumers are quite ignorant of their rights and duties.
- (ii) **Limited supply:** In case the supply of goods is less than demand, prices go high. The traders take advantage of this situation. They begin to hoard those items. This leads to the exploitation of the consumers.
- (iii) **Low literacy or awareness:** Consumers usually lack the knowledge to judge different kinds of things. Adulterated or low-quality goods have less production costs, and if the consumer is unaware or illiterate, it is easy to cheat him/her. Often, when the consumers do not check the retail price of a commodity on its packing, sellers add extra charges to the same. In places where there is no awareness of consumer rights and the COPRA, consumer exploitation is uncontrolled. Also, shopkeepers brush off their responsibility by claiming that the manufacturer is to blame. Consumers feel helpless in this situation.
- (iv) **Limited competition:** Markets do not work in a fair manner when producers are few and powerful whereas consumers purchase in small amounts and are scattered. This happens when large companies are producing these goods. These companies with huge wealth and power can manipulate the market in various ways. This also leads to the exploitation of the consumers.

Q5. What is the rationale behind the enactment of Consumer Protection Act 1986?

- Ans.** Consumer Protection Act is a legislative measure enacted in 1986 to extend protection to consumers.
- (i) Many unfair practices were being indulged in by the sellers and there was no legal system available to the consumers to protect them.
- (ii) It was presumed that it was the responsibility of the consumer to be careful while buying a commodity or service.
- (iii) Rampant food shortages, hoarding, black marketing, adulteration of food and edible oil were some of the unethical and unfair practises followed in the market place.

Therefore, to protect the interest of the consumers the consumer protection Act was made on 24th December, 1986.

Q6. Describe some of your duties as consumers if you visit a shopping complex in your locality.

Ans. If customers want their rights they should also observe the following duties:

- (i) After a purchase we must insist on cash memo.
- (ii) While purchasing goods we must be careful about the quality of goods as well the guarantee of products and services.
- (iii) We should buy certified goods—ISI, AGMARK etc.
- (iv) Consumers should form Consumer Awareness Organisations in their localities to help and aware others.
- (v) Consumers must know their rights and must exercise them too.

Q7. Suppose you buy a bottle of honey and a biscuit packet. Which logo or mark you will have to look for and why?

Ans. While buying a bottle of honey or a biscuit packet, the logo or mark one will have to look for is ISI or Agmark. These are logos and certifications which help consumers get assured of quality while purchasing goods and services. Only those producers are allowed to use these marks who follow certain quality standards set by the organisations issuing these certifications. Thus, if a bottle of honey or a biscuit packet has one of these logos on it, then it implies that the product is of good quality.

Q8. What legal measures were taken by the government to empower the consumers in India?

Ans. Legal measures taken by the government to empower consumers in India are plenty.

- (i) First and foremost is the COPRA that came into existence in 1986.
- (ii) Then, in October 2005, the Right to Information Act was passed, ensuring citizens all information about the functioning of government departments.
- (iii) Also, under COPRA, a consumer can appeal in state and national courts, if his case has been dismissed at the district level. Thus, consumers have the right to represent themselves in consumer courts now.

Q9. Mention some of the rights of consumers and write a few sentences on each.

- Ans.**
1. **Safety is everyone's right:** While using many goods and services, we as consumers, have the right to be protected against the marketing of commodities and delivery of services which are hazardous to life and property. Producers need to strictly follow the required rules and regulations. There are many goods and services that we purchase require special attention to safety. For example: pressure cookers have a safety valve which if defective can cause accident. LPG gas cylinder should be sealed and leak proof.
 2. **Right to be informed:** When we buy a commodity, we find details given on the packing. These details are about ingredients used, price, batch no., date of manufacture, expiry date and address of the manufacturer. We have right to be informed about these information, so that consumers can complain and ask for compensation or replacement in case a product proves to be defective. These days this right has been expanded to cover various services provided by the government. In October 2005, the Government of India enacted RTI (Right to Information) Act, which ensures its citizens all the information about the functions of government departments.
 3. **Right to choose:** Any consumer who receives a service in whatever capacity, regardless of age, gender and nature of service, has a right to choose whether to continue to receive the service.

4. **Right to seek redressal:** Consumers have this right against unfair trade practices and exploitation. If damage is done to the consumer, he or she has the right to get compensation depending on the degree of damage.
5. **Right to represent:** COPRA has enabled us to have the right to represent in the consumer courts.

There are various organisations locally known as Consumer Forums or Consumer Protection Council. They guide consumers on how to file cases in the consumer courts. They also receive financial support from the government to create awareness.

Q10. By what means can the consumers express their solidarity?

Ans. Consumers can express their solidarity by forming consumer groups that write articles or hold exhibitions against traders' exploitation. These groups guide individuals on how to approach a consumer court, and they even fight cases for consumers. Such groups receive financial aid from the government to create public awareness. Participation of one and all will further strengthen consumer solidarity.

Q11. Critically examine the progress of consumer movement in India.

Ans. The consumer movement in India has made some progress in terms of numbers of organised groups and their activities. There are today more than 700 consumer groups in the country of which, unfortunately only about 20-25 are well organised and recognised for their work. However, the consumer redressal process is becoming cumbersome, expensive and time consuming because many a time, consumers are required to engage lawyers. These cases require time for filing and attending the court proceedings etc. In most purchases cash memos are not issued hence evidence is not easy to gather. Moreover most purchases in the market are small retail sales. The existing laws are also not very clear on the issue of compensation to consumers injured by defective products. Filing cases, attending court proceedings, hiring lawyers, and other procedures make it cumbersome.

Q12. Match the following:

- | | |
|--|--|
| (i) Availing details of ingredients of a product | (a) Right to safety |
| (ii) Agmark | (b) Dealing with consumer cases |
| (iii) Accident due to faulty engine in a scooter | (c) Certification of edible oil and cereals |
| (iv) District Consumer Court | (d) Agency that develops standards for goods and services |
| (v) Consumers International | (e) Right to information |
| (vi) Bureau of Indian Standards | (f) Global level institution of consumer welfare organisations |

Ans. (i)—(e) (ii)—(c) (iii)—(a) (iv)—(b) (v)—(f) (vi)—(d).

Q13. Say True or False.

- (i) COPRA applies only to goods.
- (ii) India is one of the many countries in the world which has exclusive courts for consumer redressal.

- (iii) When a consumer feels that he has been exploited, he must file a case in the District Consumer Court.
- (iv) It is worthwhile to move to consumer courts only if the damages incurred are of high value.
- (v) Hallmark is the certification maintained for standardisation of jewellery.
- (vi) The consumer redressal process is very simple and quick.
- (vii) A consumer has the right to get compensation depending on the degree of the damage.

Ans. (i) False, (ii) True, (iii) True, (iv) True, (v) True, (vi) False, (vii) True.

Additional Projects/Activities

Q1. Your school organises a consumer awareness week. As the Secretary of the Consumer Awareness Forum, draft a poster covering all the consumer rights. You may use the clues and ideas given in the poster on page 84 and 85. This activity can be done with the help of your English teacher.

Ans. Do yourself.

Q2. Mrs. Krishna bought a colour television (CTV) against six months warranty. The CTV stopped working after three months. When she complained to the dealer/shop where it was purchased, they sent an engineer to set it right. The CTV continues to give trouble and Mrs Krishna no longer gets any reply to the complaint she made to the dealer/shop. She decides to write to the Consumer Forum in her area. Write a letter on her behalf. You may discuss with your partner/group members before you write it.

Ans. Do yourself.

Q3. Establish a consumer club in your school. Organise mock consumer awareness workshops like monitoring bookshops, canteen, and shops in your school area.

Ans. Do yourself.

Q4. Prepare posters with catchy slogans like:

- An alert consumer is a safe consumer
- Consumers be cautious
- As consumers, assert your right
- Buyers, beware
- Be aware of your rights
- Arise, awake and stop not till _____ (Complete it)

Ans. You get justice.

Q5. Interview 4-5 persons in your neighbourhood and collect varied experiences regarding how they have been victims of such exploitation and their responses.

Ans. Do yourself.

Q6. Conduct a survey in your locality by supplying the following questionnaire to get an idea as to how alert they are as consumers.

For each question, tick one.	Always A	Sometimes B	Never C
1. When you buy some item, do you insist on a bill?	✓		
2. Do you keep the bill carefully?	✓		

3. If you realise that you have been tricked by the shopkeeper, have you bothered to complain to him?	✓	
4. Have you been able to convince him that you've been cheated?	✓	
5. Do you simply grumble to yourself reconciling that it is your fate that you are often being victimised so and it is nothing new?		✓
6. Do you look for ISI mark, expiry date etc.?	✓	
7. If the expiry date mentioned is just a month or so away, do you insist on a fresh packet?		✓
8. Do you weigh the new gas cylinder/old newspapers yourself before buying/selling?	✓	
9. Do you raise an objection if a vegetable seller uses stones in place of the exact weight?	✓	
10. Do excessively bright coloured vegetables arouse your suspicion?	✓	
11. Are you brand-conscious?	✓	
12. Do you associate high price with good quality (to reassure yourself that after all you have not paid a higher price just like that)?		✓
13. Do you unhesitatingly respond to catchy offers?		✓
14. Do you compare the price paid by you with those of others?		✓
15. Do you strongly believe that your shopkeeper never cheats a regular customer like you?		✓
16. Do you favour 'home delivery' of provision items without any doubt regarding weight etc.?		✓
17. Do you insist on 'paying by meter' when you travel by auto?		✓
Note:		
(i) You are extremely aware as a consumer if your answers for Qns. 5, 12, 13, 15 and 16 are (C) and for the rest (A).		
(ii) If your answers are (A) for Qns. 5, 12, 13, 15 and 16 and the rest (C), then you have to wake up as consumer.		
(iii) If your answer is (B) for all the questions—you are somewhat aware.		

MORE QUESTIONS SOLVED

I. MULTIPLE CHOICE QUESTIONS

Choose the correct option:

- When is 'World Consumer Rights Day' celebrated?

(a) 12 th March	(b) 15 th March
(c) 11 th March	(d) 18 th March
- What does 'ISO' stand for?
 - International Organisation for Security
 - Indian Organisation for Standardisation
 - International Organisation for Standardisation
 - None of the above

3. In the market place rules and regulations are needed for the production of:
 - (a) Sellers
 - (b) Suppliers
 - (c) Consumers
 - (d) Owners
4. What is the Consumer Court at the National level called?
 - (a) The National Consumer Disputes Redressal Commission
 - (b) State Consumer Disputes Redressal Commission
 - (c) The District Forum
 - (d) None of the above
5. When was the 'Consumer Protection' Act amended?
 - (a) In 1990 and 1992
 - (b) In 1992 and 1995
 - (c) In 1989 and 1991
 - (d) In 1991 and 1993
6. When was the 'Right to Information Act' passed?
 - (a) In October, 2005
 - (b) In October, 2006
 - (c) In September, 2005
 - (d) In September, 2006
7. How many District Consumer Courts are there in the country?
 - (a) 505
 - (b) 500
 - (c) 600
 - (d) 650
8. COPRA is also known as
 - (a) Consumer Safety Act
 - (b) Consumer Protection Councils
 - (c) Consumer Forums
 - (d) Consumer Protection Act
9. Which organisation provides redressal to consumer grievances?
 - (a) Consumer Protection Councils
 - (b) Consumer Protection Act
 - (c) AGMARK
 - (d) ISI
10. Which one of the following is not given on the packing of commodities?
 - (a) Price
 - (b) Batch number
 - (c) Expiry date
 - (d) Name of the manufacturer
11. COPRA was passed in the year
 - (a) 1980
 - (b) 1986
 - (c) 1988
 - (d) 1991
12. AGMARK is the certification maintained for standardisation of
 - (a) jewellery
 - (b) clothes
 - (c) consumer goods
 - (d) furniture

Ans. 1—(b) 2—(c) 3—(c) 4—(a) 5—(d) 6—(a)
 7—(b) 8—(d) 9—(a) 10—(d) 11—(b) 12—(c)

II. VERY SHORT ANSWER TYPE QUESTIONS

Q1. Which logo would you like to see for purchasing electrical goods? (CBSE 2015)

Ans. I would like to see the logo ISI for purchasing electrical goods.

Q2. Who is a consumer?

Ans. A consumer is the person who buys anything from the market and uses it.

Q3. What do sellers usually do when there is a complaint regarding a good or service that had been bought?

Ans. They try their best to shift all the responsibility to the buyer.

Q4. Exploitation in the marketplace happens in various ways. Mention one point.

Ans. Sometimes traders indulge in unfair trade practices such as when shopkeepers weigh less than what they should or when traders add charges that were not mentioned before.

Q5. Give an example to show how large companies with huge wealth, power and reach can manipulate the market.

Ans. At times they pass on false information through the media or other sources to attract consumers.

Q6. What factor led to the consumer movement?

Ans. The consumer movement arose out of dissatisfaction of the consumers as many unfair practices were being indulged in by the sellers.

Q7. When did the consumer movement come into being in an organised form in India?

Ans. It came into being in an organised form in the 1960s.

Q8. What do producers need to follow?

Ans. They need to strictly follow the required safety rules and regulations.

Q9. What does the Right to Information Act ensure its citizens?

Ans. The Right to Information Act ensures its citizens all information about the functions of government departments.

Q10. What are the details given on the packing of a commodity?

Ans. These details are about ingredients used, price, batch number, date of manufacture, expiry date and the address of the manufacture.

Q11. Why are certain details given on the packing of a commodity?

Ans. It is because consumers have the right to be informed about the particulars of goods that they purchase.

Q12. What should consumers do if the product proves to be defective in any manner?

Ans. They should complain and claim for compensation or replacement.

Q13. Give an example where right to choose is denied?

Ans. Suppose you want to buy toothpaste, and the shop owner says that he can sell the toothpaste only if you buy a toothbrush. If you are not interested in buying the brush, your right to choice is denied.

Q14. The consumer movement in India has led to the formation of various organisations. Name them.

Ans. Consumer forums or consumer protection councils.

Q15. How do organisations like consumer forums help consumers?

Ans. They guide consumers on how to file cases in the consumers court on many occasions. They also represent individual consumers in the consumer courts.

Q16. What does the consumer do if his case is dismissed in a district level court?

Ans. He can appeal in state and then in national level courts.

Q17. What is the significance of 24 December in India?

Ans. It was on this day that the Indian Parliament enacted the Consumer Protection Act in 1980.

III. SHORT ANSWER TYPE QUESTIONS

Q1. Describe the conditions in which markets do not work in a fair manner.

(CBSE 2015)

Ans. Markets do not work in a fair manner when producers are few and powerful whereas consumers purchase in small amounts and are scattered. This happens especially when large companies are producing these goods. These companies with huge wealth, power and reach can manipulate the market in various ways. At times false information is passed on through the media and other sources to attract consumers.

Q2. What is the significance of RTI in relation to consumers? (HOTS)

Ans. (i) Right to information about the details of the goods and services that consumers purchase is essential in order to protect their interest or save them from exploitation in the marketplace.
(ii) Every product must carry certain details on the packing such as date of manufacture, expiry date, address of the manufacturer, etc.
(iii) If any product proves to be defective in any manner, consumers can complain and ask for compensation or replacement of it.

Q3. Mention the consumer's 'right to choose' with an example.

Ans. Any consumer who receives a service in whatever capacity, regardless of age, gender and nature of service has the 'right to choose' whether to continue to receive the service.

Example: Suppose you want to buy soap and the shop owner says that he can sell the soap only if you buy a shampoo. If you are not interested in buying the shampoo, your right to choice is denied.

The consumer has every right to purchase only those things that he wants to purchase.

Q4. What is the three-tier quasi-judicial machinery in India under COPRA?

(HOTS)

Ans. Under COPRA, a three-tier quasi-judicial machinery at district, state and national levels has been setup for redressal of consumer disputes.

- (i) The district level court deals with the cases involving claims up to ₹ 20 lakhs.
- (ii) The state level courts take cases between ₹ 20 lakhs to ₹ 1 crore.
- (iii) The national level court deals with the cases involving claims exceeding ₹ 1 crore.

If the case is dismissed at district level court, the consumer can also appeal in state and then in national level courts. Thus, the act has enabled us as consumers to have the right to represent in the consumer courts.

Q5. Why is the consumer redressal process becoming burdensome?

Ans. The consumer redressal process is becoming burdensome because

- (i) Many a time consumers are required to engage lawyers. These cases require time for filing and attending the court proceedings etc.
- (ii) In most purchases cash memos are not issued hence evidence is not easy to gather.
- (iii) Most purchases in the market are small retail sales. The existing laws are also not very clear on the issue of compensation to consumers injured by defective products.

- (iv) The enforcement of laws that protect workers, especially the unorganised sectors is weak. Similarly, rules and regulations for working markets are often not followed.

Q6. Write a short note on ISI and AGMARK.

Ans. These are logos and certifications which help consumers get assured of quality while purchasing goods and services. The organisations that monitor and issue these certificates allow producers to use their logos provided they follow certain quality standards. It is not compulsory for all producers to follow standards. However, the products that affect health and safety of consumers or the products of mass consumption such as LPG cylinders, food colours and additives, drinking water, it is mandatory on the part of the producers to get certified by these organisations.

Q7. How do 'Consumer Protection Councils' help consumers? Explain three ways.
(CBSE 2012)

Or

What is the main function of Consumer Protection Councils?

(AI CBSE 2012)

Ans. 'Consumer Protection Councils' help consumers in the following ways:

- (i) They guide consumers on how to file cases in the consumer court.
- (ii) On many occasions, they also represent individual consumer in the consumer courts.
- (iii) They also create awareness among the people.

Q8. Explain the circumstances under which markets do not work in a fair manner.
(CBSE 2012)

Ans. See NCERT Textbook Q4.

Q9. Describe the provision made under Consumer Protection Act, 1986, (COPRA) for redressal of consumer disputes.
[AI CBSE 2013(C)]

Ans. See Q3. (Short Answer Type Questions)

Q10. How do we participate in the market as producers and consumers? Explain with three examples.
(AI CBSE 2013)

Ans. We participate in the market both as producers and consumers.

- (i) As producers of goods and services we could be working in any of the sectors such as agriculture, industry, or services.
- (ii) Consumers participate in the market when they purchase goods and services that they need.
- (iii) For example, moneylenders usually adopt various tricks to bind the borrower. They could make the producer sell the produce to them at a low rate in return for a timely loan. They could force small farmers to sell their land to pay back the loan.

Q11. Explain three factors that gave rise to consumer movement in India.

[CBSE 2012(F)]

Ans. See NCERT Textbook Q2.

Q12. How are the consumers exploited in the marketplace? Explain with three examples.
[CBSE 2012(F)]

Ans. See Q1. (Long Answer Type Questions)

Q13. Explain the 'right to choose' and 'right to seek redressal' as a consumer's right. (HOTS)

Ans. See NCERT Textbook Q9.

Q14. Give examples of false information which was passed through the media to attract consumers. (HOTS)

Ans. Large companies with huge wealth, power and reach very often manipulate the market in various ways. At times false information is passed on through the media and other sources to attract consumers.

Example 1

A company for years sold powder milk for babies all over the world as the most scientific product claiming this to be better than mother's milk. It took years of struggle before the company was forced to accept that it had been making false claims.

Example 2

A long battle had to be fought with court cases to make cigarette manufacturing companies accept that their product could cause cancer.

IV. LONG ANSWER TYPE QUESTIONS

Q1. How do the large companies manipulate the market? Explain with examples. (CBSE 2015)

Ans. Large companies with huge wealth, power and reach can manipulate the market in various ways. At times they pass on false information through the media, and other sources to attract consumers. For example, a company for years sold powder milk for babies all over the world as the most scientific product claiming this to be better than mother's milk. After years of struggle the company finally accepted that it had been making false claims. Similarly, a long battle had to be fought with court cases to make cigarette—manufacturing companies accept that their product could cause cancer.

Q2. Discuss the common forms of consumer exploitation. (HOTS)

Or

Explain any four ways in which consumers are exploited in the market.

(AI CBSE 2012)

Ans. Exploitation in the market happens in various ways, as

- (a) **Underweight and under measurement:** The goods sold in the market are sometimes not measured or weighted correctly.
- (b) **Substandard quality:** Selling defective home appliances and expired medicines are its examples.
- (c) **High Prices:** Sometimes sellers charge higher than the MRP.
- (d) **Duplicity:** Fake and duplicate items are sold in the name of genuine goods.
- (e) **Adulteration and impurities:** Adulteration is done in the costly items as in oil, ghee, milk, spices etc. to earn higher profits. This affects consumer's health and their money goes waste.
- (f) **Lack of safety devices:** Electronic goods produced locally lack the required inbuilt safeguards, which may cause accidents.
- (g) **Artificial scarcity or shortage:** To earn more profits sellers create artificial scarcity by hoarding and selling the same at higher price.

- (h) **False or incomplete information:** Sellers sometimes mislead people by giving wrong information about the products, price, quality, safety, expiry date, maintenance costs etc.
- (i) **Unsatisfactory after-sale service:** Many suppliers do not provide satisfactory after-sale service in case of expensive electronic equipments, home appliances and cars etc.
- (j) **Rough behaviour:** Consumers are often harassed in matters like LPG and telephone connections and in getting licensed items.

Q3. What is consumer exploitation? What are the various ways in which a consumer can be exploited? (CBSE 2008, AI CBSE 2009)

Ans. Consumer exploitation is a situation in which a consumer is cheated or given false information by the producer.

Note: See Q1. (Long Answer Type Questions)

Q4. Explain briefly the three-tier quasi-judicial machinery set up under the Consumer Protection Act of 1986. (CBSE 2011, 2012)

Or

What are the institutions set up under COPRA for the redressal of grievances? Explain. (CBSE 2011)

Or

How can a consumer get justice when his rights are denied? (CBSE 2012)

Ans. See Q3. (Short Answer Type Questions)

Q5. How is the consumer redressal process becoming cumbersome? Give four reasons. (AI CBSE 2010, CBSE 2011, 2012)

Ans. See Q4. (Short Answer Type Questions)

Q6. Explain the rights of a consumer as enshrined in the Consumer Protection Act of 1986. (CBSE 2011)

Ans. See NCERT Textbook Q9.

V. VALUE BASED QUESTIONS

Q1. Which values are associated with consumer movement in India?

Ans. The consumer movement was the result of the extreme dissatisfaction of the consumers who were being befooled by the unfair practices of the sellers. It was felt necessary to stop their exploitation in the marketplace. It took many years to organize consumers, but once the task was done malpractices were brought to a halt. The values associated with this movement are:

- (i) The consumer movement became a success in India because it was highly well-organised. It symbolises team work.
- (ii) Awareness amongst people were created. It was made everyone's responsibility to be careful while buying a commodity or service.
- (iii) It was felt necessary to protect and promote the interests of consumers against unethical and unfair trade practices.

Q2. How does consumer awareness help our society?

Ans. The awareness of being a well-informed consumer arose out of consumer movement and active participation of people through their struggles over a long period. Before this movement, consumers were being exploited in a number of ways. Sometimes

they were becoming the victims of hoarding and black marketing while sometimes shopkeepers sold them adulterated food. But these practices ceased to exist after the consumer movement. The movement empowered the consumers by giving them certain rights such as right to be informed, right to choose, etc. Now the consumers have every right to purchase only their things that they want to purchase.

Consumer awareness helps in making our society highly sophisticated.

TEST YOUR SKILLS

1. What is consumer exploitation?
2. Consumers have the right to be protected against any danger arising from the products. Explain.
3. What do you think should be the role of government to protect consumers?
4. How does the exploitation in the market take place?



UNIT 5: DISASTER MANAGEMENT

Projects

TERM II

UNIT 5: DISASTER MANAGEMENT—Projects

- | | |
|---|-------------|
| 5. Institutional Case Study on Disaster Response | (Chapter 5) |
| 6. Communication Facilities for Disaster Management | (Chapter 6) |
| 7. Preparation of Disaster Contingency Plan | (Chapter 7) |

5

Institutional Case Study on Disaster Response

Syllabus

Visit as local NGO/agency such as the United Nations, Red Cross/Voluntary Youth Organisations like Nehru Yuva Kendra Sangathan (NYKS), National Cadet Corps (NCC), Bharat Scouts and Guides, etc; and prepare a case study **on how the agencies** played a major role in **Disaster Response**.

(Note for the Teachers: The teachers may select the organisation/agency that they would like the students to be associated with. It can be mentioned here that each district in India has a Red Cross wing headed by the District Magistrate/Collector/Dy. Commissioner. The students before analysing **the role played by various agencies** can give a brief background of the organisation/agency on its mandate, objectives and goals and **role during disasters**).

Disaster Management is the discipline of dealing with risks. It is a discipline that involves preparing, supporting and rebuilding society when natural or human made disasters occur.

Effective disaster management relies on govt. and non-govt. involvement.

Disasters can strike at any time, at any place. Nearly 3 million people all over the world may have been killed in the past 20 years due to natural disasters such as floods, earthquakes, cyclones, etc. 90% of the natural disasters and 95% of the total disaster related deaths worldwide occur in developing countries in which India has the second largest share.

India with its diverse climatological conditions has 70% of the cultivable land prone to drought, 60% of land area is prone to earthquake, 12% to floods, 8% to cyclone, 85% to a number of natural hazards and 22 states are categorised as multi hazard states.

We have seen in the recent past India suffered the impact of earthquake even where the seismicity was low as per the seismic zoning map, the droughts have occurred in the areas with highest rainfall is Cherrapunji in the north-east.

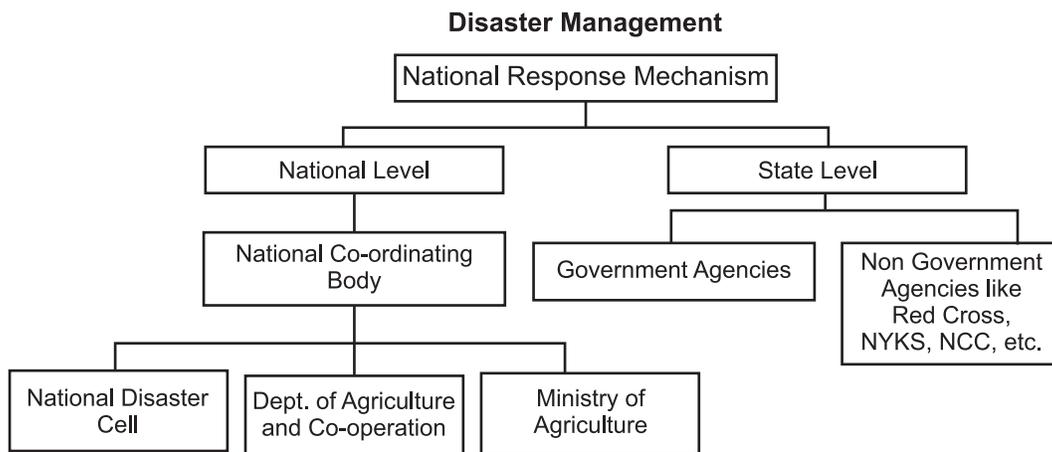
Inspite of the best efforts by govt., external assistance and available technologies, the 1999 super cyclone of Orissa, 2001, earthquake of Gujarat have inflicted untold misery. The Gujarat Earthquake of 26th Jan 2001 was one of those rare events in India which significantly affected the economy and the ordinary life.

The earthquake devastated the entire Western part of Gujarat, claiming 17,000 lives, 1,65,000 people injured more than 20,000 seriously.

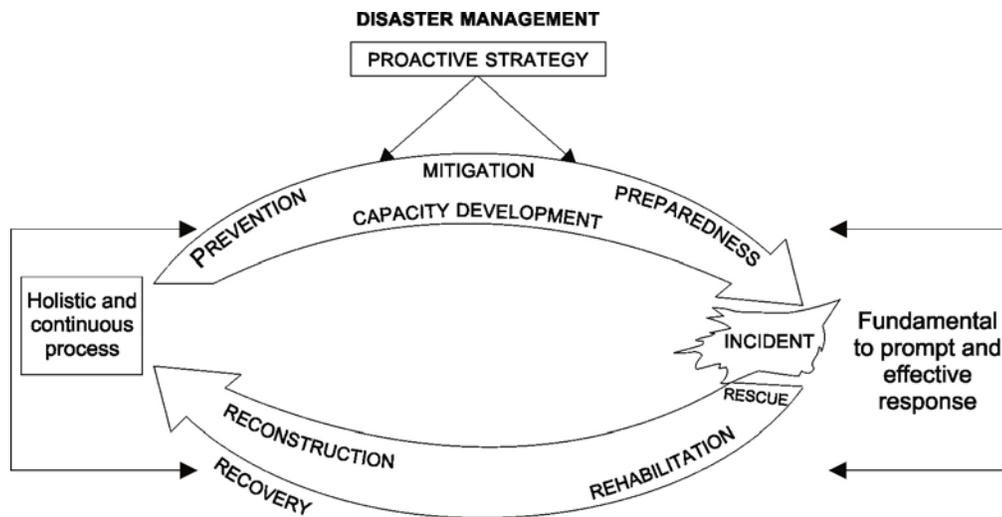
Gujarat being one of the most industrialised states in India—the local economy suffered immensely. More than 10,000 small and medium industrial units went out of production with total losses of US \$ 4.5 billion, which is 10% of the GDP of the Gujarat state.

Disaster Management

- Statutory responsibility of state governments.
- Central govt. provides logistic and financial support.
- Elaborate response mechanism at national level.
- State level responses vary.
- National coordinating body : National Disaster Management cell, Deptt. of Agriculture and Cooperation; Ministry of Agriculture.

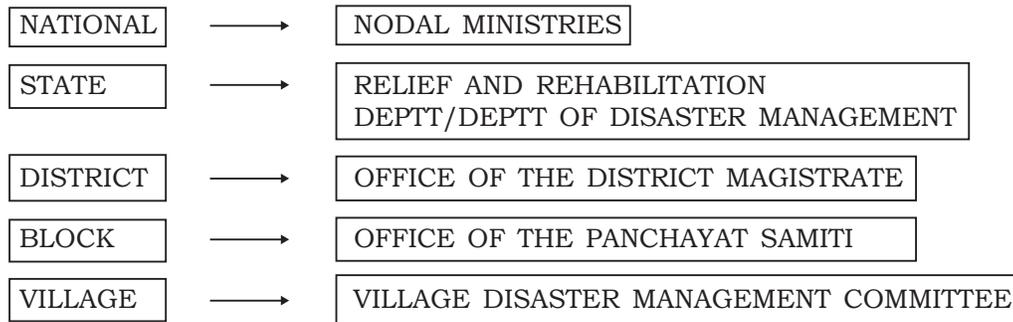


To build a safer and disaster resilient India by developing a pro-active, holistic multi disaster and technology driven strategy for disaster management through collective efforts of all government agencies and non-governmental organisations.



Disaster Management

India has an integrated administrative machinery for management of disasters at the national, state, district, block and village levels. This can be seen from the chart below:



The response from the **Central Govt.** is based keeping in view the following factors:

- Gravity of the disaster
- Scale of the relief operations
- Requirements of the central assistance for augmenting financial resources and logistics support at the disposal of the state govt.
- The **Ministry of Home Affairs** is the **Nodal Ministry** at the centre for coordinating disaster management activities except drought.
- **Ministry of Agriculture** under the Deptt. of Agriculture and Cooperation manages droughts.
- Other Ministers are assigned the responsibility of providing emergency support in case of disasters that fall within their purview.

Disasters	Nodal Ministry
Natural Disasters (other than Drought)	Ministry of Home Affairs
Drought	Ministry of Agriculture
Air Accidents	Ministry of Civil Aviation
Railway Accidents	Ministry of Railways
Chemical Disasters	Ministry of Home Affairs
Biological Disasters	Ministry of Home Affairs
Nuclear	Ministry of Home Affairs
Epidemics	Ministry of Health and Family Welfare

The following decision making and standard bodies are responsible for **Disaster Management at the Central Level.**

- Union Cabinet headed by Prime Minister.
- Group of Ministers headed by the Prime Minister.
- National Crisis Management Committee, under the chairmanship of the Cabinet Secretary.
- Crisis Management Group under the chairmanship of the Central Relief Commissioner and senior officers from various Ministers and other concerned

Department review the contingency plans, measures required for dealing with natural disasters and carry out coordination at the time of disaster.

- Technical Organizations like the Indian Meteorological Department, Central Water Commission (Floods).

Building and Material Promotion Council (Construction laws) Bureau of Indian standards (Norms).

Defence Research and Development Organisation (Nuclear Biological), Director General of Civil Defence provide support for coordination of disaster response and management.

Government alone cannot handle the task of Disaster Management. In addition to national, district and local level organisations there are various other institutions involved in disaster management. These are the UN agencies.

Disasters can be managed effectively through close coordination with various government and non-government agencies.

The Institutions — non-governmental organisations engaged in Disaster Management at different levels in the country are:

1. United Nations
2. Armed-Forces
3. Civil Defence
4. Home Guard
5. National Cadet Corps (NCC)
6. Nehru Yuva Kendra Sangathan

UN Disaster Management Team (UNDMT) INDIA

- The UN General Assembly has made the UN office for Coordination of Humanitarian Affairs (UNOCHA) responsible for all international disaster responses.
- In India UNDMT represents various UN agencies on disaster risk management.
- The primary purpose of UNDMT is
 - (i) To implement disaster preparedness
 - (ii) To mitigate the effects of disasters
 - (iii) To strengthen Govt. capacities on disaster risk management.
 - (iv) To ensure prompt, and effective country level disaster preparedness by the UN system.
- The team of UNDMT includes representatives from 1. FAO 2. ILO 3. UNDP 4. UNFPA 5. UNICEF 6. WFP 7. WHO 8. Any NGO-International level.
- UNDMT helps the Indian Govt. in the implementation of the measures of disaster preparedness, its mitigation efforts and on disaster risk management.

UNDMT shares information with

1. Embassies
2. High Commissions
3. Departments responsible for development assistance through agreements with Govt. of India.
4. International NGO's on damages caused by natural disasters.

5. UNDMT also keeps a record of the existing disaster management programme of the UN agencies in India.

- UNDMT also organises multi-lateral/bilateral meetings on information sharing on emergencies and disaster management.
- UNDMT also makes the UN agencies—the disaster management programmes in order to streamline the support provided to the Govt. of India.

Armed-Forces

The Army, Navy and Air Force have traditionally played a significant role in disaster management. Its contributions are as follows:

- The Armed Forces of India form the core of the government's response capacity.
- They intervene and undertake specific tasks when the situation goes beyond the control of the civil administration.
- Activities undertaken by the Armed Forces during disaster Management are:
 - (i) Restoration of Communication system
 - (ii) Search and Rescue operations
 - (iii) Provide health and medical facilities
 - (iv) Food and Civil supplies
 - (v) Provide power
 - (vi) Transportation
 - (vii) Public works and engineering in the immediate after month of disaster.
 - (viii) Any other emergency duty.
- NCC has emerged as the single largest structured youth movement in India. It has 13 lakh boys and girls in the senior and junior divisions.
- The motto of NCC is "Unity and Discipline".

National Cadet Corps

- National Cadet Corps was formed in 1948. It has been conducting courses in schools and colleges since a long time.

AIMS

- To develop qualities of character, courage, comradeship, secular outlook, spirit of adventure, sportsmanship and to develop the idea of selfless service among the youth to make them useful citizens.
- To create human resource of organised, trained and activated youth.
- to provide leadership in all walks of life including the Armed Forces and to prepare themselves for the service of the nation.

Features of NCC:

- NCC is open to all school and college students on a voluntary basis.
- Officers and cadets have no liability to join armed forces/active military services.
- It has four divisions
 - First two divisions
 - 1. Senior division for college students
 - 2. Junior division for school students
- College and school cadets are trained differently.
- Junior division (School cadets):

- School should have a NCC troop
- A Board Display at the school entrance with the emblem and Troop number.
- Not more than 100 cadets in one troop.
- Recruitments are done in every academic year.

Following are some requirements for an NCC Cadet:

1. Physical fitness
2. Willingness to participate in its activities
3. Must be on the active role of the school.

Privileges

Supply kit containing uniform, beret, cap, badge, hackles, web-belt are given to every cadet.

Civil Defence

Civil Defence refers to the organisation and training of ordinary people to protect themselves from attack during a war or from natural disasters. In a civil society, civil defence plays an important role. Civil Defence aims at in the event of hostile attacks:

1. Saving Life
2. Minimise damage to property
3. Maintain continuity of industrial production

Two events that compelled the Government of India to reorient the activities of Civil Defence

1. War emergency of 1962 with China
2. War emergency of 1965 with Pakistan

Training of the Civil Defence

The National Civil Defence College was founded on 29th April 1957 at Nagpur as the Central Emergency Relief Training Institute (CERTI) to train the Civil Defence. The main features of CERTI:

- To provide advanced and specialised training to the leaders of relief services-for efficient conduct of relief operations during natural disasters.
 - 5,00,000 Civil Defence volunteers have taken training from this Institute.
- Our national leaders always felt the need of involving students in the national service.

National Service Scheme

- The First Education Commission in 1950 headed by Dr. C.D. Deshmukh recommended the introduction of national service scheme on a voluntary basis for the students. The purpose was to prepare a scheme for compulsory National Service by students prior to their admission in degree courses.
- In the 1969-70, the Ministry of Education, after a lot of deliberations, introduced the National Service Scheme in India.
- The **motto of the NSS** is “NOT ME BUT YOU”.
- The **basis values** underlining the motto of the NSS are
 - (i) Welfare of the individual is ultimately dependent on the welfare of the society as a whole
 - (ii) Involve the youth in national service
 - (iii) Essence of democratic living

- (iv) Promote national service by students on a voluntary basis
- (v) Need of selfless service
- (vi) Appreciation of others' point of view
- (vii) Consideration for fellow beings
- (viii) Dynamism and progressive outlook of the youth

NSS Symbol-Rath Wheel — It resembles the wheel of the Rath of the Sun Temple at Konark in Orissa.

- The wheel symbolises the cycle of creation, preservation and release.
- It signifies the movement of life across time and space.

Programme of NSS

- Today NSS has over 19 lakh students volunteers.
 - As per the NSS Manual there are two types of programmes undertaken by its volunteers.
1. **'Under Regular Activities'** students are expected to work as volunteers for two years.
 - need to do community service for a minimum of 120 hours per annum.
 - Activities include:
 - (i) health
 - (ii) blood donation
 - (iii) family welfare
 - (iv) tree plantation
 - (v) constructive work in adopted villages and slums.
 2. **Under 'Special Campaigning Programme'** a camp of 10 days duration is conducted every year in the adopted area on a specific theme.

Some essential requirements

- Every NSS volunteer should put in at least 240 hours of useful social work during a continuous period of two years.
- Work-diary to be maintained by each volunteer.
- Assessment of performances.

Work Appraisal: At the end of the minimum period of service work appraisal is conducted. A volunteer is then awarded NSS Service Certificate through the concerned college.

Nehru-Yuva Kendras

- Nehru Yuva Kendras were set up in 1972 on the occasion of the silver jubilee celebrations of India's independence.
- It is an autonomous body-administered by the Board of Governors headed by the Minister of Youth Affairs and Sports.

Objectives:

- To provide the non-student rural youth an opportunity to take part in nation-building activities.
- To provide the youth an opportunity for development of their own personality and skills.
- It has become one of the largest grass-root level organisations of world.
- It serves over 8 million non-student rural youths enrolled through over two lakh village based Youth Clubs.

Home Guards

Besides the Armed Forces a voluntary organisation was raised in 1946 to provide protection to the people and help the police in controlling civil disturbances and communal riots.

- Later it was organised and adopted as a voluntary citizen's force by some states in India.
- 6th December is celebrated every year as the Raising Day of the Home Guards.
- After the 1962 Chinese Aggression the Indian states and Union territories were advised by the centre to merge their existing voluntary organisations into one uniform voluntary force.

This force came to be known as the 'Home Guards' from then on.

Main Functions of Home Guards

- To help the police in maintaining law and order and internal security.
- To help the community in any type of emergency like fire, earthquakes, epidemic, cyclone, etc.
- To help in the maintenance of essential services
- To promote communal harmony
- To protect weaker sections of the society.
- To participate in various socio-economic and welfare activities
- To perform Civil Defence Duties

In the border states of India-Border Wing Home Guards have been raised to serve as an auxiliary wing of the Border Security Forces.

Eligibility Criteria to be a Home Guard

- All citizens of India.
 - Age 18-50.
 - They are recruited from all sections of the society like doctors, engineers, lawyers, teachers, govt. servants, etc. who can contribute to the betterment of the society.
- The Ministry of Home Affairs formulates the policy related to training, equipping and other important matters of Home Guards.

Bharat Scouts and Guides

It was formed officially on 7th November 1950. The activities of the Scout began on 18th Aug. 1951.

Background: Indians were not permitted to join Scouting. Only the British could be the Scouts. So they started a scout organisation named "The Boy Scouts of India". Later Indians were given permission to start scouting. They formed an organisation called "Hindustan Scouts".

- Scouting is the most important youth movement in India due to its traditional and abiding values.
- Handicapped boys and girls also participate in the Scouting programme.
- The UN selected the Bharat Scouts and Guides as honorary "Peace Messengers" for their significant contribution to the *International Year of Peace*.

Conclusion

The huge cadre of volunteers can make a lot of difference during emergencies if they are used properly.



6

Communication Facilities for Disaster Management

Syllabus

Choose any **one** method of communication from various means of communication like radio/satellite/television/Ham radio which are used by Government departments such as the Indian Meteorological Department to disseminate information. Find out how the information is disseminated by them at various levels during disasters. Prepare a report.

(Note for the Teachers: The students can visit the government departments such as the All India Radio, Doordarshan, etc. Principals are expected to issue a letter to the concerned Government Department so as to inform the department that the information collected will be solely for project purpose. Case studies can also be collected to make the project more interesting).

INTRODUCTION

Natural disasters are often frightening because we have no control over when and where they happen. What we can control is how prepared are we as a community and government to deal with dangers that natural disasters bring.

Places that are more likely to have natural disasters such as earthquake prone areas or coastal areas vulnerable to hurricanes require accurate methods of predicting disaster and warning the public quickly.

Disaster risk reduction begins with information and its appropriate dissemination. The advances in information and communication technologies (ICT) that have emerged over the last two decades lend themselves to greater possibilities of different communication systems.

Need of Functional Communication Links

- India is a monsoonal land. Floods and droughts are the recurring twin problems of our country. If Rajasthan suffers from severe drought, floods cause major devastation in the states of Assam and Bihar every year.
- Due to severe floods, district headquarters get totally cut off from the neighbouring districts. This happens because of
 - (i) submerged telephone exchange
 - (ii) damaged cables
 - (iii) disrupted road and railway communication.

- (iv) The state Headquarters were not able to provide the much needed relief and rescue in the worst affected districts.
- (v) This happened in 2004 in the flood affected areas of Assam and Bihar.
It is therefore absolutely essential to have a reliable and a functional communication network in the country.

Need of Alternative Communication

- To help the government agencies to function smoothly during emergencies.
- To help the local people or volunteers working in the disaster-affected areas.
- To help in establishing the link between the state Government and local authorities to enable them in the Search and Rescue operations, relief and response measures.
- To ensure the rapid movement of resources to the right place at the right time.
Extra Terrestrial Contacts have now become possible with the Prime Communication Networks of the Government of India.
- The Public Switched Telephone Network (PSTN) is the most popular means of communication. This public wired telephone provides the prime network that connects all Government and private offices, police and fire stations, hospitals, majority of homes, business places, etc.
- The premier communication network of the Govt. of India is the (1) National Informatics Centre (NIC) and The Bharat Sanchar Nigam Limited (BSNL).
- National Informatics Centre (NIC). It is the Primary Science and Technology Organisation in India. It has set up a nationwide Information and Communication Technology Network for IT services in the Central Govt., the State/Union Territories, Secretariats and almost all the 602 District Collectorates of India. This whole nationwide Communication network is designated as the Government Network.
- The Bharat Sanchar Nigam Limited (BSNL). It is the leading telecommunication company in India and the largest public sector undertaking. Its vast network covers over 5000 towns. It aims at improving the quality of telecom services, expansion of telecom network, introduction of new telecom services in the village.

A CASE STUDY

Assam Floods 2004

During the severe floods in Assam as a result of heavy monsoon rains, the state headquarters and the neighbouring districts got completely cut off from each other. The results were (1) submergence of telephone exchanges. (2) disruption of road and rail communications damage to cables.

As a result, the need for relief and rescue operations could not be communicated to concerned authorities. At the request of the state govt., the National Disaster Management Division of Govt. of India swung into action. Its first priority was to arrange satellite phones to establish communication links among various state departments and agencies.

Inference: From the above case study we infer that during any major disaster or emergency situation it is necessary to have completely *functional communication links* between the Government authorities at various levels so that help can be provided to the affected population.

Alternative communication systems is one of the available resources to face disasters. In practise it is a means of communication that offers alternate choices when the existing communication systems may not be operational or be defective or be overloaded.

Objectives of Alternative Communication System

- To undertake monitoring of a hazard.
- To complement the existing communication links.
- To respond to the whole spectrum of emergency needs.

Importance of Alternative Communication

- **Failure of Existing Communication.** During a major disaster or an emergency situation, **failure of existing communication** aids increase the vulnerability of a community as disasters like earthquakes, tsunamis, floods, etc. may cause damage to communication and render them inoperative.
- **Overloading of Existing Communication.** There may also be **heavy load in existing system** and it may cause great delay in transmitting. In case of overload, the urgent needs of disaster affected population cannot be known to the Government authority. It may thus enhance the vulnerability of the community.
- **Capacity Building Measure.** Alternative communication system is a capacity building measure in order to increase the ability of the people to cope with a hazard.
- **Prevention of Losses.** Alternative communication system helps to prevent losses in terms of human lives, livestock and property.

Reasons for Disruption of Networked Communications

The reasons for disruption of communication networks are the following:

1. **Damage to Cables.** The disasters such as earthquakes cause damage to cable lines, telephone poles, exchanges, mobiles and cellular transmission towers.
2. **Lack of Manpower.** The personnel who man these services fail to report on account of themselves being victims of the fury.
3. **Overload.** During disasters there is a lot of burden on the existing network. This disrupts the communication traffic what it cannot handle beyond capacity means which leads to congestion of the network or in worst case its complete failure.
4. **Jamming of Networks.** Radio and other signals of approximately the same frequency are bundled together in a confined space leading to jamming. It can cause total failure of the system rendering it non-functional.

Modes for Emergency Communication

At various national and international conferences and seminars, several recommendations have been made to use alternate means of communication like UHF (Ultra High Frequency) based radio communication, HAM radio and satellite phones to overcome the shortcomings of networked systems.

- I. **Radio Communication.** The method of radio communication is generally known as Wireless system. It is important to know that not all frequency bands can be used effectively because of the following reasons:

- The radio waves travel in straight lines while the earth is curved. Unless the waves are reflected they cannot carry the message to their destination.
- The High Frequency (HF) band of radio is used mainly for long distance communication.
- Radio waves of high frequency band get reflected from the ionosphere and hence they travel across the world.
- Ultra High Frequency (UHF) band of radios or handheld wireless sets called WALKIE TALKIES are used mainly for local communication.
- Walkie Talkies are more resilient than other frequency band radio wave.
- The transmitter that receives the waves, generates radio signals of a particular frequency or carrier wave.
- Radio Signals of Ultra High Frequency (UHF) bands tend to bounce from the buildings hence they are suitable for communication in built up areas.

II. Ham Radio. Ham Radio is also known as Amateur Radio. The word Amateur implies the use of radio communication for non-commercial purposes.

It is regarded as an alternate means of communication because it is different from the common radio communication.

1. It doesn't use any ground based infrastructure:
2. It has low power requirements and can work on batteries or generators.
3. It is open for use in non-commercial buildings and is not much subjected to load factor.

Salient Features of Ham Radio

- Ham Radio is based on radio waves (electromagnetic waves) of certain frequency.
- Frequencies to be used for HAM Radio are defined universally by the International Telecommunications Union.
- In India its affiliated body — the Wireless Planning and Coordination Wing of the Ministry of Communication is the designated organisation for granting licenses to HAM operators.
- **HAM Radio** set can also be linked to a satellite.
- The Indian Space Research Organisation launched HAM SAT—a microsatellite in 2005.
- HAM needs a special set of rules to use a certain frequency governed by the International Telecommunication Union (ITU).
- HAM Radio system was successfully used during the Orissa Super Cyclone in 1999.
- Many amateurs used the HAM during the Bhuj Earthquake in 2001 when all other means of communication had been destroyed.
- During tsunami of December 2004, HAM was put to use as reported in the TRIBUNE—Sandeep Baruah, a licensed HAM operator, based in New Delhi, helped to relay messages between people stranded in Andaman and Nicobar Islands and relief agencies.

Training Programmes-Amateurs

To create a trained force of license Amateur operators the government has set up necessary infrastructure and training facilities in India.

- The Department of Information Technology has established Amateur Radio stations in different parts of the country.
- The Wireless Planning and coordination Wing of the Ministry of Communications has already given license to about 15,000 Amateur Radio operators (Hams) in India.
- On May 2005-India launched its own HAM SAT satellite-a micro satellite to provide satellite based Ham Radio service to the Indians and the international community of HAM Radio Operators.

Satellite Based Communication Systems

- Satellite communication refers to the system of transmitting telephone and television signals over long distances. Satellites orbiting the earth at a height of about 36,000 km provides a good global coverage.
- Satellite based communication system exists for users on the earth. They function through an equipment called Satellite established in space.

Uses of Satellite Communication

The knowledge and satellite applications have been found useful in a variety of fields like

- Real data acquisition
- Remote sensing
- Telemedicine
- Disaster management
- Communication.

Types of Satellite Communication

- Satellites are of different types and carry out different jobs. For example, a communication satellite which is basically a radio relay station in space. They are sometimes called 'COMSATS-meaning satellite communications SATCOMS and SATPHONE-referring to a satellite phone terminal.

Features of Satellite Communication

- **Transponder.** A transponder is like a radio or radar that automatically transmits or signal upon receiving the designated incoming signal.
- It receives the conversation on one frequency and then amplifies it and retransmits it on another frequency back to earth.
- There are generally hundreds or thousands of transponders fitted in a satellite. They routinely receive data, television images, telephone transmissions, etc. and transmit the same back to earth stations.

Video Conferencing

Another important feature of satellite communication system is Video Conferencing-especially during disasters.

India has created a Decision Support Centre (DSC) at Hyderabad. It has been set up at the National Remote Sensing Agency (NRSA) Hyderabad. The DSC has been linked to Emergency Operation Centres functioning in state capitals and other critical areas.

Present Operational Indian Space System

- India has a highly developed space programme technology. It has applied this knowledge successfully for its rapid development and is presently offering a variety of space services globally.
- ISRO — Indian Space Research Organisation was set up in 1969.
- It carries on India's space Programme
- Two major space programmes launched by ISRO in 1980's are.
 - (i) INSAT-Indian National Satellite
 - (ii) IRS-Indian Remote Sensing Satellites
- The **INSAT systems** is one of the largest domestic communication satellite systems in the Asia-Pacific region.
- Being a multipurpose satellite system it provides service to
 - (i) Telecommunications
 - (ii) Television telecasting
 - (iii) Weather forecasting
 - (iv) Disaster Warning
 - (v) Search and Rescue.
- **IRS-Remote Sensing Satellite.** India is a leading nation in the field of Remote Sensing satellite.
 - (i) IRS provides data or services for management of resources.
 - (ii) IRS also provides these services not only at the national but also at the global level.
 - (iii) CARTOSAT-I is a Remote sensing satellite system launched in May 2003.

Advantages of Satellite Based Communications

- Satellite based communication is the most reliable system in all situations.
- This is so because the satellite communication such as the radio relay stations exist in space. They are not vulnerable to natural disasters occurring on the earth's surface.
- Satellite communication systems are easy to set up. These can be set up with very small satellite antennas which are portable and easy to instal.

Satellite Based Networks For Disaster Management

- The most important instrument for satellite communication in disaster is SATELLITE Phone.
- It either uses the services of 'Geosynchronous satellites—for e.g. INMARSAT phones or Low Earth Orbit Satellite e.g. IRIDIUM and THURAYA phones.
- The satellite works as a telephone exchange.
- The satellite phone provides very reliable voice and data communication.
- Satellite phones are very handy, workable and can be easily transported to any location.
- As there are many multi-hazard districts/states in India—the Government of India-as a matter of policy is equipping the Disaster Managers with portable satellite phones.

- This would help in maintaining proper communication links among the Administrators/Disaster Managers at the local and state levels even if all the main communication lines fail.

Different Types of Satellites Launched by India

Geo-Synchronous Satellites

- This Satellite orbits the earth at the same speed as the earth rotates on its axis.
- They are positioned at a height of about 36,000 kms above the equator.
- They remain stationary above the earth maintaining the same position.
- As weather satellite they send images which help in making weather forecasts and cyclone observations which we see on our television screens.

Asynchronous Orbits Satellites

- These satellites are positioned in the lower orbits around the earth lower than 36,000 km above the equator.
- There are three types of Asynchronous Orbit Satellites.
 - (i) **Observation satellite.** These satellites normally orbit at altitude ranging from 480-870 km.
 - (ii) They act as relay stations to re-transmit distress or emergency signals of a ship in trouble or a drowned aircraft.
 - (iii) They are useful in Search and Rescue Operations.
 - (iv) **Science satellite.** These satellites orbit the earth at an altitude of 4,800-9700 km.
 - (v) They send their research data images to the ground stations on the earth through radio telemetry signals.
 - (vi) **Global positioning system satellite.** These satellites are positioned at an altitude of 9,600 km – 19,200 km. They are used to determine the exact geographical location of places on earth in terms of latitude and longitude.

In addition to the above mentioned satellites. These are:

- (i) **Global Mobile Personal Communications Systems (GMPCS's)** are very popular due to their efficient voice and data communications.
- (ii) **Hand-Held size of Satellite Phones.** Iridium Phones, Thuraya Phones.

Early Warning Capital and Preparedness

Use of Radio and T.V.

- The INSAT systems are being used for satellite news gathering. It helps in on the spot real time news coverage.
- **Prasar Bharti** is the public service broadcaster in India. It has two constituents —All India Radio and Doordarshan.
- It has 12 digital outdoor broadcast terminals. They operate through the INSAT network. The INSAT network covers important events in different locations for transmission via satellite.
- The data is then transmitted to the central station at Delhi from where it is re-broadcast over the Doordarshan Channels.
- The **Press Trust of India** (PTI) is also using the INSAT System.

- It uses the broadcast facilities of INSAT-3C satellite which provides high speed news and information to a wide range of media and other users.
- There are 15 terminals-14 from PTI and 1 shared with AIR (All India Radio) for satellite news and fax discrimination in operation.
- All major TV/radio channels in India and abroad including the BBC in London receive the PTI service.

Disaster Wise

If a situation arises when all communication networks fail, army personnel involved in rescue and relief operations can still contact each other – through MERCURY FLASH – by The Signal Corp Indian army’s broadband satellite network. This is the army’s first major foray into the domain of Satellite network communication.

Situation 1: A deluge far more severe than the one in Mumbai in 2008 destroys all communication networks. The army is called for rescue and relief. But Army Headquarters are unable to reach its men.

Situation 2: A conflict more serious than the Kargil uses in the North-Western border and the communication networks are paralysed by the enemy keeping in mind situation like these—the army is introducing a strategic broadband satellite network that would make communication easier during war and disasters.

It is called Mercury Flash-army’s broadband satellite network by the Signal Corps, is the Indian army attempt to reach out to people when terrestrial networks break down. Twenty locations have been identified across the country to be connected with this network.



7

Preparation of Disaster Contingency Plan

Syllabus

Prepare a Contingency Plan either for your school or home/community. The Plan should be based on an actual survey of your area/locality or school. The Plan prepared should consist of the following maps, inventory of resources available and a seasonality calendar highlighting the seasons prone to various hazards prevalent in that locality/school.

- A social map
- A Resource map
- A Vulnerability map on the outline map of your locality.

(Note for the Teachers: The teachers need to help the students while preparing the plan for the locality/school. It should answer the questions given under the sub-heading 'community contingency plan' in the lesson, called 'Planning Ahead' of Disaster Management textbook.)

Introduction

- Over the past few decades there has been an increase in disaster occurrence causing human and material losses. This is due to the ever increasing vulnerability of people. The need is felt to reduce the vulnerabilities of people who are the “first responders” and ensure preparedness, mitigation and response planning process at various levels.
- In the past disasters were looked at as isolated events, responded to by the Govts. and various agencies without taking into account the social, economic causes and long term implications of these events.
- In recent years, there has been a paradigm shift in the approach to disaster management. The change is from “relief and emergency response” to a balanced approach covering all phases of Disaster Management Cycle.

Disasters and Development

- Disaster data fails to capture the full extent of the damage caused by small recurrent hazards.
- In addition to the destruction of homes, buildings and other assets-disasters also lead to shortages of food, outbreak of diseases which aggravate the pre-existing poverty and worsen the situation.
- “The number one obstacle to development is *calamities*” says a villager in Assam.
- To reduce the impact of disasters it is important to carry out disaster preparedness plans-ranging from a broad mitigation preparedness strategy to a detailed contingency plan.

- In most of the Contingency plans the aims are
 - (i) to save human life
 - (ii) meet people’s requirements during emergencies
 - (iii) restore facilities that are essential to health, safety and welfare.

Community Based Approach to Disaster Management

- Community based approach is not new in the field of disaster management. It is increasingly becoming evident that with appropriate support in skill development and infrastructure, communities can play a central role in disaster management.
- In the past – “*the domain approach*” to deal with disasters offered no space for community—it saw community as a “part of the problem” for which solution was needed. Communities were considered as “*victims*” and “*beneficiaries*” of “intervention by” outside experts.
- The Community based approach sees “community as a part of the solution.”
- A sustainable way of addressing disasters and disaster management lies in recognising the community as a resource. This approach makes it possible to find solutions within and makes communities less dependent on outside help and relief.

Community as a Resource

- They have knowledge about the disasters and are sometimes able to forecast them.
- They are rich in experience of coping—both in preparedness and in emergencies.
- Their richness of the coping methods derived from their own experience suit the local environment best. For example in parts of Himalayas traditional wooden buildings are designed to withstand the earthquakes.
- Communities spend their real priorities in the context of all the constraints they face. Thus the experts should take the help of the local communities whenever they plan.
- By itself community capacity is not sufficient, Community efforts need to be supported.

Barriers to Community Efforts

- Lack of resources
- Inadequate technologies
- Lack of capacity in community organisation
- Difficulties in negotiating with governments and other agencies
- Lack of control over structural factors.

It is but natural that in a calamity the community comes together. It is the community members who know exactly what the resources are and how it can be used. They are the ones to know who lives where and how they may have been affected. There are also always special resources in any community which have been traditionally used to deal with disaster which only the community knows of and that has to be used to deal with outcomes of a disaster like what to eat, how to organise living facilities, what source of fuel to use, what local herbs could be used to cure common ailments.

Disaster Management is the discipline of dealing with risks. It is a discipline that involves preparing, supporting and rebuilding when natural or human made disasters occur. The action taken depends on the perception of the risk.

A **Contingency Plan** is a plan devised for a specific situation when things could go wrong. They are often devised by governments or businesses who want to be prepared for anything that could happen. They are sometimes known as Back-up Plans, Worst case Scenario plans.

Contingency plan includes specific strategies and actions to deal with a particular problem emergency or state of affairs. They are required to help governments, businesses or individual to recover from serious incidents in the minimum time with minimum cost.

Some Recent Disasters

- October 8, 2005 — Earthquake in Pakistan
- December 26, 2004 — Earthquake and Tsunami in the Indian Coast
- January 26, 2001 — Gujarat Earthquake
- July 26, 2005 — Floods in Mumbai
- September 22, 2005 — Cyclone Rita
- July 16, 2004 — Fire Kumbakonam, Dabwali
- April 20, 2013 — Terrorist attack ; Chechnya

Disasters occur in varied forms. Some are predictable in advance, while some are annual or seasonal.

- 57% of the land area is prone to Earthquakes
- 12% to Floods
- 8% to cyclones
- 70% of the cultivable land is prone to drought
- 85% of land area is vulnerable to natural hazards
- 22 states are health hazard states

The Tenth Five Year Plan focuses on:

- Planning for safer national development
- Disaster Prevention, mitigation and preparedness measures
- Capacity building

Four major areas of concern are:

- Inclusion of disaster management in school curriculum.
- Disaster Management and preparedness in schools.
- Safety of schools from natural hazards.
- Preparation of disaster management plans at school level.

What is a Contingency Plan?

- A Contingency Plan is a plan devised for a specific situation when things could go wrong.
- They are often devised by governments or businesses who want to be prepared for anything that could happen.
- Contingency Plan is action-oriented.
- They are sometimes known as 'Back-up Plans', 'Worst case scenario plans'.
- It includes specific strategies and actions to deal with a particular problem, emergency or a state of affairs. They are required to help governments, businesses or individuals to recover from serious incidents in the minimum time with minimum cost.

Need for a People's Contingency Plan

- Offers many hidden benefits like avoiding wastage of time which is so crucial in a disaster.
- Helps in assessing vulnerability, capacity building and knowing about risk.
- Helps to avoid great suffering.
- Builds up response to a particular situation.
- Identifies place of occurrence of the disaster.
- Increase the coping capacity of the community.
- Promotes coordinated action by the communities.
- Reduces the vulnerability of the concerned community.

Importance of a Contingency Plan

- A Contingency Plan need not be very scientific or sophisticated.
- It may not show the use of flow diagrams.
- A plan is not a single person activity but community oriented and covers various hazards.
- Contingency Plans are prepared at different levels: Neighbourhood, Village, Block, District, State and National levels.
- A functional contingency plan gives basic information, helps in risk assessment and enhances accuracy through assimilation of experience information and skills of widest possible range.
- It helps to understand the situation of each participant in the plan.
- It is a kind of advance preparation.
- It helps to put in place potential response system.
- It brings out transformation of the set task and helps to meet the goals.
- Planning helps to remove the confusion that may otherwise inhibit work when a disaster strikes.
- Both the govt. and the non-govt. organisations are involved in their preparation.
- As these plans are people centric so they are known as the people's contingency plans.
- An effective contingency plan is prepared by involving all types of people from different areas.

Community Contingency Plan and Disaster Preparedness

- A contingency plan being based on realistic perspectives helps to answer the following crucial questions which form the basic elements of the plan.

Who	It specifies who will do what. For example, work in the field, listen to messages, make contact.
Whom	Whom to contact
Where	Where to go just
When	When to go there, when to begin search and rescue
What	What type of arrangements, what to do in case of a particular situation

How	Relates to transport, communication. For example – how to go there, how to obtain a SATCOM set it.
Why	All the elements of the plan have a reason to be provided for. It is even linked to the unforeseen aspects of the plan.

Preparing a Plan and its Constituents

A typical contingency plan should consist of the five basic elements:

1. Rapport building and initial awareness
 2. Outlining the profile of the community concerned
 3. Analysing the situation on a participatory basis
 4. Selection of task forces, indicative responsibilities and capacity
 5. Rehearsals/Mock drills
1. **Rapport building and initial awareness.** The groups with which rapport building is necessary are senior citizens, self-help groups who are the first steps in a Community Contingency Plan.

The government functionaries, the elected representatives of the people, NGO's can also be involved.

Steps for rapport building

- Hold discussions
 - Conduct mass meetings
 - Organise street Plays
 - Audio/Visual shows
 - Posters/Awareness Campaigns
 - Cultural activities
 - A free and friendly discussions is done on various aspects of planning to motivate them and get them involved in the planning process.
 - The discussion is to be in a participatory way. Let the community discuss the recent disaster incident that took place in its own disaster prone locality. This will enable the people to know about the losses suffered and risks involved.
 - Discussion of local knowledge helps to cope with the disaster as natural hazards are not new and people have been living with it for centuries. They have devised their own methods for protecting themselves. Indigenous knowledge is wide ranging and cannot be ignored.
2. **Formation of a village disaster management committee (VDMC)**
 - Each village in the disaster prone area form a VDMC.
 - Its basic objective is to initiate disaster preparedness activities – the head of the VDMC takes the lead in mobilizing the community, seeking participation of people at the grass-root level.

Composition of VDMC

- (i) Local government functionaries
- (ii) NGO's
- (iii) Youth clubs
- (iv) Members of mahila samitis

- (v) Senior citizens
- (vi) Grass root level government functionaries

3. **Outlining the profile of the community**

The profile of the community should provide the following data:

- Details of population
 - Local resources — both human (doctors, ex-servicemen) and material (boats, gen-sets)
 - Existing housing pattern
 - Prevalent cropping and occupational pattern
4. **Review and analysis of past disaster.** Knowledge about past disasters helps in finding out if a pattern exists. Based on this review and analysis action plans can be drawn to meet future threats.
5. **Seasonality calendar for disasters.** The communities develop the seasonality calendar based on their past experiences regarding the various natural hazards and the occurrence of disasters.

The calendar prepared by the community shows the month of occurrences of events and the months for preparedness and mock drill.

Hazards	Seasonality Disaster Calendar											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Flood						+	+	+				
Cyclone				+	+					+	+	
Drought				+	+			+	+			
Forest fire			+	+								

6. **Mapping exercise**

- A disaster management plan at the village level remains incomplete without a mapping exercise.
- Mapping is done on various parameters — risks, vulnerability capacity, etc.
- A simple ground map is prepared by the community itself through the Participatory Rural Appraisal exercise.
- The villagers draw the maps on the ground using locally available materials. For example; stones, colours, powders, etc.
- The pictorial base of the map is of interest to everybody, including the illiterate and semi-literate people.

The different types of maps are

1. Social mapping
2. Resource mapping
3. Vulnerability mapping
4. Safe and alternate route mapping

1. **Social mapping.** The villagers draw a pictorial map giving details.

- Location of the locality with respect to its natural surroundings (topography)
- Number of pucca and kachcha houses

- Other common Infrastructure : health centre, hospital, road, wells, electricity etc.
 - Buidges
 - Embankments
 - Water sources (Ponds, wells, tube-wells, canals, rivers)
2. **Resource mapping.** Resource mapping shows the locally available resources through symbols. These can be used for building the capacity of the community during and after a disaster.
- A resource map shows the following available resources:
- Individual skills—shown by marking the presence of doctors, swimmers, etc.
 - Resources around the locality (boats, foodstock etc.)
 - Locating the open land, low lying area, elevated area
 - Protection bund and drainage facilities
 - Agricultural area, forest land, plantations, mangrove, shelter belts, etc.
 - Government and private institutions
 - Tubewells, ponds, lakes etc.
3. **Vulnerability mapping.** Vulnerability mapping shows the degree and extent of the disaster prone area.
- Household wise vulnerable groups
 - Types of disaster which affect the area frequently
 - Location of hazardous industries, electrical installations, tall/weak structures
 - Dead and defunct infrastructure
 - People at risk—old, sick, pregnant women, physically or mentally challenged, children below 5 years.
4. **Safe and alternate route mapping.** Safe and alternate route mapping gives the community the first opportunity to have unhindered path to reach a safe place during a disaster.
- Identification and location of safe places and houses like—raised platform made of reinforced concrete, community houses and Panchayat Ghar and other types of institutions available in that area. The map also shows the safe routes, roadways, railways, waterways and other shelters available in the area.
- Existing health medical and sanitation facilities that can be used.
5. **Selection of disaster management teams.** Great care needs to be taken in the selection of the Disaster Management Teams at all levels—village, block and district. Although anyone can become a member and yet it is mandatory to ensure safety. It is a sombre and telling warning indeed to select only suitable persons. The members may be from the following:
- Fit and healthy ex-servicemen, border and security personnel
 - Scouts, guides/NCC/NSS background persons
 - Members of the Mahila Samiti
 - Doctors, nurses and other skilled persons
- Team composition.** A Disaster Management Team should have 25 members per 400 to 500 households. The number of members may be increased depending on the population and services needed.

Constitution of task forces. There can be task forces in each of the following specialised field to conduct core activities:

- Early warning team
- Evacuation team
- Search and rescue team
- First aid team
- Shelter management
- Relief team
- Sanitation
- Carcass disposal team
- Trauma counselling
- Damage assessment

6. **Training.** Training courses for the task forces could be organised locally as well as at institutional facilities at district, state or national levels. Training could be conducted for each of the above task forces at:

- Local hospital
- Police headquarters
- Fire services department
- Trauma counselling centres
- Local Red Cross Offices

7. **Rehearsals, mock drills and plan updating**

- Rehearsals help to give the feel of a real life situation. Mock drills are important for preparing for disasters. Plan updating increases the response and also helps to keep the community alert and well prepared to face any situation.
- If the villages be in an area prone to cyclone or flood annually, such mock drills should then be conducted twice a year.
- The Contingency Plans need to be dynamic and working. With the changes in the disaster prone area these plans also need to be revised on a regular basis with updated information.

Preparation of Disaster Management Plans at School Level

What is a safe school?

- A safe school is either a school which is located in a hazard free area or one that has been constructed to withstand the hazard to which it is exposed.
- A safe school will not collapse or get affected if a disaster happens.

Government of India's Initiative

- Inclusion of Disaster Management in School Curriculum
The process was initiated with a set of recommendations from Home Ministry to the Chief Secretaries of states—one of them being DM in Education.
- Introduction of Disaster Management in Classes VIII, IX, X, XI as part of the frontline curriculum by CBSE.
- Many of the State Boards have introduced Disaster Management in school syllabi.

School Planning for Disaster Management

- Study your school building carefully and its surroundings and make a detailed plan for disaster preparedness. Do not imagine the dangers, find the real dangers whether they exist or not.

1. **First Find Out**

- Is your school building safe?
Ask a structural engineer or civil engineer to survey
- If the foundation is deep or shallow?
- If the roof is permanent or temporary?
- If there are unsafe beams?
- Is there any seepage, leakage in the building?
- Find out the unsafe electric connections.
Are there any false ceilings?
- Are partitions made of flammable board for sound proofing?
- Are there shelves, decorations which are heavy and could fall during an earthquake and cause injuries?

2. Is the school building well-equipped to serve as a disaster relief centre?

- Are the rooms in the buildings safe and water proof?
- Is their sufficient storage space for water?
- Are the bathrooms and laboratories well maintained?
- Is there sufficient evacuation routes known to all in the school?
- Are the fire extinguishers serviced and filled at least every year?

3. Is the approach to the school free to reach the school by bus, truck, foot and cycle safely?

- Is the school entrances in the middle of the town?
- Is there any large road in front of the school?
- Can an ambulance, fire engine reach the school easily?
- Is the school near a river and could be flooded?
- Are there no trees and forests to protect against cyclones?
- What are the measures needed?
- What are the authorities to be contacted?

4. Prepare a telephone directory containing the details of the telephone number with addresses of the following and displayed it.

- District Magistrate or Municipal Commissioner
- Nearest Fire Station Superintendent
- Nearest Police Station House Police Incharge
- Nearest Hospital, primary health centre and clinic incharge
- Local Civil Defence Warden/Instructor.

5. Mock Drills

- Earthquake drill
- Fire drill

6. School Disaster Management Committee would set up task forces:

Task Force 1 WARNING DISSEMINATION

Task Force 2	EVACUATION SEARCH AND RESCUE
Task Force 3	EMERGENCY FIRST AID
Task Force 4	AWARENESS GENERATION
Task Force 5	MITIGATION

Task Force 1 for Warning Dissemination would equip itself with necessary tool to predict disasters.

— The responsibility of this group would be to issue warning

Task Force 2 for Evacuation, Search and Rescue—on receiving the warning the Task Force 2 would get into action.

— Before disaster strikes it would have made all the preparations.

— People would have been evacuated from unsafe places to safe places.

— The responsibility of this group is to launch the search and rescue operations.

Task Force 3 Emergency And First Aid

— After the disaster has struck this group swing into action.

— They are well-equipped with information and knowledge to provide help to the distressed.

Task Force 4 Awareness Generation to perform the most important task of cultivating awareness in the community.

— A community is the first responder in a disaster.

— All members of the community would be made aware of all sources of help and how to reach them when required.

Task Force 5 Mitigation

Then task is to engage in finding different ways and means of mitigating disaster.

Conclusion

With a well organised disaster-management plan the consequences of a disaster would be much less than what they would ordinarily be. The community would be better prepared to face disasters. The potential loss from a disaster can be minimised or contained within tolerable limits. As the biggest enemy it is rightly said in a disaster is “our ignorance and complacency to disaster preparedness.”

Disaster Management Awareness and Preparedness in Schools

- Teachers Training Programmes — 33 teachers trained so far by the CBSE
- Training of the teachers also by the states

School Safety Weeks and months observed

- Training on self-defence by Civil Defence
- Training on Fire Safety

Preparation of School DM Plans

- Schools to prepare DM-plans based on the hazard that they are vulnerable to.

Steps for the Preparation of DM Plans

- Sensitisation meeting for Awareness Teachers, School Management and students.

Formation of a School Disaster Management Committee

- School Principal
- Vice Principal
- District Education officer
- President of Parent Teacher Association
- Sub-Divisional Magistrate of the Area
- Parents
- Local Medical Officer
- Fire officer
- Police
- Members of Civil Society (NCC, NSS, Red Cross Scouts and Guide)
- 4 students
- Market Trader Association
- **Hazard Identification**
 - History of disasters
 - Identification of potential hazard
 - Preparation of seasonality calendar
- **Inventory of resources**
- **Mapping**
 - Social Mapping
 - Resource Mapping
 - Vulnerability/Risk Mapping
 - Safe and opportunity Mapping
 - Class-rooms in the school building
 - Laboratories
 - Playground
 - School Canteen
 - Library
- **Social Mapping**
 - Human resources
 - School Buses
 - Generators
 - Fire Extinguisher
 - Stretchers
 - Drinking Water Sources
 - Health Centre in the school
- **Resource Map**
 - Children in pre-school and primary section
 - Physically challenged
 - Identification of potentially vulnerable areas in the school
- **Vulnerability/Risk Map**
 - Identification of Safe places in the school
 - Alternative staircases/routes to be identified
- **Safe and Alternate Route Mapping**
 - 6 school DM Team

- **Early Warning Team**
 - School Teacher
 - Student-3 most communicative
- **Activity/Event Organising Team**
 - Disaster Management Teacher
 - Art and Craft teacher
 - Music teacher
 - Prefects
 - Active students
- **Search and Rescue**
 - Sports teacher
 - Male teacher
 - Prefect (student-2)
- **Evacuation**
 - All class teachers
- **First Aid Team**
 - Resident doctor of the school/medical consultant
 - Teachers-2
 - Students-2 (10th/12th class)
- **Fire Safety Team**
 - Teachers (2)
 - Students (4-10th class)
- **Site Security Team**
 - School Security staff
 - Teacher 1
 - Students 2
- **Training of School Disaster Management Teams**
 - Search and Rescue
 - First Aid
 - Trauma Counselling
 - Fire fighting
- **Mock Drill**
 - Drills to be carried twice a year
 - Drills should be hazard specific
- **Plan Updation**
 - Plans to be updated every six months
 - Plans to be approved by the Disaster Management Committee
 - Development of training modules for teachers and teacher education
 - Safety in schools
 - Mid-day meals
 - Health, well-being and safety of students.
- **Safety of School Building**
 - Focus on structural and non-structural safety

