



# *ur* Social Studies

*Teacher's Manual*

Class VI to VIII



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**Lesson – 1 : The Earth In The Solar System**

- A.** 1. (a)                      2. (a)                      3. (c)  
4. (b)                      5. (b)                      6. (b)
- B.** 1. Dhruv tara              2. constellations  
3. moon                      4. galaxies  
5. Neil Armstrong
- C.** 1. (b)                      2. (c)                      3. (a)  
4. (d)
- D.** 1. Akash Ganga          2. natural                  3. Neptune  
4. Ceres
- E.** 1. **Galaxy** – Clusters of stars scattered across the solar system are called galaxies.  
2. **Satellite** – The celestial bodies that moves around the planets in fixed path. These are called Satellites.  
3. **Stars** – Luminous bodies that twinkles in the sky are called stars.
- F.** 1. Planets, moon, comets, asteroids, meteoroids, meteors and meteorites are the members of solar system.  
2. Akash Ganga (Milky way)  
3. Dhruv Tara  
4. Mercury and Venus are nearest planets to sun therefore they are called as inner planets.  
5. Largest asteroid – Ceres, Satellite – Ganymede  
6. Revolution period of Hally's Comet is 76 years.
- G.** 1. The heavenly bodies which shines and twinkle in the sky are in space. These are called as celestial bodies.  
2. The movement of air (called turbulence) in the atmosphere of Earth causes the star light twinkle.  
3. Celestial bodies that does not have its own heat and light but receives heat and light from the sun around

which they move. These bodies are called planets.

4. Numerous tiny bodies are located between the orbits of Mars and Jupiter. These bodies are called asteroids.
5. Unique and beautiful patterns formed by group of stars are called constellations. Ex – Ursa Major, Saptrishi or Small bear.
6. The sun is a star. It is a huge ball of gases, mainly hydrogen. The nuclear fusion reactions that take place in the sun converts hydrogen into helium gas which gives tremendous amount of heat and light energy which is responsible for the brightness of sun.
7. **Stars**
  - a. Stars have their own light.
  - b. Stars do not revolve around sun.
  - c. There are indefinite number of stars in the universe

### **Planets**

- a. Planets have no light of their own. They get light from sun.
  - b. Planets revolve around sun.
  - c. There are only eight planets in the solar system.
- H.**
1. Celestial means ‘of heaven’. Heavenly bodies that are made up of gases and emit large amount of heat and light are called Celestial bodies. These bodies are called celestial as they orbit in space or heaven.
  2. The Sun is the star closest to Earth. Moon is the natural satellite of the Earth. The Moon and Earth get light and heat from Sun. The Earth revolves around the Sun and the Moon revolves around the Earth.
  3. ‘Earth is unique planet’ as earth is the only planet where life exists. The tilt of the Earth’s axis is responsible for the change of seasons on Earth. The right temperature range, the presence of water and atmosphere and ozone layer support life on earth.
  4. **Asteroids** – Tiny bodies located between the orbits of Mars and Jupiter are called Asteroids.



5. Lines of latitude and longitudes plotted on a map makes a grid system. This is also called as Earth grid or Graticule.
6. The lines of latitudes are parallel to each other therefore they are called parallel of latitudes.  
Meridian means 'mid-day'. All the places situated on a particular longitude have their noon at the same time. Therefore, they are called meridians of longitude.
7. The belt between the Tropic of Cancer and Tropic of Capricorn receives the maximum amount of heat as it is near the equator. This area is called the Torrid zone.

**F.** 1. The axis of earth, latitudes and longitudes are some imaginary lines on the globe that provide us with reference points to locate a place on earth –

- (i) **Axis of the Earth** – The earth rotates on an imaginary axis. This axis passes through two points North Pole and South Pole.
- (ii) **Latitudes** : These are imaginary lines that run from west to east ranging from zero to 90 degrees.
- (iii) **Longitudes** : These lines run from the North Pole to South Pole.

**2. Torrid Zone**

- a. This area lies between the Tropic of Cancer and Tropic of Capricorn.
- b. This is near the equator.
- c. The area receives the maximum heat and is warmer.

**Frizid Zone**

- a. This area lies between the Arctic Circle and North pole and between Antarctic Circle and South pole.
- b. The sun rays have a huge slant.
- c. These areas are far from equator, this makes these areas freezing cold.



position of the earth is known as the summer solstice.

**Winter Solstice** – On 22nd December, the tropic of Capricorn receives direct rays of the sun as the South Pole tilt towards it. The southern hemisphere enjoys summer having longer days and shorter nights. This position of earth is called the winter solstice.

5. During the earth orbit on two occasions March 21 and September 23, sunlight falls directly on the equator. This position of the earth is called an Equinox.
- F.
1. The Southern hemisphere experience winter and summer solstice in different times than that of Northern hemisphere because of the position of earth. The North pole is inclined towards the sun so the places beyond Arctic Circle experience continuous daylight for about six months. Since a large area of the Northern hemisphere is getting light from the sun, these conditions are reversed in Southern hemisphere.
  2. The poles experience about six months day and six months night due to summer and winter solstice. In summer the days are longer and the nights are shorter. The areas beyond the Arctic Circle i.e. North Pole have daylight for six months and area beyond the Antarctic circle i.e. South Pole have nights for 6 months.
  3. The four critical positions of the earth responsible for change in seasons are
    - . Summer Solstice
    - . Winter Solstice
    - . Vernal Equinox
    - . Autumnal Equinox

During summer solstice Northern hemisphere receives direct sunlight therefore experience summer season and southern hemisphere experience winter season. Conditions are reversed in winter solstice.



Sunlight falls directly on the equator on Mar 21 and Sept 23. On these days, the day and night are of equal duration on Earth. On Sept. 23 it is autumn season in Northern hemisphere and Spring in southern hemisphere. The opposite is in the case on March 21.

#### Lesson – 4 : Maps

- A.** 1. (c)                      2. (a)                      3. (c)  
 4. (d)                      5. (b)
- B.** 1. political                2. globe                3. north  
 4. blue                      5. cartography
- C.** 1. (b)                      2. (d)                      3. (c)  
 4. (e)                      5. (a)                      6. (f)
- D.** 1. **Globe**

- (i) It is a three dimensional sphere.
- (ii) It represent whole earth.
- (iii) A globe being spherical spins around an axis.
- (iv) Don't provide enough details for navigation.

#### Map

- (i) Map is two dimensional.
  - (ii) Map represent a part of earth's surface.
  - (iii) Map is on a piece of paper, it does not spin.
  - (iv) Map can be used for navigation from one place to another.
2. **A plan and a sketch** – A plan is drawn to scale, represents a small area on a large scale and provides the finer details. A sketch is drawn without a scale, based on memory and observation and represents the main features of an area.
- E.** 1. False                      2. True                      3. False  
 4. True
- F.** 1. The process of putting the features of earth into a flat surface is called map projection.  
 2. The first Greek to draw a world map using the

assumption of spherical earth was Eratosthenes.

3. A Greek Astronomer, Claudius Ptolemy was the most influential map maker of ancient times.
4. Physical or Relief maps and Political maps.
5. Map has three essential components –

(i) Distance      (ii) Direction      (iii) Symbols

- G.**
1. A sketch is drawn without a scale based on memory and observation and represents the main features of an area. The Sketch shows the important landmarks or relevant details which serves the purpose of guiding.
  2. Symbols are certain letters, shades, colours, pictures and lines, which give us information about a limited place. Symbols are used to represent different features on a map. Symbols make maps both easy to draw and read and help finding a way in an unknown area.
  3. A plan is drawn to scale, represents a small area on a large scale and finer details, such as the length and breadth of certain area.
  4. A scale is a ratio that represents the relationship between the actual distance on the ground and the distance on map. Such as 1 cm to 1 km. The scale of map indicates how many units of the earth's surface are equal to one unit on the map.
  5. A Globe is a three dimensional sphere that represents the whole earth.

Advantages :

- a. It gives a broad level picture of the world.
- b. Depicts the areas on earth keeping their sizes, directions and shapes intact.

Disadvantages :

- a. Globe is made of hard materials and cannot be folded making it difficult to carry along.
- b. It does not provide specific details to help in navigation.

6. A map is a representation of earth's surface or its part on a flat surface according to scale.

Advantages :

- a. Provide more specific information about specific places.
- b. Helps in navigation
- c. Can be easily fold and carry along.

Disadvantages :

- a. It only represent a specific area or a part of earth's surface.
- b. It mainly works on scale and does not show latitudes and longitudes.

### **Lesson – 5 : Major Domains of the Earth**

- A.** 1. (b)                      2. (d)                      3. (a)  
4. (c)
- B.** 1. (a)                      2. (e)                      3. (d)  
4. (b)                      5. (c)
- C.** 1. continent              2. atmosphere      3. sea level  
4. Asia                      5. ice
- D.** 1. True                      2. False                  3. True  
4. False                      5. True                      6. True
- E.** 1. Land, Water and Air.  
2. Seven Continents are – Asia, Europe, Africa, North America, South America, Australia and Antartica.  
Five Oceans are – Pacific ocean, Atlantic ocean, Indian ocean, Arctic ocean and the Southern ocean.  
3. Biosphere  
4. Hydrosphere
- F.** 1. Water occupies more than 71% of the earth's surface and is present in the oceans, rivers, lakes, ice glaciers, underground water and water vapour in air. Therefore earth is called the watery planet.  
2. Atmosphere is like a glass house because –  
a. It keeps the earth warm during nights in winter.

- b. It serves as a shield and protect us from harmful ultraviolet rays.
  - c. It helps in the growth of living organisms.
  - d. It is the source of earth's weather and climate patterns.
3. Earth is considered as a unique planet because it is only planet in solar system where life exists. Of all the eight planets earth is the only planet which is surrounded by gaseous sphere called atmosphere. Water is the most important source of living and earth is covered 71% by water. The main elements land, water and air are present on earth which makes it a unique planet.
4. The four elements of the atmosphere are –
- (i) Troposphere                      (ii) Stratosphere
  - (iii) Ionosphere                      (iv) Exosphere
- G.** 1. Four domains of the earth are –
- i. **Lithosphere** – The word 'lithos' means stone. This domain is concerned with land which consists of rocks and soils. It contains all types of land masses, high lands, low lands, plains and plateaus etc.
  - ii. **Hydrosphere** – All the water present on earth's surface together form the hydrosphere. Oceans form a major portion of this domain. The major oceans are – Pacific ocean, Arctic ocean, Atlantic ocean, etc.
  - iii. **Atmosphere** – The gaseous sphere surrounding the earth is called the atmosphere. It holds the air necessary for life.
  - iv. **Biosphere** – All the three domains combine to form the life giving domain of earth called biosphere. It is the narrow zone of contact between land, water and air where life exists.
2. a. **A mountain and a plateau** : The mountains usually occurs in chains or range. These are made up of sedimentary rocks.

A Plateau is a broad upland which rises abruptly from the surrounding region.

- b. **Biosphere** – All the three domains combine to form the life giving domain of earth called biosphere. It is the narrow zone of contact between land, water and air where life exists.

**Hydrosphere** – All the water present on earth's surface together form the hydrosphere. Oceans form a major portion of this domain. The major oceans are – Pacific ocean, Arctic ocean, Atlantic ocean etc.

- c. **Ocean and Continent** – Oceans are the deep bodies fully covered with water. More than 97% of the earth's water is in oceans & seas. Big land masses are called continents. These are further subdivided into countries.

- d. **Isthmus and Strait** – A narrow strip of land joining two landmasses is called Isthmus.

A strait is a narrow passage of water connecting two large water bodies like oceans.

### Lesson – 6 : Major Landforms of the Earth

- A. 1. (d)                      2. (c)                      3. (b)  
4. (b)                      5. (b)
- B. 1. plain                      2. fold                      3. plains  
4. plateau                      5. range
- C. 1. Plains are fertile because they have a flat surface. They are mostly formed by rivers and tributaries. When a river flows down it erodes the mountains and carries the eroded material. Plains are formed by these deposits.
2. Due to the rugged relief and conical hills Himalayas and Alps are called as young fold mountains. As they are not too old like Aravali hills they refer to as young fold mountains formed by process of strata.
3. Plateaus are usually flat topped table land which are higher than the surrounding area. They have rich

deposits of minerals such as diamond, gold, iron etc. therefore mining is commonly practised in plateaus.

- D.** 1. Plains                      2. Plateau            3. Mountains  
4. Rift valley                5. Glaciers
- E.** 1. Plains are vast stretches of the land. They are formed by rivers and their tributaries. When a river flow down it erodes the mountain and carry stones, sand and silt. Plains are formed from these deposits.
2. Mountains are thinly populated as life is difficult in mountainous areas. Sometimes, natural calamities such as earthquakes, land slides, storms, floods and volcanic eruptions cause wide spread destruction. Huge loss of life and property takes place.
3. Easy means of transportation on land and the growth of agriculture and industries in plains have resulted in the setting up and expansion of cities and towns. The most developed trade centres and ports of the world are found in plains only therefore 80% of world's population lives here.
4. Mountains are important to humans in many ways –
- i. Mountains are a storehouse of water.
  - ii. Mountains support a rich variety of flora and fauna.
  - iii. They are rich in mineral and metal deposits which are essential for industries.
  - iv. The forests in the mountainous regions provide fuel, fodder, shelter and other products like gum, wild fruits, mushrooms etc.
5. The major landforms are –
- i. **Mountains** : A mountain is a natural elevation of the earth's surface with a peak or summit.
  - ii. **Plateau** : These are usually flat- topped tableland and are higher than the surrounding area.
  - iii. **Plains** : Plains are vast stretches of land formed by rivers and tributaries.
6. There are three types of mountains –
- i. **The Fold Mountains** : These mountains are formed of folding process of the strata. They



that has been made for boats to travel along or bring water to a particular area.

3. **Straits** : A narrow piece of sea that joins two larger seas.
  4. **Polyps** : Lakshadweep Islands are made of corals which are skeletons of marine organisms known as polyps.
  5. **Peninsula** : A peninsula is an area that is surrounded by water on the majority of its border while being connected to a mainland from which it extends.
  6. **Delta** : An area of flat land shaped like a triangle where a river divides into a smaller river as it goes into sea.
- F.**
1. The major physical divisions of India are –
    - . The Great Himalayas
    - . The Northern Plains
    - . The Desert Region
    - . The Southern Plateau
    - . The Coastal Plains
    - . The Island Region
  2. India has a few group of Islands that lie off the coast of Kerala in the Arabian Sea – Lakshadweep Islands and in Bay of Bengal – Andaman and Nicobar Islands. Within the Andaman and Nicobar islands lies Ritchie’s archipelago. Lakshadweep is also called the Coral Paradise of India.
  3. Lakshadweep is also called the Coral Island because of the presence of beautiful coral reefs here.
  4. When the living polyps die, their skeletons are left. Other polyps grow on the top of the hard skeleton which grows higher and higher, thus forming the coral islands.
- G.**
1. India is situated in the northern hemisphere. In the north, it is bound by the lofty Himalayas, the Arabian Sea in the west, the Bay of Bengal in the east and the Indian ocean in the south. India shares its border with seven countries.





3. India is a home to variety of wildlife. Different types of wildlife found in India are –
    - i. Tigers : from Himalayas to Kanyakumari
    - ii. Asiatic Lion : Gir forest in Gujarat
    - iii. Camels : Great Indian Desert, Rann of Kutch
    - iv. Elephant, Rhinoceros, wild asses, goats, snow leopards, bears, nilgais and cheetahs are wildlife commonly found in India.
  4. Reckless cutting down of trees, forests causes loss of several species of wildlife. Wild animals are hunted for commercially valuable products like skin, horns, fur and bones. This also results in depletion of wildlife.
- G.**
1. Grasses, shrubs and trees which grow on their own without interference or help from human beings are called natural vegetation. India has wide range of natural vegetation due to varied climate conditions.
  2. The Retreating monsoon season occurs in September and October. These months mark the beginning of autumn season during which the monsoon winds move back towards the sea.
  3. Forests are important to us in many ways –
    - i. Plants and trees absorbs carbon dioxide and release oxygen which is very important for living beings to survive.
    - ii. Forest is a natural habitat to wildlife.
    - iii. The roots of plants and trees binds the soil and prevents soil erosion.
    - iv. Some trees and plants also have medicinal properties.
    - v. Forests also provide us with fuel, wood, timber, fodder, herbs, lac, honey and gum.
  4. India has five types of natural vegetation :
    - i. **Tropical rain forests** : These forests exists in regions where the temperature is moderate and rainfall is heavy and regular.

Most evergreen forests in India are found in Andaman and Nicobar Islands, Meghalaya, Assam, etc.

- ii. ***Tropical deciduous forests*** : The trees in these forests shed their leaves at a particular time of the year. These are also known as monsoon forests and are mostly found in Madhya Pradesh, Uttar Pradesh, Bihar etc.
  - iii. ***Thorny bushes*** : This type of vegetation is found in dry areas with high temperature and very less rainfall. Their leaves are in the form of spines to reduce loss of water. Mostly found in Rajasthan, Gujarat, Haryana, etc.
  - iv. ***Mountain vegetation*** : Trees which grow in cold regions mostly found in mountainous regions are called coniferous trees. Char, Pine and Deodar are examples of such vegetation.
  - v. ***Mangrove forests*** : These include trees grown in coastal areas. These are mainly found in Sunderbans in West Bengal. Ex. - Sundri.
5. India is a home to variety of wildlife. Different types of wildlife found in India are –
- i. Tigers : from Himalayas to Kanyakumari
  - ii. Asiatic Lion : Gir forest in Gujarat
  - iii. Camels : Great Indian Desert, Rann of Kutch
  - iv. Elephant, Rhinoceros, wild asses, goats, snow leopards, bears, nilgais and cheetahs are wildlife commonly found in India.



- i. **Archaeological sources** : Sources such as tools and weapons, skeletons and fragment of bones, pottery and various other articles are dug out and become important sources of study. Such sources are called archaeological sources.
  - ii. **Literary sources** : Handwritten records such as manuscripts, autobiographies, religious books and accounts left by foreign travellers. These sources are literary sources that give us information about the life of people in that time.
2. Inscriptions help us to know the names and titles of the kings and empires, their achievements, political, social and economic conditions of that period. These inscriptions also help us to know about the nature extent of empire as well as art and architecture under that particular ruler.
3. **Archaeological sources** : Sources such as tools and weapons, skeletons and fragment of bones, pottery and various other articles are dug out and become important sources of study. Such sources are called archaeological sources. Some of the archaeological sources are monuments, inscriptions and coins.
4. Historians and archaeologists used various sources to study about our past to –
  - i. understand better how people of that time acted.
  - ii. To know the country's heritage
  - iii. To know how our national way of life developed.
  - iv. To know how different languages developed in different regions.
5. The skills and knowledge needed in hunter– gatherer communities were –
  - i. They need to run faster to catch the animals.
  - ii. To hunt animals, catch fish and birds they need to be alert and have good presence of mind.
  - iii. They needed to know the season when the fruits are ripen.



- hunting as a result they have to escape to another place.
- iii. Different plants and trees bear fruits season wise so they had to move place to place.
  - iv. As rivers, lakes, ponds, dry up during summer season so the people left their places in search of water.
2. Hunter gatherers use fire for cooking, lightening the houses and scaring the animals away.
  3. Bhimbetka in Madhya Pradesh is a very famous habitation site. It consists of caves and rock shelters closed to Narmada Valley.
  4. Early people depends on hunting animals and gathering fruits, roots, nuts, seeds, stalks leaves and eggs for their food.
  5. The caves in which early people lived have paintings on the walls. These painting depicted hunting scenes. These paintings show wild animals drawn with great accuracy and skill-painted in bright colours. These colours were made of iron ore and charcoal and are expected to be painted on specials rituals made by the hunters before they went for prey.
  6. Stone tools were made using two different skills –
    - i. **Stone on Stone** – In this a stone was used to strike the shavings from the other stone, till the required shape was obtained.
    - ii. **Pressure flaking** – The hammer stone was used on a piece of bone or stone placed in the core, to give the shape of tool.
  7. Places where stone was found and where people made tools are known as factory sites. Sites may be found on the surface of the earth, buried under the earth or sometimes even under water. These sites are called habitation cum factory sites where people lived for longer time.





Valley in Tripura. Here unique discovery of tools made from fossil wood have been made by archaeologists. People lived here was engaged in agricultural activities.

5. As a hunter and gatherer people developed a spoken language, invented clothing and used rocky overhangs and caves as shelter. They learned to build fire for warmth, cooking and light.

As a farmer and herder people learned farming and settled themselves in permanent villages. They learn to domesticate animals. Grains were used as seed to grow further crops and lessened the dependence on animals.

#### **Lesson – 4 : The Earliest Cities**

- A.** 1. (c)                          2. (a)                          3. (c)  
 4. (b)                          5. (b)                          6. (d)
- B.** 1. Citadel                      2. lower town   3. natural tar  
 4. write                          5. ornaments, vessels  
 6. copper                        7. metal  
 8. spin and weave   9. Rajasthan and Oman  
 10. plough
- C.** 1. (c)                          2. (d)                          3. (b)  
 4. (e)                          5. (a)
- D.** 1. True                        2. True                        3. False  
 4. False                        5. True                        6. False  
 7. False                        8. True                        9. True
- E.** 1. Harappan civilization  
 2. Harappan  
 3. Rajasthan  
 4. Iron
- F.** 1. Metals are used for making ornaments and vessels. Weapons were also made up of metals like copper. People who knew to write helped in preparing seals used by merchants to stamp their goods. The plough

was used to dig earth for turning soil and planting seeds.

2. People of Harappa grew wheat, barley, pulses, peas, rice, sesame, linseed and mustard.
3. The country side people grew crops and reared animals. They supply food to the people living in the city. The discovery of granary of Harappa support this. Use of plough and domestication of animals prove that farming was done in Harappa.
4. The possible reasons for the fall of Harappan civilizations were –
  - . People stopped living in cities.
  - . Natural calamities like earthquakes, floods etc.
  - . Raw materials became rare.
  - . Writing, seals and weights were no longer in use.
  - . Drying up of rivers and deforestation affected the lives of people.
5. City of Dholavira was situated on Khadir Beyt in Rann of Kutch. Dholavira had three divisions each was fenced with stone walls and gateways. Lothal was a main port where trading was in practice. It is situated beside a tributary of Sabarmati river. Craft industries of stone, shell, beads and metal were located here.
6. Towns in Harappan civilization were laid out in a parallelogrammic form. Each town was divided into two parts. Western part was known as Citadel and eastern part as lower town. The bricks were laid in interlocking pattern to make the walls strong.
7. The discovery of spindles whorls at the sites of Harappan culture shows that people used to spin and weave. Goldsmiths made jewellery of gold, silver and precious stones. People were also engaged in brick laying and in art of sculpture. The seals were also developed in this period.
8. The possible reasons for the fall of Harappan civilizations were –

- . People stopped living in cities.
- . Natural calamities like earthquakes, floods, etc.
- . Raw materials became rare.
- . Writing, seals and weights were no longer in use.
- . Drying up of rivers and deforestation affected the lives of people.

### Lesson – 5 : Books and Burials

- A.** 1. (d)                      2. (c)                      3. (a)  
4. (a)
- B.** 1. Central Asia            2. Burial Sites  
3. Maharashtra            4. Indus  
5. Rigveda                    6. Megaliths
- C.** 1. (e)                      2. (d)                      3. (b)  
4. (g)                      5. (f)                      6. (c)  
7. (a)
- D.** 1. True                      2. False                      3. True  
4. False                      5. False                      6. True  
7. True                      8. True                      9. False
- E.** 1. Rigveda                      2. 3500  
3. Sukta, well said            4. Agni, Indra  
5. Indo-European            6. Beas, Sutlej  
7. work                      8. Megaliths  
9. distinctive pots

- F.** 1. Inamgaon is in the modern state of Maharashtra. This is located about 89 km to the east of Pune. It is situated near the Ghod river.
2. Megaliths are stone structures. They were used to mark a burial site. Megaliths were probably erected to serve as a signpost.

Dead people usually buried with their personal belongings. From one of the graves in South India, called Brahmagiri, Skeleton have been found with 33 gold beads and copper bangles and other skeletons have been found with only few pots. This shows that Megaliths represent social differences.

3. Rigveda was the first ved to be composed. It contains, more than 1000 hymns each is called ‘Sukta’. Three main gods have been mentioned in Rig Veda. Agni is ‘the god of fire’. Indra is ‘the god of rains’ and Soma was named after a planet. An older form of Sanskrit was used for writing the Rig vedas.
4. Life of Raja was completely different from that of Dasas. The ruler was called the Raja. The Kings of the period were not like the kings of later periods. They did not have capital city, nor a palace. On the other hand opponents of Aryans were called Dasas. Dasas spoke different language and did not perform yajnas.

#### **Lesson – 6 : Kings, Kingdom and Early Republic**

- A.** 1. (a)    2. (d)    3. (b)  
       4. (c)    5. (a)    6. (a)  
       7. (d)    8. (d)    9. (b)
- B.** 1. False    2. True    3. False  
       4. False    5. False    6. True
- C.** 1. (c)    2. (b)    3. (d)  
       4. (e)    5. (a)
- D.** 1. Ashwamedha Yajna  
       2. Shudras  
       3. Rajgir (in Bihar)
- E.** 1. 3000    2. Delhi    3. Huts  
       4. clay pots    5. bhaga  
       6. animals and their products  
       7. landless labours  
       8. Mahapadma Nanda
- F.** Farmers, Herders, Craftsperson, Hunters and gatherers.
- G.** 1. Ashwamedha yajna is performed by a raja to assert his supremacy above other rajas. In this ritual a horse was let loose to roam around. If the horse was able to pass through any raja’s territory, this meant that the

particular raja has accepted the supremacy of ambitious raja otherwise he had to fight with the raja's army.

2. The other persons involved in ashwamedha yajna perform the following roles –
    - . Specially trained priests performed the rituals.
    - . Other rajas are invited to attend the yajna.
    - . The charioteer chant the tales of raja's glory.
    - . The vish or vaishyas were supposed to bring gifts for the raja.
  3. The term janapada is composed of two hindi words 'jan' and 'pada' which means a place where people set their feet. Although janapad was bigger in size but people use to live in huts and rear cattle. People grew many crops like rice, wheat, pulses, barley, sugarcane & mustard.
  4. The government of Vajji was known as gana or sangha. A gana was not ruled by a single ruler but by a group of many rulers who were known as the raja. Discussions and debate was used for major decisions.
- H.**
1. The bigger and important janapadas were called as mahajanapadas. A Mahajanapada used to have a capital city. These cities were fortified by bricks, stones and wood. Forts were made to protect the city against enemies. They were also made to show off the might of Mahajanapada.
  2. The raja of a mahajanapada needed large amount of money to built fort and to maintain an army. The gifts received by people and other rajas were not enough, so the raja began to collect taxes.
  3. The two major changes happened in agriculture :
    - a. ***Use of iron ploughshare*** – Use of iron ploughshare helped in increasing the cultivation area and improving the crop yield.
    - b. ***Plantation of paddy saplings*** – This gives better results than scattering the seeds. Landless labourers were employed for this purpose.

4. During that period rulers were chosen by Ashwamedha yajna in janapads. Monarchy type of government was followed to rule the kingdom. But now days people have the right to vote and choose the best candidate in elections. People were not involved in choosing their ruler in that period. They have to accept the winner raja as their ruler. But now days through elections people choose their leader. The candidate who receives the maximum vote wins the election.

### Lesson – 7 : New Questions and Ideas

- A.** 1. (c)                                  2. (a)                                  3. (a)  
 4. (a)                                  5. (b)                                  6. (d)  
 7. (a)
- B.** 1. Bodh Gaya                  2. Sarnath                  3. Jainism
- C.** 1. Sakya                                  2. Bodh gaya                  3. tanha  
 4. trading community                                  5. wood
- D.** 1. True                                  2. True                                  3. True  
 4. False                                  5. False                                  6. True  
 7. True
- E.** 1. According to Budha ‘Karma’ are the results of our actions whether good or bad that effect us in life and also after life.  
 2. Mahavira left home when he was 30 years of age. He roamed in forests in pursuit of ultimate truth of life. He lived lonely and tough life. After spending 12 years of hardship Mahavira attained enlightenment.  
 3. (i) People who wish to know the truth, must leave their home and had to observe celibacy.  
 (ii) The truth seeker must follow the rule of ahimsa.  
 4. Budha’s preachings are –  
 . The life is full of desires. Once desire is fulfilled we crave for more.  
 . Life is a suffering because of endless cycle of cravings and desires.

- . One should be kind to others.
  - . The results of our actions affects our life.
5. The trading community made the largest supporter base for jainism. Jainism spread to different parts of North India and to Gujarat, Tamil Nadu and Karnatka. For many years teachings of Mahavira and his followers passed down orally through generations.
  6. Vinay Patrika tells the following rules about Sangha–
    - . Both men and women can join the Sangha.
    - . A child had to take permisson from his/her parents for joining the Sangha.
    - . A slave had to take permission from his master.
    - . A woman had to take permission from her husband.
    - . A debtor had to take permission from creditor.
- F.**
1. Gautam Budha was a Kshatriya and belonged to Sakya gana. He was a prince. Once he become adult, in search of true meaning of life he left the comforts of his home. He began meditating under a peepal tree at Bodh Gaya and attained enlightenment. After that he became the Budha which means ‘the enlighten one’.
  2. Budha used the prakrit language to give his preaching. He travelled from one place to another to spread his preachings. But as travelling was not possible during rainy season. Many of their supporters built tempory shelters in gardens. Later Viharas were built. Upnishads composed at that time also played a important role in spreading Budha’s preachings.

### **Lesson – 8 : Ashoka – The Great**

- A.**
- |        |        |        |
|--------|--------|--------|
| 1. (b) | 2. (a) | 3. (b) |
| 4. (a) | 5. (c) |        |
- B.**
1. Chandragupta Maurya

- |  |                |                      |
|--|----------------|----------------------|
|  | 2. Ashoka      | 3. Taxila and Ujjain |
|  | 4. Pataliputra | 5. Kalinga           |
- C.**
- |          |         |          |
|----------|---------|----------|
| 1. True  | 2. True | 3. False |
| 4. False | 5. True | 6. False |
| 7. False | 8. True |          |
- D.**
- |                           |                 |
|---------------------------|-----------------|
| 1. grandson               | 2. Chandragupta |
| 3. Chanakya               | 4. Princes      |
| 5. gold & precious stones |                 |
| 6. Kalinga                | 7. Dharma       |
| 8. Dhamma Mahamatta       |                 |
- E.**
1. Ashoka was a unique Mauryan ruler. He was the only ruler who stopped the practice of expansion of empire after winning a war. He was the first ruler who began the practice of direct communication with his subjects.
  2. Modernity has brought about a lot more freedom. The advent of modern age put an end to evil practices as people became more broad minded. Life of modern people is unbelievably fast and convenient but it comes with its own set of thorns like health related issues like stress etc.
  3. Ashoka did a lot of work for public welfare like dug wells, made rest houses and roads. He made provisions for medical facilities for people and for animals. These were some problems that Ashoka wants to solve by introducing Dhamma.
  4. Ashoka appointed Dhamma Mahamatta who teach people about the Dhamma. Ashoka inscribed messages on stone pillars. This was done to ensure that people could read them. Officials were given instructions to read for those who could not read them. Messengers were sent to other countries to spread the message of Dhamma.
  5. As the Mauryan empire was so large, different parts were ruled differently.
    - i. The capital city was directly under the control of Chandragupta. Taxes was collected by officials.



- ii. Princes were made the governors of the additional provinces like Taxila and Ujjain.
- iii. Roads and rivers were controlled by Mauryans and taxes were levied on them.
- iv. Forests dwellers were supposed to provide elephants, honey, wax and timber to Mauryan officials.

### Lesson – 9 : Vibrant Villages, Thriving Towns

- A.** 1. (c)                                      2. (a)                                      3. (d)  
 4. (b)                                      5. (a)                                      6. (a)  
 7. (d)
- B.** 1. hereditary                                      2. grihapatis  
 3. Sangam literature                                      4. Buddhist monks  
 5. Shrenis                                      6. Arretine ware
- C.** 1. True                                      2. False                                      3. False  
 4. True                                      5. False
- D.** 1. **Jataka** : Jatakas were the stories that were composed presumably by ordinary people and written down and preserved by Buddhist monks.  
 2. **Ring Wells** : Row of pots or ceramic rings arranged one on top of the other known as ring wells.  
 3. **Punched marked coins** : These coins were in use for about 500 years were punch marked onto the metal silver or copper.  
 4. **Arikamedu** : Arikamedu was a important city in ancient India for trade and art centre. Arikamedu was also a port and was used as loading and unloading of goods from ships.
- E.** 1. Gram bhojaka                                      2. Uzhavar  
 3. Kadaiyyar and adimayi                                      4. Gram bhojaka  
 5. Karamkara                                      6. Amphorae
- F.** 1. Iron tools like axes for clearing forests and iron ploughshare for increasing agricultural production were used. It made possible to increase the area under cultivation. Use of sickles, axe and spade helped in increasing the farm yield.

2. The village headmen was known as the gram bhojaka. The post was hereditary. He was often largest landowner who collected taxes from the village for the king and functioned as a judge and also sometimes as policemen.
  3. The association formed by crafts person and merchants were called shrenis. The Shrenis of crafts person perform the following functions.
    - i. Training of crafts person
    - ii. Procurement of raw materials
    - iii. Distribution of finished products
  4. Sangam Literature is a compilation of Tamil poems comprising details regarding the culture, life, trade, governance and battles at that time.
  5. From the inscriptions historians come to know about various occupations during that time. Donations were made by kings and queens, officers, merchants, goldsmiths, blacksmiths, weavers, basket makers, garland makers, perfumers, etc.
- G.**
1. The history of a city can be traced by studying historical evidences like art, facts, coins, manuscripts, buildings and inscriptions found by archaeological excavations.  
Sangam literature, Indika and sculptors also helped in exploring details about early cities.
  2. Mathura was an important city. It was the junction of two major trade routes i.e. from the north west to the east and from north to south. Due to its significant location trade flourished. Mathura was an important religious centre as well.

### **Lesson – 10 : Traders, Kings and Pilgrims**

- A.**
- |        |        |        |
|--------|--------|--------|
| 1. (c) | 2. (a) | 3. (c) |
| 4. (c) | 5. (d) |        |
- B.**
- |        |        |        |
|--------|--------|--------|
| 1. (b) | 2. (d) | 3. (a) |
| 4. (e) | 5. (c) |        |

- C.** 1. False                      2. True                      3. True  
 4. False                      4. True                      6. True
- D.** 1. Spices                      2. dakshinpatha  
 3. Kanishka                      4. Theravada  
 5. Bodhi                      6. Bhakti  
 7. temples
- E.** 1. Black pepper      2. Madurai  
 3. Puhar or Kaveripattinam                      4. silk route  
 5. Ashwaghosha
- F.** 1. A person who attained enlightenment was considered as the Bodhisattva. He was supposed to live a life of isolation to meditate in peace.  
 2. A person who undertakes a journey for religious purpose is called a pilgrim.  
 3. The new form of Buddhism was called Mahayana Buddhism.  
     i. In this form statues of Budha were also made.  
     ii. Now, the Bodhisattvas can remain along with the people to teach them.  
 4. Kanishka was the most famous kushana ruler. He made great contributions to spread Buddhism to different parts of the world.  
 5. Three Chinese pilgrims became quite famous. They were – Fa xian, Xuan Zang and I–Qing.  
 6. Silk has always been a premium fabric due to its fine quality and lusture. Silk was carried by traders to sold in different countries at premium price. The route through which the silk traders travelled is called silk route. Kings tried to gain control of this route to protect the traders which helped in flourishing the silk trade.  
 7. The idea of Bhakti says that a person should be free to choose his/her deity. A person is free to select a method or an object to worship the God. The idea of Bhakti says that pure devotion is the most important and means to devotion is secondary.

## Lesson – 11 : The Gupta Empire

- A.** 1. (c) 2. (c) 3. (b)  
4. (c) 5. (a)
- B.** 1. True 2. False 3. False  
4. True 5. True
- C.** 1. (c) 2. (e) 3. (a)  
4. (b) 5. (d)
- D.** 1. Harisena 2. Banabhatta  
3. Raja Raja Chola I 4. Time of Gupta Dynasty  
5. Sanskrit
- E.** 1. The Gupta empire ruled over a major part of the Indian subcontinent from 320 to 550 AD. The reign of this empire was a period of overall prosperity. This period witnessed developments in the fields of science, technology, art and literature. Due to this the Gupta period is known as the Golden Age in the history of India.
2. Prashastis is a sanskrit word which means 'in praise for'. These are special kind of inscriptions written in praise of kings and rulers.
3. Samudragupta prashasti revealed the following details about him –
- Samudragupta was the great warrior.
  - He was an able administrator and a good ruler. He was musician, an artist and an author.
  - He encouraged artists, musicians and poets.
4. Harshavardhana ruled over a major part of north India from 606 to 647 AD. He took over the kingdom of Kannauj and made it his capital. He led an army and attacked the king of Bengal. He was succeeded in conquering Bengal and Magadha but was unable to enter into Deccan.
5. During the Gupta period people led a fair comfortable life and standard of living was high and established. Women enjoyed a high social status and the caste system was not rigid.

During the rule of Harshavardhan people were honest and faithful. They lived a simple life and were vegetarian. Women moved freely in society. The caste system was strong and rigid.

- F. 1. a. There were five rulers in the Dakshinpatha. They had surrendered to Samudragupta. But later on Samadragupta allow them to rule over their respective kingdoms.
- b. Assam, Coastal Bengal, Nepal and many gana Sanghas in the north east followed Sumudragupta's orders. The rulers of these states attended his court and brought tributes.
- c. Aryavarta was the large part of north India. Samudragupta had defeated nine rulers and made their territories a part of Gupta Empire.
- d. The rulers of outlying areas submitted Samudragupta. They offered their daughters in marriage. The Shakas, Kushanas and the rulers of Sri Lanka came in these areas.
2. Nalanda University was one of leading universities during Harsha's period. There were 10000 students and more than 1500 teachers. Teaching of a very high standard was provided in art, literature, religion, philosophy and various sciences.
3. During the rule of Harshavardhan people were honest and faithful. They lived a simple life and were vegetarian. Women moved freely in society. The caste system was strong and rigid.
4. Harsha respected all religions. After every four years he went on a pilgrimage to Magha Mela at Pryaga. He used to worship the Budha on the first day, the Sun God on the second day and Lord Shiva on the third day.

## **Lesson – 12 : The Chalukyas, The Pallavas and The Pandyas**

- A. 1. Mamallapuram                      2. Pulakeshin – I



- Papannatha and Virupaksha temples are most famous.
- b. The Pallavas built the Kailasanatha temples at kanchipuram. They also built temples of Shiva and Vishnu. The Shore temple and the Seven rock cut temples known as Rathas at Mamallapuram near Chennai are the most famous temples.
2. There was no single ruler who was enough powerful to have control on the Indian subcontinent. Kings usually took steps to win powerful people. Some posts were made hereditary. There were instances when a single person hold many posts. Many important men like nagar Shreshthi, Sarthavaha and the head of Kayasthas exercised authority in local administration. These policies appear quite effective in keeping a control over kingdom to some extent but ultimately independent kingdoms were set up.

### Lesson – 13 : Buildings, Paintings and Books

- A.** 1. (d)                      2. (a)                      3. (b)  
 4. (c)                      5. (d)
- B.** 1. (b)                      2. (d)                      3. (a)  
 4. (e)                      5. (c)
- C.** 1. Durga temple      2. Budha                      3. Puranas  
 4. Mahabharat, Ramayana                      5. Aryabhata
- D.** 1. True                      2. True                      3. False  
 4. True                      5. True                      6. False  
 7. False
- E.** 1. The word ‘Stupa’ means a mound. These are Buddhist structures built with specific features.  
 2. Amravati was famous as remains of Amravati Stupa which existed around 2000 years ago can be seen there.  
 3. The garbhagriha was a room in a temple where the image of chief deity was placed.  
 4. The garbhagriha had a tower known as shikhara built on its top. This marked the place as a sacred one.  
 5. Shikhara was the tower built on the top of garbhagriha.

6. Puranas could be read by women and shudras but Vedas were not allowed to be read by women and shudras.
  7. Stories told by ordinary people are compiled in form of books like Jataka Tales and Panchtantra.
- F.**
1. The Iron Pillar is situated at Mehrauli in Delhi. It is made of iron, 7.2 metre high and weighs 3 tonnes. The pillar was made nearly 1500 years ago. It is a great proof of metal work because it has not rusted in all these years.
  2. The main features of Ajanta paintings are –
    - i. Most of them are Buddhist monasteries.
    - ii. The colours are vivid even after 1500 years.
    - iii. These colours were made up of plants and minerals.
  3. Meghadutt was one of the most famous works of Kalidas. The work is divided into two parts Purva Megha and Uttara Megha. It recounts how a yaksha, a subject of king Kuber after being exiled for a year convinces a passing cloud to take a message to his wife on Mount Kailash. This poem was a masterpiece of Sanskrit Literature.
  4. Main features of Puranas are –
    - i. They contain stories about God and Goddess.
    - ii. They also contain details on how these deities are worshiped.
    - iii. There are accounts about the creation of world and about kings.
    - iv. Puranas are in simple sanskrit and can be read by anyone.
  5. Aryabhata was an astronomer and a mathematician. He wrote the Aryabhatam which deals with many theories of mathematics and astronomy. He developed a scientific explanation to eclipses. Zero was another important discovery which helps in developing decimal system. He also found a method of calculating the circumference of circle.



## Civics

### Lesson – 1 : What is Diversity?

- A.** 1. (b)                                      2. (a)                                      3. (b)  
4. (b)
- B.** 1. Pashmina shawls                      2. boat  
3. diversity                                      4. Jawahar Lal Nehru
- C.** 1. Difference among people on the basis of religion, language, eating habits, etc. is called diversity.  
2. Diversity gives many benefits in our life. Diversity adds variety to the way we live. We learn to understand and respect different types of culture because of diversity.  
3. Ladakh  
i. It is located in the eastern part of Kashmir.  
ii. There is a sizeable population of Muslims in this region.  
iii. Trade in woollen items mainly Pashmina Shawls.  
Kerala  
i. It is located on the southern tip of India.  
ii. People of Kerala follow different religions.  
iii. Trade in spices.  
4. Since Ladakh is covered with snow for most parts of the year, therefore very little agriculture is possible here.  
5. The British Army Officer Dyer had commanded his troops to enter into the Jallianwala Bagh on Baisakhi Day (April 13) and opened fire without a warning to the unarmed protestors. The Bagh enclosed from all four sides with buildings, had only one main entrance that was blocked by Dyer's troops. Many of them jumped to death in a well inside the bagh.

### Lesson – 2 : Diversity and Discrimination

- A.** 1. (a)                                      2. (b)                                      3. (c)
- B.** 1. stereotype                              2. Dec 3rd                                      3. Ambedkar

4. The Brahmans, the Kshatriyas, the Vaishyas, the Shudras
5. prejudice
- C. 1. True                      2. False                      3. True
4. False
- D. 1. Consitution is set of rules for government often in the form of a written document that establishes principles of an autonomous political entity.
2. Mahars were poor people who owned no land. They lived in the outskirts of the village and were not allowed to enter into the village.
3. Dalits are formerly known as untouchable– a person outside of the four varnas and considered below of all and polluting. Dalits include as leather - workers, scavengers, tanners, agricultural labourers.
4. According to constitution – “Liberty without equality is meaningless. Every citizen of India is treated equally before law and is ensured equal protection.”
5. Mahatma Gandhi faced discrimination directed at black South African and Indians. One day in the court at Durban he was asked to remove his turban by the magistrate. On another incident he was thrown off a train when he refused to move from first class to third class.
6. Our constitution prohibits beggar and other forms of forced labour. It also prohibits selling and buying of human being. According to right against exploitation human trafficking is a criminal offence.
7. The basic features of the Indian Constitution are sovereign, democratic, republic, justice, liberty, equality and fraternity.

### **Lesson – 3 : What is Government?**

- A. 1. (c)                              2. (a)                              3. (c)
4. (b)
- B. 1. True                              2. True                              3. False
4. True                              5. True

- C. 1. people                      2. voting                      3. India  
 4. eighteen                      5. state, union                      6. country  
 7. democratic
- D. 1. **Suffrage movement** – The term ‘Suffrage’ means right to vote. This movement refers to the participation of women in government all over Europe and USA. It ensured both genders have equal rights to form a government.
2. **Universal Adult Franchise** – Universal Adult franchise means that all adult citizens of the country have the right to vote irrespective of their economic status, caste, gender or religion.
3. **Democracy** – Democracy is defined as the government by the people, for the people and of the people.
4. **Monarchy** – A monarchy is defined as a rule by a king or queen. In this type of government power is transferred from one king to another on the basis of inheritance.
5. **Parliament** – A parliament is a legislative body of government. It consist of the group of people who are elected to make and change the laws of country.
- E. 1. Government plays an important role in our lives. Some of these are –
- i. The government takes decisions on various social issues.
  - ii. It maintain the rules and regulations so that everyone can live in harmony.
  - iii. It ensures that all its citizens get enough to eat.
  - iv. The govt. maintains cordial relations with country.
2. Laws are meant for safety and welfare of people. It is important for people to follow laws to avoid chaos and maintain order. In the absence of laws there will be inequality in society.
3. EVM – EVM stands for electronic voting machine. The Election Commission has started using EVM to ensure free and fair elections. Each machine has the

name and symbols of the candidates in a constituency. In EVM the voter has to press the button to vote for the candidate of his/her choice.

#### **Lesson – 4 : Elements of Democracy**

- A.** 1. (b)                      2. (c)                      3. (b)
- B.** 1. written                      2. minority                      3. law  
4. 1994                      5. Zulu                      6. Karnatka
- C.** 1. False                      2. True                      3. False  
4. True                      5. True
- D.** 1. Due to the age-old caste system, there has been a long history of inequality in India. Many people from the downtrodden section did not even get the basic human rights. But after independence, the government laid guidelines to remove inequality and injustice from the society. Social justice is treating every citizen equally irrespective of their caste, religion and gender.
2. When different social groups do not go along well with each other, it results in conflicts. Conflicts arises due to the difference in opinions, views and ideas of different social groups.
3. The main dispute between Karnatka and Tamil Nadu is on sharing of water of River Couvery. Both the states seldom agree on settlements regarding sharing the river water.
4. Elections are the way to ensure people's participation is formation of government. If people are satisfied with the performance of the present govt. then the govt. gets reelected to serve another five years. If people are not satisfied, then the new govt. is elected.
5. The minority status is given to those communities that are socially and economically backward and are also less in numbers. Example – Adivasis .

## Lesson – 5 : Panchayati Raj

- A.** 1. (a)                      2. (a)                      3. (a)
- B.** 1. five                      2. Gram Sabha                      3. wards
- C.** 1. (d)                      2. (c)                      3. (e)  
4. (a)                      5. (b)
- D.** 1. False                      2. False                      3. True  
4. True                      5. False
- E.** 1. The main functions of Gram Panchayat are –
- i. It looks after the construction and maintenance of public facilities like water, electricity, roads, etc.
  - ii. The Gram Panchayat levies and collect local taxes from village market.
  - iii. It also executes govt. schemes related to generating employment in the village.
2. **Gram Sabha** : The meeting of all the adults of a Gram Panchayat is called the Gram Sabha. It is the place where all plans for the work of the Gram Panchayat are presented before the people. Its functions to check and monitor the working of Gram Panchayat.
3. The three levels of the Panchayati Raj are –
- i. **Gram Panchayat** : It is composed of elected members. The tenure of this panchayat is five years.
  - ii. **Block Panchayat or Panchayat Samiti** : This is the local government body at the tehsil or block level. All the village under a tehsil form the Development block. It has many gram panchayts under it. This Panchayat work as a link between the Gram Panchayat and Zila Parishad.
  - iii. **Zila Parishad** : This is the top tier of the Panchayati Raj System. It is headed by an officer from the IAS Cadre. Its function is to look after the working of all the Panchayat Samitis and Gram Panchayats under the district.

4. The main functions of Zila Parishad are –
  - i. Executing various welfare programmes in the district.
  - ii. It also renders advice to the Govt. with regard to implementation of development schemes.
  - iii. It is also responsible for maintenance of primary and secondary schools, hospitals, dispensaries, minor irrigation works etc.
5. The sources of funds for the Gram Panchayat are –
  - i. Collection of taxes on houses, market places etc.
  - ii. Government scheme funds
  - iii. Donations for community works.
6. **Gram Sabha** : The meeting of all the adults of a Gram Panchayat is called the Gram Sabha. It is the place where all plans for the work of the Gram Panchayat are presented before the people. It functions to check and monitor the working of Gram Panchayat.

### Lesson – 6 : Rural Administration

- A.** 1. (a)                      2. (c)                      3. (d)  
 4. (a)                      5. (c)                      6. (c)
- B.** 1. revenue                      2. District Magisterate  
 3. complaints                      4. tehsils  
 5. patwari
- C.** 1. (a)                      2. (b)                      3. (e)  
 4. (c)                      5. (d)
- D.** 1. True                      2. True                      3. True  
 4. False
- E.** 1. The main responsibility of Tehsildar is maintaining the record of the crop grown at every harvest.  
 2. The revenue department ensure that records are properly kept and land revenue is collected. The revenue department makes the students obtain their caste certificates.

3. . Patwari is the person whose main task is to measure land and keep land records. He also update these records.
  - . Each Patwari is responsible for group of villages.
  - . The Patwari organise the collection of land revenue from the farmers and provide information to the govt. about the crops grown in the area.
4. Hindu Succession Amendment Act 2005 brought females on the same level with males. In this law sons, daughters and their mothers can get an equal share in the land. This step has been taken to empower the women of India. Now with this act women can enjoy their independent status with equal rights.

### **Lesson – 7 : Urban Administration**

- A.** 1. (d)    2. (b)    3. (c)  
4. (b)
- B.** 1. Mayor    2. complex    3. collecting  
4. ward
- C.** 1. (c)    2. (e)    3. (a)  
4. (b)    5. (d)
- D.** 1. True    2. False    3. True  
4. False
- E.** 1. Taxes is the money citizens pay to the government to get services like schools or hospitals, water and electricity etc.
2. People from each ward elect a councillor. He is known as Ward Councillor. The Ward Commissioner and the administrative staff are appointed by the government. The commissioner and the staff are responsible for implementing the decisions taken by councillors and committees.
3. The two department of municipal corporation are –
  - . Sanitation department looks after maintaining

- cleanliness in the city.
  - . Health department looks after health issues.
4. The main functions of ward councillors are –
- . They make budget and spend money as per budget provisions.
  - . They put the demands of their ward before the entire council.
  - . They take decision.
- Administrative staff implement the policies and decisions taken by the ward councillors.
5. In order to cut costs, the municipalities now give contract of various works to private operators. This is called subcontracting. These workers are not on the payroll of the municipality. Subcontracting has helped in increasing efficiency but at the same time it has worsened the situation of the workers.

### Lesson – 8 : Rural Livelihood

- A.** 1. (b)                      2. (a)                      3. (c)
- B.** 1. farming                      2. employment
3. fishing                      4. food corporation of India
- C.** 1. The different types of livelihood are –
- i. **Farming** : This group consists of villagers who carry out farming activities on lands. They harvest crops and sell them in market.
  - ii. **Animal Husbandry** : Some farmers rear cattle in order to supplement their income. They usually sell milk or are engaged in poultry farming.
  - iii. **Fishing** : Fishing families usually live close to sea. They sell fish to earn their living.
  - iv. **Other occupations** : Provisional stores, medicine and cloth shops, cycle repair shops, etc. Some people provide basic services like barbers, nurses, teachers, etc.
2. Farming in India generates employment on seasonal basis. Not being able to earn money throughout the



- year forces people in rural areas to travel long distances in search of work. This is called Migration.
3. Terrace farming is the method of growing crops on sides of hills or mountains by planting on graduated terraces built into the slope.
  4. To earn enough money to barely survive the farmers borrow money from moneylenders for seeds fertilisers, etc. and are at great risk of being in debt. When these farmers are unable to repay the money and interest, this forces them to commit suicide.
  5. Various factors that can destroy crops are –
    - i. Unusual weather patterns, such as drought, prolonged rainy season etc. can ruin crops.
    - ii. Pests
    - iii. Absence of mechanized farm equipment also effects the agricultural productivity.
    - iv. Lack of proper fertilization.
  6. The farm produce do not fetch attractive prices during harvest season. Farmers are usually forced to sell their produce at throwaway prices. Sometimes the middlemen and money lenders force them to sell at cheaper rates. Lack of proper storage facilities is another reason that forced farmers to sell their crops at lower prices.

### **Lesson – 9 : Urban Livelihood**

- |           |  |               |
|-----------|--|---------------|
| <b>A.</b> | 1. (a)                      2. (b)   | 3. (d)        |
|           | 4. (d)   |               |
| <b>B.</b> | 1. one crore, urban areas  | 2. fixed      |
|           | 3.   | 4. big        |
|           |  | 5. livelihood |
| <b>C.</b> | 1. True  | 2. False      |
|           | 4. False   | 3. False      |
| <b>D.</b> | 1. The business persons manage their own shops and business. They are not employed by anyone. But they do employ a number of workers as supervisors and helpers. |               |

2. Two main drawbacks of casual workers are –
  - i. Their job is not permanent. Most of them are paid according to the work done.
  - ii. The wages are very low and they cannot complain about working conditions.
3. A Call centre is a centralised office that deals with problems and queries that consumer have regarding good purchased or services like banking, online shopping, etc. India has become a major centre for both Indian and foreign companies.
4. a. **Labour Chowk** : The people who do not have any skill work as daily wage earners. Labour Chowk is the area where labourers converge early in the morning in the hope of finding some work. They are mostly engaged in work like, cleaning, digging etc.  
b. **Regular Employment** : Regular employment consists of two types of job - Government jobs and jobs in Private companies. People who work as permanent workers usually get good salary and secure job. They get a fixed salary every month and other benefits like medical, leaves, retirement, etc.

**Geography****Lesson – 1 : Environment**

- A.** 1. (c)    2. (d)    3. (d)  
4. (d)
- B.** 1. gases, water vapour    2. Human beings  
3. Environment    4. Lithosphere
- C.** 1. True    2. False    3. True  
4. True
- D.** 1. (d)    2. (a)    3. (b)  
4. (c)
- E.** 1. People, places, things and nature that surround any living organism are called environment.  
2. Hydrosphere is derived from two words - 'Hydos' which means water and 'sphaira' means sphere. The domain of water is called the hydrosphere. It consists of different types of water bodies like river, lakes, seas and oceans.  
3. Atmosphere is a thin layer of air that surrounds the earth. It protect us from the harmful rays and scorching heat of the sun.  
4. With the gradual passage of time human beings began to change the environment to suit their needs. They developed new methods and technologies to change the environment. The few major changes are -  
. Growing crops  
. Domesticating animals  
. Leading a settled life
- F.** 1. Man, continuously tries to make life more comfortable for himself. For this he has modify the environment by –  
. Using natural resources to build houses and to make clothes.  
. To grow food through agriculture.

- . To develop various modes of transportation
2. All plants, animals and human beings depend on their immediate surroundings. They are often interdependent. This interdependence among living beings and between living beings and non-living things makes the ecosystem. They all are linked by the transfer of energy and material.  
For ex- plants and trees provide food and shelter to several animals and birds. Animals and birds intern carry pollen grains and seeds and through this way seeds of plants are scattered far and wide.
  3. Introduction of Industrial revolution leads to large scale production of goods, trade and commerce, barter system etc; Increase use of information technology has made long distance communication easier and faster. All this brought a change in interaction between human beings and surroundings.

### Lesson – 2 : Inside the Earth

- A.** 1. (d)                      2. (c)                      3. (d)  
4. (c)                      5. (b)
- B.** 1. magma                      2. inside, outside  
3. material                      4. nickel, iron
- C.** 1. True                      2. True                      3. False  
4. True
- D.** 1. (d)                      2. (e)                      3. (f)  
4. (a)                      5. (b)                      6. (c)
- E.** 1. The Outermost layer of the earth is the thinnest layer made up of various types of rocks, this is called crust.  
2. The word igneous is derived from latin word ‘ignis’ which means fire. The rocks formed by the solidification on the cooling of molten magma are called igneous rocks.  
3. The layer just below the crust is highly viscous and thickest layer is called mantle. This layer consists of magma.

4. The remains of dead plants and animals trapped in the layer of rocks are called fossils.
- F.**
1. Minerals are naturally occurring substances. They are used as –
    - . fuels, for ex. – coal petroleum and natural gas.
    - . They are used in industries for making medicines, fertilisers and many other items.
  2. The earth is made up of several layers of material arranged on top of each other.
    - i. **Crust** – The outermost layer is made up of rocks called the crust. It is further classified as :
      - Oceanic Crust* – made up of silica and magnesium.
      - Continental Crust* – made up of silica and alumina.
    - ii. **Mantle** – This is the thickest layer made up of magma.
    - iii. **Core** – The core below the mantle is divided to outer and inner core. The materials in the outer core are in a liquid state.
  3. The inside and outside of the earth undergoes changes constantly. Therefore it is called a dynamic planet.
  4. The process of changing of rocks due to certain conditions is called the rock cycle :
    - . When lava cools down it solidifies to form igneous rocks while sedimentary rocks are formed when igneous rocks are broken into small particles.
    - . When these rocks undergo heat and pressure they change to form metamorphic rocks.
    - . Metamorphic rocks under great heat & pressure further melt to form molten magma.
    - . This magma again cools down and form igneous rocks.
- G.**
1. Igneous and sedimentary rocks change their form to

metamorphic rocks under great heat and pressure. Therefore clay becomes slate after metamorphosis.

2. We cannot go to the centre or core of the earth because of intense heat and the long distance of 6000 kms from the ocean floor to the core.

3. ***Distinguish between***

***Intrusive Igneous rocks :***

- i. These are formed when molten magma cools inside the earth's crust.
- ii. These rocks cools down slowly.
- iii. They forms large grains.
- iv. Example : Granite

***Extrusive Igneous rocks :***

- i. These are formed when molten magma cools on earth's surface.
- ii. They cools down rapidly.
- iii. They have fine grained structure becomes solid.
- iv. Example : Basalt.

**Lesson – 3 : Changing face of the Earth**

- A.** 1. (a)                      2. (a)                      3. (a)  
4. (b)                      5. (b)
- B.** 1. erosion, deposition  
2. flood plain              3. loess                      4. tectonic  
5. volcano                      6. focus
- C.** 1. True                      2. True                      3. False  
4. False                      5. False
- D.** 1. As the cracks became larger and bigger only the roof of cave remains which forms sea arches. Due to further erosion roofs are broken leaving only the walls. These wall like structures are called stacks.  
2. When the river floods, it deposits layers of fine soil called silt and sediments. This leads to formation of flat and fertile plain.  
3. The rocks have such a shape because the winds erode

the lower section of the rock more than the upper part.

- E.**
- |                |                     |              |
|----------------|---------------------|--------------|
| 1. Waves       | 2. Meanders         | 3. Ice       |
| 4. Glaciers    | 5. Waterfall        | 6. Sea Caves |
| 7. Levees      | 8. Ocean            | 9. Desert    |
| 10. Sand dunes | 11. Flood plain     | 12. Stream   |
| 13. Sea cliff  | 14. Soil and stones |              |
| 15. Oxbow lake | 16. loess           |              |
| 17. Sea cliff  | 18. Delta           |              |
- F.**
1. An opening in the earth's crust that allows hot molten lava, ash and gases to escape from below the surface is called a volcano.
  2. The impact of an earthquake can be minimized if we are prepared in advance. Some of them are –
    - i. Take shelter under a kitchen counter, table or desk.
    - ii. Avoid areas around chimneys, fire places, window including mirrors etc.
  3. When speed of water is slow it starts depositing load due to which each of its distributary forms its own mouth. A collection of sediments from all the mouths forms a delta.
  4. Glaciers moraines are formed by the deposition of the material carried by the glacier such as rocks, sand and silt.
- G.**
1. An earthquake is a sudden shaking and trembling of the earth. This cause the movement of a series of shock waves on the earth's surface. Every earthquake has a focus and an epicenter. The point of origin of earthquake is called its focus. The location where the damage is maximum is called its epicenter.
  2. Wind is an active agent of erosion and deposition in the deserts. Different landforms in desert are formed by the action of winds :
    - i. When wind erodes the lower section of rocks, mushroom rocks are formed.

- ii. Blowing and stopping of wind forms low hills called sand dunes.
  - iii. Wind carries the fine grains of sand over very long distance. Deposition of these fine particles of sand in large areas forms loess.
3. River is an active agent of erosion and deposition on the land forms :
- i. Running water of river erodes the landscape.
  - ii. When rivers tumbles at steep angle waterfall is formed.
  - iii. When the river enters the plain, it twists and turns which forms a cut off lake called as Ox bow lake.
  - iv. When the river overflows, it deposits layers of fine soil, this leads to formation of plains.
  - v. The raised banks of river are called levees.
  - vi. When the river approaches the sea, it becomes very slow and break into a number of streams called distributaries.
  - vii. Each distributary joins and forms a Delta.
4. The erosion and deposition of water in the form of sea waves leads to formation of coastal land forms. Sea waves continuously strikes on rocks which forms the sea caves. As these cavities bigger only roof of cave remain forming sea arches. Further erosion leaves wall like structures called stacks. The sea waves deposit sediments along the shores forming beaches.
5. Due to continous erosion and deposition along the sides of meander, the ends come closer and closer. Over a course of time the meander loop cuts from the river and forms a cut off lake. This lake is called an ox-bow lake.

#### **Lesson – 4 : Air**

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



- B.** 1. Thermosphere      2. Rain guage  
3. temperature      4. atmosphere
- C.** 1. True                  2. True                  3. False  
4. False                  5. False
- D.** 1. (d)                    2. (e)                    3. (a)  
4. (b)                    5. (c)
- E.** 1. The incoming solar energy intercepted by earth is called Insolation.  
2. Temperature is the degree of hotness or coldness in the air.  
3. When water evaporates from land and different water bodies due to heat of sun, it becomes water vapour.  
4. Cold air is dense and heavy. It sinks down easily. When hot air rises, cold air from surrounding area fills the gap.
- F.** 1. Zero to maximum                  2. Precipitation  
3. Loo    4. Weather  
5. Rain                                        6. Peepal  
7. Atmosphere                              8. Carbon dioxide  
9. Barometer                                10. Ultraviolet rays  
11. Exosphere                                12. Air  
13. Fog                                        14. Oxygen  
15. Wind                                      16. Thunderstorm  
17. Noon                                       18. Ozone Gas  
19. Cloudy skies
- G.** The sun is directly overhead places lying between the Tropic of cancer and Tropic of Capricorn. Therefore, only these places receive direct rays of the sun and have more insolation. Places outside the two tropics receive on slanting sunrays which are less heated therefore insolation decreases towards the poles.
- H.** 1. Moisture in the air at any time is called humidity. On a humid day, the air has a high content of water vapour in it. Therefore it absorbs the water from the wet clothes more slowly. Therefore clothes take longer to dry on a humid day.

2. Nitrogen gas is most abundant in air. Plants need nitrogen to make protein. As plants cannot take nitrogen from air directly, bacteria present in soil and roots of plants change it in the form that can be utilized by plants.
3. The atmosphere is a mixture of many discrete gases. The majority of the atmosphere is made up of nitrogen (78%), oxygen (21%), carbon dioxide (0.03%), Argon (0.93%) and other gases like helium, hydrogen and ozone.
4. Air pressure is defined as the pressure exerted by the weight of air on earth's surface. Where the temperature is high, the air gets heated up and rises creating a low pressure area. Where the temperature is low the air is cold and therefore heavy. This heavy air sinks and creates a high pressure area.

### **Lesson – 5 : Water**

- |           |        |        |        |
|-----------|--------|--------|--------|
| <b>A.</b> | 1. (b) | 2. (a) | 3. (c) |
|           | 4. (b) | 5. (a) | 6. (b) |
- B.** 1. navigation                  2. caspian
3. tides, currents        4. terrarium
5. evaporation
- |           |        |        |        |
|-----------|--------|--------|--------|
| <b>C.</b> | 1. (d) | 2. (a) | 3. (e) |
|           | 4. (b) | 5. (c) |        |
- |           |         |          |         |
|-----------|---------|----------|---------|
| <b>D.</b> | 1. True | 2. False | 3. True |
|           | 4. True | 5. False |         |
- E.** 1. Two types of tides formed are Spring tides and Neap tides.
2. High tide occurs when water covers much of the shore by rising to its highest level.
3. A terrarium is an artificial enclosure for keeping small house plants.
4. When the water on the surface of ocean rises and falls alternatively, they are called waves. They are formed when winds scrape the ocean floor.

- F.**
1. Ocean currents are the streams of water flowing continuously on the ocean's surface in definite directions. They influence the temperature conditions of the area. Warm currents brings warm temperature over land surface and cold current result in cold temperature.
  2. High Tides are useful in the following ways –
    - i. They help in navigation. Due to raise water level the ships arrive at the harbour easily.
    - ii. They help in fishing as fish come closer to shore during high tides.
    - iii. Tides are being used for generating electricity.
  3. Three fourth of the earth's surface is covered by water. But most of this water is available as saline water in oceans and seas. Water resources can be classified into
 

*Fresh water resources* – River, ponds, springs, glaciers, groundwater, etc.

*Salty water resources* – Ocean bodies and seas.
  4. Ocean currents are the streams of water flowing continuously on the ocean's surface in definite directions. They influence the temperature conditions of the area. Warm currents brings warm temperature over land surface and cold current result in cold temperature.
  5. Tsunami brought large scale destruction in the Indian Ocean on 26 Dec. 2004. It was due to an earthquake of magnitude 9.0 on richter scale. Some of the islands in the Indian ocean got completely washed away. The destruction killed more than 10000 people and affected more than one earn houses.

**Lesson – 6 : Natural Vegetation / Wildlife**

- A.**
- |        |        |        |
|--------|--------|--------|
| 1. (a) | 2. (a) | 3. (b) |
| 4. (a) | 5. (a) | 6. (c) |
| 7. (a) | 8. (c) | 9. (a) |
- B.**
1. Tropical / Thar desert

2. transpiration                      3. lungs  
 4. orchards of the world
- C.** 1. True                      2. True                      3. False  
 4. False                      5. True
- D.** 1. (e)                      2. (b)                      3. (c)  
 4. (d)                      5. (a)
- E.** 1. **Wildlife** : Animals which live in their natural habitat are called wildlife.  
 2. **Tundra** : Cold polar regions refer to the Tundra Vegetation.
- F.** 1. Shrubs are found in dry deserts. Tropical deserts are the driest and hottest places on earth where the rainfall is very scanty and irregular.  
 2. Prairies of North America are temperate type of grasslands.  
 3. Savannahs are the tropical grasslands found in Africa.  
 4. Thorny bushes are found in dry desert regions. These are found in the areas of scanty rain and scorching heat.  
 5. Citrus fruits are grown in areas of mediterranean vegetation. These regions experience dry summers and mild rainy winters.
- G.** 1. Tropical Deciduous forests are the monsoon forests. They are found in the large part of India. These regions experience seasonal changes. Trees shed leaves in dry season to conserve water.  
 2. Grasslands are classified into two types –  
 i. **Tropical grasslands** : These grasslands are located near the equator. The climate is usually hot and dry, through out the year and the rainfall vary from heavy to moderate.  
 ii. **Temperate grasslands** : These are covered by short and nutritious varieties of grasses and are located to the north of tropic of Cancer and south of Tropic of Capricorn. These grasslands receive very little rainfall and experience hot summers and cold winters.

3. Mediterranean regions are known as ‘Orchards of the world’ because of their fruits cultivation. The trees in this region adapt themselves to dry summers with the help of their thick barks and wax coated leaves which reduces transpiration.
4. ***Tropical Evergreen Forests***
  - i. These are also called tropical rainforests.
  - ii. The trees do not shed their leaves altogether.
  - iii. These regions experience heavy rainfall.
  - iv. Ex. - Rosewood, Ebony.
- Tropical Deciduous Forests***
  - i. There are also called monsoon forests.
  - ii. Trees shed their leaves in dry season.
  - iii. These regions experience seasonal changes.
  - iv. Ex. - Sal, Teak, Neem.
5. Coniferous forests are used for –
  - i. The woods of these trees are used for making pulp which is used for manufacturing paper and newsprint.
  - ii. Also used for making matchboxes and packing boxes.

**H.** The thickness of vegetation depends upon the availability of water and fertility of the soil. These vary from place to place and therefore the type and thickness of vegetation also varies.

### **Lesson – 7 : Human Environment**

- |                       |                                |          |
|-----------------------|--------------------------------|----------|
| <b>A.</b> 1. (c)      | 2. (a)                         | 3. (d)   |
| 4. (a)                |                                |          |
| <b>B.</b> 1. Flyovers | 2. St. Petersburg, Vladivostok |          |
| 3. site               | 4. Temporary                   |          |
| 5. Slanting           |                                |          |
| <b>C.</b> 1. (b)      | 2. (e)                         | 3. (d)   |
| 4. (a)                | 5. (c)                         |          |
| <b>D.</b> 1. True     | 2. True                        | 3. False |
| 4. False              | 5. True                        | 6. False |

- E.** 1. The location where people construct buildings or develop a settlement is called a site.
2. Roads may be metalled or unmetalled –  
**Subways** : Roads built underground are called subways or underpaths.  
**Flyovers** : These are built over raised structures.  
**Highways** : National, State or Express ways that connects different states and cities.
3. Waterways are the cheapest means of transportation. These are of two types :  
**Inland Waterways** : Navigable rivers and lakes are used as inland waterways.  
**Sea routes** : These are oceanic routes used for transporting goods from one country to another.
- F.** 1. Two types of settlement are –
- i. **Temporary or Permanent Settlement** : Settlements that are occupied for a short time are temporary settlements. Houses build to live in are permanent settlements.
  - ii. **Rural and Urban settlement** : Rural settlement are villages where the people are engaged in agriculture and allied activities. Urban settlements include towns and cities.
2. The railways is beneficial to us in many ways –
- i. Railways are economical and faster.
  - ii. Superfast trains make the journey faster.
  - iii. It is developed in plain areas as well as hilly terrain.
3. The advancement and development in communication has brought information revolution. We have gone beyond the wired means of communication to wireless means such as cellular phones. Satellites also have made communication easier by enabling audio and video transmission. Internet has made our life much more easier. All our requirements can be fulfilled with a click of mouse. All these things justify that today's world is shrinking.

4. Communication is the process of conveying messages to other by speech, writing or signs. Communication serves twin purpose of educating and entertaining. Mass Media like newspapers, radio, televisions are used to communicate to a large number of people. Electronic mails, satellites, Internet, Social Media are some other advancements in the field of communication.
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**G. 1. *Waterways :***

- i. Transportation is not so costly as compared to airways.
- ii. Slow means of transportation.
- iii. Use of boats and ships.

***Airways :***

- i. fastest means of transportation
  - ii. Expensive
  - iii. Use of aircrafts
2. Personal communication is between person to person. Mass communication is along masses. It refers to media like TV, internet, radio, etc.

## Lesson – 8 : Life in the tropical and subtropical region

- A.** 1. (c)                      2. (c)                      3. (d)  
4. (a)                      5. (c)
- B.** 1. Maloca                      2. Rainforests    3. Tea  
4. Amazonas
- C.** 1. (c)                      2. (d)                      3. (a)  
4. (e)                      5. (b)
- D.** 1. Dumping of untreated industrial and urban wastes having high amount of chemicals are killing the species (blind dolphin) in large numbers.  
2. Bromeliads are special plants that store water in their leaves.  
3. The Amazon Basin stretches directly on the equator and is characterized by hot and wet climate throughout the year. It rains almost everyday here. The temperature and humidity is high during the day. Temperature decreases during night but humidity is high.  
4. Since crop of paddy requires sufficient water to grow. It is grown in the areas where rainfall is high ie. Ganga, Brhamputra plains.
- F.** 1. Since it rains heavily in this region, the forests are very thick. The forests are so dense that sunlight does not reach the land. Hence the land is damp and dark. Toucans humming birds, birds of paradise are found here. Monkeys, sloths, ant eating tapirs, reptiles and snakes, crocodiles, pythons are found here.  
2. The main features of Ganga Brhamputra Basin are –  
i. The main climate is monsoon climate.  
ii. The basin has a varied topography.  
iii. Agriculture is the main occupation. The main crop grown is paddy.  
iv. The delta is covered with mangrove forests.  
v. There is wide variety of wildlife in the basin.  
3. It is a way of cultivating land in which farmers cultivate a piece of land by slashing/cutting the trees



and bushes. These are then burnt which releases the nutrients in the soil. New crops are grown in this cleared field for few years.

4. Rainforests are depleting fastly because they are being cut down faster than they can regrow and more land is needed for human settlements.
5. Since crop of paddy requires sufficient water to grow. It is grown in the areas where rainfall is high ie. Ganga, Brhamputra plains.

### Lesson – 9 : Life in Temperate Grasslands

- A.** 1. (c)                      2. (c)                      3. (a)  
4. (c)                      5. (b)                      6. (a)
- B.** 1. bush velds    2. prairies  
3. mild, Indian ocean                                      4. sheep
- C.** 1. False                      2. True                      3. False  
4. True
- D.** 1. (d)                      2. (a)                      3. (e)  
4. (b)                      5. (c)
- E.** 1. Chinook is a hot wind that blows in winter in the prairies region.  
2. Vast uplands covered by grasses are called grasslands. Ex-Steppes in Eurasia, downs in Australia etc.  
3. The temperate grasslands of North America are called Prairies. The summers are warm and thick blanket of snow covers the region in winter season. These are practically treeless. The Prairies are also called the Area granaries of the world due to surplus wheat production.  
The temperate grasslands of South Africa are called Velds. The velds are rolling plateaus. The climate in the velds is mild due to influence of Indian ocean. Red grasses grow in bush velds.
4. The climate in velds is mild due to the influence of Indian Ocean. Winters are cold and dry. July is the

coldest month. Summers are short and warm. Rainfalls occurs in the months of November to February.

- F.** 1. The people of this region are very industrious and have successfully harnessed technology to utilize its natural resources. With the development of railway, settlement began to increase in the Prairies. People in Prairies are mostly engaged in dairy farming and food processing industries.
2. The people of velds are involved in cattle rearing, dairy farming and mining activities. Mining of gold and diamond is a major occupation of people of this region.
- G.** 1. Sheep rearing is the most important activity of the people of velds. Sheep is bred mainly for wool and this has given rise to wool industry in the velds.
2. Scientific methods of cultivation have made North America a surplus producer of food grains. The Prairies are called granaries of the world due to surplus wheat production.

### **Lesson – 10 : Life in Deserts**

- A.** 1. (b)    2. (b)    3. (a)  
4. (b)
- B.** 1. cheese and butter    2. Indus  
3. Zoji La    4. Ladakh
- C.** 1. True    2. True    3. False  
4. True    5. False
- D.** 1. (d)    2. (e)    3. (a)  
4. (b)    5. (c)
- E.** 1. The oasis in the Sahara and the Nile valley in Egypt supports settled population since water is available people grow date palms, rice, wheat, barley and beans.
2. The day temperature in Sahara is as high as 50°C. Sky is cloudless and clear. The nights are freezing cold with temperatures nearing zero degree celcius.

3. Ladakh is a cold desert in India, lying in the Great Himalayas on the eastern side of Jammu and Kashmir. It is enclosed in the north by Karakoram range and in the south by Zaskar range.
  4. Depressions are formed when the wind blows away the sands. In the depressions where underground water reaches the surface oasis is formed.
- F.**
1. **Flora** – Because of extreme dryness, the vegetation is sparse. There are scanty patches of grasses and shrubs. The valleys have groves of willows and poplars.  
**Fauna** – Several species of birds such as robins, redstarts, tibetian snowcock, raven and hoppers are common. The animals include wild goats, wild sheep, yak and special kind of dogs.
  2. The Sahara desert has been inhabited by different groups of people who are engaged in different activities. Bedouins and Tuaregs are nomadic tribes. They wear robes to protect them from harsh climate of desert.



Prithvirajraso throws light on military, political and social conditions of this period. The accounts of foreign travellers gives a vivid and true picture of events that happened during the reign of particular ruler.

4. The important changes that took place during medieval period are –
  - . spread of peasant societies.
  - . the rise of peasant and imperial state formations.
  - . the development of Hinduism and Islam as major religions.
  - . the arrival of european trading companies

### **Lesson – 2 : New Kings And Kingdoms**

- A.** 1. (c)                                  2. (a)                                  3. (c)  
4. (d)                                  5. (d)                                  6. (c)  
7. (d)                                  8. (c)                                  9. (a)  
10. (a)
- B.** 1. Gujarat                                  2. Gahadavalas  
3. Vellala                                  4. Brahmanas  
5. Tribhuvan Chakravartin   6. Kitab-Al-Hind
- C.** 1. False                                  2. True                                  3. True  
4. True                                  5. True
- D.** 1. (e)                                  2. (a)                                  3. (f)  
4. (d)                                  5. (c)                                  6. (b)
- E.** 1. Rashtrakutas  
2. Kadamba Mayurasharman  
3. The Pallava dynasty was a South Indian dynasty that existed from 275 CE to 897 CE Pallavas became a major power during the reign of Mahendravarman I and Narshimavarman. Pallavas were noted for their patronage of architecture. Pallavas were followers of Hinduism and made gifts of land to gods and Brahmins.  
4. The Pandyan dynasty was an ancient Tamil dynasty of south India. The Pandyan empire was home to

temples. The Pandya kings were called Jatavarman.

5. The Chola dynasty was one of the longest ruling dynasties in history. The heartland of cholas was the fertile valley of the Kaveri river. Under the rule of Rajaraja Chola I and Rajendra Chola I dynasty became a military economic and cultural power in South Asia.
- F.**
1. Various types of land were to use as follows –
    - . Lands gifted to Brhamanas – Brahamadeya
    - . Land of non Brahaman – Vellanvagai
    - . Land for school – Shalabhoga
    - . Land gifted to temples – Devadana
    - . Land donated to Jaina institutions – Pallichchhandam
  2. The architecture and scriptural marvels of the Chola period includes the big temples of Thanjavur and Gangaikonda Cholapuram. Temples were the hub of social, cultural and economic life as well.
  3. With the spread of irrigated agriculture, settlements of peasants called ‘ur’ became prosperous. Group of such villages formed larger units called Nadu. These performed the administrative functions of justice and collecting taxes.
  4. Rashtrakutas were initially subordinate to the Chalukyas. Dantidurga, a Rashtrakuta chief overthrew his chalukya overlord in the mid eighteenth century. He performed a ritual called hirnya-garbha which means the golden womb. In some cases men from enterprising families carved out kingdoms using their military skills.
  5. The Chahamanas later known as Chauhans ruled over the regions of Delhi and Ajmer. Prithviraja III who ruled during the period 1168-1192 was the best Chahmana ruler. He defeated an Afghan ruler Sultan Muhammad Ghori in 1191.
  6. The control of the Cholas from Uraiyur to Thanjavur was done by Vijayalaya. In the mid ninth century he

captured the delta from Muttarayar and built the town of Thanjavur and also a temple. The kingdom grew in size and power with the conquest of neighbouring. The Pandyas and Pallavas became part of Chola kingdom.

### Lesson 3 : The Delhi Sultanate (1206–1526 AD)

- A.** 1. (a)                      2. (a)                      3. (a)  
 4. (a)                      5. (c)                      6. (b)  
 7. (e)                      8. (b)
- B.** 1. (d)                      2. (c)                      3. (e)  
 4. (f)                      5. (b)                      6. (a)
- C.** 1. True                      2. False                      3. True  
 4. True                      5. False
- D.** 1. Muhammad Ghorī founded the Muslim rule in India.  
 2. Qutub-ud-din Aibak founded the slave dynasty in India.  
 3. The powerful rulers of the slave dynasty were Qutub-Ud-Din Aibak, Iltutmish, Razia Sultan, Nasiruddin Ahmad and Balban.  
 4. Qutub-ud-din Aibak is known as 'lakh baksh.'  
 5. The Qutub Minar was got built by Qutub-Ud-Din Aibak and Iltutmish.  
 6. Adhai-din-ka Jhonpra is in Ajmer.  
 7. Iltutmish was the real founder of the Slave dynasty.  
 8. Razia Sultan was the only lady Muslim ruler of the Delhi Sultanate.  
 9. Jamal-ud-din Yakut was an Abyssinian noble and lover of Razia.  
 10. Chalisa (Turkan-i-chahalgani) was organized by Iltutmish to control over the reign and Balban removed it.  
 11. Sikandar Lodhi founded the city of Agra.  
 12. Paibos and Sijdah were two Persian. The visitor had to kneel and touch the ground with his forehead to pay respect to Sultan while Paibos was the practice

- in which the visitor had to kiss the feet of the Sultan.
13. Muhammad-bin-Tughlaq introduced Token currency.
  14. Muhammad-bin-Tughlaq is known for capital transfer.
  15. Nicolo Conti and Abdur Razaak visited the south India.
  16. Krishan Dev Raya was the most powerful ruler of the Vijaynagar Kingdom.
  17. Hasan Gangu was the founder of the Bahmani kingdom.
- E.**
1. Razia Sultan was the daughter of Iltutmish and was the only and first Muslim lady who ever ruled not only in the Delhi Sultanate but also in India. She ruled for three years and eight months. She dressed herself like of Sultan and began to appear in the court without burka. She led the army in the battle as she was brave and strong. She was killed by her own brother Muizud-din-Bahram in 1240 AD.
  2. Alaud-ud-din-Khilji was the nephew of Jalal-ud-din Khilji and sat on the throne of Delhi in 1296 AD.  
Market Policy: His market arrangement was of unique type. He appointed qualified, skilled and honest inspectors to have control over shopkeepers. Under their superintendant known as Shahna. The shopkeepers were given punishments for measuring or weighing less or realising prices more than fixed of a definite item.  
The spy system had vigil eye over the rates and quality of items sold in the market. Daily information of market was given to the Sultan. Sometimes, the Sultan visited the condition of the market.
  3. Architecture during the period of Vijaynagar: The kings of Vijayanagar kingdom got built the temples like the Vitthalaswami Temple, the Hazara Temple and the Virupaksha Temple at Hampi. Beautiful carvings can be seen in these temples.  
Literature: They were great patron's of literature and



encouraged the use of south Indian like languages like Tamil, Telugu, Kannada and Sanskrit. Krishan Dev Raya was great scholar of Telugu and Sanskrit. Amuktamalyada was composed by him in Telugu. Madhav Vidarak and Sayan were the two poets in his court. Alsani was the great poet of Telugu during his reign.

4. Ghias-ud-din Balban was the advisor of Nasir-ud-din Mahmood and rose to the throne after the death of Nasir-ud-din. He got cut the nearby forests of Delhi and to make it safe, he got set up the police posts. He suppressed the Mewatis. He tried to defend his kingdom from the invasions of Mongol. He abolished the Chalisa and reorganized his army.
5. ***The Bahmani Administration*** : The whole Bahmani kingdom was divided into Taraf (provinces) and each Taraf was governed by a tarafdar or Amir. Wazir (Prime Minister) was the head of the Central government. Wazir-e-Ashraf, the minister of foreign affairs, Amir Jumla, the finance ministers and Sadar-e-Jahan, minister of religious and judicial matters were others.
6. ***The Battle of Talikota (1564 AD-1565 AD)*** : The Muslim rulers of the Deccan viz. Ahmednagar, Golconda, Bijapur organised a union under the leadership of Ibrahim Kutubshah of Golkonda against the Hindu kingdom of Vijayanagar. They attacked the city of Talikota on the bank of the Krishna in 1565 AD. The army of Vijayanagar faced them led by Ramaraja. Ramraja was defeated and killed. The victorious armies of the Muslims set fire to Vijayanagar. Thus the kingdom of Vijayanagar ended.
7. ***The kingdom of Vijayanagar (1336 AD to 1646 AD)*** : The kingdom of Vijayanagar was in the South India. It was founded by Harihara and Bukka, the two real brothers. They also felt the weakness of the Delhi Sultanate and won the Hoysala province in Modern Karnataka near Mysore and declared themselves the

ruler of Vijayanagar in 1336 AD. They made Hastinavati (Hampi) their capital. Three dynasties ruled over the Vijayanagar kingdom for about 230 years.

(i) The Sangama Dynasty (1336 -1485 AD): Harihara and Bukka were the rulers of this dynasty. They ruled from 1336 AD to 1377 AD.

(ii) The Saluva Dynasty (1485 AD-1505 AD) : It was founded by Saluva Narasimha and ruled from 1485 AD to 1505 AD.

(iii) The Tuluava Dynasty (1505 AD-1565 AD): This dynasty was founded by Vir Narsimha and it was ruled from 1505 AD to 1565 AD. He protected the Hindu way of life and checked the advancement of Mohammadens.

- F. 1. **Shahna** : Alaud-din-khilji appointed qualified, skilled and honest inspectors to have control over shopkeepers under their superintendant known as Shahna.
2. **Chalisa** : A group of forty Turkish nobles during the reign of Iltutmish is known as chalisa.
3. **Ulema** : A body of Islamic scholar is known as Ulema.
4. **Token Currency** : The Delhi sultanate ordered to use copper coins in place of silver coins of equal value without any govt. seal. This currency was called as Token currency.

#### Lesson 4 : The Mughals And Their Empire

- A. 1. (a)                      2. (b)                      3. (a)  
4. (c)                      5. (d)                      6. (a)  
7. (a)
- B. 1. (d)                      2. (e)                      3. (a)  
4. (g)                      5. (f)                      6. (c)  
7. (b)
- C. 1. Rana Sang              2. Humayun              3. Rupia  
4. Salah-e-kul            5. 1608 AD

- D.** 1. True                      2. False                      3. True  
 4. True                      5. False
- E.** 1. Zahir-ud-din Muhammad Babar  
 2. Sher Shah Suri                      3. Akbar, the great  
 4. Akbar, the great                      5. Jahangir  
 6. Shahjahan                      7. Aurangzeb
- F.** 1. Babar founded the Mughal dynasty in 1526 AD.  
 2. Sher Shah Suri got built the Grand Trunk Road.  
 3. Battle of Chausa (1539 AD) and Kannauj (1540 AD) were fought between Humayun and Sher Shah Suri.  
 4. First Battle of Panipat was fought in 1526 AD and the second battle of Panipat was fought in 1556 AD.  
 5. Raja Todarmal was the head of the financial matters during the reign of Akbar.  
 6. Rupia, the coin was issued by Sher Shah Suri.  
 7. The Humayunnamah was written by Gulbadan Begum and Akbarnamah was written by Abul Fazal.  
 8. Kubuliat was introduced by Sher Shah Suri in which the farmers provided land records to the government in writing.  
 9. Rana Pratap did not accept the suzerainty of Akbar.  
 10. Historical buildings built by Shahjahan are the Taj Mahal, the Moti Masjid (Agra), Jama Masjid and the Red Fort in Delhi.
- G.** 1. Farid was the childhood name of the Sher Shah Suri. He was born in Punjab in 1472 AD in the home of Hasan, his father. His father was the Jagirdar of Sasaram.  
 He issued the coin called 'Rupia' and fixed standard weights and measures all over the empire.  
 He got build the Grand Trunk Road (G.T. Road) from Peshawar to Calcutta (Kolkata). Besides it, he got built several highways by which communication and trade reached its zenith during his reign.  
 He established Madarsas and Maktab for the development of education.

2. The Second Battle of Panipat (1556) was fought between Bairam Khan, the regent of Akbar and Hemu, the Hindu general of Adil Shah. Bairam Khan pierced an arrow through the eye of Hemu and beheaded. Thus Akbar became the emperor of Mughal dynasty after his father.
3. The Battle of Haldighati was fought between Rana Pratap of Mewar and Man Singh, the general of Akbar in 1576 AD in the field of Haldi Ghati. Rana Pratap was defeated but escaped into the forest and continued the fight. He did not accept the suzerainty of Akbar.
4. Foreign Travellers during the reign of Jahangir: Many European travelers were attracted by the valuable item of trade of India. Hawkins, a representative of East India Company in India came in 1608 AD and stayed for three years here. After it, in 1615 AD, another British ambassador Sir Thomas Roe came to India. Both of those got permission from Jahangir for trade between England and India.
5. Religious Policy of Aurangzeb: Aurangzeb was an orthodox Sunni Muslim emperor. He was called Zinda Pir or a living saint. He was dead enemy of the Hindus, so he demolished their temples and turned them into mosques. He converted the Hindus into the Muslims forcefully. He imposed Jazia on Non-muslims and Zakat on the Muslims. The high posts of the administration were given only to the Muslims which shows his religious discrimination.
6. Reasons of the fall of the Mughal dynasty:
  - i. Rise of independent kingdom like of the Marathas.
  - ii. His religious and Deccan policies.
  - iii. Luxurious and spindrift life of nobles and kings.
  - iv. The vastness of the empire were the main reasons of the fall of the Mughal Empire.
7. Nur Jahan was the queen of Jahangir. Her real name was Mehr-un-Nisa. She was not only very beautiful

but also well intelligent. Her father Ghias Beg belonged to Tehran. She was married to Sher Aafghan, an Iranian who was captured by the soldiers of Jahangir. Later on, Jahangir made her his queen. Her husband was a drinker and used to live a lustful life, so became aware of his empire. He began to rule in the name of her husband Jahangir. She helped by advising him on important matters of the administration. Thus Nur Jahan was a mixture of wisdom, beauty and courage. She used to go for hunting with her emperor and killed lions and cooperated in the battle field. She had much interest in art and education.

8. ***Administration of Akbar*** : The whole empire of Akbar was divided into centre, provinces, parganas and villages. The head of the centre was emperor and looked after the defence, administration and justice. The Dewan was the head of financial matters. The head of the province was subedar, the incharge of law and crime, the provincial dewan looked into the matters of revenue and state budget. Kotwal was the head of city administration. Sikdar was the head of pargana and was responsible for maintaining law and order in the pargana. Amil, Kanoongo and Fotdar were given the rights of revenue collection. Records of revenue and crops and treasury were kept under the Sikdar.

The village administration was carried on by Mukaddam or head who used to maintain the law and order at the village level. Patwari had revenue records and Chowkidar was related to security of the village.

9. **Architecture, Art and Literature during the reign of Shahjahan:** Shahjahan was fond of constructing the buildings. He got build the world famous the Taj Mahal at Agra in the memory of his beloved queen Mumtaj Mahal. The Red Fort and the Jama Masjid in Delhi were also constructed by him. His buildings

are made of marble and red sand stone which are the mixture of the Hindu and the Muslim style of architecture.

Besides it, he got built the Masjid-d-Jahanama (Moti Masjid) at Agra and the Mayur Singhaasana (Takhatetaus) studded with valuable jewels. World famous Kohinoor diamond was studded in it. His son Dara Shikoh was a great scholar of Sanskrit.

Shahjahan was fond of painting. He himself was an expert painter of his time. Muhammad Kadir, Samarkandi, Mirhasan and Chintamani were skilled painters in his court.

During his reign, the Mughal dynasty reached its zenith of prosperity and luxury. Due to the development of art, literature and architecture his reign is known as golden age of the Mughal Dynasty. In 1657 AD, he fell ill and imprisoned in Agra fort by his son Aurangzeb where he died in 1666 AD.

10. Akbar proclaimed a new religion, Din-e-Ilahi in 1582 AD which was based on a synthesis of values taken from different religions like the Hinduism, Jainism, Islam and Christianity; although it could not become popular. Orthodox Muslims were dissatisfied with it. On the other hand, the Hindus were of the opinion that the emperor wanted to destroy their religion. Sulh-e-kul a policy means the principle of peace with all was introduced by Akbar to carry on the administration of a huge empire peacefully with the co-operation of people.

### Lesson 5 : Rulers and Their Architecture

- |           |                     |                     |        |
|-----------|---------------------|---------------------|--------|
| <b>A.</b> | 1. (a)              | 2. (c)              | 3. (c) |
|           | 4. (a)              | 5. (b)              |        |
| <b>B.</b> | 1. (e)              | 2. (d)              | 3. (b) |
|           | 4. (f)              | 5. (c)              | 6. (a) |
| <b>C.</b> | 1. Shahjahan        | 2. Sher Shah Suri   |        |
|           | 3. Akbar, the great | 4. Shahjahan        |        |
|           | 5. Babar            | 6. Akbar, the great |        |

- D.** 1. The Sun temple            2. Brihadeshwar Shiva temple  
 3. Kailashnath temple       4. Qutub Minar  
 5. Akbar, the great
- E.** 1. True                        2. True                        3. False  
 4. False                        5. True
- F.** 1. Rajraja I, the Chola king got built the temple of Bihadeshawara at Tanjore.  
 2. Rock cut temple of Mahaballipuram near Chennai and Kailashnath temple at Kanchi.  
 3. The Meenakshi Temple is at Madurai in Tamil Nadu.  
 4. The temples of northern India are made in the Nagar Style while the temple of south India were made in Dravidian Style.  
 5. Mandapa is a devotees hall in the temple.  
 6. The entrance of the temple is called the Gopuram.  
 7. Qutub-ud-din Aibak got built the Qutub Minar in New Delhi.
- G.** 1. The Cholas temples were the centres of cultural educational, political and social activities. The Brihadeshwara Shiva temple at Tanjore, built by Rajaraja I is the biggest specimen of art and architecture in south India. It has a spacious courtyard and massive tower. The temples of Cholas are built in Dravidian style which have Gopuram (gate), grabhagraha (chief deity shrine), Shikhara (tower) and mandapa (Devotees hall). It has a vimana.  
 2. Most of the buildings of the Mughal period have domes, Minars and arches. Shahjahan liked marble and jewels while Akbar and Jahangir liked the red sandstone. Precious stones were used for decorating the walls of the buildings, this method was known as Pietra-Dura. The palaces are built in local, Gujarati, Bengali and Persian styles of architecture. The balconies styles of architecture. The balconies are with beautiful umbrella like structure. The walls and roofs have effect of Persian and Central Asia in

decoration.

3. The temples of Cholas were the centres of cultural educational, political and social activities. The Brihadeshwara Shiva temple at Tanjore, built by Rajaraja I is the biggest specimen of art and architecture in south India. It has a spacious courtyard and massive tower. The temples of Cholas are built in Dravidian style which have Gopuram (gate), grabhagraha (chief deity shrine), shikhara (tower) and mandapa (Devotees hall). It has a vimana. The main architectural quality of this temple is its sikhara on grabhagraha which goes on rising on 50 feet high square base and becomes small in size upto 190 feet. The vimana has two blocks which have decorated idols engraved by skilled sculptors.
4. Qutub Minar built by Qutub-ud-din Aibak is in New Delhi which has five storeys. Its first floor was completed by Qutub-ud-din Aibak and rest four by his son-in-law Iltutmish around 1229 AD. Corbelled technique has been used for constructing screen in the Quwwat-al-Islam mosque in Delhi.  
'True' arch can be seen in the Alai Darwaza in Delhi built by Alauddin Khilji.  
Besides it, the Tomb of Sikandar Lodi and Ghiyas-ud-din Tughlaq, fort of Tughlaqabad, the Siri Fort, the Hazar Khampha palace and Firoz Shah Kotla in Delhi and the Atala Masjid at Jaunpur are beautiful and grand monuments built by the sultans of the Delhi Sultanate.
5. Shahjahan was fond of constructing the buildings. He got built world famous the Taj Mahal at Agra in the memory of his beloved queen Mumtaz Mahal. The Red Fort and the Jama Masjid in Delhi were also constructed by him. His buildings are made of marble and red sand stone which are the mixture of the Hindu and the Muslim style of architecture.  
Besides it, he got built the Masjid-d-Jahanama (Moti Masjid) at Agra and the – Mayur Singhaasana



(Takhataus) studded with valuable jewels. World famous Kohinoor diamond was studded in it.

### **Lesson 6 : Towns, Traders and Craftsmen**

- A.** 1. (a)                      2. (b)                      3. (a)  
4. (a)                      5. (a)                      6. (b)  
7. (b)                      8. (a)
- B.** 1. True                      2. True                      3. False  
4. False                      5. True
- C.** 1. (e)                      2. (a)                      3. (c)  
4. (b)                      5. (d)
- D.** 1. cholas                      2. expenditure                      3. Ajmer  
4. Hampi                      5. Tapti
- E.** 1. Official documents or farmans on land revenue and accounts given by foreign travellers and maps drawn by learneds are the sources of information of medieval towns.  
2. Religious town was known as temple town.  
3. Towns having commercial and business activities called trading centres.  
4. Religious places called pilgrimage centres.  
5. Masulipatnam is the city located on the Coromandal coast.  
6. The Tapti river flows through Surat.
- F.** 1. Rulers, merchants, priests and craftsmen were engaged in the activities of their fields in special areas which became the towns. The towns of rulers were known as capital towns or administrative centres, trade centres of merchants as commercial towns, religious towns as temple towns etc. Centres of religious activities were known as pilgrimage towns.  
2. Some places of religious importance have been the pilgrimage centres since ancient period; for example Kashi (Varanasi), Prayag, Ujjain (M.P.), Vrindavan (U.P.), Tiruvannamalai (Tamil Nadu). The tomb of

Khwaja Moinuddin Chisti famous Muslim saint of medieval India at Ajmer in Rajasthan had been the pilgrimage centre where people of all castes and creed come to kneel their heads before the grave of the saint. Near Ajmer, there is the holy lake at Pushkar where people visit to worship God Brahma's temple. The place is known for a temple town as well as pilgrimage centre.

3. Rulers of medieval period got built some temples to show their devotion to various gods and goddesses beside the God. Merchants and rulers donated a lot of wealth for their foundation and development. Besides it, some rulers donated big land areas for the expenditure of the temples. The trust of the temple used to give money to traders and bankers, so people like priests, artisans, workers, traders, labourers, etc. began to live near the temples and thus the temple towns developed. Examples of temple towns are Somnath (Gujarat), Kailash Temple in Kanchi, Madurai (Meenakshi temple) and Tanjore in Tamil Nadu, Vidisha (M.P.) and Tirupati in Andhra Pradesh.
- G.**
1. Surat is a port city on the bank of river Tapti in Gujarat. During the medieval period, it had been a busy and famous port city. It was the gateway for trade with West Asia. Many Muslim pilgrims used to go to Mecca for 'Haj' in ships from the port of Surat. The city was inhabited with the people of all castes and creeds. Europeans like the Dutch, the English and the Portuguese had set up their factories and godowns at Surat because from there they carried on the trading of cotton textiles, spices and other items. The mahajans set up big banking houses at Surat for changing currency. During the Mughal period, Surat flourished much in trade and textile manufacturing.
  2. Masulipatam (Machhlipatnam) is a fish port town on the Andhra-coast (Coromandel coast) and on the delta of the Krishna river. In the 17th century, the Dutch East India Company and the English East

India Company tried to take it in their possession. The main item of trade was fish, so it was known as Masulipatnam. The Qutub Shahi rulers of Golconda tried to prevent the East India Companies trading the items like textiles spices with Masulipatnam by imposing their royal monopolies.

William Methwold, a factor of the English East India Company called it a poor fisher town due to its large population open outskirts, poor buildings, etc. But afterwards the nobles of Golconda, Persian merchants, Telugu Komati, Chetties, the Dutches, the Britishers and the Portuguese increased its population and turned it into a prosperous town due to internal competition for trade.

3. ***Trade Centres during the medieval period*** : During the medieval times, the traders and merchants used to supply the items of the king's and people's need. The grains, pulses, vegetables, craft articles were sold and purchased in mandapika (mandi) which was located in big villages and people from nearby small villages used to bring their products for selling them here. These selling and buying places were called Trade centres. The artisans like sugar makers, potters, carpenters, wood carvers, smiths, toddy makers, oil pressers, stone masons, etc. used to live in the streets of these trade towns who worked for merchants. Many traders who came here from distant places used to sell salt, horses, saffron, betel nut, spices, silk, camphor, etc. Land route's played an important role in the development of the trade. Surat in Gujarat, Bombay (Mumbai) in Maharashtra, Kashim Bazar in Bengal were known for cotton centres. Besides it; Madras, Pondicherry, Calcutta (Kolkata) and Machilipatnam were such trade towns.

There were many types of traders in these towns such as the Banjaras, the horse traders, the Chettiers, the Marwari Oswal, the Hindu Baniyas, the Muslim Bohras used to deal in clothes and spices through the

ports of the Persian Gulf, the Red Sea, East Africa, South-east Asia and China.

- H.** 1. For lodging and boarding the merchants and traders.  
2. Traders developed guilds for their protection.  
3. Because from there they carried on the trading of cotton textiles, spices and other items.  
4. Due to its large population, open outskirts, poor building, etc.

### Lesson 7 : Tribes, Nomads and Settled Communities

- A.** 1. (b)                      2. (a)                      3. (b)  
4. (c)                      5. (a)
- B.** 1. tribes                      2. general of Akbar  
3. Santhals                      4. Banjaras  
5. shifting farming
- C.**     **A**                      **B**  
Khokhar                      Punjab  
Gaddis                      Western Himalayas  
Nagas                      north-east India  
Mundas                      M.P.  
Kolis                      Gujarat  
Gonds                      Orissa
- D.** 1. True                      2. False                      3. True  
4. True                      5. True
- E.** 1. Tribes                      2. Gakahar  
3. Raja Man Singh, the general of Akbar  
4. Banjaras                      5. Durgawati
- F.** 1. Tribe is a group of community divided into various unequal classes that did not accept and follow the law and rituals made by the Brahmanas.  
2. Khokhar, Gakhar, Balochis, Gaddis, Ahoms, Nagas, Mundas, Santhals, Berads, Bhils, Gonds, Koragas, etc.  
3. Tribes lived in Punjab, north-west, western Himalayas, Karnataka, Bihar, Orissa, M.P.,

Maharashtra, Andhra Pradesh, etc.

4. Khokhar and Gakhar were tribes found in Punjab between the 13th & 14th centuries.
  5. Bhils used to live in Central India.
  6. Gonds were the tribal people living in the forested areas of Central India covering the states of Gondvana land.
  7. Ahoms were the tribal people of the north-eastern parts of India.
  8. Tanda is known as carvan.
- G.**
1. A numbers of tribes was scattered here and there in the medieval times. They earn their bread by doing agriculture, hunting wild animals and gathering food from forest land. Some tribes herded animals like buffaloes, goats, sheep, etc. In short, we can say the tribes depended totally on nature for their living. Some of these tribes were nomadic and moved from place to place in search of food.
  2. Khokhar and Gakhar tribes found in Punjab between the 13th and the 14th centuries, the Balochis of north-west, the Gaddis (shepherd) of the western Himalayas, and the Nagas, Ahoms, etc. of the north-eastern parts of India were the main tribes.  
During the Mughal period, the Raja Man Singh, the general of Akbar attacked Cheros and defeated them in 1591 AD in Bihar. The Mundas and the Santhals lived in Orissa and Bengal. Berads and Kolis of Nagpur plateau, Karnataka and Gujarat, Koragas, Maravars, Vetars of south India, Bhils of Central India and Gonds of M.P., Maharashtra, Andhra Pradesh and Chandigarh were other important tribes of the subcontinent.
  3. During the medieval period the Banjaras, a tribe used to deal in goods brought to India by traders from Central Asia. Banjaras travelled from place to place to sell various items and goods. Sultan Alaud-ud-din Khilji took the services of the Banjaras to take grains to the city markets. The Banjaras used horses and

bullocks for transportation of the grains and goods. The caravan of nomads (Banjaras) was known as *tanda*. Besides carrying, grains and goods the Banjaras carry their families along with them. The merchant armies etc. needed their services. Selling and buying were the main activities of these nomads.

4. Princess Durgawati, the daughter of the Rajput king of Mahoba was married to Dalpat Shah, the son of Sangram Shah, the Gond raja of Garha Katabga. Akbar attacked Rani Durgawati in 1565 AD but she was defeated by the Asaf Khan, the general of Akbar. She did not surrender and died.

**H. 1. *The Gonds* :** The Gond tribe lived in the forested area of Central India covering the states of Maharashtra, Chhattisgarh and western parts of Orissa known as Gondvana land. The main occupation of the Gonds is shifting farming. Some of them are labourers. The Gonds are divided into clans of which head is known as raja or rai. The description of the Gond kingdom or Garha Katanga having 70,000 villages is given in the Akbarnama.

2. The Ahoms came to the Brahmaputra valley from Burma in the 13th century. In the 16th century, they took possession over the kingdoms of the Chhutiyas (1523) and Koch-Hajo (1581). They defeated the local tribes of Assam who used to fight amongst themselves and a powerful kingdom was established by the Ahoms.

The Mughal army under the Mir Jumla defeated the Ahoms in 1662. But the Ahoms could not be suppressed completely and they always went on trying to re-establish themselves.

The Burmese defeated the Ahoms and the Burmese were defeated by the Britishers.

- I. 1. *Clan* :** A large family group is called clan.
2. ***Tanda* :** The caravan of nomads was known as *tanda*.
3. ***Chaurasi* :** Each garh was divided into 84 villages known as Chaurasi.

4. **Carvan** : A group of people, especially traders or pilgrims, travelling together across a desert in Asia or North Africa.
5. **Tribe** : Some groups or communities which were divided into various unequal classes and they did not accept and follow the law and rituals made by the Brahamanas, such groups are called tribes.

### Lesson 8 : The Religious Awakening

- A.** 1. (c)    2. (a)    3. (a)  
 4. (b)    5. (a)    6. (c)  
 7. (a)    8. (a)
- B.** 1. (e)    2. (d)    3. (a)  
 4. (b)    5. (c)
- C.** 1. South India    2. Shankaracharya  
 3. Madhavacharya    4. Rajput  
 5. Krishna
- D.** 1. False    2. True    3. True  
 4. True    5. True    6. True
- E.** 1. Ramanuja    2. Shankaracharya  
 3. Chaitanya Mahaprabhu    4. Guru Nanak Dev  
 5. Baba Farid-ud-din Auliya
- F.** 1. Bhakti Movement was started in south India in the 7th Century by the Alvar Saints (worshippers of God Vishnu) and the Nayanar Saints (worshippers of God Shiva).  
 2. Chaitanya Mahaprabhu, a devotee of Krishna was from West Bengal.  
 3. Vallabhacharya worshipped lord Krishna.  
 4. Guru Nanak was born in Talwandi (Pakistan).  
 5. The Sufi Movement is based on union with God.  
 6. The dargah of Khwaza Muin-ud-din Chisti is at Ajmer in Rajasthan.  
 7. Sheikh Baha-ud-din Zakaria & Shah Alam Bukari.
- G.** 1. Objectives of Bhakti Movement :

- i. To establish the unity among the Hindus and the Muslims.
  - ii. To improve the condition of women.
  - iii. To propagate the teachings of Shankaracharya.
  - iv. To make arrangement of worship places by establishing temples.
  - v. To propagate sufism among the Muslims.
2. Teachings of Bhakti Movement:
- i.. It stressed on the devotion of saguna and nirguna.
  - ii. It rejects the casteism, untouchability, idolism, hypocrisy, etc.
  - iii. To eradicate the social evils and superstitions.
3. Kabir was found on the bank of Lahartara tank in Varanasi by a weaver couple Neeru and Neema. He condemned idol worship, caste system, low and high, untouchability. He believed in the Hindu-Muslim unity and Nirguna Bhakti. He preached through dohas in Khadi boli. He was the disciple of Ramanand.
4. Guru Nanak was the founder of the Sikhism and was born at Talwandi (Pakistan) in 1469 AD. He preached one God. He described God without any reference to the Muslims or the Hindus. He wished that his followers should eat in a langar (common kitchen) without any defference of caste, creed and religion. He expressed his teachings in the form of verses in Adi-granth. He died at Kartarpur in 1539 AD.
5. Khwaza Muin-ud-din Chisti was born in Chisti community in Central Asia in 1142 AD and reached India in 1192 AD. He made his home Ajmer (Rajasthan) and became the disciple of Sheikh Abdul Quadir Zilani. He died at Ajmer at the age of 60. Devotional music with Qawwali is performed at the Urse every year at his dargah.
- H. 1. The saints of Bhakti Movement removed the social



evils of the society. They spread the movement throughout India to tell its objectives and preach its teachings.

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***Teachings of Bhakti Movement:***

- i. It stressed on the devotion of saguna and nirguna.
  - ii. It rejects the casteism, untouchability, idolism, hypocrisy, etc.
  - iii. To eradicate the social evils and superstitions.
2. Contribution of any two sufi saints during the medieval period :
- i. ***Baba Farid-ud-din Auliya*** : He was born at Kabul. He became saint in his childhood. He was the true disciple of Muin-ud-din Chisti. He considered that God can be found by loving people. He disliked the theory of the Ulemas. He used to live in a hut on the road leading from Multan to Delhi near the Sutlej river and died there.
  - ii. ***Nizam-ud-din Auliya*** : Courageous and fearless sufi saint, friend of Amir Khusrau and disciple of Sheikh Farid used to live in Delhi. He believed in, to love to mankind and love to God. His dargah is in Delhi and people of all castes and religions visit it daily.
- I. 1. ***Sufi*** : Islamic mystic who wear a long kurta of black colour and known as the sufi.
2. ***Pir*** : Gurus are called Pir .

3. **Doha** : A pair of lines of meter in poetry. It is also called couplet.
4. **Chisti** : The Chisti order is a sufi order within the mystic Sufi tradition of Islam.
5. **Qawwali** : Qawwali is a form of Sufi devotional music popular in South Asia, particularly in the Punjab and Sindh regions of Pakistan.

### Lesson 9 : Regional Cultures

- A.**
- |         |         |        |
|---------|---------|--------|
| 1. (c)  | 2. (b)  | 3. (a) |
| 4. (d)  | 5. (a)  | 6. (b) |
| 7. (b)  | 8. (a)  | 9. (d) |
| 10. (a) | 11. (a) |        |
- B.**
- |        |        |        |
|--------|--------|--------|
| 1. (f) | 2. (d) | 3. (a) |
| 4. (b) | 5. (c) | 6. (e) |
- C.**
- |          |         |          |
|----------|---------|----------|
| 1. True  | 2. True | 3. False |
| 4. False | 5. True | 6. True  |
- D.**
- |                  |                    |
|------------------|--------------------|
| 1. Pratihara     | 2. Prithviraj Raso |
| 3. Apbhransha    | 4. Kangra          |
| 5. Mughal period | 6. sarangi         |
- F.**
1. Evidence of intellectual development through art, music, language and literature is called culture.
  2. Rajabhoja, a great scholar wrote many books on grammar, astronomy, medicine and religion.
  3. Bhavbhuti, Rajsekhar, Kalhana, Kshamendera, Jaidev, Banbhata, etc.
  4. Chandbardai.
  5. Tamil, Malayalam, Kannada and Telugu.
  6. Kamban translated the Ramayana into Tamil.
  7. Small sized painting is called miniature.
  8. Wall painting and textile painting.
  9. Kathak, Kathakali, Odissi and Bharatnattayam.
  10. Amir Khusrau was a great Urdu and Persian poet during the Sultanate period who invented Sitar and ragas.
  11. Persian was the official language of the Mughal

emperors.

**G. 1. Literature and language during the early medieval period :**

***In Northern India :*** The scholars like Bhavbhuti, Rajsekhar, Vilhana, Kshamendera, Jaidev, etc. wrote their books in Sanskrit language. Karpoor Manjari, Kalmimansa by Rajsekhar, Geet Govinda by Jaidev, Rajatarangani by Kalahana, Harsacharita and Kadambari by Banbhata give historical and scientific accounts of the contemporary period.

Besides it, many regional languages like Hindi, Gujarati, Bengali, Marathi, etc. were also developed during this period.

***In South India :*** The Cholas patronised Tamil. The Nayanars (saint devoted to Shiva) and the Alvars (saints devoted to Vishnu) created literature in Tamil between the 7th and 8th centuries. The rulers of Chera kingdom promoted Malayalam, a regional language. Kannada and Telugu are other languages of, South India which are spoken in Karnataka and Andhra Pradesh, respectively. Krishna Dev Raya, the powerful ruler of the Vijayanagar empire wrote the Amuktamalyada in Telugu.

2. During the early medieval period, music was played with the offering of prayers and dance performance in the temple or during performance in the temple or during the singing in the courts of the rulers. The Rajputs were the patrons of music and dance. The classic music was based on the ragas and its schools were the Hindustani and the Karnatic.
3. ***Paintings during the Mughal Period :*** The Mughals were the great lover of paintings. The themes of their paintings were court scene, hunting and battle scenes besides the references of Indian life and natural scenes. They decorated the Akbarnamah and Persian translation of the Mahabharata and the Geeta. In their paintings, they used bright peacock blue and red colours. Akbar founded a painting studio known as

the Tashvir Khana for this great work of art. He introduced the use of roundness of the brush in place of Iranian style. Basawan and Daswant were the famous painters during the Akbar reign. During the reign of Humayun, the textile painting measuring 1.15 metre in length is a unique illustration. During the reign of Jahangir, the art of painting reached its zenith. Paintings of animals and humans were made during his period. Ustad Mansur, Bishan Das and Bahzad were great artists or painters in his reign. Aurangzeb disliked painting because he thought that the Islam does not believe in it.

4. ***Food of Bengalis*** : The main food of the Bengalis is rice and fish because the people of Bengal grow three crops of rice in a year due to plenty of water and so the fish are kept. Even the Brahmans of Bengal eat fish. The scenes depicted on the walls of temples and viharas, bear the ladies dressing fish and taking market for sale.

- H. 1. ***Development of Literature and language during the Mughal period*** : The Mughal emperors were great patrons of literature and they encouraged it to great extent. The use of Turkish, Persian and Hindu was in practice.

Akbarnamah by Abul Fazal, Babarnamaha by Babar and Tuzuk-e-Jahangiri by Jahangir, poem in Persian by Faizi, Couplets in Hindi by Abdur Rahim Khan-i-Khannan, Humayunnamah by Gulbadan Begum, etc. were great works of this period. Dara Shikoh, the son of Shahjahan was a great scholar of Sanskrit and Persian. He got translated many Sanskrit books and Upnishadas into Persian.

Besides it Tulsidas, the great saint and poet of Hindi (Avadhi) wrote the Ramcharitamanas and Surdas wrote the Sursagar during the Mughal period. Badayuni, Abdul Hamid Lahori, etc. wrote books in Persian.

2. The development of painting, music and architecture

in Bengal during the medieval period :

**Painting and Music** : During the medieval period, the walls of many temples were decorated with paintings. For example, Shyamaraya Temple at Vishnupur in Bankura district (West Bengal). The song of the Geet Govind of Jaideva and Chaitanya were sung with the melodious sound of folk musical instruments in Dhrupada, a form of Hindustani.

**Architecture** : During the Medieval period, the Mughals got built mosques in Bengal. Saints of supernatural power described as Pir, used to live in shrines throughout Bengal. In the late 15th century, four roofed temples were built by Kolu (oil pressures) and bell metal workers known as Kansari in Bengal. The temples were built of bricks and terracotta.

Besides it, the Dakhil Datwaza (at Gaur) and Adina Masjid at Pandua are worth seeing and specimens of architecture in Bengal.

### **Lesson 10 : India During the Eighteenth Century**

- A.** 1. (b)                                      2. (a)                                      3. (c)  
4. (d)                                      5. (a)
- B.** 1. False                                      2. True                                      3. False  
4. True                                      5. True
- C.** 1. (f)                                      2. (c)                                      3. (a)  
4. (b)                                      5. (d)                                      6. (e)
- D.** 1. Bahadur Shah Zafar    2. Sambhaji  
3. Panipat                                      4. 1699  
5. Bharatpur                                      6. Tiger Nail
- E.** 1. 1707 AD                                      2. 1713 AD  
3. 20th April 1627                                      4. 1761 AD  
5. 1720 AD
- F.** 1. After the death of Aurangzeb, the Mughal emperors who ruled over Mughal empire were called later

Mughals. Bahadur Shah I, Jahandar Shah, Farukh Siayar, Mohammad Shah Rangila,. Bahadur Shah Zafar were later Mughals.

2. Muazzam, the son of Aurangzeb sat on the throne after the death of Aurangzeb.
  3. Mohammad Shah Rangila removed the Saiyad Brothers.
  4. Mohammad Shah Rangila became the ruler of the Mughal empire after Farukhsiyar.
  5. Nadir Shah took away the Kohinoor Diamond and the jewel studded peacock throne of Shahjahan with him to Persia.
  6. Ahmad Shah Abdali was an Afghan ruler who fought the Third Battle of Panipat against the Marathas in 1761 AD.
  7. Lucknow was the capital of Awadh.
  8. Misls or Jatha was a political group of the Sikhs.
  9. In 1674, Shivaji declared himself an independent ruler and adorned himself with the title of Chhatrapati.
- G.**
1. The Later Mughals were the successors of Aurangzeb in the 18th century. The provincial governors, local chieftains and nobles created problems to later Mughals by making attempts to consolidate. Their positions and seizing the sources of income like land revenue. As a result, the treasury of the empire faced bankruptcy. They ruled for about 150 years.
  2. Mohammad Shah Rangila (1720-1748 AD): Mohammad Shah succeeded Farukhsiyar. He removed the Saiyad Brothers from his way with the help of some colleagues but they took its disadvantage and declared themselves independent. Ali Vardi Khan (Bengal), Saadat Khan (Awadh) and Nizam-ul-Mulk of Hyderabad were such powerful governors under the Mughal emperor. Mohammad Shah was a man of jovial nature; he used to enjoy the company of lady dancers with music and wine,

so he was famous as Mohammad Shah Rangila.

3. The Afghan ruler, Ahmad Shah Abdali, attacked India for several times. A battle was fought between him and the Marathas in 1761 AD in the field of Panipat which is known as the Third Battle of Panipat. The result of this battle was the end of Maratha power.
4. In the 18th century the Sikhs organised themselves under jathas or misls. The misls were 12 in numbers. The Khalsa faced the Mughal governors and Ahmad Shah Abdali. The Sikhs became powerful and extended their territories from the Indus to the Yamuna. Maharaja Ranjit Singh united different misls and made Lahore his capital.
5. Sources of Income of the Marathas:  $\frac{2}{5}$  of the land produce was collected as land revenue. The Chauth  $\frac{1}{4}$  of the total land produce was collected from the peasants of the areas which were not directly under the control of Marathas. Sardeshmukhi, an additional tax  $\frac{1}{10}$  of the personal income of each person had to pay as a tribute to the king.
6. Shivaji plundered Surat which was under the Mughals. To check his power in Deccan, Aurangzeb sent Jai Singh to face Shivaji. Jai Singh seized Shivaji in the fort of Purandhar and compelled him to sign a treaty which is known as the Treaty of Purandhar. According to it, Shivaji returned the fortified forts to Aurangzeb and he had to report to the Mughal court at Agra and Shambhaji, the son of Shivaji was given the rank of 5000 mansabdari.
7. ***Achievements of Shivaji*** : Shivaji took the forts of Singharh and Porbandar in his possession. The Sultan of Bijapur captured Shahji Bhonsle but with the help of the Mughals, he made his father free by using Guerilla Tactics. He got victory over the fort of Jawali (1656), northern Konkan (1657), Bijapur (1659), Surat (1664), Raigarh (1666) and on 15 April 1663, he defeated Shaista Khan, the maternal uncle of Aurangzeb. He killed general Afzal Khan by his

Tiger Nails and captured Bijapur.

In 1674, Shivaji declared himself an independent ruler and adorned himself with the title of Chhatrapati. He invaded Karnataka and possessed the provinces of Jinji, Tanjore and Billore. He died on April 4, 1680 AD.

8. The Mughal emperor appointed Saadat Khan, the Subedar of Awadh in 1722 AD. He was given the powers of diwani and Faujdari besides the subedari. He minimized the powers of the Zamindars of Awadh and made them to pay taxes to the state without any hindrance. He also shortened the size of the jagirs to administer them successfully. The Rajput zamindars and fertile land of Afghans of Rohelkhand were also taken under his control. He reformed the state revenue system. The capital of Awadh was Lucknow and his son Safdar-Jung and grandson Shuja-ud-Daula made the state prosper and strong.

The Bara Imambara in Lucknow is a grand specimen of Avadhi architecture.

9. ***The Watan Jagirs*** : In the 18th century, many Rajput kings were given rights and autonomy in their jagirs by the Mughal emperors. Among these kings were Ajeet Singh, the ruler of Jodhpur held the governorship of Gujarat and Sawai Raja Jai Singh of Amber, the governor of Malwa tried to possess their neighbouring jagirs and annexed. Ajeet Singh possessed Nagaur and merged it into his kingdom. He made Jaipur his capital. Jai Singh was a patron of architecture and science. He got built the observatories at Delhi, Jaipur, Mathura, Ujjain and Banaras.





Autobiography 'Joothan'. He had been beaten in school made to sit on floor and was forced to sweep the playground.

5. Equality before law and abolition of untouchability are two laws mentioned in Article 15 of Indian constitution made by govt. for promoting equality.
6. In the midday meal scheme, all children in all govt. schools are provided with cooked lunch. The benefits of midday meal scheme are –
  - . Attendance students in school has increased.
  - . Caste prejudices has been reduced to great extent.
  - . Better concentration of students in studies.

### Lesson – 2 : Healthcare

- A.** 1. (b)                                      2. (a)                                      3. (b)  
 4. (b)                                      5. (a)                                      6. (a)
- B.** 1. Government hospitals  
 2. care facilities      3. less                                      4. third  
 5. adequate undernourished
- C.** 1. False                                      2. True                                      3. False  
 4. True
- D.** 1. (d)                                      2. (b)                                      3. (a)  
 4. (c)
- E.** 1. *a. Medical tourists* : Medical tourists are the foreigners who come to India specifically for medical treatment at hospitals that offer world class facilities at lower cost.  
*b. Public Health Care System* : It is meant to provide quality health care service either free or at nominal cost so that even the poor can seek the treatment.
2. It is meant to provide quality health care service either free or at nominal cost so that even the poor can seek the treatment. It is supposed to take action for preventing diseases like TB, Malaria, Cholera etc.

This also involves campaigns involving people to create awareness about diseases and ways to prevent them.

3. Kerala has taken following measures to improve the situation for healthcare –
  - i. Water supply schemes were checked.
  - ii. Proper working of schools were checked.
  - iii. Health centres were improved.
4. Private health care services are not owned and controlled by the government. As these are privately owned they charge a lot of money which cannot be afford by poor people.
5. PHC stands for Primary Health Centre. A PHC has a general physician, a gynaecologist, an orthopaedics, a dentist, an ophthalmologist and a pediatrician.
6.
  - i. The government has to take steps to improve the healthcare services especially aiming at the poor and underprivileged sections of society.
  - ii. Improvement in basic amenities and social conditions of people will help in improving their health conditions.
7. Costa Rica is among the healthiest nations in South America. Costa Rica government believes that a country needs to be healthy to ensure development. The government plays a lot of attention towards – safe drinking water, sanitation, nutrition and housing. Health education is essential part of education at all levels.

### **Lesson – 3 : State Government**

- |           |           |                         |         |
|-----------|-----------|-------------------------|---------|
| <b>A.</b> | 1. (a)    | 2. (b)                  | 3. (a)  |
|           | 4. (b)    | 5. (a)                  | 6. (c)  |
| <b>B.</b> | 1. people | 2. constituencies       |         |
|           | 3. water  | 4. Legislative Assembly |         |
| <b>C.</b> | 1. True   | 2. True                 | 3. True |
|           | 4. False  |                         |         |





organizations to employ more than 30 women employees, to provide creche facilities.

5. Across the world, the main responsibility household work and taking care of the family is that of women. It involves multitasking skills. Yet the work women do is not recognized as work. It is considered as something that comes naturally to women and they have to do it. They are therefore not paid for it also.

### **Lesson – 5 : Women Change The World**

- A.**
1. (a)
  2. (c)
  3. (b)
  4. (a)
  5. (b)
  6. (d)
  7. (d)
  8. (b)
- B.**
1. Pandita
  2. 64.13%, 39.29%
  3. television, public meetings
  4. Aug 14, Wagah
- C.**
1. (f)
  2. (e)
  3. (d)
  4. (c)
  5. (b)
  6. (a)
- D.**
1. True
  2. False
  3. False
  4. True
  5. False
- E.**
1. Amar Jiban
  2. 8th March
  3. Ramabai
  4. Census is an official count of the people who live in a country including information about their ages, jobs etc.
  5. Believing that people belonging to a particular religion, community, gender etc. have certain traits. This belief is called as Stereotype.
  6. This refers to behaviour (physical or verbal) that is sexual nature and against the wishes and dignity of women.
  7. Boys are forced by the elders in the family to take up full mainstream jobs thus discouraging them from pursuing their passion in the field of art, music etc.
  8. Children of Dalit or Adivasi community leave school



- disallowing a news item, scenes of a movie or lyrics of a song from being shared with masses.
3. Media plays an important role in disseminating information about events happening in the country and the world. Based on this information, people are able to understand how the govt. is working. people can express their views/suggestions and take action against the govt. based on the media reports.
  4. Census is an official count of people who live in a particular country, including information about their ages, jobs, etc. It is an official survey of the population of a country that is carried out in order to find out how many people live there.
  5. Some instances where media fails to focus on issues that are important in our lives –
    - i. Media seldom discusses the issue about unsafe drinking water.
    - ii. There has been a report by a journalist about media covering the Fashions week and ignoring the slum demolition that was going on in Mumbai in what week.

### **Lesson – 7 : Advertising**

- |           |   |                          |            |
|-----------|---|--------------------------|------------|
| <b>A.</b> | 1. (a)<br>4. (a)  | 2. (b)                   | 3. (c)     |
| <b>B.</b> | 1. advertising<br>4. local, retail  | 2. brand<br>5. consumers | 3. product |
| <b>C.</b> | 1. False<br>4. False  | 2. True                  | 3. True    |
| <b>D.</b> | 1. (c)<br>4. (a)  | 2. (d)                   | 3. (b)     |
| <b>E.</b> | 1. Since advertisement show the life of the rich and elite only. Society does not come to know about the lives of poor and under-privileged. This results to consider their lives as worthless and thus creates discrimination. |                          |            |



2. Advertisements use various emotions like caring for the family for promoting their products, those who cannot afford these branded products feel that they are not able to offer the quality product to their family for ex. - the tag line of branded daal is “Give the best to your family”.
3. Brand value attached to a particular good or service are created by advertising agencies which create advertisements to promote the respective brands. Advertising involves enormous costs. To recover this cost the goods are sold at more price than the non branded goods.
4. Brand refers to a special identification with a product. Branding is done by manufacturers to differentiate their product from the competitor’s product.
5. Democracy has equality as integral part. Advertising links to the issues of equality in many ways -
  - i. High costs involve in advertising means that large companies can only advertise their products.
  - ii. A wrong notion is created regarding product quality which results in loss of livelihood of many small businessman.
  - iii. It promotes lack of respect for the poor.
  - iv. Issues like poverty, discrimination and dignity are overlooked.
6. Advertisements serve as an important tool to help us know about the products and services available in market. Advertising helps in differentiating the product from that of the competitors.

### **Lesson – 8 : Markets**

- |           |              |                         |             |
|-----------|--------------|-------------------------|-------------|
| <b>A.</b> | 1. (a)       | 2. (c)                  | 3. (a)      |
|           | 4. (b)       | 5. (a)                  |             |
| <b>B.</b> | 1. weekly    | 2. wholesale, retailers |             |
|           | 3. producers | 4. more                 | 5. few/less |

- C.** 1. True                      2. False                      3. True  
 4. True
- D.** 1. (c)                      2. (d)                      3. (a)  
 4. (b)
- E.** 1. There are mainly three types of market –
- i. **Weekly markets** : Weekly markets do not have permanent shops but temporary shelters or the sellers sit in open. It is held on a specific day of the week.
  - ii. **Shops in the neighbourhood** : Many shops like dairy, departmental stores and pharmacies sell good and services in the neighbourhood.
  - iii. **Shopping Complexes and malls** : These are the markets in urban areas that have many shops. Malls are large multi storeyed air conditioned buildings with shop on different floors.
2. The chain of markets refers to the series of exchange of goods from the producer to final consumer. Traders are the people in between producer and final consumer. The wholesale trader buys goods from factories in bulk and store in godown. Retailers are other small traders who buys goods from whole sellers and sells the product to the consumer.
3. The small shop owners are the small traders with little money whereas the shop owners at malls or complexes are very rich. The difference in their earnings is also substantial.  
 Similarly, the buyers of the weekly market cannot afford the branded and luxury goods.
4. These days it is not necessary for the consumers to go to the market to buy things. The consumers do so at the convenience of his home. He can either order goods on phone or use the internet and buy things online. This is known as online purchase.
5. Neighbourhood shops serve the consumers in various ways –
- i. These shops are close to homes.



cooperatives. The co-opte stores are also an example of govt. intervention for the interest of weavers.

5. Market are always one-sided. It is always rich and the influential that gain maximum from the market. They own large factories, set up big shops etc. They exploit the poor workers by overburdening them and paying them low wages. Therefore, it can be said that there is no equality in the market.

### **Lesson – 10 : Struggles for Equality**

- A.** 1. (b)                                      2. (c)                                      3. (b)  
4. (a)                                      5. (a)                                      6. (c)
- B.** 1. 33                                      2. living document  
3. people                                      4. 1958  
5. Uttarakhand
- C.** 1. True                                      2. True                                      3. True  
4. False
- D.** 1. (b)                                      2. (d)                                      3. (c)  
4. (a)
- E.** 1. The Tawa Matsya Sangh (TMS) is an organization which is fighting for the rights of the forest dwellers, who were displaced from the forests of Satpura, M.P. The TMS has organized various rallies and demanded the govt. to grant them fishing rights. The TMS has also set up a cooperative society that offers fisherman a fair price for their catch.
2. A cooperative was set up which bought the catch from the fish workers at a fair price. It also arranged the transport and sale of the catch at a good price. This resulted in a three fold increase in the earnings of the fish workers. The TMS had also begun giving loans to them. This way TMS has improved the lives of forest dwellers.
3. Refer Q1 & Q2.
4. There are many instances of people coming together and started struggle for equality –

- i. Women's movement created awareness to solve the issues faced by women.
  - ii. Forming of cooperatives to prevent exploitation .
  - iii. Formation of TMS
  - iv. Fight against injustice by groups of beedi workers, fisher folk, slum dwellers etc.
5. Indian constitution is a living document as it exists in reality. It has the ability to change the lives of people in a better way. There are communities and individuals who constantly try to expand the sphere of democracy with the support of provisions mentioned in constitution.

**Geography**

**Lesson – 1 : Resources**

- A.** 1. (b)                      2. (d)                      3. (c)  
4. (c)                      5. (b)                      6. (b)  
7. (c)                      8. (a)                      9. (a)
- B.** 1. value                      2. Time, technology  
3. actual, potential                      4. potential  
5. wind                      6. careful  
7. non-renewable                      8. earth  
9. topography, climate, altitude  
10. sustainable development
- C.** 1. False                      2. False                      3. False  
4. True                      5. True                      6. True  
7. True
- D.** 1. Time and technology are two important factors which can change a substance into resource.  
2. Utility refers to the quality of being useful. It can be a service that is used by the public like electricity, gas supply, etc.  
3. Resources which are obtained from nature are called natural resources.  
4. Natural resources are limited in stock. They can also be called scarce resources.  
5. Resources are classified into ubiquitous and localised resources on the basis of their distribution.  
6. Resources obtained from nature are called natural resources. When a natural resource undergoes drastic change by human intervention it becomes human made resource.  
7. Improving the quality of people's skills to enable them to create more resources is called human resource development.

- E.** 1. Conserving the scarce resources by reducing their consumption, reusing them, recycling and recovering the usable things is known as resource conservation. Making a balance between our need and conservation of resources is called sustainable development.
2. Human beings are considered as resources as people who are educated and have skill and knowledge creates other resources.
3. Resources are classified on the basis of –
- i. Development and use**
    - a. Actual resource** – Resources whose quantity is known and which are being used at present. Ex – coal, petroleum.
    - b. Potential resource** – Resources whose entire quantity may not be known and which are not being used at present. Ex – Uranium reserves.
  - ii. Origin**
    - a. Abiotic resource** – These resources comes from non living resources. Ex - soil.
    - b. Biotic resource** – These resources comes from living beings. Ex- milk, leather etc.
  - iii. Exhaustibility**
    - a. Renewable resource** – These resources can be quickly replenished. Ex- wind energy, solar energy, etc.
    - b. Non renewable resource** – These resources can not be replenished in the near future. Ex- coal and petroleum.
  - iv. Distribution**
    - a. Ubiquitous resource** – These resources are available everywhere on the earth. Ex- air.
    - b. Localised resource** – These resources are available at selected locations. Ex- coal mines.
4. Time and technology are two important factors which can change a substance into resource. For ex-

petroleum was not a resource before people learn to use it.

Technology is a man made resource which adds to the economic value of a natural resource. For instance Bricks are made up of clay which is a natural resource. Windows and doors are made from wood.

5. Four R's of conservation should be followed for sustainable development –
- i. Reduce* – Consumption of scarce resources should be reduced.
  - ii. Reuse* – We should reuse as many items as possible.
  - iii. Recycle* – Discarded items should be recycled wherever possible.
  - iv. Recover* – We should try to recover the usable things.

### Chapter 2 : Land, Soil and Water

- A.** 1. (d)                      2. (b)                      3. (a)  
4. (d)                      5. (a)                      6. (b)  
7. (b)
- B.** 1. 2.7 %                      2. weathering of rocks  
3. individuals                      4. soil  
5. minerals, organic matter                      6. parent rock  
7. temperature, rainfall                      8. Intercropping  
9. frozen ice
- C.** 1. False                      2. True                      3. True  
4. False                      5. True                      6. True  
7. True                      8. True                      9. False  
10. True
- D.** Very short answer questions :
1. (i) Cultivated land  
(ii) Pasture land  
(iii) Waste land



2. The topmost layer of land composed of greeny substance is called soil. Right combination of minerals and organic matter makes soil fertile.
  3. Surface run off can be reduced by applying the methods of water harvesting.
  4. Vulture is a scavenger. It is important for ecosystem as it cleans the dead remains of animals by eating them.
  5. Trees of Evergreen forests do not shed their leaves at a particular time of the year while trees of deciduous forests shed their leaves at a particular time in a year.
- E.**
1. Human encroachment has led to large scale destruction of forest cover and arable land. Thus, the quality of land is degraded. Land resources can be conserved by –
    - (i) Afforestation
    - (ii) Regulated use of pesticides & fertilisers
    - (iii) Land reclamation
    - (iv) Checks on overgrazing
  2. Breaking of rocks into smaller pieces is known as the process of weathering.
  3. Water is most important resource for the living beings for their survival. Human beings use water for variety of purposes – like drinking, bathing and washing. Water is used in agriculture, industries and in electricity generation. Plants also require water for making their food.
  4. Animals, birds, insects as well as the aquatic life comprises the wildlife. All animals play a very important role in maintaining the balance of ecosystem. The government has made national parks, wildlife sanctuaries and biosphere reserves to protect the wildlife. But still wild animals are killed for their skin, horns, nails and feathers.
  5. Forests, grassland, shrubs and tundra are the major vegetation in the world. Evergreen forests are found in tropical regions which get plenty of rainfall and

deciduous forests are found in subtropical regions which gets moderate rainfall.

- F. 1. Soils can be conserved by following methods –
- i. Mulching* – In this, whole ground is covered with straw which helps in retaining the moisture of soil.
  - ii. Contour Barriers* – These are made by placing stone, grass or soil along the contour.
  - iii. Rock dam* – Rocks are piled up to make a dam which slow down the flow of water. Thus, it prevents gullies and soil loss.
  - iv. Terrace Farming* – Plots are made in shape of terraces to ensure flat surface for growing the crops in hilly areas.
  - v. Inter cropping* – In this crops are grown in alternate rows at different times. It helps in preventing soil erosion from rain wash.
  - vi. Contour ploughing* – In this, ploughing is done parallel to the contours of the hill slope. This helps to prevent water flowing down the slope.
  - vii. Shelter Belts* – This is mostly used in coastal and dry areas. Rows of trees are planted along the boundary of farmland. This helps in preventing soil erosion from wind.
  - viii. Crop rotation* – This is a cropping practice in which different crops are grown in systematic succession.
2. Deforestation, soil erosion, construction activities, forest fires, tsunami and landslides are some of the threats to vegetation and wildlife. Natural vegetation and wild life plays an important role in maintaining the balance of ecosystem. Vegetation provides shelter to animals. Plants produce oxygen which is required for survival of living beings. Animals provide us with meat, leather, wool, etc. Honey bees provide us with honey. We can conserve vegetation and wildlife by –
- . Afforestation



8. Natural gas is found with petroleum deposits and is released when crude oil is brought to the surface.
  9. Norway
  10. Bhakra Nangal, Gandhi Sagar, Nagarjunsagar and Damodar valley projects.
  11. (i) Kalparkkam in Tamil Nadu  
(ii) Ranapratap Sagar in Rajasthan  
(iii) Kaiga in Karnatka  
(iv) Tarapur in Maharashtra  
(v) Narora in U.P.
- F.**
1. Minerals can be extracted by different processes –
    - a. Mining** – This is the process of taking out mineral, buried under the rocks.
    - b. Drilling** – Deep wells are bored to take out the mineral, this process is called drilling.
    - c. Quarrying** – When minerals are simply dug out from near surface this process is called quarrying.
  2. Minerals are found as a result of geological processes. They are scattered throughout the earth's rocky crust.
  3. There are three regions in North America which have mineral deposits.
    - i. The Canadian region : Iron ore, nickel, gold, uranium and copper.
    - ii. The Appalachian region : coal
    - iii. Mountain ranges of the west : copper, lead, zinc, gold and silver.
  4. Minerals are used in many industries :
    - i. Copper is used for making coins, electrical wires, pipes, etc.
    - ii. Precious metals are used in making jewellery.
    - iii. Iron is used for making heavy machines, tools and for construction of buildings and bridges.
    - iv. Silicon obtained from quartz is used in computer industry.

- v. Aluminium obtained from bauxite ore is used in automobiles and airplanes, bottling industry, buildings and even in kitchen cookware.
5. Hydro electric power plants capture the energy of falling water to generate electricity. A dam is built to raise the water level of the river to create falling water. A turbine converts the kinetic energy of falling water into mechanical energy. Then a generator converts the mechanical energy from the turbine into electrical energy.
- G.** 1. Some of the non-conventional sources of energy are –
- i.* **Solar energy** : This energy is received directly from the sun. This energy derives the climate and weather and supports all life on earth. This is used in solar cells to produce electricity in solar heaters, solar cookers, solar dryers etc.
  - ii.* **Wind energy** : It is a renewable source of energy. It is inexhaustible. High speed wind rotates wind mills and generate power which is used for various purposes.
  - iii.* **Tidal energy** : Energy generated from tides is called tidal energy. It is a form of hydro power that exploits the movement of water caused by tidal currents.
2. Advantages of non conventional sources of energy –
- i. Renewable energy sources.
  - ii. Abundant in nature
  - iii. Can be renewed with less effort and money
  - iv. Usage of these resources does not cause pollution and are eco friendly
- Disadvantages –
- i. High capital cost
  - ii. Variability
  - iii. Inconsistent and unreliable supply as availability depends on natural sources.



8. In plantation agriculture only a single crop is grown.
  9. In the growing season wheat requires moderate temperature and rainfall and in the harvesting season it needs bright sunshine.
  10. India and Bangladesh are the leading producers of jute.
- F.**
1. The three types of economic activities are primary, secondary and tertiary. Activities which involve direct extraction & production of natural resources are called primary activities. Ex. - Agriculture, fishing, etc.  
Activities which are concerned with the processing of natural resources are called secondary activities. Ex. - manufacturing of finished products.  
Tertiary activities form a support to primary and secondary category. Ex. - Advertising and banking.
  2. The inputs in agriculture are seeds, fertilisers, machinery, labour, etc. The operations involved in agriculture are ploughing, sowing, irrigation, weeding and harvesting. As outputs of the farming activity a farmer gets crop, wool, dairy products and poultry products.
  3. Shifting cultivation is a class of primitive subsistence agriculture. In this a small patch of land is cleared by felling the trees and burning them. The ashes are then mixed with soil and crops are grown. After some time the land is abandoned and the farmer moves to a different place. This type of farming is common in thickly forested areas of the Amazon Basin, tropical Africa, parts of South east Asia.
  4. Rice is a major food crop in tropical and sub tropical parts of the world. Its cultivation needs high temperature, high humidity and rainfall. China and India are the leading producers in the world.
  5. Agriculture development refers to efforts made to increase production in farms so as to meet the ever growing demand of population. Increasing the cropped area, growing more crops, improving





7. West Bengal, Jharkhand, Orissa, Chattisgarh
8. 1859                      9. Rocky
- C.** 1. True                      2. True                      3. False
4. True                      5. True                      6. False
7. True                      8. True                      9. True
- D.** 1. (b)                      2. (e)                      3. (a)
4. (c)                      5. (d)
- E.** 1. Industry refers to an economic activity that is concerned with production of goods, extraction of minerals or provision of services.
2. Industries are classified according to raw material used, size and ownership.
3. Anand Milk Union Limited. Its head quarters are in Anand, Gujarat.
4. Ginning, Spinning, weaving, dyeing are four processes.
5. The Gurgaon - Delhi - Meerut region.
6. Aluminum, Nickel and Copper
7. Industrial plants produce chemicals, locomotive parts, agriculture equipment, machinery, tin plate, etc.
8. The Great lakes of North America lie between the mines and industrial plant in Pittsburgh.
9. Natural fibres – wool, silk  
Human made fibres – Nylon, polyester
10. The production of hand woven cotton textile in India was expensive and time consuming, so it could not compete with the western standards.
11. Iron and steel, machinery, ship building, automobiles, electrical equipment and cement industry have began to replace the textile industry in Osaka.
12. Bangalore is called Silicon Plateau because of the IT industry and the word 'plateau' refers to Deccan plateau where it is located.
- F.** 1. On the basis of raw material used, industries are classified into agro, mineral, marine and forest based.
- i. Agro based* : Raw material of this industry

- consists of plant and animal based products. Ex. - cotton textile and leather industry.
- ii. Mineral base* : Raw material consists of ores. Ex. - iron & steel industry.
  - iii. Marine based* : Use products obtained from sea and oceans as raw materials. Ex. - sea food.
  - iii. Forest based* : Use forest produce as raw material. Ex. - paper industry & furniture.
2. On the basis of ownership industries are classified into -
    - i. Private sector* : These are owned by individuals or group of individuals.
    - ii. Public sector* : These are owned by government.
    - iii. Joint sector industries* : These are owned and operated by the state and individuals.
    - iv. Cooperative sector* : These are owned and operated by the producers or suppliers of raw materials. Ex. : AMUL
  3. An industrial system consists of inputs, processes and outputs Raw materials, labour, costs, transport, power and infrastructure are inputs. Processes are activities done to convert raw material into finished products. The finished product and all profits earned are the outputs.
  4. The major industrial areas of the world are eastern North America, western and central Europe, eastern Europe and eastern Asia. In India major industrial regions are Mumbai - Pune cluster, Bangalore - Tamil Nadu region, Hugli region, Ahmedabad - Baroda region, Chotanagpur industrial belt, etc.
  5. Steel is tough, can be easily shaped and cut or made into wire. Adding certain other elements makes it harder, tougher and rust retention capability.
 

**Significance** : Steel is the backbone of modern industry. Lot of steel objects are used in daily life. Ships, trains and other vehicles, machinery and equipment etc. Utilise steel as a main or sole

constituent.

6. Sakchi was close to Kalimati Railway station. It was also close to iron ore, coal and manganese deposits. Jharia coal fields. limestone, dolomite and manganese from Orissa and Chattisgarh were easily accessible. The rivers Kharkai and Subamarekha provided sufficient water supply.
- G.**
1. Cotton textile industry is involved in making clothes out of the fibre. India has a glorious history of producing excellent quality cotton textiles. The first successful mechanised textile mill in India was established in Mumbai in 1854. The factors that led to success were the warm and moist climate, presence of nearby port, availability of raw material and skilled labour. Today the industry has spread to various other parts of the country, due to artificial production of humidity. The important cotton textile centres are in Coimbatore, Kanpur, Chennai, Ahmedabad, etc.
  2. *a. Iron & Steel industry in Pittsburgh* – Pittsburgh is an important steel city in USA. Most raw materials such as coal are available locally. Iron ore is brought from the iron mines in Minenosta. The shipping of ore is also a convenient pathway. Rivers like Ohio, Monogahela provide adequate water supply. Finished steel is transported to the market by both land and water routes.  
*b. Cotton textile industry in Osaka* – It is a textile centre in Japan. It is called the “Manchester of Japan”. The plains around Osaka meant land was easily available for growth of cotton mills. The river Yodo provides adequate water supply. Easily available labour and location of the port are also significant factors. The industry depends completely on imports. The finished product is exported.

## Chapter 6 : Human Resources

- A.**
1. (a)
  2. (d)
  3. (b)



availability of fresh water, minerals are major geographical factors affecting population density of a region. People prefer to live on plains more than mountains or plateaus. People live more in moderate climates than extreme hot or cold. Some social factors are better housing, education and health facilities. Employment opportunities are another attraction.

2. The world population grew steadily initially. It reached a billion in the year 1820. But the next two billion were added in just 150 years. By 1970 the population was 3 billion, by 1999 the population had doubled to 6 billion. The population explosion has been mainly caused by the growth in medical facilities which has decreased the death rate by a large extent.
  3. Factors affecting the population change in a region are birth rate, death rate and migrations. Birth rate measures the number of live births per 1000 people. Death rate is a statistic that measures the no. of deaths per 1000 people. Migration refers to movement of people from one area to another.
- G.**
1. A population pyramid is a pictorial way to describe the population composition. An age – sex pyramid gives information about the distribution of different age groups of people based on gender.
    - a. The base is narrower than some of its upper parts. This means that the birth rate of the country is not too much.
    - b. On the top, the shape indicates that more people reach the old age. This shows the lower death rate as well.
    - c. This is most likely to be an age-sex pyramid of a developed country. The population growth rate seems to be controlled. Youth form a major part of the population.

## History

### Lesson – 1 : How, When And Where

- A.** 1. (a)                      2. (b)                      3. (c)  
4. (d)                      5. (a)
- B.** 1. three                      2. Administrative records  
3. British                      4. enlightenment, happiness
- C.** 1. True                      2. True                      3. True  
4. False                      5. True
- D.** 1. (c)                      2. (d)                      3. (a)  
4. (b)
- E.** 1. A totality of past events is history.  
2. Recording history into dates and time frames is periodisation.  
3. Newspapers of modern history includes Harijan of Gandhi ji, the Kesari of Tilak, the Sandhya and Yugantar of Bengal etc. The Bengal Gazette, Calcutta Gazette, the Madras carier are some magazines.  
4. Since the beginning of 17th century India has been under continous western influence. Modern cultural institutions and forms of Social structure were introduced after the establishment of British rule in India. Later on it led to the institution of modernisation of great tradition.  
5. The British got constructed many buildings in almost every corner of the country to administer it. The India Gate, the Rashtrapati Bhawan, the Parliament House, the National Archives in New Delhi and Gateway of India in Mumbai are sources of Modern India history, Beside it, the govt. preserved the ancient temples, mosques, tombs, forts, palaces of medieval period.
- F.** 1. During the late 16th and 17th century the European trading companies in India competed with each other. By the last quarter of the 18th century the English has outdone all others and established themselves as the dominant power of India. The British

administered India for a period of about two centuries and brought about revolutionary changes in the social, political and economic life of the country.

2. The sources of Modern Indian history are in the form of writings, books, coins, newspapers, magazines, buildings, etc.
  - i. **Official Records of British** : The British govt. wrote its plans, policies, investigations, treaties on papers and preserved them in departmental offices.
  - ii. **Historical monuments and buildings** : The British got constructed many buildings in almost every corner of the country to administer it. For ex- Parliament house, the India gate, Church gate, temples, tombs etc.
  - iii. **Coins** : The British govt. issued different type of coins bearing the picture of Queen Victoria and James II including the other historical events.
  - iv. **Books, magazines and newspapers** : Different books and magazines were written by the Britishers and the Indians on different subjects which throws light on art, history, music, dance, policies, rules of modern history of India.

### Chapter 2 : From Trade To Territory

- A.
  1. (a)
  2. (c)
  3. (a)
  4. (c)
  5. (d)
  6. (a)
  7. (c)
  8. (b)
- B.
  1. courts
  - 2.
  3. trading, territorial
  4. Awadh
  5. 1761
  6. Rayanna
- C.
  1. False
  2. False
  3. False
  4. True
  5. False
- D.
  1. (b)
  2. (d)
  3. (f)
  4. (a)
  5. (c)
  6. (e)
- E.
  1. **Nabobs** : Nabob is a Muslim official or governor

under the Mogul empire in India. He was a person of great wealth or prominence.

2. **Musket** : A heavy, large caliber smooth: bore gun for infantry soldiers, introduced in the 16th century.
- F.
1. After the discovery of sea route to India by Vasco da Gama. The Dutch began to explore the possibilities of trade in Indian ocean by the early 17th century. India produced fine qualities of cotton and silk which had a big market in Europe. Various spices from India : like pepper, cloves, cardomon were also in great demand. All the European companies were interested in buying these things. Thus this way East India company start trading with India.
  2. The British setup their first factory on the banks of river Hugli in 1651. The warehouse was called the factory and the traders were known as traders. With the growth in trade, the company persuaded merchants and traders to settle near the factory. The company began to build fort around the settlement by 1696. It also got Zamindari rights over three villages within two years. They also convinced the Mughal emperor Aurangzeb to grant the company the right to trade duty free.
  3.
    - i. **First Anglo Maratha War** : The first war was ended with the Treaty of Salbai. There was no decisive victory after this war.
    - ii. **Second Anglo Maratha War** : The second war resulted in the British gaining Orissa, Agra and Delhi.
    - iii. **Third Anglo Maratha War** : The third war broke the power of the Marathas. The company now had complete control over the territories south of the Vindhyas.
  4. The company was very keen to have a puppet ruler in place of Sirajuddaulah, so that it might enjoy trade concessions and other privileges. It began to help one of Sirajuddaulah's rivals become the nawab. This infuriated Sirajuddaulah. He sternly asked the



company to stop interfering in the political affairs of his dominion, stop fortification and pay up revenues. Once, the negotiations failed the Nawab marched with 30000 soldiers to the English factory at Kassimbazar. Company officials were captured the warehouse was locked all Englishmen were disarmed and the English ships were blockaded. After that, Nawab marched to Calcutta to establish control over the company's fort.

5. The East India company wanted to crush the rulers of Mysore. Four wars were fought with Mysore (1767-69, 1780-84, 1790-92 & 1799). The company could finally get victory in the fourth Anglo-Mysore war; also known as the Battle of Seringapatnam. Tipu Sultan was killed and the former ruling dynasty of the Wodeyars was given the charge of Mysore. It was kept under subsidiary alliance.
6. Warren Hastings played an important role in the expansion of the company power. The East India Company had established itself in Bengal, Bombay & Madras. British territories were broadly divided into administrative units called Presidencies. There were three presidencies – Bengal, Madras & Bombay. Each presidency was ruled by a Governor. The supreme head of the administrative was the Governor General. Warren Hastings was the first Governor - General.

### Chapter 3 : Ruling the Country Side

- |           |                 |              |          |
|-----------|-----------------|--------------|----------|
| <b>A.</b> | 1. (a)          | 2. (c)       | 3. (a)   |
|           | 4. (c)          | 5. (b)       |          |
| <b>B.</b> | 1. nij, ryots   | 2. zamindars |          |
|           | 3. Thomas Munro | 4. planters  |          |
|           | 5. contract     |              |          |
| <b>C.</b> | 1. (e)          | 2. (f)       | 3. (b)   |
|           | 4. (a)          | 5. (c)       | 6. (d)   |
| <b>D.</b> | 1. True         | 2. False     | 3. False |

4. True                      5. False
- E. 1. The East India Company became the Diwan of Bengal on 12th August 1765.
2. During the rule of the Mughal Empire, the Diwan served as the Chief revenue officer of a province.
3. **Benefits :-**
- i. The company became the chief administrator of Bengal.
  - ii. The company could now administer the land and revenue resources of Bengal.
  - iii. The revenue from Bengal could be utilized to meet the expenses of the company.
  - iv. The company now had the liberty to trade in all the goods it wanted to.
4. The East India Company had ambitious plans to establish itself further in India.
- i. The company wanted to colonise the country side.
  - ii. It wanted to organise revenue resources.
  - iii. Its priority was to redefine the rights of people.
  - iv. It was keen to produce the crops it wanted in India.
5. This system was also known as the ryotwari system. It was first tried on a small scale by Captain Alexander. He tried it in some of those areas which were taken over after the defeat of Tipu Sultan. This system was subsequently developed by Thomas Munro. This system was gradually implemented all over South India.
6. The revenue officials wanted to increase the income from land. Hence they fixed very high pay the revenue demand. Peasants were not able to pay the revenue. The ryots fled the country side and villages became deserted in many regions.
7. Indian indigo was being used in Italy, France and Britain. But the price of indigo was very high and hence a small amount of Indian could reach the

Indian market. The company looked for ways to expand the area under indigo cultivation in India. Commercial agents and officials of the company began investing in indigo production to increase their profit.

8. The 'Nij' system and the 'Ryoti' system of cultivation.
9. In Nij system of cultivation, the planter produced indigo on those lands which were under his direct control. The planter either bought the land or rented it from other Zamindars. He directly employed labourers to produce indigo.
10. Under the ryoti system, indigo cultivation was done by the ryots. The planters made the ryots to sign a contract or an agreement (satta). The ryots got cash advances from the planters. But after taking the loan, the ryot was committed to grow indigo on at least 25% of his land holding. Seeds and drills were provided by the planter and the cultivators grow and looked after the crop.
11. Indigo dye is an organic compound with a distinctive blue colour. It was a natural dye extracted from the leaves of certain plants and this process was important economically because blue dyes were once rare.
12. Thousands of ryots in Bengal refused to grow indigo in March 1859. The ryots refused to pay rents to the planters. They attacked indigo factories. These who worked for the planters were socially boycotted.
13. The Indigo commission was set up to enquire into the system of indigo production. The commission help the planters guilty. It asked the ryots to fulfill their existing obligations and then they were free to cultivate whatever they wished.
14. Thousands of ryots in Bengal refused to grow indigo in March 1859. The ryots refused to pay rents to the planters. They attacked indigo factories. These who worked for the planters were socially boycotted.



traders and landlords.

8. (a) The familiar ways of tribals seemed to be disappearing.  
(b) Their livelihoods were under threat.  
(c) The religion appeared to be in danger. Birsa set out to resolve these problems.
  9. Traders, moneylenders, missionaries, Hindu landlords and the British were the outsiders being referred to as dikus.
  10. Birsa was convicted on the charges of rioting.
  11. He died of cholera in 1900.
  12. The forest satyagraha occurred in 1930s in the Central Provinces.
- F.**
1. The Khonds were basically hunter-gatherers. They regularly went out on collective hunts and then divided the meat amongst themselves. They ate fruits and roots collected from the forest and cooked food with the oil they extracted from the seeds of the sal and mahua. They used many forest shrubs and herbs for medicinal purposes and sold forest produce in the local markets. All their activities were based on forest.
  2. Tribal groups often needed to buy and sell in order to be able to get the goods that were not produced within the locality. This led to their dependence on traders and moneylenders. Traders came around with things for sale. They sold the goods at high prices. Moneylenders used to give loans with which the tribals met their cash needs, adding to what they earned. But the interest charged on the loans was very high. Thus, both traders and moneylenders always exploited the tribal people. It is therefore the tribals- saw them as evil outsiders and the cause of their misery.
  3. The British officials saw settled tribal groups such as the Gonds and Santhals as more civilised than hunter-gatherers or shifting cultivators. These tribal

groups lived in the forests and kept on moving. They did not have a fixed home. The British considered them wild and savage and therefore they needed to be settled and civilised.

4. The British introduced land settlements to ensure a regular revenue source for the state. Under these settlements :

- . the British measured the land, defined the rights of each individual to that land, and fixed the revenue demand for the state.

- . some peasants were declared landowners, others tenants. The tenants were to pay rent to the landowner who in turn paid revenue to the state.

5. The British stopped the tribal people from living inside forests by introducing some changes in forest laws. This created a problem. They lost labour force because most of the jhum cultivators moved to other areas in search of work.

Colonial officials solved this problem by giving jhum cultivators small patches of land in the forests and allowing them to cultivate these on the condition that these who lived in villages would have to provide labour to the Forest Department and look after the forests. The Forest Department established forest villages in many regions to ensure a regular supply of cheap labour.

6. The Birsa movement was significant in two ways:
  - (a) It forced the colonial government to introduce laws so that the land of the tribals could not easily be taken over by dikus.
  - (b) It showed once again that the tribal people had the capacity to protest against injustice and express their anger against colonial rule. They did this in their own specific way, inventing their own rituals and symbols of struggle.

- G. 1. Tribal people were involved in many different types of activities :

- (a) Some tribal people practised jhum cultivation also known as shifting cultivation. This was done on small patches of land, mostly in forests. The cultivators cleared off small patches of land. They then burnt the vegetation and spread the ash from the firing, which contained potash to fertilise the soil. They used equipments like axe and hoe for preparing the soil for cultivation. Then they scattered the seeds on the field. Once the crop was ready, and harvested, they moved to another field. Shifting cultivators were found in the hilly and forested tracts of north-east and central India.
- (b) Some tribal groups were engaged in hunting animals and gathering forest produce, hence known as ‘hunter-gatherers’. They saw forests as essential for survival. The Khonds were such a community living in the forests of Orissa. They regularly went out on collective hunts and then divided the meat amongst themselves. They ate fruits and roots and cooked food with the oil they extracted from the seeds of the sal and mahua. They got rice and other grains in return for their valuable forest produce. Sometimes they did odd jobs in the villages like carrying loads, etc.
- (c) Some tribal groups lived by herding and rearing animals. They were pastoralists who moved with their herds of cattle or sheep according to the seasons. For examples, the Van Gujjars of Punjab hills, and the Labadis of Andhra Pradesh were cattle herders, the Gaddis of Kulu were shepherds and the Bakarwals of Kashmir reared goats.
- (d) Some tribal community took to settled cultivation. They cultivated their fields in one place year after year, instead of moving from place to place. They began to use the plough and







allowances.

- (b) The conditions of service also made them unhappy.
- (c) Some of the new rules even violated their religious sentiments and beliefs.
- (d) Those were the days when many people in the country believed that if they crossed the sea they would lose their religion and caste. So when in 1824 the sepoys were told to go to Burma by the sea route to fight for the Company, they refused to follow this order. As a result they were given severe punishment. Moreover, in 1856, the Company passed a new law which stated that every new person who took up employment in the Company's army had to agree to serve overseas if required.

4. The British introduced several reforms :

- (a) They passed laws to stop the practice of sati and to encourage the remarriage of widows.
- (b) They promoted English language education.
- (c) In 1850, the Company passed a new law that made the conversion to Christianity easier.

Many Indians began to feel that the British were destroying their religion, their social customs and their traditional way of life. But at the same time there were other Indians who readily accepted the reforms introduced by the British. In fact, they wanted to change existing social practices.

- 5. (a) The British announced rewards for loyal landholders by allowing them to continue to enjoy traditional rights over their lands.
- (b) Those who had rebelled were told that if they submitted to the British and if they had not killed any white people, they would remain safe and their rights and claims to land would not be denied.

G. 1. The other Indian soldiers in Meerut participated in

the uprising wholeheartedly. On 10 May, 1857 they marched to the jail in Meerut and released the sepoys who were sentenced to ten years' jail for disobeying their officers. They attacked and killed British officers. They captured guns and ammunition and set fire to the buildings and properties of the British and declared war on the firangis. The soldiers were determined to bring an end to the British rule in the country.

The sepoys of Meerut rushed to Delhi in the early hours on 11 May. As news of their arrival spread, the regiments stationed in Delhi also rose up in rebellion. Again British officers were killed, arms and ammunition were seized, buildings were set on fire. Triumphant soldiers gathered around the walls of the Red Fort where the Mughal emperor Bahadur Shah Zafar lived, demanding to meet him. The emperor was not willing to challenge the mighty British power but the soldiers persisted. They forced their way into the palace and proclaimed Bahadur Shah Zafar as their leader. The emperor finally accepted this demand. After getting the leader, the soldiers began to plan for further action.

2. The position of the British became very weak in Delhi and they were almost defeated by the rebel force. Therefore, there was no uprising for almost a week. Afterwards a spurt of mutinies began in several parts of India. Regiment after regiment mutinied and took to join other troops at nodal points like Delhi, Kanpur and Lucknow. After them, the people of the towns and villages also rose up in rebellion. They rallied around local leaders, zamindars and chiefs who were prepared to establish their authority and fight the British.

Nana Saheb, the adopted son of the late Peshwa Baji Rao who lived near Kanpur, gathered armed forces and expelled the British Garrison from the city. He proclaimed himself Peshwa. He declared that he was

a Governor under emperor Bahadur Shah Zafar. In Lucknow, Birjis Qadr, the son of the deposed Nawab Wajid Ali Shah, was proclaimed the new Nawab. He too acknowledged the suzerainty of Bahadur Shah Zafar.

In Jhansi, Rani Lakshmbai joined the rebel sepoys and fought the British along with Tantia Tope, the General of Nana Saheb.

A situation of widespread rebellion also developed in the region of Awadh. Many new leaders also came up and joined the revolt. Ahmadullah Shah, a maulvi from Faizabad, raised a large force of supporters. He came to Lucknow to fight the British.

In Delhi, a large number of religious warriors came together to wipe out the white people. Bakht Khan, a soldier from Bareilly, took charge of a large force of fighters who came to Delhi. In Bihar, an old zamindar, Kunwar Singh, joined the rebel sepoys and battled with the British for several months.

3. The Company did not get nervous to see the strength of the rebel forces. Instead, it decided to suppress the revolt with all its might. It brought reinforcements from England, passed new laws so that the rebels could be convicted with ease, and then moved into the storm centres of the revolt. Delhi was recaptured from the rebel forces in September 1857. The last Mughal emperor, Bahadur Shah Zafar was tried in court and sentenced to life imprisonment. He and his wife were sent to prison in Rangoon in October 1858.

The recapture of Delhi did not mean that the rebellion died down completely. People continued to resist and battle the British. So, the British had to fight for two years to suppress the massive forces of popular rebellion.

The British took Lucknow in 1858. Rani Lakshmbai was defeated and killed in June 1858. Tantia Tope, who fought a guerrilla war, was finally captured,



Mughal emperor Bahadur Shah Zafar. Delhi remained under the control of the rebels for four months.

When the British recaptured Delhi, they embarked on a campaign of revenge and plunder. The British forces began wrecking vengeance on the streets of Delhi, massacring the rebels. To prevent another rebellion, the British exiled Bahadur Shah to Burma, dismantled his court, razed several of the places, closed down gardens and built barracks for troops in their place.

4. The partition caused massive transfer of populations on both sides of the new border. Muslims left Delhi for Pakistan while their place was taken by equally large numbers of Sikh and Hindu refugees from Pakistan. Many of the Muslims who went to Pakistan were artisans, petty traders and labourers. The new migrants coming to Delhi were rural landlords, lawyers, teachers, traders and small shopkeepers. Partition changed their lives and their occupation. They had to take up new jobs as hawkers, vendors, carpenters and ironsmiths.
5. Havelis were grand mansions in which the Mughal aristocracy in the 17th and 18th centuries lived. A haveli housed many families. On entering the haveli through a beautiful gateway, there was an open courtyard which was surrounded by public rooms. These public rooms meant for visitors and business, used exclusively by males. The inner courtyard with its pavilions and rooms was meant for the women of the household. Rooms in the havelis had multiple uses, and very little by way of furniture. These havelis began to decline as the Mughal amirs found it difficult to maintain them under conditions of British rule.

Some havelis were subdivided and sold. Some were taken over by the upcoming mercantile class while many fall into decay.

6. The main features of the colonial bungalow :
  - (a) It was meant for one nuclear family.
  - (b) It was a large single-storyed structure with a pitched roof and usually set in one or two acres of open ground.
  - (c) It had separate living and dining rooms and bedrooms and a wide verandah running in the fronts and sometimes on three sides.
  - (d) Kitchens, stables and servants' quarters were in a separate space from the main house. The house was run by dozens of servants.
- F. 1. New Delhi was constructed as a 10-square-mile city on Raisina Hill, south of the existing city. Two architects namely Edward Lutyens and Herbert Baker, were called on to design New Delhi and its buildings. The government complex in New Delhi consisted of two-mile avenue, Kingsway, now known as Rajpath, led to the Viceroy's Palace, now known as Rashtrapati Bhavan, with the Secretariat buildings on either sides of the avenue.

The features of these government buildings were borrowed from different periods of India's imperial history, but the overall look was classical Greece of Fifth century BC. For instance, the central dome of the Viceroy's Palace was copied from the Buddhist stupa at Sanchi, and the red sandstone and carved screens or Jalis were borrowed from Mughal architecture.

These new buildings, had to assert British importance. Therefore, the Viceroy's Palace was kept higher than Shah Jahan's Jama Masjid.
2. The Census of 1931 revealed that the Walled City area was densely populated with as many as 90 persons per acre, while New Delhi had only about 10 persons per acre.

Several attempts were made to decongest the old city, for example, in 1888 an extension scheme called the Lahore Gate Improvement Scheme was planned by





Europe.

2. Textile industries had just emerged in England in the early 18th century.

So, it was difficult for the English producers to compete with Indian textiles. This competition with Indian textiles led to a search for technological innovation in England. In 1764, the Spinning Jenny was invented by John Kaye which increased the productivity of the traditional spindles.

Then came the steam engine. It was invented by Richard Arkwright in 1786. These two inventions revolutionised cotton textile weaving in England. Cloth could now be woven in immense quantities and cheaply too.

3. Textile production was concentrated in the following four regions in the early 19th century :

- (a) Bengal was one of the most important centres. Located along the numerous rivers in the delta, the production centres in Bengal could easily transport goods to distant places.

- (b) Dacca in Eastern Bengal, present-day Bangladesh, was the foremost textile centre in the 18th century. It was famous for its mulmut and jamdani weaving.

- (c) Textile production was concentrated along the Coromandal coast stretching from Madras to northern Andhra Pradesh.

- (d) On the western coast there were important weaving centres in Gujarat.

4. Weavers often belonged to communities that specialised in weaving. Their skills were passed on from one generation to the next.

List of some communities famous for weaving includes :

- (a) the tanti weavers of Bengal.

- (b) the julahas or momin weavers of north India.

- (c) sale and kaikollar and devangs of South India.

5. The process of cloth making consists of two stages:
- . The first stage of production was spinning, This work done mostly by women. The charkha and the takli were household spinning instruments. The thread was spun on the charkha and rolled on the takli.
  - . When the spinning was over the thread was woven into cloth by the weaver.

In most communities weaving was a task done by men. For coloured textiles, the thread was dyed by the dyer, called rangrez. For painted cloth the weavers needed the help of specialist block printers called chhipigars.

- F. 1. (a) **Jamdani weave** : It grew in the early 20th century. Jamdani is a fine muslin on which decorative motifs are woven on the loom, typically in grey and white. Often a mixture of cotton and gold thread was used. The most important centres of jamdani weaving were Dacca in Bengal and Lucknow in the United Provinces.
- (b) **Chintz** : The term chintz is derived from the Hindi word chhint, a cloth with small and colourful flowery designs. It was produced in Masulipatnam and Andhra Pradesh in the mid-19th century. It was in great demand in England and Europe.
2. Jamsetji Tata had decided to spend a large part of his fortune to build a big iron and steel industry in India. But this could not be done without identifying the sources of fine quality iron ore. For this reason his son, Dorabji Tata along with Charles Weld, an American geologist, began travelling in Chhattisgarh in search of iron ore deposits. It was the year 1904. One day, after travelling for many hours in the forests, Weld and Dorabji came upon a small village where they met the Agarias, who were carrying basket loads of iron ore. When asked where they had





- higher education.
- b. Promotion of Oriental institutions like the Calcutta Madrasa and Benaras Sanskrit College was stopped. These institutions were seen as temples of darkness that were falling of themselves into decay.
  - c. English textbooks began to be produced for schools.
3. Following measures were taken :
- a. Education departments of the government were set up to extend control over all matters regarding education.
  - b. A system of universities education was introduced. Universities were established in Calcutta, Madras and Bombay.
  - c. Attempts were also made to bring about changes within the system of school education
4. Both Tagore and Mahatma Gandhi thought about education in similar ways. But there were differences too. Gandhiji was highly critical of Western civilisation and its worship of machines and technology. Tagore wanted to combine elements of modern Western civilisation with what he saw as the best within Indian tradition. He emphasised the need to teach science and technology at Shantiniketan, along with art, music and dance
- G.** 1. The Court of Directors of the East India Company in London sent an educational despatch to the Governor- General in India in the year 1854. As the despatch was issued by Charles Wood, the President of the Board of Control of the Company, it came to be known as Wood's Despatch. ' Wood's Despatch outlined the educational policy that was to be followed in India. It criticised the Oriental knowledge and emphasised the need of European learning. The Despatch made it clear that European learning would enable Indians to recognise the benefits that would flow from the expansion of trade and commerce. It

would also make them see the importance of developing country's resources. Indians needed to adopt European ways of life because this would change their tastes and desires and create a demand for British goods.

Wood's Despatch further argued that European learning would improve the moral character of the people of India. It would make them honest and reliable and thus supply trusted civil servants to the Company.

The Despatch strongly criticised the literature of the East because it was full of errors and unable to instill in people a sense of duty and a commitment to work.

2. There were no rules and regulations in pathshalas. Hence, the Company decided to improve the entire system. It took several measures:
  - a. It appointed a number of government pandits, each incharge of looking after four to five schools. The task of the pandit was to visit the pathshalas and try and improve the standard of teaching.
  - b. Each guru was asked to submit periodic reports and take classes according to a regular time table.
  - c. Teaching was now to be based on textbooks and learning was to be tested through a system of annual examination.
  - d. Students were asked to pay a regular fee, attend regular classes, sit on fixed seats, and obey the new rules of discipline.
3. Mahatma Gandhi never approved English education because it had created a feeling of inferiority in the minds of millions of Indians. Infact he wanted an education that could help the people of India restore their sense of dignity and self-respect. During the time of the national movement he urged students to leave educational institutions to show the British that they could no longer enslave Indians.







Finally, in 1829, the practice of sati was banned.

2. The movement in favour of widow remarriage spread in different parts of the country by the second half of the 19th century. Veerasalingam Pantulu formed an association for widow remarriage in the Telugu-speaking areas of the Madras Presidency. Around the same time young intellectuals and reformers in Bombay pledged themselves to work for the same cause. In the north the founder of the Arya Samaj Swami Dayanand Saraswati also supported widow remarriage.

However, the movement did not get much success. The number of widows who actually remarried remained low. Those who remarried were not easily accepted in the society. The conservative people never approved the new law.

3. Tarabai Shinde was a woman who got education at home at Poona. She is better known for publishing a book named Stripurushtulna meaning a comparison between women and men. She, in this book, criticises the social differences between men and women. Pandita Ramabai was a great scholar of Sanskrit. She found Hinduism very oppressive towards women and wrote a book about the pathetic condition of Hindu women belonging to upper caste. She started a widow's home at Poona to provide shelter to widows who had been maltreated by their husband's relatives. Here women were given training to make them self-dependent.
4. By the second half of the 19th century, people from within the lower castes began to raise voice against caste discrimination. They organised movements against this practice and demanded social equality and justice. The Satnami movement became famous in Central India. It was initiated by Ghasidas, who came from a low caste, worked among the leather workers and organised a movement to improve their social status. In Eastern Bengal, Haridas Thakur's Matua sect worked among low caste Chandala

cultivators. Haridas questioned Brahmanical texts that supported the caste discrimination. Shri Narayana Guru belonged to Ezhavas, a low caste in present-day Kerala. He proclaimed the ideals unity of all people within one sect, a single caste and one god. By organising these movements the leaders coming from low-caste tried to create awareness amongst the lower castes.

5. E.V. Ramaswamy Naicker belonged to a middle-class family. He had been an ascetic in his early life and had studied Sanskrit scriptures carefully. Afterwards, he became a member of the Congress but quit it when he found that at a feast organised by nationalists, seating arrangements followed caste discrimination, i.e. the lower castes were made to sit at a distance from the upper-castes. He founded Self Respect Movement which inspired untouchables to fight for their dignity. He argued that untouchables were the true upholders of an original Tamil and Dravidian culture which had been subjugated by Brahmins. He felt that all religious authorities saw social divisions and inequality as God-given. Untouchables had to free themselves from all religions to achieve equal social status

- H.** 1. Indian society had been a prey to many evil practices for a long time. Men and women were treated differently. Women were subjected to many restrictions. They were not allowed to go to schools. They were not allowed to choose their husbands. Child-marriage was an established custom in the society. Most children were married off at an early age. Both Hindu and Muslim men could marry more than one wife. In some parts of the country, sati was in practice. Those widows were praised who chose death by burning themselves on the funeral pyre of their husbands. Women's rights to property were also restricted. These evil customs and practices had eclipsed the progress of society. Hence, debates and discussions began to take place from the early 19th

century, with the development of new forms of communications. For the first time, books, newspapers, magazines, leaflets and pamphlets were printed. They spread awareness among the common mass.

Social reformers like Raja Rammohan Roy, Ishwarchand Vidyasagar, came forward and took initiatives to bring changes in society by abolishing the evil practices.

2. By the end of the 19th century, Indian women themselves began to work for their upliftment. They began to get higher education in universities. Some of them trained to be doctors, some became teachers. Many women began to write and publish their critical views on the status of women in society. Pandita Ramabai, was a great scholar of Sanskrit. She criticised Hinduism which was so oppressive towards women. She wrote a book about the miserable lives of upper caste Hindu women. She established a widow home at Poona to provide shelter to widows who had been ill-treated in their families. From the early 20th century, Muslim women such the Begums of Bhopal and Begum Rokeya Sakhawat Hassain played active role in spreading education among Muslim girls. They founded schools for them. Begum Rokeya Sakhawat Hassain fearlessly criticised the conservative ideas. She argued that religious leaders of every faith accorded an inferior position to women.

### Chapter 10 : World of Visual Arts

- |           |                          |            |          |
|-----------|--------------------------|------------|----------|
| <b>A.</b> | 1. (a)                   | 2. (c)     | 3. (b)   |
|           | 4. (d)                   | 5. (b)     | 6. (a)   |
|           | 7. (c)                   | 8. (d)     |          |
| <b>B.</b> | 1. maharajas, Travancore | 2. nephew  |          |
|           | 3. seven                 | 4. England |          |
|           | <b>C.</b> 1. False       | 2. True    | 3. False |

4. True
- D.** 1. (g)                      2. (d)                      3. (e)  
 4. (f)                      5. (b)                      6. (a)  
 7. (c)
- E.** 1. Commission refer to an official group of people who were asked to find about something.  
 2. Unlike the Indian tradition of painting potraits in miniature, colonial portraits were life sized images that look real.  
 3. Raja Ravi Verma was one of the first artist who tried to create a style that was both modern and national.  
 4. Engraving refers to a design that is cut into a piece of metal or stone to make a picture. It is a practice of incising a design into a hard metal surface by cutting grooves into it.  
 5. Thomas Daniell and William Daniell
- F.** 1. Johan Zoffany was the most famous of the visiting European painter of potraits. He was a german who migrated to England and came to India in the 1780s for five years.  
 2. They painted pictures that were exactly same in reality . European artists introduced the technique of oil painting which was known to the Indian artists. Oil paintings allow artists to produce that looked real.  
 3. Thomas Daniell was the most famous of the visiting landscape painters. He came to India in 1785 and stayed for seven years. He produced some of the most evocative landscapes of India. Large oil paintings on canvas were regularly exhibited in britain and his albums of engravings were quickly bought up by the British public.  
 4. Miniature art or painting is a genre that focusses on art with a long history that dates back to the scribes of medieval ages.  
 5. Company paintings is a broad term used for a variety of hybrid styles that developed as a result of



7. It refers to Jallianwalla Bagh massacre that occurred on 13 April, 1919 in Amritsar on Baishakhi day.
  8. He was a lawyer from East Bengal and was active in the Non-Cooperation Movement.
  9. RSS stands for Rashtriya Swayamsevak Sangh
  10. Bhagat Singh was a revolutionary nationalist. His slogan was—Inquilab Zindabad.
- F.**
1. In its early years the Congress was moderate in its objectives and methods. It made several demands; which are given below:
    - a. The Congress demanded a greater voice for Indians in the government and in administration.
    - b. It demanded that Indians be placed in high positions in the government. For this purpose it called for Civil Service examinations to be held in India as well, not just in London.
    - c. The Congress demanded for the separation of the judiciary from the executive.
    - d. The repeal of the Arms Act and the freedom of speech and expression was also a major demand of the Congress.
    - e. It also demanded reduction of revenue, cut in military expenditure and more funds for irrigation
  2. At the time of partition Bengal was the biggest province of British India which comprised Bihar and parts of Orissa. The British argued for dividing Bengal for reasons of administrative convenience. But it was a totally false argument. In fact, the partition of Bengal was closely tied to the interests of British officials and businessmen. The British also wanted to curtail the influence of Bengali politicians and split the Bengali people. It was therefore, instead of removing the non-Bengali areas from the province, they separated East Bengal and merged it with Assam.
  3. a. The partition of Bengal enraged people all over

the country. Both the Moderates and the Radicals in the Congress opposed this action of the British.

- b. Public meetings and demonstrations began to be organised. Novel methods of mass protest were also developed. They struggled against the partition of Bengal came to be known as Swadeshi Movement. In Bengal this movement was the strongest. In other regions .such as in deltaic Andhra the movement was called the Vandemataram Movement.
4. In the year 1920 the British imposed a harsh treaty on the Turkish Sultan, known as Khalifa. It enraged people. Indian Muslims wanted that the Khalifa be allowed to retain control over Muslim sacred places in the erstwhile Ottoman empire. The leaders of the Khilafat agitation Mohammad Ali and Shaukat Ali, now wished to start a full-fledged Non-Cooperation Movement. They got support from Mahatma Gandhi who urged the Congress to campaign against “Punjab wrongs’, the Khilafat wrong and demand swaraj
5.
  - a. During these years, thousands of students left government controlled schools and colleges.
  - b. Many lawyers such as Motilal Nehru, C.R. Das, C. Rajagopalachari and Asaf Ali gave up their practices.
  - c. British titles were surrendered and legislatures boycotted.
  - d. People lit public bonfires of foreign cloth.
6. The British government in England sent a Commission headed by Lord Simon in the year 1927 to decide India’s political future. As the Commission had no Indian representative, it was boycotted by all political groups. When the Commission arrived it met with demonstrations with banners saying ‘Simon Go Back’.
7. Ambabai came from Karnataka. She had been married at age twelve and was widowed at sixteen.

Afterwards she began participating in the Indian freedom struggle. She picketed foreign cloth and liquor shops in Udipi. She was arrested, served a sentence and was rearrested. Between prison terms she made powerful speeches, taught spinning and organised prabhat pheris.

8. Maulana Azad was a great leader of the Indian freedom struggle. He was born in Mecca to a Bengali Father and an Arab Mother. He was well-versed in several languages. He was a scholar of Islam and an exponent of the notion of wahadat-i-deen, the essential oneness of all religions. He was an active participant in the movement launched by Mahatma Gandhi. He was a great advocate of Hindu-Muslim unity. He never approved Jinnah's two-nation theory. He wanted a country in which Hindus and Muslims lived in perfect harmony.
  9. Khan Abdul Ghaffar Khan was the Pashtun leader from the North-West Frontier Province. He was popularly known as Badshah Khan. He founded the Khudai Khidmatgars, which was a powerful non-violent movement among the Pattans of his province. He was a staunch supporter of Hindu-Muslim unity and was strongly opposed to the partition of India. He criticised his Congress colleagues for agreeing to the division of India in 1947.
- G.** 1. The British passed the Rowlatt Act in the year 1919. The Act curbed fundamental rights such as the freedom of expression and strengthened police powers. The Act was very repressive and therefore it enraged Indians. Prominent leaders of the freedom struggles such as Mahatma Gandhi, Mohammad Ali Jinnah, etc. felt that the government had no right to restrict the basic freedoms of people. They viewed the Act as devilish and tyrannical. Gandhiji decided to oppose this Act. He asked people of India to observe 6 April 1919 as a day of non-violent opposition to the Act, as a day of "humiliation and



prayer' and hartal. He organised Satyagraha Sabhas to launch the movement.

The Rowlatt Satyagraha spread far and wide. It became the first All- India struggle against the British government. In April 1919 several demonstrations and hartals took place in the country. But the government suppressed them taking brutal measures. The Jallianwala Bagh massacre was the climax of its brutality. This incident took place on 13 April in Amritsar on Baishakhi day. Thousands of people had gathered in the Jallianwala Bagh to celebrate the occasion. General Dyre opened fire on them all of a sudden. Both Hindu and Muslim unitedly criticised the British action.

2. According to the law, the state had a monopoly on the manufacture and sale of salt. Mahatma Gandhi and other prominent leaders of the freedom struggle thought that it was sinful to tax salt because it is an essential item of our food. Both the rich and the poor needed it equally. Gandhiji felt that his Salt March would become popular and would represent the general desire of freedom to a specific grievance shared by all. On 6 April, 1930, Gandhiji alongwith his followers marched for over 240 miles from Sabarmati to the coastal town of Dandi. Here, they broke the government law by gathering natural salt found on the seashore, and boiling sea water to produce salt. ‘

A large number of people including women participated in this historic march. The government tried to crush the movement through brutal action against peaceful satyagrahis. Thousands were arrested and sent to jail. But the movement played a significant role in achieving freedom of India.

3. In September 1939, the Second World War broke out. The British government in India needed help from the Indian leaders. Mahatma Gandhi was deeply perturbed. He now decided to initiate a new phase of



- F. 1. The points that created problems were:
- a. At the time of independence, India's population was large. It was divided too. There were divisions between high castes and low castes, between the majority Hindu community and Indians who practised other faiths.
  - b. The citizen of this country spoke different languages, wore different kinds of dresses, ate different kinds of foods and practised different professions.
2. First of all the practice of untouchability was abolished. Hindu temples were thrown open to all including the former untouchables.
- . A certain percentage of seats in legislatures as well as jobs in government were reserved for members of the lowest castes.
  - . Along with the former untouchables, the adivasis also known as the Scheduled Tribes were also granted reservation in seats and jobs. They too had been deprived and discriminated against like the Scheduled Castes.
3. Several members of the Constituent Assembly believed that the English language should be driven out of India with the British rule. They were of the opinion that Hindi should take place of English language. However, those who did not speak Hindi were of different opinion. T.T. Krishnamachari on behalf of the people of the south strongly opposed Hindi. Some threatened to separate from India if Hindi was imposed on them. Finally, a compromise was made. It was decided that while Hindi would be the 'official language' of India, English would be used in the courts, the services, and communications between one state and another.
4. The decision of the Congress leaders not to divide the country on linguistic lines disappointed the Kannada speakers, Malayalam speakers and the Marathi speakers. They had all looked forward to

having their own state. The Telugu-speaking districts of what was the Madras Presidency raised the strongest protests. In October 1952, a veteran Gandhian named Potti Sriramulu went on a hunger fast demanding the formation of Andhra state to protect the interests of Telugu-speakers. The fast went on and with it hartals and bandhs began to be observed. Meanwhile, Potti Sriramulu died. This incidence intensified the situation. The protests now became widespread and intense. This forced the Central Government to give in to demand. On 1st October, 1953, the new state of Andhra Pradesh came into being.

G. 1. Features :

- a. One feature of the Indian Constitution was that it adopted universal adult franchise. All Indians above the age of 21 (now 18) would be allowed to vote in state and national elections.
- b. Our Constitution guaranteed equality before the law to all citizens, regardless of their caste or religious affiliation.
- c. The Constitution offered special privileges for the poorest and most disadvantaged Indians. The evil practice of untouchability was abolished. Hindu temples were thrown open to all, including the former untouchables. After a long debate, the Constituent Assembly also recommended that a certain percentage of seats in legislatures as well as jobs in government be reserved for members of the lowest castes, including the adivasis.
- d. Our Constitution clearly defined the powers and functions of the central and the state governments. It gave division of power in the form of three lists—a Union List with subjects such as taxes, defence and foreign affairs, which would be the exclusive responsibility of the Centre, a State List of subjects such as education

and health, which would be taken care of mainly by the States, a Concurrent List under which would come subjects such as forests and agriculture in which the Centre and the States would have joint responsibility.

2. The Congress leaders were in no mood to further divide the country on linguistic lines.

But after the formation of Andhra Pradesh, other linguistic communities also demanded their own separate states. Hence, a State Reorganisation Commission was set up, which submitted its report in 1956. It recommended the redrawing of district and provincial boundaries to form compact provinces of Assamese, Bengali, Oriya, Tamil, Malayalam, Kannada and Telugu speakers respectively. The large Hindi-speaking region of north India was broken up into several states. Then in 1960, the bilingual state of Bombay was divided into separate states for Marathi and Gujarati speakers. In the year 1960, the state of Punjab was also divided into Punjab and Haryana, Punjab for the Punjabi speakers and Haryana for the rest who spoke Haryanvi or Hindi.

3. Sixty-two years of independence have passed. This duration covers a long journey. A lot have been achieved during this time. But at the same time there have been a number of failures.

***Successes :***

- a. India is still united and it is still democratic. These achievements definitely make us proud. Many foreign observers had felt that India could not survive as a single country. Others believed that it would come under military rule. Neither of these predictions proved to be true. As many as thirteen general elections have been held since independence, as well as hundreds of state and local elections.
- b. There is a free press and an independent judiciary.

- c. The fact that people speak different languages or practise different faiths has not come in the way of national unity.

***Failures :***

- a. Deep divisions are still there. Despite constitutional guarantees, people belonging to the lowest castes, such as dalits face violence and discrimination. In many parts of rural India they are not allowed access to water sources, temples, parks and other public places.
- b. The gulf between the rich and the poor has grown over the years. Some groups of people avail all facilities while many others continue to live below the poverty line.
- c. Our Constitution provides equality before the law but in real life this does not happen. Some Indians are more equal than others.

## CIVICS

### Lesson – 1 : The Indian Constitution

- A.** 1. (c)                                      2. (c)                                      3. (c)  
4. (b)                                      5. (c)                                      6. (a)  
7. (b)
- B.** 1. Indian constitution                      2. Discrimination  
3. Fundamental Rights                      4. minority
- C.** 1. False                                      2. True                                      3. True  
4. True                                      5. False
- D.** 1. (g)                                      2. (d)                                      3. (e)  
4. (a)                                      5. (f)                                      6. (c)  
7. (b)
- E.** 1. **Right to Equality** – This fundamental right states that all persons are equally protected by the laws of the country. It also states that no citizen can be discriminated against on the basis of their religion, caste against on the basis of their religion, caste or sex. Every person has access to all public places including playgrounds, hotels etc.
2. **Right against exploitation** – The Constitution prohibits trafficking, forced labour and children working under 14 years of age under this law.
- F.** 1. Fundamental rights referred to as the conscience of Indian constitution. Fundamental rights protect citizens against the arbitrary and absolute exercise of power by the state. These rights includes right to equality, right to freedom, freedom of religion, cultural and educational rights. Fundamental rights promotes secularism in which the state does not promote any one religion as the state religion.
2. A secular state is one in which the state does not officially promote any one religion as the state religion.
3. Federalism refers to the existence of more than one level of government in the country. In India,







2. The Parliament in India consists of the President, the Rajya Sabha and the Lok Sabha. There are 543 elected members in Lok Sabha and 2 nominated members. There are 233 elected members plus 12 members nominated by the President. Lok Sabha selects the group of persons known as executive. The Prime Minister of India is the leader of ruling party in the Lok Sabha. He selects the Ministers to work with him.
3. Rajya Sabha is a permanent body while Lok Sabha dissolves after every five years. The Speaker is the representative of Lok Sabha. On the other hand the Vice President of India is the representative of Rajya Sabha. The maximum members in the Lok Sabha are 552 while there are only 250 members in Rajya Sabha.
4. The main functions of Parliament are :
  - i. To select the National government* – The Parliament in India consists of the President, the Rajya Sabha and the Lok Sabha. There are 543 elected members in Lok Sabha and 2 nominated members. There are 233 elected members plus 12 members nominated by the President. Lok Sabha selects the group of persons known as executive. The Prime Minister of India is the leader of ruling party in the Lok Sabha. He selects the Ministers to work with him.
  - ii. To control, Guide and Inform the Govt.* – The Parliament begins with a question hour. It is important mechanism through which MPs can elicit information about the working of the govt. In this way the Parliament controls the executive.

#### Chapter 4 : Understanding Laws

- |                    |                  |      |
|--------------------|------------------|------|
| A. 1. a            | 2. a             | 3. c |
| 4. a               | 5. b             | 6. b |
| B. 1. law, schemes | 2. Indian judges |      |

3. arbitrary                      4. discrimination  
 5. parliament
- C.** 1. False                      2. True                      3. False  
 4. False                      5. True
- D.** 1. (d)                      2. (a)                      3. (b)  
 4. (c)
- E.** 1. According to the Sedition Act 1870 any person protesting or criticising the British Government could be arrested without due trial. Due to this act Indians started using law to defend their rights.  
 2. Criticise means to express disapproval of someone or something. It is to say what is wrong with something.  
 3. A violation of law invite punishment for that particular violation according to the constitution and rule of law of that particular country.  
 4. Law is a system of rules usually imposed through a govt. or institution and is applied to govern a group of people, Laws can be classified under different categories. Laws shapes politics economics and society in numerous ways.  
 5. Law makers and law enforcers would do much better to make legal system worthy of respect than to try instill fear of punishment. People should obey laws to respect the legitmate authority.
- F.** 1. ***The Civil Rights Act. 1964*** – This Act is a landmark that outlaws discrimination based on race, colour, religion, sex or national origin.  
 2. ***Right to Information Act 2005*** – This act is to empower the citizens, promote transparency and accountability in the working of the govt. contain corruption and make our democracy work for the people in real sense. The Act is a big step towards making the citizens informed about the activities of government.  
 3. ***Hindu Succession Amendment Act 2005*** – It was enacted to remove gender discriminatory provisions in the Hindu succession Act 1956. Under this the







- B.** 1.  
 2. occupied  
 3. Hinduism, Christianity  
 4. 13.4
- C.** 1. True                      2. True                      3. False  
 4. True                        5. True
- D.** 1. d                            2. a                            3. b  
 4. c
- E.** 1. The religion of Adivasis is different from Islam, Hinduism or Christianity. The Adivasis worship their ancestral, village or nature spirits. Ancestral spirits are worshipped at home, village spirits are worshipped at specific sacred groves and natural spirits are – mountain, river or animal spirits.
2. Adivasis had to face many troubles due to development work.
- i. They lost their land and livelihood.
  - ii. They lived in poverty
  - iii. Tribal children were malnourished and literacy rate was low.
  - iv. Most of their lands was war-torn and occupied by military.
  - v. They lost their custom and tradition.
3. Minority refers to communities that are numerically small in relation to the rest of population. The culture of the majority influences the way in which society and government might express themselves. In such cases, the size can be a disadvantage and can lead to marginalisation of relatively smaller communities. Thus safeguard is needed to protect minority communities against the possibility of being culturally dominated by the majority.
4. Muslims are 13.4 percent of India's population. They are considered as marginalised community in India because in comparison to other communities, they have been deprived of the benefits of socioeconomic development. Recognising that Muslims are lagging

behind in terms of various development indicators the govt, set up a high level committee in 2005.

- F.**
1. **Backward Classes** : The members of a caste or community who are recommended for special help in education and employment.
  2. **Scheduled Tribes** : The community of people who lived in tribal areas mainly forest are called scheduled tribes. They are also known as Adivasis.
  3. **Scheduled Castes** : These are the people who were previously untouchables. According to Hindu mythology, this is the fifth category in Varna System. They are called Shudras and were condemned for all dirty and polluting jobs. They named themselves Dalits or Harijans.

### **Chapter 8 : Confronting Marginalisation**

- A.**
1. c
  2. b
  3. d
  4. a
  5. c
- B.**
1. 15th
  2. dispossessed
  3. laws
  4. schedule castes
  5. punishable
- C.**
1. True
  2. True
  3. False
  4. True
  5. False
- D.**
1. b
  2. d
  3. a
  4. c
- E.**
1. Article 15 of the constitution notes that no citizen of India shall be discriminated against on the basis of religion, race, caste, sex or place of birth. This has been used by dalits to seek equality where it has been denied to them.
  2. Following fundamental rights are drawn to protect the interest of minorities –
    - i. Article 29 give the religious and linguistic minorities to establish and manage educational institutions of their own. They can promote and preserve their own culture.



- ii. It forbids discrimination on grounds of race, religion, caste or language.
  - iii. Article 16 guarantees that in matters of public employment, no discrimination shall be made.
  - iv. Article 25 guarantees freedom of religion to every individual.
3. Safai Karamchari Andolan is a movement that aims to completely eradicate manual scavenging from India. The movement began with the efforts of youth from the community led by Bezwada Wilson. It is an Indian human rights organization that has been campaigning for the eradication of manual scavenging the construction, operation and employment of manual scavengers which has been illegal in India since 1993.
  4. Some of the marginalised groups in India are –
    - i. Schedule castes, other backward classes or castes, Dalits.
    - ii. Schedule Tribes Adivasis
    - iii. Religious minorities
    - iv. Unorganized workers
  5. Scavenging is the practice of manual cleaning of human excreta from service / dry latrines. The scavengers crawl into the dry latrines and collect the human excreta with their bare hands, carry it as a head in a container to dispose it off.
  6. Untouchability is a social practice with in the caste system where members of the lowest caste where members of the lowest caste are considered to be ritually impure. The quality or condition of being an untouchable ascribed in vedic tradition to persons of low caste or to person excluded from the caste system.

### **Chapter 9 : Public Facilities**

- |         |      |      |
|---------|------|------|
| A. 1. d | 2. a | 3. d |
| 4. c    | 5. b |      |





3. Under minimum wages Act 1948 a worker has to be paid not less than the minimum wages by the employer.
  4. The Bhopal gas Tragedy brought the issue of environment to the forefront.
  5. Compressed Natural Gas
  6. Old ships can contain various amounts of toxic materials in their structure which need to be properly identified and removed.
- F.
1. As the law maker and enforcer the govt. is supposed to ensure that safety laws are implemented. It is the duty of the govt to ensure that the right to life guaranteed under Article 21 of the constitution is not violated.
  2. In India, one worker can easily replace another. Since there is so much unemployment there are many workers who are willing to work in unsafe conditions in return for a wage. Foreign companies also came to India for cheap labour. For lower pay companies get longer hours of work.
  3. According to the new laws introduced by the Indian government the polluter was to be held accountable for the damage done to environment. The environment is something that people over generations will share and it could not be destroyed merely for industrial development.







