



### Improve your learning

1. The sun rises two hours earlier in Arunachal Pradesh as compared to Gujarat in the west. But the clocks show the same time. How does this happen? (AS<sub>1</sub>)
- ★ 2. If the Himalayas weren't situated where they are now, how would the climatic conditions of the Indian sub continent be? (AS<sub>1</sub>)
3. Which are the major physiographic divisions of India? Contrast the relief of the Himalayan region with that of the peninsular plateau. (AS<sub>1</sub>)
- ★ 4. What is the influence of the Himalayas on Indian agriculture? (AS<sub>1</sub>)
5. Indo- Gangetic plains have a high density of population. Find the reasons. (AS<sub>1</sub>)
6. On an outline map of India, show the following: (AS<sub>2</sub>)
  - (i) Mountain and hill ranges – the Karakoram, the Zaskar, the Patkai Bum, the Jaintia, the Vindhya range, the Aravali, and the Cardamom hills.
  - (ii) Peaks – K2, Kanchenjunga, Nanga Parbat and the Anaimudi.
  - (iii) Plateaus - Chotanagapur and Malwa
  - (iv) The Indian Desert, Western Ghats, Lakshadweep Islands
7. Use an atlas and identify the following: (AS<sub>2</sub>)
  - (i) The Islands formed due to Volcanic eruption.
  - (ii) The countries constituting the Indian Subcontinent.
  - (iii) The states through which the Tropic of Cancer passes.
  - (iv) The northernmost latitude in degrees.
  - (v) The southernmost latitude of the Indian mainland in degrees.
  - (vi) The eastern and the western most longitudes in degrees.
  - (vii) The place situated on the three seas.
  - (viii) The strait separating Sri Lanka from India.
  - (ix) The Union Territories of India.
  - (x) The states in which Himalayas are extended to
8. How are the Eastern coastal plains and western coastal plains similar or different? (AS<sub>1</sub>)
9. Plateau regions in India do not support agriculture as much as the plain regions – what are the reasons for this? (AS<sub>1</sub>)
10. Read about the Himalayas, Islands and Coastal plains and prepare a detailed table. (AS<sub>3</sub>)
- ★ 11. “Himalayas play a vital role in India's development,” comment. (AS<sub>2</sub>)

★ Thar desert  
★ The islands

### Project

Using the raised relief map and physical maps in your atlas, make clay/ sand models of India on the ground. Use different types of sand or soil to mark different types of relief features. Ensure that the heights of the places are proportional and rivers are marked. Look at the vegetation map in your atlas and try to use leaves and grasses to decorate them. May be over the year, you can also add other features of India into them.

### Improve your learning

- ★ What is the main criterion used by the World Bank in classifying different countries? What are the limitations of the above criterion, if any? (AS<sub>1</sub>)
- Usually behind each social phenomenon, there would be several contributing factors, and not one. What factors that came together for the development of schooling in Himachal Pradesh? (AS<sub>1</sub>)
- In what respect is the criterion used by the UNDP for measuring development different from the one used by the World Bank? (AS<sub>1</sub>)



- Do you think there are certain other aspects, other than those discussed in the chapter that should be considered in measuring human development? (AS<sub>1</sub>)
- ★ Why do we use averages? Are there any limitations to their use? Illustrate with your own examples related to development. (AS<sub>1</sub>)
- ★ What lessons can you draw about the importance of income that Himachal Pradesh with lower per capita income has a better human development ranking than Haryana? (AS<sub>1</sub>)
- Based on the figures in Table 6, fill the following: (AS<sub>1</sub>)  
Out of every 100 girls above 6 years of age, \_\_\_\_\_ girls had studied beyond the primary level in Himachal Pradesh in the year 1993. By the year 2006, this proportion reached \_\_\_\_\_ out of 100. For India as a whole, the proportion of boys who had studied beyond primary level was only \_\_\_\_\_ out of 100 in the year 2006.
- What is the per capita income of Himachal Pradesh? Do you think higher incomes can make it easier for parents to send children to school? Discuss. Why was it necessary for the government to run schools in Himachal Pradesh? (AS<sub>1</sub>)
- ★ Why do you think do parents accord less priority to girls education as compared to boys? Discuss in the class. (AS<sub>1</sub>)
- How does the gender bias affect when the women work out side of the home?
- In the class 8th you read about the Right to Education Act. In the light of what you have read in this chapter and already know, discuss the importance of this Act for (i) children, and (ii) human development. (AS<sub>2</sub>)

**Debate:** Is education only for employment? What is the purpose of education? Conduct a debate on this issue.

### Project

- Here is an illustration showing different sources of livelihoods. Create a similar illustration and write a caption that would describe their notion of development.
- Collect information from the parents, in which schools their children are studying and analyse on it in the classroom.



Sl. No.	Name of the Family head	Boy/ Girl	School (Govt./Pvt.)	Urban/ Rural	Reasons for studying in this School	
					Opinion of Parents	Opinion of Children

## Keywords

- ★ Gross Domestic Product
- ★ Final goods
- ★ Employment shifts
- ★ Organised and unorganised sector



## Improve your learning

1. Do you think the classification of economic activities into primary, secondary and services sectors is useful? Explain how. (AS<sub>1</sub>)
2. For each of the sectors that we came across in this chapter, why should one focus on employment and GDP? Could there be other issues which should be examined? Discuss. (AS<sub>4</sub>)
- ★ 3. How is the service sector different from other sectors? Illustrate with a few examples. (AS<sub>1</sub>)
- ★ 4. What do you understand by underemployment? Explain with one example each from the urban and rural areas. (AS<sub>1</sub>)
5. The workers in the unorganised sector need protection on the following issues: wages, safety and health. Explain with examples. (AS<sub>1</sub>)
6. A study in Ahmedabad found that out of 15,00,000 workers in the city, 11,00,000 worked are in the unorganised sector. The total income of the city in this year (1997-1998) was Rs 6000 crores. Out of this, Rs 3200 crores was generated in the organised sector. Present this data as a table. What are the ways for generating more employment in the city? (AS<sub>3</sub>)
7. Read the 4<sup>th</sup> para of page 33, i.e. “In the past 50 years, ..... observed for developed countries”. (AS<sub>2</sub>)  
Is a similar pattern observed for India? Give your opinion.

8. Observe the ‘pie’ graphs given in page 34 and answer the following questions. (AS<sub>1</sub>)
  - i) In the year 2015-16, in G.D.P. share of which sectors are increased when compared to the year 1973-74?
  - ii) How much the share of agricultural sector in GDP is decreased in the year 2015-16 when compared to the year 1973-74.
9. What points are to be considered while estimating gross domestic product? (AS<sub>1</sub>)
10. Discuss the changes in shares of different sectors in GDP. (AS<sub>1</sub>)
- ★ 11. Analyse the role of unorganised sector in GDP. (AS<sub>1</sub>)

## Keywords

★ Climograph      Weather      Monsoon      ★ Insolation  
Jet Streams      Pressure Zone      Global warming      ★



## Improve your learning

1. Read the following statements and find out whether they are an example of weather or climate (AS<sub>1</sub>)
  - a) During the last few years, many glaciers have melted in Himalayas
  - b) During the last few decades, drought in Vidarbha region has increased
- ★ 2. Describe India's climate controls. (AS<sub>1</sub>)
- ★ 3. Write a short note on factors influencing climatic variations in hilly areas and deserts. (AS<sub>1</sub>)
- ★ 4. How are human activities contributing to global warming? (AS<sub>4</sub>)
5. What are the disagreements between 'developed' and 'developing' countries about AGW? (AS<sub>1</sub>)
- ★ 6. How is climate change causing global warming? Suggest measures to minimise the influence of the global warming. (AS<sub>4</sub>)
7. Observe the following climograph and answer the following questions. (AS<sub>3</sub>)
  - A. Which month received the highest rainfall?
  - B. Which months experience the highest and the lowest temperature?
  - C. Why does the maximum amount of rainfall happen between June and October?
  - D. Why is the temperature high between March and May?
  - E. Identify relief conditions causing variation in temperature and rainfall.



## Keywords

Flow resources      Groundwater      Drainage      Water Sharing Law  
Watershed      ★ Catchment Area      Drought      ★ Percolation

## Improve your learning

1. Draw a table to describe the major river systems in India with the following items: direction of flow, countries or regions through which they pass and relief features of the areas. (AS<sub>3</sub>)
2. Identify and list arguments that would support or oppose the use of groundwater in various contexts such as agriculture, industry etc. (AS<sub>2</sub>)
3. Make a list of challenges faced in the water resources in the Tungabhadra basin. Identify the solutions that have been discussed in the context of these problems either in this chapter or elsewhere in different classes. (AS<sub>4</sub>)
- ★ 4. Which aspects of farming practices were regulated in the context of Hiware Bazar to improve the water conservation? (AS<sub>1</sub>)
5. How significant are the laws and people's actions, in the context of water resources? Write a short note based on the ideas discussed in the last two sections of the chapter. (AS<sub>1</sub>)
6. In what ways is water bought and sold in your area and for what purposes? Do you think there should be some checks and balances for this? Discuss. (AS<sub>4</sub>)
- ★ 7. Availability of water is decreasing day by day. Ground water level is decreasing. How will it affect our lives, if this situation continues? Discuss the preventive measures and our responsibility? (AS<sub>4</sub>)

## Debate:

1. Is social control on drawing out and consumption of ground water necessary? Conduct a debate in classroom.
2. Conduct a debate on, "whether water is a common resource or not"?

## Project

Think of plans for your village or locality, which if implemented would help everyone.

## Keywords

- ★ Population growth      ★ Population density      Sex Ratio      Fertility Rate  
Population distribution      Infanticide      ★ Literacy rate



## Improve your learning

1. Based on the following table, answer the questions below: (AS<sub>3</sub>)

### World historical and predicted populations (in millions)

Region/ year	1500	1600	1700	1800	1900	1950	1999	2012	2050	2150
World	458	580	682	978	1,650	2,521	5,978	7,052	8,909	9,746
Africa	86	114	106	107	133	221	767	1,052	1,766	2,308
Asia	243	339	436	635	947	1,402	3,634	4,250	5,268	5,561
Europe	84	111	125	203	408	547	729	740	628	517
Latin America and the Caribbean	39	10	10	24	74	167	511	603	809	912
Northern America	3	3	2	7	82	172	307	351	392	398
Oceania	3	3	3	2	6	13	30	38	46	51

- Identify the number of centuries it took for the world population to double for the first time.
  - In earlier classes, you had studied about colonisation. Look at the table and identify the continents in which the population decreased by 1800.
  - Which continent has been most populous for most period of time?
  - Is there any continent that is projected to show a significant decrease in population in future?
2. List out the impacts on society if the sex ratio is too low or too high. (AS<sub>4</sub>)
3. Compare Indian literacy rates with other countries: (Page No:23, Table 5) (AS<sub>1</sub>)  
Sri Lanka, Nepal, Bangladesh, Myanmar, Pakistan
- ★ What similarities and differences do you note?
- ★ 4. Which areas of Telangana have high density of population and what may be some of the reasons behind it? (AS<sub>1</sub>)
- ★ 5. Distinguish population growth and population change. (AS<sub>1</sub>)
6. Compare the population pyramid of India with data of three other countries given here. (AS<sub>3</sub>)



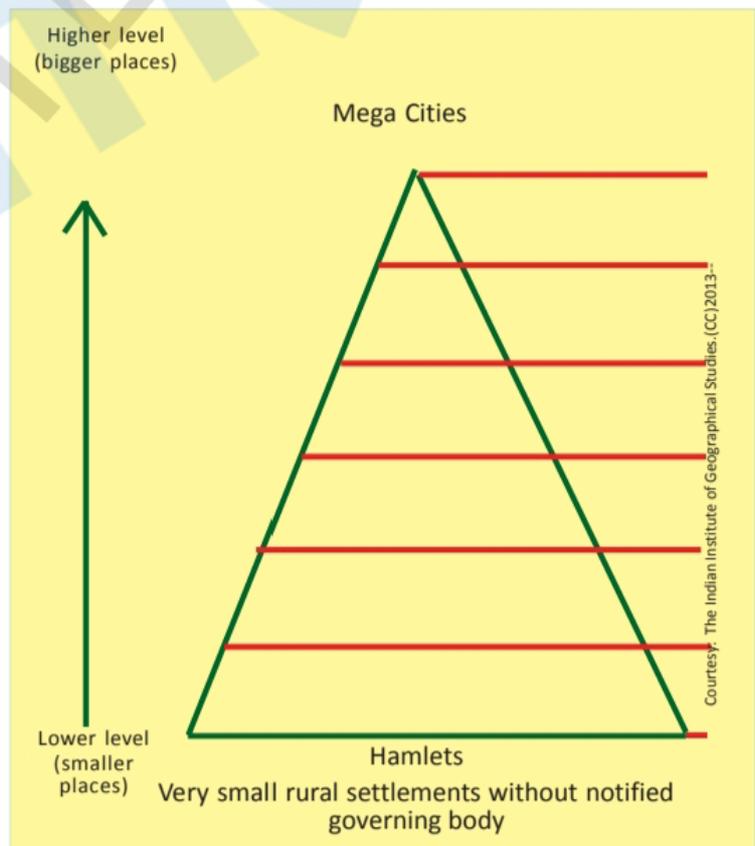
Table 3 : Indian settlements in hierarchy



Settlement type	Criteria used	Examples
Mega Cities	Cities having more than 10 million people	* Greater Mumbai UA (population 18.4 million) * Delhi UA (population 16.3 million) * Kolkata UA (population 14.1 million).
Metropolitan Cities / Million Plus cities	Cities having population between one million and 10 million	* Chennai (8.6 million) * Hyderabad (7.2 million) * Ahmedabad (6.2 million)
Cities/ Class 1 cities	Urban areas having population between 1 lakh and one million	With the help of your teacher identify 2 cities and give the details of population within Telangana
Towns	All the urban areas having population between 5000 and 1 lakh	With the help of your teacher identify 3 towns in / nearby your area and give the details of population
Revenue / Census Village	A village with defined borders	With the help of your teacher identify 3 revenue villages in / nearby your area and give the details of population
Hamlets	A group of houses within the revenue village	With the help of your teacher identify one or two in a revenue villages in / nearby your area

4. Do you think settlements should be classified only on the basis of population? Can you think of any other way? Discuss with your teacher and identify the criteria for such classification.

In the future, India is poised to follow the trend of many 'economically developed' nations in becoming predominantly urban.





## Keywords

- 1. Settlement
- 2. Megacities
- 3. Aerotropolis
- 4. Urbanisation
- 5. Metropolitan city
- 6. Migration
- 7. Immigration
- 8. Emigration
- 9. Seasonal migration
- 10. Border

## Improve your learning

1. What is a settlement? (AS<sub>1</sub>)
2. How was human lifestyle changed with settlements? (AS<sub>1</sub>)
3. How does the Census of India define various kinds of places? How does it organize them in order of size and other characteristics? (AS<sub>1</sub>)
- ★ 4. What is an aerotropolis? How is it structured? (AS<sub>1</sub>)
5. Read the last para of page 99 “When families migrate ..... many of them become dropouts”, and comment on it. (AS<sub>2</sub>)
- ★ 6. Compare and contrast the migration from rural to urban areas and rural to rural areas. (AS<sub>1</sub>)
7. Do you think migrants are trouble makers/ trouble shooters in their destinations? Justify your answer. (AS<sub>4</sub>)
8. How does rural to urban migration increase the purchasing power of people in rural areas? (AS<sub>1</sub>)
9. Why are only professionals able to go to developed countries? Why cannot unskilled workers migrate to these countries? (AS<sub>1</sub>)
- ★ 10. Describe the similarities and differences between the impacts of internal and international migration. (AS<sub>1</sub>)
11. Locate the following in the map of India. (AS<sub>5</sub>)
  - a) Chennai      b) Bengaluru      c) Delhi      d) Hyderabad      e) Kolkata

## Project

Collect Information either from emigrants or Immigrants.

Sl. No.	Emigrant's family head	Total emigrants	Place where they migrated to	Reasons for migration	Conditions at the place	Conditions after migration

After Collecting the information from the families, analyse the situation and find out solutions.

**Debate:** Is urbanisation a symbol of development or does it lead to problems. Conduct a debate on it.

## Keywords

- ★ Factors of Production Land Labour Working capital
- Fixed capital Surplus ★ Farm activities ★ Non-Farm activities

## Improve your learning

1. Every village in India is surveyed once in ten years during the Census and the details are presented in the following format. Fill up the following based on information on Rampur. (AS<sub>1</sub>)
- Location:
  - Total area of the Village:
  - Land use (in hectares):

Cultivated Land		Land not available for cultivation (Area covering dwellings, roads, ponds, grazing ground)
Irrigated	Unirrigated	
		26 hectares

d. FACILITIES	
Educational	
Medical	
Market	
Electricity Supply	
Communication	
Nearest Town	

Free distribution by T.S. Government 2019-20 115

- Why are the wages for farm labourers in Rampur less than minimum wages? (AS<sub>1</sub>)
- Talk to two labourers from your region. Choose either farm labourers or labourers working at construction sites. What wages do they get? Are they paid in cash or kind? Do they get work regularly? Are they in debt? (AS<sub>2</sub>)
- What are the different ways of increasing production on the same piece of land? Use examples to explain. (AS<sub>1</sub>)
- How do the medium and large farmers obtain capital for farming? How is it different from the small farmers? (AS<sub>1</sub>)
- On what terms did Savita get a loan from Tejpal? Would Savita's condition be different if she could get a loan from the bank at a low rate of interest? (AS<sub>1</sub>)
- Talk to some elderly persons in your region and write a small report on the changes in irrigation and changes in production methods during the last 30 years. (AS<sub>2</sub>)
- ★ What are the main non-farm production activities taking place in your region? Write a brief report on any one such activity. (AS<sub>2</sub>)
- Imagine a situation where labour is the scarce factor of production instead of land. Would the story of Rampur be different? How? Discuss in class. (AS<sub>1</sub>)
- Gosaipur and Majauli are two villages in North Bihar. Out of a total of 850 households in the two villages, there are more than 250 men who are employed in rural Punjab and Haryana or in Delhi, Mumbai, Surat, Hyderabad or Nagpur. Such migration is common in most villages across India. Why do people migrate? Can you describe (based on your imagination and previous chapter) the work that the migrants of Gosaipur and Majauli might do at the place of destination? (AS<sub>2</sub>)
- Land is also required for production of goods in an urban area. In what ways is the use of land different from a rural area? (AS<sub>1</sub>)
- Read again the meaning of "land" in the production process. Give three examples, other than agriculture, where this requirement is most significant in the process of production. (AS<sub>1</sub>)





## Keywords

★ MNCs      Nation state      Technology  
★ Foreign investment      ★ Foreign trade      ★ Liberalisation

## Improve your learning

1. What were the reasons for putting barriers to foreign trade and foreign investment by the Indian government? Why did it wish to remove these barriers? (AS<sub>1</sub>)
- ★ 2. How would flexibility in labour laws help companies? (AS<sub>1</sub>)
3. What are the various ways in which MNCs set up or control production in other countries? (AS<sub>1</sub>)
4. Why do developed countries want developing countries to liberalise their trade and investment? What do you think should the developing countries demand in return? (AS<sub>4</sub>)
- ★ 5. “The impact of globalisation has not been uniform.” Explain this statement. (AS<sub>1</sub>)
- ★ 6. How has liberalisation of trade and investment policies helped the process of globalisation? (AS<sub>1</sub>)
7. Globalisation will continue in the future. Can you imagine what the world would be like twenty years from now? Give reasons for your answer. (AS<sub>4</sub>)
8. Locate the following in the map of world. (AS<sub>5</sub>)  
i) china      ii) japan      iii) Brazil      iv) South Africa



## Keywords

Production

Availability

Access

Nutrition

★ Buffer stock

Hunger

★ PDS

## Improve your learning

1. Suppose that the foodgrain production has been affected in a particular year because of a natural calamity. In what ways can the government ensure higher availability of foodgrains for the year? (AS<sub>4</sub>)
2. Use an imaginary example from your context to describe the relationship between underweight and access to food. (AS<sub>4</sub>)
3. Analyse a week's food habits of your family. Create a table to explain nutrition elements included in it. (AS<sub>3</sub>)
- ★ 4. Describe the relationship between increase in food production and food security. (AS<sub>1</sub>)
5. Give reasons to argue for the following statements "Public Distribution System can ensure better food security for people". (AS<sub>1</sub>)

6. Make similar posters about food security. (AS<sub>6</sub>)



## Keywords

- Sustainable development
- People's rights

- Environment
- Equity

Source  
Sink



## Improve your learning

1. Why did the people of Jalsindhi village refuse to move out of the village? (AS<sub>1</sub>)
2. “This is the land of our forefathers. We have a right to it. If this is lost, then we will only get spades and pickaxes, nothing else...” says Bava Mahaliya. Can you explain the statement? (AS<sub>1</sub>)
3. “Last, but not the least, the key to environmental problem lies in changing lifestyles that will minimise waste and pollution.” (AS<sub>4</sub>)
  - What are the various ways in which our lifestyles affect the environment? Use examples from your own context to explain.
  - Find out about the various ways in which the problems of garbage and emissions are being dealt with around the world.
- ★ 4. Rapid extraction of minerals and other natural resources would adversely impact the future development prospects. Do you agree? (AS<sub>4</sub>)
- ★ 5. Why do you think the effects of climate change may be felt by all countries? (AS<sub>1</sub>)
6. Should the average temperature of the earth be treated as a natural resource for all people? Why? (AS<sub>1</sub>)
7. What are the lessons to be drawn from the alternate PDS initiative at Zaheerabad mandal in Telangana? (AS<sub>4</sub>)

## Keywords

1. Industrial capitalism
2. Nazism
3. Aggressive nationalism
4. Militarism
5. Fascism
6. Imperialism
7. Socialism
8. Communism
9. Revolution
10. Centralisation of power
11. Bolshevik



### Improve your learning

1. Make a table to show allies, axis and central powers, participated with following countries on different sides of the world wars: Austria, USSR (Russia), Germany, Britain, Japan, France, Italy, USA. (AS<sub>1</sub>)
2. How did the idea of nation states and nationalism influence desire for war during World Wars? (AS<sub>1</sub>)
3. Write a short note on various causes of two World Wars. Do you think any of these features are prevalent even today in countries around the world? How? (AS<sub>2</sub>)
4. Russian revolution brought in many changes in their society. What were they? And what challenges did they face? (AS<sub>1</sub>)
5. Compare different points of view about Great Depression, which one would you agree with? Why? (AS<sub>1</sub>)
6. In what ways were Jews persecuted during the Nazi Germany? Do you think in every country some people are differentiated because of their identity? (AS<sub>4</sub>)
7. List the measures taken under idea of welfare state under Great Depression. (AS<sub>1</sub>)
8. What challenges were faced by Germany during Great Depression and how did Nazi rulers and Hitler make use of it? (AS<sub>1</sub>)
9. Read the para 1 of page 169 i.e; "This started a great experiment ..... language, etc" and write your opinion on it. (AS<sub>2</sub>)
10. Observe the map-2 of page 181 and answer the following questions. (AS<sub>2</sub>)
  - i) Mention any two countries which are not under the control of Japan.
  - ii) Mention any two countries which are under the control of Japan and lying on its western side.
11. Locate the following in the map of the world. (AS<sub>2</sub>)
  - i) Germany
  - ii) Italy
  - iii) Austria
  - iv) U.S.A.
  - v) China
  - vi) Russia
  - vii) Britain
12. Prepare a few slogans on the prevention of wars and promotion of peace. (AS<sub>6</sub>)

### Discussion:

Discuss the family conditions of war victims and their sufferings in classroom.



control over its material resources.

### Key words

Landreforms  
Chemical arms

Landlordism  
Forced labour

New Democracy  
Pan - Africanism

### Improve your learning

1. Match the following (AS<sub>1</sub>)
  - o Sun Yat-sen                      Militarised the nation
  - o Chiang Kaishek                Environmental movement
  - o Mao Zedong                      Nationalism Democracy and Socialism
  - o Ken Saro Wiwa                  Peasant revolution
2. Trace the changes in the role of women seen in China over the decades. Why is it similar or different from that of USSR and Germany? (AS<sub>1</sub>)
3. After the overthrow of monarchy, China had two different types of regimes. How were they similar or different? (AS<sub>1</sub>)
4. Countries discussed in the chapter were all mostly dependent on agriculture. What were the measures taken in these countries to change these practices? (AS<sub>1</sub>)
5. Who owned industries in countries discussed above and what policies were brought in to change the systems? Make a table to compare them. (AS<sub>1</sub>)
6. Compare the national movement in India and Nigeria - can you explain why it was stronger in India? (AS<sub>1</sub>)
7. What are the challenges faced by the independent Nigerian nation? In what ways is it similar or different from the challenges faced by independent India? (AS<sub>1</sub>)
8. Unlike Vietnam or India, Nigeria did not have to struggle so hard for freedom. Can you find some explanations for this? (AS<sub>1</sub>)
9. What role did schooling play in national movement of the countries discussed above? (AS<sub>6</sub>)
10. Freedom struggle in these countries involved wars against the rulers. Briefly describe its impact. (AS<sub>1</sub>)
11. Read page 193 the first five lines of the para under the title 'the civilizing mission' and say, how do you agree with it? Why? (AS<sub>2</sub>)

## Keywords

Dominion status

Divide and rule

Separate electorate



## Improve your learning

1. Make a table and show how different groups, and individuals in India responded to World War II. What dilemmas were faced by these groups? (AS<sub>1</sub>)
2. Given the brutal manner in which particular communities like Jews and others were treated in Germany, do you think it would have been morally right to support Germany or Japan? (AS<sub>1</sub>)
- ★ 3. Make a list of various reasons for the Partition of the country. (AS<sub>1</sub>)
- ★ 4. What were the different ways in which power sharing among different communities was organised before Partition? (AS<sub>1</sub>)
5. How did British colonialists practice their 'divide and rule' policy in India? How was it similar or different from what you have studied about Nigeria? (AS<sub>1</sub>)
- ★ 6. What were the different ways in which religion was used in politics before Partition? (AS<sub>1</sub>)
7. How were workers and peasants mobilised during the last years of freedom struggle? (AS<sub>1</sub>)
8. How did Partition affect the lives of ordinary people? What was the political response to mass migration following Partition? (AS<sub>1</sub>)
9. Integration of various princely states into the new Indian nation was a challenging task. Discuss. (AS<sub>1</sub>)
10. Locate the following in the political map of India. (AS<sub>5</sub>)  
a) Kashmir    b) Hyderabad    c) Junagarh    d) Bengal    e) Travancore
- ★ 11. Which qualities do you like in Subhash Chandra Bose? Why. (AS<sub>6</sub>)





## Keywords

- 1) Vote      2) Code of Conduct      3) EVM      4) Constituency      5) NOTA

## Improve your learning

- ★ 1) How can you say that right to vote plays a key role in democracy?(AS1)
- ★ 2) Estimate the role of Election Commission in India. (AS1)
- ★ 3) Define the functions of the Election Commission. (AS1)
- ★ 4) What is the necessity of model code of conduct in a democracy? (AS1)
- 5) Our responsibility does not end with casting the vote. To protect the democracy, we should always be alert. Support.(AS1)
- ★ 6) Have you ever observed any malpractices in the elections of your area? Which rule of Code of Conduct was violated?(AS4)
- 7) Read the paragraph under “Need for election reforms “ and comment. (AS2)
- ★ 8) Prepare a pamphlet creating awareness about the importance of voting.(AS6)

## Project

- Collect the information of ideal politicians who have sacrificed their lives for the nation? What do we learn from their lives?
- Collect the information, create a table and analyse the results of Loksabha elections held recently.

## Keywords

★ State reorganisation  
Regional movements

One party dominance  
Nationalisation

★  
Emergency



## Improve your learning

- ★ 1. What measures were taken to bring in socio-economic change during the initial years after independence? (AS<sub>1</sub>)
2. What do you understand about one party dominance? Would you consider it as dominance only in elections or also in terms of ideology? Discuss with reasons. (AS<sub>1</sub>)
3. Language became a central rallying point in Indian politics on many occasions, either as a unifying force or as divisive element. Identify these instances and describe them. (AS<sub>1</sub>)
- ★ 4. What were the major changes in political system after 1967 elections? (AS<sub>1</sub>)
5. Think of the other ways in which states could have been created and how would they be better than language based reorganisation. (AS<sub>1</sub>)
6. What measures of Indira Gandhi are called 'left turn'? How do you think was this different from policies of the previous decades? Based on the knowledge gained the economics chapters, describe how is it different from the current policies. (AS<sub>1</sub>)
- ★ 7. In what ways was the Emergency period a set back to the Indian democracy? (AS<sub>1</sub>)
8. What were the institutional changes that came up after the Emergency? (AS<sub>1</sub>)
9. Locate the following on the map of India. (AS<sub>5</sub>)
  - a) Maharashtra      b) Gujarat      c) Bihar      d) Uttar Pradesh
  - e) Jammu-Kashmir      f) Nagaland      g) Punjab      h) Meghalaya
- ★ 10. Analyse the advantages and problems faced by the people done to the Multi-party system in India. (AS<sub>4</sub>)
11. Read the para 2 of page 242 and comment on it. (AS<sub>2</sub>)

## Keywords



Regional aspirations  
Majority



Coalition governments  
Minority

Communalism



## Improve your learning

1. Match the Following : (AS<sub>1</sub>)
  - i) economic liberalisation
  - ii) arbitrary dismissal
  - iii) ethnic cleansing
  - iv) federal principle
  - a) restriction in foreign import tax
  - b) of state governments by central government
  - c) towards people who are different from themselves
  - d) greater autonomy for state governments
2. Identify the major changes in party system during the second phase of Independence. (AS<sub>1</sub>)
3. What are the major economic policies of various governments at the centre and the state discussed in this and the previous chapters. How are they similar or different? (AS<sub>1</sub>)
4. How did regional aspirations lead to the formation of regional parties? Compare the similarities and differences between the two different phases. (AS<sub>1</sub>)
5. In order to form governments, it becomes necessary for political parties to attract people from different sections of society. How did different political parties realise these objectives in the second phase after independence? (AS<sub>1</sub>)
6. What were the developments that weakened the inclusive nature of Indian polity? How is the ability to accommodate different communities and regional aspirations changing? (AS<sub>1</sub>)
7. How do different types of regional aspirations draw from cultural and economic dimensions? (AS<sub>1</sub>)
8. In the first half of the period after independence, there was a lot of importance given to planned development. In the later part, emphasis was given to liberalisation. Discuss and find out how does it reflect political ideals? (AS<sub>1</sub>)
9. Study the newspapers and magazines to identify at least one example each of moderation in policies due to coalition and how do different political parties in coalition emphasise their regional demands? (AS<sub>3</sub>)
10. Prepare an album by collecting the photos of Prime Ministers of India and write their specialities. (AS<sub>3</sub>)
11. Read the para under the title “Andhra Pradesh” from. “In combined Andhra Pradesh ..... office of the congress party” of page 262 and comment on it. (AS<sub>2</sub>)
12. What are the effects of changes of ‘Telecom Revolution’ on the Human life styles. (AS<sub>4</sub>)

## Discussion :

Is it the responsibility of Government or Society to face extremism, terrorism? Conduct a debate. What is its impact on human life. Discuss the experiences.



## Keywords

Military alliances

Decolonisation

Proxy war

Veto

Arms race

Ethnic conflict

Unipolar

Panchsheel

Bipolar

## Improve your learning

1. Choose the correct answer: Which among the following statement about the Cold War is wrong?  
a) Rivalry between US and USSR. b) USA and USSR engaged in direct war. (AS<sub>1</sub>)  
c) Triggering off an arms race. d) An ideological war between the two super powers.
2. Who amongst the following is not involved in the West Asian crisis? (AS<sub>1</sub>)  
a) Egypt b) Indonesia c) Britain d) Israel
3. What was the nature of shift in power in the world after the second world war? (AS<sub>1</sub>)
- ★ 4. What are the different roles played by United Nations in order to build peace in the world? (AS<sub>1</sub>)
5. Given the idea of democracy, do you think a few countries should have special powers in making the decisions? (AS<sub>2</sub>)
- ★ 6. How were the super powers benefited by military alliances? (AS<sub>1</sub>)
7. How did Cold War produce arms race as well as arms control? (AS<sub>1</sub>)
8. Why did West Asia become a center of tensions in the world? (AS<sub>1</sub>)
9. By the end of the 20<sup>th</sup> century, there is only one single power that dominates the world. In this context, what do you think would be the role of NAM? (AS<sub>1</sub>)
- ★ 10. "Formation of NAM was not merely in the context of military alliances but also in the context of economic policies". Justify the statement. (AS<sub>1</sub>)
11. Draw a table to show the relations between India and its neighbouring countries with regard to the following items: issues of conflict; events of war; events of help and co-operation. (AS<sub>3</sub>)
- ★ 12. "The ethnic conflicts affected India's relations with Sri Lanka". Justify. (AS<sub>1</sub>)
13. Locate the following on the map of the world. (AS<sub>3</sub>)  
i) Poland ii) USSR iii) Vietnam iv) Spain v) Latin America vi) Afghanistan
14. Observe the graph-2 of page 288 and answer the following. (AS<sub>3</sub>)  
i) Which country's Military expenditure is high  
ii) What do you observe in the military expenditures of the two countries as percent of GDP?
15. Read the last para of page 285 and comment on it. (AS<sub>2</sub>)

## Keywords



Civil Rights  
Antiwar  
Compensation



Civil disobedience  
Draft age  
Anti-arrack



Segregation  
Weaponisation  
Democratic

Destabilise  
Rehabilitation  
Participatory



## Improve your learning

1. Here is a list of items that you can use to make a table on social movements. Find out the similarities and differences between the different movements: (AS<sub>3</sub>)  
Main area of focus of the movement; location; main demands; modes of protest; important leaders; response from the state; possible impact on society;

2. Kannaiah, Ramya and Salma have a debate. Ramya argues it is okay to restrict the freedom of press etc but ensure that people do not live in poverty. Salma argues that food alone is not important. This equally important to have freedom of press because there is no other way people would know if there is violation of dignity of people in different parts of the country. Kannayya says that how will it make a difference if press belongs to the rich and powerful people, why would they cover things that ordinary people expect. They have different expectations. Whom would you agree with and give reasons, from the context of human rights? (AS<sub>2</sub>)



3. What are the basic features of a social movement? (AS<sub>1</sub>)

4. What is the role of ordinary individuals described in the case studies given in the chapter? (AS<sub>1</sub>)



5. How are the rights of black people in USA and Meira Paibi movements similar or different? (AS<sub>1</sub>)

6. Democracies have been identified as most prominent political systems across the world. Do you think democracy has been able to take care of all the expectations of people? Based on the examples cited in these chapters, write a short note on 'democracy and social movements'. (AS<sub>4</sub>)

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By signing, you accept Change.org's terms of service and privacy policy

Petitioning Lord Sebastian Coe Chairman, London Organising Committee of the Olympic Games

Drop DOW Chemical as partners for the London 2012 Olympic Games #Bhopal

Petition to Lenane Close London, United Kingdom

7. Discuss and find out how movements mobilise people from across the globe like in the above instance of campaign to protest in the context of Bhopal gas tragedy. (AS<sub>3</sub>)

## Keywords



Razakars  
Mulki rules



Police action  
Seemandhra



Regional Council  
Gross cropped area



## Improve your learning

- 1) Correct the incorrect statements (AS<sub>1</sub>)
  - Indian states were formed based on languages
  - Sufficient recognition has been provided to languages of all different groups of people living in the state
- 2) “Diversity of people living in Telangana has historical, social and cultural context”. Justify the statement based on arguments given in the chapter. (AS<sub>2</sub>)
- 3) Describe the main features of Gentleman’s Agreement. How did this become a point of distrust between the regions? (AS<sub>1</sub>)
- 4) Based on the experiences of people’s aspiration in Telangana what measures of safeguards would you take to ensure that all sections of people living in the region feel respected? (AS<sub>4</sub>)
- 5) What have been the differences in access to water, agriculture, education and employment in the two regions? (AS<sub>1</sub>)
- 6) How did the disparity of growth between urban areas and agriculture create conflict of interest in expectations from the government? (AS<sub>1</sub>)
- 7) What arguments were put forward by people who wanted the two regions to be united? (AS<sub>1</sub>)
- 8) How do you evaluate the various modes of mobilisation methods used in Telangana state formation. (AS<sub>1</sub>)
- 9) Describe the different roles taken up by JACs and Political parties in the formation of Telangana state? How do you think JACs created platform across political ideologies? (AS<sub>1</sub>)
- 10) Locate the following in the map of Telangana. (AS<sub>5</sub>)
  - i) Mahabubnagar      ii) Khammam      iii) Nizamabad
  - iv) Adilabad      v) Nalgonda      vi) Mahaboobabad
  - vii) Nirmal      viii) Jogulamba

## Project:

Interview some people who had participated in the movements during 2009. Find out about their experiences and prepare a report. Collect photos from old newspapers or magazines about these events and prepare a scrap book.

## Keywords

- ★ Drafting committee
- ★ Concurrent list
- ★ Presidential and Parliamentary system
- ★ Constituent Assembly
- ★ Unitary and Federal principles

- ★ Preamble
- ★ Citizenship
- ★ Amendment



## Improve your learning

1. Find the odd one out: (AS<sub>1</sub>)
  - Indian Constitution adopts from experiences of freedom struggle
  - Indian Constitution adopts from already existing constitutions
  - Indian Constitution has remained the same since its drafting
  - Indian Constitution provides principles and provisions for ruling the country
2. Correct the false statements: (AS<sub>1</sub>)
  - There was unanimity of opinion on all provisions during CA debates
  - The makers of Constitution represented only certain regions of the country
  - Constitution provides certain provisions to amend articles in it
  - Supreme Court of India has said that basic features of Constitution may also be amended
- ★ 3. Describe the unitary and federal principles of Indian government as discussed in the CA debates. (AS<sub>1</sub>)
4. How does the Constitution reflect the political events of the time? Draw from previous chapters on freedom struggle. (AS<sub>1</sub>)
5. What difference would it have made to the making of our Constitution if the Assembly had been elected through universal adult franchise? (AS<sub>1</sub>)
- ★ 6. Write a short note on basic principles of Indian Constitution. (AS<sub>1</sub>)
7. How has the Constitution defined and changed political institutions in the country? (AS<sub>1</sub>)
8. While Constitution provides basic principles it is the engagement of people with the system that brings in social change. Do you agree with this statement, give reasons. (AS<sub>1</sub>)
9. Locate the following on the map of the world. (AS<sub>3</sub>)
  - a) Nepal      b) Japan      c) Delhi      d) USA
10. Observe the Bar graph given in page 230 and answer the following questions. (AS<sub>3</sub>)
  - i) In which year the most number of constitutional amendments took place?
  - ii) How many more number of amendments took place in the decade 1971-80 when compared to 1961-70?
- ★ 11. Prepare a pamphlet on the implementation of equality in your school. (AS<sub>6</sub>)