

CHAPTER

2

PEOPLE AS RESOURCE

Syllabus

- Introduction of how people become a resource or an asset? Economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as form of non-utilization of human resource; sociopolitical implication in simple form.



TOPIC-1

Economic Activities done by Men and Women and Quality of Human Resource

Revision Notes

Economic Activities done by Men and Women

- Various activities have been classified into three main sectors: primary, secondary and tertiary.
 - Primary sector includes agriculture, forestry, animal husbandry, fishing, poultry farming, mining, and quarrying.
 - Manufacturing is included in the secondary sector.
 - Trade, transport, communication, banking, education, health, tourism, services, insurance, etc., are included in the tertiary sector. The activities in this sector result in the production of goods and services.
- Since these activities add value to the national income, they are called economic activities.
 - Economic activities have two parts – market activities and non-market activities.
 - Market activities involve remuneration to anyone who performs, *i.e.*, activity performed for pay or profit. These include production of goods or services including government service.
 - Non-market activities are the production for self-consumption. These can be consumption and processing of primary products and own account production of fixed assets.
 - A division of labour exists between men and women in the family because of the historical and cultural reasons.
 - The household work done by women is not recognized in the national income.
 - Among the organized sector, teaching and medicine attract the women the most. Some women have entered administrative and other services including job that needs high levels of scientific and technological competence.

Quality of Population

- The quality of population depends upon :
 - The literacy rate.
 - Health of a person is indicated by life expectancy.
 - Skill formation acquired by the people of the country.

Education

- Education is an important input for the growth of a person.
 - It opens new horizons for the person.
 - Provides new aspiration.

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TOPIC - 2

Unemployment as a Form of Non-utilization of Human Resource
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Short Answer Type Questions

(3 marks each)

Q. 1. State the aim of Tenth Plan with regard to higher education. What strategy is being followed to attain it? [R] [Board 2015, Term I, Set-4TDV83T]

Ans. Refer to Long Answer Q. 10. 3

Q. 2. Mention the three main sectors of economic activities with examples. [R] [DDE-2014 Set I]

OR

Name the three sectors of economic activities and give one example of each.

[Board 2012, Term I, Set SSI-075]

OR

What are the various activities undertaken in the primary, secondary and tertiary sectors? [NCERT]

Ans. Main Sectors:

(i) **Primary Sector:** It includes agriculture, forestry, animal husbandry, fishing, poultry farming and mining.

(ii) **Secondary Sector:** Quarrying and manufacturing of goods and construction activity.

(iii) **Tertiary Sector:** Trade, transport, banking, health, education and all types of services. (1×3=3)

[CBSE Marking Scheme, 2012]

Q. 3. Distinguish between market and non-market activities with three points of distinction. [U]

[Board DDE 2014, Term I, Set M,

2012, Term I, Set SSI-053]

Ans.

S. No.	Market Activities	Non-Market Activities
(i)	It involves the remuneration paid to anyone who performs an activity for earning money.	Production is for self-consumption.
(ii)	It gives profit.	It doesn't give any profit.
(iii)	<i>For example</i> : Government services.	<i>For example</i> : Processing of primary products for production of goods and one's own self-services.

1×3=3

Q. 4. What is the difference between economic and non-economic activities? [U] [NCERT]

[Board 2013, Term I, Set AGRO-95]

Ans. Economic activities:

(i) It involves raw material, methods of production buying and selling, saving, spending, etc.

(ii) It covers a lot of activities including shopping, travelling, opening of a bank account, growing vegetables and fruits, etc.

(iii) *For example*, a doctor working at his clinic.

Non-economic activities:

(i) It includes those activities which are undertaken for personal satisfaction. This means that these activities are not related to wealth. It won't make you richer or poorer.

(ii) It includes hobbies that are done for one's personal interest.

(iii) *For example*, a child helping an old man to cross the road. (1½+1½=3)

[CBSE Marking Scheme, 2013]

Answering Tip

- Economic activities includes wealth and non-economic activities is undertaken for personal satisfaction.

Q. 5. Why are women paid lesser as compared to men? Name the fields of organized sector that attract the women most. [U]

[Board 2012, Term I, Set SSI-062]

OR

Why are women employed in low paid work? State any three reasons. [NCERT]

[Board 2012, Term I, Set SSI-075]

Ans. Women are paid less as compared to men because:

(i) A majority of women have meagre education and low skill formation.

(ii) Most women work where job security is not present. Employment in this sector is characterized by irregular and low income.

(iii) The fields of the organized sector that attract them most are teaching and medical. (2+1=3)

[CBSE Marking Scheme, 2012]

Q. 6. Describe the steps taken by the government in the field of education. [R]

[Board 2014, Term I, Set-HUV135E]

OR

Highlight the steps taken by the government to improve the literacy level in India.

[Board 2012, Term I, Set SSI-070]

Ans. Steps :

(i) Navodaya Vidyalayas have been set up.

(ii) Vocational streams have been developed.

(iii) Sarva Shiksha Abhiyan has been launched.

(iv) Increase in enrollment at elementary level.

(v) Mid-day meal to encourage attendance.

(Any three) (1×3=3)

[CBSE Marking Scheme, 2012]

Q. 7. What is mid-day meal scheme? Explain any two of its purposes. [R] [Board 2012, Term I, Set SSI-072]

Ans. Mid-day meal scheme is the scheme started by the government to provide some nutritional food to students during the day.

Purposes:

- (i) Mid-day meal scheme has been implemented to encourage attendance and retention of children and improve their nutritional status.
- (ii) This policy could add to the literate population of India. (1+2=3)

[CBSE Marking Scheme, 2012]

Answering Tip

- Mid-day meal was implemented to encourage attendance and provide nutritious food to poor.

Q. 8. Why is the improvement in health status of population considered as the priority of the country? What were the aims of our National Policy in terms of health? [U]

[Board 2012, Term I, Set SSI-062]

Ans. The health of a person helps him to realize his potential and provides the ability to fight illness. An unhealthy person becomes a liability for an organization. Indeed, health is an indispensable basis for realizing one's well-being. Henceforth, improvement in the health status of the population is considered the priority of the country.

Aims of National Policy in terms of health :

- (i) Health care.
- (ii) Family welfare.
- (iii) Nutritional service.
- (iv) Special focus on an underprivileged segment of the population. (1+½×4=3)

[CBSE Marking Scheme, 2012]

Q. 9. What part does health play in the individual's working life? [U] [NCERT]

Ans. Health plays the following important part in an individual's working life :

- (i) An unhealthy person cannot work efficiently because every now and then he is interrupted with diseases accounting for his low performance at office.

- (ii) The mind can work well only in a healthy body.
- (iii) A healthy person is able to work harder and better, thus living a better facilitated life. 1 × 3 = 3

Q. 10. Looking at the photograph can you explain how a doctor, teacher, engineer and a tailor are an asset to the economy? [A] [NCERT]



- Ans. (i) When there is investment made in the form of education training and medical care, a population becomes human capital.
- (ii) Human capital is the reserve of skills and productive knowledge embodied with them.
 - (iii) Investment made in the form of education and training in making a doctor, a teacher, an engineer and a tailor have increased their potential of providing different services to the people of the country. Therefore, they are an asset to the economy of a nation. 1 × 3 = 3

Q. 11. Which capital would you consider the best : land, labour, physical capital and human capital? Why? [R] [NCERT]

- Ans. (i) Though land, labour and physical capital are indispensable elements of the society, but amongst all these, it is human capital which is the essence of development. This is because it is human resource that can make suitable use of land and capital.
- (ii) Land and capital cannot become useful on their own as only human resources can think, analyse and take decisions.
 - (iii) Thus, if we develop human capital, all others will automatically develop and lead to progress. 1 × 3 = 3

? Long Answer Type Questions

(5 marks each)

Q. 1. "Healthy and educated people help to maintain a sophisticated society and developed nation." Support the statement with five arguments. [U]

[Board 2016, Term I; Set- EFX8051]

OR

Explain the role of health and education in human capital formation.

[Board 2014, Term I; Set- HIZN, NCERT]

Ans. **Role of health:**

The health of a person helps him to realise his potential and provides the ability to fight illness. An unhealthy person becomes a liability for an organization. Hence, it should be the priority of the country. Our national policy also aims at improving the accessibility of health care.

Role of Education:

Educated people earn higher incomes on account of higher productivity which adds to the growth of economy. It opens new horizons, provides new aspirations and develops values of life.

[CBSE Marking Scheme, 2016] ($2\frac{1}{2}+2\frac{1}{2}=5$)

Q. 2. Female literacy in India is still far behind the men. What are the reasons for it? Explain. [U]

[Board 2016, Term I; Set- N4T4MSK]

Ans. The literacy rate in India is low for females due to the following reasons:

- (i) India has traditionally been a male-dominated society, where, because of the historical and cultural reasons, a division of labour already exists between men and women in the family.
- (ii) Due to cultural reasons, it is generally considered that men would go out to work and women would look after the domestic chores. So, education among girls is discouraged from the start.
- (iii) The gender disparity exists in most families and more preference is given to the boys of the family for education because they are considered the future of the family.
- (iv) Poor families due to all the above reasons and monetary restraints, prefer to send only their sons to school and not their daughters.
- (v) According to the 2011 census of India, 68.84% of Indians still live in villages where a lot of gender bias exists. Anyway, even if some in some rural areas families manage to send their daughters to school, but midway, they are taken out because of unsafe roads, improper transportation facilities and poor quality of infrastructure and facilities in school. Thus, most of the time, the education of the girl child remains incomplete, adding to the low rate of literacy level of the country. (1×5=5)

Answering Tip

- Females are not encouraged for education in India and also India being a male-dominated country, females are set to be engaged with domestic work.

Q. 3. "Illiterate and unhealthy population is a liability for the economy." Justify the statement with suitable examples. [U]

[Board 2016, Term I, Set- N4T4MSK; 2012, SSI-046]

Ans. Illiterate and unhealthy population are a liability:

- (i) Not successful in life.
- (ii) Productivity is less.
- (iii) Less earning.
- (iv) Not able to use land and capital efficiently.
- (v) Technology is less-developed and makes the country poor and less.

[CBSE Marking Scheme, 2012] 1 × 5 = 5

Detailed Answer :

Illiterate and unhealthy population is a liability due to the following :

- (i) They are unable to achieve success in life.
- (ii) Their productivity is less.
- (iii) They have less earning.
- (iv) They are not able to use land and capital efficiently.
- (v) Their technology is less-developed and make the country also poor and under-developed.

Q. 4. Beside the biological fact that women are not less capable to work, still they have been witnessing severe discrimination in terms of wages. Describe its reasons and explain. How can they obtain same status as men? [A]

[Board 2016, Term I; Set- 72LN1N0]

Ans. Women are paid less because:

- (i) Women work on such jobs where job security is not there.
 - (ii) They have less education and low skill formation.
 - (iii) They are in unorganized sector, where legal protection is meagre.
 - (iv) Their negotiation skills for higher wages are low.
- Women can obtain same status as men if they are: educated, have skill formation and work in organized sector.

[CBSE Marking Scheme, 2016] (4+1=5)

Q. 5. Sarva Shiksha Abhiyan is one of the successful steps to increase literacy rate. Describe its features and its importance for fighting social and economic problems. [U]

[Board 2016 Term I, Set-72LN1N0]

OR

Explain any three significant steps taken by the government under 'Sarva Shiksha Abhiyan.' [R]

[Board 2012, Term I, Set SSI-053]

Ans. The most important features of Sarva Shiksha Abhiyan are as follows:

- (i) Free and compulsory education for all children in age group of 6–14 years.
- (ii) Bridge courses, back to school camps initiated.
- (iii) Mid-day meal scheme initiated.

Importance:

It is a time bound initiative of central government in partnership with state and local government.

[CBSE Marking Scheme, 2016] 3+2=5

Commonly Made Error

- Students were not able to write the features of Sarva Shiksha Abhiyan.

Answering Tip

- This gives free and compulsory education for all children with mid day meal.

Detailed Answer :

The main aim of Sarv Shiksha Abhiyan has been to achieve the goal of universalism of elementary education. Along with it, bridge courses and back-to-school camps have been initiated to increase the enrolment of elementary education. Mid-day meal scheme has been implemented to encourage attendance and retention of children and improve their nutritional status. These policies could add to the illiterate population of India due to the fact that this is a time bound initiative of the central government in partnership with the states, the local government and the community.

Q. 6. What measures have been adopted to increase the life expectancy of the poors of India? [A]

[Board 2016, Term I, Set-Y5CZSDM]

Ans. The following measures have been adopted to increase the life expectancy of the people of India :

- (i) Reduction in infant mortality rate involves the protection of children from infection nutrition along with mother and child care.
- (ii) Infant mortality rate has come down from 147 per thousand in 1951 to 63 in 2001.
- (iii) Improvement in health care, family welfare and nutritional services with special focus on under-privileged segment of population.
- (iv) Death rate has dropped to 8.1 per thousand in 2001 from 25 per thousand in 1951.
- (v) Life expectancy has increased to over 64 years in 2000. Increase in longevity of life is an indicator of the good quality of life marked by self-confidence.

[CBSE Marking Scheme, 2016] $1 \times 5 = 5$

Q. 7. Describe the steps taken by the Government of India to improve the health of the people. [R]

[Board 2015, Term I, Set-OMMJM7F]

Ans. Steps taken by the Government of India to improve the health :

- (i) Improving the accessibility of health care.
- (ii) Aimed to arrange family welfare programmes.
- (iii) Nutritional services with special focus on under privileged segment of population.
- (iv) Health awareness campaigns and medication programmes.
- (v) Development of a vast health infrastructure.

$(1 \times 5 = 5)$ [CBSE marking Scheme, 2015]

Q. 8. Which two states in India have poor health facilities in comparison with others? State the ways by which health facilities in these states can be improved. [R]

[Board 2015, Term I; Set- CXMUVER]

Ans. Bihar and Uttar Pradesh are the two states in India that have poor health facilities in comparison to others.

The ways by which health facilities in these states can be improved are as follows :

- (i) Building health infrastructure for manpower engaged in primary, secondary and tertiary sector, in government as well as in private sector.
- (ii) Ensuring nutritional services with special focus on the under-privileged.
- (iii) Better public hospitals, ambulance services, immunization and the regulation of food standards should be implemented.

[CBSE Marking Scheme, 2015] $(2+3=5)$

Q. 9. Education is a very important input for the growth of India. Justify the statement. [U]

[Board 2014, Term 1, Set-6TK]

Ans. Educated people earn higher incomes on account of higher productivity which adds to the growth of the economy. It opens new horizons, provides new aspirations and develops values of life.

- (i) Education helps individual to make better use of their economic opportunities.
- (ii) Education is an important input for growth.
- (iii) Provides new aspirations and values of life.
- (iv) Some jobs are only for educated and skilled people.
- (v) It opens the universal avenues of jobs.
- (vi) Women with high education and skill are paid at par with the men.

(Any five) 5

Q. 10. Mention any five steps taken in the 10th Five Year Plan to increase enrolment in higher education.

[R] [Board 2013, Term I, Set-U9YN]

OR

State the aim of 10th Five Year Plan with regard to higher education. What strategy is being followed to attain it ? [Board 2012, Term I, SSI-049]

Ans. Main features of the 10th Five Year Plan :

- (i) It endeavoured to increase the enrolment of students in the age group of 18 - 23 years in higher education from 6% to 9% by the end of the plan period.
- (ii) It emphasized on the strategy which focuses on increasing access, quality, and adoption of states specific curriculum modification and vocational and networking on the use of IT.
- (iii) The strategy also focuses on distant, formal, non-formal and IT education.
- (iv) There has been a significant increase in the number of such universities and institutions, over the last 5 years, which are specialising in different areas.
- (v) It also focuses on vocational, networking and the use of information technology in distant education.

$(1 \times 5 = 5)$

[CBSE Marking Scheme, 2013]

Q. 11. What are the different steps taken by the government to spread education in India? U

[Board 2013, Term I, AGRO-095]

OR

What measures have been taken by the government to spread Universal Elementary Education? Write any five measures. [Board 2012, Term I, SSI-063]

- Ans.** (i) Universal access and retention of education with emphasis on girls' education.
 (ii) Establishing Navodaya Vidyalaya in each district.
 (iii) Vocational streams for high school students related to occupation and skill.
 (iv) Increased expenditure towards education in plan outlay.
 (v) Sarva Shiksha Abhiyan is a significant step.
 [CBSE Marking Scheme, 2013] (1×5=5)

Q. 12. How education and skill formation are the major determinants of the earning of an individual in the market? Explain. U

[Board 2012, Term I, SSI-053]

OR

What is the role of education in human capital formation? [NCERT]

- Ans.** (i) Education helps individual to make better use of their economic opportunities.
 (ii) Education is an important input for growth.
 (iii) Provides new aspirations and values of life.
 (iv) Some jobs are only for educated and skilled people.
 (v) It opens the universal avenues of jobs.
 (vi) Women with high education and skill are paid at par with the men. (Any five) (1 × 5 = 5)
 [CBSE Marking Scheme, 2012]

Answering Tip

- Education is important for growth as educated and skilled people are paid more.

Q. 13. Highlight the main elements of National Health Policy. Describe any two achievements in this field. U [Board 2012, Term I, SSI-066]

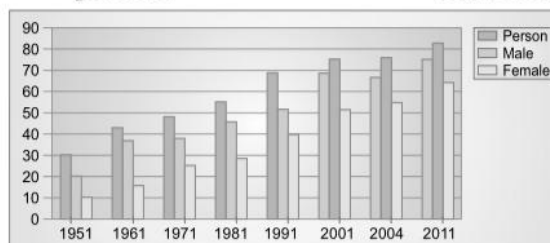
Ans. Elements of National Health Policy:

- (i) It aimed at improving the accessibility of health care.
 (ii) It aimed at family welfare and nutritional services with special focus on underprivileged.
 (iii) Increase in life expectancy and improvement in child care.
Achievements:
 (i) Life expectancy has increased and infant mortality rate has come down.
 (ii) Death rate has reduced and birth rate has come down. [CBSE Marking Scheme, 2012] (3 + 2 = 5)

Answering Tip

- National Health Policy aims at improving healthcare and life expectancy.

Q. 14. Study the graph and answer the following questions : U [NCERT]



- (i) Has the literacy rates of the population increased since 1951?
 (ii) In which year, India has the highest literacy rates?
 (iii) Why literacy rate is high among the males of India?
 (iv) Why are women less educated than men?
 (v) How would you calculate literacy rate in India?

Ans. (i) Yes, the literacy rates of the population increased since 1951.

- (ii) India has the highest literacy rates in the year 2011.
 (iii) Males get more opportunity and preference to study. India had been a strongly patriarchal society and due to the predominant gender bias, division of labour exists in the society. The boy child is considered as the future earning member of the family. Even the poor people believe in this concept and send their sons to school.
 (iv) Traditionally, the girls are expected to stay at home and look after the domestic chores. Very few girls among the poor families are sent to school. Even if middle class families send their girls to school, they hardly get an opportunity to finish their complete education because of the social obligation called marriage. Thus, for these all reasons, women are less educated than men.
 (v) The literacy rate can be calculated on the basis of a formula :

$$\text{Literacy Rate} = \frac{\text{Number of literate people} \times 100}{\text{Population}}$$

1 × 5 = 5

Q. 15. Discuss this table in the classroom and answer the following questions: U

Table : Number of Institutions of Higher Education, Enrolment and Faculty

Year	Number of Colleges	Number of Universities	Students	Teachers
1950-1951	750	30	2,63,000	24,000
1990-1991	7,346	177	49,25,000	2,72,000
1996-1997	9,703	214	67,55,000	3,21,000
1998-1999	11,089	238	74,17,000	3,42,000
2007-2008	18,064	378	14,00,000	4,92,000
2011-2012	31,324	611	—	—

Source: UGC Annual Report 199-1997 and 1998-1999 and Selected Educational Statistics, Ministry of HRD, Draft Report of Higher Education for 11th Five Year Plan, working group on Economic Survey 2011-2012.

1. Is the increase in number of colleges adequate to admit the increasing number of students?
2. Do you think we should have more number of universities?
3. What is the increase noticed among the teachers in the year 1998–1999?
4. **What is your idea about future college and universities?**

Ans. 1. The numbers of students are increasing at a faster rate than the number of colleges so far established. Therefore, the current number of colleges are not adequate to admit the increasing number of students.





2. Yes, we should definitely establish more number of universities to meet the ever increasing demands of students.

3. There was an increase of 21 thousand teachers in the year 1998–1999 compared to 1996–1997.
4. (i) More number of colleges should come up in the rural areas to benefit the rural students.
- (ii) Vocational education should be made compulsory for every college student.
- (iii) Adequate stress should be given in imparting technical and skill-based education in colleges, be it in distance course or in IT institutes.
- (iv) Holding campus interviews by various leading companies and other educational and research institutes should be the endeavour of every future college and universities.

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Q. 16. Discuss this table in the classroom and answer the following questions :

[A] [NCERT]

		1951	1981	2001	2010
H	SC/PHC/CHC	725	57,363	1,63,181	1,75,277
	Dispensaries and Hospitals	9,209	23,555	43,322	28,427
	Beds	1,17,198	5,69,495	8,70,161	5,76,793
	Doctors (Allopathy)	61,800	2,68,700	5,03,900	8,16,629
	Nursing Personnel	18,054	1,43,887	7,37,000	1,702,555

SC : Sub centre, PHC : Primary Health Centre, CHC : Community Health Centre.

Source : National Health Profile, 2010 : D/o Ayush, Ministry of Health and Family Welfare.

1. What is the percentage increase in dispensaries from 1951 to 2001?
2. What is the percentage increase in doctors and nursing personnel from 1951 to 2001?
3. Do you think the increase in the number of doctors and nurses adequate for India? If not, why?
4. What other facilities would you like to provide in a hospital?
5. Discuss about the hospital you have visited?

Ans. 1. The percentage increase in dispensaries and hospitals from 1951 to 2001 is

$$\frac{43222 - 9209}{9209} \times 100\% = 370.37\%$$

2. (i) The percentage increase in doctors from 1951 to 2001 is

$$\frac{503900 - 61800}{61800} \times 100\% = 715.37\%$$

- (ii) Percentage increase in nursing personnel is

$$\frac{737000 - 18054}{18054} \times 100\% = 3982.20\%$$

3. The number of doctors and nurses are inadequate for India because of the increase in population.
4. (i) Hospitals should be multifaceted with spotlessly clean maintenance.
- (ii) Apart from emergency wards and ambulances, some beds should be free for admitting poor patients.
- (iii) Proper power backup should be there to carry on minute and complicated surgeries with ease.
- (iv) Hospitals should possess the latest techniques of medical help.
- (v) Cost of treatment should be low, catering to all segments of the society, medicines should be provided to poor patients at subsidised rates.
5. I had recently visited The Mission Hospital in our city. It is a super- speciality hospital having the best possible treatment methodologies for the people in the eastern region of India. Spread over an area of three acres, it caters to a wide range of facilities such as digital flat panel pathological laboratory, seven major operation theatres, 100-bed critical care unit, dedicated mother and child care unit, 24-hour accident and emergency department, blood bank, and for the first time, a fully computerized pneumatic tube system. It is centrally air-conditioned and has a blood bank and a number of specialities in different branches of medicine. The only drawback is that being a private hospital, the treatment for the patients is costly here. 1 × 5 = 5

Q. 17. Describe the differences between male and female child enrolment. U

[Board 2017, Term II, Set- N58CNE]

- Ans.** (i) In spite of provisions of free and compulsory education for children below 14 years by the government of India, many children remain out of school education particularly in rural areas.
- (ii) The girls are made to do domestic chores because spending on them is considered a burden by the rural poor.

(iii) Though enrolment of boys in formal education is higher than that of girls, they drop out at secondary and tertiary level of education.

(iv) The enrolment of girls in rural areas is much lower than that of their urban counterparts.

(v) Almost 20% of children between the age group of 6–14 all over India still do not go to school.

[CBSE Marking Scheme, 2017] 1 × 5 = 5



TOPIC-2

Unemployment as a Form of Non-utilization of Human Resource

Revision Notes

Unemployment

- Unemployment is said to exist when people who are willing to work at the prevailing wages cannot find jobs.
- The workforce population includes people from 15 years to 59 years.
- In case of India, we have unemployment in rural and urban areas. However, the nature of unemployment differs in rural and urban areas. In case of rural areas, there is seasonal and disguised unemployment. Urban areas mostly have educated unemployment.
- Seasonal unemployment takes place when people are not able to find jobs during some months of the year. People, dependent upon agriculture, usually face such kind of problem.
- In case of disguised unemployment, people appear to be employed. They have an agricultural plot where they find work. This usually happens among family members engaged in agricultural activity. The work requires the service of five people, but engages eight people. Three people are extra. These three extra people are disguised unemployed.

- Unemployment leads to wastage of manpower resource. People who are an asset for the economy turn into a liability.
- Unemployment has a detrimental impact on the overall growth of an economy.
- Increase in unemployment is an indicator of a depressed economy.
- In case of India, statistically, the unemployment rate is low. A large number of people represented with low income and productivity are counted as employed.
- The employment structure is characterized by self-employment in the primary sector. Agriculture is the most labour absorbing sector of the economy, though the rate has been declining in recent years because of disguised unemployment.
- Some of the surplus labour in agriculture has moved to either the secondary or the tertiary sector.

Know the Terms

- **Unemployment** : Inability to get work in spite of proper age, ability and interest.
- **Disguised unemployment** : The state in which a person is willing and able to work at prevailing wages, but his productivity is zero.
- **Seasonal unemployment** : This type of unemployment occurs when people are not able to find employment for some part of the year. It is typically found in the agricultural sector due to its seasonal nature.



Short Answer Type Questions

(3 marks each)

Q.1. 'Employment structure is characterized by self-employment in the primary sector.' Explain the statement. [U] [Board 2015, Term I, Set-ZRU07VU]

Ans. (i) Employment structure is characterized by self-employment in the primary sector.

(ii) The whole family contributes in a field even though not everybody is really needed. So, there is disguised unemployment in the agricultural sector.

(iii) But, the entire family shares what has been produced. However, this does not reduce the poverty of the family. When the surplus labour does not get sufficient employment, in the agriculture they migrate to cities in search of jobs.

[CBSE marking Scheme, 2015] (1×3=3)

Q.2. "Unemployment gives birth to various socio economic problems." Give three arguments to support this statement. [U]

[Board 2015, Term I; Set- CXMUVER]

Ans. **Impact of unemployment on the society :**

(i) Unemployment tends to increase economic overload.

(ii) Quality of life is adversely affected.

(iii) It leads in to decline of health status.

(iv) Increase in unemployment is an indicator of depressed economy.

(v) It wastes the resources. (Any three)

[CBSE Marking Scheme, 2015] 1 × 3 = 3

Q.3. Write the difference between disguised unemployment and seasonal unemployment. [U] [NCERT] [NCT-2014, Term 1, Set-E]

Ans.

S. No.	Disguised Unemployment	Seasonal Unemployment
(i)	A situation wherein marginal productivity of labour is zero. It is not visible and is found among wage earners, mostly in agriculture.	Getting employment only for the part of the year in certain sectors, like agriculture is called seasonal unemployment.
(ii)	It is mostly found in agriculture.	It is mostly found in agro-based industries.
(iii)	It is mostly found in rural areas.	It is found both in rural as well as urban areas.

1 × 3 = 3

Q.4. What is meant by seasonal unemployment? [R] [Board 2013, Term I, Set AGRO – 95]

Ans. This type of unemployment occurs at a certain season of the year.

It is a widespread phenomenon, *for example*, in agricultural practice. Agricultural practice is based on the natural condition. This means that at a certain period of time, there is heavy work while in the rest period, the work is lean. During sowing of seeds and harvesting of crops, the agriculturists engage themselves the whole day and night. But after harvesting and sowing of seeds, the workers become workless.

3

Q. 5. Explain any three demerits of unemployment.

U

[Board 2012, Term I, SSI-065]

Ans. Refer to Long Answer Q. 3. (Any three)(1×3=3)

Q. 6. Which is the most labour-absorbing sector of the Indian economy? What trend has been recently noticed in terms of dependence of population on this sector and what is the reason for that? U

[Board 2012, Term I, SSI- 061]

Ans. Agriculture is the most labour-absorbing sector of the Indian economy.

- (i) Disguised unemployment.
- (ii) Surplus labour in agriculture has moved to either the secondary or tertiary sector. (1 + 2 = 3)

[CBSE Marking Scheme, 2012]



Long Answer Type Questions

(5 marks each)

Q. 1. During 1980s, 80% of Indian population was dependent on agriculture sector but gradually it decreased, analyse the reasons behind the newly developed trend. U

[Board 2016, Term I, Set - UMWISVV]

Ans. (i) In recent years, there has been a decline in the dependence of population on agriculture partly because of the disadvantages caused by disguised unemployment prevalent there.

(ii) Some of the surplus labour in agriculture has moved to either the secondary or the tertiary sector.

(iii) In the secondary sector, small-scale manufacturing is the most labour-absorbing.

(iv) In case of the tertiary sector, various new services are now appearing, like biotechnology, information technology and so on.

(v) With the increase in the number of jobs, dependence on agriculture has reduced to a great extent.

1 × 5 = 5

Q. 2. Which age group is known as work force population? Explain the existing employment structure in the agricultural sector in India. Also explain major problems. U

[Board 2015, Term I, Set-4TDV83T]

Ans. People from 15 to 59 years are included in the work force population.

Existing employment structure in the agricultural sector:

(i) Employment structure is characterized by self-employment in the agricultural sector.

(ii) Whole family contributes in the field, even though everybody is really not needed.

Major problems:

(i) Nature of work is just for few hours in the morning as well as in the evening and in the entire day they do not have any job to do.

(ii) The disguised unemployment is found in the agricultural sector which is more harmful because people themselves are unaware of their unemployment. (1+2+2=5)

[CBSE marking Scheme, 2015]

Q. 3. Describe the detrimental effect of increasing unemployment on economic growth. U

[Board 2015, Term I, Set-HVFF995]

[Board 2013, Term I, Set-2]BO

OR

Explain any five effects of unemployment in India.

[DDE-2014, Term 1, Set-M]

OR

Evaluate the impact of unemployment on the overall growth of an economy.

[Board 2012, Term I, SSI-039]

OR

“Unemployment leads to a depressed economy.”

Justify the statement with five arguments.

[Board 2012, Term I, SSI-037]

OR

State any five effects of unemployment.

[Board 2012, Term I, SSI-060]

OR

“Unemployment leads to wastage of manpower resource.” Justify the statement with suitable

examples. [Board 2012, Term I, SSI-035]

Ans. (i) Because of the unemployment, people who are an asset turn into a liability.

(ii) There is a feeling of hopelessness and despair among youth.

(iii) People don't have money to support their family.

(iv) Quality of life of an individual as well as society is adversely affected.

(v) When the family has to live in bare subsistence level, there is decline in health.

(vi) Wastage of natural resources is another factor which emerges due to unemployment.

(Any five) (1×5=5)

[CBSE Marking Scheme, 2012]

Answering Tip

- Unemployment leads to people being hopeless and unable to maintain a quality life.

Q. 4. In which field India can build the maximum employment opportunity? Give your opinion with examples. [U]

[Board 2015, Term I, Set-4TDV83T]

Ans. Agriculture is the most labour-absorbing sector of the economy.

In recent years, there has been a decline in the dependence of population on agriculture partly because of disguised unemployment. Some of the surplus labour in agriculture has moved to either the secondary or the tertiary sector. In the secondary sector, small-scale manufacturing is the most labour - absorbing. In case of the tertiary sector, various new services are now appearing, like biotechnology, information technology and so on. In recent years, maximum employment opportunities have risen in the BPO or call centre. These have been a boon for moderately educated young people.

[CBSE marking Scheme, 2015] (1+4=5)

Q. 5. What does unemployment mean? What types of unemployment exist in rural and urban areas ? [U]

[Board 2012, Term I, Set SSI-041]

Ans. Unemployment is said to exist when people who are willing to work at the given wages cannot find jobs.

In Rural Areas:

- (i) **Seasonal unemployment**—When people don't get jobs during some months of a year. *For example*, during harvesting time.
- (ii) **Disguised unemployment**—People appear to be employed. *For example*, a job requiring service of five people, but engaging eight people.

In Urban Areas: Urban areas have mostly educated and unemployed youth. It has become a common phenomenon. Many youths with matriculation, graduation and post-graduation degrees are not able to find job. Unemployment of graduate and postgraduate has increased.

(1+2+2=5)

[CBSE Marking Scheme, 2012]

Q. 6. What is the meaning of seasonal unemployment? Why is educated unemployment a peculiar

problem in India? Explain.

[Board 2012, Term I, SSI-063]

OR

Why is educated unemployment a peculiar problem in India? Explain. [NCERT]

OR

Analyse the detrimental consequences of educated unemployment.

Ans. Seasonal unemployment takes place when people are not able to find jobs during some months of a year.

Reasons:

- (i) Youth with matriculation, graduation and post-graduation degrees is not able to find job.
- (ii) Unemployment of graduate and post-graduate people has increased faster than among matriculates.
- (iii) A paradoxical manpower situation is witnessed as surplus of manpower in certain categories co-exist with a shortage of manpower in others.
- (iv) There is unemployment among technically qualified persons on one hand, while, on the other hand, there is a dearth of technical skills.

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

Q. 7. Can you imagine some village which initially had no job opportunities but later came up with many? [A] [NCERT]

Ans. (i) Solanpur is a village in the western outskirts of Gurgaon, New Delhi. This place had mostly illiterate population who were heavily dependent on agriculture as their sole source of sustenance.

- (ii) A few years back, electricity reached the place. This was coupled with the establishment of a big glass factory, which opened up new channels of employment and transport.
- (iii) Slowly, schools came up in the vicinity and children started reaping the benefits of education.
- (iv) The literacy rate of the place rose up, farmers were also given techno- training, so that they made double their production.
- (v) Soon, the village became prosperous and soon had better health, education, transport and job facilities.

1×5=5

? Objective Type Questions

(1 mark each)

(I) Multiple Choice Questions:

Q. 1. Banking is included in which sector of activity?

- (a) Primary Sector
- (b) Tertiary Sector
- (c) Secondary Sector
- (d) Both (a) and (c)

[U, R]

Ans. (b) Tertiary sector.

1

Q. 2. 'Sarva Shiksha Abhiyan' is a significant step towards providing elementary education to all children in the age group of _____ .

- (a) 6-12
- (b) 6-10
- (c) 8-14
- (d) 6-14

[U, R]

Ans. (d) 6-14 years.

1

- Q. 3.** What enhances the National Income, cultural richness and the efficiency of government?
 (a) Money
 (b) Education
 (c) Machinery
 (d) Infrastructure U, E, An
- Ans. (b) Education 1
- Q. 4.** A person is making envelopes with the help of papers. In which sector should his activity be included?
 (a) Primary Sector (b) Secondary Sector
 (c) Tertiary Sector (d) None of these C, R
- Ans. (b) Secondary Sector 1
- Q. 5.** Which of these is a primary activity?
 (a) Making toys (b) Banking
 (c) Forestry (d) Transport U
- Ans. (c) Forestry. 1
- Q. 6.** What kind of people are a liability for the economy?
 (a) Poor (b) Healthy
 (c) Elite (d) Illiterate U
- Ans. (d) Illiterate 1
- Q. 7.** What is the purpose of implementation of mid day meal?
 (a) To encourage attendance and retention of children
 (b) To tell the importance of food
 (c) To add to the task of teachers
 (d) To teach about food U, R
- Ans. (a) To encourage attendance and retention of children. 1
- Q. 8.** Navodaya Vidyalayas have been started for which kind of school children?
 (a) Children with special needs
 (b) Talented children in urban areas
 (c) Talented children of rural areas
 (d) Highly intelligent students R
- Ans. (c) Talented children of the rural areas. 1
- Q. 9.** What is the benefits of vocational education?
 (a) Equip children with skills that can help them procure employment
 (b) Equip children with geographical knowledge
 (c) Equip children with mathematical skills that can help them procure employment
 (d) Equip children with scientific skills U
- Ans. (a) Equip children with skills that can help them procure employment. 1
- Q. 10.** What is disguised unemployment?
 (a) It is a state in which a person is willing and able to work at prevailing wages, but his productivity is very high.
 (b) It is a state in which a person is willing and able to work at prevailing wages, but his productivity is zero.
 (c) It is a state in which a person is willing and able to work at prevailing wages, but his productivity is low.
 (d) It is a state in which a person has work only for a few months in a year. U
- Ans. (b) It is a state in which a person is willing and able to work at prevailing wages, but his productivity is zero. 1
- Q. 11.** What does the increase in unemployment indicate?
 (a) More number of people are employed
 (b) Fast economic growth of the country
 (c) Zero economic growth of a country
 (d) Slow economic growth of the country U
- Ans. (d) Slow economic growth of the country. 1
- Q. 12.** What is the main adverse effect of unemployment?
 (a) Increase in economic overload
 (b) Hue and cry in the country
 (c) People stop voting
 (d) People start moving abroad C, E
- Ans. (a) Increase in economic overload. 1
- Q. 13.** Unemployment wastes what type of resources?
 (a) Natural resources
 (b) Human resources
 (c) Artificial resources
 (d) Renewable resources An, E, A
- Ans. (b) Human resources 1
- Q. 14.** What do you call shifting of labourers from a rural area to urban area in search of work?
 (a) Migration (b) Immigration
 (c) Transportation (d) Hibernation U
- Ans. (a) Migration 1
- (II) State whether True or False:**
 (a) Fishing is an activity of the primary sector.
 (b) The household work done by women is recognised in the national income.
 (c) Unemployment leads to wastage of manpower resource.
 (d) In disguised unemployment the productivity is 50%.
 (e) Literacy rate does not determine the quality of population.
- Ans. (a) True, (b) False, (c) True, (d) False, (e) False
- (III) Fill in the blanks:**
 (a) _____ is an important input for the growth of a person.
 (b) _____ has been implemented to encourage attendance and retention of children and improve their nutritional status.
 (c) The sum total of all the final goods and services produced by the normal residents of a country during an accounting year is called as _____.

- (d) Market activities give _____.
- (e) The workforce population includes people from _____ to _____ years.


Ans. (a) Education, (b) Mid-day meal scheme, (c) Gross National Product, (d) Profits, (e) 15, 59

(IV) Match the following:




Column-I		Column-II	
(a)	Disguised Unemployment	(i)	Has moved to either the secondary or the tertiary sector

(b)	Surplus labour	(ii)	Give profit
(c)	Sarv Shiksha Abhiyan	(iii)	Found in rural areas
(d)	Market activities	(iv)	Universalism of elementary education

Ans. (a)-(iii); (b)-(i); (c)-(iv); (d)-(ii)


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CHAPTER

3

NAZISM AND THE RISE OF HITLER

Syllabus

- *The growth of social democracy*
- *The crises in Germany*
- *The basis of Hitler's rise to power*
- *The ideology of Nazism*
- *The impact of Nazism*



TOPIC-1

The Growth of Social Democracy and the Crises in Germany

Revision Notes

Birth of the Weimar Republic

- Germany, a powerful empire in the early years of the twentieth century, fought the First World War (1914-1918) alongside the Austrian empire and against the Allies (England, France and Russia.)
- The defeat of Imperial Germany and the abdication of the emperor gave an opportunity to parliamentary parties to recast German polity.
- A National Assembly met at Weimar and established a democratic constitution with a federal structure.
- Deputies were now elected to the German Parliament or Reichstag, on the basis of equal and universal votes cast by all adults including women.
- Many Germans held the new Weimar Republic responsible for not only the defeat in the war but the disgrace at Versailles.

The Effects of the War

- The war had a devastating impact on the entire continent both psychologically and financially.
- From a continent of creditors, Europe turned into one of debtors.
- Those who supported the Weimar Republic, mainly Socialists, Catholics and Democrats, became easy targets of attack in the conservative nationalist circles. They were mockingly called the 'November Criminals'.
- The First World War left a deep imprint on European society and polity.
- Soldiers came to be placed above civilians. Politicians and publicists laid great stress on the need for men to be aggressive, strong and masculine.

Political Radicalism and Economic Crisis

- The birth of the Weimar Republic coincided with the revolutionary uprising of the Spartacist League on the pattern of the Bolshevik Revolution in Russia.
- Those opposed to this – such as the Socialists, Democrats and Catholics – met in Weimar to give shape to the democratic republic.
- The Weimar Republic crushed the uprising with the help of a war veterans organisation called 'the Free Corps'.

TOPIC - 1

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TOPIC - 2

The Basis of Hitler's Rise to Power P. 47

TOPIC - 3

The Ideology of Nazism P. 52

TOPIC - 4

The Impact of Nazism P. 55

TOPIC - 5

Nazi and the Jews P. 58

The Years of Depression

- The years between 1924 and 1928 saw some stability. German investments and industrial recovery were totally dependent on short-term loans, largely from the USA. This support was withdrawn when the Wall Street Exchange crashed in 1929.
- On one single day, 24 October, 13 million shares were sold. This was the start of the 'Great Economic Depression'.
- Over the next three years, between 1929 and 1932, the national income of the USA fell by half. Factories shut down, exports fell, farmers were badly hit and speculators withdrew their money from the market. The effects of this recession in the US economy were felt worldwide.
- The German economy was worst hit by the economic crisis. Workers lost their jobs or were paid reduced wages. The number of unemployed touched an unprecedented 6 million.
- As jobs disappeared, the youth took to criminal activities and total despair became commonplace.
- Politically too, the Weimar Republic was fragile. The Weimar Constitution had some inherent defects, which made it unstable and vulnerable to dictatorship.
- Another defect was Article 48, which gave the President the powers to impose emergency, suspend civil rights and rule by decree.
- Yet the crisis could not be managed. People lost confidence in the democratic parliamentary system, which seemed to offer no solutions.

Know the Terms

- **Wall Street Exchange** : The name of the world's biggest stock exchange located in the USA.
- **The Great Depression** : A worldwide economic slump lasting from 1929 to 1935.
- **Reichstag** : Name given to the German Parliament.
- **Deplete** : Empty out, reduce
- **Reparation** : Compensate for a wrong doing

Know the Dates

- **1889** : Adolf Hitler was born in Austria.
- **1918** : Establishment of Weimar Republic.
- **1919** : Germany signed the Treaty of Versailles.
- **1929** : The Economic Depression occurs in USA.

**Short Answer Type Questions**

(3 marks each)

Q. 1. Describe any three effects of the Great Depression (1929-1932) on Germany. [U]

[Board 2016 Term-I, Set-N4TFMSK]

OR

What was the impact of the 'Great Economic Crisis' on the economy of Germany? Explain.

[Board 2012 Term-I, SSI-025]

Ans. **Great Economic Depression** :

- (i) Industrial output fell by 40%; workers lost their jobs and they were paid low wages.
- (ii) Sharp fall in agricultural prices
- (iii) Women were severely affected.

[CBSE Marking Scheme, 2016] 3

Q. 2. Describe any three inherent defects in the Weimar Constitution that made it vulnerable to dictatorship. [A] [Board 2016 Term-I,

Set-Y5CZSDM/72LNINO]

OR

Describe any three factors which made the Weimar Republic politically fragile.

[Board 2015 Term-I, Set-ZRU07VU/
CXMUVER]

OR

State three reasons responsible for the failure of the Weimar Republic.

[Board 2014 Term-I, Set-6TK]

OR

State any three weaknesses of the Weimar Republic.

[Board 2012 Term-I, SSI-081]

OR

State any three factors which made the Weimar Republic politically fragile.

[Board Term-I 2012, Set-18; 2011, SSI-053]

Ans. **Defects** :

- (i) The Weimar Constitution was based on proportional representation.
- (ii) The Article 48 gave President the power to impose emergency, suspend civil rights.
- (iii) Thus, in a short time, 20 different cabinets were formed and people lost faith. 1×3=3

[CBSE Marking Scheme, 2016]

Detailed Answer :

Factors that made the Weimar Republic politically fragile were :

- (i) Weaknesses politically to the Weimar Republic were fragile.
- (ii) The Weimar constitution had some inherent defects which made it unstable and vulnerable to dictatorship.
- (iii) Due to proportional representation, one party rule became a near impossible task, leading to a rule by coalitions.
- (iv) Another defect was the Article 48, which gave the President the powers to impose emergency, suspend civil rights and rule by decree.
- (v) Within a short period of time, many governments changed and this made people lose confidence in the democratic parliamentary system. (Any three)

Q. 3. Describe any three conditions of the Treaty of Versailles. [R] [Board 2016 Term-I, Set-UMW15VV; 2013, Set-AGRO-95]

OR

Explain any three effects of the Treaty of Versailles over Germany.

[Board 2014 Term-I, Set-HUV135E; 2013, Set-2JBO]

Ans. Impact of the Treaty of Versailles over Germany :

- (i) Germany lost its overseas colonies.
- (ii) It was demilitarized.
- (iii) The allied armies occupied the resource-rich Rhineland.
- (iv) It lost 75 per cent of its iron and 26 per cent of its coal to France, Poland, Denmark & Lithuania.

(Any three) 1×3=3

[CBSE Marking Scheme, 2013]

Commonly Made Error

- The students need to understand the reason for the rise of Nazism in Germany.

Detailed Answer :

The Treaty of Versailles was the main root cause of the rise of Nazism in Germany and the Second World War.

- (i) After signing of the Treaty, Germany lost its possession over the overseas colonies.
- (ii) Also, it lost one-tenth of its population, 13% of its territories, 75% of iron, 26% of coal resources of France, Poland, Denmark and Lithuania.
- (iii) The power of Germany further got reduced due to its demilitarization by the Allied Powers.
- (iv) Germany was asked to pay a compensation amount of 6 billion pounds as it was held responsible for the war and the war guilt accuse.
- (v) Rhineland, a resource-rich region, was occupied by the Allied Powers for much of the 1920's.

(Any three) (1×3=3)

[AI] Q. 4. State any three major effects of the First World War in Germany. [R] [Board 2014 Term-I, Set-M]

Ans. Three major effects of the First World War in Germany are :

- (i) The World War I ended with the Allies defeating

Germany and the Central Powers in November 1918. The Peace Treaty at Versailles with the Allies was a harsh and humiliating treaty. Germany lost its overseas colonies, a tenth of its population, 13 per cent of its territories, 75 per cent of its iron and 26 per cent of its coal to France, Poland, Denmark and Lithuania.

- (ii) The Allied Powers demilitarized Germany to weaken its power. Germany was forced to pay compensation amounting to £ 6 billion.
- (iii) The Allied armies also occupied the resource-rich Rhineland for much of the 1920s. (1×3=3)

Q. 5. Name the country that defeated Germany in the First World War. State two effects of defeat in Germany. [R] [DDE-2014, Term-I, Set-E]

Ans. US joined the Allies in 1917 and defeated Germany and the Central Powers.

Effects :

- (i) The defeat of Germany resulted in the abdication of German Emperor. This gave an opportunity for the parliamentary parties to bring a change in German politics.
- (ii) A democratic constitution with a federal structure was formed by the National Assembly, which met at Weimar and the Weimar Republic came into existence. (1+2=3)

Q. 6. State three features of political radicalism in Germany. [A] [Board 2013, Term-I, Set-U9YN]

Ans. Features of political radicalism :

- (i) The political situation that came into view after the rise of Weimar Republic is termed as political radicalism.
- (ii) The demand and the uprising for Soviet style governance were suppressed by the Weimar Republic and this enraged them to form the communist party.
- (iii) Both communists and socialists wanted political radicalism against Hitler's rule. (1×3=3)

Q. 7. Describe the impact of defeat of the Imperial Germany on its polity. [A]

[Board 2012 Term-I, SSI-065]

Ans. Impact of defeat of the Imperial Germany on its polity were :

- (i) The defeat of Imperial Germany and the abdication of the emperor gave an opportunity to recast German polity.
- (ii) A National Assembly established a democratic constitution with a federal structure.
- (iii) Deputies were elected to the German Parliament on the basis of equal and universal votes.
- (iv) This republic was not received well by its own people because of the terms it was forced to accept after defeat. (Any three) (1×3=3)

[CBSE Marking Scheme, 2012]

Q. 8. State any three reasons for the unpopularity of Weimar Republic set up in Germany after the First World War. [U] [Board Term-I 2012, SSI-062]

Ans. (Any three) Refer to Long Answer Q. 2. (1×3=3)

Q. 9. Mention any three factors which contributed to the economic crisis faced by the Weimar Republic in 1923. [A] [Board 2012 Term-I, SSI-055]

Ans. Factors :

- (i) The terms of Treaty of Versailles whereby, Germany lost its overseas colonies and territories.
- (ii) Germany was forced to pay compensation under War Guilt Clause.
- (iii) Depleted gold reserves due to repayment of loans.
- (iv) Devaluation of German mark and hyperinflation.

(Any three)

[CBSE Marking Scheme, 2012] (1×3=3)

Q.10. Why was the 'Treaty of Versailles' treated as harsh and humiliating to people of Germany? Explain any three reasons. [U]

Ans. Its three reasons were :

- (i) The War Guilt Clause made Germany guilty of starting the war. Germany was made to pay the war compensation.
- (ii) The Allied Powers had demilitarized Germany to weaker its power.
- (iii) Could no longer purchase or maintain tanks, submarines, etc., and had to forego its overseas colonies. (1×3=3)

Commonly Made Error

- The Treaty of Versailles was seen as a negotiation treaty.

Answering Tip

- The Treaty of Versailles was implemented as it was seen as one of the most important treaty which brought an end to the World War I.



Long Answer Type Questions

(5 marks each)

Q. 1. Describe any five effects of 'Great Economic Crisis' on Germany. [U]

[Board 2012 Term-I, SSI-064]

Ans. Impact of economic crisis on Germany :

- (i) German economy was worst hit.
- (ii) Industrial production reduced to 40 per cent.
- (iii) Workers lost their jobs and were paid reduced wages.
- (iv) Unemployed youth played cards or lined up at local employment exchange.
- (v) Jobs disappeared and youth took to criminal activities. (1×5=5)

[CBSE Marking Scheme, 2012]

Q. 2. Why was the Weimar Republic not received well by its own people? Explain any five reasons. [A] [Board 2012 Term-I, SSI-065]

OR

Describe the problems faced by the Weimar Republic. [NCERT]

Ans. Reasons for the Weimar Republic not being accepted well by its own people are :

- (i) It was not received well by its own people largely because of the terms it was forced to accept after Germany's defeat.
- (ii) The peace treaty was harsh and humiliating. It was believed that the Republic compromised with Germany's honour by signing the Peace Treaty at Versailles. According to this, Germany lost its overseas colonies, 13% of its territories, 75% of the iron and 26% of the coal to France, Poland, Denmark and Lithuania.
- (iii) Germany lost its overseas colonies.
- (iv) The allied powers demilitarized Germany.
- (v) The war guilt clause held Germany responsible for war and damage.

(vi) Germany was forced to pay compensation of £ 6 billion.

(vii) Most of the Germans held the new Weimar Republic responsible for defeat in war and disgrace at Versailles. (Any five)

[CBSE Marking Scheme, 2012] (1×5=5)

Commonly Made Error

- The students generally confuse and mention about the effects of the war to be the only reason.

Q. 3. The First World War left a deep imprint on the European society and polity'. Elaborate the given statement. [R] [Board 2012 Term-I, SSI-026]

Ans. Impact of the First World War on European society and polity was immense.

- (i) Soldiers were to be placed above civilians.
- (ii) Politicians and publicists laid great stress on the need for the men to be aggressive, strong and masculine.
- (iii) Media glorified trench life.
- (iv) Aggressive war propaganda and national honour occupied centre stage.
- (v) Popular support grew for conservative dictatorships.

[CBSE Marking Scheme, 2012] (1×5=5)

Commonly Made Error

- The students tend to mention the impact of both World War I and World War II on the European society while being asked about only World War I.

Answering Tip

- The students need to mention only about the impact of First World War on the European Society and not discuss about the World war II.



TOPIC-2

The Basis of Hitler's Rise to Power

Revision Notes

Hitler's Rise to Power

- This crisis in the economy, polity and society formed the background to Hitler's rise to power.
- In 1919, he joined a small group called the 'German Workers' Party. He subsequently took over the organisation and renamed it the 'National Socialist German Workers' Party. This party later came to be known as the 'Nazi Party'.
- The Nazis could not effectively mobilise popular support till the early 1930s. It was during the Great Depression that Nazism became a mass movement.
- By 1932, the Nazi Party had become the largest party with 37 per cent votes.
- Hitler effectively mobilized popular support in Germany :
 - (i) Hitler was a powerful speaker. His passion and his words moved people.
 - (ii) He promised to build a strong nation.
 - (iii) He promised to undo the injustice of the Versailles Treaty and restore the dignity of German people.
 - (iv) He promised employment for those looking for work and a secure future for the youth.
 - (v) He promised to weed out all foreign influences and resist all foreign conspiracies against Germany.
 - (vi) He understood the significance of rituals and spectacle in mass mobilization. Nazis held massive rallies and public meetings to demonstrate the support for Hitler and instil a sense of unity among the people.
 - (vii) The Red banners with the Swastika, the Nazi salute, and the ritualised rounds of applause after the speeches were all part of this spectacle of power.

The Destruction of Democracy

- On 30th January 1933, President Hindenburg offered the Chancellorship, the highest position in the cabinet of ministers to Hitler.
- On 3rd March 1933, the famous 'Enabling Act' was passed. This Act established dictatorship in Germany. It gave Hitler all powers to sideline Parliament and rule by decree.
- Special surveillance and security forces were created to control and order society in ways that the Nazis wanted.
- Apart from the already existing regular police in green uniform and the SA or the 'Storm Troopers', these included the Gestapo (secret state police), the SS (the protection squads), criminal police and the Security Service (SD).

Reconstruction

- In foreign policy also, Hitler acquired quick successes. He pulled out of the League of Nations in 1933, reoccupied the Rhineland in 1936, and integrated Austria and Germany in 1938 under the slogan, '*One people, One empire, and One leader.*'
- In September 1940, a 'Tripartite Pact' was signed between Germany, Italy and Japan, strengthening Hitler's claim to international power.
- By the end of 1940, Hitler was at the pinnacle of his power.

Know the Terms

- **Axis Powers** : A group of countries, namely, Italy, Germany and Japan, Bulgaria, Hungary, Romania and Yugoslavia who opposed the Allied Power.
- **Allied Powers** : Formed by Britain, France, Russia and USA.
- **Second World War** : Global war that took place from September 1939 to May 1945. About 50 million people were killed in this war.
- **Pearl Harbour** : Situated on the Hawaiian island of Honolulu. It was the main base of the US Pacific Fleet.

- **Gestapo** : The secret state police in Nazi Germany.
- **Holocaust** : The persecution and mass murder of Jews by German Nazis between 1933 and 1945.
- **Propaganda** : Specific type of message directly aimed at influencing the opinion of people through the use of posters, films and speeches.
- **Persecution** : Systematic and organized punishment of those belonging to a group or religion.
- **Jungvolk** : A separate section for Nazi boys upto 14 years of age.

Know the Dates

- **1933** : Hitler was made Chancellor of Germany.
- **1934** : Hitler became the President of Germany.
- **1935** : World War II, Italy attacked Ethiopia, German rearmament. Hitler announced Germany would rebuilt its military.
- **1936** : Stalin introduced a new constitution.
- **1937** : Attack of Japan on China during the Second World War.
- **1938** : German troops entered Austria. Integration of Germany and Austria.
- **1939** : Germany attacked Czechoslovakia.
- **1940** : Declaration of war by Italy on Britain and France and surrender of France.
- **1940-1944** : Ghettoisation of Jews.
- **8th April 1941** : Germany invaded the Balkans.
- **June, 1941** : Germany attacked USSR.
- **1942** : United Nations Declaration signed by the representatives of 26 nations.
- **1943** : Defeat of Italy and Germany by the Allied Powers in North Africa.
- **1945** : Hitler committed suicide by gunshot in Berlin.



Short Answer Type Questions

(3 marks each)

Q. 1. Explain the circumstances under which Nazism became popular in Germany. U

[Board 2016 Term-I, Set-72LN1NO; 2015, Set-4TDV83T]

Ans. Circumstances under which Nazism became popular were :

- (i) Hitler was a great orator. His passion and words moved people.
- (ii) He promised to build a strong nation.
- (iii) He promised to restore dignity of the Germans and to undo the injustice of the Treaty of Versailles.
- (iv) He promised employment for those looking for work and a secure future for the youth.
- (v) He promised to weed out all foreign influences and resist all foreign conspiracies against Germany.
- (vi) Hitler devised a new style of politics. Nazis held massive rallies and public meetings as to show the strength and confidence for Hitler.
- (vii) The Red banners with the Swastika, ritualized rounds of applause and the Nazi salute after the speeches, were all part of this spectacle of power.
- (viii) Nazi propaganda projected Hitler as a messiah or a saviour.

(Any three) (1×3=3)

[CBSE Marking Scheme, 2016]

Commonly Made Error

- The reasons for popularity of Nazism is restricted only to Hitler's participation in it.

Answering Tip

- The Great Depression that hit the country was apparently the biggest reason for Nazism's popularity.

Q. 2. What was the impact of Hitler's attack on Soviet Union in June 1941 ? R

[Board 2016 Term-I, Set-YFCZSDM]

- Ans.**
- (i) In this historic blunder, Hitler exposed the German western front to British aerial bombing and the eastern front to the powerful Soviet Armies.
 - (ii) The Soviet Red Army inflicted a crushing and humbling defeat on Germany at Stalingrad.
 - (iii) The Soviet Red Army hounded out the retreating German soldiers until they reached Berlin, establishing Soviet Legemony over the entire Eastern Europe.

[CBSE Marking Scheme, 2016] 1×3=3

Q. 3. How did the Nazis demonstrate support for Hitler ? [A] [Board 2016 Term-I, Set-EFX8051]

- Ans.** (i) The Nazis held massive rallies and public meetings to demonstrate the support for Hitler and instil the sense of unity among the people.
- (ii) The Red banners with the Swastika, the Nazi Salute and the ritualised rounds of applause after the speeches were all part of this spectacle of power.
- (iii) Nazi propaganda skilfully projected Hitler as a messiah, a saviour, as someone who had arrived to deliver people from their distress. [CBSE Marking Scheme, 2016] $1 \times 3 = 3$

Q. 4. Explain three reasons that led to the German invasion of Soviet Union. [R]

[Board 2015 Term-I, Set-HVFF995]

Ans. Reasons leading to the German invasion of Soviet Union were :

- (i) Hitler dreamt of settling the German with pure Aryan blood in the Asian Steppe region and of using the Jews and Asians as slaves.
- (ii) He wanted to ensure food supplies for the Germans. The Germans and Russians had serious differences over the Balkan, where no clear line demarcation had been worked out.
- (iii) Hitler wanted to eradicate communism. [CBSE Marking Scheme, 2015] $(1 \times 3 = 3)$

Commonly Made Error

- Students confuse the Nazism becoming popular with the German invasion of Soviet Union.

Q. 5. Describe the ideology of racial hierarchy propounded by Hitler. [U]

[Board 2015 Term-I, Set-ZRU07VU]

Ans. Ideology of racial hierarchy propounded by Hitler :

- (i) No equality between people. Blond, blue-eyed, Nordic German Aryans were at the top.
- (ii) Jews were located at the lowest rung of the society. They came to be regarded as an anti-race, the arch-enemies of the Aryans.
- (iii) All the coloured people were placed in between depending upon their external features. [CBSE Marking Scheme, 2015] $(1 \times 3 = 3)$

Q. 6. State the verdict of Nuremberg Tribunal. Why did the Allies avoid hard punishment on Germany? [R]

[DDE-2014, Term-I, Set-M]

Ans. The Nuremberg Tribunal, which was set up to prosecute the Nazis for committing grave crime against humanity which involved killing of innocent civilians in Europe, sentenced only 11 Nazis to death. Some were given life imprisonment.

Allies avoided harsh punishment on Germany because :

- (i) They did not want to repeat the mistakes committed after the First World War where they imposed harsh terms on Germany by virtue of Treaty of Versailles, which resulted in the rise of Hitler.
- (ii) Treaty of Versailles was physiologically damaging for the Germans and also proved to be a national shame. The treaty had sown the seeds of the Second World War.

This made the Allies cautious enough of not being much harsh on Germans again. $(1+2=3)$

Commonly Made Error

- The Nuremberg Tribunal is taken to be as a normal tribunal formed to bring criminals to punishment.

Answering Tip

- Nuremberg Tribunal was formed to conduct trials for crimes committed in Germany during the Holocaust.

Q. 7. How was the Nazi Party formed? [A]
[Board 2013 Term-I, Set-2]BO]

Ans. Nazi Party was formed by :

- (i) The disintegration of Weimar Republic led to the formation of Nazi Party after the First World War.
- (ii) Hitler enrolled for the army when the First World War broke out. He also earned medals for bravery.
- (iii) The German defeat horrified him and Versailles Treaty made him furious. Later, he joined a small group called the 'German Workers Party'.
- (iv) Subsequently, he took over the organization and renamed it the 'National Socialist German Worker's Party'. This party came to be known as Nazi Party.

$(\text{Any three}) (1 \times 3 = 3)$

Commonly Made Error

- The students are not aware of the reason behind the formation of the Nazi Party.

Answering Tip

- The Nazi Party was formed as a means to draw workers away from Communism into Nationalism.

AI Q. 8. What is Nazism? How did it become popular in Germany? Explain. [A]

[Board 2014 Term-I, Set-HIZN]

OR

Discuss why did Nazism became popular in Germany by 1930.

[Board 2013 Term-I, Set-AGRO-95] [NCERT]

Ans. Nazism was a political system started by Hitler in Germany akin to dictatorship and fascism. It propagated hatred for the Jews.

Reasons for popularity :

- (i) Unstable political condition after WWI (World War I).
 - (ii) Unjust Treaty of Versailles.
 - (iii) Hitler's charismatic personality. (1+2=3)
- [CBSE Marking Scheme, 2014]

Also refer Q.1 of SATQ.

Q. 9. State three promises made by Adolf Hitler to the German Society.

[Board 2012 Term-I, SSI-049]

Ans. Adolf Hitler made the following promises :

- (i) To undo the injustice of Treaty of Versailles.
 - (ii) Employment to those looking for work.
 - (iii) To weed out all foreign influence and resist all foreign conspiracies against Germany. (1×3=3)
- [CBSE Marking Scheme, 2012]

Q.10. How did Hitler capture power in Germany? Explain.

[A] [Board 2012 Term-I, SSI-081]

Ans. Hitler captured power in Germany :

- (i) In 1923, Hitler planned to seize control of Bavaria, marched to Berlin and captured power. He failed, got arrested and tried for treason. He was later released.
 - (ii) During the Great Depression, Nazism became a mass movement.
 - (iii) After 1929, bank collapsed and businesses were shut down, workers lost their jobs. In such a situation, Nazi propaganda stirred hopes of a better future.
 - (iv) By 1932, the Nazi Party had become the largest party of Germany. (Any three) (1×3=3)
- [CBSE Marking Scheme, 2012]

Q.11. Why was an International Military Tribunal set up at Nuremberg? State any two results of it.

[U] [Board 2012 Term-I, SSI-057]

Ans. Nuremberg Tribunal was set up to prosecute Nazi war criminals for crimes against peace, for war crimes and crimes against humanity.

- **Two results of the Tribunal :**
 - (i) It sentenced only eleven leading Nazis to death.
 - (ii) Many others were imprisoned for life.
- [CBSE Marking Scheme, 2012] (1 + 2 = 3)

Q. 12. How did Hitler become the popular leader of masses in Germany? Explain any three reasons.

[Board 2012 Term-I, SSI-042]

Ans. Refer to Long Answer Q. 2. (Any three) (1×3=3)

Q.13. Explain the factors that forced the USA to enter the Second World War?

[A]

[Board 2012 Term-I, SSI-035]

Ans. Factors that forced the US to enter the Second World War are :

- (i) Japan was expanding its power in the east.
- (ii) It had occupied French, Indo-China and was planning attacks on the US naval bases in the Pacific.
- (iii) When Japan extended its support to Hitler and bombed the US naval base at Pearl Harbour, the US entered the Second World War.

[CBSE Marking Scheme, 2012] (1×3=3)

Commonly Made Error

- It is thought that the USA participated in the World War II from the very start.

Answering Tip

- USA entered World War II only in Dec 1941 only after the Japanese bombed the American fleet in Pearl Harbour.

Q.14. Mention any three important provisions of the Enabling Act passed during Hitler's regime.

[R]

[Board 2012 Term-I, SSI-071]

Ans. Important provisions are :

- (i) It established dictatorship in Germany.
- (ii) It gave Hitler all powers to sideline the Parliament.
- (iii) All political parties and trade unions were banned.
- (iv) The state established complete control over economy, media, army and judiciary.

(Any three)

[CBSE Marking Scheme, 2012] (1×3=3)

**Long Answer Type Questions**

(5 marks each)

Q. 1. Explain briefly the main causes of the Rise of Nazi dictatorship in Germany.

[A]

[Board 2013 Term-I, Set-U9YN]

Ans. The main causes of rise of Nazi dictatorship in Germany were as follows :

- (i) The First World War defeat.
- (ii) **Weakness of Weimar Republic :** The Weimar Constitution had some inherent defects which made it unstable and vulnerable to dictatorship. Due to proportional representation, one party

rule became an impossible task, leading to a rule by coalitions. Another defect was Article 48, which gave the President the power to impose emergency, suspend civil rights and rule by decree.

(iii) **Treaty of Versailles** : Germany was forced to sign the Treaty of Versailles with the Allied Powers.

This made Germany to lose its overseas colonies, a tenth of its population, 13% of its territories and many more. The Allied Powers demilitarized Germany. The Allied armies also occupied the resource rich Rhineland.

The War Guilt Clause forced Germany to pay £ 6 Billion as war damages to the Allied Powers.

(iv) **The Economic crisis** : German economy was worst hit. Industrial production was reduced to 40%. Due to great economic depression, the National Income of the USA fell by half, leading to shut down of the factories. The exports fell down and farmers suffered the most during the depression.

(v) **Mass unemployment** : Workers of Germany lost their jobs and were paid reduced wages. Unemployed youth played cards or lined up at local employment exchange. Jobs disappeared and youth took to criminal activities.

(vi) German people thought that Hitler would be a good dictator as he promised to undo the injustice of Treaty of Versailles. He also promised to give employment to those looking for work. Later, the Nazi Party became the largest Party with 37% votes in Reichstag. (Any five) (1×5=5)

Answering Tip

- Gather information about the aftermath of World War I in Germany.

Q. 2. How did Hitler effectively mobilize popular support in Germany? Explain in five points. [R]

[Board 2012 Term-I, SSI-036]

Ans. Hitler effectively mobilised popular support in Germany as :

- (i) Hitler was a powerful speaker. His passion and words moved people.
- (ii) He promised to build a strong nation.
- (iii) He promised to undo the injustice of the Versailles Treaty and restore the dignity of Germans.
- (iv) He promised to weed out all foreign influences.

- (v) He understood the significance of rituals and spectacle in mass mobilization.
- (vi) He held massive rallies and public meetings to instil sense of unity among people.

(Any five)

[CBSE Marking Scheme, 2012] (1×5=5)

Q. 3. Explain any three effects of the Enabling Act passed by Hitler. Name any two special surveillance and security forces created by Hitler. [U]

[Board 2012 Term-I, Set-19; 2011, SSI-073]

Ans. Effects :

- (i) The Enabling Act established dictatorship in Germany.
 - (ii) It gave all the powers to the heir.
 - (iii) All political parties and trade unions were banned.
- Security Forces :
- (i) Criminal Police
 - (ii) Security Service
 - (iii) Storm Troopers
 - (iv) Gestapo

(Any two)

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

Commonly Made Error

- The Enabling Act and the Weimar Constitution are taken as two different things.

Answering Tip

- The Enabling Act was an amendment to the Weimar Constitution.

Q. 4. Explain any four points of Hitler's foreign policy. What was Sachet's advice to Hitler? [R]

[Board 2010 Term-I, SSI -057]

Ans. Hitler's foreign policy :

- (i) He pulled out of League of Nations in 1933.
- (ii) He reoccupied Rhineland, integrated Austria and Germany in 1938 under the slogan, 'One People, One Empire, One Leader.'
- (iii) Hitler went to control Sudetenland and gobbled up Czechoslovakia.
- (iv) He believed in armament, wars, accumulating wealth through expansion of territory.
- (v) He invaded Poland and attacked the Soviet Union.

(Any four)

Sachet's Advice :

Not to invest hugely in rearmament. (4+1=5)



TOPIC-3

The Ideology of Nazism

Revision Notes

The Nazi Worldview

- Nazi ideology was synonymous with Hitler's world view. According to this, there was no equality between people, but only a racial hierarchy.
- In this view blond, blue-eyed, Nordic German Aryans were at the top, while Jews were located at the lowest rung. They came to be regarded as an anti-race, the arch-enemies of the Aryans.
- All other coloured people were placed in between, depending upon their external features.
- The other aspect of Hitler's ideology related to the geopolitical concept of *Lebensraum*, or living space. He believed that new territories had to be acquired for settlement. This would enhance the area of the mother country, while enabling the settlers on new lands to retain an intimate link with the place of their origin.

Know the Terms

- **Allies** : The Allied Powers led by the UK and France.
- **Genocidal** : Killing on a large-scale leading to destruction of large sections of people.
- **Nazism** : A political system introduced by Hitler in Germany.
- **Nazi** : The short form of Nationalist Socialist German Workers Party. It was formed by Hitler in 1921.



Short Answer Type Questions

(3 marks each)

Q. 1. How were women perceived in Nazi Germany?

Explain. [U] [Board 2015 Term-I, Set-HVFF995, 2012, SSI-049, 2011, Set -24]

Ans. The ways that women were perceived in Nazi Germany were as follows :

- (i) Children in Nazi Germany were told that women were radically different from men.
- (ii) The fight for equal rights for men and women that had become part of democratic struggles everywhere was wrong and it would destroy society. While boys were taught to be aggressive, masculine and steel-hearted, girls were told that they had to become good mothers and rear pure-blooded Aryan children.
- (iii) Girls had to maintain the purity of the race, distance themselves from Jews, look after the home, and teach their children Nazi values. They had to be the bearers of the Aryan culture and race.
- (iv) In Nazi Germany, women who bore racially desirable children were rewarded with concession in shops, on theatre tickets and railway fares. They were also given favoured treatment in hospitals. Women those who produced racially undesirable children were punished.
- (v) All 'Aryan' women who deviated from the prescribed code of conduct were publicly condemned and severely punished. (Any three)
[CBSE Marking Scheme, 2015] (1×3=3)

Commonly Made Error

- The students mention the condition of women during Russian Revolution.

Answering Tip

- The condition of women in two different countries under two different circumstances were different from each other.

Q. 2. Explain Hitler's ideology related to the geopolitical concept of *Lebensraum*. [R]

[Board 2015 Term-I, Set-HVFF995, 2012, SSI-049, 2011, Set -24]

Ans. Hitler's geopolitical concept of *Lebensraum* :

- (i) He believed that new territories had to be acquired for settlement.
- (ii) This would enhance the area of the mother country, while enabling the settlers on new lands to retain an intimate link with the place of their origin.
- (iii) It would also enhance the material resources and power of the German nation.

[CBSE Marking Scheme, 2015] (1×3=3)

Commonly Made Error

- *Lebensraum* was taken as a new policy given by Nazism.

Answering Tip

- Lebensraum was the basic principle of Nazi Foreign Policy.

Q. 3. How was media used to win the support from Nazism? Explain any three ways. [U]

[NCT-2014, Term-I, Set-R]

OR

Explain how was the media used to propagate Nazism. [Board 2012 Term-I, SSI-040]

Ans. Refer to Long Answer Q. 4. (Any three) (1 × 3 = 3)

Q. 4. Analyse Hitler's views about women and his policy towards them. [A]

[Board 2012 Term-I, SSI-065]

OR

Describe the thinking of Nazi Germany about women in three points.

[Board 2012 Term-I, SSI-082]

Ans. Refer to Long Answer Q. 3. (Any three) (1×3=3)

Q. 5. Describe any three aspects of Hitler's ideology. [U]

[Board 2012 Term-I, SSI-066]

Ans. Three aspects of Hitler's ideology are :

- No equality between people, but only a racial hierarchy.
- German Aryan was taken at the top.

- Women were radically different from men.
- Girls were to become mothers only.
- He introduced the concept of Lebensraum.

(Any three)

[CBSE Marking Scheme, 2012] (1×3=3)

Q. 6. What was Jungvolk in Nazi Germany? What was the thinking of Nazi about women? [A]

[Board 2012 Term-I, SSI-073]

Ans. Jungvolk was the Nazi youth group of children below 14 years of age.

Thinking of Nazi about women :

Refer to Long Answer Q. 3. (Any two) (1+2=3)

Commonly Made Error

- Jungvolk is taken to be a separate political party.

Answering Tip

- Jungvolk was Youth Wing of the Nazi Party which aimed to indoctrinate its young members in the tenets of Nazi ideology.

Q. 7. 'Hitler felt that a strong Nazi society would be established only by teaching children Nazi ideology'. Explain the steps taken by Hitler to achieve his aim. [A] [Board 2011 Term-I, SSI-0]

Ans. Refer to Long Answer Q. 5. (Any three) (1×3=3)



Long Answer Type Questions

(5 marks each)

[A] Q. 1. Explain the status of women in the German society under Nazism. [A]

[Board Term-I 2016, Set-Y5CZSDM, EFX8051; 2012, Set-31, 39; 2011, SSI-052]

OR

Explain Hitler's ideology regarding women and his policy towards them.

[Board 2012 Term-I, SSI-0554]

OR

Explain what role women had in Nazi Society.

[NCERT]

Ans. Status of women in Germany :

- Children in Nazi Germany were told that women were radically different from men.
- While boys were taught to be aggressive, masculine and steel-hearted, girls were told to be good mothers and rear pure-blooded Aryan children. They had to teach Nazi values to their children.
- Women bearing undesirable children were punished and those bearing desirable were awarded.
- Girls had to maintain the purity of race.

(v) They had to keep distance from the Jews, look after their home and teach Nazi values to their children.

(vi) To encourage women to produce more children, a bronze cross was given for four, silver for six and gold for eight or more children.

(vii) Those who maintained contacts with the Jews, Poles or Russians were severely punished.

(Any five)

[CBSE Marking Scheme, 2016] (1×5=5)

Q. 2. Highlight any five peculiar features of Nazi thinking. [B] [Board 2014 Term-I, Set-HIZN]

OR

What are the peculiar features of Nazi thinking ?

[NCERT]

Ans. The peculiar features of Nazi thinking are given below :

- There was no equality between people, but only a racial hierarchy. In this view, blond, blue-eyed, Nordic German Aryans were at the top, while the Jews were located at the lowest rung. All other coloured people were placed in between, depending upon their external features.

- (ii) The Aryan race was the finest. It had to retain its purity, become stronger and dominate the world.
- (iii) Nazis glorified war. Their only aim was to unite all people of the Aryan race under one state *i.e.*, Germany.
- (iv) Hitler believed that new territories had to be acquired for settlement. It would enhance the material resources and power of the German Nation.
- (v) Nazis wanted only a society of pure and healthy Nordic Aryans. They alone were considered 'Desirables'.
- (vi) Nazis hated Jews. They terrorised, pauperised and segregated them and compelled them to leave the country.
- (vii) Children were taught to be loyal and submissive, hate Jews and worship Hitler.
- (viii) While boys were taught to be aggressive, masculine and steel-hearted, girls were told that they had to become good mothers and rear pure-blooded Aryan children. (Any five) (1×5=5)

Q. 3. How did the assigned role for women by Nazis help in the establishment of the racial state? How were women perceived in Nazi Germany? [R]

[Board 2014 Term-I, Set-15AK]

Ans. Assigned role for women by Nazis :

- (i) They were told to become good mothers and rear pure-blooded Aryans.
- (ii) They were supposed to keep purity of race and keep away from Jews.
- (iii) Women who bore racially desirable children were rewarded.
- (iv) Women who bore racially undesirable children were punished.
- (v) All Aryan women who diverted from code of conduct were publicly condemned.

[CBSE Marking Scheme, 2014] (1×5=5)

Commonly Made Error

- Role played by the women in Nazi Germany is ignored.

Answering Tip

- Students must understand that women played a major role in rearing the Nazi Germany.

Q. 4. Evaluate the use of Media by the Nazis to popularise their ideology in Germany. [A]

[Board 2012 Term-I, SSI-043]

Ans. Use of media by Nazis :

- (i) Ideas were spread through visual images, films, radio, posters and slogans.
- (ii) In posters, enemies of Germans were stereotyped, mocked and abused.
- (iii) Socialists and liberals were represented as weak and degenerated.

- (iv) Propaganda films were made to create hate for Jews.
- (v) Jews were stereotyped and shown with flowing beards and wearing kaftans.
- (vi) Through media, Nazism worked on the minds of people and turned their hatred at 'undesirable'.

(Any five)

[CBSE Marking Scheme, 2012] (1×5=5)

Commonly Made Error

- The use of media was limited and restricted during the era of Nazi Germany.

Answering Tip

- The media helped in the spread of Nazism through all aspects of media.

Q. 5. Explain any five steps taken by Hitler to establish strong Nazi Society. [A]

[Board 2012 Term-I, SSI-071]

Ans. Five steps were :

- (i) By teaching Nazi ideology to the children.
- (ii) All schools were cleaned and purified.
- (iii) Jew teachers and politically unreliable were dismissed.
- (iv) School textbooks were re-written.
- (v) Children were taught hatred against Jews. The undesirable children, Jews and handicapped were thrown out of the school.
- (vi) Hitler believed that boxing could make children iron-hearted, strong and masculine. Functions of sports were held to nurture spirit of violence and aggression.

(Any five)

[CBSE Marking Scheme, 2012] (1×5=5)

Q. 6. Explain any five features of Hitler's Nazi ideology.

[U] [Board 2012 Term-I, SSI-042]

Ans. Features of Nazi ideology :

- (i) There was no equality between people, but only a racial hierarchy.
- (ii) Jews were lowest in this hierarchy.
- (iii) They were regarded as anti-race and enemies of the Aryans.
- (iv) Ideology of racism was borrowed from thinkers like Charles Darwin and Herbert Spencer and used to justify imperial rule over conquered people.
- (v) According to their argument, the strongest race would survive and the weak ones would perish.
- (vi) Believed to acquire new territories to enhance the area of mother country.

(Any five)

[CBSE Marking Scheme, 2012] (1×5=5)



Short Answer Type Questions

(3 marks each)

Q. 1. Describe any three means used from a new style of politics devised by Hitler. U

[Board 2014 Term-I, Set-HIZN]

OR

Explain the new education policy introduced by Hitler in Germany.

[Board 2012 Term-I, SSI-053]

OR

Explain any three effects of Nazism on the school system.

[Board Term-I 2015, Set-OMMJM7F;
2012 SSI-062]

[Board Term-I 2014, Set-6TK]

OR

Explain any three steps taken by Hitler to establish dictatorship over Germany after coming into power? U

[Board Term-I 2012, SSI-044]

OR

In what ways did the Nazi state seek to establish total control over its people? [NCERT]

Ans. Refer to Long Answer Q. 1. (Any three) (1×3=3)

Q. 3. Highlight any three lessons that the German children learnt under Nazi schooling. R

[Board 2014 Term-I, Set-HUV135W]

Ans. The three important points of Hitler's Foreign Policy were:

(i) Revise the Treaty of Versailles.

(ii) Unite all German speaking people into one Reich.

(iii) Expand eastwards to achieve Lebensraum.

(1×3=3)

Q. 4. Describe any three important points of Hitler's foreign policy. R [Board 2012 Term-I, SSI-061]

Ans. Refer to Long Answer Q. 5. (Any three) (1×3=3)

Q. 5. How did the common people in Germany react to Nazism? Explain. [Board 2012 Term-I, SSI-048]

Ans. Reaction :

(i) Many supported Nazism.

(ii) Few actively resisted Nazism.

(iii) Large majority were passive onlookers.

(To be explained) [CBSE Marking Scheme, 2012]

Detailed Answer :

Reaction :

(i) Many saw the world through Nazi eyes and spoke their mind in Nazi language.

(ii) They felt hatred and anger surge inside them when they saw someone who looked like a Jew.

(iii) They genuinely believed that Nazism would bring prosperity and improve general well-being.

(iv) But, every German was not a Nazi. Many of them organized active resistance.

(v) Many organizations were passive onlookers and apathetic witnesses. (Any three) (1×3=3)

Ans. Effects of Nazism on the school system :

(i) Hitler was fanatically interested in the youth of the country. He believed in teaching the Nazi ideology to the students.

(ii) Jewish teachers who were seen as politically unreliable were dismissed from service.

(iii) Children were segregated – German and Jews could not sit or play together.

(iv) Good German children were subjected to a process of Nazi schooling, a prolonged period of ideological training.

(v) School textbooks were rewritten to glorify and justify the Nazi ideas of racial superiority.

(vi) Children were taught to be loyal, submissive and hate the Jews.

(vii) Sports were introduced to nurture violence and aggression among students. Hitler believed that 'boxing could make children iron hearted, strong and masculine. (Any three points)

[CBSE Marking Scheme, 2015, 2012] (1×3=3)

Commonly Made Error

- The students mention about the general upbringing of the children, rather than discussing about the changes brought around in the education system.

Answering Tip

- The education system has to be talked about keeping in mind Hitler's doctrine of the spread of Nazism.

Q. 2. State three ways in which Nazi state established total control over its people. A



Long Answer Type Questions

(5 marks each)

Q. 1. State any five steps taken by Hitler to establish his dictatorial rule in Germany. U

[Board 2016 Term-I, Set-N4TFMSK]

OR

Explain any five features of political policy adapted by Hitler after coming to power in 1933.

[Board 2015 Term-I, Set-OMMJM7F, ZRU07VU]

Ans. Features of political policy adapted by Hitler :

- (i) Suspended Civil Rights and introduced the Enabling Act.
- (ii) Communists sent to concentration camps.
- (iii) All political parties and trade unions except the Nazi Party were banned in Germany.
- (iv) State control over economy, media, army and judiciary.
- (v) Creation of special surveillance and security forces. (1 × 5 = 5)

[CBSE Marking Scheme, 2016 & 2015]

Q. 2. Highlight five main features of Nazi schooling, to establish a strong Nazi Society. [R]

[Board 2016 Term-I, Set-UMWIVSS]

OR

Highlight five important features of education imparted in Nazi schools.

[Board 2015 Term-I, Set-4TDV83T]

Ans. Important features of education imparted in Nazi schools :

- (i) Children were segregated. The Germans and the Jews could not sit or play together. Subsequently, undesirable children like Jews and the physically handicapped; the Gypsies were thrown out of schools.
- (ii) All schools were cleansed or purified. This meant that teachers who were Jews or seen as politically unreliable were dismissed.
- (iii) Good German children were subjected to a process of Nazi schooling, a prolonged period of ideological training.
- (iv) Boxing was introduced as Hitler believed that it could make children iron-hearted, strong and masculine.
- (v) School text books were rewritten.
- (vi) Children were taught to be loyal and to hate Jews and worship Hitler. (Any five) (1×5=5)

[CBSE Marking Scheme, 2015]

Answering Tip

- Mention the steps taken by Hitler and the demarcation in the school with respect to the community they belonged.

[AI] Q. 3. Mention five important consequences of Nazism in Germany. [A]

[Board 2016 Term-I, Set-72LNINO]

[DDE-2014, Term-I, Set-M]

Ans. Consequences of Nazism :

- (ii) Hitler tried to make Germany a powerful country, enhanced its military.
 - (iii) All political parties except Nazi-party were banned.
 - (iv) The socialists, the communists and the Jews were given harsh treatment as they were blamed of German defeat in World War I.
 - (v) Trade unions were banned.
 - (vi) A massive programme of militarism was launched and preparation for war began in a big way.
- (i) It pulled the country out of economic crisis.

[CBSE Marking Scheme, 2016] (1×5=5)

Q. 4. What happened in school under Nazism? Explain in five points. [U]

[Board 2012 Term-I, SSI-044]

Ans. School under Nazism :

- (i) Jews or 'politically unreliable' teachers were dismissed.
- (ii) German and Jews children could not play and sit together.
- (iii) 'Undesirable' children, Jews and physically handicapped children were not allowed in the schools.
- (iv) Children were subjected to a process of Nazi schooling.
- (v) Textbooks were rewritten.
- (vi) Children were taught to be loyal and submissive and worship Hitler. (Any five)

[CBSE Marking Scheme, 2012] (1×5=5)

Answering Tip

- The schools of Nazism followed different education system. The textbooks were altogether different and Hitler was the supreme in the society then.

Q. 5. Explain any five features of Hitler's Policy towards the Polish under his rule. [A]

[Board 2012 Term-I, SSI-051]

Ans. Hitler's policy towards Polish :

- (i) Polish were forced to leave their homes and properties.
- (ii) They were then herded like cattle in the other parts.
- (iii) They were treated as 'undesirables' of the empire.
- (iv) Members of the Polish intelligentsia were murdered in large numbers.
- (v) Polish children who looked like Aryans were forcibly snatched from their mothers and were examined by 'race experts'. (1×5=5)

[CBSE Marking Scheme, 2012]



TOPIC-5

Nazi and the Jews

Revision Notes

Establishment of the Racial State

- Nazis wanted only a society of 'pure and healthy Nordic Aryans'. They alone were considered 'desirable'. Only they were seen as worthy of prospering and multiplying against all others who were classed as 'undesirable'.
- Jews were not the only community classified as 'undesirable', many Gypsies and blacks living in Nazi Germany were considered as racial 'inferiors' who threatened the biological purity of the superior Aryan race.
- Even Russians and Poles were considered subhuman, and hence undeserving of any humanity.
- Jews remained the worst sufferers in Nazi Germany. They had been stereotyped as killers of Christ and usurers. They lived in separately marked areas called 'Ghettos'.
- From 1933 to 1938, the Nazis terrorized, pauperised and segregated the Jews, compelling them to leave the country.
- The next phase, 1939-1945, aimed at concentrating them in certain areas and eventually killing them in gas chambers in Poland.

Know the Terms

- **Pauperised** : Reduce to absolute poverty.
- **Usurers** : Moneylenders charging excessive interest; often used as a term of abuse.
- **Ghetto** : A quarter of a city in which Jews were formerly required to live.



Short Answer Type Questions

(3 marks each)

Q. 1. Describe the role of youth organisations in Nazi Germany. [U] [Board 2016 Term-I, Set-N4TFMSK]

OR

Mention three youth organisations that were responsible for educating German youth in the spirit of National Socialism.

[Board 2016 Term-I, Set-UMWISVV]

OR

Describe the youth organizations in Nazi Germany. [Board 2012 Term-I, SSI-060]

OR

Explain any three methods adopted by Hitler for educating German Youth in the spirit of National Socialism. [Board 2012 Term-I, SSI-045]

Ans. Methods :

- (i) Youth organisations were made responsible for educating German young in the spirit of National Socialism. Ten years old had to enter 'Jungvolk' the Nazi youth group.
- (ii) At 14, all the boys had to join Nazi youth organisation called 'Hitler Youth' where they learnt to worship war, glorify aggression and violence, condemn democracy and hate Jews, communists and gypsies.

- (iii) After a period of rigorous ideological and physical training, they joined the 'Labour Service', and later, they joined the armed forces and entered one of the youth organisations.

[CBSE Marking Scheme, 2016] (1×3=3)

Q. 2. List the communities which were classified as undesirable in Nazi Germany. [R]

[Board 2015 Term-I, Set-OMMJM7F]

Ans. Undesirable communities in Nazi Germany were :

- (i) Gypsies and Blacks those living in Nazi Germany.
- (ii) Russians and Poles were considered subhuman
- (iii) Jews too were inferior, threatening biological purity of the 'Superior Aryan' race. (1×3=3)

[CBSE Marking Scheme, 2015]

Q. 3. Describe the role of propaganda films in creating hatred for Jews. [R]

[Board 2015 Term-I, Set-CXMUVER]

- Ans. (i) Most infamous film was the 'Eternal Jew' in which orthodox Jews were stereotyped and marked.
- (ii) They were shown with flowing beards wearing Kaftans.
 - (iii) They were referred to as vermin, rats and pests. Their movements were compared to those of rodents. [CBSE Marking Scheme, 2015] 1 × 3 = 3

Q. 4. Explain briefly the theory of Herbert Spencer used by Hitler. U

[Board 2013 Term-I, Set-U9YN]

Ans. Theory :

- (i) Herbert Spencer propounded the idea of 'survival of the fittest'.
- (ii) According to this idea, only those species survived on earth which could adapt them to changing climate conditions.
- (iii) Used by racist thinkers and politicians to justify imperial rule over conquered people. According to Nazi argument, the strongest race would survive and the weak ones would perish. (1×3=3)

[CBSE Marking Scheme, 2013]

Q. 5. How did the Jews remain the 'worst sufferers in the Nazi Germany'? Explain. U

[Board 2012 Term-I, SSI-025]

Ans. Jews were the worst sufferers as they were treated very badly.

- (i) They were classified as undesirables.
- (ii) They were considered as racial inferiors.
- (iii) They were widely prosecuted.
- (iv) They were stereotyped as killers of Christ and usurers.
- (v) They were banned from owning land.
- (vi) They lived in separately marked areas.

(Any three)

[CBSE Marking Scheme, 2012] (1×3=3)

Answering Tip

- The students must mention the points related to the ill-treatment towards the Jews by the Germans.

Q. 6. Why was the Nazi propaganda effective in creating hatred for German Jews? R

[Board 2012 Term-I, SSI-061]

Ans. Refer to Long Answer Q. 1. (Any three) (1×3=3)

Q. 7. Explain any three ways by which Nazis established the racial state .A

[Board 2012 Term-I, SSI-075]

Ans. Three ways by which Nazis established the racial state are :

- (i) The Nazis physically eliminated all those who were seen as undesirable.
- (ii) They wanted to create a society of pure and healthy Nordic Aryans (desirables).
- (iii) The Jews, many gypsies and blacks were considered inferior races and persecuted.

(iv) Even Russians and Poles were also considered sub-humans.

(v) During the German occupation of Poland, many were made to do forced labour and died of starvation.

(vi) From 1933 to 1938, Jews were killed in concentration camps in large numbers.

(vii) The Jews were labelled as killers and undesirables.

(viii) The Jews were stereotyped depicted with flowing beards and wearing kaftans.

(Any three) (1×3=3)

Q. 8. Why were the Nazi killing operations called the 'Holocaust'? Explain. U

[Board 2012 Term-I, SSI-026]

Ans. Nazi killing operations were called the 'Holocaust' because :

- (i) Of atrocities, sufferings and the killings.
- (ii) After the war had ended, the Jews wanted the world to remember the atrocities and sufferings they had endured.
- (iii) They wanted to tell the world what had happened in the Nazi Germany.
- (iv) They preserved documents, diaries, notebooks and created archives. (Any three points)

[CBSE Marking Scheme, 2012] (1×3=3)

Commonly Made Error

- The students are not aware of the meaning of the term 'Holocaust'.

Answering Tip

- Holocaust was a genocide by the Nazi Germany in which six million Jews were murdered.

Q. 9. How were the ideas of Darwin and Herbert Spencer adopted by Hitler or Nazis ? Explain. A

Ans. (i) Hitler's racism was heavily borrowed from thinkers like Charles Darwin and Herbert Spencer.

(ii) The ideas written by Darwin in 'The Origin of Species' by means of natural selection was used by Hitler to justify his imperial rule over conquered people.

(iii) Adopting the idea of the 'Survival of the Fittest' propounded by Herbert Spencer, the Nazi Government suggested that the strongest race, i.e., Nordic German Aryans would survive and the weak ones would perish.

1×3= 3

Long Answer Type Questions

(5 marks each)

Q. 1. Why was Nazi propaganda effective in creating a hatred for the Jews ? Explain any five reasons. [R] [Board 2015 Term-I,

Set-HVFF995, 2012; SSI-063] [NCERT]

Ans. Reasons :

- (i) The Nazi regime used language and media with care.
- (ii) They used chilling terms. They never used the words 'kill' or 'murder'.
- (iii) Mass killing was termed as special treatment leading towards the final solution (for the Jews).
- (iv) Nazi ideas were spread through visual images, films, radio, posters, etc.
- (v) Propaganda films were made to create hatred for Jews.
- (vi) They were referred to as vermin, rats, pests. Nazism worked on minds of the people.

(Any five)

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

Answering Tip

- Mention the points related to the spread of Nazism.

Q. 2. How did the Nazis proceed to realize their murderous racial ideology by eliminating the undesirables? Explain. [U]

[DDE-2014, Term-I, Set-E]

- Ans.**
- (i) Once in power, the Nazis quickly began to implement their dream of creating an exclusive racial community of pure Germans by physically eliminating all those who were seen as 'undesirable' in the extended empire as they were mentally or physically unfit Germans, Gypsies, Blacks, Russians and Poles.
 - (ii) But, Jews remained the worst sufferers in Nazi Germany. They were stereotyped as 'killers of Christ and usurers'.
 - (iii) Until medieval times, Jews were barred from owning land. They survived mainly through trade and money lending. They lived in separately marked areas called 'Ghettos'.
 - (iv) They were often persecuted through periodically organised violence and expulsion from land. All this had a precursor in the traditional Christian hostility towards Jews for being the killers of Christ.
 - (v) However, Hitler's hatred of the Jews was based on pseudo-scientific theories of race, which held that conversion was no solution to 'the Jewish problem'. It could be solved only through their total elimination.

1×5=5

Q. 3. Mention three ways in which the world gained knowledge about Holocaust. [R]

[Board 2014 Term-I, Set-15AK and HIZN]

OR

What event in history is known as the Holocaust? How did the world come to know about the Holocaust ? Explain.

[Board 2012 Term-I, SSI-045]

Ans. The persecution and mass murder of Jews by German Nazis between 1933 and 1945 is known as the Holocaust.

Sources :

- (i) Information and full horror of the Holocaust was revealed after Hitler's death.
- (ii) From diaries, notebooks, left behind by many Ghetto inhabitants.
- (iii) Many of the Jews survived to tell the stories.
- (iv) Memoirs, fictions, documentaries and poetry in many parts of the world also revealed information about Holocaust.

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

Q. 4. Describe Hitler's policy towards the Jews. [A]

[Board 2012 Term-I, SSI-035]

Ans. Hitler's policy towards the Jews are :

- (i) The Jews in Nazi Germany were considered 'undesirables'. They remained the worst sufferers.
- (ii) Nazi hatred for the Jews had a precursor in the traditional Christian hostility towards the Jews.
- (iii) They had been stereotyped as killers of Christ and Usurers. They were banned from owning land.
- (iv) They lived in separately marked houses called as ghettos. They survived mainly through trade and money lending.
- (v) Hitler's hatred for Jews was based on pseudo-scientific theories of race, which held that conversion was no solution to the Jewish problem. It could be only solved through their total elimination.

[CBSE Marking Scheme, 2012] (1×5=5)

Answering Tip

- Hitler was against the Jews in Germany and many policies were made against them.

Objective Type Questions

(1 mark each)

- (I) Multiple Choice Questions:
- Q. 1. What was the main reason for Germany's defeat in the First World War?
- (a) It had weak military strength.
 (b) The allies were strengthened by the entry of US.
 (c) It was not prepared for a massive war
 (d) It did not have support from Japan. [U, E]
- Ans. (b) The allies were strengthened by the entry of US. 1
- Q. 2. What was the name of the war veteran organisation through which the Weimar Republic crushed the uprising?
- (a) The Free Corps (b) The Corps Free
 (c) The Corps (d) Revolutionaries [R]
- Ans. (a) The Free Corps 1
- Q. 3. Which article of the Weimar Constitution gave the President, the powers to impose emergency, suspend civil rights and rule by decree in Germany?
- (a) Article 84 (b) Article 46
 (c) Article 48 (d) Article 44 [E]
- Ans. (c) Article 48 1
- Q. 4. What was the period of the Great Depression called?
- (a) The Great Economic Crisis
 (b) Renaissance
 (c) Dark Ages
 (d) Recession Era [R]
- Ans. (a) The Great Economic Crisis 1
- Q. 5. Who lost the confidence in the democratic parliamentary system?
- (a) Republicans
 (b) People of Weimar Republic
 (c) People of Weimar Democratic
 (d) Elite class [R]
- Ans. (b) People of Weimar Republic 1
- Q. 6. Who constituted the Free Corps in Weimar Republic?
- (a) Factory Workers (b) War veterans
 (c) Labourers (d) Democrats [R]
- Ans. (b) War veterans 1
- Q. 7. Who supported the Weimar Republic?
- (a) Socialist
 (b) Socialist and Democrats
 (c) Only Communists
 (d) Socialists, Communists and Democrats [R]
- Ans. (d) Socialists, Communists and Democrats 1
- [R] Q. 8. What is the term used for the German Parliament?
- (a) House of Laws
 (b) Reichstag
 (c) White House
 (d) Parliament of Germany [R]
- Ans. (b) Reichstag 1
- Q. 9. Why was the Treaty of Versailles hated by Germany?
- (a) Because Germany lost 75% of its iron resources and was demilitarized.
 (b) It forced German citizens to become slaves.
 (c) It didn't allow Germany to participate in any other war.
 (d) The treaty did not consist terms asked by the German people. [C, E, A]
- Ans. (a) Because Germany lost 75% of its iron resources and was demilitarized. 1
- Q. 10. When was Hitler born ?
- (a) On 20th April 1889
 (b) On 20th April 1880
 (c) On 20th April 1990
 (d) On 20th April 1885 [R]
- Ans. (a) On 20th April 1889 1
- Q. 11. Where was Hitler born?
- (a) In USSR (b) In Italy
 (c) In Austria (d) In France [R]
- Ans. (c) In Austria 1
- Q. 12. In context of Germany, who wrote 'The Third Reich of Dreams'?
- (a) Adolf Hitler (b) Charlotte Paul
 (c) Joseph Goebbels (d) Charlotte Beradt [R]
- Ans. (d) Charlotte Beradt 1
- Q. 13. What was the name of the book written by Adolf Hitler?
- (a) Main Kampf (b) Mein Kampf
 (c) My Struggle (d) My Life [R]
- Ans. (b) Mein Kampf 1
- [R] Q. 14. Who offered Chancellorship to Hitler?
- (a) Hindenburg (b) Winston Churchill
 (c) Benito Mussolini (d) Charlotte Beradt [R]
- Ans. (a) Hindenburg 1
- Q. 15. When did Japan attack Pearl Harbour?
- (a) 19th December, 1941
 (b) 9th December, 1941
 (c) 29th December, 1941
 (d) 28th December, 1941 [R]
- Ans. (b) 9th December, 1941 1
- Q. 16. In which year did the Nazi Party become the largest party?
- (a) In 1942 (b) In 1932
 (c) In 1925 (d) In 1952 [R]
- Ans. (b) In 1932 1

- Q. 17. When did Hitler become the Chancellor of Germany?
 (a) In 1933 (b) In 1993
 (c) In 1939 (d) In 1911 [R]
- Ans. (a) In 1933 1
- Q. 18. Who was assigned the responsibility of economic recovery by Hitler?
 (a) Hjalmar Schacht
 (b) The members of the Nazi Party
 (c) Charlotte Beradt
 (d) Hindenburg [R]
- Ans. (a) Hjalmar Schacht 1
- [AI] Q. 19. Who was the Propaganda Minister of Hitler?
 (a) Hindenburg
 (b) Joseph Goebbels
 (c) Benito Mussolini
 (d) Hjalmar Schacht [R]
- Ans. (b) Joseph Goebbels 1
- Q. 20. Hitler integrated which two nations under the slogan, 'One people, One Empire and One Vote'?
 (a) Australia and Germany
 (b) Austria and Germany
 (c) Germany and USA
 (d) Austria and USSR [U, A]
- Ans. (b) Austria and Germany 1
- Q. 21. Among whom Tripartite Pact which strengthened Hitler's claim to international power was signed?
 (a) Germany, USA and USSR
 (b) Italy, Japan, USA
 (c) Italy, USSR, Germany
 (d) Germany, Italy and Japan [R]
- Ans. (d) Germany, Italy and Japan 1
- Q. 22. Why was the famous 'Enabling Act' passed?
 (a) To establish autocratic rule in Germany
 (b) To establish dictatorship in Germany
 (c) To establish democracy in Germany
 (d) To establish Socialism [E]
- Ans. (b) To establish dictatorship in Germany 1
- Q. 23. What was the reason for the entry of US in the Second World War?
 (a) USSR overpowering USA
 (b) Japan bombed on Pearl Harbour
 (c) The Berlin Pact
 (d) Treaty of Versailles [R]
- Ans. (b) Japan bombed on Pearl Harbour 1
- Q. 24. In the context of Germany, what was 'Volkswagen'?
 (a) Luxury vehicle
 (b) Sports Vehicle
 (c) Vehicle of people below the poverty line
 (d) People's Car [U, E, A]
- Ans. (d) People's Car 1
- Q. 25. Which science was introduced to justify Nazi ideas of race?
 (a) Racial Science
 (b) Political Science
 (c) Community Science
 (d) Religious Science [R]
- Ans. (a) Racial Science 1
- Q. 26. To whom had Mahatma Gandhi written a letter for international peace?
 (a) Benito Mussolini
 (b) Winston Churchill
 (c) Adolf Hitler
 (d) Mikhail Gorbachev [R]
- Ans. (c) Adolf Hitler 1
- [AI] Q. 27. What refers to the Secret State Police of Germany?
 (a) Gypsy (b) Gestapo
 (c) Jacobins (d) Jews [U]
- Ans. (b) Gestapo 1
- Q. 28. In the context of Germany, who were 'usurers'?
 (a) Farmers
 (b) Moneylenders
 (c) Labourers
 (d) People who took loan [U]
- Ans. (b) Moneylenders 1
- Q. 29. What was the name given to gas chambers by Nazis?
 (a) Environment friendly
 (b) Pollutant
 (c) Ghetto
 (d) Disinfection areas [R]
- Ans. (d) Disinfection areas 1
- Q. 30. Name the film which was made to create hatred for Jews.
 (a) The Eternal Jew
 (b) The External Jew
 (c) The Jews
 (d) Mein Kampf [R]
- Ans. (a) The Eternal Jew 1
- Q. 31. What was the name given by Hitler to the small group called 'The German Workers' Party'?
 (a) Nationalist Party
 (b) National Socialist German Workers' Party
 (c) German Workers' Party
 (d) Socialist Party [R]
- Ans. (b) National Socialist German Workers' Party 1
- Q. 32. Who propounded the theory of the 'Survival of the Fittest'?
 (a) Herbert Ford
 (b) The German Youth
 (c) Jews
 (d) Herbert Spencer [R]
- Ans. (d) Herbert Spencer 1
- (II) State whether True or False:
 (a) The Treaty of Versailles was a major factor of discontentment of the German population.

- [AI]** (b) The Fascist party was founded under the leadership of Adolf Hitler.
 (c) The Jewish population was largely discriminated under the rule of Hitler.
 (d) The Great Depression of 1929 contributed to the fall of the Weimar Republic.
 (e) The Nazi ideology believed in equality.

Ans. (a) True, (b) False, (c) True, (d) True, (e) False

(III) Fill in the blanks:

- (a) World War I was fought between _____.
 (b) The National Assembly met at Weimar and established a _____ constitution.
 (c) The German Parliament was called as _____.
 (d) _____ established dictatorship in Germany.

- [AI]** (e) The separately marked areas for Jews were called as _____.

Ans. (a) 1914-1918, (b) Democratic, (c) Reichstag
 (d) Enabling Act, (e) Ghettos

[AI] (IV) Match the following:

	Column-I		Column-II
(a)	War veterans organisation	(i)	gave the President the powers to impose emergency

(b)	Article 48	(ii)	1919
(c)	Treaty of Versailles	(iii)	Swastika
(d)	Symbol of Nazi Party	(iv)	Tripartite Pact
(e)	September 1940	(v)	Free Corps

Ans. (a)-(v); (b)-(i); (c)-(ii); (d)-(iii); (e)-(iv)

(V) Answer the following:

- (a) Which nation opposed the Axis powers?

Ans. Yugoslavia

- [AI]** (b) What term was given for the mass persecution of the Jews?

Ans. Holocaust

- (c) What was Gestapo?

Ans. The secret state police called in Nazi Germany?

- (d) When did Hitler become the President of Germany?

Ans. 1934

- (e) What was a separate section for Nazi boys upto 14 years of age called as?

Ans. Jungvolk

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Syllabus

- *Relief, structure, major physiographic units*



TOPIC-1

Major Physiographic Divisions

Revision Notes

- India is a large landmass formed during different geological periods which has influenced its relief.
- Besides geological formations, a number of processes such as weathering, erosion and deposition are also responsible for creating and modifying the relief to its present form.
- **Theory of Plate Tectonics:**
 - According to this theory, the crust (upper part) of the Earth has been formed out of seven major and some minor plates.
 - The movement of the plates leads to folding, faulting and volcanic activities.
 - These plate movements are classified into three types :
 - **Convergent boundary:** When some plates come towards each other.
 - **Divergent boundary:** When some plates move away from each other.
 - **Transform boundary:** In the event of two plates coming together, they may either collide and crumble or one may slide under the other. At times, they may also move horizontally past each other.
 - The position and size of the continents have changed by the movement of these plates over millions of years.
 - Such movements have also influenced the evolution of the present landform features of India.
- The Gondwanaland included India, Australia, South Africa, South America and Antarctica as one single land mass.
- Geologically, the Peninsular Plateau constitutes one of the ancient landmasses on the Earth's surface. The Himalayas and the Northern Plains are the most recent landforms.
- Most volcanoes and earthquakes in the world are located at plate margins, but some do occur within the plates.

Major Physiographic Divisions

- The physical features of India can be grouped under the following physiographic divisions :
 - The Himalayan Mountains
 - The Northern Plains
 - The Peninsular Plateau
 - The Indian Desert
 - The Coastal Plains
 - The Islands

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TOPIC - 4 The Peninsular Plateau	P. 111
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Know the Terms

- **Gondwanaland** : It is the name of an ancient super continent that incorporated present day South America Africa, Arabia, Madagascar, India, Australia and Antarctica.
- **Eurasian Plate** : The Eurasian Plate is a tectonic plate which includes most of the continent of Eurasia, with the notable exceptions of the Indian sub-continent, the Arabian sub-continent and the area East of the Chersky Range in East Siberia.
- **Convergent boundary** : It is a boundary, where two plates are moving towards each other and colliding. It is also termed as folding movement or destructive boundary.
- **Divergent boundary** : It is a boundary, where plates move away from each other, it is also called faulting movement.
- **Transform boundary** : It is a boundary, where in the event of coming together, plates may collide or may slide under each other.



Short Answer Type Questions

(3 marks each)

Q. 1. Define a 'Geosyncline'. What is the result of the upliftment of the sediments in the geosyncline ? [U]
[Board 2016 Term-I, Set-N4TFMSK]

Ans. A narrow, shallow, elongated basin with a sinking bottom in which a considerable thickness of sediments was deposited by the river coming from Angaraland and Gondwanaland is called a 'Geosyncline'.
The Himalayas were formed as a result of the upliftment and folding of the sediments in the Tethys Sea.

[CBSE Marking Scheme, 2016] (2+1=3)

Q. 2. Explain the Theory of Plate tectonics. [U]
[Board 2012 Term-I, SSI-040]
OR

What are tectonic plates ? [NCERT]

Ans. According to this Theory, the crust of the Earth has been formed out of seven major and some minor plates. The movement of these plates led to folding, faulting and volcanic activity. These are classified in three categories :

- (i) **Convergent boundary** : When plates come towards each other it is also called folding movement.
- (ii) **Divergent boundary** : When plates move away from each other it is also called faulting movement.
- (iii) **Transform boundary** : In the event of coming together, they may collide or may slide under each other.

[CBSE Marking Scheme, 2012] (1×3=3)

[AI] Q. 3. Distinguish between folding and faulting. [U]
[Board 2015 Term-I, Set-4TDV83T, HVFF995,
OMMJM7E, CXMUVER]

Ans.

S. No	Folding	Faulting
(i)	The uplifting of the Earth's crust due to compression.	The displacement of the rock along the faults.
(ii)	It results from convergent plate boundaries.	It results from divergent plate boundaries.
(iii)	The Himalayas are examples of folding.	The Peninsular Plateau is an example of faulting.

[CBSE Marking Scheme, 2015] (1×3=3)

Q. 4. Explain the three types of plates and write the effects of movements of plates. [U]
[Board 2014 Term-I, Set-HIZN]

- Ans.** (i) When two plates come together, they are known as 'convergent plates'. They are also known as constructive plates.
- (ii) When two plates move far away, from each other, they are known as 'divergent plates'.
- (iii) When two plates coming towards each other collide or burst pass, they are known as 'transform plate'. The movement of plates causes volcanic eruptions, earthquakes, formation of mountains, etc. 1×3=3

Answering Tip

- There are three types of plates : convergent plates, divergent plates and transform plates.

Q. 5. Differentiate between convergent plates and divergent plates. [U] [NCERT] [DDE 2014, Set-E]

S. No	Convergent Plates	Divergent Plates
(i)	The tectonic plates move closer to each other in convergent plate boundaries.	Tectonic plates move away from each other in divergent plate boundaries.

(ii)	The two plates coming together may either collide, or may slide under the other.	The two plates drift away from each other, creating gap between the two.
(iii)	Convergence of plates may result into activities like earthquake.	Divergence of plates may result into volcanic eruption.
(iv)	Formation of Himalayas is a result of convergence of plates.	Formation of Great Atlantic Drift is a result of divergence of plates.

(Any three) (1×3=3)

Answering Tip

- Describe the formation of the Earth's crust and the three boundaries.

Q. 6. Why does India have diversity in its relief? State any two reasons for this and name any two relief features of India.

[Board Term-I 2012, SSI-066]

Ans. Reasons for diversity in relief :

- Different geological periods.
- Different geological processes—weathering, erosion and deposition.

Two relief features :

- The Himalayas
- The Northern Plains
- The Peninsular Plateau
- The Indian Desert
- The Coastal Plains
- The Islands

(Any two)

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

Long Answer Type Questions

(5 marks each)

Q. 1. Explain which two forces are responsible for shaping the present geographic features of India. Which continents of today were parts of Gondwanaland ?

[Board 2015 Term-I, Set-ZRU07VU; 2014, Set-HUV135E]

Ans. (i) Divergent and convergent movements are the two forces that are responsible for two continental plates to fracture and fold.

(ii) The position and size of the continents have been changed due to the movements of these crustal plates over millions of years. The present landform features and reliefs of India are the part of this process.

(iii) The Gondwanaland included Asia (Deccan Plateau of India), Australia, South America, South Africa and Antarctica.

[CBSE Marking Scheme, 2015] 5

Answering Tip

- Define the importance of the Himalayas and the Northern Plains.

Q. 2. Name the major physiographic divisions of India and describe any two points of significance of the

Himalayas and the Northern Plains each.

[Board Term-I 2011, Set-35] [NCERT]

Ans. Major physiographic divisions of India are :

- The Himalayan Mountains
- The Northern Plains
- The Peninsular Plateau
- The Indian Desert
- The Coastal Plains
- The Islands

Significance of the Himalayas :

- The Himalayas are the major source of water and forest wealth.
- It has beautiful valleys which have become star attraction of tourism, and thus, increase the foreign exchange reserves.

Significance of Northern Plains :

- With a rich soil cover combined with adequate water supply and favourable climate, it is agriculturally a very productive part of India.
- The soil in this region contains calcareous deposits locally known as 'Kankar'. The newer deposits of the flood plains are called 'Khadar'. They are renewed almost every year and so are fertile. Thus, ideal for intensive agriculture. (1+2+2=5)



TOPIC-2 The Himalayan Mountains

Revision Notes

The Himalayan Mountains

- The Himalayas, geologically young and structurally fold mountains, stretch over the northern borders of India.
- These mountain ranges run in a West–East direction from the Indus to the Brahmaputra.
- An arc is formed by the mountains that cover a distance of about 2,400 km.

- The altitudinal variations are greater in the eastern half than those in the western half.
- The Himalayas consists of three parallel ranges in its longitudinal extent.
 - **Great or Inner Himalayas or the Himadri** : The northern-most range, consisting of the loftiest peaks with an average height of 6,000 m.
 - **Himachal or Lesser Himalaya** : The range lying to the South of the Himadri forms the most rugged mountain system. The altitude varies between 3,700 and 4,500 metres and the average width is 50 km.
 - **Shivaliks** : The outermost range of the Himalayas. Their width varies from 10–50 km and has an altitude varying between 900 and 1,100 m.
- The longitudinal valley lying between the lesser Himalayas and the Shivaliks are known as 'Duns'.
- Apart from longitudinal divisions, the Himalayas have also been divided by river valleys on the basis of regions from West to East.

Know the Terms

- **Himadri** : The northern-most range is known as the Greater or Inner Himalayas or the 'Himadri'.
- **Himachal** : The range lying to the South of the Himadri forms the most rugged mountain system and is known as Himachal or Lesser Himalaya.
- **Purvanchal** : Mountains along the eastern boundary of India are called the Purvanchal.
- **Shivaliks** : The outer-most range of Himalayas is called the Shivaliks.



Short Answer Type Questions

(3 marks each)

Q. 1. Describe any three features of the Kashmir Himalayas. [U] [Board 2016 Term-I, Set-N4TFMSK]

- Ans. (i) Kashmir or Northwestern Himalayas comprise a series of ranges such as Karakoram, Ladakh, Zaskar and Pirpanjal.
- (ii) Between the Greater Himalayas and the Pirpanjal range lies the famous valley of Kashmir and Dal Lake.
- (iii) This place is famous for kahwa.
[CBSE Marking Scheme, 2016] (1×3=3)

Answering Tip

- Discuss the important places of this region.

Q. 2. Why are the Shivalik ranges prone to landslides and earthquakes? Give reasons. [U]
[Board 2016 Term-I, Set-72LN1NO]

- Ans. (i) Shivalik is the Southern range of the Himalayas. It is a discontinuous range as it disappears in the East.
- (ii) This region is made of loose unconsolidated deposits brought down by rivers from the main Himalayan ranges.
- (iii) The region is prone to widespread erosion, landslides and earthquakes.
[CBSE Marking Scheme, 2016] (1×3=3)

Commonly Made Error

- The students are not aware of what are the Himalayan foothills.

Answering Tip

- Shivalik Range are known as the Himalayan foothills.

Q. 3. Describe the extent of the Himalayas in the North-east. [R] [Board 2016 Term-I, Set-YSCZSDM]

- Ans. (i) The Brahmaputra River makes the eastern-most boundary of the Himalayas.
- (ii) Beyond the Dihang Gorge, the Himalayas bend sharply to the South.
- (iii) General direction is from South-west to North-east direction.
- (iv) Eastern hills or the hills running through North-eastern states are known by different local names are Mizo, Naga hills, etc.

(Any three)

[CBSE Marking Scheme, 2016] (1×3=3)

[R] Q. 4. Describe any three features of the Purvanchal Range of the Himalayas. [U]

[Board 2014 Term-I, Set-HUV135E]

OR

What are the Purvanchal Hills? Mention any two features of these hills.

[Board 2014 Term-I, Set-6TK; DDE-2014, Term 1, Set-M and E]

OR

Which part of the Himalayas form the Purvanchal? State any two characteristics of the Purvanchal. [Board 2012 Term-I, SSI-040]

- Ans. Beyond the Dihang Gorge, the Himalayas bend sharply to the South and spread along the eastern boundary of India, are known as the Purvanchal.

Characteristics :

- (i) Mostly composed of strong sedimentary rocks.

- (ii) It is covered with dense forests which mostly run parallel to ranges and valleys.
- (iii) It consists of Patkai Hills, Naga Hills, the Manipur and the Mizo Hills. (Any two)
[CBSE Marking Scheme, 2012] (1+2=3)

Q. 5. Name the southernmost range of Himalaya. Mention any four features of this range. [U]

[DDE-2014, Board Term-I, Set-E]
OR

Describe any three features of the Shiwalik Range. [Board 2013 Term-I, Set-2]BO]

Ans. The southern-most range of the Himalayas is called the Shiwaliks.

Features :

- (i) The outer-most range of the Himalayas is called the Outer Himalayas or Shiwaliks.
- (ii) They extend over a width of 10–15 km.
- (iii) Their altitude varies between 900–1,100 m.
- (iv) They are discontinuous ranges and are composed of unconsolidated sediments, gravel and alluvium brought down by the rivers from the main Himalayan ranges located farther north.
- (v) Longitudinal valleys known as Duns lie between the lesser Himalayas and Shiwaliks. For example, Dehradun, Kotli Dun and Patli Dun. (Any four)
(1+4×½=3)

Q. 6. Compare the Shiwalik and the Himachal Mountain ranges on the basis of composition and attitude. [R]

[Board 2014 Term-I, Set-HUV135E]

Ans.

S. No.	Himachal Range	Shiwalik Range
(i)	The range lying to the South of the Himadri forms the most rugged mountain system and is known as Himachal range.	The outer-most range of the Himalayas is called the Shiwalik range.
(ii)	The altitude varies between 3,700 and 4,500 metres and the average width is 50 km.	They extend over a width of 10–50 km and have an attitude varying between 900 and 1,100 m.
(iii)	The ranges are mainly composed of highly compressed and altered rocks.	These ranges are composed of unconsolidated sediments brought down by rivers from the main Himalayan ranges.

(1×3=3)

Answering Tip

- Discuss the Himachal and the Shiwalik in the different points.

Q. 7. Name the three major divisions of Himalayas from the North to South. [U]

[Board Term-I 2013, Set AGRO – 95] [NCERT]

OR

In its longitudinal extent, the Himalayas consist of three parallel ranges. Describe all the three ranges. [Board 2012 Term-I, SSI-026]

Ans. Three parallel ranges of the Himalayas are :

- (i) Inner Himalayas or Himadri.
Continuous range, average height 6,000 m.
- (ii) Lesser Himalayas or Himachal.
Average height 3,700 - 4,500 m, has valleys and hill stations
- (iii) Shiwaliks or the outer Himalayas
Height – 900 – 100 m ; has well-known as Duns.
[CBSE Marking Scheme, 2012] (1×3=3)

Detailed Answer :

The three major divisions of Himalayas from North to South are :

- (i) The northern-most range which is known as the Greater Himalayas or Inner Himalayas or Himadri. It is the most continuous range consisting of the loftiest peaks. It has an average height of 6,000 m. It consists of all the prominent Himalayan peaks.
- (ii) The southern range of Himadri which is known as the Himachal or the lesser Himalayas lies to the South of Himadri. It forms the most rugged mountain system. The ranges are mainly composed of highly compressed and altered rocks. The altitude varies between 3,700 and 4,500 m and its average width is 50 km.
- (iii) The outer-most range of the Himalayas is known as Shiwaliks. Its height varies between 900 m and 1,100 m. This range is composed of unconsolidated sediments brought down by rivers from the main Himalayan ranges. These are also called foothill ranges. They represent the southern-most division of Himalayas. (1×3=3)

Q. 8. Describe any three characteristics of the Himalayan mountains. [U]

[Board 2013 Term-I, Set-2]BO]

Ans. Characteristics :

- (i) Geographically young fold mountains.
- (ii) Loftiest and the most rugged mountain.
- (iii) Forms an arc covering a distance of 2,400 km.
[CBSE Marking Scheme, 2013] (1×3=3)

Detailed Answer :

Characteristics :

- (i) The Himalayan mountains are the youngest mountains in the world. They are fold mountains.
- (ii) They run along the northern border of India and form an arc which is around 2,400 km long.
- (iii) Their width is up to 150 km in Arunachal Pradesh and 400 km in Kashmir.

- (iv) They are the loftiest and the most rugged mountains.
- (v) The altitudinal variations are greater in the eastern part than in the western part. (Any three) (1×3=3)

Q. 9. Which range of Himalayas lies between Himadri and Shiwaliks? Mention any two features of this range of Himalayas. [U]

[Board 2012 Term-I, SSI-066]

Ans. The range that lies between the Himadri and Shiwaliks is Himachal.

Features:

- (i) Composed of highly compressed and altered rocks.
- (ii) Consists of famous valleys of the Kangra and Kullu which are known for hill stations. (Any two)

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

Q. 10. Explain the process of formation of the Himalayas.

[U] [Board 2012 Term-I, SSI-051]

OR

Describe how the Himalayas were formed.

[NCERT]

Ans. Formation of the Himalayas:

- (i) The oldest landmass was a part of Gondwana land, which included India, Australia and South Africa.
- (ii) Convectional currents split the crust into many pieces, leading to the drifting of the Indo-Australian plate towards the North.
- (iii) The northward drift resulted in the collision with the much larger Eurasian plate.
- (iv) Due to collision, sedimentary rocks accumulated in the Tethys and were folded to form the mountain system of Western Asia and the Himalayas. 3

[CBSE Marking Scheme, 2012]

Q. 11. Classify the Himalayas on the basis of regions from West to East. Write any three regions. [U]

[Board 2012 Term-I, SSI-041]

Ans. Refer to Long Answer Q.1. (Any three) (1×3=3)

Q. 12. Name three longitudinal divisions of the Himalayas. State one characteristic feature of each.

[U] [Board 2012 Term-I, SSI-042]

Ans. Name of Longitudinal divisions of the Himalayas:

- (i) 'Himadri' also known as the Greater Himalayas or Inner Himalayas.
- (ii) The Himachal or Lesser Himalayas.
- (iii) The Shiwaliks.

Characteristics of Himadri:

- (i) It is the most continuous range.
- (ii) It contains all prominent Himalayan peaks.

Characteristics of Himachal:

- (i) It is the most rugged mountain.
- (ii) It is composed of highly compressed and altered rocks.

Characteristics of Shiwaliks:

- (i) Composed of unconsolidated sediments.
- (ii) Valleys are covered with thick gravel.

(Any one characteristic of each)

[CBSE Marking Scheme, 2012] (1+1+1=3)

Commonly Made Error

- The students are not aware of the meaning of the longitudinal extend of Himalayas.

Answering Tip

- Longitudinal extend of the Himalayas refer to the length or longitude of the Himalayas.

Q. 13. Find out the names of the glaciers and passes that lie in the Great Himalayas. [R] [NCERT]

Ans. Glaciers lying in the Great Himalayas are :

Gangotri, Chaturangi, Bhagirathi, Kharak, Satopanth, Kamet, Milam and Pandari.

Passes lying in Great Himalayas are :

Karakoram, Shiplika, Bomdila, Nathula, etc.

1½+1½=3

Q. 14. Find out the names of the states where highest peaks are located. [R] [NCERT]

Ans. Some of the highest peaks and their states of location are:

(i) Kanchenjunga in Sikkim.

(ii) Nanga Parbat in Jammu and Kashmir.

(iii) Nanda Devi in Uttarakhand.

(iv) Kamet in Uttarakhand and Namcha Barua in Assam. 3



Long Answer Type Questions

(5 marks each)

Q. 1. What are Duns? Differentiate between the Inner Himalayas and the Lesser Himalayas. [U]

[Board 2012 Term-I, SSI-063]

Ans. The longitudinal valley lying between the Lesser Himalayas and the Shiwaliks are known as Duns.

- (i) The northern most range is known as the Greater or Inner Himalayas or the 'Himadri'.
- (ii) It is the most continuous range consisting of the loftiest peak with an average height of 6,000 m.

(iii) It contains all the prominent Himalayan peaks.

(iv) The range lying to the south of the Himadri is the most rugged mountain system and is known as Himachal or the Lesser Himalayas.

(v) Continuous altered rocks with altitude between 3,700 and 4,500 m.

(vi) This range consists of the famous valley of Kashmir, Kangra and Kulu. (Any four)

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

Q. 2. Give an account of the four divisions of Himalayas from West to East along with Purvanchal hills, respectively. U

[Board 2013 Term-I, Set-2]BO]

Ans. Punjab Himalayas : Lies between Indus and Satluj rivers

Kumaon Himalayas : Lies between Satluj and Kali rivers

Nepal Himalayas : Lies between Kali and Tista rivers

Assam Himalayas : Lies between Tista and Dihang rivers.

Purvanchal Hills : North-eastern extension of the Himalayas.

[CBSE Marking Scheme, 2013] (1×5=5)

Q. 3. State the differences between the Himadri range and Shiwalik range. U

[Board 2012 Term-I, SSI-060]

Ans. The differences between the Himadri and Shiwalik range are :

S.No.	Himadri Range	Shiwalik Range
1.	It is the innermost or the northernmost range of the Himalayas.	It is the outermost range of the Himalayas.
2.	It has an average height of 6,000 m	Its height varies between 900 and 1,100 m.
3.	The core of this part of Himalayas is composed of granite.	This range is composed of unconsolidated rocks.
4.	It contains all prominent Himalayan peaks.	Presence of longitudinal valleys or Duns like Dehradun, Kotli Dun and Patli Dun are one of the most prominent features of the Shiwalik range.
5.	<i>Example:</i> It includes peaks like K2, Kanchenjunga, Mt. Everest, etc.	<i>Example:</i> Dehradun.

(1×5=5)



TOPIC-3 The Northern Plains

Revision Notes

The Northern Plains

- The Northern Plains have been formed by the interplay of the three major river systems, *i.e.*, the Indus, Ganga and Brahmaputra along with their tributaries.
- This densely populated physiographic division spreads over an area of 7 lakh sq. km.
- With rich soil cover, combined with adequate water supply and favourable climate, it is agriculturally a very productive part of India.
- The Northern Plains is broadly divided into three sections—Punjab Plain, Ganga Plain and Brahmaputra Plain.
- Bhangar is the largest part of the Northern Plains, formed of older alluvium.
- Majuli in the Brahmaputra River is the largest inhabited riverine island in the world.

Know the Terms

- **Bhabar** : Bhabar is a belt of pebbles extending from 8-16 km in width in which stream disappears.
- **Terai** : Terai is a wet, swampy, marshy region with thick forests and wildlife.
- **Bhangar** : Bhangar is a terrace-like feature made of old alluvium. It contains calcareous deposits called Kankar.
- **Khadar** : Khadar is the flood plain which is renewed every year and is very fertile.



Short Answer Type Questions

(3 marks each)

Q. 1. Why are the Northern Plains agriculturally productive parts of India ? Explain. U

[Board 2016 Term-I, Set-EFX8051;2012, SSI-081]

OR

How have the Northern Plains become fertile? State any three reasons.

[Board 2012 Term-I, SSI-0]

OR

Describe any three characteristics of the Northern

Plain of India. R

[Board 2016 Term-I, TSet-EFX8051]

Ans. The Northern Plains are agriculturally a productive part of India because of :

- (i) Rich and fertile alluvial soil cover.
- (ii) Adequate water supply.
- (iii) Favourable climate.
- (iv) Level land. [CBSE Marking Scheme, 2016]

Detailed Answer :

- (i) The deposition of alluvium in a vast basin lying at the foothills of the Himalayas over millions of years, formed this fertile plain. It spreads over an area of 7 lakh sq. km.
- (ii) The Northern Plains being about 2,400 km long and 240 to 320 km broad, is a densely populated physiographic division.
- (iii) With a rich soil cover combined with adequate water supply and favourable climate, it is agriculturally a very productive part of India.

(1×3=3)

Q. 2. Broadly divide the Northern Plains on the basis of location. [U] [Board 2012 Term-I, SSI-041]

Ans. The Northern Plains on the basis of location :

- (i) **Punjab Plains :** The western part of the Northern Plains is known as the Punjab plain. The plain is drained by the Indus and its tributaries, such as, the Satluj, Beas and Ravi. Only a part of the Indus basin lies in India.
- (ii) **Ganga Plains :** It extends from the eastern margin of the Punjab in the West to Bangladesh border in the east. It encompasses states such as Uttar Pradesh, Bihar and West Bengal.
- (iii) **The Brahmaputra Plains :** They cover the areas of Assam and Arunachal Pradesh. 1 × 3 = 3

Answering Tip

- The three major plains formed by the rivers.

Q. 3. Name the part of the Northern Plains formed of newer, younger deposits of the flood plains in India. Mention any two characteristics of it. [U] [Board 2012 Term-I, SSI-042]

Ans. This part is known as Khadar.

Characteristics :

- (i) It lies in flood plains.
 (ii) It is renewed almost every year.
 (iii) It is very fertile. (Any two)

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

Q. 4. Write any three differences between Bhangar and Khadar. [U]

[Board 2012 Term-I, SSI-082] [NCERT]

S. No.	Bhangar	Khadar
1.	Formed of older alluvium.	Renewed every year.
2.	Lies above flood plains of rivers.	Is newer, younger deposit of flood plains.
3.	Contains calcareous deposits locally known as Kankar.	Ideal for intensive agriculture.
4.	Less fertile	More fertile

(Any three) (1×3=3)

**Long Answer Type Questions**

(5 marks each)

Q. 1. Distinguish between Bhabar and Terai. [U]

[Board 2014 Term-I, Set-6TK]

Ans.

S. No	Bhabar	Terai
1.	It lies to the south of the Shiwalik range.	The belt exist to the South of Bhabar area.
2.	The width ranges between 8 to 16 km.	It is almost parallel to the Bhabar.
3.	The area is highly coarse in nature due to many pebbles and 'kankars' found over here.	The area has got highly fine sediments due to the deposition made by several streams.
4.	Vegetation found here is very less.	Very dense vegetation is found in Terai region.
5.	Main feature is that river disappears in the Bhabar region because big pores are present in it.	Since the river re-emerges back in this region, the area becomes highly swampy and marshy.

(1×5=5)

[AI] Q. 2. Write a short note on the Northern Plains. [R]
[NCT-2014, Board Term-I, Set-E]

OR

Give an account of the Northern Plains of India.

[NCERT]

Ans. The Northern Plains :

- (i) The Northern Plains have been formed from the alluvium deposited by the mountain rivers.
- (ii) They are located between the Himalayan Rivers in the North and the Peninsular Plateau in the South.
- (iii) They turned the soil on the surfaced land fertile for growing a rich harvest of variety of crops. This led to the development of the Indus River Valley Civilization.
- (iv) They are made up of deposits of alluvium and cover an area of 7 lakh sq. km.
- (v) They are densely populated physiographic division of India and are believed to be highly productive in terms of agriculture.
- (vi) The North Indian plains or the Great Indians Plains have the Indus river system in the West and the Ganga–Brahmaputra river system in the East.
- (vii) On the basis of difference of relief, they are divided into four parts—Bhabar, Terai, Bhangar and Khadar. (Any five)

(1×5=5)

Commonly Made Error

- Students usually discuss the reliefs of the Northern Plains.

Q.3. Which three river systems form the Northern Plains? Explain the diverse relief features of the Northern Plains. U

[Board Term-I 2012, SS1-05, 2011, Term I, Set-21]

Ans. The Indus, Ganga and Brahmaputra river systems form the Northern Plains.

Diverse relief features of the Northern Plains are as follows:

- (i) **Bhanger** : The largest part of the Northern Plain is formed of older alluvium and has terrace-like features.

(ii) **Khadar** : The newer younger deposits of the flood plains are called Khadar. They are renewed every year and are highly fertile.

(iii) **Bhabar** : The river after descending from the mountains deposits pebbles in a narrow belt of 8 to 16 km parallel to the Shiwaliks.

(iv) **Terai** : All streams disappear in this belt. In the south portion of this belt, the streams and rivers re-emerge and create a wet swampy marshy region known as Terai.

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

Commonly Made Error

- Students define the four reliefs rather than providing the features.



TOPIC-4 The Peninsular Plateau

Revision Notes

The Peninsular Plateau

- The Peninsular Plateau is a tableland composed of the old crystalline, igneous and metamorphic rocks.
- This plateau consists of two broad divisions — the Central Highlands and the Deccan Plateau.
- The part of the Peninsular Plateau lying to the North of the Narmada River covering a major area of the Malwa Plateau is known as the Central Highlands.
- The Deccan Plateau is a triangular landmass that lies to the South of the River Narmada.
- The Western Ghats and the Eastern Ghats mark the western and the eastern edges of the Deccan Plateau respectively.
- The continuous Western Ghats lie parallel to the western coast.
- The discontinuous and irregular Eastern Ghats stretch from the Mahanadi Valley to the Nilgiris in the South.
- The highest peaks of the Western Ghats are the Anai Mudi (2,695 metres) and the Doda Betta (2,637 metres).
- Mahendragiri (1,501 m) is the highest peak in the Eastern Ghats.
- The Deccan Trap, the region of black soil, is one of the distinct features of the Peninsular Plateau.

Know the Terms

- **Central Highlands** : The part of the Peninsular Plateau which lies to the North of the Narmada River.
- **Deccan Plateau** : The part of the Peninsular Plateau which lies to the South of the Narmada River.



Short Answer Type Questions

(3 marks each)

Q. 1. What are Sahyadri ? Name any two passes located in this region ? U

[Board 2016 Term-I, Set-Y5CZSDM]

Ans. Sahyadri or the Western Ghats extend from the Tapi River in the North to Kanyakumari in the south and form the western boundary of the Deccan Plateau.

This continuous wall of the Western Ghats can be crossed only through gaps or passes. For example, Thal ghat, Bhor ghat and Pal ghat.

[CBSE Marking Scheme, 2016] 3

Q. 2. Give an account of the Deccan Plateau. R

[Board 2014 Term-I, Set-HIZN]

Ans. An account of the Deccan Plateau of India :

- (i) It is a triangular landmass that lies to the South of the River Narmada. The Satpura range flanks its broad base in the North, while the Mahadev forms its eastern extensions.
- (ii) The Deccan Plateau is higher in the West and slopes gently Eastwards.

- (iii) An extension of the plateau is also visible in the Northeast. It is locally known as the Meghalaya, Karbi-Anglong Plateau and North Cachar Hills.
- (iv) It is separated by a fault from the Chhotanagpur Plateau. Three prominent hill ranges from the West to East are the Garo, Khasi and the Jaintia Hills. The Western Ghats and the Eastern Ghats mark the western and eastern edges of the Deccan Plateau respectively. The Western Ghats lie parallel to the Western Coast and Eastern Ghats lie parallel to the Eastern Coast. (Any three) (1×3=3)

Q. 3. How was the 'Peninsular Plateau' formed? Name the two broad divisions of this plateau. Write one characteristic of each division.

[Board 2012 Term-I, SSI-060]

Ans. Peninsular Plateau was formed due to the breaking and drifting of the Gondwanaland.

The two broad divisions of this plateau are the Central Highlands and the Deccan Plateau.

The **Central Highlands** lie to the North of the Narmada River covering a major area of the Malwa Plateau.

The **Deccan Plateau** is a triangular landmass that lies to the South of the river Narmada.

[CBSE Marking Scheme, 2012] (1+1+1=3)

Answering Tip

- Discuss the Central Highlands and the Deccan Plateau.

? Long Answer Type Questions

(5 marks each)

Q. 1. Name the two Ghats that mark the edges of the Deccan Plateau. Distinguish between the two by giving three characteristics of each.

[Board 2015 Term-I, Set-4TDV83T]

OR

Describe the features of the Western Ghats and the Eastern Ghats in reference to height, slope, continuity, rivers and vegetation.

[(NCT 2014, Term-I, Set-R) Board 2013, Term-I, Set-U9YN; 2012 Set-SSI-051; 2011 Set-21]

OR

Distinguish between Western Ghats and Eastern Ghats. [NCERT]

Ans. The two Ghats—the Western and the Eastern Ghats mark the edges of the Deccan Plateau.

S. No	Western Ghats	Eastern Ghats
1.	Their height is 900—1,600 m. Anai Mudi (2,695 m) is the highest peak of the Western Ghats.	The Eastern Ghats are lower than the West. It ranges from 600—900 m. Mahendragiri (1,501 m) is the highest peak of this region.
2.	They have steep slopes as height increases from north to south.	They have a gentle slope.
3.	The Western Ghats are continuous and can be crossed through the passes only.	The Eastern Ghats are discontinuous, irregular and dissected by rivers.
4.	They have evergreen to deciduous forests.	The Eastern Ghats have scrub vegetation due to overgrazing and deforestation.

(Any three)

[CBSE Marking Scheme, 2015] (2+3=5)

Answering Tip

- Write the features of each marking into different points..

Q. 2. Explain any five characteristics of the Peninsular Plateau.

[Board 2014 Term-I, Set-15 AK, 2012, Board Term-I, SSI-042]

OR

Describe five characteristics of the division of the Great Peninsular Plateau.

Ans. Main features of the Peninsular Plateau :

- It is a table land and composed of the old crystalline, igneous and metamorphic rocks.
- It is formed due to the breaking and drifting of the Gondwana land.
- It has broad and shallow valleys and rounded hills.
- It consists of two broad divisions, namely, the Central Highlands and the Deccan Plateau.
- The Central Highlands are wider in the West but narrower in the East.
- The Deccan Plateau is higher in the West and slopes gently Eastwards. (Any five) (1×5=5)

[CBSE Marking Scheme, 2012]

Commonly Made Error

- The Peninsular Plateau is ignored in terms of mineral deposits.

Answering Tip

- The Peninsular Plateau has large deposits of metallic, non metallic and energy resources.

Q. 3. Describe any five features of the Central Highlands of India.

[Board 2011 Term-I, Set-30 and 38]

OR

Write a short note on the Central Highlands.

[NCERT]

Ans. Features of the Central Highlands :

- (i) The part of the Peninsular Plateau lying to the North of the Narmada River covering major area of the Malwa Plateau is known as the Central Highlands.
- (ii) The Vindhyan range is bounded by the Central Highlands on the South and the Aravallis on the Northwest. The further Westward extension gradually merges with the sandy and rocky desert of Rajasthan.
- (iii) The flow of rivers draining this region, namely the Chambal, Sind, Betwa and Ken are from Southwest to Northeast, thus indicating the slope.
- (iv) The Central Highlands are wider in the West, but narrower in the East.
- (v) The Eastward extensions of this plateau are locally known as the Bundelkhand and Baghelkhand. (1×5=5)

Answering Tip

- Write briefly about the formation, its definition and physical areas Central Highland covers, with the major rivers.



TOPIC-5

The Indian Desert

Revision Notes

The Indian Desert

- The Indian Desert lies towards the western margins of the Aravalli Hills.
- The region is characterized by arid climate, very low rainfall below 150 mm per year with scanty vegetation cover.
- Luni is the only large river in this region.
- Barchans or the crescent-shaped dunes and longitudinal dunes are very prominent here.

Know the Terms

- **Stream** : A natural flow of water that is smaller than a river.
- **Barchan** : A crescent-shaped sand dune with the convex side in the direction of the wind.



Long Answer Type Questions

(5 marks each)

Q. 1. Describe the Indian Desert. U
[Board 2016 Term-I, Set-72LNINO]

OR

Explain the characteristics of the Indian Desert.

[Board 2011 Term-I, Set-38]

OR

Write short note on the Indian Desert.

[NCERT]

Ans. (i) Lies towards the western margins of the Aravallis.

(ii) Undulating sandy plain covered with sand dunes.

(iii) Receives low rainfall, below 150 mm per year.

(iv) Low vegetation cover because of arid climate.

(v) Rain fed streams appear but soon disappear into the sand as there is inadequate water.

(vi) River Luni is the only large river.

[CBSE Marking Scheme, 2016] (Any Five) (1×5=5)



TOPIC-6

The Coastal Plains

Revision Notes

The Coastal Plains

- The Peninsular Plateau is flanked by stretch of narrow coastal strips, running along the Arabian Sea on the West and the Bay of Bengal on the east.
- The Western Coast consists of three sections— Konkan Coast, Kannad Plain and Malabar Coast.

- The Eastern Coast is divided into the Northern Circars and Coromandal Coasts.
- The Chilika Lake is the largest salt water lake in India.

Know the Terms

- **Western Coastal Plain** : A thin strip of coastal plain between the Western Ghats and the Arabian Sea.
- **Eastern Coastal Plain** : A wide stretch of landmass of India, lying between the Eastern Ghats and the Bay of Bengal.

? Short Answer Type Questions

(3 marks each)

Q. 1. Which coastal plain lies along the Arabian Sea? State four features of it. U

[Board 2015 Term-I, Set-ZRU07VU]

Ans. The Western Coastal Plain lies along the Arabian Sea.

Features of the western coast :

- (i) The Western Coast lies between the Western Ghats and the Arabian Sea.
- (ii) It is a narrow plain.
- (iii) The coastal plain consists of three sections.
- (iv) The northern part of the coast is the Konkan Coast (Mumbai—Goa). The central stretch is called the Kannad Plain, while the southern stretch is referred to as the Malabar Coast.

[CBSE Marking Scheme, 2015] 1+2=3

Answering Tip

- Since, Arabian Sea is in West, the Western Coast will lie along the Arabian Sea.

Q. 2. Describe any three features of coastal plains of India. U [Board 2014 Term-I, Set-6TK]

- Ans.**
- (i) The Peninsular Plateau is flanked by a strip of narrow coastal strips running along the Arabian Sea on the West and the Bay of Bengal on the East.
 - (ii) The Western Coast sandwiched between the Western Ghats and the Arabian Sea, is a narrow plain. It consists of three sections. The northern part of the coast is called the Konkan (Mumbai—Goa), the central stretch is called the Kannad Plain while the southern stretch is referred to as the Malabar Coast.
 - (iii) The plains along the Bay of Bengal are wide and level.
 - (iv) In the northern part, it is referred to as the Northern Circar, while the southern part is known as the Coromandel Coast.

- (v) Large rivers such as the Mahanadi, the Godavari, the Krishna and the Kaveri have formed extensive delta on this coast. Lake Chilika is an important feature along the Eastern Coast. (Any three)

(1×3=3)

Q. 3. Name the four major states which are the parts of the Eastern Coastal plains. Mention the two divisions of these coastal plains. R

[Board 2014 Term-I, Set-6TK; DDE 20144 Set-E]

Ans. The plains extend from the state of Tamil Nadu in the southern part to the state of West Bengal in the northern part. Other states include Andhra Pradesh and Odisha.

The two divisions of these coastal plains are :

- (i) Northern Circars, (ii) Coromandel Coast.

(2+1=3)

Q. 4. How are the Eastern Coastal plains of India different from its Western Coastal plains ? State any three points of distinction. U

[Board 2012 Term-I, SSI-050]

Ans.

S. No.	Western Coastal Plains	Eastern Coastal Plains
(i)	These lie between the Western Ghats and the Arabian Sea.	These lie between the Eastern Ghats and the Bay of Bengal.
(ii)	It consists of three sections, <i>i.e.</i> , Konkan coast, Kannad plains and Malabar coast.	It consists of two sections, <i>i.e.</i> , Northern Circar and Coromandel Coast.
(iii)	This coastal plain is narrow.	This coastal plain is wide.

(1×3=3)

Long Answer Type Questions

(5 marks each)

- Q. 1. Name two coastal strips of the Peninsular Plateau in India. Describe two characteristics of each. U
[Board 2012 Term-I, SSI-044]

Ans. Two coastal strips are :

- (i) The Western coastal strip
(ii) The Eastern coastal strip

Characteristics of the Western Coastal strip :

- (i) It is sandwiched between the Western Ghats and the Arabian Sea.
(ii) It is a narrow plain.

Characteristics of the Eastern Coastal strip :

- (i) This part is along the Bay of Bengal.
(ii) It is wider plain. [CBSE Marking Scheme, 2012]
(1+2+2=5)

- Q. 2. Name two coastal plains of India and describe any two features of each. R
[Board 2016 Term-I, Set-UMWISVV]

Ans. The two coastal plains of India are:

- (i) The Western Coastal plain sandwiched between the Western Ghats and the Arabian Sea.
(ii) The Eastern Coastal Plain lying between, the Eastern Ghats and the Bay of Bengal.

Features :

S. No.	Western Coastal Plain	Eastern Coastal Plain
(i)	It consists of three sections, <i>i.e.</i> , Konkan Coast, Kannad plains and Malabar Plains.	Northern Circar and Coromandel coast are its two sections.
(ii)	This coastal strip is narrow.	This coastal strip is wider.

(2+1½+1½=5)



TOPIC-7 The Islands

Revision Notes

The Islands

- The small coral islands, the Lakshadweep Islands group, lies close to the Malabar Coast of Kerala.
- Kavaratti Island is the administrative headquarters of Lakshadweep.
- There is a bird sanctuary in the Pitti Island.
- The elongated chain of islands extending from north to south is located in the Bay of Bengal. These are Andaman and Nicobar Islands.
- These islands lie close to the Equator and experience equatorial climate and have thick forest cover.
- India's only active volcano is found on the Barren Island in Andaman and Nicobar group of Islands.
- The diverse physical features of the land have immense future possibilities of development.

Know the Terms

- **Island** : A piece of land that is completely surrounded by sea, a river or lake.
- **Coral polyps** : Short-lived microscopic organisms, which live in colonies.
- **Flora** : The plants of a particular region or period.
- **Fauna** : The collective term for the species of animals in a particular region or period.

Short Answer Type Questions

(3 marks each)

- Q. 1. Name the major island groups lying in the Arabian Sea. Explain any two major features of it. R [Board 2013 Term-I, Set-U9YN; NCERT]

OR

Name the Island group located in the Arabian Sea? State any two features of these Islands.

[Board 2012 Term-I, SSI-061]

OR

Name the island group of India having coral origin. [NCERT]

Ans. Lakshadweep Islands group is located in the Arabian Sea.

Features :

- (i) This group of Islands is made up of small corals. Lakshadweep is famous for corals.
(ii) Earlier they were known as Laccadive, Minicoy and Amindivi. [CBSE Marking Scheme, 2012]

1 + 2 = 3

Detailed Answer :

S. No	Lakshadweep	Andaman and Nicobar
(i)	To the SW of the mainland of India, lie the Lakshadweep islands in the Arabian Sea.	To the SE of the mainland of India, lie the Andaman and Nicobar in the Bay of Bengal.
(ii)	This small group of islands is composed of coral islands.	It is believed that these islands are elevated portion of submarine mountains.
(iii)	Kavaratti is the headquarters of Lakshadweep.	Port Blair is the headquarters of Andaman and Nicobar.

(1×3=3)

Commonly Made Error

- The students tend to mention only about the Andaman Islands when asked about the Island groups of India.

Answering Tip

- The island groups of India consists of two Islands: Andaman and Nicobar Islands and the Lakshadweep Islands.

Q. 2. Explain any three differences between the two island groups of India. U

[Board 2012 Term-I, SSI-047]

OR

Differentiate between the Andaman & Nicobar and Lakshadweep islands.

Ans.

S. No.	Andaman & Nicobar Islands	Lakshadweep Islands
(i)	Andaman and Nicobar islands are groups of islands lying away from the coast of Bay of Bengal.	Lakshadweep islands are groups of islands lying closed to the Malabar Coast of Kerala.
(ii)	These groups of islands are bigger and are more numerous and scattered.	These groups of islands are smaller in size.
(iii)	These islands are formed from Oceanic beds which are known as submarine mountains.	These groups of islands are made up of small corals.

(1×3=3)

Answering Tip

- Discuss the geographical location and features of both the Island groups.

Objective Type Questions

(1 mark each)

(I) Multiple Choice Questions:

Q. 1. The Earth has been formed out of how many plates?

- (a) Five major and some minor plates.
 (b) Seven major and some minor plates
 (c) Six major and some minor plates
 (d) Four major and some minor plates R

Ans. (b) Seven major and some minor plates 1

Q. 2. What is convergent boundary?

- (a) It is a boundary which is formed due to the movement of plates towards each other.
 (b) It is a national boundary.
 (c) It is an international boundary.
 (d) It is an artificial boundary. U

Ans. (a) It is a boundary which is formed due to the movement of plates towards each other. 1

Q. 3. Which is the oldest landmass in India?

- (a) The Deccan plateau
 (b) Jack Hills
 (c) Eurasia
 (d) The Peninsular plateau R

Ans. (d) The Peninsular plateau 1

Q. 4. Name the part of the Himalayas lying between the Kali and Tista rivers.

- (a) Nepal Himalaya (b) Kanchenjunga
 (c) Mt. Everest (d) Mount Kailash R

Ans. (a) Nepal Himalaya 1

Q. 5. Which valley is located in Himachal Pradesh ?

- (a) Silent Valley
 (b) Brahmaputra Valley
 (c) Kangra
 (d) Barak Valley R

Ans. (c) Kangra 1

Q. 6. Name the highest mountain peak of the world located in Nepal.

- (a) Kanchenjunga
 (b) Mt. Everest
 (c) Rocky Mountains
 (d) White Mountain Peak R

Ans. (b) Mt. Everest 1

Q. 7. Which is the highest peak of the Himalayas lying in India?

- (a) Kanchenjunga
 (b) Mt. Everest

- (c) Rocky Mountains
(d) White Mountain Peak [R]
- Ans. (a) Kanchenjunga 1
- Q. 8. Name the most continuous range of the Himalayas consisting of the lofty peaks.
(a) Rocky Mountains
(b) Himadri
(c) Shiwaliks
(d) Kashmir Himalayas [R]
- Ans. (b) Himadri 1
- Q. 9. Name the Himalayan range lying between Himadri and the Shiwaliks.
(a) Kashmir Himalayas
(b) The Kumaun Himalayas
(c) Inner Himalayas
(d) The Himachal or Lesser Himalayas [R]
- Ans. (d) The Himachal or Lesser Himalayas 1
- Q. 10. How long are the east-west distances covered by the Himalayas?
(a) 1,400 kms (b) 2,400 kms
(c) 4,200 kms (d) 2,040 kms [U]
- Ans. (b) 2,400 kms 1
- Q. 11. In which state Garo, Khasi and Jaintia hills are located?
(a) Himachal Pradesh (b) Assam
(c) Meghalaya (d) Punjab [R]
- Ans. (c) Meghalaya 1
- Q. 12. What is the width of the bhabhar ?
(a) 8 to 19 km (b) 8 to 16 km
(c) 16 to 30 km (d) 8-26 km [R]
- Ans. (b) 8 to 16 km 1
- Q. 13. Name the mountain range which bounds the Central Highlands on the northwest.
(a) Western Ghats (b) Eastern Ghats
(c) Vindhya Range (d) The Aravallis [R]
- Ans. (d) The Aravallis 1
- Q. 14. Name the highest peak of the Eastern Ghats.
(a) The Aravallis (b) Mahendragiri
(c) Vindhya Range (d) Anai Mudi [R]
- Ans. (b) Mahendragiri 1
- Q. 15. Name the highest peak of the Western Ghats.
(a) The Aravallis (b) Mahendragiri
(c) Vindhyan Range (d) Anai Mudi [R]
- Ans. (d) Anai Mudi 1
- Q. 16. Which plateau lies between the Aravalli and the Vindhyan Range ?
(a) Malwa Plateau
(b) Deccan Plateau
(c) Peninsular Plateau
(d) Chhota Nagpur Plateau [R]
- Ans. (a) Malwa Plateau 1
- Q. 17. Name the northern part of Eastern Coast of India ?
(a) Andhra Coast (b) Konkan Coast
(c) Coromandel Coast (d) Utkal Coast [R]
- Ans. (b) Konkan Coast 1

Q. 18. Give the name of the southern half of the Eastern Coastal strip of India.

- (a) Andhra Coast (b) Konkan Coast
(c) Coromandel Coast (d) Utkal Coast [R]

Ans. (c) Coromandel Coast 1

Q. 19. In which island is active volcano found in Andaman and Nicobar islands ?

- (a) Majuli Island (b) Barren island
(c) Venadu island (d) Kutch island [R]

Ans. (b) Barren island 1

(II) State whether True or False:

(a) According to the Plate tectonics theory, the crust (upper part) of the Earth has been formed out of seven major and some minor plates.

(b) The uplifting of the earth's crust due to compression is termed as Folding.

(c) The Himalayas stretch over eastern border of India.

(d) Bhangar is the largest part of the Northern Plains.

(e) The Deccan Plateau lies to west of Narmada river.

Ans. (a) True, (b) True, (c) False, (d) True, (e) False

(III) Fill in the blanks:

(a) The Indian desert region is characterised by low _____.

(b) The Indian western coast consists of _____ sections.

(c) A piece of land completely surrounded by sea, a river or lake is called an _____.

(d) The longitudinal valley lying between the lesser Himalayas and the Shiwaliks are known as _____.

(e) The Himalayan mountains form an _____.

Ans. (a) Rainfall, (b) Three, (c) Island, (d) Duns, (e) Arc

(IV) Match the following:

Column-I		Column-II	
(a)	Kanchenjunga	(i)	Part of the Peninsular Plateau
(b)	Northern Plains	(ii)	Sahyadri
(c)	Bhabar	(iii)	Indus
(d)	Central Highlands	(iv)	Sikkim
(e)	Western Ghats	(v)	Belt of pebbles

Ans. (a)-(iv); (b)-(iii); (c)-(v); (d)-(i); (e)-(ii)

(V) Answer the following:

(a) Name the only large river in the Indian desert region.

Ans. Luni

(b) Which lake is the largest salt water lake in India?

Ans. The Chilika Lake







(c) Name the s the highest peak in the Eastern Ghats.

Ans. Mahendragiri

- (d) Which division of the Himalayas lie between river Satluj and Kali? (e) Which ancient super continent is incorporated in present day South America Africa, Arabia, Madagascar, India, Australia and Antarctica?

Ans. Kumaon Himalayas

Ans. Gondwanaland

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CHAPTER

3

ELECTORAL POLITICS

Syllabus

- *Why and how do we elect representatives?*
- *Why do we have a system of competition among political parties?*
- *How has the citizens participation in electoral politics changed?*
- *What are the ways to ensure free and fair elections?*



TOPIC-1 Why Elections?

Revision Notes

- In a democratic country, everyone has an equal right to vote, different parties and candidates contest freely and the voters have the right to choose their representative at regular intervals. Democracy is the government of the people, by the people and for the people.
- The process by which people choose their representatives at regular intervals is known as election. The process of election in democratic countries differs from that of nondemocratic countries. In a democratic election, the preferred contestant is elected. The elections are carried out in a free and fair manner.
- **What Makes an Election Democratic?**
 - Everyone should be able to choose his/her representative, *i.e.*, everyone should have one vote and every vote should have equal value. This is termed as universal adult franchise.
 - There should be parties and candidates to choose from, freedom to contest and a wide choice for people.
 - Elections must be held at regular intervals.
 - Candidate preferred by the people should be elected.
 - Elections should be held in a fair and free atmosphere.
- **Political Competition : Demerits**
 - Creates a sense of disunity and 'party politics'.
 - Parties level allegations against each other by using dirty tricks to win elections.
 - Long-term policies cannot be formulated.
 - Good people do not enter politics.
 - **Merits** : Elections are good because they force the ruling party to perform. The government is aware that it will be voted out of power if it does not perform as the people expected.
 - It forces parties and leaders to serve the people, so competition is good.

TOPIC - 1
Why Elections? P. 202

TOPIC - 2
System of Elections in India P. 204

TOPIC - 3
What Makes Elections in India Democratic? P. 209

Know the Terms

- **Election** : The process by which people choose their representatives at regular intervals is known as election.
- **Constituency** : A particular area from where voters elect a representative to the Lok Sabha/Vidhan Sabha.
- **Electorate** : It refers to the entire body of people who are qualified to vote in the elections for the legislatures or local bodies.
- **Franchise** : It refers to the right of people to vote and elect their representatives to make laws.



Short Answer Type Question

(3 marks each)

Q. 1. Name the movement led by Chaudhary Devi Lal of Haryana in 1987. What promise did he make to lure the voters before election? Which political party did he form? R

(Board 2012, Term II, Set 48041)

- Ans. (i) The name of this movement was 'Nyaya Yudh'.
 (ii) The popular promise was, if his party won the elections, his government would waive the loans of farmers and small businessmen.
 (iii) The name of the party that he formed was Lok Dal. (CBSE Marking Scheme, 2012) (1×3=3)

are there in India for Lok Sabha? What is the basis of the division of these constituencies? R

(Board 2012, Term II, Set SS 1016)

- Ans. (i) The country is divided into different areas for the purpose of elections. These areas are called electoral constituencies.
 (ii) For Lok Sabha elections, the country is divided into 543 constituencies at present.
 (iii) The basis of the division of the constituencies is on the basis of population. 3

Answering Tip

- 543 constituencies make a Lok Sabha and the division is on the basis of population.

Q. 2. What are constituencies? How many constituencies



Long Answer Type Questions

(5 marks each)

Q. 1. Why do we need elections? Mention any three demerits of an electoral competition. A

(Board 2011, Term II, Set 11/B1)

OR

Describe any five demerits of an electoral competition. (Board 2011, Term II, Set 14/A1)

OR

An electoral competition has many demerits. State any five reasons to justify the statements.

(Board 2011, Term II, Set 25/B1)

Ans. Election is a mechanism by which people choose their representatives at regular intervals and change them if they wish to do so. Therefore, elections are considered essential for representative democracy.

Three demerits of electoral competition :

- (i) Creates a sense of disunity and factionalism in every locality.
- (ii) Political parties and leaders level allegation at each other.
- (iii) Political parties and candidates often use dirty tricks to win elections.
- (iv) Pressure to win an election does not lead to the formulation of long-term policies.

(v) Good people who may wish to serve the country do not enter this arena. They do not like unhealthy competition. (Any three)

(CBSE Marking Scheme 2011) (2+3=5)

Answering Tip

- Political parties have an unhealthy competitions with dirty tricks.

Q. 2. Write any five demerits to have political competition. U

(Board 2014, 2013, Term II, Set UWBBQ5P)

Ans. Five demerits to have political competitions are :

- (i) Parties and candidates often use dirty tricks to win elections.
- (ii) Different political parties and leaders often level allegations against one another.
- (iii) Political competition creates a sense of disunity and 'factionalism' in every locality.
- (iv) The pressure to win electoral fights does not allow sensible long-term policies to be formulated.
- (v) Some good people who may wish to serve the country do not like the idea of being dragged into unhealthy competition.

(CBSE Marking Scheme 2014) (1×5=5)

Q.3. What do you understand by election. Explain the nomination process as practised in Indian elections. [U] (Board 2011, Term II, Set 16/A1)

Ans. Election: It is a process by which representatives get elected, who will further make policies and rule our country.

Nomination Process:

- (i) Party tickets are given.
- (ii) Nomination form is filled.

(iii) Security amount is deposited.

(iv) Nomination papers are scrutinized.

(CBSE Marking Scheme 2011) (1+4=5)

Commonly Made Error

- Students generally mention the criteria to fulfill the nomination process.

Answering Tip

- Nomination process includes imparting party tickets, filling nomination forms, depositing security amount and scrutinizing nomination papers.



TOPIC-2 System of Elections in India

Revision Notes

- An election is carried out every five years to the Lok Sabha or the Vidhan Sabha, it is known as a general election.
- Sometimes, the Lok Sabha and the Vidhan Sabha are dissolved and an election is held before the expiry of their full term of five years. Such an election is called a mid-term election. An election may need to be held for a single constituency, due to the untimely death or resignation of an elected member. The election carried out to fill this vacancy is known as a by-election.
- **The Indian Election Law provides that :**
 - Political parties or candidates cannot bribe or threaten voters.
 - They cannot ask for votes on the grounds of caste or religion.
 - They cannot make use of government resources or places of worship for campaigning.
 - They cannot spend more than ₹ 25 lakh per constituency for a Lok Sabha election or more than ₹ 10 lakh per constituency in an assembly election.
- The Indian Constitution provides equal rights of representation to all the citizens of India.
- **The Election System in India consists of the following stages :**
 - Delimitation of constituencies.
 - Reserved constituencies for Scheduled Castes and Scheduled Tribes, and also Other Backward Classes and women.
 - Prepare a list of the eligible voters and distribute it among the people. The voter's list is officially known as the Electoral Roll.
 - All citizens of age 18 years or above are eligible to vote and a voter aged 25 years or above is also eligible for contesting an election.
 - Nomination of candidates by political parties.
 - Submission of nominations by candidates along with a security deposit.
 - Campaigning for about two weeks.
 - Polling on election day.
- The Indian Government has introduced the Election Photo Identity Card [EPIC] System. Every eligible voter on the list is issued a Photo Identity Card. Carrying this EPIC is not mandatory. Instead, voters can provide proof of identity like ration card or driving license to exercise their right to vote.
- There is a common Code of Conduct for election campaigns, which all political parties in India have to follow.

Know the Terms

- **General elections** : Elections held after the term of 5 years of Lok Sabha are called general elections.
- **Mid Term election** : Sometimes, the Lok Sabha and the Vidhan Sabha are dissolved and an election is held before the expiry of their full term of five years. Such an election is called a mid-term election.
- **By-election** : An election may need to be held for a single constituency, due to the untimely death or resignation of an elected member. The election carried out to fill this vacancy is known as a by-election.
- **Universal adult franchise** : In our country, all the citizens who are 18 years and above can vote in an election.
- **Campaigning** : It refers to a process by which a candidate tries to persuade the voter to vote for him rather than for others.
- **Election photo identity Card** : The voters are required to carry this card when they go out to vote.
- **Voter's list** : List of those who are eligible to vote, that is prepared before the election.
- **Electoral roll** : Voter's list is also known as Electoral Roll.
- **Election manifesto** : A document published by every political party before elections containing the policies and programmes of that party.
- **Electronic voting machine** : A device used to record votes on an election day.
- **Ballot paper** : A sheet on which the names of the candidates along with the party name and symbols are listed.
- **Election day** : The day when the voters cast or poll their vote is usually called the election day.
- **Code of conduct** : A set of norms and guidelines to be followed by political parties and contesting candidates during the election time.



Short Answer Type Questions

(3 marks each)

Q. 1. What is meant by 'seats' the in election? Explain with example. [U]

(Board 2016, Term II, Set NEHIM7T)

Ans. (i) In India, for Lok Sabha election, the country is divided into 543 constituencies.

(ii) Similarly, each state is divided into a specific number of assembly constituencies. Each Parliamentary Constituency has within it several assembly constituencies. The same principle applies to Panchayat and municipal elections.

(iii) Each village or town is divided into several 'wards' that are like constituencies. Each ward elects one member of the village or the urban local body. Sometimes these constituencies are counted as 'seats' for each constituency represents one seat in the assembly. (Any two)

Example : When we say a party has won 20 seats. It means that candidates of that party won in 20 assembly constituencies in the state and that it has 20 MLAs in the state assembly. (2+1=3)

Q. 2. Define the following : [R]

- (a) Universal Adult Franchise
- (b) Election Photo Identify Card
- (c) Voter's List (Board 2014, Term-II, Set NIQIH4Y)

Ans. (a) **Universal Adult Franchise**: It is a right granted to all adults—men or women, rich or poor, white or black, to vote for their representatives to run the government. In practice it means that everyone should have one vote and each vote should have equal value.

(b) **Election Photo Identify Card**: This is introduced by the government to stop rigging. The voters are required to carry this card when they go out to vote so that no one can vote for someone else.

The government has tried to give this card to every person on the voters list. But the card is not yet compulsory for voting.

(c) **Voter's List**: In a democratic election, the list of those who are eligible to vote is prepared much before the election and given to everyone. This list is officially called the electoral roll and is commonly known as the voters' List.

(Any three)

(CBSE Marking Scheme 2014) (1×3=3)

Q. 3. Define the following : [R]

- (i) Election
- (ii) Election Campaign
- (iii) Voters Turn out (Board 2016, Term II, Set 696 TXIF)

Ans. (i) **Elections**: The process by which people choose their representatives at regular intervals is known as election.

(ii) **Election Campaign**: It refers to a process by which a candidate tries to persuade the voter to vote for him rather than for others.

(iii) **Voters Turn out**: The percentage of eligible voters who cast their votes in an election. (1×3=3)

Q. 4. What is universal adult franchise? Why has it been adopted in India? [R]

(Board 2012, Term II, Set 48036)

Ans. All the adults have the right to vote and the value of each vote is the same. This is known as universal adult franchise.

Reasons are:

- (i) Political equality
- (ii) It establishes a fair and true democratic government
- (iii) It makes a responsible government.

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

Q. 5. Define the following: R

- (a) **Electronic Voting Machine (EVM)**
- (b) **Ballot Paper**
- (c) **Election Day**

(Board 2014, Term-II, UWBBQ5P)

Ans. (a) **Electronic Voting Machine (EVM):** The machine shows the names of the candidates and the party symbols. All the voters have to press the button against the name of the candidate they want to cast their vote to.

(b) **Ballot Paper:** A ballot paper is a sheet of paper on which the names of the contesting candidates along with party name and symbols are listed. Earlier the voters used to indicate who they wanted to vote for by putting a stamp on the ballot paper.

(c) **Election Day:** The final stage of an election is the day when the voters cast or 'poll' their vote. That day is usually called the election day.

(CBSE Marking Scheme 2014) (1×3=3)

Q. 6. What is Model Code of Conduct? Mention any two restrictions imposed by the Election Commission on the party and the candidates. R

(Board 2012, Term II, Set 48038)

Ans. The Model Code of Conduct is a set of guidelines issued by the Election Commission of India for conduct of political parties and candidates during elections. All the political parties in our country have agreed to a Model Code of Conduct for election campaigns.

All of them have to abide by certain rules and regulations which are supposed to follow after the announcement of polling dates by election commission of India. No candidate should:

- (i) Bribe or threaten voters.
- (ii) Appeal to them in the name of religion.
- (iii) Use government vehicles or government resources. (Any two)

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

Q. 7. Why are elections considered essential for any representative democracy? Give three reasons. U

(Board 2012, Term II, Set 48034)

Ans. (i) In an election, the voters are presented with many choices. They are free to choose their representative who will make laws for them and change them if they wish to do so.

(ii) They can choose the one who will form the government and take major decisions.

(iii) They can choose the party whose policies will guide the government in law making.

(CBSE Marking Scheme, 2012) (1×3=3)

Commonly Made Error

- Elections are thought to be a mechanical process.

Answering Tip

- Elections in a democratic country have an advantage that the people's voice is heard.

Q. 8. Are you in favour of universal adult franchise? Support your answer with arguments. A

(Board 2016, Term II, Set O8NIUON)

Ans. Yes, I am in favour of universal adult franchise.

Arguments : (Any three) Refer Q. 2 (a) SA. (1×3=3)

Q. 9. Describe the legal declaration which every candidate has to make at the time of filling his/her nomination papers for the election. A

(Board 2012, Term II, Set SS 1013)

Ans. Declaration is made regarding:

- (i) Serious criminal cases pending against the candidates.
- (ii) Details of the assets and liabilities of candidate and his or her family.
- (iii) Educational qualifications of the candidates. (1×3=3)

Q. 10. Mention any three slogans used by different political parties at the time of election and the purpose behind them. U

(Board 2013, Term II, Set S5Z)

Ans. (i) 'Garibi Hatao' by Congress in 1971. Removal of poverty by reorienting government policies.

(ii) 'Save Democracy' by Janata Party in 1977. (Undo the excesses committed during Emergency and restore civil liberties.)

(iii) 'Land to the Tiller' by Left Front in West Bengal to safeguard the rights of peasants.

(iv) 'Protect the Self Respect of the Telugus' by Telugu Desam Party in 1983. (Any three)

(CBSE Marking Scheme, 2013) (1×3=3)

Q. 11. Make an ideal Code of Conduct for Elections. U

(Board 2016, Term II, Set – KVS)

Ans. An ideal Code of Conduct for Elections is made for election campaigns. According to this, no party or candidate can :

- (i) Use any place of worship for election propaganda.
- (ii) Nobody can use government vehicles, air crafts and officials for elections.

(iii) Once elections are announced, ministers shall not lay foundation stones of any projects, take any big policy decisions or make any promises of providing public facilities. (1×3=3)

Commonly Made Error

- The Model Code of Conduct is limited to certain domains.

Answering Tip

- The Model Code of Conduct is mainly related to the speeches, polling day, polling booths, portfolios, election manifestos, processions and general conduct of the political parties.

Q. 12. Distinguish between general election and mid-term elections.

(Board 2016, Term II, Set NEH1M7T)

Ans. (i) General election is a kind of election which is held after certain period of time (5 years in India) for all constituencies at the same day or within few days.

Mid term election is held when a Lok Sabha or a State Assembly dissolve as a whole before the expiring period. It is held to form the new house.

(ii) A general election is the election held after a stipulated period of time to elect all members of a given political body. For example, the Lok Sabha elections that are held in India, every five years.

Mid-term Elections: If a government (central and state) fails a confidence motion and no other alternative to the government is possible, mid-term elections are held.

(iii) A general election is an election in which all or most members of a given political body are chosen.

A midterm elections are those which are conducted before the end of the term of a given government. Such elections cause undesired load of expense over the public. (1×3=3)

Q. 13. According to our election laws, which three things should be kept in mind during the election campaign? [K]

(Board 2017, Term II, Set ITW2OS8)

Ans. During the election campaign the focus should be :

- No party of candidate should try to bribe or threaten voters.
- No one should use or exploit government resources.
- No one should spend more than the prescribed amount. (CBSE Marking Scheme 2017) (1×3=3)

Q. 14. Describe the process of campaigning in election in India. [U]

(Board 2017, Term II, Set N58CNEJ)

Ans. Campaign has a criteria in India:

- Campaign takes place for about 2-week period between the announcement of list of candidates and the date of polling.

- Candidates contact voters, address meetings.
- Newspapers and television are full of election related stories. (CBSE Marking Scheme 2017) (1×3=3)

Q. 15. Distinguish between voting and rigging. [R]
(Board 2014, 2013, Term-II, Set NIQIH4Y)

Ans. Voting is the process through which voters make an official choice.

- They can choose who will make laws for them.
- They can choose who will form the government and take major decisions.
- They can choose the party whose policies will guide the government and help in law making.

Rigging is a fraud and malpractices indulged by a party or candidate to increase its votes. It includes:

- Stuffing ballot boxes by a few persons using the votes of others.
- Recording multiple votes by the same person.
- Bribing or coercing polling officers to favour a candidate. (Any three)

(CBSE Marking Scheme, 2014) 3

Q. 16. What are constituencies? How many constituencies are there in India for Lok Sabha? What is the basis of the division of these constituencies?

(Board 2016, Term II, Set NEH1M7T)

Ans. (i) The country is divided into different areas for the purpose of elections. These areas are called electoral constituencies.

(ii) For Lok Sabha elections, the country is divided into 543 constituencies at present.

(iii) The basis of the division of the constituencies is on the basis of population. 3

Answering Tip

- 543 constituencies make a Lok Sabha and the division is on the basis of population.

Q. 16. How has the interest of the voters in the election-related activities increased in recent years in India? [A]

(Board 2012, Term II, Set 48010)

Ans. (i) More than one-third voters participate in campaign-related activities.

(ii) More than half of the people identify themselves as being close to one or the other political party.

(iii) One out of every seven voters is a member of a political party. (1×3=3)

(CBSE Marking Scheme, 2012)

Long Answer Type Questions

(5 marks each)

Q. 1. Describe the procedure for nomination of candidates for election in India. [A]

(Board 2016, Term II, Set – 696 TXTF)

Ans. (i) Any one, who can be a voter, can also become a candidate in elections. Political parties nominate their candidates who get party symbol and support. Party's nomination is often called party 'ticket'.

(ii) Every person who wishes to contest an election has to fill a 'nomination form' and give some money as a 'security deposit'.

(iii) Recently, a new system of declaration has been introduced on direction from the Supreme Court. **Every candidate has to make a legal declaration, giving full details of :**

- Serious criminal cases pending against the candidate,
- Details of the assets and liabilities of the candidate and his or her family, and
- Educational qualifications of the candidate.

(iv) This information has to be made public.

(v) This provides an opportunity to the voters to make their decision on the basis of the information provided by candidates. (1×5=5)

Q. 2. Describe the rules and regulations regarding election campaign in India? [A]

(Board 2015, Term II, Set OP3BGEX)

Ans. No party or candidate should do the following :

- Use government resources for campaigning.
- Bribe or threaten voters.
- Appeal to voters in the name of caste or religion
- Spend more than the prescribed amount more than ₹ 10 lakh in assembly election.
- If any candidate violates the above laws or rules his election can be rejected by the court.

(CBSE Marking Scheme, 2015) (1×5=5)

Answering Tip

- No political party can bribe, threaten or appeal for vote on basis of religion.

Q. 3. Mention the eligibilities for Indian citizens to be the member of Parliament. [U]

(Board 2016, Term II, Set-KVS)

Ans. (i) The constitution stipulates that only Indian citizens of not less than 25 years of age are qualified to be the members of Lok Sabha. Similarly, only Indian citizens of not less than 30 years of age may be the members of the Rajya Sabha.

(ii) The Parliament may prescribe additional qualifications under Article 84 of the Constitution.

(iii) But a citizen is disqualified to become a member of the Parliament:

- If he/she holds an office of profit under the union of a state government.

(b) If he/she is declared to be of unsound mind by a court.

(c) If he/she is a bankrupt.

(d) If he/she has lost his Indian citizenship through voluntary renunciation or through any other means.

(e) If he/she has any criminal records. 5

Q. 4. Analyse the concept of one person, one vote, one value. [A]

(Board 2016, Term II, Set NEH1M7T)

Ans. (i) The Indian Constitution provides equal rights of representation to all the citizens of India in elections and to choose their representatives.

(ii) All citizens of age 18 years or above are eligible to vote and a citizen aged 25 years or above is also eligible for contesting an election.

(iii) According to universal adult franchise, everyone should have one vote and each vote should have equal value. No one should be denied the right to vote without a good reason.

(iv) Citizens differ from one another in many ways : some are rich, some are poor, some are highly educated, some are not so educated or not educated at all, some are kind, others are not. But all of them are human beings with their own needs and views.

(v) That is why all of them deserve to have an equal say in decisions that affect them especially politics.

(1×5=5)

Answering Tip

- Each and every vote counts equal and is important irrespective of caste, creed, religion, gender or any other discrimination.

Q. 5. In your opinion which five norms should parties follow for campaigning? [A]

(Board 2016, Term II, Set LJWJ3F)

Ans. Parties should follow some norms for campaigning:

(i) They should not spend extra amount on campaign.

(ii) They should not abuse each other.

(iii) They should not put false allegations on others.

(iv) They should not try to bribe the voters.

(v) They should not make false promises or mislead people. (1×5=5)

Q. 6. Describe the various methods of election campaign used by political parties. [A]

(Board 2017, Term II, Set N58CNEJ)

Ans. Methods of election campaign are :

(i) Candidates contact the voters personally.

(ii) Election meetings are held.

(iii) Political parties mobilise their supporters.

(iv) Advertisements and articles are published in newspapers.

(v) Slogans on big issues are used to attract the voters.

(CBSE Marking Scheme, 2017) (1×5=5)

Answering Tip

- Election campaign includes publishing of advertisements and articles and using slogans, etc.

Q.7. What do you understand by election. Explain the nomination process as practised in Indian elections. [A] (Board 2011, Term II, Set 16/A1)

Ans. Election : It is a process by which representatives get elected, who will further make policies and rules in our country.

Nomination Process:

- Party tickets are given.
- Nomination form is filled.

(iii) Security amount is deposited.

(iv) Nomination papers are scrutinized.

(CBSE Marking Scheme, 2011) 1 + 4 = 5

Commonly Made Error

- Students generally mention the criteria to fulfill the nomination process

Answering Tip

- Nomination process includes imparting party tickets, filling nomination forms, depositing security amount and scrutinizing nomination papers.

**TOPIC-3****What Makes Election in India Democratic?****Revision Notes**

- During the election process, many political parties adopt unfair practices to get votes. No political party can win an election through such unfair practices.
- India has a democratic election system. The election system in India is controlled and governed by an independent and very powerful body called the Election Commission (EC). The EC is headed by the Chief Election Commissioner, who is assisted by several Election Commissioners. The present Election Commissioner is Nasim Zaidi.
- The Election Commission of India performs several functions, starting from the announcement of the elections to the final declaration of the result.
- It drafts and implements the Code of Conduct for elections and takes disciplinary action against parties violating it.
- The Election Commission is authorized to advise the government on decisions affecting the election and control the transfer of government officials. The Election Commission also has the function of controlling the work of government officials on election duty. The Election Commission has the power to order a re-poll in case it finds evidence of unfair practices during polling.
- The people's participation can be measured through the voter turnout on polling day.

Know the Terms

- **Incumbent :** The current holder of a political office.
- **Impersonation :** An electoral malpractice in which a person assumes the identity of another for unlawful purposes is called impersonation.
- **Election Commission :** A parliamentary body constituted to conduct free and fair elections in the country.

**Short Answer Type Questions**

(3 marks each)

Q.1. Mention any three techniques of election campaign. [A] (Board 2011, 2010, Term II, Set F1)

Ans. (i) Posturing: A few days before the actual election day, the election campaign begins with posturing. These posters bear the photograph of the candidate along with that of the national leaders of the party and appear on the walls of the bazaars and streets.

(ii) Meetings: Candidates hold party meetings and corner meetings to get support of various groups of people.

(iii) Processions: Processions are often taken out and large number of trucks, tongas, cycles and scooters are used to carry the people who shout slogans in favour of their candidates.

(iv) Door-to-Door canvassing: This is undertaken by the different candidates and their party men to get the support of the public. (Any three)

(CBSE Marking Scheme, 2011) (1×3=3)

Commonly Made Error

- Students mentioned about the unfair practices taking place during election.

Answering Tip

- Door-to-door canvassing, meetings, processions are major techniques viewed during election campaign.

Q. 2. Mention the role of the Election Commission in the elections. **[A]** (Board 2016, Term II, Set-KVS)

OR

Who appoints the Chief Election Commissioner of India? What powers are exercised by the Election Commission of India?

(Board 2012, Term II, Set 48028)

OR

Describe the role of the Election Commission in holding free and fair elections in India.

(Board 2013, Term II, Set PQ7)

OR

Mention any three powers and functions of the Election Commission of India.

(Board 2012, Term II, Set SS 1013, 48030)

OR

Does the Election Commission of India has power to conduct free and fair elections? Support your answer with three arguments.

(Board 2012, Term II, Set 48012)

Ans. The Chief Election Commissioner is appointed by the President of India.

Powers of the Election Commission :

- Independent and powerful body.
- The Election Commission takes independent decision on all aspects of election.
- The Election Commission has power to implement code of conduct and punish any party who violates it.
- Government officials on election duty, work under its control.
- The Election Commission can order government to follow some guidelines to prevent undue misuse of governmental powers during elections.

(Any three)

(CBSE Marking Scheme, 2016) (1+2=3)

Answering Tip

- Election Commission is an independent powerful body and can also order ruling government to follow guidelines during election time to avoid misuse of power.

Q.3. What are the main functions of the Election Commission of India? **[R]**

(Board 2015, Term II, KVS)

OR

Mention any three powers and functions of the Election Commission of India.

(Board 2012, Term-II, Set SS1013, 48030)

Ans. (i) The Election Commission (EC) has the right to take decisions on every aspect of conduct and controlling of elections.

(ii) It implements the Code of Conduct and punishes violators.

(iii) It prevents misuse of government machinery at the time of elections.

(iv) All government officers on election duty are under the control of the Election Commission.

(Any three)

(CBSE Marking Scheme 2012) 1×3=3

Q. 4. Explain any three challenges faced by the election system in India. (Board 2012, Term II, Set 48036)

Ans. Challenges faced by election system :

- Candidates and parties with money have unfair advantage over smaller parties.
- Candidates with criminal connection push others out of electoral race.
- Some families tend to dominate political parties and distributes tickets to relatives.
- No real choice is given to voters, as major parties are quite similar in policies and practice.
- Small parties and independent candidates have disadvantages as compared to bigger parties.

(Any three) (1×3=3)

**Long Answer Type Questions**

(5 marks each)

Q. 1. Describe some unfair practices that take place during elections? **[A]**

(Board 2015, Term-II, Set YN5A648)

Ans. The unfair practices used during elections are :

- False names are included in the voter list.
- Misuse of government machinery.
- Abuse of money by rich candidates.
- Rigging on the polling day.
- Use of muscle power by the candidates.

(CBSE Marking Scheme 2015) 5

Answering Tip

- The major unfair practices observed during elections are inclusion of false name in the voter list and rigging and abuse of money.

Q. 2. Analyse the trends of the outcomes of elections in India. (Board 2017, Term II, Set ITW2OS8)

Ans. The trends of the outcome of elections in India are given below:

- Rich candidates spend money on buying votes.

- (ii) Candidates having criminal connection often lose elections.
- (iii) The electoral outcomes are accepted as people's verdict by the defeated candidate.
- (iv) Mostly, sitting MLAs and MPs lose elections.
- (v) Ruling party often loose elections due to incumbency.

(CBSE Marking Scheme 2015) (1×5=5)

Q. 3. Do you think educational qualifications should be necessary for the candidate aspiring to stand in elections? Give your views in favour or against it.

[A] (Board 2011, Term II, Set 08/A1)

Ans. (i) Educational qualifications are not relevant to all kind of jobs.

(ii) Relevant qualification for being an MLA or an MP is the ability to understand people's concerns, problems and the way to solve them.

(iii) Putting an educational qualification would go against the spirit of democracy.

(iv) If educational qualification was made compulsory it would mean depriving a majority of the country's citizen to contest elections.

(CBSE Marking Scheme, 2011) 4×1¼=5

? Objective Type Questions

(1 mark each)

(I) Multiple Choice Questions:

Q. 1. Why do we need elections? Give one reason.

- (a) Through elections people come to know about government policies
- (b) Through elections we can choose the party whose policies will guide the government and law making.
- (c) Through elections we can make policies will guide the government and law making.
- (d) Through elections we can make laws.

[U, A]

Ans. (b) Through elections we can choose the party whose policies will guide the government and law making. 1

Q. 2. Who led the 'Nyaya Yudh'?

- (a) Bhimrao Ambedkar
- (b) Chaudhary Devi Lal
- (c) Dr. Rajendra Prasad
- (d) Motilal Nehru

[R]

Ans. (b) Chaudhary Devi Lal 1

Q. 3. What was the promise Chaudhary Devi Lal made to the farmers and small businessmen?

- (a) Land for cultivation
- (b) Provide loans without any rate of interest
- (c) Waive the loans of farmers and small businessmen
- (d) Free land for women

[R]

Ans. (c) Waive the loans of farmers and small businessmen. 1

Q. 4. How are candidates elected in India?

- (a) By face value
- (b) One who is financially strong
- (c) One who secures the highest number of votes
- (d) Both (a) and (c)

[U, A, E]

Ans. (c) One who secures the highest number of votes. 1

[AI] Q. 5. For voting, the voter has to show which identity proof?

- (a) Aadhar Card
- (b) Passport
- (c) EPIC (Election Photo Identity Card)
- (d) Driver's license

[U, R, A]

Ans. (c) EPIC (Election Photo Identity Card) 1

Q. 6. What is the use of electronic voting machines?

- (a) To record the votes of people
- (b) To show the power of technology
- (c) To ensure absolute voting
- (d) To get on the spot voting results.

[E, U, A]

Ans. (a) To record the votes of people 1

Q. 7. What is an election manifesto?

- (a) A pamphlet showing party manifesto
- (b) A pamphlet appealing people to vote
- (c) A pamphlet issued by a political party that tells people about its programmes and policies.
- (d) A pamphlet issued by a political party mentioning the names of its leaders.

[U, A, An]

Ans. (c) The pamphlet issued by a political party that tells people about its programmes and policies. 1

Q. 8. What is the tenure of the Lok Sabha or Vidhan Sabha?

- (a) 1 year
- (b) 2 years
- (c) 3 years
- (d) 5 years

[R]

Ans. (d) 5 years 1

Q. 9. Which state has the largest Vidhan Sabha in the country?

- (a) Himachal Pradesh
- (b) Uttar Pradesh
- (c) Madhya Pradesh
- (d) Rajasthan

[R]

Ans. (b) Uttar Pradesh. 1

Q. 10. Into how many constituencies is the country divided for Lok Sabha elections?

- (a) 541
- (b) 543
- (c) 451
- (d) 435

[R]

Ans. (b) 543 1

Q. 11. Who implements the Code of Conduct?

- (a) The Election Commission
 (b) General Public
 (c) Prime Minister
 (d) Supreme Court

U, A

Ans. (a) The Election Commission. 1

Q. 12. Who appoints the Chief Election Commissioner in India?

- (a) The Election Commission
 (b) The President of India
 (c) Supreme Court
 (d) High Court

U, R

Ans. (b) The President of India. 1

(II) State whether True or False:

- (a) The process of elections in democratic countries is similar to that of nondemocratic countries.
 (b) In India, Lok Sabha elections are carried after every eight years.
 (c) All political parties need to follow a Code of Conduct set up by the Election Commission of India.
 (d) India has a democratic election system.
 (e) The people's participation can be measured through the voter turnout on polling day.

Ans. (a) False, (b) False, (c) True, (d) True, (e) True

(III) Fill in the blanks:

- (a) Voter's list is also known as _____.
 (b) The process by which a candidate tries to persuade the voter to vote for him is called as _____.
 (c) _____ is a document published by every political party before elections containing the policies and programmes of that

party.

(d) Elections held after the term of 5 years of Lok Sabha are called _____.



(e) The voters are required to carry _____ when they go out to vote.

Ans. (a) Electoral list, (b) Campaigning, (c) Election Manifesto, (d) General Elections, (e) Election photo identity Card

(IV) Match the following:

Column-I		Column-II	
(a)	Election Commission of India	(i)	Constituency
(b)	EVM	(ii)	Norms and guidelines to be followed by political parties
(c)	A particular area from where voters elect a representative to the Lok Sabha/ Vidhan Sabha.	(iii)	5 years
(d)	Tenure of Lok Sabha	(iv)	Electronic machine used for casting the vote
(e)	Code of conduct	(v)	Announcement of the elections

Ans. (a)-(v); (b)-(iv); (c)-(i); (d)-(iii); (e)-(ii)

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