

# SOCIAL SCIENCE

Standard

X

Question Pool



Government of Kerala  
Department of Education

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SCERT Kerala

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## *Preface*

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Learning and evaluation must go hand in hand to understand and enhance progress in learning. It will help to recognize how much progress has been made in conceptualisation, to what extent one has been able to acquire various skills and also to identify the fields one has special aptitude for. Continuous evaluation carried out along with learning activities play a very important role in this. The term evaluation helps in testing and ascertaining the learning outcomes at the end of each stage. This book offers guidance in this direction.

Lessons in each unit of class 10 have learning activities based on knowledge construction incorporated in them in the form of questions. Evaluation indicators and scores are also provided there in, to assess the skills acquired at each stage by the learner. In addition to all these, it is hoped that teachers would endeavour to present more class room activities to instill self confidence in the learners. Let this book show the path for effective learning.

**Dr. J. Prasad**  
Director, SCERT Kerala

# *Content*

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Question Pool

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## **Part B**

Question Papers

# **SOCIAL SCIENCE - I**

SCERT Kerala

## REVOLUTIONS THAT INFLUENCED THE WORLD

### 1. Learning Outcome

- Analyses the background of the American War of Independence.
- ❓ Explain, how did the Mercantilist Laws implemented by Britain in the American colonies become a cause for the American War of Independence.

Score : 6 Time : 10 Minutes

#### ■ Scoring Indicators

- Restrictions on the cargo ships
- Control over export
- Stamp duty
- Colonies should support the British troops
- Import duty

### 2. Learning Outcome

- Analyses the background of the American War of Independence.
- Evaluates the importance of the American War of independence in world history.
- ❓ Arrange the following in chronological order.
- Second Continental Congress
- Paris Treaty
- First Continental Congress
- Declaration of Independence

Score : 4 Time : 6 Minutes

#### ■ Scoring Indicators

- First Continental Congress
- Second Continental Congress
- Declaration of Independence
- Paris Treaty

### 3. Learning Outcome

- Analyses the background of the French Revolution
- ❓ Complete the following table

Farmers	Clergy	Nobles
?	First Estate	?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Farmers - Third Estate
- Nobles - Second Estate

#### 4. Learning Outcome

- Analyses the background of the French Revolution
- ② Explain, how various thinkers and ideologies paved the way for the French Revolution.

Score : 6, Time : 10 Minutes

##### ■ Scoring Indicators

- Ideologies of Voltaire, Rousseau, Montesquieu
- Physiocrats
- Philosophes

#### 5. Learning Outcome

- Analyses the background of the French Revolution
- ② ‘The inequalities and exploitation suffered by the Third estate was the basic reason for the French Revolution.’ Substantiate this statement.

Score : 4, Time : 8 Minutes

##### ■ Scoring Indicators

- No right in administration
- Paid land tax to the government
- Low social status
- Paid taxes to the clergy and nobles.

#### 6. Learning Outcome

- Analyses the background of the French Revolution
- Lists out the different stages of the French revolution
- ② Evaluate the significance of the 'Tennis Court Oath' in the history of France.

Score : 2, Time : 5 Minutes

##### ■ Scoring Indicators

- Became the National Assembly and prepared the constitution

#### 7. Learning Outcome

- Analyses the background of the French Revolution
- Analyses the background of the American War of Independence.
- ② Match the following

A	B
Thomas Paine	Bourbon rule
Thomas Jefferson	Encyclopaedia
Louis XVI	Common Sense
Philosophes	Declaration of Independence

Score : 4, Time : 6 Minutes

##### ■ Scoring Indicators

- Thomas Paine                      Common Sense
- Thomas Jefferson                Declaration of Independence
- Louis XVI                            Bourbon rule
- Philosophes                         Encyclopaedia

## 8. Learning Outcome

- Evaluates the impact of the French revolution.
- ?** Explain, how the French revolution influenced the later history of the world.  
Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- Stimulated the later revolutions of the world
- Paved the way for the end of feudal system in Europe
- People's sovereignty
- Emergence of Nationalism
- Growth of the middle class
- Threatened autocracy

## 9. Learning Outcome

- Evaluates the impact of French revolution.
- Explains the reforms of Napoleon
- ?** Evaluate how French revolution influenced the reforms of Napoleon.  
Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Farmers were made owners of the land
- Began sinking fund
- Constructed roads
- Control over clergy
- Bank of France was established
- New code of law was implemented

## 10. Learning Outcome

- Analyses the background and importance of the Latin American National movement
- ?** How did the exploitation and discrimination of the people of Latin America lead to revolution.  
Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- Exploitation and discrimination in language, religion, customs, architecture, education, agriculture.
- Looting of wealth, control of trade, slavery.

## 11. Learning Outcome

- Analyses the background and importance of the Latin American National movement
- Analyses the factors that led to the Russian revolution
- Explains the different stages of the Chinese revolution.
- ?** Identify the correlation between the two items in section A and similarly complete section B

- |      |    |                    |   |                           |
|------|----|--------------------|---|---------------------------|
| i.   | a. | Simon Bolivar      | : | Latin American revolution |
|      | b. | Maxim Gorky        | : | -----                     |
| ii.  | a. | Dr. Sun Yat Sen    | : | Chinese revolution        |
|      | b. | Jose De San Martin | : | -----                     |
| iii. | a. | Dr. Sun Yat Sen    | : | Kuomintang republic       |
|      | b. | -----              | : | Long March                |
| iv.  | a. | Yanan              | : | China                     |
|      | b. | Petrograd          | : | -----                     |

Score : 4, Time : 6 Minutes



### ■ Scoring Indicators

- i. Russian revolution
- ii. Latin American revolution
- iii. Mao Zedong
- iv. Russia

## 12. Learning Outcome

- Analyses the factors that led to the Russian Revolution
- ?** Why the Bolsheviks under the leadership of Lenin did not approve the provincial government?

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Power should be handed over to the Soviets
- They propagated that only Proletarian's government can eradicate economic backwardness and inequality
- Withdraw from the First World War
- Factories should be made public property
- Land should be distributed among farmers

## 13. Learning Outcome

- Explains the different stages of the Chinese revolution.
- ?** Explain the significance of the October revolution in the history of Russia.

Score : 4, Time : 5 Minutes

### ■ Scoring Indicators

- Land was distributed to the farmers
- Public ownership
- Withdrew from the First World War
- Became a super power
- Soviet Union

## 14. Learning Outcome

- Explains the different stages of Chinese revolution.
- ?** Why is Boxer rebellion considered as anti- colonial struggle of the people of China?

Score : 2, Time : 5 Minutes

### ■ Scoring Indicators

- Rebellion against foreign dominance and the Manchu dynasty- Boxers

## 15. Learning Outcome

- Explains the different stages of the Chinese revolution.
- ?** Explain the role played by Mao Zedong in making China a People's Republic.

Score : 4, Time : 6 Minutes

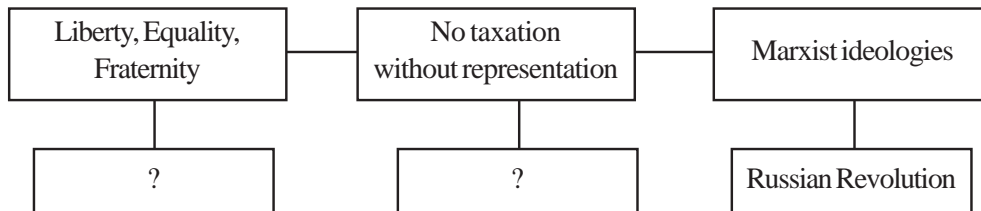
### ■ Scoring Indicators

- Communist policies - Protest against the autocracy of Chiang - Kai-Shek . Long march - Red volunteers - People 's Republic.

## 16. Learning Outcome

- Analyses the background of the American War of Independence.
- Analyses the background of the French Revolution
- Analyse the factors that led to the Russian Revolution

**?** Complete the following table.



Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- French Revolution
- American War of Independence

## 17. Learning Outcome

- Analyses the background of the French Revolution

**?** "Liberty, equality and fraternity were the ideas given by the French Revolution to the world". Evaluate this statement on the basis of the changes that occurred in the administrative structure of France.

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- Uniform system of administration in France.
- Church was brought under the control of the state.
- Equal taxation over all sections of people.
- Abolished the special privileges enjoyed by the nobility.
- End of Feudalism.

## 18. Learning Outcome

- Analyses the background of the French Revolution
- Lists out the different stages of the French Revolution

**?** Analyse the circumstances which led to the transition of the Third estate of the French parliament called 'Commons' into National Assembly.

Score : 3, Time : 4 Minutes

### ■ Scoring Indicators

- The status of one vote for each estate was against the interests of the 'Commons'.
- The commons wanted one vote for each person instead of one vote for each estate.
- It was opposed by other two estates.
- The commons declared themselves as the National Assembly of France and assembled in the nearby tennis court.

## 19. Learning Outcome

- Lists out the different stages of the French Revolution.
- Explains the reforms of Napoleon.



Write the following events in chronological order.

- The army of Napoleon was defeated at Waterloo.
- The French people captured and demolished the Bastille prison, the symbol of Bourbon monarchy.
- France was declared a republic.
- Napoleon Bonaparte captured power.

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- The French people captured and demolished the Bastille prison, the symbol of Bourbon monarchy.
- France was declared a republic.
- Napoleon Bonaparte captured power.
- The army of Napoleon was defeated at Waterloo.

### 20. Learning Outcome

- Analyses the background of the French Revolution



What was the social background that forced the Third estate to struggle against the First and Second estates of the French Society?

Score : 3, Time : 6 Minutes

#### ■ Scoring Indicators

- The nobility lived by exploiting the peasants.
- The King, nobles and clergy occupied majority of the cultivable land.
- The luxurious life led by higher priests.

### 21. Learning Outcome

- Analyses the background of the French Revolution



Evaluate the economic background that influenced the French Revolution.

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- The rulers of France who occupied all powers were extravagant and pleasure seeking.
- Louis XVI summoned the French parliament Estate General in 1789 to overcome the economic crisis.

### 22. Learning Outcome

- Explains the reforms of Napoleon



What were the changes brought about in the social, economic and political fields of France during the time of Napoleon?

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- Clergy became under the control of the state.
- Farmers were made the owners of land.
- Bank of France was established to centralise finance.
- A new code of law was prepared by codifying the existing laws.

## WORLD IN THE TWENTIETH CENTURY

### 1. Learning Outcome

- Understands the different phases of development of imperialism.

**?** What are the consequences of industrial revolution which began in England in the eighteenth century

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- Capitalists invested in factories.
- Capitalists increased production
- This made increase in profit
- Production and distribution were controlled by private individuals with the aim to increase profit.
- The advent of large scale industries enhanced capital investments
- Over production forced them to search for foreign markets.
- Asian and African nations were exploited by using political power and military forces.

### 2. Learning Outcome

- Understands the different phases of development of imperialism.

**?** What were the circumstances that led to the supremacy of Europeans in Asian and African nations?

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- Capital investment in factories.
- Capitalists increased production.
- This made increase in production.
- Production and distribution were controlled by private individuals with the aim to increase profit.
- The advent of large scale industries enhanced capital investment.
- Over production forced them to search for world markets.
- Using political power and military forces Asian and African nations were exploited.

### 3. Learning Outcome

- Understands the different phases of development of imperialism.

**?** What are the factors that forced the capitalist countries to begin production in their colonies in Asia and Africa.

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- Cheap labour
- Availability of raw materials.
- Low cost as a result of manufacturing and selling goods in colonies.

### 4. Learning Outcome

- Understands the different phases of development of imperialism.

**?** How did imperialism affect the colonial countries.

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- Traditional economic system of the colonies were destroyed.
- Administrative and judicial system were replaced.
- Forced to cultivate cash crops instead of food crops.
- Indigenous art, literature, language, culture and education system were destroyed.
- Poverty and unemployment increased.
- Natural resources were exploited.

### 5. Learning Outcome

- Understands the different phases of developments of imperialism.

**?** How did imperialist forces implement exploitative policies in the colonies?

Score : 3, Time : 4 Minutes

#### ■ Scoring Indicators

- By using legal system, military force, administrative measures etc.

### 6. Learning Outcome

- Analyses the factors that led to the First World War.

**?** Which were the movements formed in connection with aggressive nationalism?

Score : 3, Time : 4 Minutes

#### ■ Scoring Indicators

- Pan Slav movement, Pan - German movement, Revenge movement
- To unite the Slav people of Serbia, Bulgaria, Greece etc. in Eastern Europe was the objectives of Pan Slav movement.
- To unite the Teutonic people in central Europe and Balkan provinces was the objective of Pan German movement.
- The objective of Revenge movement in France was to conquer Alsace-Lorraine which was under the control of Germany.

## 7. Learning Outcome

- Analyses the factors that led to the First World War

**?** How did the imperialist crises cause the First World War. Explain.

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

#### Moroccan Crisis

- A secret treaty was signed between Britain and France in 1904 in which Britain accepted the French supremacy in Morocco.
- Germany did not approve it.
- Germany sent battleships to Morocco.
- The problem was solved by giving some parts of French Congo to Germany.

#### Balkan Crisis

- Balkan was a part of the Ottoman empire.
- In 1912, Balkan League defeated Turkey.
- Difference of opinion among Balkan countries started in sharing the benefits of the war.

## 8. Learning Outcome

- Explains the effects of the First World War.

**?** Analyse the results of the First World War.

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- Millions of people lost their lives.
- Economic dominance of Europe diminished.
- Poverty, unemployment and inflation increased.
- Agriculture, industry and communication systems were destroyed.
- In a bid to bring about peace in the world, the League of Nations was formed.

## 9. Learning Outcome

- Explains the effects of the First World War.

**?** What were the consequences of the First World War in Europe?

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- As Europe was the focal point of war, it had to bear the major brunt.
- Economically and politically, the European nations suffered set backs.
- Ruling dynasties in Europe, lost power. (Hohenzollern in Germany, Habsburg in Austria - Romanov in Russia)

### 10. Learning Outcome

- Explains the effects of the First World War.

**?** America was not affected by the hazards of the First World War. Substantiate the statement.

Score : 3, Time : 6 Minutes

#### ■ Scoring Indicators

- War did not take place in the USA
- European nations which were destroyed in war took large scale loans from the USA.
- American dollar overtook British pound on the basis of foreign exchange holding.

### 11. Learning Outcome

- Describes how the rise of new power blocs led to the cold war.

**?** Name of the leaders who gave leadership to the Non-Aligned Movement are given below. Name the countries they represent?

Jawaharlal Nehru, Marshal Tito, Ahmed Sukarno, Gamal Abdul Nasser

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Jawaharlal Nehru - India
- Gamal Abdul Nasser - Egypt
- Marshal Tito - Yugoslavia
- Ahmed Sukarno - Indonesia

### 12. Learning Outcome

- Describes how the rise of new power blocs led to the cold war.

**?** Write a note on Non-Aligned movement.

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- Movement formed after the Second World War
- It was a unity of nations which did not become part of capitalist or socialist bloc.
- NAM was formed in the conference held at Bandung in Indonesia in 1955.
- First conference was held at Belgrade in 1961.

### 13. Learning Outcome

- Describes how the rise of new power blocs led to the cold war.

**?** What do you mean by Balfour declaration. Explain.

Score : 2, Time : 4 Minutes

#### ■ Scoring Indicators

- Jews helped Britain in the First World War. As a reward for this the British foreign secretary Arthur Balfour declared the establishment of a Jewish nation including palestine in West Asia. This is known as Balfour declaration

#### 14. Learning Outcome

- Describes how the rise of new power blocs led to the cold war.

**?** Which was the agreement recognised by Israel with the mediation of America in 1993 to liberate Palestine.

Score : 1, Time : 1 Minutes

##### ■ Scoring Indicators

- Oslo pact

#### 15. Learning Outcome

- Describes how the rise of new power blocs led to the cold war.

**?** What were the aims of Zionist movement and the PLO?

Score : 3, Time : 4 Minutes

##### ■ Scoring Indicators

- Objective of the Zionist movement was to form a nation for the Jews.
- But the objective of the PLO was to establish a nation for the people of Palestine.

#### 16. Learning Outcome

- Examines the changes that the disintegration of Soviet Union brought in the world.

**?** Evaluate the causes for the disintegration of Soviet Union.

Score : 3, Time : 4 Minutes

##### ■ Scoring Indicators

- Deviation from the basic principles of socialism.
- Over importance to defence.
- Regulation on freedom of expression and opinion
- Corruption and inefficiency of the bureaucracy.
- The administrative reforms of Mikhail Gorbachev.

#### 17. Learning Outcome

- Examines the changes that the disintegration of Soviet Union brought about in the world.

**?** What were the changes brought about by the disintegration of Soviet Union in the international level?

Score : 3, Time : 4 Minutes

##### ■ Scoring Indicators

- Marked the end of coldwar.
- Bipolar world destroyed
- Unipolar world emerged
- America became a supreme power

#### 18. Learning Outcome

- Analyses America's dominance in the present world.

**?** What are the strategies adopted by America to retain its dominance over the world?

Score : 3, Time : 5 Minutes



### ■ Scoring Indicators

- By utilising international agencies America provided financial and military aids to countries of the world.
- Extended military alliances
- Overthrew the governments disliked by America
- Media were used to promote America's vested interests.

### 19. Learning Outcome

- Finds out how the neo-imperialism is affecting nations including India.

**?** How did the competition of multinational companies affect the developing countries?

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- They tried to occupy the wealth of third world countries.
- A new consumer culture developed.
- Developing nations became the markets of the multinational companies.
- Indigenous economy collapsed.

### 20. Learning Outcome

- Finds out how the neo-imperialism is affecting nations including India.

**?** Liberalisation, privatisation and globalisation are the concepts of neo imperialism. Substantiate the statement.

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- Globalisation  
Protects the interests of multinational companies.  
Connected nation's economic system with global economic system.  
Trans-border flow of products, raw materials, capital, latest technology and human resources facilitated.
- Liberalisation  
Adoption of liberal regulation to facilitate the import of multinational products and capital.
- Privatisation  
Privatisation of public sector institutions to promote private sector.

### 21. Learning Outcome

- Finds out how the neo-imperialism is affecting nations including India.

**?** Name the international organisations formulating the policies of globalisation.

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- World Bank, International Monetary Found, World Trade Organisation.

## 22. Learning Outcome

- Finds out how the neo imperialism is affecting nations including India.

**?** Explain how globalisation adversely affected the developing countries.

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- Led to the destruction of indigenous culture.
- The intervention of multinational companies over the concept of nation state.
- Price of agriculture products plunged
- Natural resources were looted
- Government withdrew from social service sector.

## 23. Learning Outcome

- Analyses the effects of the First World War.

**?** The treaty of Versailles was a one sided treaty. Substantiate the statement by analysing the provisions of the treaty.

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- German colonies were divided among allied powers.
- Germany was forced to pay a huge amount as war indemnity
- The allies occupied the rich mines.
- The war guilt was imposed on Germany and she was disarmed.

## 24. Learning Outcome

- Recognises how America became the new economic and political power.

**?** Analyse the results of the economic depression which affected the world in 1929?

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- People who became pauper as a result of the war, could not purchase commodities.
- Goods were kept unsold in factories.
- European nations failed to repay their debts to the USA.
- Banks collapsed.
- Inflation became uncontrollable.
- Acute unemployment and poverty.

## 25. Learning Outcome

- Explains how Fascism and Nazism became threats to the world.

**?** Economic destruction, rivalry against the victors, aimlessness etc. were the factors that helped the growth of Fascism. Analyse the features of Fascism based on this statement.

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- Antagonism to democracy, glorifying the nation, justifying war, deifying the past, military dictatorship, opposition to socialism, adoring the purity of race, diffusion of aggressive nationalism, indoctrination of ideologies through arts, literature and education, annihilation of political rivals.

## 26. Learning Outcome

- Explains how Fascism and Nazism became threats to the world.

**?** Analyse the circumstances that led the Fascist party into power in Italy.

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- Italy got nothing though she was one among the victors of the First World War.
- Destruction of industries, unemployment, increase in tax, inflation etc.
- Fear of nation moving to socialist revolution.

## 27. Learning Outcome

- Explains how Fascism and Nazism became threats to the world.

**?** Italy's imperialist ambition led the nations of the world to the another world war. Substantiate the statement by evaluating the administration of Mussolini.

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- Adopted violence.
- Socialists and leaders of peasants and workers were proclaimed as enemies of the nation.
- Those who opposed the fascist party were executed.
- Aimed to restore Roman empire.
- By using his military force, the 'Blackshirts', he executed enemies.
- Conquered nations like Ethiopia and Albania.

## 28. Learning Outcome

- Explains how Fascism and Nazism became threats to the world.

**?** What are the factors that helped Hitler to become the ruler of Germany?

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- Treaty of Versailles imposed by the victorious allies on Germany after the First World War.
- Economic crisis and inflation.
- Failure of German governments and the political uncertainty.

## 29. Learning Outcome

- Explains how Fascism and Nazism became threats to the world.

**?** Nazism was the German version of Fascism. Substantiate.

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- Major enemies of Nazism like socialists, communists, Jews and democrats were executed.
- Jews were declared as enemies of Germany.
- Jews were massacred in concentration camps.
- For executing enemies they formed military force 'Brownshirts' and secret police troop - 'Gestapo'
- They argued for the Aryan racial supremacy.
- All the political parties except Nazi party were banned.
- Military service was made compulsory.
- Spread of ideas.

## 30. Learning Outcome

- Find out the causes of the Second World War.

**?** Differentiate and list out the following countries into Axis powers and Allied powers.

England, China, Germany, France, Italy, Japan

Score : 3, Time : 4 Minutes

### ■ Scoring Indicators

Axis Powers	Allied Powers
Germany	England
Italy	France
Japan	China

## 31. Learning Outcome

- Analyses the effects of the Second World War.

**?** The Second World War had left far reaching consequences for the human beings. Evaluate the validity of the statement.

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- Millions of people died.
- Economic system of European countries was destroyed.
- European dominance in the world diminished.
- Freedom movements in Asia and Africa intensified.
- America and Soviet Union emerged as global powers.
- To maintain world peace, the United Nations Organisation was formed.

### 32. Learning Outcome

- Analyses the effects of the Second World War.

**?** What are the important aims of the United Nations Organisation?

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- To save the succeeding generations from the scourge of war.
- To protect international treaties and laws.
- To consolidate activities for the development of the nations of the world.

### 33. Learning Outcome

- Analyses the effects of the Second World War.

**?** Analyse the causes of decolonisation.

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- Supremacy of imperialist countries was questioned.
- Freedom movements strengthened in colonies.
- Super powers like USA and USSR supported freedom movements in colonies.

### 34. Learning Outcome

- Describes how the rise of new power blocs led to the cold war.

**?** What do you mean by cold war? What was its base?

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Enmity based on ideological conflict and diplomatic confrontation between two power blocs was called the cold war.
- Ideological conflict and political mistrust

### 35. Learning Outcome

- Analyses the factors that led to the First World War.

**?** Why is the First World War called as an imperialist war? Explain.

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- Crises as part of exploiting wealth by conquering colonies.

### 36. Learning Outcome

- Explains how Fascism and Nazism became threats to the world.

**?** There were certain similarities between the ideologies put forward by Fascism and Nazism. Substantiate the statement.

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- Hero worship, racism, glorification of the past, war mania, opposition to democracy and socialism.

### 37. Learning Outcome

- Analyses the factors that led to the First World War.

**?** What was the reason for the Moroccan crisis? How was it solved?

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- Germany opposed the claim of France over Morocco.
- Morocco was given to France.
- France allowed Britain to interfere in Egypt.
- A part of French Congo was given to Germany.

### 38. Learning Outcome

- Analyses the factors that led to the first world war.

**?** Names of certain countries who participated in the First World War are given below. List out them into Allied powers and Central powers.

Russia, Turkey, France, Bulgaria, Germany, Serbia, Britain, Austria.

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

Allied Powers	Central Powers
Britain	Germany
France	Austria
Russia	Turkey
Serbia	Bulgaria

### 39. Learning Outcome

- Analyses the factors that led to the First World War.

**?** Elucidate the circumstances that led to the formation of military alliances among imperialist nations.

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- Balkan crisis, Moroccan crisis and construction of the Baghdad rail by Germany created conflict among imperialist nations and eventually led to the formation of military alliances. This created suspicion and fear among two groups.

### 40 Learning Outcome

- Examines the changes that the disintegration of Soviet Union brought in the world.
- ?** The reforms of Gorbachev intensified the disintegration of Soviet Union. Evaluate the statement.

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- a) Deviation from the basic principles of socialism.
- b) The reforms of Gorbachev led to capitalism.
- c) Internal problems.
- d) Corruption in administration.

### 41 Learning Outcome

- Identifies that Non-alignment was established in lieu of the power blocs.
- ?** The Non-Aligned Movement has relevance today even though there are no power blocs.
- 1) What were the circumstances that led to formation of the Non-Aligned Movement?
  - 2) Who were its leaders?
  - 3) What does the non-alignment aim?

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

1. When the world was divided into two blocs, the newly independent nations wanted to stay independent without aligning to any bloc.
2. Nehru, Tito, Nasser, Sukarno
3. Active interference in international issues.

### 42 Learning Outcome

- Identifies that Non-alignment was established in lieu of the power blocs.
- ?** Evaluate the circumstances after the Second World War which led to the formation of the Non-Aligned Movement.

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- World was divided into two power blocs under the USA and the USSR. Newly independent nations wanted to stay remain free. In this circumstances the NAM was formed in the Bandung conference held in 1955 in Indonesia.

## PUBLIC ADMINISTRATION

### 1. Learning Outcome

- Describes the importance of public administration.

**?** Pick out any two public administration institutions and write about their functions.

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

Institution	Functions
a. Krishi Bhavan	Promotes agriculture
b. Police Station	Maintains law and order
c. Primary health centre	Provides treatment for illness

### 2. Learning Outcome

- Describes the importance of public administration.

**?** What are the differences found in the public administration under monarchy and democracy?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- In monarchy, the interest of the monarch is the basis of public administration.
- In democracy importance is given to the interests of the people.

### 3. Learning Outcome

- Describes the importance of public administration.

**?** Explain the importance of public administration.

Score : 4, Time : 3 Minutes

#### ■ Scoring Indicators

- Ensures welfare of people
- Formulates government policies
- Provides goods and services
- Finds out solution for public grievances

### 4. Learning Outcome

- Evaluates the features of bureaucracy

**?** Explain the importance of bureaucracy in public administration.

Score : 3, Time : 4 Minutes

#### ■ Scoring Indicators

- Makes the public administration system dynamic.
- Services of the government made accessible to the people
- Performs the day-to-day administration of the country.



### 5. Learning Outcome

- Explains the structure and features of bureaucracy.

**?** What is meant by hierarchical organisation and permanance of bureaucracy.

Score : 2, Time : 4 Minutes

#### ■ Scoring Indicators

- Organization made up of one employee at the top and more towards the bottom.
- Persons once appointed as employee will continue in service till the age of retirement. This is permanancy.

### 6. Learning Outcome

- Explains the structure and functions of bureaucracy.

**?** Prepare a note on civil service in India.

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

Hints

- All India service
- Central service
- State service

Explain hints

### 7. Learning Outcome

- Explain the structure and features of bureaucracy.

**?** Why PSC and UPSC are called as constitutional institutions?

Score : 1, Time : 2 Minutes

#### ■ Scoring Indicators

- UPSC and PSC are constituted on the basis of constitutional provisions. So they are called as constitutional institutions.

### 8. Learning Outcome

- Explain the structure and features of bureauracy

**?** Find out the factors that adversely affect the efficiency of public administration.

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- Inefficiency of bureauracy
- Corruption
- Shortage of employees

### 9. Learning Outcome

- Evaluates the role of e-governance in providing government services.

**?** Write a brief note on e-Governance implemented as part of administrative reforms?

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- e-Governance
- e-Governance is the use of electronic technology in administration
- This helps people to obtain governement services quickly and easily

- Information technology is used in the field of public service
- Government service is made available less expensively

### 10. Learning Outcome

- Utilizes the possibilities of Right to Information Act.

**?** A road constructed before six months in your place is damaged now. You became aware that there is some corruption, Prepare an application under Right to Information Act addressing panchayat secretary to get the details of it.

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- To Prepare an application under the RTI Act.

### 11. Learning Outcome

- Utilizes the possibilities of Right to Information Act.

**?** What are the benefits attained by society as a result of formulation of the Right to Information Act.

Score : 3, Time : 4 Minutes

#### ■ Scoring Indicators

- Controlled corruption
- Increased the responsibility of bureaucrats
- Functioning of government became transparent

### 12. Learning Outcome

- Utilizes the possibilities of Right to Information Act.

**?** Explain the structure of Information Commission?

Score : 2, Time : 3 Minutes

#### ■ Scoring Indicators

- Central Information Commission
- Chief Information Commissioner and not more than ten members.
- State Information Commission

### 13. Learning Outcome

- Evaluates the scope of Right to Service Act.

**?** How the Right to Service Act is helpful to people?

Score : 4, Time : 5 Minutes

#### ■ Scoring Indicators

- Ensures government services to people
- Gets service within time limit
- Employee should pay fine incase of delay
- Appoints an officer in charge as per Right to Service Act in all offices to give service.

### 14. Learning Outcome

- Evaluates the existing systems in the country for preventing corruption.

**?** Differentiate the functioning of Lokpal and Lokayuktha?

Score : 3, Time : 4 Minutes

■ **Scoring Indicators**

**Lokpal**

- Institution constituted to prevent corruption charges at national level
- Has the power to register cases of corruption against employees and public workers.

**Lokayuktha**

- Constituted at state level to hear corruption cases.
- Follow Judicial procedurs

**15. Learning Outcome**

- Evaluates the systems constituted in the country for preventing corruption in various fields.

❓ From the following select the statement appropriate to central vigilance commission and state vigilance commission?

- Enquires about corruption in state government offices.
- Institution to prevent corruption at national level.

Score : 2, Time : 3 Minutes

■ **Scoring Indicators**

- State vigilance commission
- Central vigilance commission

**16. Learning Outcome**

- Evaluates the systems constituted in the country for preventing corruption in various fields.

❓ How the functioning of Ombudsman helps the public to prevent corruption.

Score : 3, Time : 4 Minutes

■ **Scoring Indicators**

- Complaints against corruption among elected representatives and bureau crats can be filed in Ombudsman.
- People can directly approach Ombudsman to give complaints.
- Ombudsman can enquire into such complaints and recommend actions.

**17. Learning Outcome**

- Explain the structure and features of bureaucracy

❓ Compare and list the different levels of civil services in India.

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- All India Service
- Central Service
- State Service

**18. Learning Outcome**

- Evaluates the esisting systems constituted in the country for preventing corruption in various fields.

❓ What is considered as corruption by modern society?

Score : 3, Time : 4 Minutes

■ **Scoring Indicators**

- Delayed service, denial of right to service is corruption.
- Making service as a favour

## BRITISH EXPLOITATION AND RESISTANCE

### 1. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** What were the revenue systems implemented by the British in various parts of India?

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- Permanent land revenue settlement, Ryotwari system, Mahalwari system.

### 2. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** Revenue systems implemented by the British broke the back bone of the Indian farmers. Evaluate the statement based on Permanent land revenue settlement implemented by the British.

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- In this system the tax was collected by the zamindar.
- Right to collect tax from the land and its ownership was also vested on zamindar.
- The zamindars became the owners of land, the actual farmers became tenants.
- 60% of production was given as tax.
- Tax was to be paid in cash before the cut-off date.

### 3. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** What was the major difference of the Ryotwari system from the Permanent land revenue settlement?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- In Ryotwari system, the land revenue was collected directly from the farmers. Ownership of land was vested with the farmers.

#### 4. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** How did the Mahalwari system differ from Ryotwari system.

Score : 2, Time : 3 Minutes

##### ■ Scoring Indicators

- In the Mahalwari system village headmen collected tax.
- Village was considered as a single unit for tax collection.

#### 5. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** Although there are certain differences in the ownership of land and the collection of land revenue, certain similarities can also be found in the land revenue system implemented by the British. Substantiate.

Score : 2, Time : 3 Minutes

##### ■ Scoring Indicators

- Tax has to be paid in cash
- Tax was very high.

#### 6. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** Evaluate how the revenue system implemented by the British adversely affected the agricultural sector.

Score : 3, Time : 5 Minutes

##### ■ Scoring Indicators

- Tax was to be paid in cash. So often peasants had to take loans from money lenders at a high rate of interest. Farmers got money from money lenders by mortgaging land. Moneylenders seized the mortgaged agricultural land of farmers, who couldn't repay the loan.

#### 7. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** Evaluate the circumstances that forced Indian farmers to cultivate cash crops.

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- High rate of tax
- Tax had to be paid in cash before the dead line.
- To meet this situation they cultivated products having higher market price.

### 8. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** What was the name of the revenue system implemented by the British in the regions of Bengal, Bihar and Orissa?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Permanent land revenue settlement.

### 9. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** What was the name of the revenue system implemented by the British in South India?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Ryotwari system

### 10. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** What was the name of the revenue system implemented by the British in the North western region.

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Mahalwari system

### 11. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** Revenue systems implemented by the British in India and its features are given below in table. Arrange them in proper order.

Revenue Systems		Features
1.	Permanent settlement	a. Village headman collected the tax
2.	Ryotwari system	b. Zamindars collected the tax
3.	Mahalwari system	c. Tax was collected directly

Score : 3, Time : 4 Minutes

### ■ Scoring Indicators

- 1 - b, 2 - c, 3 - a

## 12. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** Certain commercial crops cultivated in India and its important centres of cultivation are given in table below. Arrange them in correct order.

	Crops	Region
1.	Indigo	a. Assam, Kerala
2.	Cotton	b. Uttar Pradesh
3.	Tea	c. Bengal, Bihar
4.	Wheat	d. Bengal
5.	Jute	e. Maharashtra, Punjab
6.	Sugar cane	f. Punjab

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

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

## 13. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** What was the strategy used by the British to force Indian farmers to cultivate indigo?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Indigo farmers were given money in advance.

## 14. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** Analyse the factors that led to the miseries of Indigo farmers in India.

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- With the Industrial revolution textile industry gathered momentum in England. The demand for indigo increased. British merchants were ready to give money in advance to farmers in order to encourage the cultivation of Indigo. Farmers succumbed to the temptation of the British and were liable to plant indigo in a fixed portion of the land. So the land used for the cultivation of food crops had to be set a part for indigo plantations. But in the harvest season, the farmers received only a lower price for indigo. With the invention of artificial indigo, demand for natural indigo reduced. This made the plight of the farmers more miserable for they had used much of their land for indigo cultivation.

### 15. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** Why is the peasant revolts in the British Malabar region considered as Mappila revolt?

Score : 1, Time : 2 Minutes

#### ■ Scoring Indicators

- Most of the tenants in Malabar were Mappilas (Muslims in Malabar). So peasant revolts in Malabar were known as Mappila revolt.

### 16. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** Which was the commission appointed by the British government to study recurring peasant revolts in Malabar.

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- William Logan Commission

### 17. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

**?** What was the reason found out by the William Logan Commission for the peasant revolt in Malabar?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- Unfair land revenue system of the British.

### 18. Learning Outcome

- Explains the impact of the British policy on tribal life.

**?** "The tribal people also became the victims of the British rule". Do you agree with the statement. Explain the reasons.

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- The Forest laws implemented by the British made their life miserable. The British imposed restriction on tribals to collect forest products and enter into the protected forest. Imposed high taxes on forest products collected by the tribals.

### 19. Learning Outcome

- Explains the impact of the British policy on tribal life.

**?** Evaluate the circumstances that led to the kurichyas and Kurumbas of Wayanad to turn against the British.

Score : 3, Time : 5 Minutes



### ■ Scoring Indicators

- Imposition of excessive tax by the British
- Paying of tax in cash
- Seizing of agricultural land for non payment of tax.

### 20. Learning Outcome

- Analyses the factors responsible for the deterioration of handicraft industry.

**?** Analyse the circumstances that led to the deterioration of textile industry which was one of the important traditional industries in India.

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- Large scale import of machine made textiles in India.
- Low price of machine-made textiles
- Expansion of railway
- Imported textiles could reach the villages.
- Traditional weavers lost their village markets.
- Due to high export tax, textiles exported to Britain lost its market.

### 21. Learning Outcome

- Analyses the factors responsible for the deterioration of handicraft industry.

**?** Evaluate the circumstances that led to the deterioration of village industries like pottery, tannery, carpentry etc.

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- |             |                                   |
|-------------|-----------------------------------|
| • Pottery   | - Import of aluminium vessels     |
| • Tannery   | - Export of raw leather to Europe |
| • Carpentry | - Use of machines made of metals  |

### 22. Learning Outcome

- Analyse the factors responsible for the deterioration of handicraft industry.

**?** The British Industrialists exploited Indian labourers. Examine the validity of this statement.

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- Prolonged working hours
- Meagre wages
- Unhealthy accommodation

### 23. Learning Outcome

- Analyses the factors responsible for the deterioration of handicraft industry.

**?** What were the early labour strikes in India against the exploitation of British Industrialists.

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Great Bombay Textile strike
- Calcutta Jute Mill strike

### 24. Learning Outcome

- Recognises the causes of the Revolt of 1857.

**?** Analyse the circumstances that led the British Indian soldiers to the Revolt of 1857.

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- Poor Salary
- Abuse by the British officers
- Rumours connected with newly introduced rifle and its cartridges.
- Severe punishments given to sepoys who were unwilling to use this cartridges
- The religious sentiments of the Hindu and Muslim soldiers were wounded.
- Mangal Pandey, an Indian sepoy was hanged, as he shot a British official

### 25. Learning Outcome

- Recognises the causes of the Revolt of 1857.

**?** What was the important strategy used by the company to annex the princely states into the British empire.

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- The Doctrine of Lapse

### 26. Learning Outcome

- Recognises the causes of the Revolt of 1857.

**?** The first war of Indian independence in 1857 was entirely different from the early resistance movements held in India so far. Evaluate the validity of the statement.

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- Active participation of the common people like farmers and craftsmen.
- Hindu-muslim unity.
- Co-operation existed among the soliders, common people and the leaders.

### 27. Learning Outcome

- Recognises the causes of the Revolt of 1857.

**?** Name of the leaders and centres of the first war of Indian independence in 1857 are given in table below. Arrange them in appropriate order.

Centres of the Revolt		Leaders
1.	Delhi	a. Begum Hazrat Mahal
2.	Lucknow	b. Maulavi Ahammedullah
3.	Kanpur	c. Bahadur Shah II
4.	Faizabad	d. Nana Saheb

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

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

## 28. Learning Outcome

- Analyses the drain theory and explains how it stimulated anti-British attitude among Indian.

**?** What are the methods by which the wealth of India drained to Britain according to the drain theory of Dadabai Naoroji.

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Export of Indian raw materials.
- Salary and pension to the British officers in India.
- Profit gained through the sale of the British products in India.
- Tax from India.

## 29. Learning Outcome

- Analyses the drain theory and explains how it stimulated anti-British attitude among Indian.

**?** What was the idea put forward by leaders to prevent the drain of India's wealth?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Swadeshi

## 30. Learning Outcome

- Recognizes the importance of the Swadeshi movement.

**?** What was the major strategy adopted in the agitation against the partition of Bengal in 1905.

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Boycott of foreign goods.

## 31. Learning Outcome

- Analyses the resistance during the swadeshi movement.

**?** The use of swadeshi goods and boycott of foreign goods rejuvenated Indian Industry. Substantiate.

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- A number of textile mills, soap factories, match box companies, national banks and insurance companies were established. The Bengali Chemical store, the Tata Steel Plant in Maharashtra and Swadeshi Steam navigation company in Tamilnadu etc. started during swadeshi movements. Import of British goods to India steadily went down during this period.

## CULTURE AND NATIONALISM

### 1. Learning Outcome

- Identifies the factors that contributed to the emergence of Indian nationalism.

**?** The establishment of the Asiatic Society of Bengal and the introduction of English education are examples for two kinds of policies adopted by Britain to establish their domination in India. What are these policies?

Score : 2, Time : 4 Minutes

#### ■ Scoring Indicators

- An in-depth understanding of the socio-cultural life of the Indians. It will help strengthen their rule.
- To get the support of a fraction of Indian society through English education.

### 2. Learning Outcome

- Identifies the factors that contributed to the emergence of Indian nationalism.

**?** How did the interference of the British in the field of education create a sense of unity among the Indians?

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- The Indians who got English education found it necessary to resist the intrusion of the British.
- Those who had English education started national educational institutions.
- Encouraged secular education.
- Jointly worked together against the inequalities of Indian society.

### 3. Learning Outcome

- Identifies the factors that contributed to the emergence of Indian nationalism.

**?** Compare the policies of British education and national education during national movement.

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

#### National education

- Opposed inequalities of Indian society
- Jointly protested British colonial rule
- Created national outlook among the Indians
- Hindi emerged as national language

#### British education

- Tried to create a generation interested in English life style.
- Tried to get the support of a fraction of Indian society

### 4. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.



The protest of a writer against the existing exploitative system of a nation will create a sense of unity among the people of that country. Substantiate this statement on the basis of the works of writers during the British rule.

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- Writers described the miseries of the people.
- Created a fellow feeling among the people so that the miseries of the people of other region were considered as their own.
- Writers described the realities of the lives of Indians.

### 5. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.



What kind of attitude might have been created in favour of nationalism by the painting 'Sati' of Nandalal Bose.

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- The painting 'Sati' by Nandalal Bose developed an attitude against evil customs among the Indians.
- An attitude to eradicate discriminations against women.

## 6. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

**?** Match column 'A' with column 'B'

A	B
Asiatic society of Bengal	Jonathan Duncan
Calcutta Madrasah	Lord Lytton
Banaras Sanskrit College	Warren Hastings
The Vernacular Press Act	William Jones

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

A	B
Asiatic society of Bengal	William Jones
Calcutta Madrasah	Warren Hastings
Banaras Sanskrit College	Jonathan Duncan
The Vernacular Press Act	Lord Lytton

## 7. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

**?** Who worked for the remarriage of the widows in Bengal?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Ishwar Chandra Vidyasagar

## 8. Learning Outcome

- Analyses how Indian social reform movements contributed to the growth of Indian nationalism.

**?** To what extent the ideas, put forward by the social reform movements of India during the nineteenth century were suitable for a social change in India? Evaluate.

Score : 6, Time : 12 Minutes

### ■ Scoring Indicators

- Eradicate caste system
- Protect the rights of all
- Eliminate discrimination against women
- Promote widow remarriage
- Provide education for all

- Abolish child marriage and eliminate the supremacy of the clergy
- Opposed Brahmin domination
- Opposed evil practices.
- Encouraged freedom, equality, free thinking, interdining and intercaste marriage.
- Argued for the upliftment of women and backward classes.
- Started educational institutions for backward classes.
- Social reformers tried to develop national consciousness and unity among the Indians irrespective of caste and religion.

### 9. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.



Analyse the role of education in the emergence of Indian nationalism.

Score : 6, Time : 12 Minutes

#### ■ Scoring Indicators

- Education helped to oppose British colonial domination and the inequalities existed in the Indian society.
- National educational institutions fostered national consciousness.
- Provided secular education.
- Swadeshi movement led to the growth of national education.
- Created a sense that modern education is necessary for the social, cultural and political progress of the Indians.
- Many national educational institutions were set up for the growth of national education.
- The educational system of Tagore emphasised the International co-operation.
- The above mentioned factors helped for the development of national consciousness among the Indians.

### 10. Learning Outcome

- Analyses how Indian social reform movements contributed to the growth of Indian nationalism.



Find out the relationship between the two parts of item 'A' and fill in the blanks of item 'B' accordingly.

A) Self Respect Movement : E.V. Ramaswami Naicker

B) Satya Shodack Samaj : -----

A) Brahma Samaj : Raja Ram Mohan Roy

B) Prarthana Samaj : -----

Score : 2, Time : 3 Minutes

### ■ Scoring Indicators

- B) Satyashodak Samaj : Jyotiba Phule
- B) Prarthana Samaj : Atmaram Pandurang

### 11. Learning Outcome

- Describes the role of Indian press in the growth of Indian nationalism

**?** Explain the role of newspapers in propagating the ideas of Indian national movement.

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- Criticised the activities of the British government through news papers.
- News papers were published in various languages.
- News papers gave emphasis on nationalism, social reform and democracy.

### 12. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

**?** What were the factors that urged Gandhiji to form a plan for vocational education?

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Vocational training during education would help build up a good future.
- Such a generation could resist the British.

### 13. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

**?** Who founded Indian Society of Oriental Arts?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Abanindranath Tagore (Bengali Painter)

### 14. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

**?** Arrange the following in chronological order.

- Hindu widow Remarriage Act
- Haripura session of Indian National Congress
- Vernacular Press Act
- Partition of Bengal

Score : 4, Time : 8 Minutes



### ■ Scoring Indicators

- Hindu Widow Remarriage Act (1856)
- Vernacular Press Act (1878)
- Partition of Bengal (1905)
- Haripura session of Indian National Congress (1938)

### 15. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

**?** Visva Bharati University was an example for the international outlook of Rabindranath Tagore. Substantiate the statement.

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Gave emphasis on universal brother hood.
- An education system bridging western and eastern cultures.

### 16. Learning Outcome

- Analyses how Indian social reform movements contributed to the growth of Indian nationalism.

**?** What were the social evils abolished by law in India as a result of the activities of the social reformers and their movements?

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Child marriage and polygamy, sati, slavery, female infanticide.
- Permitted widow remarriage.

## STRUGGLE AND FREEDOM

### 1. Learning Outcome

- Evaluates the context of Gandhiji's involvement in regional issues after his return to India.

 Which were the early struggles in India in which Gandhiji was involved? What change did happen in the national movement through these struggles?


Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

1. Champaran struggle, 1917
2. Ahmedabad Cotton Mill strike, 1918
3. Peasant struggle in Kheda, 1918
  - Gandhian methods of struggle and ideologies became popular.
  - The ideology of national movement spread to the villages.
  - Common people were attracted to the national movement.
  - Gandhiji became acceptable to all as a national leader.

### 2. Learning Outcome

- Identifies the influence of Jallianwala Bagh incident on Indian National Movement.

 People's protest against the act which violated civil rights resulted in the Jallianwala Bagh massacre. Which was that Act?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- Rowlatt Act - 1919

### 3. Learning Outcome

- Identifies the influence of Jallianwala Bagh incident on Indian National Movement.

**?** How did Gandhiji respond to the Jallianwala Bagh massacre?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- "If the Battle of Plassey laid the foundation for the British rule, the Jallianwala Bagh shook the foundation."

### 4. Learning Outcome

- Analyses the features and outcome of the Non - cooperation movement.

**?** How did people respond to Gandhiji's appeal for non - cooperation?

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Farmers in Awadh refused to pay taxes.
- The tribal groups in northern Andhra violated the forest laws.
- Workers started strike
- Women burnt foreign clothes on the streets.
- Lawyers boycotted the courts

### 5. Learning Outcome

- Analyses the features and outcome of the Non - cooperation movement.

**?** Along with Non- cooperation, constructive programmes were also given importance. Elucidate.

Score : 3, Time : 4 Minutes

#### ■ Scoring Indicators

- People began to make indigenous products.
- Spun Khadi cloth
- Started national schools
- Popularised Hindi instead of English

## 6. Learning Outcome

- Analyses the features and outcome of the Non - cooperation movement.

**?** Why did Gandhiji travel across India with the Khilafat leaders and propagate his ideologies?

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- To spread anti - British feeling to the nook and corner of India
- To intensify Hindu - Muslim unity.

## 7. Learning Outcome

- Analyses the features and outcome of the Non - cooperation movement.

**?** Why did Gandhiji stop non -cooperation movement after the Chauri-Chaura incident

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- The people of Chauri-Chaura village in Uttar Pradesh set ablaze the police station. This is known as the Chauri-Choura incident. This incident disappointed Gandhiji as people turned to violence and he withdrew the non- cooperation movement.

## 8. Learning Outcome

- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement.

**?** Which session of the Congress declared that Poorna Swaraj is the ultimate aim of Indian freedom struggle? Who was the chairman of this session?

Score : 2, Time : 2 Minutes

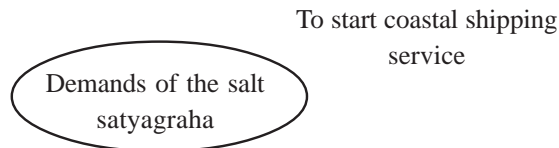
### ■ Scoring Indicators

- The Lahore session of 1929
- Jawaharlal Nehru.

## 9. Learning Outcome

- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement.

**?** Complete the diagram



Score : 4, Time : 5 Minutes

### ■ Scoring Indicators

- To implement total prohibition of liquor
- To lift tax on salt
- To declare 50% tax relaxation for farmers
- To release political prisoners
- To increase tax on imported foreign clothes
- To cut short military budget and high salary of the military officials.

## 10. Learning Outcome

- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement.

**?** Why did Gandhiji select salt as a powerful weapon as part of the Civil Disobedience movement?

Score : 3, Time : 4 Minutes

### ■ Scoring Indicators

- Salt constituted two fifth of the income collected by the British through taxes.
- Three fold hike on salt price
- The tax was heavy burden for the poor people.
- The British government banned small scale indigenous salt production
- Being an issue common to all Gandhiji selected salt as a powerful weapon

### 11. Learning Outcome

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- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement

**?** What did Gandhiji achieve through Salt Satyagraha?

Score : 3, Time : 4 Minutes

#### ■ Scoring Indicators

- Secured massive support of the people
- Proved that any trivial issue can be snowballed into a popular strategy.
- Sensitised the public in very simple way to the exploitation of the British.

### 12. Learning Outcome

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- Explains the context of the Quit India movement.

**?** Which struggle was organised in India against the British for constitutional reforms? As part of this, what direction did Gandhiji give to the people?

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Quit India Movement, 1942
- Farmers shall not pay land tax
- Princely state shall recognise the sovereignty of the people.
- The soldiers shall disobey the order to shoot the Indians
- Government officials shall disclose their loyalty to Indian National Congress without quitting their positions.
- If possible, students shall boycott education till attaining freedom.

### 13. Learning Outcome

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- Evaluates the role of the INA and Subhash Chandra Bose in the national struggle for freedom.
- Evaluates the activities of the revolutionary movements formed during the time of the freedom struggle

- ?** Many organisations and people who differed from Gandhian methods and ideologies had played a significant role in India's National struggle.' Write any three such organisations and explain their activities.

Score : 6, Time : 10 Minutes

#### ■ Scoring Indicators

1. Swaraj party, Motilal Nehru, C R Das - contested to the legislative assemblies and made legislative assemblies platforms for raising the voice.
2. Hindustan Socialist Republican Association - Bhagat Singh, Chandrasekhar Azad, Raj Guru and Sukh Dev were at the helm of this organisation. They planned to overthrow the colonial government through military action and establish a federal republic of Indian states. To show protest against the attempt to pass laws curtailing civil rights, threw bombs at the central legislative assembly.
3. Forward Bloc was formed by Subhash Chandra Bose. He took the leadership of INA formed by Rash Bihari Bose. He formed a provincial government of India in Singapore with an aim of forcing the British to quit India. With the Support of the Japanese army, the Indian National Army marched to the north eastern border of India and hoisted the Indian flag in Imphal.

#### 14. Learning Outcome

- Analyses the role of labour and peasant movements in the freedom struggle

- ?** Which were the labour and peasant organisations formed after the Russian Revolution? What were their major objectives?

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Ahmedabad Textile Association
- Madras Labour Union
- All India Trade Union Congress
- To organise and act as a working class
- To facilitate Indian working class to cooperate with the working class outside India.
- To participate actively in the Indian freedom struggle.

### 15. Learning Outcome

- Analyses the role of labour and peasant movements in the freedom struggle

**?** Who prepared the Farmer's Manifesto? Write any three demands included in it.

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

All India Kisan Samithi conference held in Bombay prepared the Farmer's Manifesto.

- Reduce 50% of land tax and lease charge.
- Write off debts
- Cancel feudal taxes
- Ensure minimum wage for agricultural workers.
- Recognise peasant unions.

### 16. Learning Outcome

- Analyses the circumstances that led to the partition of India

**?** Which plan proposed that Punjab and Bengal should be partitioned? Write other two recommendations of this plan.

Score : 3, Time : 4 Minutes

#### ■ Scoring Indicators

- Mount Batten Plan
- To form a separate country in muslim majority area as per their wish
- To appoint a commission to determine the borders in Punjab and Bengal.

### 17. Learning Outcome

- Analyses the features and outcome of the Non - cooperation movement
- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement
- Explains the context of the Quit India movement.

**?** Which were the three major struggles organised under the leadership of Gandhiji during the freedom struggle of India? Explain each of them.

Score : 6, Time : 10 Minutes



## ■ Scoring Indicators

### Non Cooperation movement

#### Features

- Denial of taxes                      Refusal to pay taxes
- Boycott of foreign clothes
- Returning the British awards and prizes
- Boycott elections
- Lawyers shall boycott courts.

#### Result

- Boycotted foreign clothes
- Started spinning Khadi clothes
- Started national schools
- Popularised Hindi

### Salt Satyagraha

- To lift tax on salt
- Declare 50% tax relaxation for farmers
- Release political prisoners
- Start coastal shipping service
- Implement total prohibition of liquor

#### Result

- Strong protest arose in different parts of India against the salt tax.

### Quit India Movement

- Farmers shall not pay land tax
- Princely states shall recognise the sovereignty of the people.
- The soldiers shall disobey the order to shoot the Indians

- Government officials shall disclose their loyalty to Indian National Congress without quitting their positions.
- If possible students shall boycott education till attaining freedom

### 18. Learning Outcome

- Evaluates the context of Gandhiji's involvement in regional issues after his return to India.

**?** What is the significance of the Kheda movement?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- The struggle was against the British decision to collect tax from the people who were in misery due to drought and famine. As a result of this Government agreed to reduce tax.

### 19. Learning Outcome

- Analyses the features and outcome of the Non - cooperation movement.

**?** Which were the national schools started during the non co-operation movement.

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Kashi Vidya Pith
- Gujarat Vidya Pith
- Jamia Millia Islamia

### 20. Learning Outcome

- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement.

**?** What did Gandhiji aim by Civil disobedience?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- With the civil disobedience movement, Gandhiji meant to disobey all anti - democratic civil laws made by the British government.

## 21. Learning Outcome

- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement.

**?** Who gave leadership to Dharasana struggle?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Sarojini Naidu

## 22. Learning Outcome

- Evaluates the activities of the revolutionary movements formed during the time of the freedom struggle

**?** Who were the leaders of the Congress Socialist party?

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Jawaharlal Nehru
- Subhash Chandra Bose
- Aruna Asaf Ali
- Jay Prakash Narayan

## 23. Learning Outcome

- Analyses the circumstances that led to the partition of India

**?** What were the factors that forced Britain to give independence to India?

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Britain became economically weak
- Freedom struggles were intensified in Asia and Africa
- Soviet Union and America were against colonialism

## INDIA AFTER INDEPENDENCE

### 1. Learning Outcome

- Identifies the major challenges faced by independent India.

**?** What were the major challenges faced by post independent India.

Score : 4, Time : 5 Minutes

#### ■ Scoring Indicators

- Partition, influx of refugees, communal riots, integration of princely states, Reorganization of states.

### 2. Learning Outcome

- Explains how the princely states were integrated.

**?** Analyse the role played by Sardar Vallabhbhai Patel and V.P. Menon in the integration of princely states into Indian Union.

Score : 4, Time : 5 Minutes

#### ■ Scoring Indicators

- There were around six hundred princely states in pre – independent India.
- The Princely states were given the option to join any union.
- Sardar Vallabhbhai Patel was the Union Minister for the Department of States.
- V.P. Menon was the Secretary of the Department of States.
- Patel and V.P. Menon prepared an Instrument of Accession.
- Princely states had to hand over their control over defence, information and communication, external affairs to the Government of India.
- All princely states except Junagarh, Hyderabad, Kashmir joined in the Indian Union.
- Later on these states were integrated in to the Indian union through conciliation talks and military interventions under the initiative of Patel and V.P. Menon led the process.

### 3. Learning Outcome

- Explains how the Princely states were integrated.

**?** Which was the provision incorporated in the Instrument of Accession concerning the princely states.

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- The Princely states had to handover their control over defence, external affairs, and information and communications to the Government of India.

#### 4. Learning Outcome

- Explains how princely states were integrated.

**?** List out the territories that were acceded to the Indian union through military operations and popular protests?

Score : 4, Time : 5 Minutes

##### ■ Scoring Indicators

- A. Popular Protests-Pondichery, Karakkal  
Mahe, Yanam (French settlements)
- B. Military operations-Goa, Daman,  
Diu (Portuguese settlements)

#### 5. Learning Outcome

- Identifies the major challenges faced by independent India.

**?** What are the various phases that led to the formation of Indian constitution?

Score : 3, Time : 3 Minutes

##### ■ Scoring Indicators

- In 1946 the Cabinet Mission proposed to form a Constituent Assembly.
- Dr. Rajendraprasad was appointed as the chairman of Constituent Assembly.
- Appointed a drafting committee with Dr. B.R. Ambedkar as Chairman.
- The Constitution came in to effect on 26<sup>th</sup> January 1950.

#### 6. Learning Outcome

- Analyses the circumstances that led to the linguistic reorganization of states.

**?** Examine the circumstances that led to the formation of the first unilingual state of Andhra Pradesh?

Score : 3, Time : 3 Minutes

##### ■ Scoring Indicators

- Demand for the formation of states on the basis of language.
- Demand for a separate state of Andhra Pradesh for Telugu speaking people.
- Satyagraha of Potti Sriramalu – fasting unto death – intensified the agitation – Formation of the state of Andhra Pradesh in 1953.

#### 7. Learning Outcome

- Analyses the circumstances that led to the linguistic reorganization of states.

**?** Who were the members of the commission to reorganise Indian states.

Score : 3, Time : 2 Minutes

##### ■ Scoring Indicators

- Fazl Ali, Hridaya Nath Kunzru, K.M. Panikkar

#### 8. Learning Outcome

- Explains the developments of independent India in the economic sector

**?** What is meant by mixed economy?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Mixed economy is a combination of both socialist and capitalist economic systems.

### 9. Learning Outcome

- Explains the development of independent India in the economic sector

**?** How did the five year plans help the economic growth of India?

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Agriculture and industrial sectors flourished.
- Eradication of poverty
- Improvement in education sector
- Formation of iron and steel industrial firms.
- Major dams.

### 10. Learning Outcome

- Explains the development of independent India in the economic sector

**?** Name the foreign countries that assisted the settings up of following iron and steel industrial firms in India.

(Bhilai, Bocaro, Rourkela, Durgapur)

Score : 4, Time : 2 Minutes

### ■ Scoring Indicators

- Bhilai - Soviet Union
- Rourkela - Germany
- Durgapur - Britain
- Bocaro - Soviet Union

### 11. Learning Outcome

- Lists out the scientific achievements of free India

**?** Write any four achievements of independent India in the field of science.

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Established Council of Scientific and Industrial Research.
- Indian Council of Agricultural Research.
- Indian council of Medical Research.
- Tata Institute of Fundamental Research.
- Indian Atomic Energy Commission.
- Indian Institute of Technology.

### 12. Learning Outcome

- Lists out the scientific achievements of free India

**?** The Thumba rocket launching station was one among the many major achievements in the field of space research in post independent India. Write other major achievements.

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Indian National Committee for Space Research.
- Indian Space Research Organization (ISRO) 1969.
- The launching of the satellite Aryabhata in 1975.
- Chandrayan – 2006

### 13. Learning Outcome

- Lists out the scientific achievements of free India



Name the two agencies that develop satellites in India.

Score : 2, Time : 1 Minutes

### ■ Scoring Indicators

- National Remote Sensing Agency
- Physical Research Laboratory.

### 14. Learning Outcome

- Evaluates the education policy and cultural institutions in independent India.



Evaluate the educational developments in independent India.

Hints :

1. Various education commissions.
2. The aims and recommendations of education commissions.

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- Dr. Radhakrishnan Commission, Mudaliar Commission, Kothari Commission.
- National Policy on Education 1986.
- SSA, RMSA, RUSA projects
- Establishment of vocational education institutions, encouraged women education
- Formation of UGC
- Three language formula.
- Started Vocational education at secondary level.
- Focus on moral education.
- Formed new patterns in science and technology education, health and physical education.
- In 2009, government declared education as a fundamental right.

### 15. Learning Outcome

- Evaluates the education policy and cultural institutions in independent India.



Write any three recommendations of the National Policy on Education 1986.

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- a. Focus on primary and continuing education

- b. Universalise primary education
- c. Starting Navodaya Vidyalayas in every district.
- d. Encouraging girl's education.

### 16. Learning Outcome

- Evaluates the education policy and cultural institutions in independent India.

**?** Explain any two cultural institutions in India and their activities that aim for cultural development.

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Sangit Natak Akademi. Aimed at the promotion of Drama and Music.
- Lalit Kala Akademy – Promotion of Indian arts in India and abroad.
- Sahitya Akademy - Promotion of Literature in Indian languages.
- National School of Drama - Promotion of Drama, works under Sangit Natak Akademy.
- National Book Trust of India - To make books available cost effectively. To promote Indian books in India and abroad.

### 17. Learning Outcome

- Lists out the scientific achievements of free India

**?** Arrange the following in Chronological order.

- Chandrayan Mission
- Formation of the ISRO
- Launching of Aryabhata
- Formation of National Committee for Space Research.

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Formation of National Committee for Space Research.
- Formation of the ISRO
- Launching of Aryabhata.
- Chandrayan Mission

### 18. Learning Outcome

- Evaluates the education policy and cultural institutions in independent India.

**?** What was the aim of the Operation Black Board Programme?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Universalise Primary education
- Improve primary facilities in schools.



### 19. Learning Outcome

- Evaluates the education policy and cultural institutions in independent India.

**?** Which education commission recommended to establish 10 + 2 + 3 pattern of education?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- Kothari Commission

### 20. Learning Outcome

- Analyses the foreign policy of free India.

**?** Write the features of India's foreign policy that help to maintain cordial relation with other nations.

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Panchasheel Principles
- Non – alignment
- Anti-racist
- Emphasis on the necessity for foreign aid

### 21. Learning Outcome

- Analyses the foreign policy of free India.

**?** The Panchasheel Principles are the agreement signed by India and China in 1954. What are its provisions?

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Mutual respect for each other's territorial integrity and sovereignty
- Mutual non – aggression
- Mutual non – interference in each other's internal affairs.
- Equality and cooperation for mutual benefit.
- Peaceful co –existence

### 22. Learning Outcome

- Analyses the foreign policy of free India.

**?** 'Panchasheel Principles are provisions of mutual agreement.' Substantiate.

Score : 3, Time : 4 Minutes

#### ■ Scoring Indicators

- This agreement was signed between India and China.
- This agreement was signed for maintaining mutual relationship.
- Mutual non- aggression.

- Other provisions being the mutual respect for each other's territorial integrity and sovereignty.
- Each of the provision of the agreement aimed for mutual relationship.

### 23. Learning Outcome

- Explains the development of independent India in the economic sector

**?** How did the construction of dams help in the economic modernisation of India?

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Availability of water for agriculture.
- Availability of electricity for industries
- Increased agricultural production.

### 24. Learning Outcome

- Explains the development of independent India in the economic sector

**?** How did the five year plans that started in 1951 help to the developmental process of India?

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Flourished agriculture and industrial sectors progress in poverty alleviation, energy production and education.
- Recent development in these fields may be mentioned

### 25. Learning Outcome

- Explains how the princely states were integrated.

**?** The process of attainment of India's freedom completed in 1961. How much is the statement valid?

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- Britain quit India in 1947
- The French quit India in 1956.
- Portugal left India in 1961.
- All foreign powers left India in 1961.

### 26. Learning Outcome

- Analyses the circumstances that led to the linguistic reorganization of states.

**?** What was the circumstances that forced the central government to form Andhra Pradesh State on linguistic base?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- Satyagraha of freedom fighter Potti Sriramulu and its effects.
- Hunger strike which led later to the death of the freedom fighter Potti Sriramalu.

## 27. Learning Outcome

- Identifies the major challenges faced by independent India.

**?** The major events in post independent India are given below. Arrange them in Chronological order.

- India became Republic
- Formation of the States Reorganization Commission.
- The French settlements were acceded to the Indian Union.
- The Portuguese quit India
- First General Election in free India

Score : 5, Time : 5 Minutes

### ■ Scoring Indicators

- India became a Republic
- First General Election in Free India
- Formation of the States Reorganization Commission.
- The French settlements were acceded to the Indian Union.
- The Portuguese quit India.

## 28. Learning Outcome

- Lists out the scientific achievements of free India

**?** Independent India made remarkable achievements in the field of science and technology. Do you think that our science and technology is progressing in the correct direction for the national development. Substantiate with suitable examples.

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- Arriving at conclusion by comparing the national progress achieved and the concepts arrived at by the developments in the field of Science and Technology. To substantiate make use of any of the four fields-Satellite launching, Utilization of Atomic Energy, Health sector, Agriculture sector.

## KERALA TOWARDS MODERNITY

### 1. Learning Outcome

- Evaluates the establishment of British rule in Kerala.

**?** Who were the foreign traders who had trade relations with Kerala before the coming of the Europeans?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Arabs, Chinese

### 2. Learning Outcome

- Evaluates the establishment of British rule in Kerala.

**?** Arrange the following in chronological order.

- Marthanda Varma defeated the Dutch in the Colachel War.
- British defeated the French in the Karnatic wars.
- The Dutch defeated the Portuguese.

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- I - iii, II - i, III - ii

### 3. Learning Outcome

- Recognizes the changes in the land relations brought out by the commercialization of agricultural sector

**?** Evaluate how commercialisation of agriculture influences the agricultural sector of Kerala.

Score : 6, Time : 8 Minutes

#### ■ Scoring Indicators

- Market – driven cultivation
- Encouraged coconut cultivation
- Reduction in rice production
- Food scarcity
- Spread of cassava cultivation
- Plantation crops in the hilly area.

### 4. Learning Outcome

- Lists out the features of protests organized across Kerala against British exploitation.

**?** Analyse the situation that led to the Attingal Revolt

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- The Natives who were furious over making Anchuthengu fort an important military base killed about 150 English men who were on their way to hand over gifts to the queen of the Attingal in 1721. This is known as Attingal Revolt.

### 5. Learning Outcome

- Lists out the features of protests organized across Kerala against British exploitation.



Which was the first organised revolt against the British in Kerala?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Attingal Revolt.

### 6. Learning Outcome

- Evaluates the establishment of British rule in Kerala.



According to which treaty did Malabar come under British dominance?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Sreeranga Pattanam Treaty of 1792.

### 7. Learning Outcome

- Lists out the features of protests organized across Kerala against British exploitation.



Evaluate the circumstances that made native rulers and chieftains turn against the British.

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- After attaining political dominance, the British started to interfere in the powers of the kings and the land lords. The interference in the freedom and privileges that the native rulers and chieftains enjoyed for centuries invited antagonism.

### 8. Learning Outcome

- Evaluates the establishment of British rule in Kerala.



Analyse the circumstances for Kerala coming under British dominance around the eighteenth century.

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- According to the Sreeranga Pattanam treaty of 1792 Malabar came under the British dominance.
- In 1792, Kochi Raja accepted British supremacy and was forced to pay tribute.
- As per the treaty of 1795, Travancore also admitted the British dominance,
- Thus by the 18th century, the British ruled Malabar directly and Kochi and Travancore indirectly.

### 9. Learning Outcome

- Lists the features of protests organized across Kerala against British exploitation.



What made Pazhassi Raja turn against the British?

Score : 1, Time : 2 Minutes

### ■ Scoring Indicators

- The refusal of the British to honour the promise given to Pazhassi Raja for his assistance during the Mysore war, entitling Pazhassi Raja to collect tax from Kottayam region.

### 10. Learning Outcome

- Lists out the features of protests organized across Kerala against British exploitation.

**?** Elucidate the circumstances that made Veluthampi and Paliyath Achan enemies of the British.

Score : 1, Time : 2 Minutes

### ■ Scoring Indicators

- The uncontrolled intervention of the British in the internal affairs of Travancore and Kochi made the Diwan of Travancore Velu Thampi and of Kochi Paliyath Achan the enemies of the British.

### 11. Learning Outcome

- Lists out the features of protests organized across Kerala against British exploitation.

**?** In what name is Veluthampi's call for armed fight against the British known?

Score : 1, Time : 2 Minutes

### ■ Scoring Indicators

- Kundara Proclamation

### 12. Learning Outcome

- Recognizes the changes in the land relations brought out by the commercialization of agricultural sector

**?** Which were the measures adopted by the British to increase and control foreign trade?

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Trade laws that existed in Malabar, Kochi and Travancore were amended by the British in favour of them.
- Introduced unified coinage and metrology systems.
- Built roads, railways and bridges to improve transport facilities
- Developed the ports of Kochi, Kozhikode and Alappuzha.

### 13. Learning Outcome

- Recognizes the changes in the land relations brought out by the commercialization of agricultural Sector

**?** "The Changes made by the British in the pattern of land ownership in Malabar made the life of the peasants miserable". Substantiate

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- Local Chieftains and land lords were made owners of the land.
- Tax was pre- determined.
- The local chieftains collected huge amount as tax from tenants.
- The tenants were evicted.
- Life became miserable for tenants.

### 14. Learning Outcome

- Recognizes the changes in the land relations brought out by the commercialization of agricultural Sector

**?** The implementation of which act gave a limited right over the land of the tenants in Malabar.

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- The Malabar Tenant's Act of 1929.

### 15. Learning Outcome

- Recognizes the changes in the land relations brought out by the commercialization of agricultural Sector

**?** What were the changes made in the land relationship in Travancore during the time of Marthanda Varma?

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- Land owned by land lords were converted into government (Pandaravaka) property
- The Pandara Patta Vilambaram of 1865 gave the tenants ownership of the land they cultivated.
- The Tenants in Travancore got ownership of the land through the Janmi Kudiyan Act of 1896.
- By virtue of this act the tenants in Travancore became small land owners in limited scale.

### 16. Learning Outcome

- Recognizes the changes in the land relations brought out by the commercialization of agricultural Sector

**?** Match the following

A		B
i	1865	a. Malabar Tenants Act
ii	1914	b. Pandarapatta Vilambaram
iii	1929	c. Kudiyanma Act

Score : 3, Time : 6 Minutes

#### ■ Scoring Indicators

- i - b, ii - c, iii - a

### 17. Learning Outcome

- Lists the developments that look place in industry during the British rule.

**?** Some traditional industries started in Kerala during British dominance and their major centres are given below. Match them.

A		B
i.	Coir Industry	a. Thrissur
ii.	Cashew Industry	b. Kannur
iii.	Tile Industry	c. Alappuzha
iv.	Handloom Industry	d. Kollam

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- i - c, ii - d, iii - a, iv - b

### 18. Learning Outcome

- Identifies the influence of British rule on our cultural arena.



Analyses the features of the judicial system introduced in Kerala by the British

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Instead of punishing the accused on the basis of his caste, after hearing the accused, unified punishment was given depending on the nature of the guilt. All were considered equal before law.

### 19. Learning Outcome

- Recognises the role of reformation movements in social changes in Kerala.



Prepare a small essay based on the reform movements and social changes.

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

Untouchability and unapproachability prevailed in Kerala where caste system was strong. Evil practices and superstitions prevailed in all communities. Modern education and western thoughts motivated the educated people to fight against this injustice. Channar revolt by channar women for the right to cover the upper part of the body, consecrations of the Siva idol at Aruvippuram are examples for this. Vaikom Satyagraha under the leadership of T.K.Madhavan and Savarna Jatha under the leadership of Mannath Padmanabhan won the right for lower caste people to walk on the roads near the temple. The Guruvayoor Satyagraha under the leadership of P.Krishnapillai and A.K.Gopalan, the Travancore Temple Entry Proclamation of 1936 followed by temple entry proclamation of Kochi and Malabar gave right for the lower caste to enter the temples.

### 20. Learning Outcome

- Recognizes the role of reformation movements in social changes in Kerala.



Some social reformers and the organizations led by them are given below. Match them properly.

Social Reformers		Organisations
(i)	Vaikaunda Swamikal	(a) Prathyaksha Raksha Daiva Sabha
(ii)	Ayyankali	(b) Samathwa Samajam
(iii)	Vaghbhadanandan	(c) Sadhu Jana Paripalana Sangham
(iv)	Kumara Gurudevan	(d) Atmavidhya Sangham

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

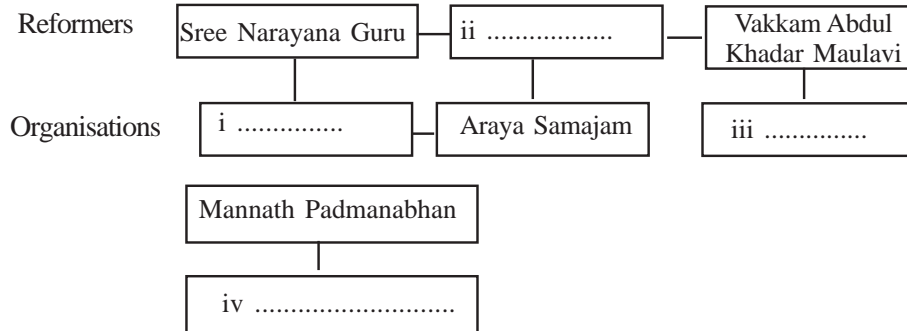
- I - b, II - c, III - d, IV - a



### 21. Learning Outcome

- Recognizes the role of reformation movements in social changes in Kerala.

**?** Complete the table given below based on the indicators given.



Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- Sree Narayana Dharma Paripalana Yogam
- Pandit K.P. Karuppan
- Thruvithamcore Muslim Mahajana Sabha
- Nair Service Society.

### 22. Learning Outcome

- Analyses the National Movement in Kerala.

**?** Why is it said that the National Movement in Kerala did not have a unified form?

Score : 1, Time : 2 Minutes

#### ■ Scoring Indicators

- Kerala was not politically unified.

### 23. Learning Outcome

- Identifies the influence of British rule on our cultural area.

**?** “In the cultural arena of Kerala, British influence is evident”. Substantiate.

Score : 6, Time : 10 Minutes

#### ■ Scoring Indicators

- Beginning of printing
- Service of the Jesuit missionaries
- Dictionary and grammar book
- The concept of education for all irrespective of caste.
- Early malayalam news papers
- Beginning of schools and colleges.

### 24. Learning Outcome

- Analyses the National movement in Kerala.

**?** Analyse the civil disobedience movement of 1930 and the subsequent incidents.

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- Civil disobedience movement became powerful in Kerala. In Malabar under the leadership of K.Kelappan, in Payyannur and under the leadership of Muhammad Abdul Rehman Sahib in Kozhikode salt law was violated.
- Boycott of foreign goods, picketing of liquor shops, propagation of Khadi all become powerful.
- When civil disobedience movement was stopped some leaders joined the socialist party.
- In 1939, under the leadership of P. Krishna Pillai, A.K. Gopalan and E M S Socialist party was reorganized as Indian Communist Party.
- Communist Party led the peasants and workers to fight against the British Raj
- Strong agitation related to Quit India Movement started in Malabar.
- Keezhriyoor Bomb Case was a significant episode.

### 25. Learning Outcome

- Analyses the National movement in Kerala.
- ❓ Arrange the following events chronologically
  - Punnapra-Vayalar Protest
  - Malayali Memorial
  - Ezhava Memorial
  - Formation of the Travancore State Congress

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- Malayali Memorial
- Ezhava Nemorial
- Formation of the Travancore State Congress
- Punnapra -Vayalar Protest

### 26. Learning Outcome

- Analyses the context in which the united Kerala movement was formed.
- ❓ Which congress session passed the resolution demanding the formation of the Kerala state after independence?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Payyannur Congress Session

### 27. Learning Outcome

- Analyses the context in which the united Kerala movement was formed.
- ❓ Which book of E M S Namboodiripad put forward the idea of the formation of Kerala including Malayalam speaking regions?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Onnekal Kodi Malayalikal

## 28. Learning Outcome

- Analyses the National movement in Kerala.

**?** 'The national movement in Kerala lacked a unified form'. Substantiate this statement analysing the activities of the national movements in Malabar, Kochi and Travancore.

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- For evaluating the national, movements in Malabar, Kochi and Travancore.
- Non- Co operation movement, Malabar Rebellion, Salt Sathyagraha, Quit India Movement.

## 29. Learning Outcome

- Evaluates the establishment of British rule in Kerala.

**?** Which are the factors that led Kerala to come under the English East India company?

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Sreeranga Pattanam Treaty in which Malabar come under the British
- To resist the invasion of Tipu, the princely states of Travancore and Kochi joined the Subsidiary Alliance.

## 30. Learning Outcome

- Identifies the influence of British rule on our cultural arena.

**?** Prepare a short note on the contributions of missionaries in spreading modern education in Malabar.

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Activities of Dr. Herman Gundert
- Schools established in places like Kozhikode and Thalassery.

## 31. Learning Outcome

- Recognizes the role of reformation movements in social changes in Kerala.

**?** Evaluate how, the involvement of Renaissance leaders resulted in Social changes.

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- Provided practical form to social change
- Involvement of reform leaders for the creation of modern Kerala.
- Influence on the later social reformers
- Initiatives against superstition and caste system resulted in social changes.

## THE STATE AND POLITICAL SCIENCE

### 1. Learning Outcome

- Explains the elements of state.

 What are the necessary basic elements of state? Explain one among them.

Score : 2, Time : 4 Minutes

#### ■ Scoring Indicators

- Population, Territory, Government, Sovereignty
- Population : People should live with unity with mutual understanding, interdependence and common public interest.
- The minimum and maximum number of people for the formation of a country are not fixed.

#### **Territory**

- State should have exact territory with clearcut boundary
- Territory consists of land area, water bodies, coastal area, aerial space.

#### **Government**

- What ever be the form the state should have a government.
- Government may change but state is permanent.
- Day to day administration, maintain law and order.
- Increase employment opportunities making of laws seeking permanent solutions to disputes etc are functions of government.

#### **Sovereignty**

- State has the power to take decisions on internal and international affairs independently without any external control. This supreme authority of state is called sovereignty.

### 2. Learning Outcome

- Lists out the functions of state.

 Implementation of developmental projects is one of the function of a government. What are the other functions.

Score : 3, Time : 5 Minutes

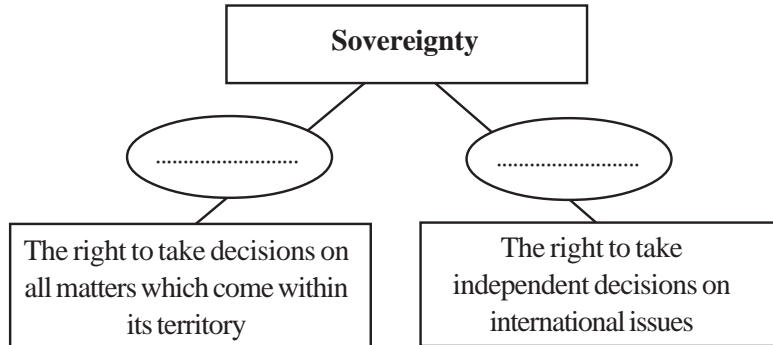
#### ■ Scoring Indicators

- Ensure law and order
- Increase employment opportunities
- Make and execute laws
- Find permanent solution to disputes

### 3. Learning Outcome

- Explains the elements of state

**?** Complete the given flowchart.



Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Internal sovereignty
- External sovereignty

### 4. Learning Outcome

- Lists out the functions of state

**?** Providing health care, providing education facilities etc are discretionary functions of a government. How do you respond to this. What is meant by discretionary functions.

Score : 4, Time : 6 Minutes

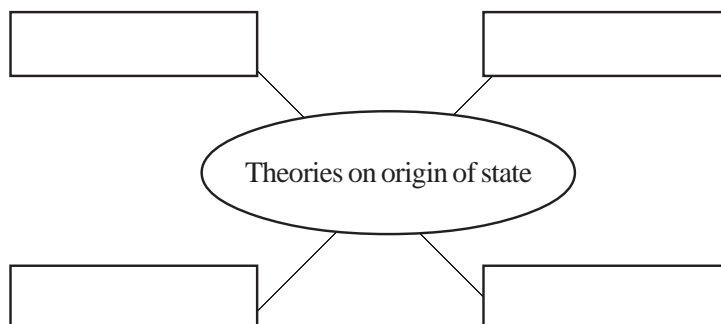
#### ■ Scoring Indicators

- Development of human resources is the major objective of modern state. Protection of health providing education facilities etc are main objectives of state.
- So that they should be included among the compulsory functions.
- Discretionary functions are those which have to be implemented as per economic condition of state.

### 5. Learning Outcome

- Analyses the theories related to the formation of state.

**?** Complete the chart.



Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- Divine Right theory, Evolutionary theory, Social contract theory, Power theory.

### 6. Learning Outcome

- Defines political science.
- Explains the importance of Political Science.

**?** What is meant by political science. What is the importance of it in the present day society?

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- According to Aristotle 'political science is the study of state and government'
- The merit of the society in which we live helps us to understand how much we involve in the political process of society.
- Empowers people to logically analyse and creatively intervene in all public issues.

### 7. Learning Outcome

- Defines citizenship

**?** Mother Theresa and poet Kamala Surayya are persons having Indian citizenship. Do they have same type of citizenship? If not, what is the difference between their citizenships.

Score : 3, Time : 4 Minutes

### ■ Scoring Indicators

- Mother Theresa has acquired citizenship.
- Kamala Surayya has natural citizenship.
- Citizenship by birth is natural citizenship but citizenship acquired through legal procedure is acquired citizenship.

### 8. Learning Outcome

- Explains the elements of state.

**?** What is meant by sovereignty?

Score : 1, Time : 2 Minutes

### ■ Scoring Indicators

- States has the right to take decisions on national and international issues independently. This supreme authority of state is called sovereignty.

### 9. Learning Outcome

- Defines citizenship.

**?** What are the equal rights one get through citizenship?

Score : 3, Time : 4 Minutes

### ■ Scoring Indicators

- Right to contest election
- Right to vote
- Right to form organisations

### 10. Learning Outcome

---

- Defines political science



What are the different branches of study of Political Science.

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Political theories
- Public Administration
- Comparative politics
- International politics

### 11. Learning Outcome

---

- Explains the elements of state.



Too much or too less population is not good for a state. Why?

Score : 1, Time : 2 Minutes

### ■ Scoring Indicators

- Too much and too less population will adversely affect the development of a state.

### 12. Learning Outcome

---

- Explains the organs of state.



Why, states like Canada having less population encourages migration?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Scarcity of human resource is the reason for this.

### 13. Learning Outcome

---

- Defines citizenship.



What is meant by citizenship?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Citizenship is full and equal membership of a nation.

## CIVIC CONSCIOUSNESS

### 1. Learning Outcome

- Defines the concept of civic consciousness

**?** What do you mean by civic consciousness?

Score : 1, Time : 2 Minutes

#### ■ Scoring Indicators

- Civic consciousness is the awareness that each citizen is for the society and the best interests of the society are same that of the interests of the citizen.

### 2. Learning Outcome

- Explains the importance of civic consciousness

**?** Write two problems in society due to the lack of civic consciousness. Suggest two measures to rectify them.

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

##### Problems

Water scarcity  
Environmental pollution  
Corruption  
Epidemics  
Poisoned vegetables

##### Measures to rectify

Rain water harvesting  
Garbage treatment of source  
Awareness against corruption  
Awareness, cleaning  
Organic farming (Any two)

### 3. Learning Outcome

- Explains the methods for fostering civic consciousness.

**?** What are the factors that foster civic consciousness?

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Family, education, associations, social system, political system

### 4. Learning Outcome

- Explains the methods for fostering civic consciousness?

**?** Family and education plays significant role in fostering civil consciousness. Substantiate.

Score : 4, Time : 4 Minutes



### ■ Scoring Indicators

#### Family

- Respect elders
- Foster responsibility in members
- Encourage social services

#### Education

- Equips to utilize knowledge for the benefit of society.
- Creates value based education, environmental awareness, scientific awareness, tolerance etc.

## 5. Learning Outcome

- Explains the methods for fostering civic consciousness?

**?** Explain the role of media and democratic system in fostering civic consciousness.

Score : 4, Time : 5 Minutes

### ■ Scoring Indicators

#### Media

- Truthful news and information made possible to reaches the people.
- Do independent and impartial media work.
- Evaluate information critically

#### Democratic system

- Inevitable component of civic consciousness
- Democracy is a way of life. Foster co-operation and create awareness about liberty, equality and right.
- Democracy is based on the rule of law.

## 6. Learning Outcome

- Explains the methods for fostering civic consciousness?

**?** Mother Teresa and Kallen Pokkudan became role models of civic consciousness based on their style of life. Substantiate.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Mother Teresa : Nursing the destitute and charity work
- Kallen Pokkudan : Planted mangroves and created environmental awareness

## 7. Learning Outcome

- Analyses the challenges faced by civic consciousness

**?** What is meant by morality?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Morality means executing ones duties as responsible persons with discretion to choose right from the wrong.

### 8. Learning Outcome

---

- Analyses the challenges faced by civic consciousness

**?** Those who tries to foster civic consciousness in society faces a number of challenges. Write two measures to overcome them.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Should take up work without denying public interest.
- Act democratically with tolerance. (Similar answers should be considered)

### 9. Learning Outcome

---

- Explain the role played by social science in the formulation of civic consciousness.

**?** How can we utilise the study of social science in formulating civic consciousness.

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Respects diversity through study of social science
- Behave in tolerance.
- Helps to understand the various backgrounds of political, social, economic and environmental problems.
- Equips the individual to suggest comprehensive solutions to different problems.
- Disseminate the message of peace and co-operation among the people in society.

### 10. Learning Outcome

---

- Explains the role played by social science in the formulation of civic consciousness.

**?** What are the problems faced by people due to the absence of civic consciousness.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Selfishness, absence of peace and in security.

### 11. Learning Outcome

---

- Explains the role played by social science in the formulation of civic consciousness.

**?** Civic consciousness helps to solve several problems faced by society. Substantiate

Score : 3, Time : 3 Minutes

■ **Scoring Indicators**

**Problems**

Scarcity of water  
Environmental pollution  
Corruption

**Measures to rectify**

Rainwater harvesting  
Garbage disposal at source  
Awareness against corruption

**12. Learning Outcome**

---

- Explains the methods for fostering civic consciousness.



Associations can promote environmental awareness and awareness on human rights in individuals'. Substantiate.

Score : 4, Time : 4 Minutes

■ **Scoring Indicators**

- Possible. Several associations are working in the fields of environmental protection, human rights protection, charity etc - such 2 Score

## SOCIOLOGY WHAT? WHY?

### 1. Learning Outcome

- Finds out the difference between creative writing and study of sociology.

**?** Analyse the method in which creative writing intervenes a social issue.

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- Writing based on imagination and creativity.
- Social events are depicted on aesthetic realms.
- Appreciation is the main objective.

### 2. Learning Outcome

- Finds out the difference between crative writing and study of sociology

**?** Analyse the method in which a sociologist approaches a social issue

Score : 2, Time : 4 Minutes

#### ■ Scoring Indicators

- Social issues analysed scientifically
- Social conditions are analysed on the basis of cause-effect relationship

### 3. Learning Outcome

- Recognizes the importance of the study of sociology.

**?** Match the items in column A with the items in column B appropriately.

A	B
i. Study of economic activities	a. History
ii. Inquiry in to the past and the culture	b. Anthropology
iii. Study of state and the rights	c. Economics
iv. Study of origin and racial evolution of human beings	d. Political Science

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- i - c, ii - a, iii - d, iv - b

### 4. Learning Outcome

- Recognizes the importance of the study of sociology.

**?** What is the revolution that paved the way for the emergence of sociology?

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- Renaissance
- French Revolution
- Industrial Revolution

### 5. Learning Outcome

- Recognizes the contribution of early Sociologists.

**?** Who is known as the Father of Sociology?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- Auguste Comte

## 6. Learning Outcome

- Recognizes the contribution of early Sociologists.

**?** Write the name of Sociology in the early ages.

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Social Physics

## 7. Learning Outcome

- Recognizes the contribution of early Sociologists.

**?** Name the thinker who used the theory of evolution of Charls Darwin to study Sociology.

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Herbert Spencer

## 8. Learning Outcome

- Recognizes the contribution of early Sociologists.

**?** Name the important thinkers who contributed to the development of Sociology.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Karl Marx, Emile Durk heim, Max Weber.

## 9. Learning Outcome

- Defines Sociology and explains the features of it.

**?** Why Sociology is considered as the comprehensive study of Society?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Sociology is the comprehensive study of the relation between man and his social environment.

## 10. Learning Outcome

- Recognize the methods like social survey, interview and case study

**?** What are the methods used for studying Sociology?

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Social Survey, Interview, Observation, Case study

## 11. Learning Outcome

- Recognize the methods like social survey, interview and case study

**?** Survey is considered as the most suitable method to study Sociology. Why is it said so?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Survey helps to formulate a comprehensive point of view of the topic.

## 12. Learning Outcome

- Recognize the methods like social survey, interview and case study

**?** How interview helps the study of Sociology?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Interview helps to know and analyze the attitudes, views, beliefs, and habits.

**13. Learning Outcome**

- Recognize the methods like social survey, interview and case study

❓ What is Observation?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Observation as a method of study records truthfully whatever is seen heard, and experienced.

**14. Learning Outcome**

- Recognize the methods like social survey, interview and case study

❓ What are the two types of observation?

Score : 2, Time : 2 Minutes

■ **Scoring Indicators**

- a. Participant observation                      b. Non participant observation

**15. Learning Outcome**

- Recognize the methods like social survey, interview and case study

❓ What is participant observation?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Researcher directly collects information

**16. Learning Outcome**

- Recognize the methods like social survey, interview and case study

❓ Explain the method of study of participant observation

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- The Sociologist stays with the population under the study and understands their life, language, culture and analyses it.

**17. Learning Outcome**

- Recognize the methods like social survey, interview and case study

❓ What is non participant observation?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- The researcher observes the society from outside.

**18. Learning Outcome**

- Recognize the methods like social survey, interview and case study

❓ What is case study?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Case study is used to make an indepth study on rare and different social phenomena and problems.

# **SOCIAL SCIENCE - II**

SCERT Kerala

# SEASONS AND TIME

## 1. Learning Outcome

- Analyses the factors behind the occurrence of seasons and prepares notes.



The earth travels around the sun along an elliptical orbit.

- By what name is this movement known?
- Mention the time taken by the earth to complete one turn round the sun?
- The amount of solar energy received is not uniform at any place on the earth during this journey. Why?

Score : 3, Time : 4 Minutes

### ■ Scoring Indicators

- Revolution
- 365 days and 6 hours
- Change in the apparent position of the sun due to the inclination and parallelism of the earth's axis.

## 2. Learning Outcome

- Analyses the factors behind the occurrence of seasons and prepares notes.



A year generally comprises 365 days. But in certain occasions it consists of 366 days. Mention the name by which such years are known? Explain how 366 days are included in such years?

Score : 3, Time : 4 Minutes

### ■ Scoring Indicators

- Leap year
- The earth takes 365 days and 6 hours to complete one revolution. 365 days are included in a normal year and by adding the rest 6 hours together one additional day is included in the fourth year which is in February (29 days).



### 3. Learning Outcome

- Analyses the factors behind the occurrence of seasons and prepares notes.

**?** Following are the answers given by two students for the question ‘what is the inclination of earth’s axis?’. The teacher gave full scores for both. Justify the decision taken by the teacher.

The inclination of the earth’s axis is  $23\frac{1}{2}^\circ$

The inclination of the earth’s axis is  $66\frac{1}{2}^\circ$

Score : 2, Time : 2 Minutes

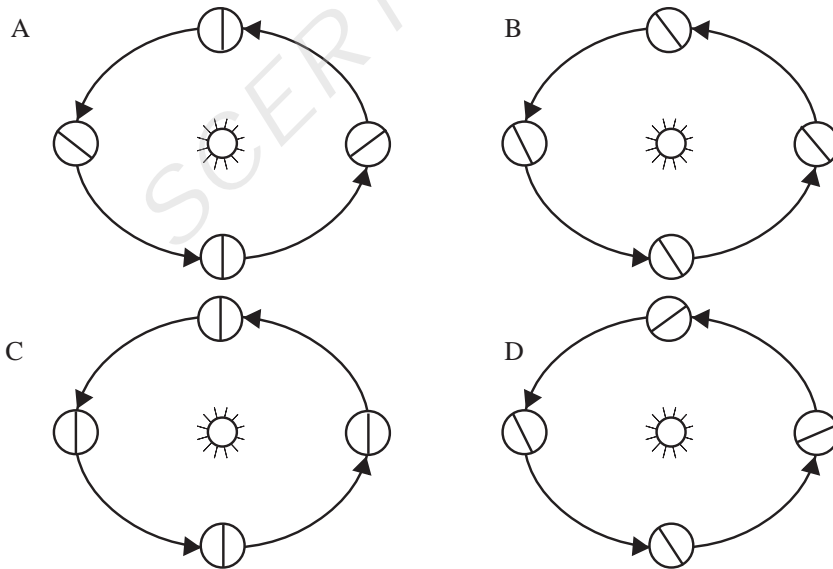
#### ■ Scoring Indicators

- The axis of the earth is inclined to  $66\frac{1}{2}^\circ$  from the plane of the orbit and it is  $23\frac{1}{2}^\circ$  from the vertical to the plane of orbit.

### 4. Learning Outcome

- Explains the equinoxes, solstices and the differences in the length of day and night on these days.

**?** The following diagrams are drawn to represent the parallelism of earth’s axis. Identify the correct ones?



- a. A and B  
 b. B only  
 c. C and D  
 d. A and D

Score : 1, Time : 2 Minutes

#### ■ Scoring Indicators

- b. B only

## 5. Learning Outcome

- Explains the equinoxes, solstices and the differences in the length of day and night on these days.

**?** One among the following statements is wrong. Identify the wrong answer and make necessary correction.

- The duration of day in the northern hemisphere increases from 21 March to 21 June.
- The duration of night in the northern hemisphere increases from 21 March to 21 June.
- The duration of day decreases in the northern hemisphere from 21 June to 23 September.
- The duration of night in the southern hemisphere increases from 21 June to 23 September.

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- b is the wrong answer
- The duration of night in the northern hemisphere decreases from 21 March to 21 June.

## 6. Learning Outcome

- Explains the equinoxes, solstices and the differences in the length of day and night on these days.

**?** What is the peculiarity of the duration of day and night in both the hemispheres on 21 March, 21 June, 23 September and 22 December?

Hints:

- Apparent position of the sun
- The duration of day and night in both the hemispheres
- The names by which these days are known.

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- 21 March – The sun comes vertically overhead at the equator – The duration of day and night are equal on both the hemispheres- Equinox
- 21 June – The sun is vertically overhead at the tropic of cancer – The longest day in the northern hemisphere and longest night in the southern hemisphere – Summer solstice

- 23 September - The sun comes vertically overhead at the equator – The duration of day and night are equal on both the hemispheres- Equinox
- 22 December -The sun is vertically overhead at the tropic of capricorn – The longest day in the southern hemisphere and longest night in the northern hemisphere – Winter solstice

### 7. Learning Outcome

- Explains the equinoxes, solstices and the differences in the length of day and night on these days.
- Explains the rotation and its effects.

**?** Analyse the diagrams and complete the table below.

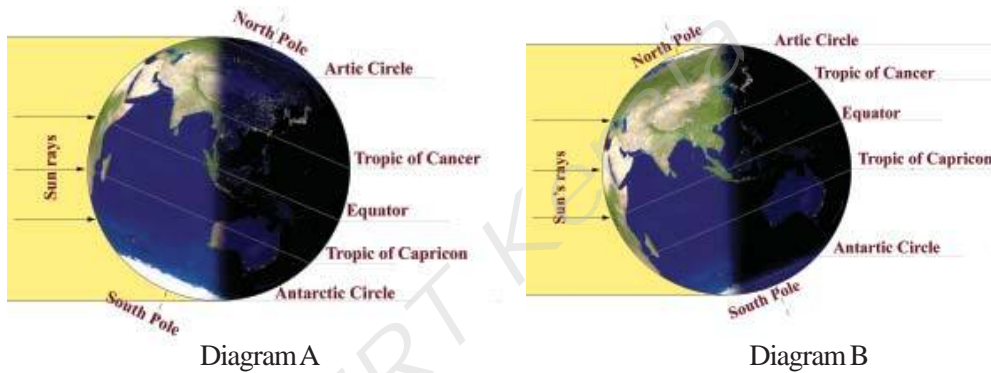


	Fig A	Fig B
Day	22 December	21 June
The latitude at which sun's rays fall vertically	a. ....	b. ....
Duration of day in the northern hemisphere	c. ....	d. ....
Duration of night in the northern hemisphere	e. ....	f. ....
The name by which this day is known in the Northern hemisphere	g. ....	h. ....

Score : 4, Time : 3 Minutes

#### ■ Scoring Indicators

- Tropic of capricorn
- Tropic of cancer
- Shortest night
- Longest night
- Longest night

- f. Shortest night
- g. Winter solstice
- h. Summer solstice

### 8. Learning Outcome

- Explains the rotation of the earth and its effects.

**?** The time of sunset varies over different months. Why?

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- When the sun is over the northern hemisphere northern hemisphere, experiences longer days and shorter nights. When the sun is over the southern hemisphere, the northern hemisphere experience shorter days and longer nights. This causes variations in the time of sunrise and sunset.

### 9. Learning Outcome

- Explains the various seasons as well as the environmental and atmospheric changes in each season.

**?** The seasons experiencing in the northern hemisphere are given in the table. Write down the corresponding seasons in the southern hemisphere.

	Months	Seasons
A.	22 December to 21 March	Winter
B.	21 March to 21 June	Spring
C.	21 June to 23 September	Summer
D.	23 September to 22 December	Autumn

Score : 2, Time : 4 Minutes

#### ■ Scoring Indicators

- A. Summer
- B. Autumn
- C. Summer
- D. Spring

### 10. Learning Outcome

- Explains the various seasons as well as the environmental and atmospheric changes in each season.

**?** The following are the hints related to certain seasons. Identify each season.

- a. Transition season between winter and summer
- b. Transition season between summer and winter

Score : 2, Time : 4 Minutes

#### ■ Scoring Indicators

- a. Spring
- b. Autumn

### 11. Learning Outcome

- Explains the various seasons as well as the environmental and atmospheric changes in each season.

**?** Following are a few natural phenomena occur during different seasons in India. Identify the season represented by each.

- Sprouting and blooming of plants and trees
- Trees shed their leaves
- Drying of reservoirs
- Dry atmosphere and low temperature.

Score : 2, Time : 4 Minutes

#### ■ Scoring Indicators

- Spring
- Autumn
- Summer
- Winter

### 12. Learning Outcome

- Analyses the importance of Greenwich line and the International date line in time calculation and prepare notes

**?** Each degree of longitude corresponds to four minutes of time. How can we arrive at this fact?

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Earth takes 24 hours to complete one rotation, ie.,  $360^\circ$  or 1440 minutes
- In other words it takes 1440 minutes to complete one rotation.
- Hence  $1^\circ$  of longitude corresponds to 4 minutes ( $1440 \div 360 = 4$  min)

### 13. Learning Outcome

- Analyses the importance of Greenwich line and the International date line in time calculation and prepare notes

**?** The world is divided in to 24 time zones.

- What is the longitudinal extent of each of these time zone?
- What is the time difference within a time zone?

Score : 2, Time : 3 Minutes

#### ■ Scoring Indicators

- $15^\circ$
- 1 hour

### 14. Learning Outcome

- Analyses the importance of Greenwich line and the International date line in time calculation and prepare notes

**?** There is an increase in time towards the east and decrease in time towards the west of all the longitudes other than  $180^\circ$  longitude. Why?

Score : 2, Time : 3 Minutes

#### ■ Scoring Indicators

- The earth rotates from west to east
- So the sun rises in the east and sets in the west.
- Hence these is increase in time towards the east and decrease in time towards the west

### 15. Learning Outcome

- Analyses the importance of Greenwich line and the International dateline in time calculation and prepare notes

**?** Explain the significance of Greenwich meridian and International date line in determining time.

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Greenwich meridian -  $0^\circ$  longitude. It is based on this longitude that the time is calculated worldwide.
- International date line -  $180^\circ$  longitude. There is a difference of 24 hours on either side of this line of longitude. So it is drawn deviated to avoid the land areas and to pass entirely through the ocean.

### 16. Learning Outcome

- Analyses the importance of Greenwich line and the International dateline in time calculation and prepare notes

**?** Every country considers a particular longitude as their standard meridian for determining time. Why?

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- The local time is different at different longitudes. If the same country follows different time, this may create a lot of confusions and problems. So the longitude passing almost through the middle of the country is considered as the standard meridian. The local time at this longitude is considered as the Standard Time.

### 17. Learning Outcome

- Calculates the corresponding time in India and other countries based on Greenwich line.

**?** Why do certain countries consider more than one longitude as their standard meridians? Give an example for such a country.

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- It is not practical to follow only one Standard Time for the countries with wide longitudinal extent. So more than one longitudes are considered as standard meridians.
- Eg: Russia, China, USA

### 18. Learning Outcome

- Calculates the corresponding time in India and other countries based on Greenwich line.

**?** What is the standard meridian of India?

Score : 1, Time : 2 Minutes

#### ■ Scoring Indicators

- $82\frac{1}{2}^\circ$  East longitude

### 19. Learning Outcome

- Analyses the importance of Greenwich line and the International dateline in time calculation and prepare notes.

**?** The standard meridian of India is  $82\frac{1}{2}^\circ$  East longitude. Why do India consider this longitude as the standard meridian?

Score : 1, Time : 2 Minutes

### ■ Scoring Indicators

- $82\frac{1}{2}^\circ$  East longitude passes almost through the middle of the country.

### 20. Learning Outcome

- Analyses the importance of Greenwich line and the International date line in time calculation and prepare notes.

- ❓ Which among the following longitudes is drawn deviated to avoid the land areas?
- Equator
  - Greenwich meridian
  - International date line
  - $82\frac{1}{2}^\circ$  East longitude

Score : 1, Time : 2 Minutes

### ■ Scoring Indicators

- c. International date line

### 21. Learning Outcome

- Analyses the importance of Greenwich line and the International dateline in time calculation and prepare notes.

- ❓ Why is International date line drawn deviated from the land areas?

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- There is a difference of 24 hours on either side of this longitude.
- If this line passes through land areas, the same inhabited areas may have different days.

### 22. Learning Outcome

- Calculates the corresponding time in India and other countries based on Greenwich line.

- ❓ What is the Greenwich Mean Time when the Indian Standard time is 2 pm on Monday?

Score : 2, Time : 3 Minutes

### ■ Scoring Indicators

- 8.30 am on Monday (2pm - 5 hrs. 30 min = 8.30 am)

### 23. Learning Outcome

- Calculates the corresponding time in India and other countries based on Greenwich line

- ❓ Determine the local time at  $45^\circ$  East and at  $45^\circ$  West longitude when the Greenwich Mean Time is 10 am Wednesday.

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

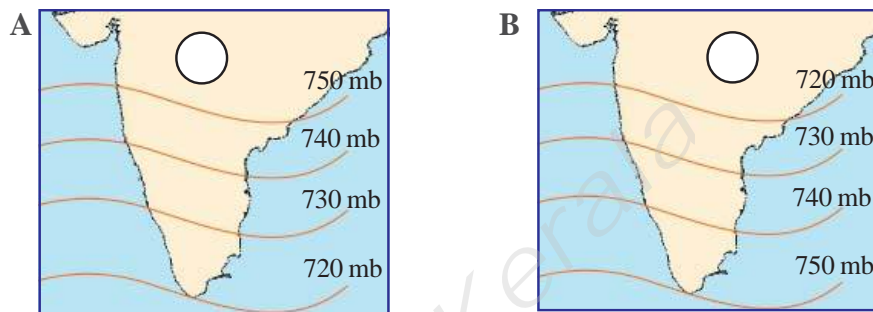
- $45^\circ$  East- 1 pm Wednesday ( $\frac{45}{15} = 3$  hrs, 10am + 3hr = 1pm)
- $45^\circ$  West- 7 am Wednesday ( $\frac{45}{15} = 3$  hrs, 10am - 3hr = 7am)

## IN SEARCH OF THE SOURCE OF WIND

### 1. Learning Outcome

- Explains the relationship between temperature and atmospheric pressure.

**?** Observe the following diagrams and find answers to the following questions.



- Which diagram represents the low pressure region? Substantiate your answer.
- What is the name by which the smooth curved lines in the diagrams are known? What does it indicate?

Score : 4, Time : 3 Minutes

#### ■ Scoring Indicators

- Figure B represents the low pressure region
- The value of isobars decreases towards the centre.
- Isobars
- Imaginary lines joining places having equal atmospheric pressure.

### 2. Learning Outcome

- Classifies the different types of winds.

**?** Distinguish between

- Land breeze and Sea breeze
- Mountain breeze and Valley breeze

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Characteristic features of land and sea breezes
- Characteristic features of mountain and valley breezes



### 3. Learning Outcome

- Illustrates the global pressure belts

**?** Which are the pressure belts on either side of subtropical high pressure belts? Write notes on the winds formed from this pressure belt in the northern hemisphere. Which among these winds is most influenced by the Coriolis force? Why?

Score : 6, Time : 8 Minutes

#### ■ Scoring Indicators

- Sub polar low pressure belt and equatorial low pressure belt.
- Features of westerlies and north east trade winds.
- Westerlies are most influenced by the Coriolis force.
- Coriolis force increases while advancing from the equator.

### 4. Learning Outcome

- Illustrates the global pressure belts.

**?** Rearrange the table on the basis of the planetary winds blowing in between different pressure belts.

1. Between the sub-tropical high pressure belt and the sub polar low pressure belt.	Trade winds
2. Between the polar high pressure belt and the sub polar low pressure belts	Westerlies
3. Between the sub-tropical high pressure belts and the equatorial low pressure belts	Polar winds

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

1. Westerlies
2. Polar winds
3. Trade winds

### 5. Learning Outcome

- Describe how the pressure gradient force, Coriolis force and friction influence the speed and direction of wind.

**?** Read the following informations.

- The atmospheric pressure at A is 740mb and it is 730 mb at a place 10km away from A.
- Atmospheric pressure at B is 740mb and it is 730 mb at a place 5km away from B

Which among these places experience stronger winds? Why?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Place B experience stronger winds
- Pressure gradient force is more at B. The isobars are drawn close to each other.

## 6. Learning Outcome

- Explains the relation between temperature and atmospheric pressure.

**?** Which among the following winds are called as Roaring forties?

- A. Polar winds                      B. Monsoon winds  
C. Westerlies                         D. Trade winds

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- C. Westerlies

## 7. Learning Outcome

- Explains the relation between and temperature and atmospheric pressure.

**?** Identify the wrong statement among the following.

- The location of mountains is one among the factors causing the formation of monsoon.
- South west trade winds also moves northward with the equatorial low pressure belt in the northern hemisphere during summer.
- South east trade winds moves northward along with the equatorial low pressure belt in the northern hemisphere during summer.
- Coriolis effect is one of the factors influencing the formation of monsoon.
  - i, iii and iv are correct, ii is wrong
  - i, ii, and iv are correct, iii is wrong
  - iii and iv are correct, i and ii are wrong
  - i and iv are correct, ii and iii are wrong

Score : 1, Time : 2 Minutes

### ■ Scoring Indicators

- c is the correct answer

## 8. Learning Outcome

- Explains that the atmospheric pressure is not uniform everywhere.

**?** Suppose at a place A the level of mercury in the mercury barometer touches 76 cm. What may be the atmospheric pressure then? Calculate the atmospheric pressure experienced at a height of 50 metres over the same place.

Score : 2, Time : 3 Minutes

### ■ Scoring Indicators

- Atmospheric pressure 1013.2 mb
- Atmospheric pressure at 50 m height    = 1013.2 – (1 mb × 5)  
= 1008.2 mb

### 9. Learning Outcome

- Illustrates global pressure belts

**?** The equatorial low pressure region was a nightmare for the ancient mariners. Why?

Score : 2, Time : 3 Minutes

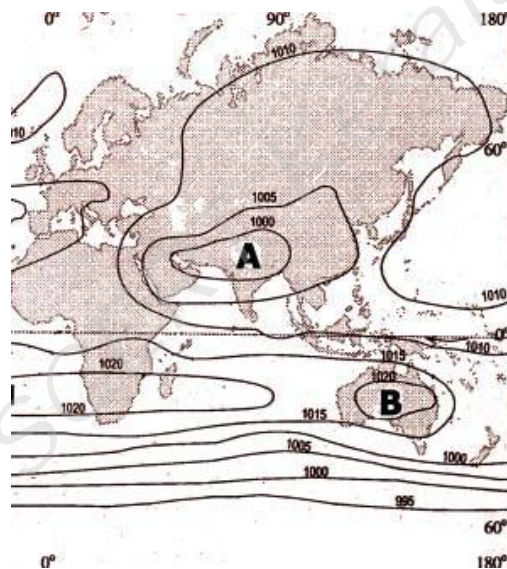
#### ■ Scoring Indicators

- In ancient times the ocean voyages were in yachts by making use of winds.
- The winds are feeble in the equatorial low pressure region because of massive rising up of air.
- This region is also known as Doldrum.
- The voyage across this region in yachts was difficult due to the lack of winds.

### 10. Learning Outcome

- Explains that the atmospheric pressure is not uniform everywhere.

**?**



- Name the smooth lines in the diagram.
- Among the places A and B, identify the place experiencing high pressure and the place experiencing low pressure.
- The sun is in which hemisphere during the period?

Score : 2, Time : 4 Minutes

#### ■ Scoring Indicators

1. Isobars
2. A- Low pressure, B- High pressure
3. Northern hemisphere

### 11. Learning Outcome

- Explains that the atmospheric pressure is not uniform everywhere.

**?** Is the atmospheric pressure the same at all places given below? Write a note based on the factors influencing the atmospheric pressure.

- Polar region
- Central pacific region
- Ooty

Score : 4, Time : Minutes

#### ■ Scoring Indicators

- Polar region - Low temperature, high pressure
- Central pacific region - high temperature, low pressure
- Ooty - low temperature, high pressure

### 12. Learning Outcome

- Illustrates global pressure belts.

**?** Following are a few facts related to two global pressure belts. Identify the pressure belts.

1. Extends to about  $5^{\circ}$  to  $10^{\circ}$  north and south of the equator.
2. Located at 30 north and south latitudes on both the hemispheres.
3. Trade winds and Westerlies blows from either side of this belt.
4. Known as Doldrum

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

1. Equatorial low pressure belt
2. Sub tropical high pressure belt
3. Sub tropical high pressure belt
4. Equatorial low pressure belt

### 13. Learning Outcome

- Classifies the different types of winds.

**?** Winds are named according to the place from which they blow. Mention any two winds named accordingly.

Score : 2, Time : 2 Minutes

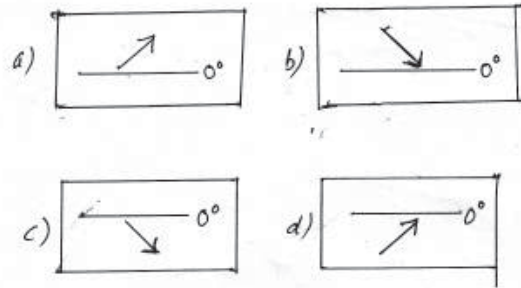
#### ■ Scoring Indicators

- South west monsoon winds
- North east monsoon winds ( name any suitable winds)

### 14. Learning Outcome

- Describe how the pressure gradient force, Coriolis force and friction influence the speed and direction of wind.

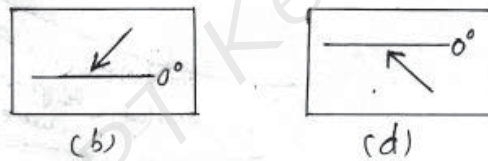
**?** Illustrated below are the directions of winds in the northern and southern hemispheres. Identify the figures which are not correct and illustrate them correctly.



Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Figures – b and d are not correct
- Correctly illustrate them.



### 15. Learning Outcome

- Classifies the different types of winds.

**?** Arrange the items in B and C columns suitable to column A.

A	B	C
Permanent winds	Cyclone	Mousim
Periodic winds	Night	Northern plains
Variable winds	Westerlies	Low pressure over the sea
Local winds	Monsoon winds	Furious fifties
Land breeze	Loo	Low pressure centre

Score : 5, Time : 2 Minutes

#### ■ Scoring Indicators

- Permanent winds- Westerlies - Furious fifties
- Periodic winds- Monsoon winds - mousim
- Variable winds - Cyclones - low pressure centre
- Local winds - Loo - Northern plains
- Land breeze - night - Low pressure over the sea

## HUMAN RESOURCE DEVELOPMENT IN INDIA

### 1. Learning Outcome

- Analyses and presents the need for human resource development
- ?** What is meant by human resource development?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- Development of physical and mental abilities of human beings through education, health care and training.

### 2. Learning Outcomes

- Analyses and presents the need for human resource development
- ?** Different dimensions of human resource development is given below. Prepare a note on the facilities to improve them.
- Family creates an environment for the development of the potential of the individuals.
  - Nation provide facilities for the people to develop their skills.

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Individuals take efforts to develop their own skills.
- Various institutions and agencies provide facilities for education and training.

### 3. Learning Outcome

- Prepares a flowchart depicting the qualitative and quantitative aspects of human resource.
- ?** Which are the various factors included in the quantitative features of human resource?

Score : 2, Time : 2 Minutes

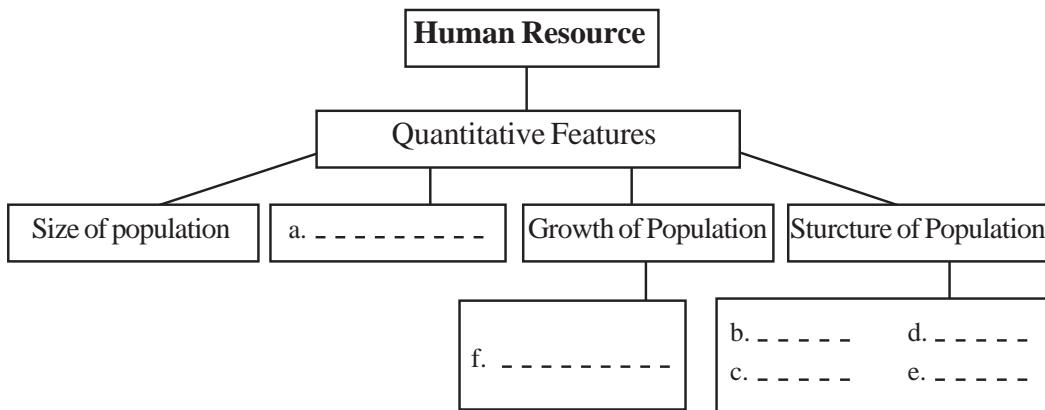
#### ■ Scoring Indicators

- Size of population
- Density of population
- Growth of population
- Structure of population

### 4. Learning Outcome

- Prepares a flowchart depicting the qualitative and quantitative aspects of human resource.

- ?** Complete the flowchart given below based on the quantitative factors of human resources.



Score : 3, Time : 3 Minutes

**■ Scoring Indicators**

- a. Population density
- b. Age structure
- c. Sex ratio
- d. Labour force participation rate
- e. Dependency ratio
- f. Birth rate/death rate

**5. Learning Outcome**

- Analyses and present the need for human resource development

- ?** What is Census?

Score : 2, Time : 2 Minutes

**■ Scoring Indicators**

- Every country at regular intervals of time collects information on the number of people, age, sex, socio-economic status and analyses them. This is called Census.

**6. Learning Outcome**

- Analyses the population the need for human resource development

- ?** Answer the following questions related to census in India.

- a. How often is the census conducted in India?
- b. When was the last census conducted?

Score : 1, Time : 2 Minutes

**■ Scoring Indicators**

- a. Once in ten years
- b. 2011 March 1<sup>st</sup>

**7. Learning Outcome**

- Analyses population and human resource development

- ?** Write down your inferences about the scope of population studies.

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Help the government to quantitatively assess the extend of different needs of the people and help to plan activities and programmes accordingly.

## 8. Learning Outcome

- Analyses population and presents the need for human resource development

**?** How do you think population study help the government? Justify your opinion.

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- To quantitatively assess the different needs of the people.
  - To plan activities and programmes
  - To know the availability of human resource
  - To improve basic facilities.
  - To quantify the goods and services required
  - To determine socio-economic policies.
- (Consider similar answers also)

## 9. Learning Outcome

- Analyses population and presents the need for human resource has development

**?** Countries that become successful in developing human resources has achieved greater high economic development. Evaluate with suitable examples.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Countries can attain economic development through human resource development.
- Eg : USA, Japan, China

## 10. Learning Outcome

- Analyses population and presents the need for human resource development

**?** How does density of population affect the availability of man power?

Score : , Time : Minutes

### ■ Scoring Indicators

- Human resource availability more in areas of high density of population.
- Human resource availability less in areas of less population density.

## 11. Learning Outcome

- Analyses population and presents the need for human resource development

**?** Which date is observed as World Population Day? Write any one programme you are planning to implement in your school on that day.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- July - 11
- Seminar on population growth - Awareness classes (any one such programme)



## 12. Learning Outcome

- Analyses and present the need for human resource development

**?** Table showing the population growth rate in India is given below. With the help of the table answer the questions.

Year	Population (in crores)	Decade growth rate (in percentage)
1951	36.11	13.31 (1941 - 51)
1961	43.90	21.64 (1951 - 61)
1971	54.82	24.80 (1961 - 71)
1981	68.33	24.66 (1971 - 81)
1991	84.64	23.87 (1981 - 91)
2001	102.87	21.54 (1991 - 2001)
2011	121.02	17.64 (2001 - 11)

- Which year has decrease in population growth rate?
- Which years have increase in population growth rate?
- What might be the reasons for this?

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- 1951
  - 1971, 1981
- Changes in the birth rate and death rate, migration

## 13. Learning Outcomes

- Analyses and present the need for human resource development

**?** What changes do birth rate, death rate and migration make. Explain.

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Increase in birth rate and decrease in death rate - Results in the increase in population
- Decrease in birth rate and increase in death rate - Results in the decrease in population
- Birth rate and death rate equal - No change in population
- Migration - Population of a region increases  
Population decreases at another place

## 14. Learning Outcomes

- Analyses and present the need for human resource development

**?** What is labour force participation rate and dependency rate?

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Labour force participation rate - Ratio of the population in the age group of 15 - 59, who are either employed or actively looking for jobs.
- Dependency ratio - The number of people in the age group 0 - 14 and 60 above and their proportion to the population.

### 15. Learning Outcome

- Analyses and present the need for human resource development
- ?** When the age structure is examined the need for proper utilisation of human resource will be understood. Write your response to this statement.

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Many people in the age group 15 - 59 years do not have job. This points to the necessity of utilising the human resources aptly

### 16. Learning Outcome

- Analyses and present the quantitative features of the human resources
- ?** In your opinion, what are the advantages in developing human resource?

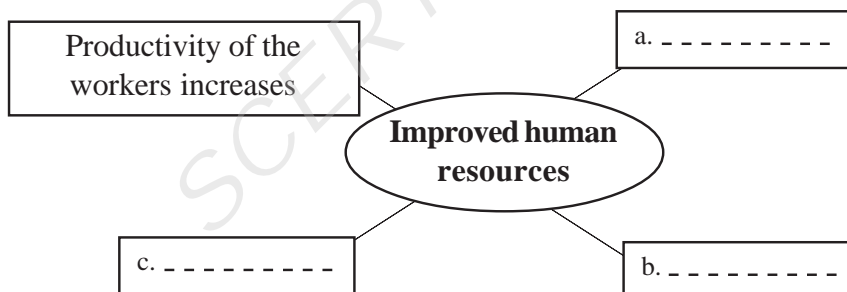
Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Productivity increases
  - Economic inequality is reduced
  - Natural resources can be utilised effectively
  - Entrepreneurship improves
  - Social welfare is ensured
- (Consider similar answers also)

### 17. Learning Outcome

- Analyses and present the quantitative features of the human resources
- ?** Complete the word web



Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Economic inequality is reduced
- Natural resources is utilised effectively
- Entrepreneurship improves

### 18. Learning Outcome

- Analyses and present the quantitative features of the human resources
- ?** People with labour potential is the strength of a nation. Which are the qualitative factors that improve labour potential?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Education
- Improving the skills of the individuals

- Imparting the technological know-how
  - Improve labour skills
  - Health care
- (any four)

### 19. Learning Outcome

- Analyses and present the quantitative features of the human resources
- ?** How does human resource development help economic development? Prepare a short note.

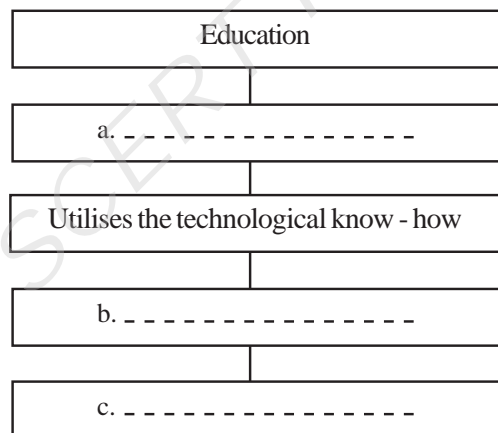
Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- For the economic development of a nation, various resources are to be utilised properly.
- Like natural resources, human resources are also important.
- When the natural resources are combined with human efforts, there is an increase in production leading to economic development.
- Therefore availability and quality of the human resource is to be ensured for the economic development.

### 20. Learning Outcome

- Prepares a note on the role of education and health care in human resource development.
- ?** Fill in the missing portion of the flowchart showing human resource development through education.



Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Improves the skills of individuals
- Helps to secure better job and income
- Improves the standard of living

### 21. Learning Outcome

- Prepares a note on the role of education and health care in human resource development.
- ?** When was the Ministry of Human Resource Development formed? What is its main responsibility?

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- The Ministry of Human Resource Development (MHRD) was formed in 1985.
- To plan and implement the activities necessary for human resource development.

### 22. Learning Outcome

- Prepares a note on the role of education and health care in human resource development.



Some of the programmes implemented in India to develop education and skills are given below. Write down their objectives.

- Sarva Siksha Abhiyan (SSA)
- Rashtriya Uchthal Shiksha Abhiyan (RUSA)

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

SSA

- To ensure primary education to all
- To improve educational facilities

RUSA

- To increase access to higher education
- To improve the quality of higher education

### 23. Learning Outcomes

- Prepares a note on the role of education and health care in human resource development.



Which programme is implemented in our country to ensure access to Secondary education to all and to improve educational facilities?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

### 24. Learning Outcome

- Prepares a note on the role of education and health care in human resource development.



Complete the table given below.

#### Projects

- Integrated Child Development Scheme (ICDS)
- National Skill Development and Monetary Reward Scheme
- c. -----

#### Goals

- To ensure integrated development of children upto 6 years
- a. -----
- b. -----
- To ensure the availability of people with employable skills
- To ensure primary education to all
- d. -----

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- To provide health care for pregnant and lactating women
- To improve the working skills of the people
- Sarva Siksha Abhiyan (SSA)

- d. To improve educational facilities

### 25. Learning Outcome

- Prepares a note on the role of education and health care in human resource development.

**?** "Problems still exist in the education sector." Write your response to this statement.

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Certain sections drop out from schools without completing primary education.
- There is lack of availability of basic facilities in the education sector.
- Quality of education has yet to be improved.

### 26. Learning Outcome

- Prepares a note on the role of education and health care in human resource development.

**?** Prepare a short note on the educational facilities in India.

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- To improve education and skills, government has implemented the following projects.  
ICDS  
SSA  
RMSA  
RUSA  
National Skill Development and Monetary Reward Scheme
- To provide education, there are institutions at various levels in the country.
- Our country has made education fundamental right and has passed the Right to Education Act (RTE) in 2009.

### 27. Learning Outcome

- Prepares a note on the role of education and health care in human resource development.

**?** How do healthy individuals become the backbone of development of a nation?

Score : 6, Time : 6 Minutes

#### ■ Scoring Indicators

- Healthy individuals work for the economic development of the nation.
- Healthy individuals participate in the development process of the country.
- Increase in the number of working days
- Proper utilisation of natural resources
- Medical expenses can be reduced there by reducing the government expenditure
- Economic development is possible through increase in production.

### 28. Learning Outcome

- Prepares a note on the role of education and health care in human resource development.

**?** Prepare a list of facilities to be ensured for health care.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Availability of nutritious food
- Availability of clean water
- Maintenance of cleanliness
- Medical facilities

## 29. Learning Outcomes

- Prepares a note on the role of education and health care in human resource development.

- ❓ Critically evaluate the work of the institutions that are engaged in health sector for preventive measures and treatment.

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Multi speciality hospitals
- Ayurveda, Yoga, Naturopathi, Unani, Siddha, Homeopathy
- National Rural Health Mission (NRHM)
- National Urban Health Mission (NUHM)

## 30. Learning Outcomes

- Prepares a note on the role of education and health care in human resource development.

- ❓ Prepare a paper on "The role of education and health care in human resource development."

Score : 6, Time : 6 Minutes

### ■ Scoring Indicators

#### Education

- Improves the skills of the individuals
- Improves the technological know-how
- Helps to secure better job and income
- Projects implemented to develop education and skills, Integrated Child Development Scheme (ICDS), Sarva Siksha Abhiyan (SSA), Rashtriya Madhyamik Siksha Abhiyan (RMSA), Rashtriya Utchal Siksha Abhiyan (RUSA), Right To Education Act.

#### Health

- Increase in the number of working days
- Proper utilisation of natural resources
- Less medical expenses
- Increase in production
- Hospital functioning at different levels
- National Rural Health Mission (NHRM)
- National Urban Health Mission (NURM)

## 31. Learning Outcome

- Prepares a note on the role of education and health care in human resource development.

- ❓ Evaluate how education is helpful for the development of a nation?

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Improves the capacity of the people
- Access to the technological know - how
- Helps to secure better job and income

### 32. Learning Outcome

- Prepares a note on the role of education and health care in human resource development.

**?** 'Many problems still remains unresolved in the health sector'. Write your response to this statement.

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Lack of health care facilities in the rural areas.
- Lack of health care facilities in proportion to population.
- Increasing medical expense in the public sector.

### 33. Learning Outcomes

- Prepares a note on the role of education and health care in human resource development.

**?** Write any two activities you recommend to improve the standard of education in the schools.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Continous evaluation to be made effective
- Prevent drop outs  
(Similar answers also can be considered)

## TERRAIN ANALYSIS THROUGH MAPS

### 1. Learning Outcome

- Identifies toposheets and describes their preparation, uses as well as lay out and numbering.

**?** Toposheets are maps prepared by incorporating detailed information of comparatively smaller areas. What are its uses?

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Economic planning
- Urban planning
- Military operations
- Analysis of surface features of the earth

### 2. Learning Outcome

- Identifies toposheets and describes their preparation, uses as well as lay out and numbering.

**?** In the toposheet numbered  $45\frac{F}{10}$ , what does F indicate?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- F indicates degree sheet

### 3. Learning Outcome

- Identifies toposheets and describes their preparation, uses as well as lay out and numbering.

**?**  $55\frac{D}{1}$  represents the number of a toposheet.

- What is the scale of this toposheet?
- What is indicated by the parts 55 and D in this toposheet number?

Score : 3, Time : 3 Minutes

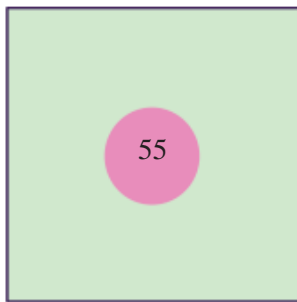


■ Scoring Indicators

- (i) 1 : 50,000
- (ii) 55 indicates the Million sheet which includes this toposheet.  
D indicates the Degree sheet which includes this toposheet.

**4. Learning Outcome**

- Identifies toposheets and describes their preparation, uses as well as lay out and numbering.



Suppose the figure represents a  $4^\circ \times 4^\circ$  topographical map. Mark the position of  $55 \frac{D}{10}$  toposheet of scale 1: 50000 by dividing and numbering it in the respective order.

Score : 2, Time : 2 Minutes

■ Scoring Indicators

A									
				B					
								C	
1	5	9	13						
2	6	10	14						
3	7	11	15						
4	8	12	16						

### 5. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.

 What is represented by the symbol  in a topographical map?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- Non - perennial river

### 6. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.

  Examine the symbol and mention the cultural features represented by this symbol in the topographical maps.




Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Road
- Bridge

### 7. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.

  ,  The symbols largely used in a toposheet to represent the transport are given. What is your inference regarding the transport facilities in that region?


Score : 2, Time : 2 Minutes


#### ■ Scoring Indicators


- The symbols represent foot paths and unmetalled roads
- Thus transport facilities are limited in this region


### 8. Learning Outcome


- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.

 Analyse the symbols and find suitable ones to each of them from those given below.

a. 

b. 

c. 

d. 

- I a. International boundary
- b. State boundary
- c. District boundary
- d. Taluk boundary
- II a. State boundary
- b. District boundary
- c. Taluk boundary
- d. International boundary

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- I a. International boundary
- b. State boundary
- c. District boundary
- d. Taluk boundary

9. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.



- A
- 1.
  - 2.
  - 3.
  - 4.

B

- a - Taluk boundary
- b - District boundary
- c - State boundary
- d - International boundary

Observe the columns A and B and find the suitable matches from those given below.

- I. 1a, 2b, 3c, 4d
- II. 1a, 2c, 3b, 4d
- III. 1d, 2c, 3b, 4a
- IV. 1d, 2b, 3c, 4a

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- III. 1d, 2c, 3b, 4a

10. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.



The colours and symbols used in topographical maps are internationally accepted ones. Why?




Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- This is for understanding the maps prepared by a country by any other countries

## 11. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.

  ,  These two symbols represents railway lines. What is the main difference between them?

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

-  Broad guage
-  Metre guage

## 12. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.

 "  " Identify the feature represented by this symbol in a topographical map.

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Grave yard

## 13. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.

 What is represented by the signs PO and PS in topographical maps?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- PO- Post Office
- PS-Police Station

## 14. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.

 What is indicated by the numbers given along with the contour lines?

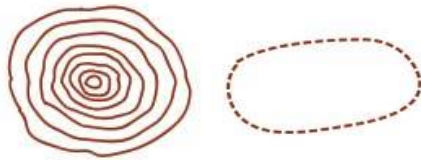
Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Altitude

### 15. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.



What are the features represented by these two symbols? Name the symbols. What is the main difference between them?

Score : 5, Time : 5 Minutes

### ■ Scoring Indicators

- Altitude
- Contour lines and Form lines
- If the altitude of places are known, contour lines are drawn by joining the places having the same altitude above mean sea level  
If the actual elevations of places are not known, broken lines are drawn instead of contours to represent the relief.

### 16. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.



Three fourth of the total area in a topographical map is shown in yellow colour. What is your inference regarding the main economic activity of the people in this region?

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Agriculture is the main economic activity

### 17. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.



What are the methods of representing relief in topographical maps other than contour lines?

Score : 2, Time : 2 Minutes

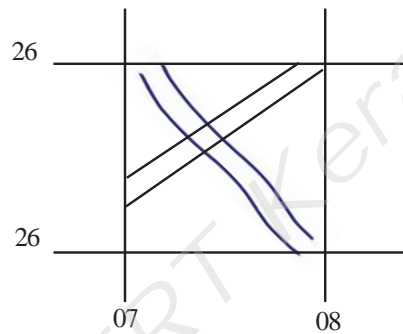
### ■ Scoring Indicators

1. Form lines
2. Spot heights
3. Triangulated heights
4. Bench marks etc.

## 18. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.

**?** Examine the model reference grid and mark the symbol required at the place where the river and road meets.



Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Bridge (1)
-  (1)

## 19. Learning Outcome

- Locates the exact position of geographical features on toposheets based on the concept of grid referencing.

**?** The lines drawn in North-South direction in the toposheets are the Eastings. Why these lines are called so?

Score : 2, Time : 2 Minutes

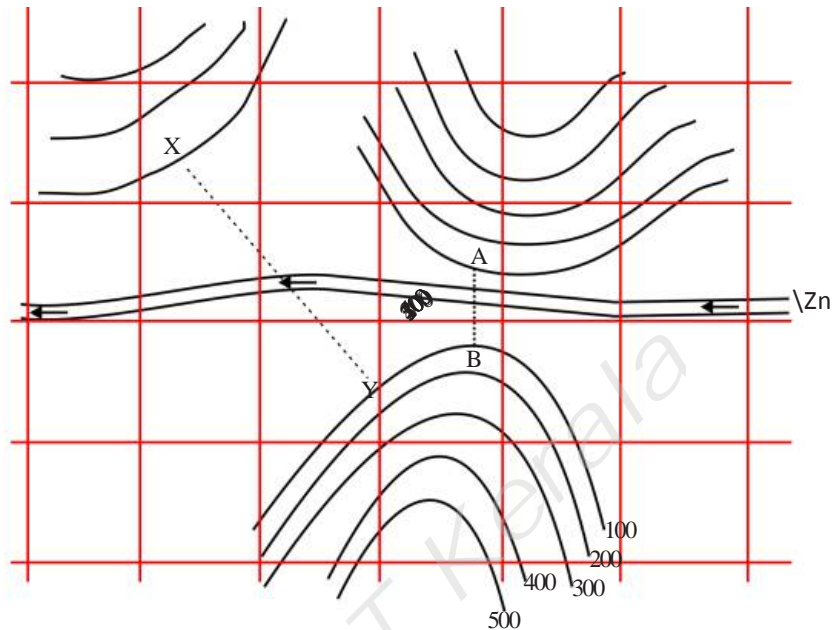
### ■ Scoring Indicators

- The value of these lines increases eastwards.

## 20. Learning Outcome

- Plots out the relief and intervisibility of land areas based on contours.

**?** Observe the model reference grids. Suppose there is a proposal to construct a water reservoir in this region. Suggest the suitable place for constructing a water reservoir across the river. Substantiate your answer.



Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- AB is the suitable place. Cost of construction will be less because it is a narrow valley between the hills.
- Can have much water holding capacity.

## 21. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.

**?** The contour lines are closely spaced at place A and are widely spaced at place B in a toposheet. What is your inference regarding the slopes at places A and B?

Score : 2, Time : 3 Minutes

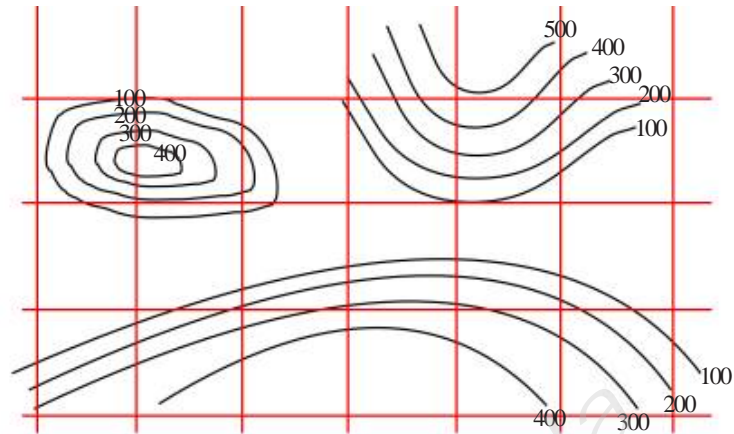
### ■ Scoring Indicators

- Steep slope
- Gentle slope

## 22. Learning Outcome

- Plots out the relief and intervisibility of land areas based on contours.

**?** Analyse the model reference grids given. Identify the suitable place for the construction of railway line and mark it with appropriate symbol.



Score : 1, Time : 3 Minutes

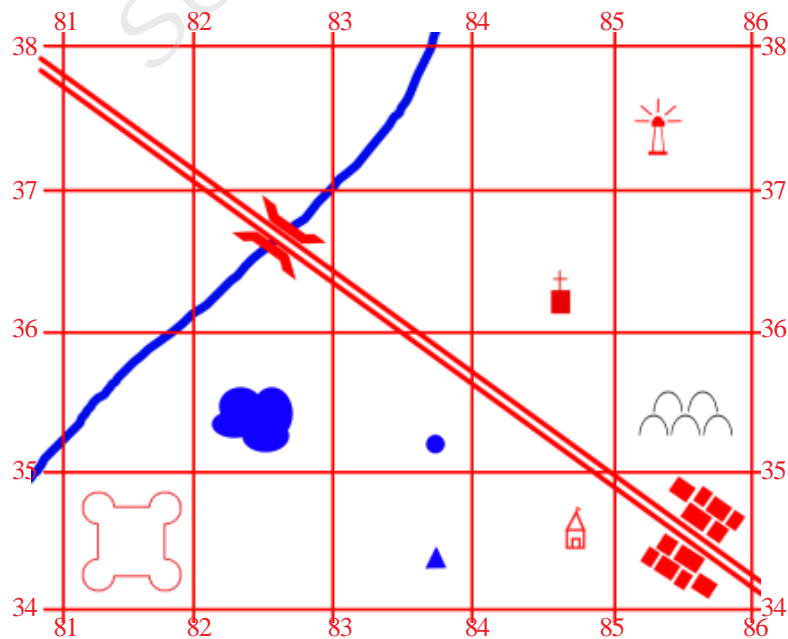
### ■ Scoring Indicators

- Mark along the area in between the hills.
- Use the conventional symbol for railway line

## 23. Learning Outcome

- Distinguishes the features represented by conventional signs and symbols in toposheets and make inferences on them.

**?** Analyse the model reference grids and answer the following questions.



Scale : 1 : 50000



1. Find the direction of fort with respect to the temple.
2. Locate the temple in six figure grid reference method.
3. Find the actual length of the road in the area.
4. Locate the settlements in four figure grid reference method.

Score : 4, Time : 4 Minutes

■ **Scoring Indicators**

1. West
2. 847345
3. 6.5 Km
4. 8534

SCERT Kerala

## PUBLIC EXPENDITURE AND PUBLIC REVENUE

### 1. Learning Outcome

- Presents the features of public revenue and public expenditure

**?** Some of the activities performed by welfare governments are given below. Complete the table by incorporating other two activities.

- Distribution of welfare pension
- Empowering General education
- a. -----
- b. -----

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Public health care protection
- Environment protection

### 2. Learning Outcome

- Presents the features of public revenue and public expenditure

**?** What is meant by public expenditure?

Score : 1, Time : 2 Minutes

#### ■ Scoring Indicators

- Expenditure of the government for public welfare.

### 3. Learning Outcome

- Presents the features of public revenue and public expenditure

**?** Which are the two main sources of public revenue of the government?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Tax revenue
- Non-tax revenue

#### 4. Learning Outcome

- Analyses the features of direct tax and indirect tax with examples and list them in a table.



What is the major difference between direct tax and indirect tax.

Score : 2, Time : 4 Minutes

##### ■ Scoring Indicators

- Tax is paid by the person on whom it is imposed.
- Tax is imposed on one and paid by another.

#### 5. Learning Outcome

- Analyses the features of direct tax and indirect tax with examples and list them in a table.



List down the main features of direct tax and indirect tax.

Score : 3, Time : 3 Minutes

##### ■ Scoring Indicators

Direct tax

- Tax paid by the tax payer
- Tax burden is felt by the tax payer
- Comparatively expensive

Indirect tax

- Tax is imposed on one and paid by another
- Tax burden is not felt by the tax payer
- Comparatively low expenditure.

#### 6. Learning Outcome

- Analyses the features of direct tax and indirect tax with examples and list them in a table.



Two major direct taxes are given below. Explain them.

- Personal income tax
- Corporate tax

Score : 2, Time : 4 Minutes

##### ■ Scoring Indicators

- Tax imposed on the income of the individuals
- Tax imposed on the net income or profit of a company

## 7. Learning Outcome

- Analyses the features of direct tax and indirect tax with examples and list them in a table.

**?** Prepare a description about the indirect taxes in India.

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Describes value added tax, excise duty, customs duty and service tax

## 8. Learning Outcome

- Analyses the features of direct tax and indirect tax with examples and list them in a table.

**?** Classify the taxes given below as direct tax and indirect tax.

- |                         |                    |
|-------------------------|--------------------|
| a. Personal income tax  | b. Excise duty     |
| c. Corporate income tax | d. Value added tax |

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Direct tax - Personal income tax, corporate tax
- Indirect tax - Excise duty, value added tax

## 9. Learning Outcome

- Lists the central, state and local self government taxes.

**?** Classify the following taxes properly as mentioned in the table.

- Entertainment tax
- Value added tax
- Property tax
- Personal income tax
- Corporate tax
- Stamp duty
- Land tax
- Professional tax

Central Government	State Government	Local Self Government
•	•	•
•	•	•
•	•	•

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- Central Government : Corporate tax, Personal Income tax
- State Government : Value added tax, Stamp duty, Land tax
- Local Self Government : Property tax, Entertainment tax, Professional tax

## 10. Learning Outcome

- Lists the central, state and local self government taxes.



Prepare a note on the different sources of income of the state government.

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Describes the tax income of the state government such as value added tax, stamp duty, state excise duty, land tax.

## 11. Learning Outcome

- Describes indirect tax



Write your opinion about the taxes that affect ordinary people.

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Write about indirect tax and your opinion on price hike, economic inequality.

## 12. Learning Outcome

- Classifies and explains the non-tax revenue.



Some non-tax income are given below. Explain them.

- Fees
- Grant
- Interest
- Profit

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Explain fees, grant, interest and profit

## 13. Learning Outcome

- Present the features of internal debt and external debt.



Prepare a short note on the impact of public debt in India.

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- Write and explain the negative result of increasing public debt.

## 14. Learning Outcome

- Present the features of internal debt and external debt.

**?** Table showing the internal and external debt of India from 2010 - 11 to 2015 - 16 is given below. Observe the table and answer the following.

Year	Internal Debt (in crores)	External Debt (in crores)	Total Debt (in crores)
2010 - 11	2667114	157639	2824754
2011 - 12	3230622	170087	3400709
2012 - 13	3764456	177288	3941744
2013 - 14	4240766	184580	4424346
2014 - 15	4775900	194286	4970186
2015 - 16	5298216	205459	5503675

- When compared to 2010 - 11 how much was the increase in public debt in 2015 - 16?
- What conclusions do you arrive at by comparing the internal and external debt?
- What might be the reasons for increasing public debt in India?

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- Debt doubled
- Internal debt is more than external debt
- Expenses for Defence, increase in population, social welfare activities, development activities.

## 15. Learning Outcome

- Explains public expenditure

**?** What is meant by public finance?

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- A branch of Economics that deals with public income, public expenditure and public debt.

## 16. Learning Outcome

- Explains public expenditure

**?** How do you think the payment and non-payment of tax affect the development of a nation?

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- Explains the advantages of paying tax.
- Explains the disadvantages of not paying tax.

### 17. Learning Outcome

- Explains the importance of budget.

**?** What is budget? What is the importance of budget in economic activities of the government?

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- An economic document that shows the income and expenditure of the government in a financial year.
- Explains the importance of the budget

### 18. Learning Outcome

- Analyses the features of direct tax and indirect tax with examples and list them in a table.

**?** How do you differentiate direct tax from indirect tax?

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- In direct tax, tax payer himself pays the tax.
- In indirect tax, tax is imposed on one and another person pays the tax.

### 19. Learning Outcome

- Explains public income and public expenditure

**?** What are the features of public income and public expenditure?

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- The features of public expenditure and public revenue.

### 20. Learning Outcome

- Differentiates different type of Budget.

**?** Explain different type of budgets.

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- Balanced budget : Income and expenditure equal.
- Surplus budget : Income is more than expenditure
- Deficit budget : Expenditure in more than income

### 21. Learning Outcome

- Explains the main features of the fiscal policy

**?** What are the major features of the fiscal policy?

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- The features of fiscal policy

### 22. Learning Outcome

- Presents the sources of income in the central budget in a table.

❓ Which are the major sources of income in Central budget?

Score : 2, Time : 3 Minutes

### ■ Scoring Indicators

- Corporate tax, personal income tax, customs duty, excise duty.

### 23. Learning Outcome

- Present the features of internal debt and external debt.

❓ What are the features of internal debt and external debt.

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- The features of internal debt and external debt.

### 24. Learning Outcome

- Explains the main features of the fiscal policy

❓ Compare developmental expenditure and non-developmental expenditure.

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Write and explains developmental expenditure and non-developmental expenditure.

### 25. Learning Outcome

- Explains the main features of the fiscal policy

❓ Public finance and fiscal policy determines the development of nation. Substantiate.

Score : 5, Time : 8 Minutes

### ■ Scoring Indicators

- Write and substantiates public finance and fiscal policy.

### 26. Learning Outcome

- Explains the main features of the fiscal policy

❓ Explain what is fiscal policy and what are its objectives.

Score : 5, Time : 8 Minutes

### ■ Scoring Indicators

Write and explains fiscal policy

- Economic stability
- Employment opportunity
- Control unnecessary expenses
- Control inflation and deflation
- Economic discipline

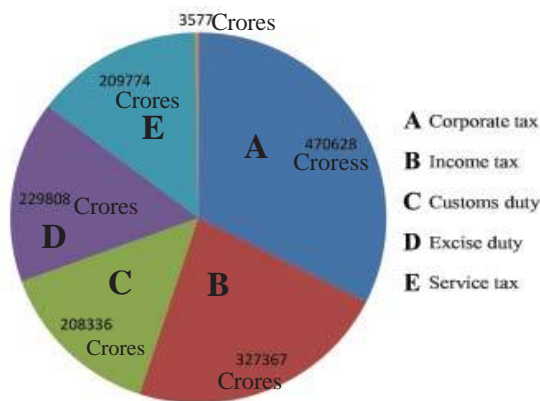


### 27. Learning Outcome

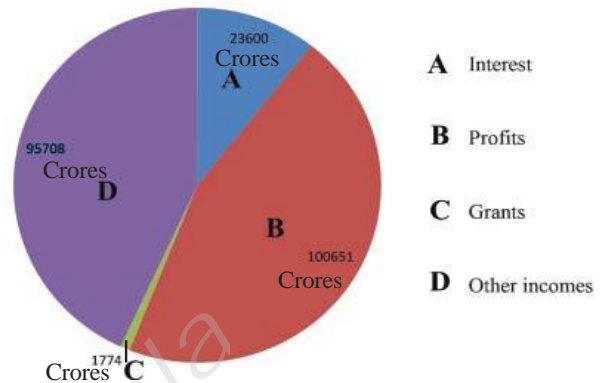
- Explains and lists the main features of the fiscal policy.

**?** Analyse the pie diagram given below and answer the following.

Central budget 2015-16 Tax revenue (In Rupees)



Central budget 2015-16-Non tax revenue (In Rupees)



- Through which tax did government get more income?
- How much income is received through service tax?
- Which is the highest source of non tax revenue to the Central Government?
- Does tax revenue or non-tax revenue bring more income to the government?

Score : 4, Time : 6 Minutes

**■ Scoring Indicators**

- Corporate tax
- 209774 crores
- Profit
- Tax income

### 28. Learning Outcome

- Explains public expenditure, public income and public debt.

**?** How does public expenditure, public income and public debt influence the development of a nation?

Score : 6, Time : 10 Minutes

**■ Scoring Indicators**

- Explains, how public expenditure, public income and public debt influence the development of a nation.

## EYES IN THE SKY AND ANALYSIS OF INFORMATION

### 1. Learning Outcome

- Compares different methods of remote sensing.

**?** Identify the types of remote sensing to which the following statements are related.

1. Remote sensing with the help of solar energy.
2. Remote sensing with the help of an artificial source of energy.

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

1. Passive Remote sensing
2. Active Remote sensing

### 2. Learning Outcome

- Classifies remote sensing on the basis of platform.

**?** How are balloons, aircrafts and satellites related to remote sensing. What is the common name by which these are known?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- The sensors for collecting information are fixed on them.
- Platform

### 3. Learning Outcome

- Classifies remote sensing on the basis of platform.

**?** Classify remote sensing based on platforms.

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

1. Satellite remote sensing
2. Aerial remote sensing
3. Terrestrial photography

#### 4. Learning Outcome

- Explains the importance of overlap in aerial photographs.

**?** Each aerial photograph captures nearly 60% of the area included in the adjacent photographs. What is the significance in doing so? Mention the name by which this is known?

Score : 3, Time : 3 Minutes

##### ■ Scoring Indicators

- For the continuity of photographs
- To get three dimensional view
- Overlap

#### 5. Learning Outcome

- Explains the importance of overlap in aerial photographs.

**?** Which is the instrument used to get three dimensional view from aerial photographs?

Score : 1, Time : 1 Minutes

##### ■ Scoring Indicators

- Stereoscope

#### 6. Learning Outcome

- Explains the importance of overlap in aerial photographs.

**?** Explain the importance of stereoscope in aerial remote sensing?

Score : 2, Time : 2 Minutes

##### ■ Scoring Indicators

- Helps in setting three dimensional view from aerial photos.
- To get the synoptic view of an area and to identify the undulations of the terrain.

#### 7. Learning Outcome

- Explains the importance of overlap in aerial photographs.

**?** Write the name of a pair of aerial photos with overlap?

Score : 1, Time : 1 Minutes

##### ■ Scoring Indicators

- Stereopair

#### 8. Learning Outcome

- Lists the merits and demerits of aerial remote sensing.

**?** Aerial remote sensing has some demerits along with its merits. List out the demerits.

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- The shaking of aircrafts may affect the quality of photos.
- Unable to take photographs of extensive areas.
- Requires open lands for landing and takeoff
- Frequent landing for refueling make it expensive

### 9. Learning Outcome

- Compares the geostationary and sun synchronous satellites.



A. Can obtain continuous data of a place.

B. Satellite travels with the same speed of rotation of earth.

Choose the appropriate option after reading the above statements regarding remote sensing.

1. A & B are different statements.
2. B is the reason for A.
3. A is the reason for B.
4. Both the statements are related to sun synchronous satellites.

Score : 1, Time : 2 Minutes

### ■ Scoring Indicators

2. B is the reason for A

### 10. Learning Outcome

- Compares the geostationary and sun synchronous satellites.



INSAT and IRS are two series of satellites launched by India. Which among these are geostationary satellites? Distinguish between sun synchronous and geostationary satellites

Score : 5, Time : 5 Minutes

### ■ Scoring Indicators

Geo stationary satellites	Sun synchronous satellites
1. Orbits at an attitude of about 36000km from the earth	The attitude of the orbit less than 1000km from the earth.
2. Travels in the same speed of rotation of earth	Polar orbiting
3. Field of view is extensive	Comparatively less field of view
4. Used for telecommunication and weather studies	Used in remote sensing.

## 11. Learning Outcome

- Compares the geostationary and sun synchronous satellites.

**?** Two types of satellites are utilised for communication purposes and landuse studies. Identify them and compare their characteristics.

Score : 5, Time : 5 Minutes

### ■ Scoring Indicators

- Geostationary Satellites (Communication)
- Sun Synchronous satellites (for landuse studies)

Geostationary satellites

- Orbits at an altitude of 36000km
- One third of the earths surface comes under the field of view.
- 

Sun Synchronous Satellites

- Orbits at an altitude of 1000km
- Smaller field of view
- 

## 12. Learning Outcome

- Compares the geostationary and sunsynchronous satellites.

**?** Lists the sectors where the remote sensing technology is used. Classify the sectors you have listed on the basis of the types of satellites made use of.

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

Geostationery satellites

- Communication
- Weather studies

Sun Synchronous Satellites

- Resource studies
- Landuse studies

## 13. Learning Outcome

- Explains network analysis, buffer analysis and overlay analysis.

**?** Two types of data are essential for analysis in GIS. Name them.

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Spatial data
- Attribute data

### 14. Learning Outcome

- Explains network analysis, buffer analysis and overlay analysis.

**?** Both spatial data and attributes are essential for analysis in GIS. Write any four attributes regarding your school.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Number of levels in the building
- Name of school
- Number of students.
- Number of teachers.

### 15. Learning Outcome

- Explains network analysis, buffer analysis and overlay analysis.

**?** Identify the wrong statement and make correction.

- Spatial information regarding the earth's surface are converted into layers for analysis of GIS.
- Analysis of surface features of the earth is possible in GIS.
- Along with spatial data, attributes are also essential for analysis in GIS
- The linear features such as road, railway, rivers etc are used in buffer analysis.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- d is the wrong answer
- The linear features such as road, railway, rivers etc. are used in network analysis.

### 16. Learning Outcome

- Explains network analysis, buffer analysis and overlay analysis.

**?** Which type of analysis in GIS can be used for identifying the roads with least traffic as part of town planning.

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Network analysis

### 17. Learning Outcome

- Explains network analysis, buffer analysis and overlay analysis.

**?** Identify the type of analysis in GIS used for studying the relationship between different spatial information of an area.

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- Overlay analysis

### 18. Learning Outcome

- Lists the uses of GIS.

**?** Name the technology which helps in generating visual models of future phenomena and processes. Write any four uses of this technology.

Score : 5, Time : 5 Minutes

#### ■ Scoring Indicators

- Geographic Information System
- For compiling data from different sources
- For thematic studies
- To represent the geographic features spatially
- To prepare maps

### 19. Learning Outcome

- Explains the various satellite-based navigation systems.

**?** Name the system which helps in sensing the latitudinal and longitudinal location and elevation of objects on the earth's surface with corresponding time.

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- Global Positioning System (GPS)

### 20. Learning Outcome

- Explains the importance of overlap in aerial photographs.

**?** Stereoscope is much useful in the study of satellite imageries. Is the statement correct? Substantiate your answer.

Score : 3, Time : 2 Minutes

#### ■ Scoring Indicators

- Statement is wrong

- Stereoscope is the instrument used for getting three dimensional view from aerial photographs
- Aerial photos with overlap alone can provide three dimensional view.

## 21. Learning Outcome

- Lists the uses of GIS.

**?** Due to a severe sea erosion an extensive coastal stretch destructed and a lot of people lost their habitats. Government decided to estimate the extent of land area destructed and to identify the real land owners using GIS. Which are the analytical capabilities in GIS made use of for each purpose. Explain them.

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- To estimate the destructed land- Buffer analysis
- To find the real land owners - Overlay analysis
- Explain both the type of analysis

## 22. Learning Outcome

- Lists the sectors where the remote sensing technology is used.

**?** Which among the following is the most suitable method for understanding the seasonal growth rate of crops in an extensive agricultural land?

- (a) Field survey                      (b) Geographic Information System  
(c) Satellite remote sensing      (d) Aerial remote sensing

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- (c) Satellite remote sensing

## 23. Learning Outcome

- Compares different methods of remote sensing.
- Explains the importance of overlap in aerial photographs.
- Compares the geostationary and sun synchronous satellites.
- Explains network analysis, buffer analysis and overlay analysis.
- Lists the uses of GIS.



**?** Fill in the column A, B, and C based on the given hints.

A	B	C
INSAT		
		Sun synchronous satellite
	Overlap	
Computer		

- Weather studies
- Geostationary satellite
- Resource mapping
- Buffer analysis
- Aerial remote sensing
- Stereoscope
- Geographic Information System
- IRS

Score : 4, Time : 4 Minutes

**■ Scoring Indicators**

A	B	C
INSAT	Weather studies	Geostationary satellite
IRS	Resource mapping	Sun synchronous satellite
Stereoscope	Overlap	Aerial remote sensing
Computer	Geographic Information System	Buffer analysis

**24. Learning Outcome**

- Explains the importance of overlap in aerial photographs.



62

63

64

65

66

The continuous numbers of a series of aerial photographs are given above.

- Can we call the photographs 62 and 66 together as stereo pair. Why?
- Which are the pairs of photograph 64?

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- a) • Not stereo pair
- Two adjacent photographs with overlap is the stereo pair.
- b) 63, 65

### 25. Learning Outcome

- Classifies remote sensing on the basis of platform.



Identify the criterion used for the classification of remote sensing.

- Sensors
- Platform
- Use
- Size of the picture obtained

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Platform

### 26. Learning Outcome

- Explains the importance of overlap in aerial photographs.



What is the significance of overlap in aerial remote sensing?

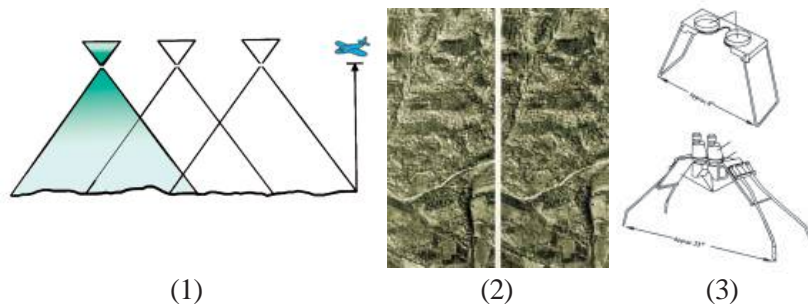
Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Overlap - definition
- Its importance

### 27. Learning Outcome

- Explains the importance of overlap in aerial photographs.



(1)

(2)

(3)

Identify the pictures and write notes on each of them.

Score : 6, Time : 8 Minutes

### ■ Scoring Indicators

- - (i) Overlap
  - (ii) Stereo pair
  - (ii) Stereoscope
- - (i) Each aerial photograph includes about 60% of the adjacent photograph.
  - (ii) Two adjacent aerial photos with overlap – stereopair
  - (iii) Stereoscope is the instrument to get three dimensional view from stereopair

### 28. Learning Outcome

- Lists the merits and demerits of aerial remote sensing.



- (a) List any three limitations of aerial remote sensing
- (b) Name the new technology developed to overcome the limitations

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- a. Requires open space  
The shaking of air craft may affect the quality of the photograph  
Extensive areas cannot be photographed.  
(Any other valid points can be considered)
- b. Satellite remote sensing

### 29. Learning Outcome

- Lists the merits and demerits of aerial remote sensing.



- Compare the geostationary and sun synchronous satellites based on the given hints.

- Altitude (Height)
- Revolution
- Use

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Altitude  
Geostationary – 36000Km  
Sun synchronous – 800 - 950 Km
- Revolution  
Geostationary : with the speed of rotation of earth  
Sun synchronous : Polar orbiting
- Use  
Geostationary : Climate studies, telecommunication  
Sun synchronous : Remote sensing

### 30. Learning Outcome

- Lists the sectors where the remote sensing technology is used.

**?** Which technology can be used to understand the extent of agricultural crops and pest attack?

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Satellite remote sensing
- (i) Spread of forest fire  
(ii) To detect natural calamities  
(iii) Landuse studies  
(iv) Resource mapping (Any 3)

### 31. Learning Outcome

- Classifies remote sensing on the basis of platform.

**?** Complete the table with correct information

Technology	Platform	Sensor	Peculiarity
Terrestrial photography			
Aerial remote sensing			
Satellite remote sensing			

Score : 4, Time : Minutes

#### ■ Scoring Indicators

- (a) Surface of the earth- camera - covers small areas
- (b) Aircraft/Balloon –Camera- covers extensive area
- (c) Satellite – Scanner- cover very large areal extent.

### 32. Learning Outcome

- Lists the merits and demerits of aerial remote sensing.

**?** Rearrange the columns B and C suitable to those in column A.

A	B	C
Spectral signature	Polar orbiting	Sensor
Spatial resolution	Reflection of electro magnetic radiation	INSAT
Sun synchronous satellite	Moves along with the rotation of earth	Physical property of objects
Geostationary satellite	Detects the smallest object	IRS

Score : 4, Time : Minutes

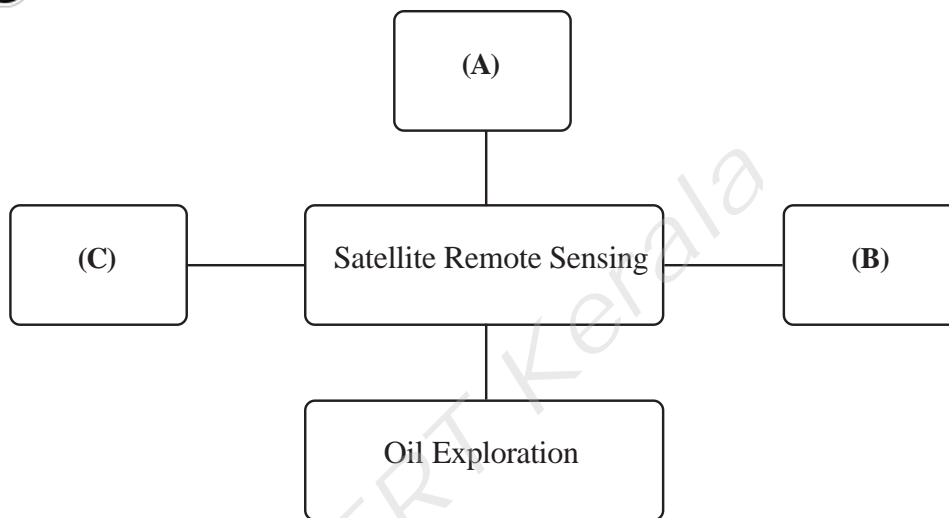
**■ Scoring Indicators**

- Spectral signature - Reflection of electro magnetic radiation- Physical property of objects
- Spatial resolution - Detects the smallest object - Sensor
- Sun synchronous satellite - Polar orbiting – IRS
- Geostationary satellite - Moves along with the rotation of earth- INSAT

**33. Learning Outcome**

- Lists the sectors where the remote sensing technology is used.

**?** Complete the diagram related to the uses of satellite remote sensing



Score : 3, Time : Minutes

**■ Scoring Indicators**

- (A) Ocean explorations
- (B) Forest management
- (C) Land survey (Any valid points)

**34. Learning Outcome**

- Lists the uses of GIS.

**?** Classify the following as spatial data and attributes

- Silent valley
- Kerala
- Population
- Vegetation
- Lakshadweep
- Area of land

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Spatial Data : Silent valley , Kerala, Lakshadweep
- Attributes : Population, Vegetation, Area of land

### 35. Learning Outcome

- Lists the uses of GIS.

① One of the uses of GIS is given. List any 3 more uses.

- Theme based studies
- .....
- .....
- .....

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Analyses the spatial relationship of surface features.
- Represent geographical features spatially
- Update and incorporate data easily and with less expense.  
(include other valid points also)

### 36. Learning Outcome

- Lists the uses of GIS.

① It is decided to construct a water reservoir in Lakshmipuram panchayat. A suitable place is to be identified for the same. Is it possible by making use of the below mentioned layers? Which analytical capability in GIS can be used here? How?

- Layer1 – Physiography
- Layer 2 – Water bodies
- Layer 3 – Settlements
- Layer 4 – Land use

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Yes
- Overlay analysis
- Explain overlay analysis

### 37. Learning Outcome

- Lists the uses of GIS.

① The water level in the reservoirs rose beyond the limits. The authorities decided to raise the shutters to discharge the water to the river.

- (a) Which analytical capability in GIS can be used to assess the possible area which may get flooded by the river?
- (b) Suggest another case where this analytical capability can be utilised?

Score : 3, Time : 3 Minutes

**■ Scoring Indicators**

- a) Buffer analysis
- b) Site an example where buffer analysis can be used  
(Road construction, railway development)

**38. Learning Outcome**

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- Lists the uses of GIS.

**?** Can the network analysis in GIS be made use for conducting a study tour from the school? What all requirements in study tour can be satisfied through the capabilities of GIS analysis? List any three.

Score : 2, Time : 2 Minutes

**■ Scoring Indicators**

- State that network analysis is possible by giving any three examples (Eg: To find suitable place to visit, to find the suitable routes to reach there. ....)

**39. Learning Outcome**

---

- Explains the various satellite-based navigation systems.

**?** The school social science club decided to prepare a plan of the school to be submitted to the panchayat. Which tool can be used for detecting the latitudinal position?

Score : 1, Time : 1 Minutes

**■ Scoring Indicators**

- GPS

# INDIA: THE LAND OF DIVERSITIES

## 1. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Write the location of India based on latitudes and longitudes.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Between the latitudes  $8^{\circ} 4'$  North and  $37^{\circ} 25'$  North latitudes
- Between the longitudes  $68^{\circ} 7'$  East and  $97^{\circ} 25'$  East longitudes

## 2. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** The names of a few mountain ranges are given below. Categorize and tabulate them suitably.

- Karakoram
- Jaintia
- Himachal
- Shiwalik
- Ladak
- Naga hills

Trans Himalayas	Himalayas	Eastern mountains

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- |                 |           |                   |
|-----------------|-----------|-------------------|
| Trans Himalayas | Himalayas | Eastern mountains |
| Karakoram       | Ladak     | Himachal          |
| Shiwalik        | Jaintia   | Naga hills        |



### 3. Learning Outcome

- Classifies the rivers in India as Himalayan rivers and Peninsular rivers

**?** Write notes on the Himalayan rivers based on the given hints.

- Origin
- Tributaries
- Length
- States through which they flow
- Sea to which they join

Score 6 : Time : 8 Minutes

#### ■ Scoring Indicators

- Indus- Manasrovar lake - 2280 km - Jhelum, Chenab, Ravi, Beas, Sutlej - Jammu & Kashmir
- Ganga - Gangotri Glacier/Gaumukh caves- 2500 km - Yamuna, Son, Ghaghra, Kosi, Gandak - Uttaranchal, Uttarpradesh, Bihar, West Bengal - Bay of Bengal
- Brahmaputhra - Chema-yung-dung glacier - 2900 km- Tista, Manaas, Luni, Subansiri - Arunachal Pradesh, Assam

### 4. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Which are the physiographic divisions between which the Northern great plains are situated?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- Between the Northern mountains/ Himalayas and the Peninsular plateau.

### 5. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Which is the most common soil type found in the Northern Great Plains and in the Coastal plains?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- Alluvial soil

## 6. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** The road, rail and canal network in India is largely concentrated in the Northern plains. Why?

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Extensive and level topography
- High density of population.
- Necessity of various means of transportation for agriculture, industry etc.

## 7. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** The role of Northern plains is decisive in the agricultural economy of India. Do you agree with the statement? Why?

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Fertile alluvial soil - water availability-favourable climate
- Wheat, rice, maize, sugarcane, cotton, pulses etc. are largely cultivated here.
- The northern plains is also known as the granary of India.

## 8. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Which are the major mountain ranges within the Peninsular plateau?

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Vindhya, Satpura, Western Ghats, Eastern Ghats, Aravallies etc.

## 9. Learning Outcome

- Classifies the rivers in India as Himalayan Rivers and Peninsular rivers

**?** Identify the physiographic division from where the following rivers originate and flow. Classify these rivers as east flowing rivers and west flowing rivers.

- Narmada    • Mahanadi    • Godawari    • Krishna    • Kaveri    • Tapti

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Peninsular plateau
- East flowing - Mahanadi, Godavari, Krishna, Kaveri
- West flowing - Narmada, Tapti

## 10. Learning Outcome

- Classifies the rivers in India as Himalayan Rivers and Peninsular rivers

**?** A few peninsular rivers flow northwards and joins river Yamuna and river Ganga. Identify the rivers.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- River joining Ganga - Son
- Rivers joining Yamuna - Chambal, Betwa and Ken

## 11. Learning Outcome

- Classifies the rivers in India as Himalayan Rivers and Peninsular rivers

**?** Which are the major peninsular rivers? Describe them based on the elements like origin, direction of flow, length, tributaries, states through which they flow and the sea to which joins.

Score : 6, Time : 8 Minutes

### ■ Scoring Indicators

- Mahanadi- Maikala ranges- East flowing-857 km- Ib, Tel - Madhya Pradesh, Chhattisgarh, Odisha - Bay of Bengal
- Godavari - Nasik district in Maharashtra-East flowing- 1465 km - Indravathi, Sabari - Maharashtra, Andhra pradesh - Bay of Bengal
- Krishna - Mahabaleswar hills -East flowing- 1400 km- Bhima, Thungabhadra- Maharashtra, Andhrapradesh- Bay of Bengal
- Kaveri - Brahmagiri hills- 800km -East flowing-Kabani, Amaravathi, Karnataka, Tamil nadu, Bay of Bengal
- Narmada - Maikala ranges - 1312km- West flowing -Hiran, Banjan- Chattisgarh, Madhya Pradesh, Maharashtra, Gujarat - Arabian sea
- Tapti - Muntai plateau - 724km - West flowing - Anar, Girna -MadhyaPradesh, Maharashtra- Arabian sea

## 12. Learning Outcome

- Classifies the rivers in India as Himalayan Rivers and Peninsular rivers

**?** Waterfalls are usually created along peninsular rivers. Give reason.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- The edges of the plateau remain elevated from the surroundings
- The rivers enter the coastal plains from the plateau by creating waterfalls along these edges.

### 13. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Deltas are not formed along the west coastal plain as that of east coastal plain. Why?

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- West flowing rivers are comparatively small.
- Smaller amounts of sediments are deposited

### 14. Learning Outcome

- Explain the influence of Himalayan mountain ranges and the monsoon winds in the climate of India.

**?** Distribution of rainfall is not uniform everywhere in India. List out the geographical factors influencing the distribution of rainfall.

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Physiography
- Latitudinal location
- Nearness to sea
- Altitude
- Direction of winds (any 4)

### 15. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Write down the location of physiographic divisions of India with respect to the other physiographic divisions.

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- Northern mountains - North of the Northern great plain
- Northern great plain - Between the Peninsular plateau and the Northern mountains.
- Peninsular plateau - Between the Northern plains and the Coastal plains
- Coastal plains - Between the Peninsular plateau and the Coastal plains.

## 16. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** The Northern mountain region consists of a number of mountain ranges. Which are those mountain ranges?

Score : 5, Time : 8 Minutes

### ■ Scoring Indicators

- Trans Himalayas - Karakoram, Ladakh, Zaskar
- Himalayas- Himadri, Himachal, Siwalik
- Eastern hills - Patkaibum, Naga hills, Garo, Khasi, Jaintiahills, Meso hills.

## 17. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Each mountain ranges in the Himalayas consists of distinct features. Substantiate the statement.

Score : 6, Time : 6 Minutes

### ■ Scoring Indicators

- Himadri- Average height 6000 m
  - The major rivers such as Ganga, Yamuna, etc.
  - Comprises the peaks like Kanjanjunga, Nandadevi etc.
- Himachal- Average height 3000 m
  - Comprises major hill stations like - Shimla, Darjeeling etc.
- Siwaliks- Average height 1220 m
  - The continuity breaks at many places as the rivers cut across them
  - Broad and flat valleys called Dunes

## 18. Learning Outcome

- Analyses the influence of climate and physiographic diversities in the soil types and vegetation.

**?** The types of vegetation in the Himalaya mountain region varies with altitude. Substantiate the statement.

Score : 2, Time : 3 Minutes

### ■ Scoring Indicators

- The trees such as oak, chesnut, maple etc. at an altitude between 1000 and 2000 metres.
- Coniferous trees such as deodar, fir, etc are grown beyond 2000 metres.

### 19. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** What are the peculiar features of eastern hills?

Score : 3, Time : 5 Minutes

#### ■ Scoring Indicators

- At an altitude of about 500 to 3000 metres.
- Cherrapunji, the place receiving the highest rainfall in the world is located here.
- Dense tropical evergreen forests.

### 20. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Which is the most common soil type in the northern mountain region? Mention its characteristics.

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Mountain soil
- Black or brown in colour, High fertility

### 21. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Write a description on the human life in the Northern mountain region.

Score :3, Time : 5 Minutes

#### ■ Scoring Indicators

- Animal rearing - sheeps are reared on commercial basis in Kashmir, Himachal Pradesh etc.
- Agriculture -Potato, barley, saffron, apple, orange, tea etc. are cultivated in the Siwaliks ranges.
- Tourism - Shimla, Darjeeling, Kulu, Manali, etc. are the hill stations in the Himachal range

### 22. Learning Outcome

- Explains the characteristics of seasons in India.

**?** Explain the influence of Northern mountains in the climate and human life of India.

Score : 5, Time : 6 Minutes

### ■ Scoring Indicators

- Protects to a certain extent from the foreign invasion from the north since ancient times.
- Causes rainfall throughout north India by blocking the monsoon winds.
- Prevents the cold winds blowing from the north from entering India.
- Place of diverse flora and fauna.
- The source region of major North Indian Rivers.

### 23. Learning Outcome

- Analyses the diverse physiographic features of India.



Why is the Northern plains called as 'the granary of India'?

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Availability of fertile soil and water are favourable for agriculture.
- Crops like wheat, rice, maize, sugarcane, cotton, pulses etc. are largely cultivated here.

### 24. Learning Outcome

- Analyses the diverse physiographic features of India.



Write a note by explaining the geographical features of western part of the Northern plains.

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Dry desert soil
- Thorns and shrubs
- Meagre rainfall

### 25. Learning Outcome

- Analyses the diverse physiographic features of India.



The Peninsular plateau is a physiographic division with some unique characteristics. Which are these characteristics?

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Hard crystalline rocks
- Most extensive and old landform
- Area of 15 sq. km
- Store house of minerals
- Presence of black soil

## 26. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Which are the soils found along the peninsular plateau? Explain their peculiarities.

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- Black soil, Red soil, Laterite soil
- Peculiar features of each soil type

## 27. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Complete the table by incorporating the information related to the given Himalayan Rivers.

Himalayan rivers	Origin	Length	Tributaries	States through which flows	Sea to which joins
Indus	•	•	• Jhelum • • • •	•	•
Ganga	•		• Yamuna		

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

Himalayan rivers	Origin	Length	Tributaries	States through which flows	Sea to which joins
Indus	• Manasarovar	• About 2900 km	• Jhelum • Chenab • Ravi • Beas • Satlej (any 2)	• Jammu & Kashmir	• Arabian sea
Ganga	• Gaumukh/ Gangothri	• About 2900 km	• Yamuna • Ghaghra • Son (any 2)	• Uttaranchal • UP • Bihar  • West Bengal	• Bay of Bengal



## 28. Learning Outcome

- Explains the characteristics of seasons in India.

**?** What are the factors influencing the climate of India?

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Latitude
- Physiography
- Nearness to sea
- Altitude (any 3)

## 29. Learning Outcome

- Explain the influence of Himalayan mountain ranges and the monsoon winds in the climate of India.

**?** Name the season during which the climatic phenomenon called western disturbance occur and explain the formation.

Score : 3, Time : 4 Minutes

### ■ Scoring Indicators

- Winter
- The low pressure originating over the Mediterranean Sea moves east wards due to the jet streams and reaches India. This causes rainfall in the northern plains especially in the Punjab region.

## 30. Learning Outcome

- Explain the influence of Himalayan mountain ranges and the monsoon winds in the climate of India

**?** Give reasons for the regional variation in the distribution of the south west monsoon rains.

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- Rainfall is maximum along the windward slopes of the mountains. Thus the western side of the Western Ghats, the eastern highlands, and southern slopes of the Himalayas gets heavy rain.
- As the amount of moisture decreases with the advancement of Arabian Sea branch and Bay of Bengal branch, the amount of rainfall decreases from the coast towards the interior.
- The eastern slopes of the Western Ghats is rain shadow region.

### 31. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** What are the characteristic features of north east monsoon season?

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Retreating monsoon season
- High temperature and humidity makes the days unbearable (October heat)
- Heavy rain along the Tamilnadu coast
- Rain also occurs along Kerala and Karnataka

### 32. Learning Outcome

- Classifies the rivers in India as Himalayan Rivers and Peninsular rivers

**?** Compare the characteristic features of Himalayan rivers and Peninsular rivers.

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

Himalayan rivers	Peninsular rivers
• Originates from the Himalayan ranges	• Originates from the mountains in the peninsular plateau
• Extensive catchment area	• Comparatively small catchment area
• Intense erosion	• Less intensity of erosion
• Forms gorges in the mountain region and meanders along the plains	• Deep valleys are not created because of hard and resistant bed rocks
• High irrigation potential	• Less irrigation potential
• High inland navigation potential along the plains	Comparatively less potential for inland navigation

(compare any 4 features)

### 33. Learning Outcome

- Classifies the rivers in India as Himalayan Rivers and Peninsular rivers

**?** Ken, Kabani, Sabari, and Tista are some of the tributary rivers. Mention the main rivers to which these tributaries join.

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

Ken	-	Ganga
Kabani	-	Kaveri
Sabari	-	Godavari
Tista	-	Brahmaputra

### 34. Learning Outcome

- Analyses the diverse physiographic features of India.
- Classifies the rivers in India as Himalayan Rivers and Peninsular rivers

**?** Mark and label the below mentioned geoinformation in the outline map of India.

- River originated from the Maikala ranges and joins the Bay of Bengal
- Plateau formed by volcanic activity
- The southern most major sea port.
- The mountain range southeast of Thar Desert

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Mahanadi
- Deccan plateau
- Tuticorin
- Aravalli ranges (These features are to be marked and labelled in map)

### 35. Learning Outcome

- Classifies the rivers in India as Himalayan Rivers and Peninsular rivers

**?** Compare the Himalayan Rivers and Peninsular rivers based on the given hints.

- Intensity of erosion
- Water availability
- Catchment area
- Navigational potential

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

#### Himalayan rivers

- Receives water from rain and snow melt
- Extensive catchment area

#### Peninsular rivers

- Receives water only from rain
- Comparatively small catchment area

- Intense erosion
- High inland navigation potential along the plains
- Less intensity of erosion
- Comparatively less potential for inland navigation

### 36. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Write any one peculiar feature each for Himadri, Himachal and Shiwalik.

Score : 3, Time : 4 Minutes

#### ■ Scoring Indicators

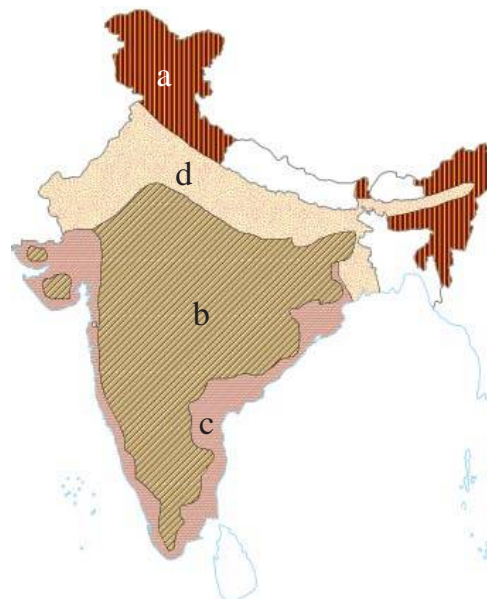
- Himadri- Average height 6000 m
  - The major rivers such as Ganga, Yamuna, etc.
  - Comprises the peaks like Kanjanjunga, Nandadevi, etc.
- Himachal- Average height 3000 m
  - Comprises major hill stations - Shimla, Darjeeling etc.
- Siwaliks- Average height 1220 m
  - The continuity breaks at many places as the rivers cut across
  - Broad flat valleys called Dunes

### 37. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Observe the map and answer the questions.

- Identify the physiographic divisions marked as a, b, c and d.
- Write any one characteristic feature of each of them.



Score : 4, Time : 5 Minutes

■ **Scoring Indicators**

- a. Northern Mountains
- b. Peninsular plateau
- c. East coastal plain
- d. Northern plains

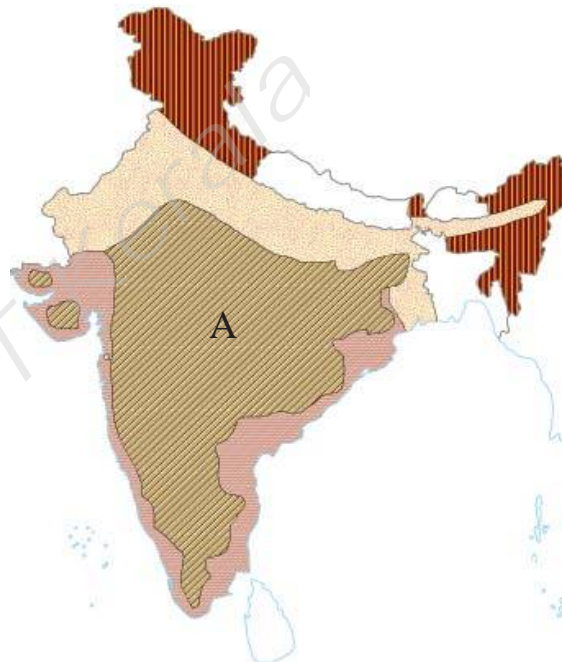
Any one characteristic of each

**38. Learning Outcome**

- Analyses the diverse physiographic features of India.

❓ Observe the map and answer the questions.

- a) Identify the physiographic divisions marked as A
- b) Write any 2 features of this physiographic division.



Score : 3, Time : 4 Minutes

■ **Scoring Indicators**

- a. Peninsular plateau
- b. Any two features

**39. Learning Outcome**

- Analyses the diverse physiographic features of India.

❓ Explain how the Himalayan mountain ranges influences the culture and life of people of India.

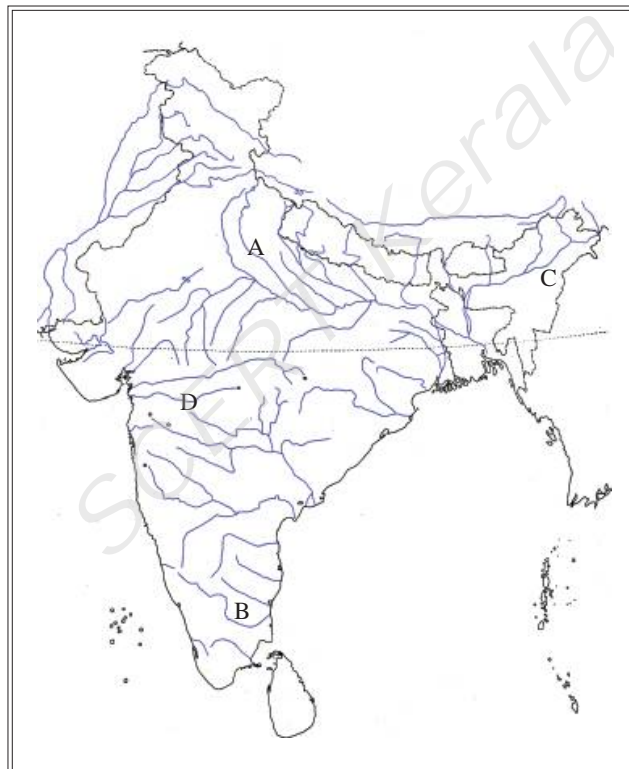
Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- Protects us to a certain extent from the foreign invasion from the north since ancient times.
- Causes rainfall throughout north India by blocking the monsoon winds.
- Prevents the cold winds blowing from the north from entering India and protects north India from severe cold.
- Place of diverse flora and fauna
- The source region of major North Indian Rivers.

### 40. Learning Outcome

- Classifies the rivers in India as Himalayan Rivers and Peninsular rivers.



Identify the major rivers marked as A, B, C and D in the given map and classify them as Himalayan Rivers and Peninsular rivers

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- A. Ganga,      B. Kaveri,      C. Brahmaputra,      D. Tapi
- Ganga, Brahmaputra - Himalayan Rivers
  - Kaver, Tapi - Peninsular Rivers

### 41. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Identify the physiographic divisions situated between the Arabian Sea and the Western Ghats as well as between the Bay of Bengal and the Eastern Ghats. Mention any one peculiar feature of each of them.

Score : 4, Time : 5 Minutes

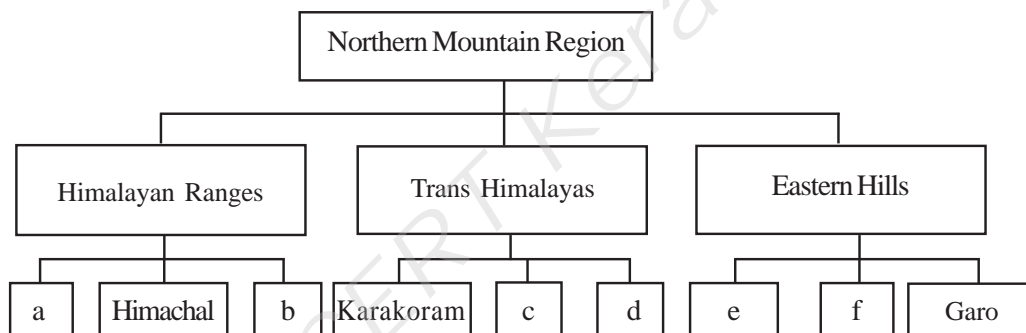
#### ■ Scoring Indicators

- West coastal plain and the East coastal plain respectively.
- Any one peculiar feature of each coastal plain (see text book page 122).

### 42. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** In the given flow chart showing the divisions of the northern mountains identify what a, b, c, d, e and f represents.



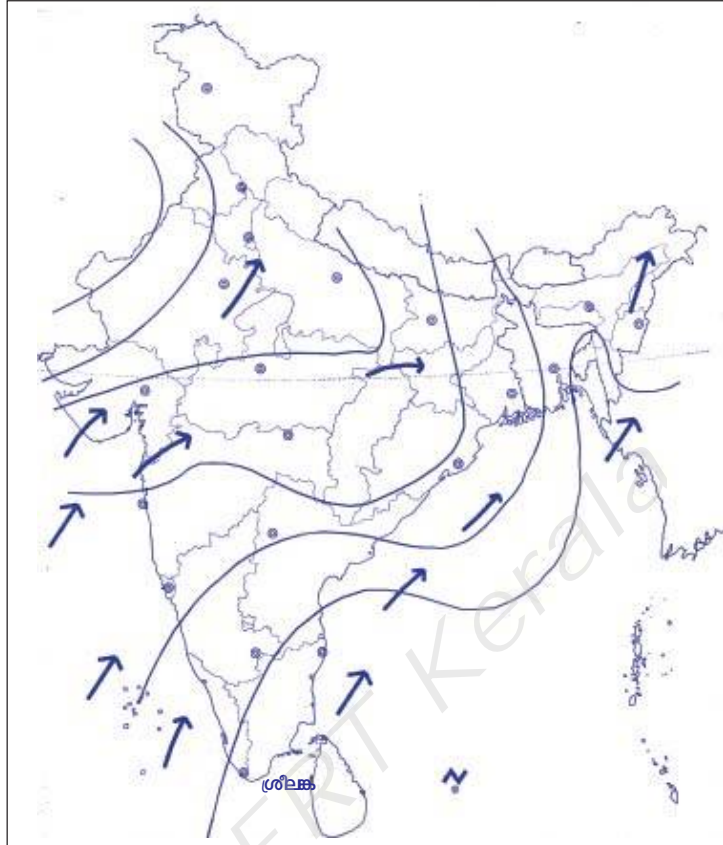
Score : 3, Time : 4 Minutes

#### ■ Scoring Indicators

- Himadri
- Siwalik
- Ladak
- Zaskar
- Khasi
- Jaintia/Patkaibum

### 43. Learning Outcome

- Explains the characteristics of seasons in India.



Given is the map showing the direction of monsoon winds. Observe the map and prepare a description based on the hints given.

- Monsoon season
- Nature of winds

Score : 4, Time : 5 Minutes

#### ■ Scoring Indicators

- South west monsoon
- Any two features

### 44. Learning Outcome

- Explains the characteristics of seasons in India.



While the western parts of the Western Ghats receives heavy rainfall during the south west monsoon, the eastern slopes receives little rain fall. Why?

Score : 2, Time : 3 Minutes



### ■ Scoring Indicators

- As the Western Ghats blocks the monsoon winds coming from the south west direction, the western slopes receives heavy rain.
- As the winds reaching the eastern side become dry, gives little rain.

### 45. Learning Outcome

- Classifies the rivers in India as Himalayan Rivers and Peninsular rivers



Identify the rivers hinted below and write any two features of them.

- River originating from the Chema-yung-dung glacier in the Kailas ranges.
- One of the major tributary is Yamuna

Score : 3, Time : 4 Minutes

### ■ Scoring Indicators

- Brahmaputra      b. Ganga
- Any two feature of Ganga and Brahmaputra (Length/states through which they flow/tributaries/joining sea)

### 46. Learning Outcome

- Classifies the rivers in India as Himalayan Rivers and Peninsular rivers



While comparing it is understood that the Himalayan Rivers are quite different from the Peninsular rivers in every respect. Substantiate.

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- Any three differences between the Himalayan Rivers and Peninsular Rivers. (See text book page 120)

### 47. Learning Outcome

- Explain the influence of Himalayan mountain ranges and the monsoon winds in the climate of India



What are the factors causing variations in the climate experienced in India?

Score : 2, Time : 3 Minutes

### ■ Scoring Indicators

- Any two factors

#### 48. Learning Outcome

- Analyses the diverse physiographic features of India.

**?** Write a note on the features distinguishing the west coastal plain from the east coastal plain.

Score : 4, Time : 4 Minutes

##### ■ Scoring Indicators

Features of west coastal plain

- Comparatively narrow
- Lakes and back waters can be found
- Divided in to Gujarat coast, Konkan coast and Malabar coast
- Between the Arabian sea and the Western ghats
- Extends from Rann of Kutch to Kanyakumari (any 4)

#### 49. Learning Outcome

- Explains the characteristics of seasons in India.

**?** Write any four factors responsible for diverse climatic conditions experienced in different parts of India with one example each.

Score : 4, Time : 6 Minutes

##### ■ Scoring Indicators

- Latitude, Himalayan mountain range, nearness to sea, winds, distance from the sea, physiography, altitude (any 4 with one example each)

#### 50. Learning Outcome

- Explains the characteristics of seasons in India.

**?** What are the reasons for uneven distribution of rainfall in India?

Score : 3, Time : 3 Minutes

##### ■ Scoring Indicators

- Nearness to sea, distance from the sea, location of mountains, direction of winds, extent of the land (any 3)

#### 51. Learning Outcome

- Explains the characteristics of seasons in India.

**?** Describe the characteristics of the different seasons in India.

Score : 6, Time : 8 Minutes

### ■ Scoring Indicators

- Winter seasons - characteristics
- Summer season - characteristics
- South west monsoon season - description
- North east monsoon - description

## 52. Learning Outcome

- Analyses the diverse physiographic features of India.



Alluvial soil is dominant in most parts of the Northern plains. Why?

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- The alluvium brought down by the rivers Ganga, Brahmaputra, Indus and their tributaries from the Himalayas are deposited here.

## 53. Learning Outcome

- Analyses the diverse physiographic features of India.



Write notes by mentioning the major soil types and the major crops cultivated in the northern plains as well as in the peninsular plateau.

Score : 4, Time : 5 Minutes

### ■ Scoring Indicators

- Northern plains - Major soil types and crops
- Peninsular plateau - Major soil types and crops

## 54. Learning Outcome

- Analyses the diverse physiographic features of India.



Name the branches of south west monsoon bifurcated by the Indian peninsula. How do these branches influence the climate of India?

Score : 5, Time : 5 Minutes

### ■ Scoring Indicators

- Arabian sea branch and Bay of Bengal branch
- Mention the advancement of Bay of Bengal branch and its influence
- Mention the advancement of Arabian Sea branch and its influence

### 55. Learning Outcome

- Classifies the rivers in India as Himalayan Rivers and Peninsular rivers.

**?** Write the names of any two peninsular rivers and any one tributary for each.

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Mahanadi/Godavari/ Krishna/ Kaveri/ Narmada/ Tapti (any 2)
- Any one tributary for the rivers mentioned.

### 56. Learning Outcome

- Analyses the influence of climate and physiographic diversities in the soil types and vegetation.

**?** Prepare a seminar paper on the topic 'the role of geographical factors in the life of Indians.'

Score : 6, Time : 10 Minutes

#### ■ Scoring Indicators

- Life of people in different physiographic divisions.
- Influence of the climatic types in the life of Indians
- The role of rivers in the life of Indians.

### 57. Learning Outcome

- Explain the influence of Himalayan mountain ranges and the monsoon winds in the climate of India.

**?** Compare the south west monsoon and north east monsoon experienced in India based on the given hints.

- Formation
- Places receiving rainfall

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- The sudden heating of the land compared to the sea results in the formation of a low pressure region. This difference in pressure causes the winds to blow from the Indian Ocean to the land. The south east winds in the southern hemisphere becomes south west winds on reaching the northern hemisphere due to Coriolis effect - South west monsoon

- As a result of the cooling of land areas in the northern hemisphere compared to the surrounding oceans the pressure increases. This difference in pressure causes the winds to blow from the north east in the northern hemisphere. The north east monsoon causes rainfall in Tamilnadu, Karnataka and Kerala.

## 58. Learning Outcome

- Analyses the influence of climate and physiographic diversities in the soil types and vegetation



The role of physiography is decisive in the life of people in India.

Score : 6, Time : Minutes

### ■ Scoring Indicators

- Based on the topographic characteristics India can be divided into Northern mountain region, Northern Great Plains, Peninsular plateau, Coastal plains and Islands.
- Mention the influence of Northern plains in the life of Indians.( Food crops, sugarcane, cities and towns, industrial centers, densely populated regions)
- Mention the role of Northern mountains in the life of Indians
- Mention the life of people in the Peninsular plateau. ( mineral deposits, industrial centers)
- Mention the influence of coastal plains and islands in life of people (fertile soil, nuclear power production, and fishing).

## RESOURCE WEALTH OF INDIA

### 1. Learning Outcome

- Classifies the crops in accordance with the agricultural seasons in India.

**?** In India, generally there are three crop seasons. Identify the crop season using the information given below and write one more feature of that season.

- Wheat is the main crop.
- This season is from March to May.
- The season is from the beginning of monsoon till the end of monsoon.

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Rabi - November to February.
- Zaid - Vegetables, Fruits.
- Kharif - Rice, Maize, Millets etc.

### 2. Learning Outcome

- Classifies the crops into food crops and cash crops.

**?** One of the crops given below can be considered as a cash crop. Identify and write down the crop. Justify your answer.

- Rice
- Sugar cane
- Wheat
- Maize

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Sugar cane
- Sugar cane is a major industrial crop. This is the major raw material in sugar industry.

### 3. Learning Outcome

- Analyses the geographical condition required for the major crops in India.

**?** Rice and wheat are the major food crops in India. But, the geographical conditions required for the growth of these crops are different. Mention these differences?

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Rice is Kharif crop and wheat a Rabi crop.
- High temperature (more than 24°C) and plenty of rain fall (more than 150 cm) is required for rice. For wheat, temperature between 10° to 26°C and rainfall less than 75 cm is required.
- Alluvial soil is suitable for both crops, yet wheat requires well drained alluvial soil.

### 4. Learning Outcome

- Classifies the crops in accordance with the agricultural seasons in India.
- Analyses the geographical condition required for the major crops in India.

**?** Which state given below produces wheat and rice? How both the crops are cultivated in the same field?

- Kerala
- Andhra pradesh
- Goa
- Uttar pradesh

Score : 2, Time : 4 Minutes

#### ■ Scoring Indicators

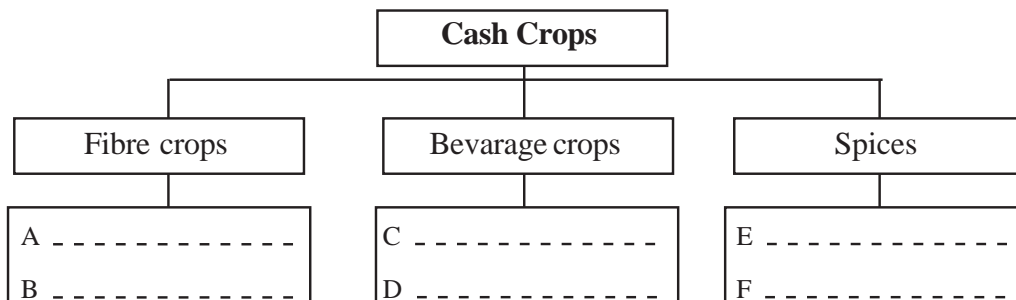
- Uttar pradesh
  - Here rice is cultivated as a Kharif crop and wheat as a Rabi crop.

### 5. Learning Outcome

- Classifies the crops into food crops and cash crops.

**?** Write the agricultural crops given below at the proper position in the flowchart. (Cardamom, Tea, Jute, Coffee, Cotton, Pepper)

Score : 3, Time : 3 Minutes



### ■ Scoring Indicators

- |           |           |             |
|-----------|-----------|-------------|
| A. Cotton | C. Tea    | E. Cardamom |
| B. Jute   | D. Coffee | F. Pepper   |

### 6. Learning Outcome

- Prepares a table showing the agro based and mineral based industries.

**?** Why is Mumbai called 'Cottonopolis'? Which are the favourable factors that made Mumbai to be called so?

Score : 3, Time : 4 Minutes

### ■ Scoring Indicators

- Mumbai is the major cotton cloth producing centre in India.
- Availability of raw materials from near by places, availability of power, possibilities of Mumbai port for export and import, availability of human resource

### 7. Learning Outcome

- Analyses the geographical condition required for the major crops in India.

**?** India stands second in Jute production.

- Which are the jute producing states in India?
- Which are the geographical factors needed for jute cultivation?
- What are the reasons for the increase in demand for jute products in the international market?

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- West Bengal, Assam, Odisha
- High temperature and rainfall above 150 cm, well drained alluvial soil.
- Low price

### 8. Learning Outcome

- Analyses the geographical condition required for the major crops in India.

**?** The term given below is about a major crop in India. Identify the crop and write the major states that produce this crop.

- Arabica

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Coffee
- Karnataka, Tamilnadu, Kerala



## 9. Learning Outcome

- Analyses the geographical condition required for the major crops in India.

**?** Sugar mills are situated close to sugar cane cultivating regions. Why?

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Juice should be extracted immediately. Otherwise the amount of sucrose in the sugar cane might decrease.

## 10. Learning Outcome

- Analyses the geographical condition required for the major crops in India.

**?** Which state in India stands first in rubber production? Which are the favourable factors found there?

Score : 3, Time : Minutes

### ■ Scoring Indicators

- Kerala
- Laterite soil, temperature more than 25°C, rainfall more than 150 cm.

## 11. Learning Outcome

- Prepares a flowchart showing the classification of minerals with examples.

**?** Complete the following table as the column 'A' should indicate different types of minerals and column 'B' their examples.

A	B
Ferrous metals	1. ....
2. ....	Copper
Mineral fuels	3. ....
Other non metals	4. ....

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Iron ore, manganese
- Non ferrous metals
- Coal, petroleum, natural gas
- Mica, limestone

## 12. Learning Outcome

- Prepares a flowchart showing the classification of minerals with examples.
- Prepares Map showing the distribution of minerals.

**?** Jhar in Odisha, Singhbhum in Jharkhand, Bellary in Karnataka and Salem in Tamilnadu are famous for the mining of a major metallic mineral.

- Which is this metallic mineral?
- Which are the major ores of this metallic mineral?
- What is the reason for increase in the use of this mineral?

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Iron ore
- Haematite, magnetite, limonite
- Development of iron and steel industries

## 13. Learning Outcome

- Prepares a table showing the agro based and mineral based industries.

**?** Which are the raw materials required for iron and steel industry other than iron ore? Which are the factors influencing the location of iron and steel industries?

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Coal, manganese, limestone, dolomite
- Raw materials, availability of water, transportation facilities, export - import facilities, availability of human resources.

## 14. Learning Outcome

- Prepares a table showing the agro based and mineral based industries.

**?** Answer the following questions related to iron and steel industries in India.

- Which is the largest private sector iron and steel plant? Where is it situated?
- In which parts of West Bengal are the first public sector iron and steel company (IISCO) situated?
- Which is the first iron and steel industry in south India?

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Tata Iron and Steel Company, Jamshadpur
- Kulti, Burnpur, Hirapur
- Visweswarayya Iron and Steel Ltd (VISL)

### 15. Learning Outcome

- Prepares distribution maps of minerals

**?** Copper and Mica are two minerals used in electrical goods industry. What feature of these minerals is the reason for it being used in this industry?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Copper - Conductor
- Mica - Insulator

### 16. Learning Outcome

- Prepares distribution maps of minerals

**?** In the production of petroleum Digboi and Mumbai High are significant in different ways. How?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Petroleum mining started first at Digboi in Assam.
- Mumbai-high is the largest petroleum mine in India.

### 17. Learning Outcome

- Prepares distribution maps of minerals

**?** Match the following and find out the correct pairs.

A	B
1. Jharia	i. Lignite
2. Neyveli	ii. Petroleum
3. Koodamkulam	iii. Coal
4. Digboi	iv. Nuclear power

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

Score : 2, Time : 2 Minutes

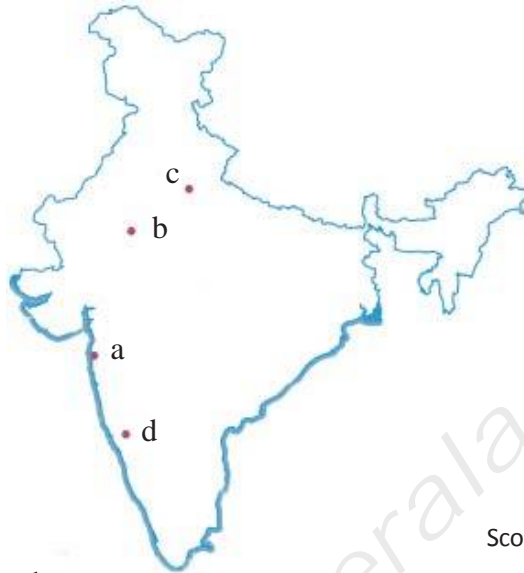
#### ■ Scoring Indicators

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

### 18. Learning Outcome

- Prepares distribution maps of minerals

**?** Major Nuclear power plants in India are marked on the map given below. Identify and write the name.



Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Tarapur
- Rawatbhata
- Narora
- Kaiga

### 19. Learning Outcome

- Prepares distribution maps of minerals

**?** What is the significance of non-conventional sources of energy in the modern world? Suggest any two non-conventional sources of energy that can be used in Kerala.

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Cheap, renewable, environment friendly
- Solar energy, waves - tidal energy, organic gases, wind energy

### 20. Learning Outcome

- Prepares a report on the major means of transport in India.

**?** Reforms have been implemented in Indian railways. Write any two examples.

Score : 2, Time : 2 Minutes

**■ Scoring Indicators**

- Complete rail tracks are being converted to broad gauge.
- The steam engines have given way to diesel and electric locomotives.
- Metro rail projects in big cities.

**21. Learning Outcome**

- Prepare a report on the major means of transport in India.

**?** National waterways are given below. Fill in the missing ones.

National water ways	Places which it connects
----- NW <sub>2</sub> -----	Kollam to Kottapuram ----- to ----- Allahabad to Haldia Kakinada to puducherry

Score : 4, Time : 4 Minutes

**■ Scoring Indicators**

1. NW<sub>3</sub>
2. Sadra to Dubri
3. NW<sub>1</sub>
4. NW<sub>4</sub>

**22. Learning Outcome**

- Labels the major ports in the outline map of India.

**?** Identify the ports mentioned below and mark them correctly on the map of India.

- A. A major port close to Mumbai port.
- B. Major port in Kerala
- C. Port which is in the southern most part of India
- D. Major port in Andhra Pradesh

Score : 4, Time : 4 Minutes

**■ Scoring Indicators**

- A. Nhevasheva
- B. Kochi
- C. Tuticorin
- D. Visakhapatanam

### 23. Learning Outcome

- Label the major ports in the outline map of India.

**?** Mark the following on the map of India.

- a. Kandla
- b. Mangalore
- c. Mumbai
- d. Kolkata

Score : 1, Time : 2 Minutes

#### ■ Scoring Indicators

- Mark Kandla, Mangalore, Mumbai and Kolkata ports on the map correctly.

### 24. Learning Outcome

- Classifies the crops into food crops and cash crops.

**?** Prepare a note on any three cash crops cultivated in India, its geographical requirements and the states where it is cultivated.

Score : 6, Time : 8 Minutes

#### ■ Scoring Indicators

- Geographical requirements for the cultivation of cotton and the states in which it is cultivated.
- Geographical factors required for jute cultivation and the states in which it is cultivated.
- Geographical factors required for the cultivation of sugarcane and the states in which it is cultivated.

### 25. Learning Outcome

- Analyses the role of the physical diversity of India in the agricultural sector.

**?** 'There are different varieties of crops in India, but they are not cultivated in all the seasons.' Based on this statement, prepare a note analysing the agricultural seasons of India.

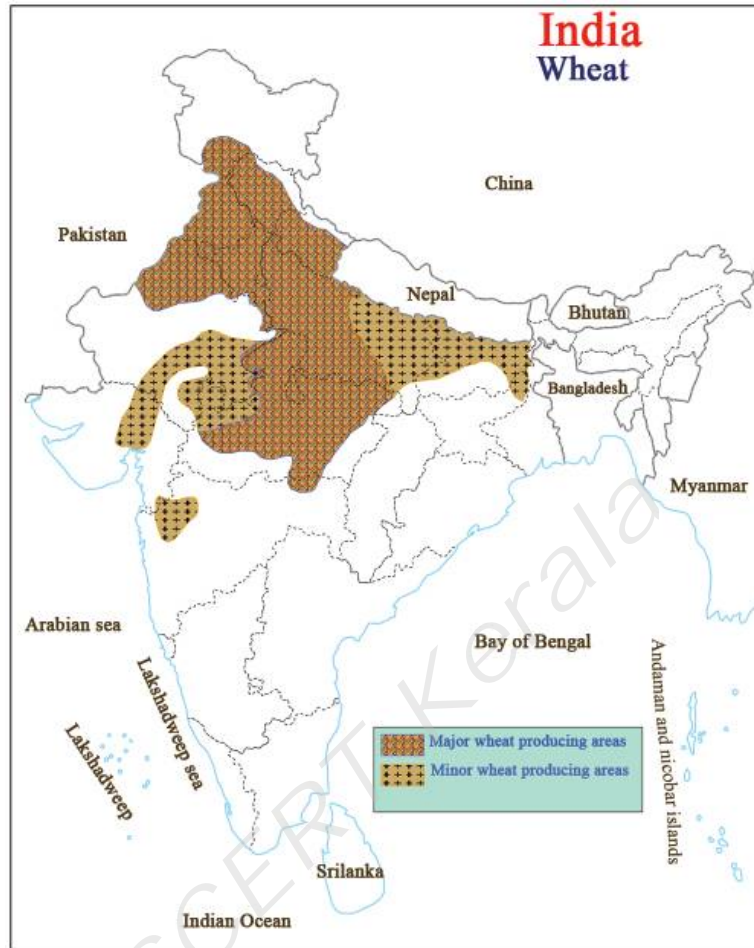
Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- List the crop seasons - Kharif, Rabi and Zaid and establish that only suitable crops are cultivated in each season

## 26. Learning Outcome

- Analyses the geographical condition required for the major crops in India.



Areas that come under wheat cultivation is shaded on the given map. Analyse the map and answer the following questions.

- Which are the major wheat producing states?
- Write any two geographical features in this states suitable for wheat cultivation.
- Why wheat is not cultivated in Kerala?

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Uttar Pradesh, Punjab, Haryana, Rajasthan, Madhya Pradesh
- Any four suitable factors - soil, irrigation facility, temperature, rainfall
- The soil, temperature and rainfall in Kerala are not suitable for the growth of wheat.

## 27. Learning Outcome

- Classifies the crops in accordance with the agricultural seasons in India.

**?** Write down the major difference between Kharif and Rabi seasons.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Kharif season starts with the onset of monsoon and harvesting towards the end of monsoon.
- Rabi season starts with the beginning of winter and harvesting during the beginning of summer.

## 28. Learning Outcome

- Analyses the geographical condition required for the major crops in India.

**?** Write down the temperature, annual rainfall and soil type required for rice cultivation.

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- The temperature, annual rainfall and soil type needed for the growth of rice.
 

Temperature	-	24°C
Soil	-	Alluvial soil
Rainfall	-	150 cm

## 29. Learning Outcome

- Analyses the geographical condition required for the major crops in India.

**?** Write down the temperature, annual rainfall and soil type required for wheat cultivation.

Score : 3, Time : 3 Minutes

### ■ Scoring Indicators

- Temperature - 15°C to 20°C  
Rainfall - 50 - 70 cm  
Soil type - Well drained fertile soil

## 30. Learning Outcome

- Classifies the crops into food crops and cash crops.

**?** Classify the following into cashcrops and food crops.  
Cotton, Wheat, Rice, Sugar cane

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Food crop - Wheat, Rice  
Cash Crop - Cotton, Sugar cane



### 31. Learning Outcome

- Prepares a table showing the agro based and mineral based industries.

**?** Explain with the help of an example, why agro based industries are concentrated in certain areas?

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Availability of raw material
- Transportation facilities
- Availability of human resource
- Availability of water
- Availability of power (any four with an example each)

### 32. Learning Outcome

- Prepares a table showing the agro based and mineral based industries.

**?** Presence of mineral resources has made some regions industrial centers. Substantiate this statement based on two industrial centers and the factors responsible for it.

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Any two mineral based industries.
- The factors that made these regions as industrial centers.

### 33. Learning Outcome

- Prepares a table showing the agro based and mineral based industries.

**?** Write down the reasons why agro - based industries are concentrated in the North Indian Plains, where as mineral based industries are concentrated in the peninsular plateau region.

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Northern plains - availability of raw materials, nearness to rivers, fertility of the soil, favourable climate.
- Peninsular plateau - mineral resource, raw materials, availability of water.

### 34. Learning Outcome

- Analyses the geographical condition required for the major crops in India.

**?** Sugar mills are located close to sugar cane cultivating regions. What is the major reason for this?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Sugar production become profitable because juice can be extracted without losing the sucrose content and its quality.

### 35. Learning Outcome

- Evaluate the role of transportation in the development of a country.

**?** Which are the major concepts you would like to include in the paper to be presented in the seminar 'the role of different modes of transport in industrial development'.

Score : 5, Time : 5 Minutes

#### ■ Scoring Indicators

- Road network and industrial development
- Rail transport and goods movement
- Water transport - International trade routes
- India-ports - Industrial significance
- International Airports

### 36. Learning Outcome

- Analyses the geographical condition required for the major crops in India.

**?** Rice and wheat are two major crops in India. Write the suitable geographical conditions for the cultivation.

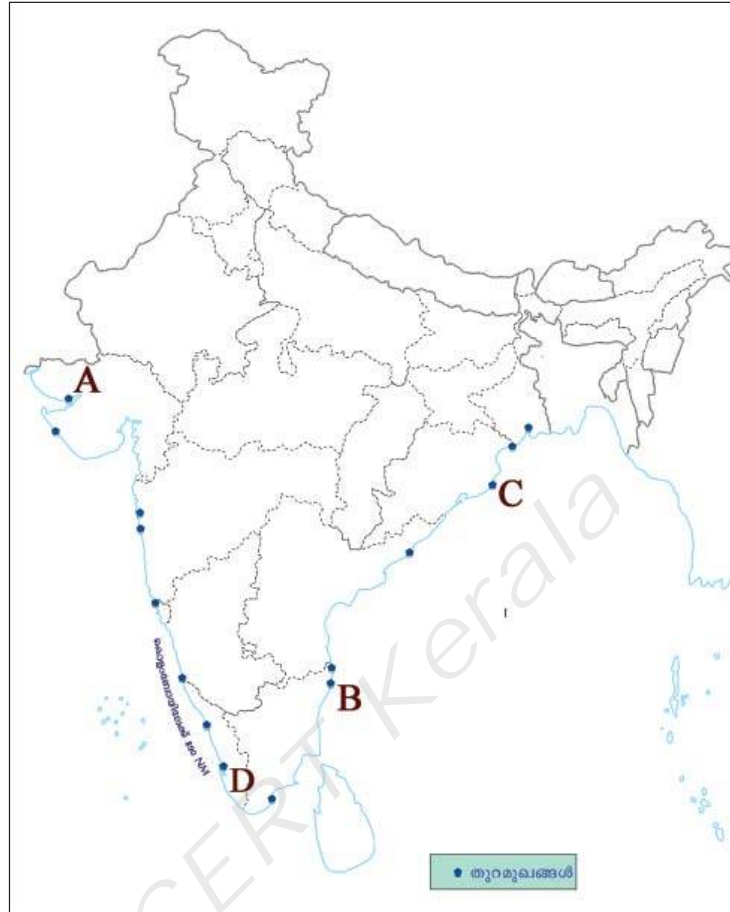
Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

Factors	Rice	Wheat
Temperature	24°C	10°C to 20°C
Rainfall	150 cm	50 cm
Soil	Clayey soil, Alluvial soil	Well drained fertile soil

### 37. Learning Outcome

- Labels the major ports in the outline map of India.



In the map given map some major ports are illustrated as A, B, C and D. Write their names.

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- A Kandla
- B Chennai
- C Paradip
- D Kochi

### 38. Learning Outcome

- Labels the major ports in the outline map of India.



Write the favourable geographical factors required for the cultivation of major cash crops - cotton and jute and the states in which they are cultivated.

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Suitable geographical factors for cotton and jute.
- States that produce them.

### 39. Learning Outcome

---

- Analyses the geographical condition required for the major crops in India.

**?** Write down the suitable geographical factors for the cultivation of Tea and coffee in India and the major producing states.

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Geographical factors suitable for the growth of tea and coffee.
- Producing states.

### 40. Learning Outcome

---

- Prepares a table showing the agro based and mineral based industries.

**?** Gujarat is one of the Indian states having large number of cotton textile mills. What is the reason for the concentration of textile mills there?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Availability of raw materials
- Favourable climate
- Availability of water
- Suitable soil
- Transportation facilities (Any four)

### 41. Learning Outcome

---

- Analyses the geographical condition required for the major crops in India.

**?** Suitable geographical factors for the cultivation of a cash crop is given below. Identify the crop.

- Hot and humid climate
- 24°C to 35°C temperature
- 150 cm or more rainfall

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- Jute

## 42. Learning Outcome

- Analyses the geographical condition required for the major crops in India.

**?** On the outline map of India, mark and shade the states where the following crops are cultivated.

- Jute
- Sugarcane

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Shade any two states each where jute and sugar cane is cultivated.

## 43. Learning Outcome

- Prepares a table showing the agro based and mineral based industries.

**?** Write any two mineral based industries in India. Find out the favourable factors for their development and prepare a short note.

Score : 5, Time : 5 Minutes

### ■ Scoring Indicators

- Any two mineral based industries
- Short notes on favourable factors.

## 44. Learning Outcome

- Prepares a table showing the agro based and mineral based industries.

**?** A significant factor for the growth of iron and steel industry is its location. Substantiate this statement based on the growth and development of Bokaro.

Score : 4, Time : 4 Minutes

### ■ Scoring Indicators

- Presence of raw materials - lime stone, dolomite
- Nearness to river - Hugli
- Energy source - Damodar valley project - Hydro electricity
- Kolkata port

#### 45. Learning Outcome

- Evaluates the geographical features on the agricultural field.

**?** "Diverse geographical features have influenced the agricultural sector in India".  
Substantiate this statement with two suitable examples.

Score : 4, Time : 4 Minutes

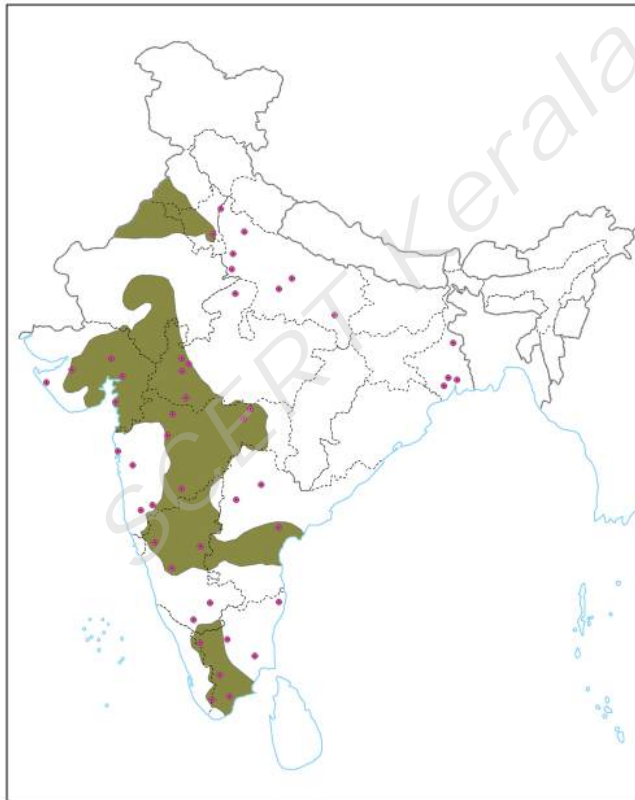
#### ■ Scoring Indicators

- Ganga plain - Northern plains - Wheat, Rice
  - Peninsular plateau - Cotton, sugarcane
  - Northern Mountains - saffron.
- To be justified with examples of the different crops cultivated in different geographical locations.

#### 46. Learning Outcome

- Analyses the geographical condition required for the major crops in India.

**?**



Identify the cash crop cultivated at the places shaded in the map. Name the major producing states.

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Cotton
  - Any four states - Maharashtra, Gujarat, Andhra Pradesh, Punjab, Haryana, Tamilnadu
- Peninsular plateau - Cotton, similar examples also can be written.

### 47. Learning Outcome

- Analyses the geographical conditions required for the major crops in India.

- ?** a. Which soil is suitable for jute cultivation?  
b. Which is the major jute producing region?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Well drained alluvial soil
- Ganga - Brahmaputra delta in West Bengal.

### 48. Learning Outcome

- Prepare a report on the major means of transport in India.

- ?** Prepare a short note on Air transport in India.

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Most expensive and fastest mode of transport
- Air India, Indian Air lines
- Private Airline companies
- International Airports

### 49. Learning Outcome

- Prepare a report on the major means of transport in India.

- ?** Write any two advantages of water transport over road and rail transport.

Score : 2, Time : 3 Minutes

#### ■ Scoring Indicators

- Construction and maintenance cost is less
- Less air pollution and sound pollution
- Suitable for large scale goods movement. (Any two)

## FINANCIAL INSTITUTIONS AND SERVICES

### 1. Learning Outcome

- Explains the functions of the Reserve Bank of India.

**?** Which bank is known as Banker's Bank? Why?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Reserve Bank of India
- The supreme bank with financial control over all other banks.

### 2. Learning Outcome

- Explains major functions of Reserve Bank of India.

**?** Explain major functions of Reserve Bank of India.

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Printing of currency
- Controlling credit
- Bank of the Government
- Banker's Bank

### 3. Learning Outcome

- Explains major functions of Reserve Bank of India.

**?** Reserve Bank of India acts as last resort to all banks in their financial matters. Substantiate your opinion on this statement based on functions of Reserve Bank of India?

Score : 4, Time : 4 Minutes

#### ■ Scoring Indicators

- Apex bank of all banks
- Advise and assist all banks
- Controls financial matters
- Control other financial institutions

### 4. Learning Outcome

- Explains major functions of Reserve Bank of India.

**?** Complete the diagram.

Printing of currency

a



c

b

Score : 3, Time : 3 Minutes



■ **Scoring Indicators**

- a. Controlling credit
- b. Bank to government
- c. Banker's Bank

**5. Learning Outcome**

- Presents through various means the situations for the formation of Banks in India.
- Identifies the various financial institutions in India.

**?** Different types of financial institutions are given below. Give suitable titles and list them.

- Commercial banks
- Mutual fund institutions
- Insurance companies
- Development Banks
- Co-operative Banks
- Commercial Banks

Score : 4, Time : 8 Minutes

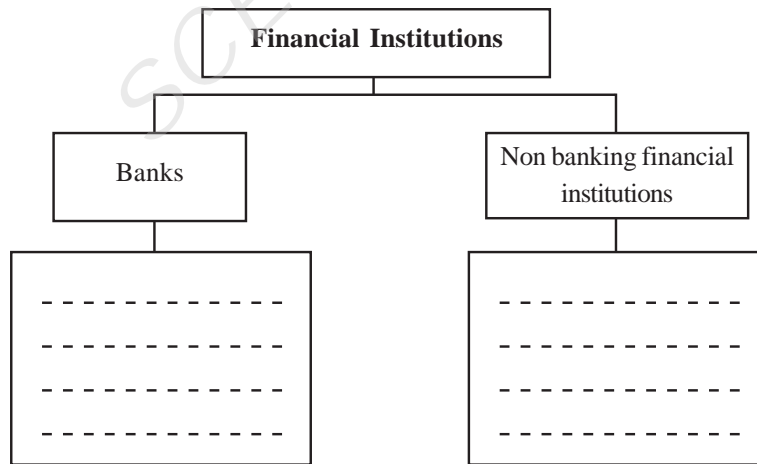
■ **Scoring Indicators**

- Banks - Commercial Banks, Co-operative Banks, Development Banks, Specialised Banks
- Non-Banking Financial Institutions - Insurance companies, Mutual Fund - Institutions.

**6. Learning Outcome**

- Presents through various means the situations for the formation of Banks in India.
- Identifies the various financial institutions in India.

**?** Prepare a list of financial institutions by using the titles given below?



Score : 4, Time : 8 Minutes

■ **Scoring Indicators**

- Banks, Commercial Banks, Co-operative Banks, Developmental Banks, Specialised Banks
- Non banking financial institutions - Mutual fund institutions, Insurance companies

## 7. Learning Outcome

- Presents through various means the situations for the formation of Banks in India.
- Identifies the various financial institutions in India.

**?** List the various types of banks that function in your area.

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Write the name of any two banks

## 8. Learning Outcome

- Presents through various means the situations for the formation of Banks in India.
- Identifies the various financial institutions in India.

**?** Write a note on the functioning of banks.

Score : 4, Time : 5 Minutes

### ■ Scoring Indicators

- Explain the functioning of banks.

## 9. Learning Outcome

- Presents through various means the situations for the formation of Banks in India.
- Identifies the various financial institutions in India.

**?** Banks are institutions which give loans to individuals, institutions and government. Prepare a note based on the services rendered by banks.

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- Accept deposits
- Give back the deposit with interest.
- Collect loan amount with interest.

## 10. Learning Outcome

- Presents through various means the situations for the formation of Banks in India.
- Identifies the various financial institutions in India.

**?** Explain the major sources of income of banks?

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- The main income of bank is the difference in the interest rates given on deposit and the interest received on loans.

## 11. Learning Outcome

- Presents through various means the situations for the formation of Banks in India.
- Identifies the various financial institutions in India.

**?** The growth of banks in India is classified into three stages. What are the stages?

Score : 6, Time : 12 Minutes

### ■ Scoring Indicators

- Stages of bank nationalisation from 1770 - 1969
- 1970 to 1990
- Reforms since 1991

### 12. Learning Outcome

- Presents through various means the situations for the formation of Banks in India.
- Identifies the various financial institutions in India.

**?** Bank nationalisation strengthened the banking sector in India. Give your opinion on this statement.

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Substantiate the statement and give opinion.

### 13. Learning Outcome

- Presents through various means the situations for the formation of Banks in India.
- Identifies the various financial institutions in India.

**?** The third stage development of banks nearly concentrated on the implementation of new systems. Explain the role played by them in modification of banks and execution of services.

Score : 5, Time : 10 Minutes

### ■ Scoring Indicators

- New generation banks
- ATM
- Credit cards
- Phone banking
- Net banking
- Core banking

### 14. Learning Outcome

- Presents through various means the situations for the formation of Banks in India.
- Identifies the various financial institutions in India.

**?** Classify the banks based on their functions.

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Commercial banks
- Co-operative banks
- Development banks
- Specialised banks

### 15. Learning Outcome

- Presents through various means the situations for the formation of Banks in India.
- Identifies the various financial institutions in India.

- ❓ What are new generation banks. How are they different from other banks?

Score : 4, Time : 8 Minutes

■ **Scoring Indicators**

- The new generation banks - features and reforms.

**16. Learning Outcome**

- Explains the important functions of commercial banks.

- ❓ Explain the important functions of commercial banks.

Score : 6, Time : 12 Minutes

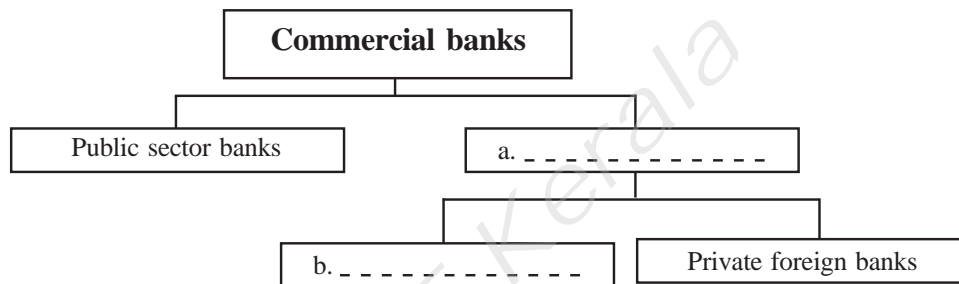
■ **Scoring Indicators**

- Accept deposits - Explain
- Grant loans - Explain

**17. Learning Outcome**

- Explains the important functions of commercial banks.

- ❓ Complete the flow chart regarding to commercial banks.



Score : 2, Time : 2 Minutes

■ **Scoring Indicators**

- Private banks
- Private Indian banks

**18. Learning Outcome**

- Explains the important functions of commercial banks.

- ❓ Prepare a short note on public sector commercial banks.

Score : 4, Time : 8 Minutes

■ **Scoring Indicators**

- Public sector banks
- Explains their functions

**19. Learning Outcome**

- Explains the important functions of commercial banks.

- ❓ What are the ways through which commercial banks accept deposits. Write similarities and differences of it.

Score : 4, Time : 8 Minutes

■ **Scoring Indicators**

- Public sector bank.
- Their functions

## 20. Learning Outcome

- Explains the important functions of commercial banks.

**?** Write about the different of deposits in commercial banks and their features.

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- The different types of deposits
- The features

## 21. Learning Outcome

- Explains the important functions of commercial banks.

**?** What are the different purposes for which banks give loans?

Score : 4, Time : 6 Minutes

### ■ Scoring Indicators

- Agricultural purposes
- Industrial purposes
- Constructing houses
- Purchasing vehicles

## 22. Learning Outcome

- Explains the important function of commercial functions.

**?** Explain the grounds under which over drafts are issued.

Score : 3, Time : 5 Minutes

### ■ Scoring Indicators

- The situations under which over drafts are issued.

## 23. Learning Outcome

- Lists the services provided by banks other than their basic functions.

**?** Given below are some services and facilities given by banks to public. Explain how they are useful?

- Locker facility
- Demand draft
- ATM debit card
- Telegraphic transfer

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Explaining the service of each

## 24. Learning Outcome

- Lists the services provided by banks other than their basic functions.

**?** 'Lost money from the account through ATM'. You may have noticed such news. What are the things that we should take care of while using ATMs?

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Make sure that there is no one in the counter.
- Do not share the ATM pin.
- Assure the balance amount on receiving the receipt.
- Do not carelessly throw away the receipt.

## 25. Learning Outcome

- Explains the upcoming trends in the banking sector.
- ❓ The upcoming trends in banking sector makes banking more people friendly. Substantiate this statement.

hints

- Electronic banking
- Core banking

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Merits of electronic banking
- Merits of core banking

## 26. Learning Outcome

- Explains working and functions of the cooperative banks
- ❓ 'Cooperation, self -help, and mutual help are the working principles of Co -operative banks.' To what extent did the objectives of Co -operative Banks justify this? Write your inferences.

Score : 5, Time : 8 Minutes

### ■ Scoring Indicators

- For writing the main objectives of cooperative banks
- Write two inferences

## 27. Learning Outcome

- Explains working and functions of the cooperative banks.
- ❓ Which are the different levels of the cooperative banks? Write their different type of functions.

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- State Co-operative Bank - functions
- District Co-operative Bank – functions
- Primary Co-operative Bank – functions

## 28. Learning Outcome

- Classifies and lists the features of development banks, new generation banks and Specialised banks.
- ❓ Which are the major features of development banks?

Score : 5, Time : 10 Minutes

### ■ Scoring Indicators

- Development in different sectors agriculture, industry, commerce.
- Give loans for constructing houses, small scale industries, development of basic facilities.

## 29. Learning Outcome

- Classifies and lists the features of development banks, new generation banks and Specialised banks.
- ❓ Write a short note on the development banks.

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Development bank definition
- Objectives, features.

### 30. Learning Outcome

- Classifies and lists the features of development banks, new generation banks and Specialised banks.

**?** Write examples for Development banks in India.

Score : 1, Time : 1 Minutes

### ■ Scoring Indicators

- Industrial Finance Cooperation of India (IFCI)

### 31. Learning Outcome

- Classifies and lists the features of development banks, new generation banks and Specialised banks.

**?** What are specialised banks? Write examples for them.

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Specialised bank – definition
- Exim bank of India, Indian Small Scale Industries Development Bank, NABARD

### 32. Learning Outcome

- Classifies and lists the features of development banks, new generation banks and Specialised banks.

**?** Write down the features of the specialised banks given below.

- Exim bank of India
- Indian Small Scale Industries Development Bank.
- NABARD

Score : 6, Time : 10 Minutes

### ■ Scoring Indicators

- Exim bank – features
- Indian Small Scale Industries Development Bank. – features
- NABARD – features

### 33. Learning Outcome

- Classifies and lists the features of development banks, new generation banks and Specialised banks.

**?** Explain how, Exim bank of India is different from NABARD based on its features.

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Exim bank – features
- NABARD – features

### 34. Learning Outcome

- Classifies and lists the features of development banks, new generation banks and Specialised banks.

- ?** What is the slogan of Bharathiya Mahila Bank? What is its contemporary significance?

Score : 3, Time : 6 Minutes

■ **Scoring Indicators**

- Women empowering is empowering of India
- contemporary significance

**35. Learning Outcome**

- Classifies and lists the features of development banks, new generation banks and Specialised banks.

- ?** What are payment banks? Write down their features.

Score : 4, Time : 8 Minutes

■ **Scoring Indicators**

- For writing about payment banks.
- For writing 4 features

**36. Learning Outcome**

- Classifies and lists the features of development banks, new generation banks and Specialised banks.

- ?** What are the features of the Mudra bank?

Score : 2, Time : 2 Minutes

■ **Scoring Indicators**

- Recently started bank to give small scale loans
- Helpful to small scale entrepreneurs and microfinance.

**37. Learning Outcome**

- Presents the different types of non-banking financial Institutions and how they differ from banks.

- ?** What are non-banking institutions? Why are the following institutions non-banking institutions?

- Mutual fund institutions
- Insurance companies

Score : 5, Time : 10 Minutes

■ **Scoring Indicators**

- Should write what non-banking institutions are and establish Mutual fund and Insurance companies belong to this.

**38. Learning Outcome**

- Presents the different types of non-banking financial Institutions and how they differ from banks.

- ?** List down the major services provided by non-banking institutions  
Eg. Give hire purchase loans.

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

- Housing loans
- Gold loans
- Loans against fixed deposits
- Chitties



### 39. Learning Outcome

- Presents the different types of non-banking financial Institutions and how they differ from banks.

**?** Which are the Mutual fund institutions that function in the Public and Private sectors?

Score : 4, Time : 8 Minutes

#### ■ Scoring Indicators

- Mutual fund institutions in the public sector
- Mutual fund institutions in the private sector

### 40. Learning Outcome

- Presents the different types of non-banking financial Institutions and how they differ from banks.

**?** Which is the major institution in India, that functions for the protection of the health and life of the individuals?

Score : 1, Time : 1 Minutes

#### ■ Scoring Indicators

- LIC

### 41. Learning Outcome

- Explains the working of micro finance and self help groups.

**?** What are the main objectives of micro finance?

Score : 4, Time : 8 Minutes

#### ■ Scoring Indicators

- Economic development
- Increasing the standard of living
- Encourages saving habits
- Develops individual potential
- Provides loans to members when they need.

### 42. Learning Outcome

- Explains the working of micro finance and self help groups.

**?** Which are the major Micro finance institutions working in Kerala?

Score : 2, Time : 2 Minutes

#### ■ Scoring Indicators

- Kudumbasree
- Men Self help groups

### 43. Learning Outcome

- Explains the working of micro finance and self help groups.

**?** Evaluate the significance of Self -help groups based on their functioning,

Score : 4, Time : 8 Minutes

#### ■ Scoring Indicators

- Significance of Self -help groups.
- Functioning

## CONSUMER : SATISFACTION AND PROTECTION

### 1. Learning Outcome

- Explains consumption and consumer.

**?** Consumer and consumption are interrelated. Substantiate citing examples.

Score : 4, Time : 6 Minutes

#### ■ Scoring Indicators

- Write consumption and consumer and substantiate by giving examples.

### 2. Learning Outcome

- Explains consumption and consumer.

**?** What is the expectation of the consumer while consuming goods and using services?

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Quality
- Reliability
- After sale services

### 3. Learning Outcome

- Identifies situations where the consumers exploited or cheated.

**?** Give examples for the situations in which consumers are cheated or exploited.

Score : 2, Time : 3 Minutes

#### ■ Scoring Indicators

- Writes one example each for situations of cheating and exploiting.

### 4. Learning Outcome

- Explains the rights of consumer under the consumer protection act 1986.

**?** What is the major feature of consumer protection act 1986? What are the important rights included in the Act?

Score : 4, Time : 8 Minutes

#### ■ Scoring Indicators

- The major features of Consumer Protection Act
- Important rights

## 5. Learning Outcome

- Presents through different means the composition and jurisdiction of consumer courts.

**?** Write the structure and jurisdiction of consumer courts - district - state - national

Score : 6, Time : 12 Minutes

### ■ Scoring Indicators

- Structure
- Jurisdiction

## 6. Learning Outcome

- Present through different means the composition and jurisdiction of consumer courts.

**?** One among the important features of consumer courts is given below. Write others.

- Simple procedures
- 
- 

Score : 2, Time : 2 Minutes

### ■ Scoring Indicators

- Fast assurance of justice
- Less court expenses

## 7. Learning Outcome

- Identifies the compensations meted out by the courts in consumer disputes?

**?** Give examples for situations in which complaints can be given on consumer disputes.

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- When purchased product is damaged or defective
- Defective service received from the public
- Misleading or unjust advertisements
- Violation of the adulteration law (similar answers are to be considered)

## 8. Learning Outcome

- Identifies the compensations meted out by courts in consumers disputes.

**?** How far the consumer courts are powerful in protecting the rights of consumer? Evaluate them on the basis of redressal.

Score : 5, Time : 10 Minutes

### ■ Scoring Indicators

- Replacing the product
- Repayment of cash paid or excess amount paid
- Monetary compensation for the loss

- Rectifying the defects of services
- Reimbursement of expenses in lodging complaints etc.

### 9. Learning Outcome

- Identifies the existing acts to ensure consumer rights.

**?** What are the existing laws to protect rights of consumer? Evaluate their relevance.

Score : 5, Time : 10 Minutes

#### ■ Scoring Indicators

- Sale of goods Act 1930
  - Agricultural produce Act 1937
  - Essential commodities Act 1955
  - Weights and measures Act, 1976
- (The relevance of these laws)

### 10. Learning Outcome

- Lists out different departments and institutions to protect the interests of consumer.

**?** Some departments and institutions that function to protect the interests of consumers are given below. Write the services they render.

- |  |   |       |
|--|---|-------|
| a. Legal metrology department                  | - | ----- |
| b. Food safety department                      | - | ----- |
| c. Central drugs price control committee       | - | ----- |
| d. Drugs control department                    | - | ----- |
| e. Food safety and standard authority of India | - | ----- |

Score : 5, Time : 5 Minutes

#### ■ Scoring Indicators

- Ensures the weights and measures standards.
- Ensures the quality of food products.
- Controls price of medicines.
- Ensures the quality and safety of medicines
- Ensures quality of food products at various steps

### 11. Learning Outcome

- Lists out different departments and institutions to protect the interests of consumer.
- ?** Symbols that help the consumer to ensure the quality of goods and institutions are given below. Identify them and write their services.



Score : 5, Time : 5 Minutes

#### ■ Scoring Indicators

- BIS - Quality of products
- ISO - Quality of goods and services - Hospitals, Banks
- BIS - Purity of gold jewellery
- CE - Safety of electronic and electrical appliances.
- Agmark - Quality of agricultural and forest products.

### 12. Learning Outcome

- Explains the protection of consumer.
- ?** 'Intervention of vigilant society will ensure protection of consumer'. Substantiate the statement.

Score : 3, Time : 6 Minutes

#### ■ Scoring Indicators

- Functioning of consumer organisations
- Consumer awareness
- Public interest litigations

### 13. Learning Outcome

- Explains about consumer education.
- ?** Write your suggestions for consumer education.

Score : 3, Time : 3 Minutes

#### ■ Scoring Indicators

- Awareness programmes
- Inclusion in curriculum
- Observance of National Consumer day

### 14. Learning Outcome

- Explains about consumer education.
- ?** How did consumer education empower consumers?

Score : 4, Time : 8 Minutes

### ■ Scoring Indicators

- Consume sensibly as per wants.
- Acquire product service information
- Make right choices
- Makes consumer aware of rights.

### 15. Learning Outcome

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- Explains about consumer education.

**?** In your opinion what are the uses of consumer education? Explain with examples.

Score : 3, Time : 6 Minutes

### ■ Scoring Indicators

- The uses of consumer education
- Examples

### 16. Learning Outcome

---

- Explains about consumer education.

**?** Do advertisements create positive or negative effect on consumers? Substantiate your opinion.

Score : 5, Time : 10 Minutes

### ■ Scoring Indicators

- Positive aspects of advertisement
- Negative aspects of advertisement
- Substantiating opinion

### 17. Learning Outcome

---

- Identifying and acting accordingly on world consumer day.

**?** Suggest some programmes which can be conducted on world consumer day.

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Two suggestions regarding the activities to be conducted in schools.

### 18. Learning Outcome

---

- Identifying and acting accordingly on world consumer day.

**?** December 24 National Consumer Day. Write messages as part of observing consumer day.

Score : 2, Time : 4 Minutes

### ■ Scoring Indicators

- Any two messages

### 19. Learning Outcome

- Identifying and acting accordingly on world consumer day.

**?** Explain the functions of legal metrology department.

Score : 1, Time : 2 Minutes

#### ■ Scoring Indicators

- Ensures the weights and measures.

### 20. Learning Outcome

- Explain consumer protection laws are effective.

**?** How far consumer protection laws are effective. Write your observations.

Score : 4, Time : 8 Minutes

#### ■ Scoring Indicators

- The rights and duties of consumer.

### 21. Learning Outcome

- Explains consumer protection laws are effective.

**?** How can become a good consumer without being exploited.

Score : 5, Time : 10 Minutes

#### ■ Scoring Indicators

- Rights and duties

### 22. Learning Outcome

- Explains consumer protection laws are effective.

**?** Write a short note on 'Satisfaction of consumer'.

Score : 5, Time : 10 Minutes

#### ■ Scoring Indicators

- A note on satisfaction of consumer.

A

## FIRST TERMINAL EVALUATION 2016

### SOCIAL SCIENCE

Standard : X

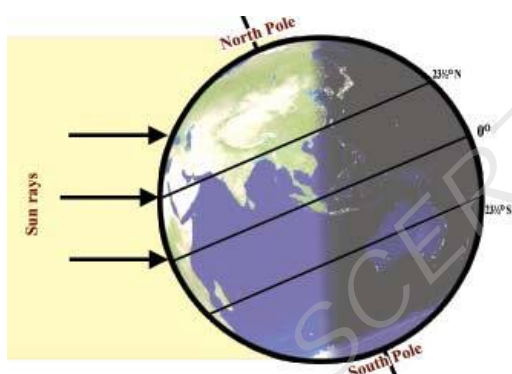
Time : 2½ Hours

Score : 80

**Instructions**

1. 15 minutes is given as cool off time. This time is to be used for reading and understanding the questions
2. Write down answers for all questions
3. For questions having choices, only one need to be answered.
4. The score for each question is given along with the question

1. Evaluate how the laws implemented by the British affected the people of the American colonies, based on the following indicators:
  - Trade
  - Tax policies
  - Economic exploitation
  - Suppressive rule (4)
2. Explain how the Permanent Settlement introduced by the English East India Company led the cultivators to poverty. (4)
3. Answer the following questions based on the given diagram.



- a. Which hemisphere receives vertical rays of the sun?
  - b. Over which latitude is the position of sun on 21<sup>st</sup> June?
  - c. Which hemisphere experience maximum duration of day light on this particular day?
  - d. By what name is this particular day known?
  - e. Give reasons for the variations in the duration of day and night? (5)
4. The Right to Information Act 2005 has helped in making administrative activities transparent. Do you agree? Substantiate your answer. (3)
  5. How did the imperialist countries exploit the colonies? (3)
  6. What is human resource development? Explain any two levels of human resource development. (3)
  7. Compare the features of Nazism and Fascism based on the following indicators:
    - Annihilation of enemies
    - Purity of race
    - Aggressive foreign policy
    - Military dictatorship

OR



Explain the causes of the French Revolution based on the following indicators:

- Social inequality
  - Rule of dictatorship
  - Influence of philosophers
  - Economic crisis
- (6)

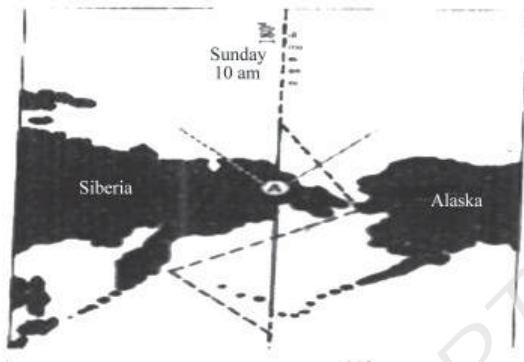
8. Identify the longitude based on which the Indian Standard Time is determined.

- a.  $0^\circ$
  - b.  $180^\circ$
  - c.  $82\frac{1}{2}^\circ$  East
  - d.  $82\frac{1}{2}^\circ$  West
- (1)

9. Explain the role of the Swadeshi movement in developing anti-British attitude among the Indians. (4)

10. Compare the policies introduced by the colonial powers in China with those introduced in Latin America and America. (3)

11. The International Date line is marked on the given diagram



- a. Which longitude is determined as the International date line?
  - b. How much is the time difference experienced on crossing the International date line?
  - c. Which are the continental parts shown on either side?
  - d. Mention the time difference between the Greenwich Mean Time and the local time at the International date line.
- (4)

12. Match the following on basis of nationality:

- | A                 | B            |
|-------------------|--------------|
| 1. Gandhiji       | South Africa |
| 2. Nelson Mandela | Kenya        |
| 3. Quami N krumah | India        |
| 4. Jomo Kenyata   | Ghana        |
- (2)

13. The National Rural Health Mission and the National Urban Health Mission are the programmes initiated by the Central Government to ensure better health for all. What are their objectives? (2)

14. Hierarchical organisation is a feature of Bureaucracy. Find out the other features. (3)

15. Which is the programme initiated by the Central Government to ensure the availability of people with employable skills by improving the skills of the youth? (1)

16. Explain how each of the following factors influence atmospheric pressure.

- Temperature
  - Altitude
  - Humidity
- (3)

17. Examine the similarities in the reforms introduced by the National Assembly and by Napoleon in France and evaluate its influence on the common people. (3)
18. Explain the significance of Public Administration. What was Gandhiji's views on it? (3)
19. The winds blowing between some pressure belts in the Northern Hemisphere are shown in the diagram.



- a. Identify the winds indicated as A, B, C?
- b. Mention the pressure belts between which each of them blows?
- c. There occurs deflection in the direction of these winds. Give reasons.

**OR**

- Describe the features of the monsoon winds blowing from the Indian Ocean towards Indian Sub Continent. (6)
20. What is the objective of the Right to Education Act? (1)
  21. Explain the appeasement policy that led to the Second World War. (1)
  22. Explain the formation of mountain breeze and valley breeze. (4)
  23. What are the aims of the Non- Aligned movement that was formed against the bipolar blocks? (3)
  24. Write any two common features of the peasant revolts in India during the period of the English East India Company rule. (2)
  25. Which of the following statements is wrong about Ombudsman?
    - a. A retired Judge of the High Court is appointed as Ombudsman.
    - b. People cannot directly approach the Ombudsman with complaints.
    - c. In the banking sector, the Ombudsman hears the complaints of the clients and rectifies them.
    - d. On receiving complaints, the Ombudsman can summon anyone and order enquiry. (1)
  26. It is the duty of the Government to provide healthcare to all.
    - a. Define 'health'.
    - b. How does healthcare help to realize economic development of a country? (3)
  27. Identify the local winds mentioned below.
    - a. Hot winds blowing down the slopes of the Alps in Europe
    - b. Hot winds blowing over the Northern Plains from the Rajasthan Desert (2)

**FIRST TERMINAL EVALUATION 2016**  
**SOCIAL SCIENCE**

**B****Standard : X****Time : 2½ Hours****Score : 80****Instructions**

1. 15 minutes is given as cool off time. This time is to be used for reading and understanding the questions
2. Write down answers for all questions
3. For questions having choices, only one need to be answered.
4. The score for each question is given along with the question

1. Name the organisation in Rajasthan whose activities led to the legislation of the Right to Information Act. (1)
2. How did the European countries and America establish supremacy in China through the opium trade and the Open Door Policy? (2)
3. Identify the season referred to by each of the given hints.
  - a. The season between summer and winter.
  - b. The season between winter and summer. (2)
4. Which are the international organisations that helped to accelerate Globalisation? (2)
5. Which programme ensures the integrated development of children up to 6 years? (1)
6. State the circumstance that led to the establishment of the rule of Fascist party in Italy. (2)
7. Analyse the problems faced by the Palestine people against the backdrop of West Asian issues. (3)
8. Explain how the British controlled the trade and commerce of the American colonies through Mercantilist laws. (4)
9. Prepare a note by analysing the peculiarities of 21<sup>st</sup> March and 23<sup>rd</sup> Septemeber. (3)
10. Explain how the imperialist rivalry led the world countries to the First World War, based on the following indicators:
  - Imperialist crisis
  - Formation of aggressive nationalist movements
  - Formation of military alliances

**OR**

Explain the causes of the Russian Revolution on the basis of the following indicators:

- Pathetic life of people
- Dictatorship of the ruler
- Influence of Marxist ideology
- Formation of Bolshevik Party (6)

11. Calculate the Greenwich meantime, when it is 4 pm Indian Standard Time. (3)

12. State the role of the Right to Service Act in ensuring services to the people. (2)

13. How did decline of the Indian industries cause the ruin of the agricultural sector in India during the period of the English East India Company? (3)

14. Match the following

A	B
1. All India Services	Sales Tax
2. Central Services	Indian Administrative Service
3. State Services	Indian Railways

(3)

15. "The pitfalls of human resource development is the main reason for poverty in a country". Do you agree with this? Substantiate. (3)

16. Analyse why the cultivators were compelled to cultivate cash crops instead of food crops during the British rule in India. (3)

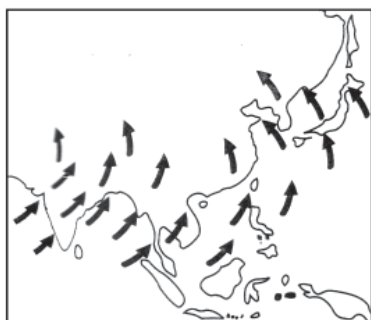
17. Examine the changes in the duration of day and night during solstices and equinoxes. (2)

18. The government has set up many institutions for healthcare at different levels. Which are they? (3)

19. Analyse the influence of the French Revolution on the socio-political systems that existed in Europe. (4)

20. What are the similarities and dissimilarities between Lokpal and Lokayuktha. (3)

21. Answer the following questions by observing the given diagram.



a. Which is the periodic wind shown in the diagram?

b. Identify the season during which this wind blows.

c. What causes the wind to blow from the Indian Ocean to the Indian Sub Continent?

d. From which direction does this wind blow? Why?

OR

Answer the following questions based on the Global Pressure Belts.

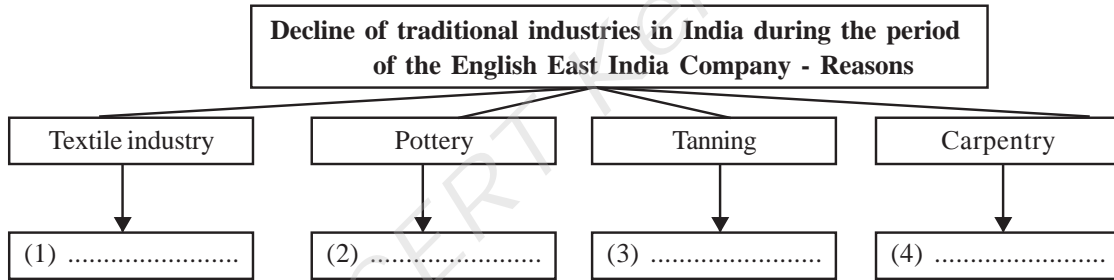
- a. Which are the pressure belts in the northern hemisphere?
- b. Explain the formation of the Equatorial Low Pressure Belt and Sub Polar Low Pressure Belts. (6)

22. Complete the following table:

Axis Powers	Allied Powers
Germany	China
.....	.....
.....	.....

(2)

- 23. Which institution spearheads population census? Analyze the need for demographic studies. (2)
- 24. Which are the institutions that recruit candidates to Central Services and State Services? Why they are called Constitutional Institutions? (2)
- 25. Complete the flow chart below:



(4)

26. Re-arrange the data in column B according to that in column A.

A	B
Sea breeze	Summer season
Mountain breeze	Winter season
South west monsoon	Day
North east monsoon	Night

(4)

27. What are planetary winds? Which are they? Write a description on the planetary winds blowing from Subtropical high pressure regions to Equatorial region. (5)

C

**FIRST TERMINAL EVALUATION 2016**  
**SOCIAL SCIENCE**

Standard : X

Time : 2½ Hours

Score : 80

**Instructions**

1. 15 minutes is given as cool off time. This time is to be used for reading and understanding the questions
2. Write down answers for all questions
3. For questions having choices, only one need to be answered.
4. The score for each question is given along with the question

1. Which is the programme initiated by the Central Government to increase the access to higher education? (1)
2. Complete the following table based on the apparent position of the Sun in the Northern and Southern Hemispheres.

Solstices	Day	Apparent Position of the Sun	Duration of Day in the Northern Hemisphere
Summer Solstice			
Winter Solstice			

(3)

3. Name the institution constituted at national level to prevent corruption among public workers. Specify its power. (2)
4. There is an increase in time towards the east and decrease in time towards the west of the longitudes. Give reason. (1)
5. Link column 'A' with appropriate items from column 'B' and 'C'

A	B	C
America	Man is born free, yet every where he is in chains	Sun Yat- sen
France	Kuomintang Party	Thomas Jefferson
China	Declaration of Independence	Rousseau

(3)

6. How did the imperialist crisis in Europe lead to the First World War? (2)
7. Write any two measures implemented in our country with the objective of reforming administration. (2)
8. What are the aims of the United Nations Organisation that was formed after the Second World War? (2)
9. 'The Kurichia revolt is an example of tribal resistance against the British exploitation'- Explain. (4)

10. Calculate the time at which the live telecast of a cricket match in New Delhi at 10 am on Sunday can be watched at Sydney (150°East). (3)
11. You know that the axis of the earth has an inclination of  $23\frac{1}{2}^\circ$ . Based on this give answers to the following questions.
- What do you mean by the term parallelism of axis?
  - How does the parallelism of axis cause change of seasons? (3)
12. The change in birth rate, death rate, and migration leads to change in the population of a country. Analyse. (3)
13. How did China become a Peoples Republic under the leadership of Mao Zedong? (3)
14. Give reasons for the following
- The speed of wind is more over ocean surface.
  - During day time wind blows from sea to land.
  - The south east trade winds on reaching the northern hemisphere turns into south west monsoon winds.
  - Low pressure is experienced throughout the equatorial regions.
  - South west monsoon winds are a summer phenomenon. (5)
15. Which are the neo imperialist ideologies that America adopted to retain global supremacy after the decline of the Soviet Union? (2)
16. What is health? How does healthcare help the economic development of a country? (3)
17. What are the common features of the tribal revolts during the British rule? (2)
18. Construct a flow chart by classifying the following features of human resource into quantitative and qualitative features.
- Population size
  - Education
  - Density of population
  - Structure of population
  - Expectation of life
  - Training
- (3)
19. Explain the role of Napoleon in modernising France after the French Revolution. (4)
20. The westerly winds are more powerful in the southern hemisphere. Why?

The westerlies at different latitudes in the southern hemisphere are given different names by the sailors. Complete the table based on this.

Latitude	Name given to the wind
40° South	?
50° South	?
60° South	?

(4)

21. Evaluate the circumstances that led to the Second World War based on the indicators below.

- Nazism and Fascism
  - Policy of appeasement
  - Aggressive nationalism
  - Formation of military alliances
  - Versailles treaty
- (6)

**OR**

Explain the causes of the French Revolution based on the indicators below:

- Social inequality
- Influence of philosophers
- Dictatorship rule
- Economic decay

22. Mention the name for the use of electronic technology in administration. What are its benefits to the people? (3)

23. Explain the causes of India's first war of independence based on the indicators below.

- Dissatisfaction of sepoys
  - Decline of industries
- (4)

24. Observe the diagram and give answers to the following questions.



- a. Which is the periodic wind represented here?
- b. Identify the season during which it blows?
- c. Explain the formation of these winds?

**OR**

Draw a diagram showing the Global Pressure Belts and mark the trade winds on it. Prepare a note on the trade winds. (6)

25. Write a note on the Central Vigilance Commission explaining its activities based on the points given below.

- Head of the Commission
  - Objective
  - Function
- (3)

26. Explain how the formation of Israel as a nation in West Asia led to the Arab- Israel conflicts. (3)



## Scoring Indicators

A

Qn. No.	Scoring Indicators	Split up Scores	Total
1.	<ul style="list-style-type: none"> <li>• The goods to and from the colonies must be carried only in English ships.</li> <li>• British stamp must be affixed on all the legal documents.</li> <li>• Products of the colonies like sugar, wood, cotton, tobacco, etc. could only be exported to England.</li> <li>• Colonies must provide facilities for the British troops</li> </ul>	1 1 1 1	4
2.	<ul style="list-style-type: none"> <li>• Zamindars were the owners of the land.</li> <li>• Peasants were considered as tenants.</li> <li>• 60% of the products should be paid as tax.</li> <li>• Tax should be paid in cash rather than kind.</li> </ul>	1 1 1 1	4
3.	<ul style="list-style-type: none"> <li>a. In the northern hemisphere</li> <li>b. Tropic of cancer (<math>23\frac{1}{2}^{\circ}</math> N)</li> <li>c. Northern Hemisphere</li> <li>d. Summer solstice</li> <li>e. Inclination of axis (<math>23\frac{1}{2}^{\circ}</math>)</li> </ul>	1 1 1 1 1	5
4.	<ul style="list-style-type: none"> <li>• Right of the citizen to get information</li> <li>• Power to impose fine if correct information is not given</li> <li>• Right to give appeal</li> </ul>	1 1 1	3
5.	<ul style="list-style-type: none"> <li>• The economic system of the colonies were destroyed.</li> <li>• The agricultural field was destroyed.</li> <li>• Resources were looted</li> <li>• Indigenous culture was destroyed (any three)</li> </ul>	1 1 1	3
6.	<ul style="list-style-type: none"> <li>• Labour power is essential for the production of goods and services required for a country.</li> <li>• Labour power is provided by the population</li> <li>• People develops their skills with their own efforts or with the help of family and government.</li> </ul>	1 1 1	3
7.	<ul style="list-style-type: none"> <li>• Elimination of rivals - socialists, workers and peasant leaders were considered as rivals.</li> <li>• Purity of race - Restoration of the Roman empire and Aryan race.</li> <li>• Military dictatorship - Black shirts, Brown shirts, Gestapo were used to annihilate the opponents and Jews.</li> <li>• Aggressive foreign policy - Italy conquered Ethiopia and Albania while Germany captured Austria and Czechoslovakia.</li> </ul>	1½ 1½ 1½ 1½	

OR

Qn. No.	Scoring Indicators	Split up Scores	Total
	The French Revolution. <ul style="list-style-type: none"> <li>• Social inequality - discrimination in the French society - privileges enjoyed by the first two estates.</li> <li>• Autocratic rule - Bourbon kings.</li> <li>• Influence of thinkers - Rousseau, Montesquieu, Voltaire, Physiocrats, Philosopher</li> <li>• Economic crisis - Burden of tax, extravagance of kings, unnecessary wars.</li> </ul>	1½ 1½ 1½ 1½	6
8.	82½° East longitude	1	1
9.	<ul style="list-style-type: none"> <li>• Consumption of indigenous products</li> <li>• Textile mills, factories, banks etc. were established.</li> <li>• Boycott of foreign goods</li> <li>• Peoples participation in boycott movement.</li> </ul>	1 1 1 1	4
10.	<ul style="list-style-type: none"> <li>• European and American domination through opium trade and open door policy</li> <li>• Spread of European culture - looted wealth by making the native slaves.</li> <li>• Trade regulations, taxation, violation of human rights - by Britain in America.</li> </ul>	1 1 1	3
11.	a. 180° b. 24 hours c. Asia and North America d. 12 hours	1 1 1 1	4
12.	A. Gandhiji - India B. Nelson Mandela - South Africa C. Quami Nkrumah - Ghana D. Jomo Kenyatta - Kenya	½ ½ ½ ½	2
13.	<ul style="list-style-type: none"> <li>• Protection of health to rural people</li> <li>• Protection of health to urban and slum dwellers</li> </ul>	1 1	2
14.	<ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Appointment based on qualification</li> <li>• Political neutrality</li> <li>• Skills</li> </ul> (Any 3)	1 1 1	3
15.	National Skill Development and Reward Scheme	1	1
16.	<ul style="list-style-type: none"> <li>• When temperature increases, pressure decreases</li> <li>• When temperature decreases, pressure increases</li> </ul>	1 1	

Qn. No.	Scoring Indicators	Split up Scores	Total
	<ul style="list-style-type: none"> <li>Pressure decreases with increase in altitude Pressure increases with decreases in altitude</li> <li>When the humidity increases pressure decreases When humidity decreases pressure increases</li> </ul>	1	3
17.	<ul style="list-style-type: none"> <li>End of Feudalism - Farmers were made owners of land.</li> <li>Helped the emergence of middle class.</li> <li>Emergence of nationalism - constructed roads for the progress of transportation</li> <li>State's control over the clergy.</li> </ul>	1 1 1	3
18.	<ul style="list-style-type: none"> <li>Formulates government policies</li> <li>Protects the interests of all.</li> <li>Special consideration and protection to the needy.</li> <li>Find solution to public issues</li> </ul>	1 1 1	3
19.	<p>a. Trade winds, westerlies, polar winds</p> <p>b. Trade winds - between the subtropical high pressure and equatorial low pressure belts. Westerlies - between the subtropical highs and sub polar low pressure belts. Polar winds - between the polar highs and sub polar low pressure belts.</p> <p>c. To explain coriolis effect.</p> <p style="text-align: center;"><b>OR</b></p> <p>a. Uneven heating of land and water.</p> <p>b. Low pressure over Indian sub continent and high pressure over the Indian ocean</p> <p>c. Shift of ITCZ</p> <p>d. South east trade winds deflect due to Coriolis effect.</p> <p>e. To mention south west monsoon winds</p>	1½ 1 1 1 1½ 1 1 1 2 1	6 6
20.	Ensure primary education to all.	1	1
21.	When Italy, Japan and Germany attacked various countries England and France did not prevent these attacks. The considered Soviet Union as their major enemy. This policy of not checking the Fascist aggressions was known as the policy of appeasement.	1	1
22.	<p>a. To explain the formation of mountain and valley breezes.</p> <p>b. To explain the formation of valley breezes.</p>	2 2	4

Qn. No.	Scoring Indicators	Split up Scores	Total
23.	<ul style="list-style-type: none"> <li>• Fraternity of Asian and African countries.</li> <li>• Not align with any blocs</li> <li>• Creation of a world without war and conflicts.</li> <li>• Co-operation for progress.</li> </ul> (Any 3)	1 1 1	3
24.	<ul style="list-style-type: none"> <li>• Exploitation of the company</li> <li>• Policy of oppression</li> <li>• Policy of taxation</li> <li>• Destruction of the agrarian sector</li> </ul> (Any 2)	1 1	2
25.	Public cannot directly approach the Ombudsman.	1	1
26.	<ul style="list-style-type: none"> <li>• Health is the physical, mental and social well being</li> <li>• Healthy population leads to increase in number of working days. Less medical expense. Increase in production. Makes economic development possible.</li> </ul>	1 2	3
27.	1. Foehn 2. Loo	1 1	2

## Scoring Indicators

## B

Qn. No.	Scoring Indicators	Split up Scores	Total
1.	Mazdoor Kisan Shakti Samgathan	1	1
2.	Opium Trade, China gained huge profit through trade with the European countries. Loss for Europe Britain imported opium to China. The people of China were made mentally imbalanced Open door policy. America and European countries had equal right and opportunity to trade any where in China. China was divided into different regions to be controlled by different countries	1          1	          2
3.	a. Autumn Season b. Spring Season	1 1	2
4.	<ul style="list-style-type: none"> <li>• International Monetary Fund</li> <li>• World Trade Organisation</li> <li>• World Bank</li> </ul> (Any 2)	1 1	2
5.	Integrated Child Development Scheme	1	1
6.	<ul style="list-style-type: none"> <li>• Economic crises in Italy after the First World War</li> <li>• No gain from the First World War</li> <li>• Support of the wealthy and the middle class</li> </ul>	1 1	2
7.	<ul style="list-style-type: none"> <li>• Palestimans who were evicted from the native land</li> <li>• Flow of Regugees</li> <li>• Formation fo PLO</li> <li>• Oslo pact</li> </ul>	1 1 1	3
8.	<ul style="list-style-type: none"> <li>• Only English ships should be used to export goods from the colonies</li> <li>• Stamp should be affixed on all legal documents made in the colonies</li> <li>• Products of the colonies should be exported only to England.</li> <li>• Gave facilities for the British army in the colonies</li> <li>• Import duty on goods imported to the colonies</li> </ul> (Any four)	1  1  1  1	     4
9.	<ul style="list-style-type: none"> <li>• Sun's rays fall vertically at the equator</li> <li>• Both the hemispheres experience equal day and night</li> <li>• Equinoxes</li> </ul>	1 1 1	3
10	<ul style="list-style-type: none"> <li>• Imperialist cirsis - Moroccon crisis - Balkan crisis</li> <li>• Movements based on Aggressive nationalism Pan - slav movement, Pan - German movement, Revenge movement</li> </ul>	1½  1½	

Qn. No.	Scoring Indicators	Split up Scores	Total
	<ul style="list-style-type: none"> <li>Military Alliances - Triple Alliances, Triple Entente</li> <li>Aggressive Nationalism</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Misery of the people. Starvation, Poverty, Unemployment, Foreign exploitation in Industrial units</li> <li>Despotism of the rulers, the attitude of the Tsar emperors</li> <li>Influence of the marxist ideologies power to the workers. Formation of the soviets.</li> <li>Influence of the writings of Karl marx and Angels</li> <li>Formation of the Bolshevile party leadership of Lenin, Trotsky</li> </ul> <p>(Write any four)</p>	<p>1½</p> <p>1½</p> <p>1½</p> <p>1½</p> <p>1½</p> <p>1½</p>	<p>6</p> <p>6</p>
11.	Based on longitude - time relation To estimate the Greenwich Mean Time as 10.30 AM	3	3
12.	Write the Right to Service Act Period, Fine for faults Officers who give guidelines (Any two)	1 1	2
13.	<ul style="list-style-type: none"> <li>Industrial workers migrated to the villages</li> <li>Agricultural fields were fragmented</li> <li>Decrease in production</li> </ul>	1 1 1	3
14.	<b>Match the following</b> a. All India Service - Indian Administrative Service b. Central Service - Indian Railway c. State Service - Sales tax	1 1 1	3
15.	<ul style="list-style-type: none"> <li>Need to develop human resource through education, health care and training</li> <li>Attain the development of the country by making use of skilled people in production sector.</li> </ul>	2 1	3
16.	<ul style="list-style-type: none"> <li>Tax to be paid in cash</li> <li>Tax should be paid before dead line</li> <li>Higher market price for products that had demand in Europe</li> </ul>	1 1 1	3
17.	<ul style="list-style-type: none"> <li>On summer solstice Northern hemisphere experience longest days</li> <li>On winter solstice northern hemisphere experience longest night.</li> <li>Equinoxes are days on which the apparent position of sun is over the equator. So both the hemispheres experience equal day and night.</li> </ul>	1 1	2

Qn. No.	Scoring Indicators	Split up Scores	Total						
18.	<ul style="list-style-type: none"> <li>• Health sub-centres</li> <li>• Primary health centres</li> <li>• Community health centres</li> <li>• District hospitals</li> </ul> (Any 3)	1 1 1	3						
19.	<ul style="list-style-type: none"> <li>• Decline of Feudal system</li> <li>• Gave shape to the idea of people's sovereignty</li> <li>• Helped the growth of middle class</li> <li>• Inspired the later revolutions</li> <li>• Led to the emergence of nationalism</li> </ul> (any four)	1 1 1 1	4						
20.	<b>Similarity</b> To prevent corruption at administrative and beurocrative levels <b>Difference</b> <ul style="list-style-type: none"> <li>• Lokpal - Prevents corruption at national level</li> <li>• Lokayukta - prevents corruption at state level</li> </ul>	1  1	2						
21.	a. South west monsoon winds b. Summer season c. Low pressure over Indian sub continent and high pressure over Indian ocean. d. In the south west direction, Coriolis effect <b>OR</b> a. Equatorial low pressure belt, sub tropical high pressure belts, sub polar low pressure belts, polar high pressure belts b. <ul style="list-style-type: none"> <li>• Air over the equator expands and rises up due to high temperature</li> <li>• Air intensely thrown up due to the rotation of the earth</li> </ul>	1 1 2 2  2 2 2	6  6						
22.	Complete the table <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Axis Power</b></td> <td style="width: 50%;"><b>Allied Power</b></td> </tr> <tr> <td>Italy</td> <td>Britain</td> </tr> <tr> <td>Japan</td> <td>France</td> </tr> </table>	<b>Axis Power</b>	<b>Allied Power</b>	Italy	Britain	Japan	France	1 1	2
<b>Axis Power</b>	<b>Allied Power</b>								
Italy	Britain								
Japan	France								
23.	<ul style="list-style-type: none"> <li>• Population Registrar General and Census Commissioner office</li> <li>• To estimate the required basic facilities in the country</li> <li>• To formulate development policies by estimating the amount of goods and services</li> </ul>	1 1 1	3						
24.	<ul style="list-style-type: none"> <li>• UPSC, PSC</li> <li>• Constituted under constitutional provision</li> </ul>	1 1	2						

Qn. No.	Scoring Indicators	Split up Scores	Total
25.	<ul style="list-style-type: none"> <li>• Import of mill clothes</li> <li>• Import of Aluminium vessels</li> <li>• Export of leather to Europe</li> <li>• Use of Machinery</li> </ul>	<p style="text-align: center;">1 1 1 1</p>	4
26.	<ul style="list-style-type: none"> <li>• Sea Breeze - Day</li> <li>• Mountain Breeze - Night</li> <li>• Southwest monsoon - Summer season</li> <li>• Northeast monsoon - Winter season</li> </ul>	<p style="text-align: center;">1 1 1 1</p>	4
27.	<ul style="list-style-type: none"> <li>a. To define planetary winds</li> <li>b. Trade winds, westerlies, polar winds</li> <li>c. To identify trade winds To explain trade winds</li> </ul>	<p style="text-align: center;">1 1½ ½ 2</p>	5



## Scoring Indicators

C

Qn. No.	Scoring Indicators	Split up Scores	Total
1.	RUSA (Rashtriya Uchatar Shiksha Abhiyan)	1	1
2.	<ul style="list-style-type: none"> <li>• Summer solstice-June 21- In the tropic of cancer - Duration of day is more</li> <li>• Winter solstice-December 22 - In the tropic of capricorn - Duration of night is less</li> </ul>	1½ 1½	3
3.	<ul style="list-style-type: none"> <li>• Lokpal</li> <li>• Enquires corruption cases against bureaucrats and politicians</li> </ul>	1 1	2
4.	<ul style="list-style-type: none"> <li>• Earth rotates from West to East</li> </ul>	1	1
5.	<ul style="list-style-type: none"> <li>• America - Declaration of Independence - Thomas Jefferson</li> <li>• France - Man is born free, but every where his in chains - Rousseau</li> <li>• China - Kuomintang party - Sun-Yat-Sen</li> </ul>	1 1 1	3
6.	<ul style="list-style-type: none"> <li>• Balkan crisis-short description</li> <li>• Moroccan crisis - short description</li> </ul>	1 1	2
7.	<ul style="list-style-type: none"> <li>• e-governance</li> <li>• Right to Information</li> <li>• Lokpal, Lokayuktha (Any two)</li> </ul>	1 1	2
8.	<ul style="list-style-type: none"> <li>• Protect the world from the threat of war.</li> <li>• Protect international treaties and agreements</li> <li>• Work for the progress of the world nations (any two)</li> </ul>	1 1	2
9.	<ul style="list-style-type: none"> <li>• Excess tax imposed by the British</li> <li>• Forced to pay tax as cash</li> <li>• Seized the land of the defaulters</li> <li>• In 1812, the Kurichya and Kurumba tribes started rebellion</li> </ul>	1 1 1 1	4
10.	<ul style="list-style-type: none"> <li>• Sidney-2.30 pm (show the steps of time calculation)</li> </ul>	3	3
11.	<ul style="list-style-type: none"> <li>a. Earth maintains the inclination of its axis through out the period of revolution. This is known as parallelism of axis.</li> <li>b. As the earth maintains its parallellism through out its revolution, the apparent position of the sun changes in relation to the earth.</li> </ul>	1 2	3
12.	<ul style="list-style-type: none"> <li>• Population increases with increase in birth rate. Population decreases with decrease in birth rate.</li> <li>• Population decreases with increase in death rate Population increases with decrease in death rate</li> <li>• Due to migration there is increase in population at one place, but decrease at another place</li> </ul>	1 1 1	3
13.	<ul style="list-style-type: none"> <li>• Formation of communist party-leader Mao Zedong</li> <li>• Long March</li> <li>• Formation of Red Army</li> </ul>	1 1 1	

Qn. No.	Scoring Indicators	Split up Scores	Total				
	<ul style="list-style-type: none"> <li>Civil war between Kuomintang party and Communist party</li> <li>China become a republic on 1<sup>st</sup> october 1949</li> </ul> (any three) 3						
14.	<ul style="list-style-type: none"> <li>a. Lack of friction</li> <li>b. During day time as the land gets heated faster there experience comparatively low pressure.</li> <li>c. Coriolisforce-wind deflects towards the right in the northern hemisphere</li> <li>d. Due to the vertical rays of the sun air gets heated and rises up</li> <li>e. During summer as the land gets heated faster, there experiences low pressure</li> </ul>	1 1 1 1 1	5				
15.	<ul style="list-style-type: none"> <li>Globalisation</li> <li>Liberalisation</li> <li>Privatisation. (their uses)</li> </ul> (Any two)	1 1	2				
16.	<ul style="list-style-type: none"> <li>Health in the physical, mental and social well being</li> <li>Increase in the number of healthy persons will increase number of working days.</li> <li>Expenditure in medical treatment decreases</li> <li>Production increases</li> <li>Leads to economic development</li> </ul>	1 2	3				
17.	<ul style="list-style-type: none"> <li>Collected huge tax</li> <li>Collected tax in cash</li> <li>Siezed the land of the defaulters</li> </ul>	1 1 1	3				
18.	<table border="0"> <tr> <td><b>Quantitative</b></td> <td><b>Qualitative</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Size of population</li> <li>Population structure</li> <li>Population density</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Education</li> <li>Life expectancy</li> <li>Training</li> </ul> </td> </tr> </table>	<b>Quantitative</b>	<b>Qualitative</b>	<ul style="list-style-type: none"> <li>Size of population</li> <li>Population structure</li> <li>Population density</li> </ul>	<ul style="list-style-type: none"> <li>Education</li> <li>Life expectancy</li> <li>Training</li> </ul>	1 1 1	3
<b>Quantitative</b>	<b>Qualitative</b>						
<ul style="list-style-type: none"> <li>Size of population</li> <li>Population structure</li> <li>Population density</li> </ul>	<ul style="list-style-type: none"> <li>Education</li> <li>Life expectancy</li> <li>Training</li> </ul>						
19.	<ul style="list-style-type: none"> <li>Farmers were made owner of the land</li> <li>Formed sinking fund</li> <li>Reforms in transport sector</li> <li>Control over clergy</li> </ul>	1 1 1 1	4				
20.	<ul style="list-style-type: none"> <li>Westerlies become stronger because most part of the southern hemisphere are oceans</li> <li>40° - Roaring forties</li> <li>50° - Furious fifties</li> <li>60° - Shrieking sixties</li> </ul>	1 3	4				
21.	<ul style="list-style-type: none"> <li>Growth of Nazism and Fascism - explanation</li> <li>Formation of military alliances - Axis powers, Allied powers</li> <li>Policy of appeasement - Alliances with imperial powers - Britain, France</li> <li>Conditions of the Treaty of Versailles</li> </ul>	1 1 1 1					

Qn. No.	Scoring Indicators	Split up Scores	Total
	<ul style="list-style-type: none"> <li>Aggressive Nationalism- Military invasions</li> <li>Failure of the League of nations</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Social inequality- The sections of the French society. The misery of the third estate. The privileges of first and second estates.</li> <li>Despotic rule-suppressive rule of the Bourborn rulers</li> <li>Influence of the thinkers - Voltaire, Rousseau, Montesquie, Philosephes - their contributions.</li> <li>Financial crisis- extravagance of the Bourborn rulers, Expenses in the war.</li> </ul>	<p>1</p> <p>1</p> <p>1½</p> <p>1½</p> <p>1½</p> <p>1½</p>	<p>6</p> <p>6</p>
22.	<ul style="list-style-type: none"> <li>e-governance</li> <li>No need to wait in government offices for services</li> <li>Can receive service with the help of information technology.</li> <li>Government services offered speedily and with less expense (for writing any three)</li> </ul>	<p>1</p> <p>1</p> <p>1</p>	<p>3</p>
23.	<ul style="list-style-type: none"> <li>Resentment of the Sepoys - poor salary, not eligible for promotion.</li> <li>Decline of Industries-Cottage industries and traditional industries declined as a result of company policy. Import of machines. Markets for selling foreign goods.</li> </ul>	<p>2</p> <p>2</p>	<p>4</p>
24.	<p>a. North east monsoon</p> <p>b. In winter season</p> <p>c. During winter high pressure forms over the northern land masses. This makes the north east trade winds stronger to become North east monsoon wind.</p> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>To illustrate and label the seven pressure belts</li> <li>To label the south east trade winds and northeast trade winds</li> <li>To write notes on trade winds</li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>3½</p> <p>1</p> <p>1½</p>	<p>6</p> <p>6</p>
25.	<ul style="list-style-type: none"> <li>Department head - Vigilance Commissioner</li> <li>Aim - constituted at national level to prevent corruption.</li> <li>Responsibility - take necessary measures after conducting enquiry in vigilance cases.</li> </ul>	<p>1</p> <p>1</p> <p>1</p>	<p>3</p>
26.	<ul style="list-style-type: none"> <li>Formation of Israel</li> <li>Zionist movement</li> <li>Formation of PLO</li> <li>Oslo pact</li> <li>Balfur Declaration</li> </ul> <p>(Any three)</p>	<p>1</p> <p>1</p> <p>1</p>	<p>3</p>