

केन्द्रीय विद्यालय संगठन



सत् त्त्वं पुषन् अयावृषु
केन्द्रीय विद्यालय संगठन



Inservice Training Course for TGT Social Science
(First Spell)

03 June 2013 to 12 June 2013

Venue: Kendriya Vidyalaya, BHU Campus, Varanasi-221005

Inauguration Function of In-service Training Course for TGT Social Science



Kendriya Vidyalaya Sangathan



Inservice Course for TGT (Social Science) (Bhopal, Dehradun, Jabalpur, Lucknow Ranchi & Varanasi Region)

03rd June 2013 to 12th June 2013

Venue: KV BHU Campus, Varanasi

Chief Patron: **Shri Avinash Dikshit**
Commissioner, KVS, New Delhi

Patron: **Shri P.V. Sai Ranga Rao**
Deputy Commissioner, KVS RO, Varanasi

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Shri GP Chouhan
Assistant Commissioner
KVS RO Varanasi

Shri DK Dwivedi
Assistant Commissioner
KVS RO Varanasi

Course Director : **Dr. (Smt.) Poonam Singh**
Principal KV BHU, Varanasi

Associate Course Director : **Shri S. S. Yadav**
Vice Principal KV DLW, Varanasi

Resource Persons

Dr. K A Singh
PGT (Geo)
KV, MAU

Dr. M Chandra
PGT (Eco)
KV, MAU

Shri A K Gupta
PGT (Hist.)
KV, AFS Manauri Allahabad

Guest Speakers:

We are immensely grateful to all the guest speakers, who enriched the course by their professional expertise and ingenuity. Their valuable contribution can't be forgotten by the participants in time to come while taking classes of social science in their respective Vidyalayas.

Prof. Rakesh Raman

Professor
Dept. of Economics
BHU, Varanasi

Prof. A P Mishra:

Professor
Dept. of Geography
BHU, Varanasi

Associate Prof. (Dr.) Alka Singh:

Associate Professor
Dept. of English
Vasanta College for women
Rajghat, Varanasi

Shri G P Chouhan:

Assistant Commissioner
Kendriya Vidyalaya Sanagthan
Regional office, Varanasi

Shri D K Dwivedi:

Assistant Commissioner
Kendriya Vidyalaya Sanagthan
Regional office, Varanasi

Mrs. Nidhi Trivedi

PGT-CS, KV New Cantt. Allahabad.
Instructor Alice Programme

Mr. U.C. Srivastava

Assistan, KVS RO, Varanasi

The general contents taken up by members of Inservice Course

Name	Designation	Lecture Delivered.
Dr. Poonam Singh	Course Director	1-Aims & Objectives of In-service Training Programme. 2-NCF- 2005.
Mr. S.S.Yadav	Associate Course Director	1-Class-room management & Control.
Dr. K.A.Singh	Resource Person (Geography)	1-Climate 2- Disaster Management.
Dr. M.Chandra	Resource Person (Economics)	1-Economic Growth Development , 2-Rural Development, 3-Guidance & Counseling
Mr.Ambrish Kumar Gupta	Resource Person (History)	1-History : An introduction. 2-Culture & Civilization. 3-RTE- 2009
Mr. Chandrashekhar Soni	Computer Instructor KV BHU, Varanasi	Use of Technology in Educational Teaching.

Our staff who stood behind the screen for the successful conduct of the In-service course.

- Mr.A K Srivastava, PGT(Physics)
- Mr.MK Verma, PGT(Commerce)
- Mr. D Shahi, TGT(WE)
- Ms.Neeta Srivastava, Librarian
- Mrs.Indu Pandey, TGT(Art)
- Mr. K Prasad, Assistant
- Mr. Durgesh Ghosh,UDC
- Mr. Vimal Kumar, LDC
- Mr. R S Rai, Sub Staff
- Mr. Amit Kumar Singh, Art & Craft (Part time Contractual Teacher)

From the desk of the Course Director

I am feeling great pleasure and joy to bring forth the work done during the First Spell of the In-service course for TGT Social Science. Dr. S. Radhakrishnan has rightly said, “A school does not consist of buildings and latest instruments, it is the teacher who makes the school.” The dedication and commitment of the teachers to the overall formation of the student goes a long way in bringing laurels for them and the institution.

Teaching is an art, a mission full of visions. Teacher is a mentor, a facilitator, a friend, a philosopher, a guide, a path-finder and a **farsighted** counselor full of sympathy, empathy, caring and sharing attitude. In fact, a teacher is the second God to shape and mould, create and innovate his pupils. The job of forming and reforming the delicate and tender hearts and minds of the small children demands utmost zeal and skill.

Before the commencement of the in service course the needs of the participants in various subjects was taken. Accordingly, the resource persons took up the classes and cleared all the doubts of the teachers. General content was also taken up by my team in a very effective manner. I would like to convey my sincere compliments to assistant course Director Mr. S. S. Yadav, VP KV DLW Varanasi and all the resource persons Dr. K. A. Singh PGT-Geography and Dr. M. Chandra PGT-Economics both from KV Mau, Mr. Ambrish Kumar Gupta PGT-History of KV AFS Manauri, Allahabad and Mr. Chandrashekhar Soni, Computer Instructor KV BHU, Varanasi for making this course fruitfully accomplished.

Alice workshop was conducted by Mrs. Nidhi Trivedi, PGT-CS, KV New Cantt, Allahabad to make the teaching-learning more joyful. All the participants took keen interest.

I am deeply grateful to all the renowned guest scholars like Prof. Rakesh Raman, Deptt. Of Economics, BHU Varanasi, Prof. A. P. Mishra, Deptt. Of Geography, BHU Varanasi, Associate Prof. Alka Singh, Deptt. Of English, Vasanta College for Women, Rajghat, Varanasi, Mr. G.P. Chouhan, Mr. D.K. Dwivedi both ACs KVS RO Varanasi and Mr. U.C. Srivastava, Accounts Officer KVS RO Varanasi, who contributed to the great success of the course by their experience expertise and ingenuity.

The participants of the In-service course deserve special mention for their enthusiastic and whole hearted participation. I am sure when they go back to their school they will definitely implement all that they have learnt during the course. I thank them for their patient listening and wish them all the best in all their endeavours.

I wish to convey my special thanks and gratitude to the Chairman of the VMC and Vice Chancellor BHU, Dr. Lalji Singh (Awarded Padmashri by the President) for his constant support in all the activities of the school. Further, I wish to express my sincere

quantitude of Prof. T. R Mankhand, Nomni Chairman & Eminities Prof. Vakil Singh, Member, VMC for all the motivation and help in conduct the course.

Last, but not the least I am deeply grateful to Mr. Avinash Dikshit, IAS, Commissioner KVS New Delhi, Dr. Dinesh Kumar Additional Commissioner (Academics), Dr. Shachi Kant Joint Commissioner (Training), Dr. Mrs V. Vijaylakshmi, Joint Commissioner (Acad.) KVS (HQ) and Mr. P. V. Sai Ranga Rao, DC, KVS (RO) Varanasi for giving me this joyful task along with their precious professional guidance and patronage. I would like to conclude in the words of T. Fuller-“ It is always darkest just before the day dawneth.”

Thanking you

Dr.(Mrs. Poonam Singh)
Course Director

Kendriya Vidyalaya BHU Campus Varanasi
In Service Training Programme - Social Science 2013
From 03.06.2013 to 12.06.2013

S.No.	Name Of Participants	In English	KV	Region	Mob. NO.	E. Mail ID of KV	E. Mail ID of Participants
1	मनीषा	Manisha	CRPF Bangrasia	Bhopal	9713935137	kvbangrasia@yahoo.com	manisha1103@gmail.com
2	अनीता कुमारी	Anita Kumari	No.2 Rewa	Jabalpur	9584328816	principal@kvno2rewa.com	anitakumari.kvs@gmail.com
3	सुरेश चन्द भीणा	Suresh Chand Meena	Dhar	Bhopal	7415348917	dhar.kv@gmail.com	sureshkvdhar123@gmail.com
4	संजय कुमार सिंह	Sanjay Kumar Singh	Tura	Guwahati	8794905593	kv_tura@yahoo.co.in	guddusk72@gmail.com
5	धीरेन्द्र सिंह	Dhirendra Singh	IIT, Kanpur	Lucknow	8004747237	kvit@iitk.ac.in	dsingh699@gmail.com
6	शशि सक्सेना	Shashi Saxena	AFS,Bamrauli Allid	Varanasi	9335023495	kvb_ald@gmail.com	jaishiraj@rediffmail.com
7	वर्तिका	Vartika	Manouri, Allid	Varanasi	7309761060	kvmaild@rediffmail.com	vartika7928@gmail.com
8	एस.आर.एन. खाखा	S.R.N. Khakha	Gomoh	Ranchi	9934116025	kvgomoh@gmail.com	srnkhakha@gmail.com
9	आशा कुमारी सिंह	Asha Kumari Singh	No3 Bokaro	Ranchi	9431736222	kvno3bokaro@yahoo.com	
10	वतन सिंह कुँवर	Vatan Singh Kunwar	Raiwala, Dehradun	Dehradun	9410914630	raiwalakv@rediffmail.com	vatan1775@rediffmail.com
11	राजेन्द्र सिंह पाल	Rajendra Singh Pal	Almora	Dehradun	9456509147	kv_almora2@yahoo.co.in	rpal@yahoo.com
12	राम आसरे पाल	Ram Asare Pal	Old Cantt Allid	Varanasi	9452812360	kvoldcantt@rediffmail.com	
13	रंगेश रतन शाक्य	Rangesh Ratna Sakya	Raebareli	Lucknow	9506516072	kvrb@rediffmail.com	rangeshsakya@gmail.com
14	शिव कुमारी	Shiv Kumari	OEF Kanpur	Lucknow	9450735043	kvofeknp@gmail.com	shiv68@gmail.com
15	समी वाजपेयी	Sachi Bajpai	No 2 Armapur Knp	Lucknow	9335738534	kv2armapur86@rediffmail.com	s_bajpai@4mail.com
16	अफ़्शॉ कामिल	Afshan Kamil	AMC, Lucknow	Lucknow	9415578688	kvamclko@rediffmail.com	afshankamil@rediffmail.com
17	शकीला सिद्दीकी	Shakila Siddiqui	1st Shift Haldwani	Dehradun	9415628538	kvhaldwani@yahoo.com	shakilasiddiqui@gmail.com
18	अंजला किरण खेस	Anjela Kiran Xess	Ramgarh Cantt	Ranchi	9430731626	kvramgarhcantt@gmail.com	anjelakiranxess@gmail.com
19	निशा कुरील	Nisha Kureel	Mussoorie	Dehradun	9458917052	kvmussoorie@gmail.com	nisha_kureel@yahoo.com
20	ज्योत्सना	Jyotsana	New Cantt Allid	Varanasi	9415324448	kvnewcanttald@gmail.com	tgtjyotsana@gmail.com
21	श्रीमती किरन मिनोचा	Kiran Minocha	No.1 STC Jabalpur	Jabalpur	9300896161	1stcjbpbkv@gmail.com	k.minocha19@gmail.com
22	श्री गंगा राम वर्मा	Ganga Ram Verma	AFS Ojhar	Mumbai	9421902751	ojharkv@gmail.com	vermagangaram8@gmail.com
23	श्री एण्केठ सिंह	A. K. Singh	Karanja N.A.D.	Mumbai	9702672827	kvkaranja01@rediffmail.com	anil@gmail.com
24	उपेन्द्र नाथ सिंह	Upendra Nath Singh	IFFCO Phulpur	Varanasi	9451794563	principalkvphulpur@gmail.com	
25	लालजी पाण्डेय	Lalji Pandey	Old Cantt Allid	Varanasi	9369512334	kvoldcantt@rediffmail.com	laljipandey1959@gmail.com

S.No.	Name Of Participants	In English	KV	Region	Mob. NO.	E. Mail ID of KV	E. Mail ID of Participants
26	अनुराग चौरसिया	Anurag Chourasia	No1 GCF Jabalpur	Jabalpur	9424308057	gcf1jabalpurkv@gmail.com	anuragchourasia@rediffmail.com
27	डॉ० साबिर अनवर	Sabir Anwar	Kanpur Cantt	Lucknow	9415632849	kvkc@sify.com	sabs_25@rediffmail.com
28	कोआर० राजुरकर	K.R.Rajurkar	No1GCF Jabalpur	Jabalpur	9424755495	gcf1jabalpurkv@gmail.com	krrajurkar@gmail.com
29	श्री अलबन बुढ़	Alban Burh	No. 1 HEC Campus Ranchi	Ranchi	8084128020	ran_kvhec@yahoo.com	
30	कुमार मयंक	Kumar Mayank	Bhurkunda	Ranchi	9472503728	kv.bhurkunda@gmail.com	mayank.kr11@gmail.com
31	सुनील कुमार	Sunil kumar	Sabarmati	Ahmdabad	9173057126	kvsabpri@yahoo.com	sk.1369@gmail.com
32	दीना नाथ राम	Deena Nath Ram	COD JBP	Jabalpur	9425655618	codjabalpurkv@gmail.com	
33	बृजमोहन रम	Brijmohan Ram	No. Vasco, Goa	BGR	9422445038	kvno1vasco@gmail.com	
34	योगेन्द्र कुमार सिंह	Yogendra Kumar Singh	UNNAO	Lucknow	9450995257	kvunnao@rediffmail.com	yksingh.kv@gmail.com
35	अशोक कुमार तिवारी	Ashok Kumar Tiwari	Narmada Nagar	Bhopal	8989085208	kv_isp@rediffmail.com	tiwarishokkumar77@yahoo.in
36	देव मणि शुक्ल	Deo Mani Shukla	Balrampur	Varanasi	7379940967	principalkvbpl718@gmail.com	
37	रामचन्द्र सिंह	Ram Chandra Singh	1 STC	Jabalpur	9424314497	1stcjabpkv@gmail.com	
38	सूर्यनाथ यादव	Surya Nath Yadav	No.2 GCF	Jabalpur	9424392417	gcf2jablpurkv@gmail.com	snyadav1959@gmail.com
39	शांतिलाल भैसारे	Shantilal Bhaissare	Ajni Nagpur	Jabalpur	9561027814	ajninagpurkv@gmail.com	shan.bhaissare@gmail.com
40	अमित कपरुवान	Amit Kapruwan	ITBP Gauchar	Dehradun	9411598988	principalkvgauchar@yahoo.com	amitkapruwan@gmail.com
41	फतेह बहादुर सिंह	Fateh Bahadur Singh	Ambajhari Nagpur	Jabalpur	8097752195	ambajharinagpurkv@gmail.com	fatehbahadur1954@gmail.com
42	आलोक कुमार	Alok Kumar	Ramgarh cantt	Ranchi	8987564435	kvramgarhcantt@gmail.com	alokkmr895@gmail.com
43	रामलौटन	Ramlautan	New Cantt. Allid	Varanasi	8858109317	kvnewcanttld@gmail.com	
44	अखिलेश्वर राम	Akhilshwar Ram	BHU Varanasi	Varanasi	9369279981	kvbhuvanaransi@gmail.com	

In-service Course
TGT (Social Science)
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Editorial Committee-

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2.	Mr. Amit Kapruwan	
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Demo Lesson by Group Ambedkar on LIFE LINES OF NATIONAL ECONOMY

LIFE LINES OF NATIONAL ECONOMY

TRANSPORT, COMMUNICATION & TRADE

OBJECTIVES

- To explain the importance of transport and communication in the ever shrinking world.

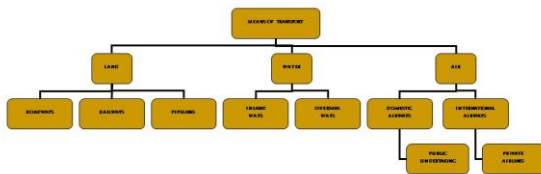
MODES OF TRANSPORT



INTRODUCTION

- Transport, communication and trade play an important role in day to day life as they link production with consumption. Production itself becomes easy by transport, communication and trade as processing site is linked with the sites of raw material. Developed transport, communication and trade help goods and services being distributed in the local, national and international markets. They not only ensure movement of people, materials and communication but also movement of ideas, and skill from one region to another. So, the development of efficient transport and communication network reflects the development of economy and the country as a whole. These means are called lifelines of a nation's economy.
- In the modern world, no country can prosper without the co-operation and help of other countries. For this movement of goods and material is essential among the countries. Movement of goods and materials among the countries is termed as trade. Trade provides with our necessities and also add to our amenities and comforts. Transport, communication and trade are essential for economic integration, social interaction and defence of the country as well as other countries.

TRANSPORT NETWORK



ROADS

- **NETWORK OF ROADS IN INDIA - 33.2 lakh km.**
- **On the basis of nature & surfacing** - 1. Metalled (pucca)- 57%
2. Unmetalled (kuchcha)- 43%

On the basis of construction & maintenance -

(a.) Golden Quadrilateral Super Highway :

(i) **NHDP Phase-I** :- 5,846 km., six lane,
CONNECTING-Delhi, Mumbai, Chennai and Kolkata

(ii) **NHDP Phase-II** :- 7300 km.

* NS Corridors - Srinagar to Kanyakumari

* EW Corridors - Silchar(Assam) to Porbandar(Gujarat)

(iii) **Port connectivity and other projects** - 1,157 km.

(iv) **NHDP Phase - III**:- 4,015km., 4 lane,

-National Highway Authority of India (NHAI) is the implementing agency for NHDP programme.

-NHAI is implement 4 laning of 603km. Special Accelerated Road Development Programme in the North Eastern Region (SARDP:NE) ,



(b.) **NATIONAL HIGHWAYS** - As on March 31, 2006- 65,569 km.
2% of the total length of the road network

CPWD constructs and maintains National Highways.
35%-single lane, 53%-2lane & 12%-4 lane or more.

(c.) **STATE HIGHWAYS** - 1.28 lakh km. 97%of the length of state highway is metalled.

The State Highways are constructed and maintained by State Government.

(d.) **DISTRICTS ROADS** - 4,70,000 km.

Districts authorities constructs and maintain the District Roads

(e.) **OTHER ROADS** - mostly kuchcha roads, 26,50,000 km.

(f.) **BORDER ROADS** - Border Road Development Board, World's highest Roads from Manali (H.P.) to Leh of Ladakh (J&K)

ROAD DENSITY - The lowest density - 10 km. per 100 sq. km in J.&K.
The highest density - 375 km. per 100 sq. km. in Kerala
The national average of road density - 75 km. per 100 sq. km.

PROBLEMS FACED BY ROAD TRANSPORT - 1. Inadequate

2. 43% of road are unsurfaced

3. Highly congested in cities & Bridges are narrow.

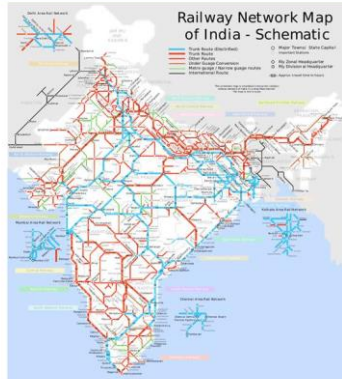
4. Roadside amenities are not sufficient & Emergencies services are poor.

RAILWAYS

Introduced by British Govt. In 1853 - 34 km. between Mumbai to Thane

Railway Network in India
(As on March 31, 2004)

- | | |
|----------------------|----------------|
| 1. Route Length | : 63,221 km |
| 2. Railway Station | : 7,031 |
| 3. Railway Engines | : 7,817 |
| 4. Coaches | : 36,510 |
| 5. Wagons | : 2,28,170 |
| 6. Running Track | : 1,07,969 km. |
| 7. Electrified Track | : 17,500 km. |
| 8. Zones | : 16 |



PROGRESS MADE BY INDIAN RAILWAYS SINCE INDEPENDENCE

- The total length of railway network as on March, 2002 was 63028 km.
 - Broad Gauge (1.67 metre) - 45622 km. (70%)
 - Metre Gauge (1 metre) - 14364 km. (24.6%)
 - Narrow Gauge (0.77 metre) - 3136 km. (5.38%)
 As on March, 1951 - 53596 km. - 18% increase
- Additional Lines on the already existing busy routes - total running track had increased from 59,315 km. to 1,07,969 km. in 2001.
- Electrification of route - By March, 2006 the Indian railways had got 17500 km. of railway route electrified (26% of total route)

Purposes of Electrification - (i) relieves railways from steam engines.
(ii) ensure more speedy movement.
(iii) Clean and pollution free travel.
- Container Service - Provides door to door service for goods & commodities by CCI.
- Computerised reservation & more and more coaches and sleepers.
- METRO Railway - Kolkata, Delhi, Mumbai & Chennai
- Super fast Trains -
- Biggest Government Department - 15.5 lakhs regular employees & 2 lakhs casual.

PRESENT PROBLEMS OF INDIAN RAILWAYS

- Travelling without tickets.
- Thefts of railway properties.
- Damaging railway properties.
- Pulling up of chains and stopping of trains.
- Attacks of terrorists.
- Bomb blasts.
- Throwing of passengers out of trains over traffic matters.

PIPELINES

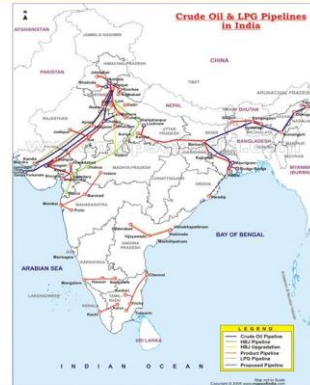
Pipelines have become a major means of transport and are used in transporting crude oil, petroleum product and natural gas from the oil and natural gas fields to refineries, fertiliser factories and big thermal power generation plants.

Major categories of pipeline transportation in India :-

- Upper Assam Oil fields to Kanpur via Guwahati, Barauni and Allahabad
- Sabaya (Gujarat) to Jalandhar (Punjab) via Viramgam, Mathura, Delhi and Panipat.
- Hazira (Gujarat) to Jagdishpur (U.P.) via Bijapur (M.P.) - the longest pipeline in India - 1700km.
- Mumbai HIGH with Mumbai - Pune

PROPOSED PIPELINES -

- Between Kandla and Panipat
- Between Kandla and Bina
- Between Mumbai and Manmad
- Between Vishakhapatnam to Vijalwada
- Between Mangalore to Chennai via Bangalore



waterways

India has a large number of perennial rivers and a very long coastline of 6100 km.

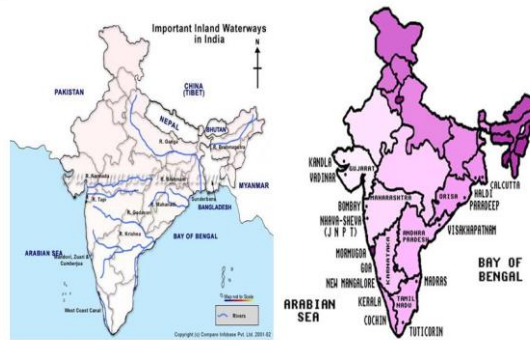
- Types of waterways:-**
- Inland water transport
 - Ocean water transport

National Waterways -

- The Ganga river - Allahabad to Haldia - 1630 km.
- The Brahmaputra river - Sadiya to Dibrugarh - 891 km.
- The West Coast Canal - Kottam to Kottapuram - 14 km.
- The Chandrabaga Canal - Kottam - 12 km.
- The Godavari Canal - Kottam - 22 km.

Major Sea Ports - A list of 12 major ports - 7 and 5 ports

- | | |
|------------------------------------|----------------------------|
| Ports on West Coast | Ports on East Coast |
| 1. Kandla | 1. Tuticorin |
| 2. Mumbai | 2. Chennai |
| 3. Nhava Sheva (Jawahar Lal Nehru) | 3. Ennore |
| 4. Mormugao | 4. Vishakhapatnam |
| 5. Mangalore | 5. Paradip |
| 6. Kochi | 6. Haldia |



KENDRIYA VIDYALAYA 1STC JABALPUR



POWER POINT
PRESENTATION ON
CONSUMER RIGHTS



BY:- Mr. R. CSINGH



CONSUMER

15 March

• What is consumer?
A CONSUMER IS A PERSON OR GROUP OF PEOPLE WHO ARE THE FINAL USERS OF PRODUCTS AND OR SERVICES GENERATED WITHIN A SOCIAL SYSTEM.

OUR DEMAND FOR GOODS AND SERVICES IS INFLUENCED BY ADVERTISEMENT IN TELEVISION NEWS PAPERS AND MAGAZINES



Rights of the Consumers

NEED FOR CONSUMER RIGHTS



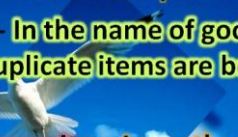
The similar items are displayed by different companies and consumer do not have sufficient information about the products and normally they get exploited and an our some times harassed by business communities

FORMS OF CONSUMER EXPLOITATION

Consumer rights are exploited in many ways given below :-

- Underweight and Under-measurements:- The goods sold in market are sometimes not measured or weighed correctly.
- Sub standard quality :- The goods sold are sometimes of sub standard quality.

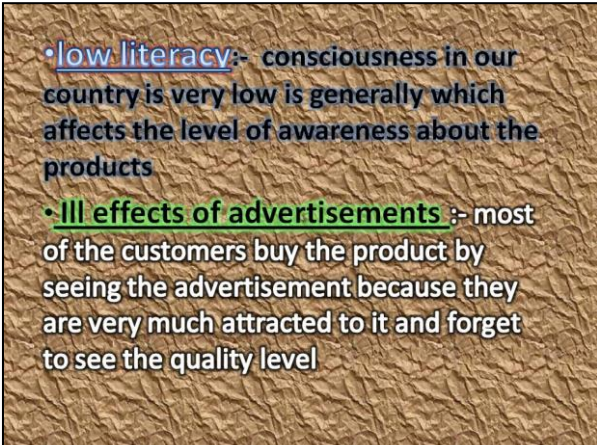
- High prices :- usually traders charge a price higher than the prescribe retail price.
- Duplicate articles :- In the name of good products fake or duplicate items are being sold to consumers
- Adulteration and impurity :- In costly edible items such as ghee, oil, pulses and spices adulteration is made to earn higher profits
- Unsatisfactory after sales :- the suppliers do not provide satisfaction after sales



FACTORS CAUSING EXPLOITATION IN CONSUMER RIGHTS

- Limited Supplies :- the consumers are exploited when the goods and services are not provided in proper quantity.
- Limited Competition :- when only one producer controls the production and supply of a product and is in a position to restrict the production of supply . Then the seller has an upper hand in fixing the prices

- low literacy:- consciousness in our country is very low is generally which affects the level of awareness about the products
- Ill effects of advertisements :- most of the customers buy the product by seeing the advertisement because they are very much attracted to it and forget to see the quality level



CONSUMER MOVEMENT IN INDIA

CONSUMER MOVEMENT IN INDIA are of recent origin in 1960 consumer faced artificially shortages leading to high prices of assential goods . In the year 1985 united nation adopted guidelines for consumer protection.

Based on these guidelines the movement now cover over hundred countries of the world such as 1962 usa declared four basic consumer rights (choice, information, safety and to be heard.

Ralph nather a consumer activist is considered as father of consumer moment. March15 is celebrated as world consumer right day .



RIGHTS AND DUTIES OF CONSUMERS

RIGHTS

◦**RIGHT TO SAFETY**:- Consumer have right to be protected against marketing of goods which are hazardous to live .

◦**RIGHT TO BE INFORM**:- it includes , quality ,quantity, potency , purity ,standard and price of goods.

◦**RIGHT TO CHOSE**:- consumer have right to be assured of satisfactory quality at a fair price.

◦**RIGHT TO SEEK REDETERESAL**:- If any damage is done to the consumer he has right to get compensation

DUTIES

•While purchasing the goods he should look at quality ,guaranty and services of the product. They should purchase ISI ,Agmark marked products.

•Consumer should take cash memo for purchased item .

•Their should be consumer organization which should represent the matter in front of committees formed by government

•Consumer must make complaint for the genuine grevances

CONSUMER PROTECTION MEASURE

Government adopted three strategies in order to protect interest of consumers

- legislative measure :- it include enactment of consumer protection act.
- Administrative :- responsible public distribution system (PDS).
- Technical :- responsible standardization of products.



HOW TO FILE COMPLAINTS

•Consumer can right grievances in a plain paper and attach supporting documents like guarantee card cash memo and submit it to district consumer court

•Consumer can pleat the case himself in the court

Demo Lesson by Group C V Raman on Great Depression & Harshavardhan And Harshacharita

WELCOME

Topic: Great Depression

Prep. By: Dr. Sabir Anwar
TGT (So. Sci.)
K.V. Kanpur Cantt. Kanpur

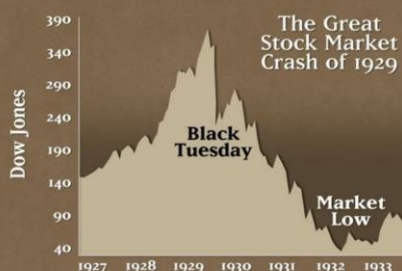
GREAT DEPRESSION

The most devastating effect of First World War was the great depression, which started with the **New York Exchange Crash** of on Oct.29, 1929 which is known as **Black Tuesday**. The great depression began around 1929 and lasted till the mid 1930s. Due to depression, economic structure of different country was on the point of collapse.



Crowd gathering on Wall Street after the 1929 crash.

Stock Market before and after Black Tuesday



Flow of Events

- On Tuesday, October 29, 1929, the US stock market crashed
- Many banks had also invested large portions of their clients' savings in the stock market and were forced to close
- People rushed to banks that were still open to withdraw their money. This massive withdrawal of cash caused additional banks to close.

CAUSES

The main causes of great depression were:

1. Disruption of Economic equilibrium due to over production in **Agriculture and Industrial products** (Supply is more than Demand)
2. Fall in the value of Currency.
3. Disappearance of Foreign Capital.
4. Restrictions on International Trade and Commerce caused by customs walls.



SOME PHOTOGRAPHS RELATED TO GREAT DEPRESSION

Breadline in New York City during the Great Depression



Bonus Marchers being attacked in Washington, D.C.



Unemployed men march in Toronto, Ontario, Canada.



ECONOMIC EFFECTS

- * Mass Unemployment.
- * Massive fall in Industrial production.
- * Steep fall in Export.
- * GNP plummeted by 30% in 4 years.

Political Effects

- Negative popularity of Herbert Hoover (Failure of Import duty Reforms).
- Lost to Franklin Roosevelt by a landslide margin (59 electoral votes against 472 of Roosevelt).
- Franklin Roosevelt introduced a series of policies which was called "The New Deal" which was a success (Relief, Recovery & Reforms).
- Roosevelt emerged as a hero and remained in office for 3 terms (12 years).

SOCIAL EFFECT

- * Mass Migration due to Unemployment
- * Breaking of Joint Family

IN-SERVICE COURSE
for
TGT (SOCIAL SCIENCE)
at
KENDRIYA VIDYALAYA
BHU VARANASI

KENDRIYA VIDYALAYA
SANGATHAN
RANCHI REGION
KENDRIYA
VIDYALAYA
BHURKUNDA

Class :- VI
SUBJECT :- HISTORY
Chapter :- New Empires
and Kingdoms
Topic :- Harshvardhan &
Harshacharita
Presented by :- Kumar Mayank



After the fall of the Gupta dynasty, the country was disintegrated and many kingdoms arose in India.

It was then that the Vardhan Dynasty started increasing their power under their ruler.

Important rulers of Vardhan Dynasty

- 1. Prabhakarvardhan (580 A.D. to 605 A.D.)**
- 2. Rajyavardhana (605 A.D. to 606 A.D.)**
- 3. Harshavardhana (606 A.D. to 647 A.D.)**

Prabhakarvardhan
(580 A.D. to 605 A.D.)

He conquered many places and established a large kingdom. He has two son **Rajyavardhana** and **Harshavardhana** and only daughter **Rajshri** who was married to **Grihvarma**, the ruler of Kanauj.

Rajyavardhana
(605 A.D. to 606 A.D.)

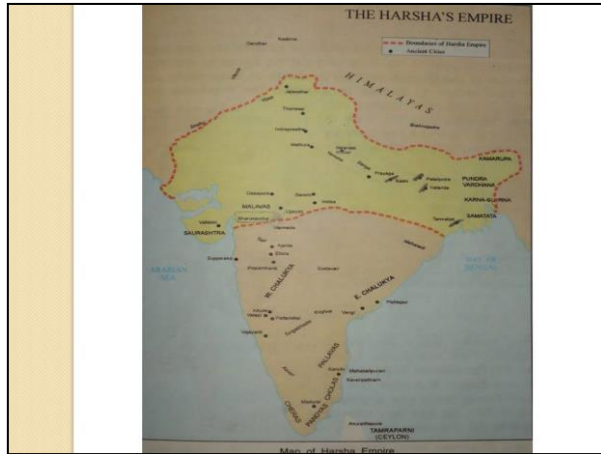
He became the ruler of Thanesar after the death of his father, Prabhakarvardhana. But Shashank, the ruler of Bengal got him killed. Before that Shashank also killed his Brother in law, Grihvarma and arrested his sister Rajshri.

Harshavardhana

(606 A.D. to 647 A.D.)

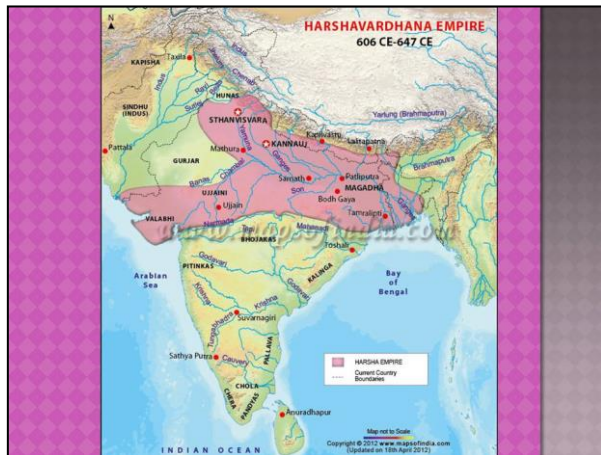
Harshavardhana was crowned as the king of Thanesar (Haryana) in 606 A.D. He was only 16 years old at that time. We know about this period mainly from four sources.

1. Harshacharita written by court poet, Banabhatta.
2. Travel account of Hiuen- Tsang, a Chinese traveller.
3. Priyadarshika, Naganand and Ratnavali written by Harsha himself.
4. Contemporary inscriptions, coins and some rock edicts.



Harsha empire included Punjab, Rajasthan, Uttar Pradesh, Orissa and Bihar. After becoming the king of Thanesar he took over the kingdom of Kanauj and then led an army against the ruler of Bengal.

Although he was successful in the east, and conquered both Magadha and Bengal, he was not as successful elsewhere. He tried to cross the Narmada to March into the Deccan, but was stopped by a ruler belonging to the Chalukya dynasty, Pulkeshin II.



"Harshacharita"

The important source of Harsha's reign is "Harsha charita ". It was written by Banabhatta. He was a writer of great repute in the history of classical Sanskrit, who wrote on Harsha as his court-poet from his personal and intimate knowledge of his life, rule, and has given to Sanskrit, one of its very few biographical works.

Its first chapter is devoted to the life and family of the author himself. The second, third and fourth chapters deal with the ancestors of Harsha and the history of the house of Thanesar.

The sixth and seventh chapters deal with the wars and conquests of Harsha. The last chapter gives a description of the various religious sects living in the forests of the Vindhyas.

A study of Harshacharita revealed us the idea of the social, religious, economic and political life of the people of India in the time of Harsha. It is true that sometimes Banabhatta has gone to extremes while praising his patron but it cannot be denied that the book gives us a lot of useful information.

"Si-Yu-Ki" Of Huein-Tsang

Huein-Tsang, the greatest of all the Chinese pilgrims to come to India has left an extremely interesting record of the court of Harsha as well as of the life of the Indian people. Huein-Tsang's "Si-Yu-Ki" is our principal source of information about the Harsha.

He travelled in India from 630 A.D. to 644 A.D. Huein-Tsang gives copious information on the political, religious, educational, material, judicial and moral condition of the people of contemporary India.

Harsha's Own Writings

King Harshavardhana is said to have composed three great dramas- "Ratnavali", "Nagananda" and "Priyadarshika" in Sanskrit language.

The 'Ratnavali' and 'Priyadarshika' deals with love and court intrigues and may rightly be called "Comedies of Harsha". "Nagananda" is a most useful play. It tells us much about the charity and magnanimity of Harshavardhana.

Nalanda University

Harsha was a benevolent ruler. He built temples, chaityas, vihars, dharmashalas, schools etc. Nalanda University was granted the income received from 200 villages for its development and maintenance.

Nalanda University was an international centre of education. It was situated in Bihar. It had a very large library. Students from all over the world came to study at Nalanda.

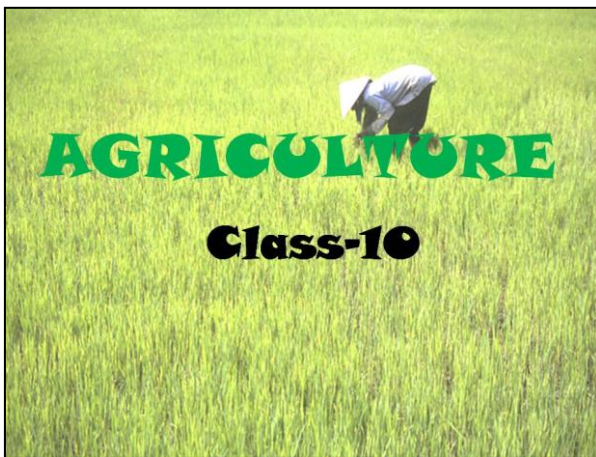


After the death of Harsha in 647 A.D., the Vardhan empire lost its glory. There was rise of many small independent kingdoms. In the south, Chalukyas and Pallavas became more powerful.

Fill in the following blanks :

1. Rajshri was the daughter of Prabhakarvardhana.
2. Harshacharita was written by Banabhatta.
3. Harshavardhana was crowned in 606 A.D.
4. Grihvarma was the ruler of Kanauj.
5. Prabhakarvardhan had two son and one daughter.
6. Shashank killed Rajyavardhan.
7. The books written by Harsha was Priyadarshika, Naganand, Ratnavali.

Demo Lesson by Group Dayanand Saraswati on Agriculture



What is agriculture?

- Agriculture is a industry of managing the growth of plants and animals for human use. In a broad sense agriculture includes cultivation of the soil, growing and harvesting crops, breeding and raising livestock, dairying, and forestry.
- Example of agriculture products – tea, cofee, spices, etc.



Types of farming

- There are many types of Agriculture.
- 1) Primitive subsistences farming
 - 2) Intensive subsistences Farming
 - 3) Subsistence Farming
 - 4) Commercial Farming
 - 5) Mixed crop Cultivation
 - 6) Dairy Farming
 - 7) Dry Farming
 - 8) Silk Farming
 - 9) Tree Farming
 - 10) Extensive Farming

Primitive subsistences farming

- Primitive subsistences agriculture is a practise on small patches of land with the help of primitive tools like hoe, dao and digging sticks, and family/community labour.
- This type of farming depends upon monsoon, natural fertility of soil and suitability of other environmental condition.

Primitive subsistences farming



Intensive subsistences Farming

- This type of farming is practises in areas of high population pressure on land.
- It is also known as labour Intensive farming and where doses of biochemical input and irrigation are used for obtaining higher products.

Images of subsistence farming



What is subsistence cultivation?

- (i) In subsistence agriculture, farmer and his family produce cereals for themselves only or for local market.
- (ii) Cereals like wheat, rice, millets are mainly raised. This is practiced in most parts of India even today.

Images of intensive farming



Commercial farming

- The main characteristics of this type of farming is to use higher dose of modern inputs.
- For e.g. high yielding variety (HYV) seeds, chemical fertilizers, insecticides and pesticides
- The degree of commercialization of agriculture varies from one region to another.
- For example, rice is a commercial crop in haryana and Punjab ,but in Orissa it is a subsistence crop.

Images of Commercial farming.



Mixed crop cultivation

- WHEN WE GROW CROP TWO OR MORE THAN TWO CROP AT A TIME REFERRED TO MIXED CROP CULTIVATION.
- FOR EXAMPLE - WHEAT + GRAM

IMAGES OF MIXED CROP CULTIVATION



DAIRY FARMING

- FARMING IN WHICH ALL THE ACTIVITY ARE CONNECTED TO MILK.
- CATTLES ARE MOST IMPORTANT IN DAIRY FARMING.

IMAGES OF DAIRY FARMING



DRY FARMING

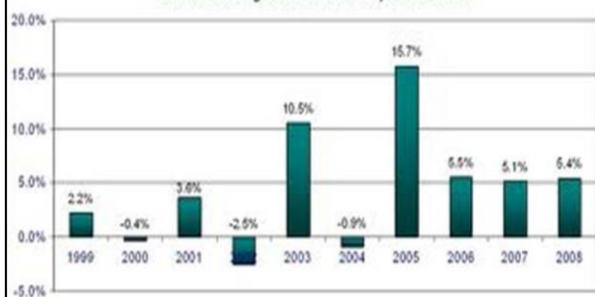
- i) In dry land farming moisture is maintained by raising special type of crops. Gram, jowar, bajra and peas are such crops which need less water.
- (ii) This is practiced in dry areas of the country such as western, north-western India and central India.
- (iii) It is practiced in low rainfall areas or where there is inadequate irrigation facility

IMAGES OF DRY FARMING



GROWTH OF AGRICULTURAL DECTOR OF INDIA INM RECENT YEARS

Growth for Agriculture Sector, 1999-2008



Encarta Encyclopedia, Blair Seitz/Photo Researchers, Inc.

Demo Lesson by Group Subhash Chandra Bose on Drainage System of India

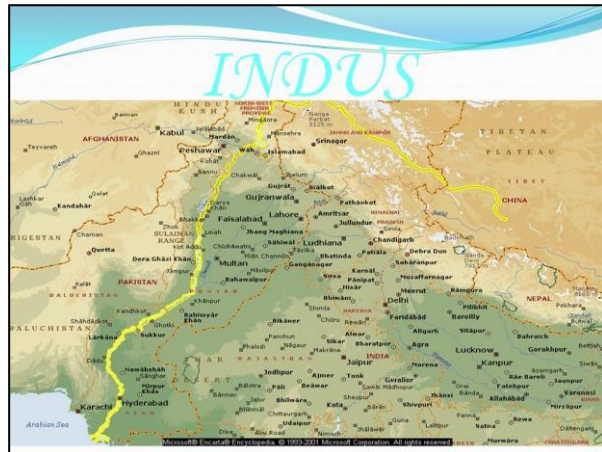
PPT by
AMIT KAPRUWAN
TGT (S.St.) K.V. ITBP
GAUCHAR (UK)

DRAINAGE SYSTEM OF INDIA CLASS-IX

DRAINAGE

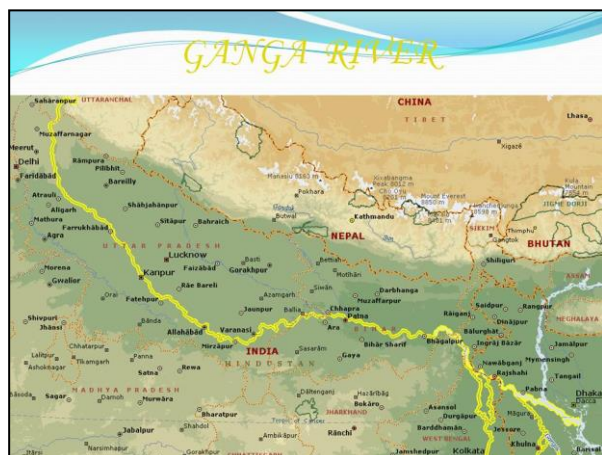
Drainage means the draining away of water to different area by the river system. Drainage Pattern is refers to the arrange of rivers and its tributaries. River System refers to interconnected river network in an area. Drainage Basin refers to area drained by a single river system. Water Divide refers to the higher ground separating the two ends joining river basin. The Indian Rivers are the Himalayan Rivers and Peninsular Rivers.

The Himalayan Rivers : They receives water from snow as rain. So, they are perennial rivers. In young age they form gorges. They help in intensive intensity. In lower area they form flood full of

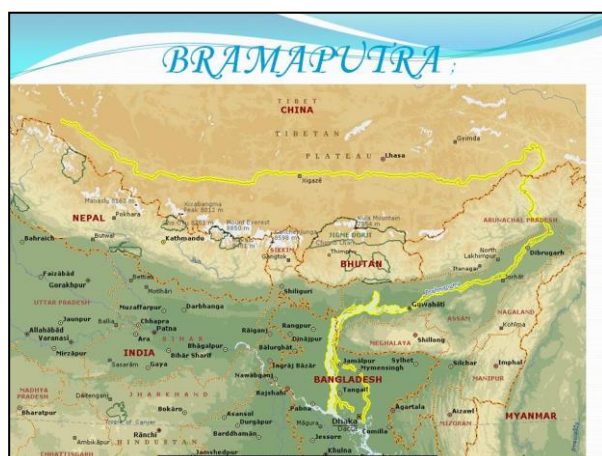


meanders and occurs frequently. These rivers contains rivers like Indus, GANGA, BRAHMAPUTRA.

- **The Indus River ;** The river Indus rises in Tibet, near MANSAROWAR lake. Flowing west, it enters India in the LADAKH district of Jammu and Kashmir. It forms a picturesque gorge in this part. Several tributaries, the LASKAR, the NUBRA, the SHYOK and the HUNZA, join it in the Kashmir region. The Indus flows through BALTISTAN and GILGIT and emerges from the mountains at ATTOCK. The SATLUJ, BEAS, RAVI, CHANAB, and JHELUM join together to enter the INDUS flows south wards eventually reaching the Arabian Sea, east of KARACHI.



GANGA ; The headwater of the GANGA called the BHAGIRATHI is fed by the GANGAOTRI GLACIER and joined by the ALAKHANANDA at DEVPRAYAG in UTTARANCHAL. At HARIDWAR, the GANGA emerges from the mountain on the plains. The GANGA is joined by many tributaries from the HIMALAYAS, a few of them being major rivers such as YAMUNA, GHAGHARA, GANDAK, and KOSI. The main tributaries, which come from the PENINSULAR upland are CHAMBAL, BETWA and SON. GANGA flows from UTTARANCHAL to WEST BENGAL and then fall in BAY OF BENGAL.

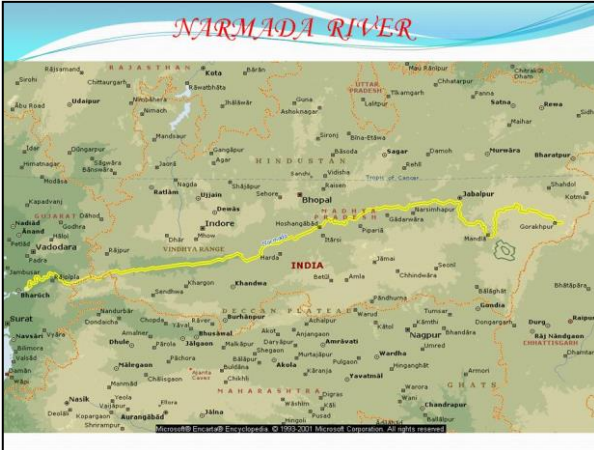


The BRAPAPUTRA River ; The BRAMAPUTRA rises in TIBET east of MANSORAWAR lake . It is slightly longer than the INDUS , and most of its course lie out side of INDIA .It flows east wards parallel to the HIMALAYAS .On reaching the

NAMACHA BARWA [7757] , it takes a 'U' turn and enters INDIA in ARUNACHAL PRADESH through a gorge . Here , it is called the 'DIHANG' and it is joined by the 'DIBANG' , the LOHIT and many other tributaries to form the BRAHMAPUTRA in ASSAM

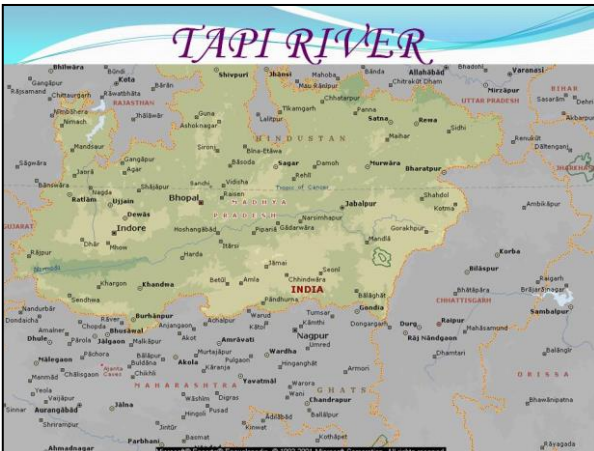
- *The PENINSULAR RIVERS ; These are seasonal rivers and they are fully dependent on rainfall for water . They have smaller basin . In old age , swallow valleys . They have a little EROSIONAL activity . They have less flooding activity . They had a smaller process of flowing . They are straight in lower part generally These rivers contains rivers like NARMADA , TAPI , GODAVARI , MAHANADI , KRISHNA and KAVERI .*

NARMADA RIVER



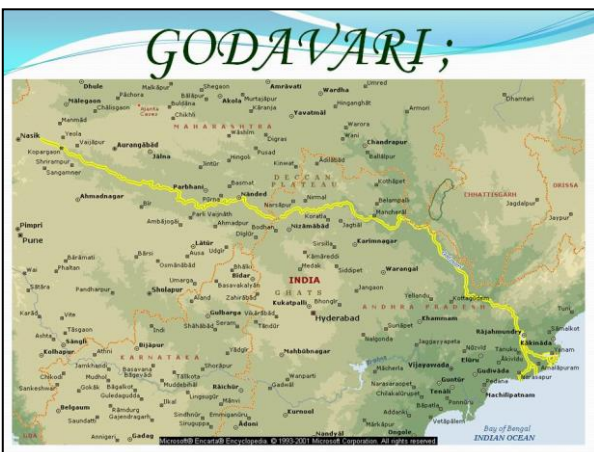
The NARMADA BASIN ; The NARMADA rises in the AMARKANTAK hills in MADHYA PRADESH . It flows towards the west in a rift valley formed due faulting . On its way to the sea , the NARMADA creates many picturesque locations . All the tributaries of the NARMADA are very short and most of these join the main stream at right angles . The NARMADA Basin covers the parts of MADHYA PRADESH and GUJRAT .

TAPI RIVER

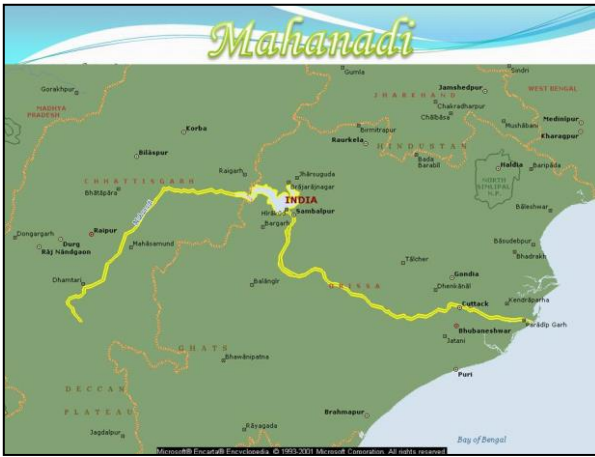


- *The TAPI BASIN ; The TAPI rises in the SATPURA ranges , in the BETUL district of MADHYA PRADESH . It also flows in a rift valley parallel to the NARMADA but it is very short in length . Its basin covers parts of MADHYA PRADESH , GUJRAT and MAHARASHTRA . The main west flowing rivers are SABARMATI , MAHI , BHARATHPUZHA and PERIYAR .*

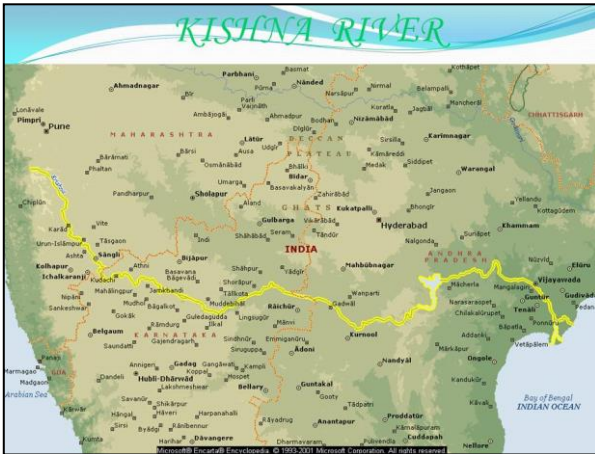
GODAVARI ;



The GODAVRI BASIN ; The GODAVRI is the largest peninsular river . It rises from the slops of the Western GHATS in the NASIK district of MAHARASHTRA . It drains into the BAY OF BENGAL . Its drainage basin is also the largest among the PENINSULAR Rivers . The basin covers parts of MAHARASHTRA , MADHYA PRADESH , ORISSA and ANDHRA PRADESH . The GODAVRI is joined by a number of tributaries such as the PURNA , WARDHA , PRANHITA , MANJRA , WAINGANGA and PENGANGA .



• The MAHANADI BASIN; The MAHANADI rises in the highlands of CHHATISGARH. It flows through ORISSA to reach the BAY OF BENGAL. The length of the river is about 860 km. Its drainage basin is shared by MAHARASHTRA, CHHATISGARH JHARKHAND and ORISSA.



The KRISHNA BASIN; KRISHNA rises in a spring near MAHABLESHWAR, the KRISHNA flows for about 1400 km and reaches the BAY OF BENGAL. The TUNGABHADRA, KOYANA, GHATPRABHA, MUSI and BHIMA are some of its tributaries. Its drainage basin is shared by MAHARASHTRA, KARNATAKA and ANDHRA PRADESH



The KAVERI BASIN; The KAVERI rises in the BRAHMAGRI range of the WESTERN GHATS and it reaches the BAY OF BENGAL in south of CUDDALORE, in TAMIL NADU. Total length of the river is about 760 km. Its main tributaries are AMRAVATI, BHAVANI, HEMAVATI and KABINI. Its basin drains parts of KARNATAKA, KERALA, TAMIL NADU.

• SALT LAKE ; 1. CHILKAL LAKE - Largest water salt lake in ASIA.
 LAKES There are three types of lakes water salt lake, Fresh water lake and In land salt lake ;
 FRESH WATER LAKE ; 1. WULLAR LAKE - Largest fresh water lake in India in Jammu and Kashmir,
 2. LOKTAKLESH - Situated in MIZORAM,
 IN LAND SALT LAKE ; 1. SAMBHAR LAKE - Situated in RAJASTHAN in India.

1. GANGA ACTION PLAN ;
1. Set up in 1985.
 2. To clean up GANGA.
 3. To treat raw material.
 4. To INFORCE INSTOLLATION of effluent treatment system.
 5. To improve the bathing GHATS
 6. To monitor the quality of river

Group works assigned to the participants:-

1. Question Bank for slow and bright learners with marking scheme.
 - a. The questions should be appropriate & suitable for slow & bright students.
 - b. All the chapters of all the books should be taken up.
 - c. Important chapters should be more emphasized.
 - d. Number of questions will depend on the size of the chapter.
2. Model Question paper with marking scheme and blue print-2 Nos.
 - a. First prepare blue print according to syllabus and marks allotted to each chapter.
 - b. Then prepare QP including MCQ, short & long answer type questions, map question. Etc.
3. Map exercises as per class & subject requirement.
 - a. All types of maps (India, Continents & World) are to be included.
 - b. History & geography maps should be included in the exercises.
4. Chapter wise Activities for FA-2 & FA-4.
5. Chapter wise Assignments for classes allotted to the each group.
6. Chapter wise List of teaching aids for classes allotted to the each group.
7. Model lesson plan for inspection for each subject-History, Geography and Civics.
(Economics- for class IX & X)

General Instruction :-

1. The works should be submitted latest by 08/06/2013 positively.
2. In should be in soft copy.
3. All the works should be bilingual. (In Hindi & English both).

The class allotted to the groups is as below:-

Name of the Group	Class allotted
Ambedkar	IX
Bhagat Singh	X
CV Raman	VI
Dayanand Saraswati	VIII
Subhas Chandra bose	VII

Daily Report by Group C V Raman

Report of 03.06.2013

The inaugural ceremony of social science in-service course was started at 11:30 a.m. as per Indian tradition the inaugural function was started with the lightening of lamp by honorable guests Shri Arvind Joshi (Chief Proctor, Prof Sociology BHU), Prof Wakil Singh, Assistant Commissioner Mr. G.P. Chauhan, Venue director Dr. Poonam Singh (Principal K.V.BHU) and Vice Principal K.V. DLW Varanasi Mr S.S.Yadav. After lightening the lamp a wonderful Saraswati Vandana was presented by the students of K. V. Varanasi BHU. After that an overwhelming welcome song was presented by the students.

After the cultural programme each of the honorable guests addressed the gathering and shared their views about the importance of in service course. After the speeches got over we enjoyed a small tea break. After the tea break all the participants got divided into five groups. One of the interesting things to be mentioned was the introduction of the participants, each participant was asked to use an adjective before his/her name starting from the first letter of their name. After the introduction we had a lunch break and after the lunch classes were allotted to each group by lottery system.

Group A got class IX

Group B got class X

Group C got class VI

Group D got class VIII

Group E got class VII

Next step was the formation of different committees. In the end the pre test was conducted in two classrooms at 3:00 pm. It is all about the first day of our in-service course.

Report of 04.06.2013

The 2nd day of in-service course was begin with morning assembly, Prayer, Pledge, thought, News and special item were nicely presented by the participants of Ambedkar Group.

After the morning assembly course director Dr. Poonam Singh addressed participants and announced the different committees like the Editorial committee, Food committee, Cultural committee and Excursion committee.

Course Director Dr. Poonam Singh focused on the topic “Needs of the training or in-service courses. She emphasized micro, macro objective of training materials and resources. After that Sri S. S. Yadav associate course director has delivered a nice lecture on the topic “Classroom management and control”.

After tea break Dr. M.Chandra, Resource Person has delivered a lecture on the topic “Economic activities and rural livelihood through PowerPoint Presentation.

In the series of programme the 08 participants of Ambedkar Group have delivered demo lesson on the allotted topics.

Now it was the time of Group Work and participants were involved and engaged in their assignment allotted to different groups.

Report of 05.06.2013

The 3rd day of in-service course was started with morning assembly, Prayer, Pledge, thought, News and special item based on World Environment Day. All the items were nicely presented by the participants of Bhagat Singh Group.

After the morning assembly course director Dr. Poonam Singh addressed participants and encouraged them.

Guest lecture of the day was given by Dr. Alka Singh, lecturer of Vasanta college Rajghat on topic "Communication and its importance".

In the post tea session Dr. K.A. Singh Resource Person of Geography has delivered on the topic "Climate" with a healthy discussion.

In the series of Demo lesson 9 participants of Bhagat Singh group delivered their lesson on different topics.

In the mean time participants celebrated World Environment Day by planting 5 plants in school campus by each group. At the last participants were busy with their groups to do their group work.

Report of 06.06.2013

The 4th day of social science in-service course got started with a nice morning assembly conducted by Bhagat Singh Group.

The first item of the assembly was the morning prayer and the prayer song shown on the screen was based on the idea of AIDs awareness and humanity. It was followed by K.V. pledge. The third item was the news and the last segment was the special item presented by Mrs. R.R. Shakya in which Doha of Kabir and Rahim.

After the morning assembly an informative lecture by the Guest lecturer Prof. A.P. Mishra. He explained the real meaning and importance of resources to us.

After the tea break the second Guest lecture of the day was given by Mr. D.K. Dwivedi, Assistant Commissioner, KVS RO Varanasi spoke on the topic Constructivism in a very interactive manner.

In the post lunch session demonstration classes got started. It got over at quarter past 3 and then participants were given time to prepare their model lesson plan, Question banks and the typing work.

This was all about the activities of day 4.

Report of 07.06.2013

The 5th day of social science in-service course got started with an enthusiast manner with a nice morning assembly conducted by C. V. Raman Group.

“Itni shakti hame dena data” was the morning prayer followed by K.V. pledge by Mrs. Sachi Bajpai, thought of the day by Mr. Anurag Chaurasia, News by Mr. Kumar Mayank and special item on the topic ‘Nanhi Bachchi’ presented by Mrs Jyotsana. A very well commanded by Mr. S.N. Yadav. At last of the assembly Mrs. Nisha Kureel delivered the report of previous day.

After the morning assembly a very planned and systematic lecture and discussion organized by Mr. A. K. Gupta, PGT(His.), Resource person. He clear the many doubt rises by the participants.

In continuation of lecture, next topic delivered by Dr. M. Chandra, PGT(Eco.), Resource person on economic growth and development. In which participants clear the doubt about the relationship between rupee, dollar, Euro and pound.

In the post tea session we joined Mr. G. P. Chauhan sir, Assistant Commissioner, KVS RO Varanasi on child’s right. In which he emphasize on the issue related to child abuse & exploitation specially girl child in school as well as society.

After the lunch break Mr. U. C. Srivastava, Account Officer, KVS RO Varanasi clear some important prospect of service book and give valuable information regarding different account matter. There was a very healthy discussion.

Then demonstration session got started and participant deliver a energetic lesson on different topic with the help of Powerpoint Presentation.

At last Group work will be there and most of participants do work on computer.

This was all about the activities of day 5.

Report of 08.06.2013

The 6th day of social science in-service course was started with morning assembly conducted by C. V. Raman Group. All the items like prayer, pledge, thought, News, special item were presented in very nicely manner. It was a very good presentation.

The course director Dr. Poonam Singh directed about the programme of the day i.e. on 09.06.2013. It was focused on Social science Exhibition and Excursion. After this the resource person Dr. M. Chandra focused on 'Guidance and counseling'. He distinguishes the differences between Guidance and counseling. It was very interesting session through discussion.

After this computer teacher Mr. Shekhar highlighted on the computer operating system and PowerPoint presentation and other necessary aspects related to computer.

After tea break the course director explained NCF 2005 very nicely. For making the session interesting she organized a quiz competition among the five Groups. After this Mid – Test was organized. There was the group photography after test. At last assigned group work was done by all groups.

This is all about the activities of day 6.

Report on 09.06.2013

7th day started with educational excursion tour. Excursion in charge took the attendance, bus started at 8:20 a.m. for Sarnath and reached there at 9:30 a.m.

All the participants visited the famous temple of 11th Jain thirthankar shreyash. After that all the participants got tickets from counter and visited the important site of Sarnath first of all. Participants saw Ashoka pillar made by Maurya emperor Ashoka but the upper part was broken.

Then we saw Dhamik stupas this monument has been declared to be national importance under the ancient monument and archeological site and Remark Act 1958. It 2500 years old and its height is 1030 Mts. Dharm raj Stupas built by Ashok. Diwan of Raj chet Singh king of Banaras during 1794 AD order to exploit building materials

Mula Gandha Kuti is a remarkable of huge temple probably represent to spot where Lord Buddha used to meditation.

Then participants visited the place where Gautam Buddha preached the five friends first of all after getting knowledge at Bodhgaya. That event is known as Dharm Chakra Pravartan.

At last all the participants visited archeological museum, of Sarnath where in front of entrance gate Ashoka Pillar is placed in. There are different types of images.

Report on 10.06.2013

8th day of the In service course for TGT (S.St.) was started with the heart touching prayer song 'Lab Pe aati hai dua banke'. It was the part of the assembly programme very well performed by the participants in the leadership of Dayanand Saraswati group.

After this, daily report was delivered by one of the member of the same group. By utilizing the time another member of said group. By utilizing the time another member of said group delivered a demo lesson nicely.

Now it was the time to enhance the knowledge through guest lecture. A learned scholar Mr. Rakesh Raman, Deptt. Of Economics, BHU, Varanasi arrived and delivered a lecture on 'Understanding Economic Development'. Such a fruitful session it was, in which not only the lecture was delivered but the queries like inflation, face value incentive value were also solved by Mr. Raman.

After the tea break the participants benefitted by getting computer aided knowledge. Here Mrs. N. Trivedi, PGT (Computer sc), K.V. New cantt. Allahabad practically taught about Alice software created by Carnegie Mellon University and funded by oracle which was about 3D programming.

After lunch break the time came to shape the creations in workshop. In this session the participants created a lot of short animation films, The day over but the work is continue as the participants are still busy to create their exhibits.

Report on 11.06.2013

It was the beginning of 9th day of the in-service course for TGT (S.St.) with spiritual atmosphere. Where a soulful prayer song played on the projector screen and the whole course participated in it. Other assembly programmes were well conducted by the group E. among all the programmes special programme was really special, which was a poem on the rebirth of Mahatma Gandhi and his feelings to see the conditions of India. After this daily report was recited by the group leader of the said group. Then the course director Dr.(Mrs.) Poonam Singh instructed to the course for the further activities.

After this one of the learned resource persons Mr. A.K. Gupta took a session on RTE-2009, in which he focused on the various aspects and the importance of it.

Now the event comes to check the knowledge gained in the course. It was post test in which all the participants appeared and come out from the exam hall with the smiling faces which shows that they did well.

The post lunch session was started with demo lesson of group D and E, where some of the best demo lessons were demonstrated by the participants.

At last but not least the time comes to show the talent in group activity. It was seen that all of the participants were busy in it up to the late night.

Report on 12.06.2013

It was the beginning of 10th day of the in-service course for TGT (S.St.) with spiritual atmosphere. Where a soulful prayer song played on the projector screen and the whole course participated in it. Other assembly programmes were well conducted by the group E. After this daily report was recited by the group leader of the said group. Then the course director Dr.(Mrs.) Poonam Singh instructed to the course for the further activities.

After this all the groups proceed to the exhibition hall for the preparation of S. St. exhibition.

After tea break the feedback proforma was filled by all the participants individually. Then a final lecture of this course was delivered by one of the learned resource persons Dr. KA Singh on the topic "Disaster Management".

Now it was the time to validate the course attended by the participants. Here valedictory function started with the welcome speech by the course director and venue Principal Dr. (Mrs) Poonam Singh. Then various entertaining cultural items were presented by some of the participants.

Now the event comes to felicitate the participants with the certificates. Then blessing speech was delivered by Sh. GP Chouhan, Assistant Commissioner, KVS RO Varanasi. He also showed a path to the participants to reach the sky. As sky is the limit for the scholars.

At last but not least the vote of thanks was delivered by Mr. S S Yadav, Associate Course Director.

Introductory lecture by Course Director Dr. Poonam Singh on Aims and Objective of In-service Training Course

In-service Course -2013

KV BHU Varanasi



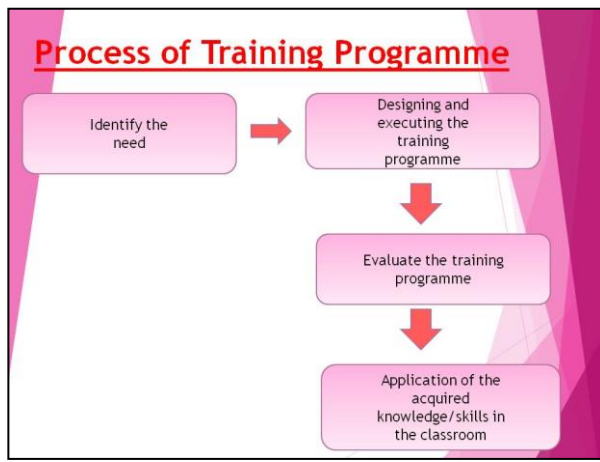

SOCIAL STUDIES



Dr. Poonam Singh
Course Director
Principal, K.V, BHU Varanasi

Need of the training

- Training is a diagnosis of identifying the learning needs of the teachers.
- It is also a process to address those needs and enhance teachers capabilities in effective transaction of the curriculum in the classroom.
- It can be based on the studies and reviews regarding teacher's competencies, undertaken by concerned research and training organisations.

Inservice Training

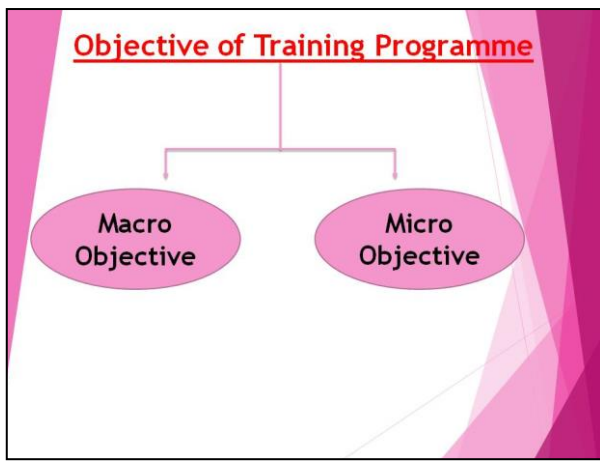
- In-service education is an institutional activity provided for one reason only: to improve the quality and productivity of the institution.
- The way an in-service program is carried out may foster the growth and development of the employees and give the individual employee a sense of self-direction, achievement, and even self-actualization.
- In-service education has a utilitarian purpose and its purpose is clear.

- It does not need to be packaged under the guise of employee development.
- Individual growth and development take place within and outside the workplace. Individual initiative should provide the direction, not institutional programming.
- Upgrading teachers on job.
- In-service education is on the job training programs for personnel, carried out within an institution or agency. It includes orientation programs.

Objectives of teaching Social Sciences

- Enabling children to understand the society in which they live.
 - Introducing children to the values enshrined in the constitution of India such as justice, liberty, equality and fraternity and the unity and integrity of the nation and the building of a socialist, secular and democratic society.
 - Enabling children to learn how society is structured, managed and governed and also about the forces seeking to transform and redirect society in various ways.

- Enabling children to undertake activities that will help them develop social and life skills and make them understand that these skills are important for social interaction.
- Encouraging children to question and examine received ideas, institutions and practices
- Encouraging the reading habit by providing children with enjoyable and interesting reading material.



Micro Objectives:

1. To teach subject like History and Geography with the help of Maps, Globe, Flow Chart and use of ICT.
2. To understand the topic relating to the events and various personalities contemporary to that period
3. To make them familiar with using primary sources and evidences and develop capacity to interpret it.
4. To understand the location of place on globe in terms of latitudes and longitudes.
5. To develop conceptual skills of defining democracy and related institution
6. To understand the terms like economic and non-economic activities, factor of production etc.

Macro Objectives:

1. To develop the teaching competencies of social science teachers to enhance their performance
2. To make social science teacher well equipped with new and emerging technologies.
3. To develop managerial skill to handle any type of class room situation.
4. To bring attitudinal change among teachers so that they develop high esteem in teaching social science.



TRAINING MATERIALS

1. Preparation to key note on topic to be taught.
2. Extra information should be gathered through internet and reference book related to the topic to be taught.
3. Preparation of various kind of questionnaires including MCQ, Fill in the blanks, match the following , small long answer type question.



TRAINING MATERIALS

4. Audio Visual presentation on different topics.
5. Developing evaluation tool and technique
6. Presentation of question for conducting quiz, playing card etc
7. Encouraging activities like role play, group discussion, debate, field surveys visit to historical places, picture based activity



Training/Transaction Strategies :

1. Interactive session on different topics will be taken after paper presentation
2. Group project will be allotted to different groups and follow up action will be taken up.
3. Ensuring contribution of each member in giving demo lesson.
4. Preparation of model draft before presentation.
5. Discussion on related topics.
6. Comprehensive and continuous evaluation of participants during entire in-service course.



Training Resources

1. NCERT text books.
2. Reference books of different publishers.
3. Guest Lectures
4. Computer with internet connection.
5. A/V Aids.
6. LCD projectors. etc.



Training Setting

1. Actual class room teaching.
2. Smart class room teaching.
3. Teaching outside classroom.



Training Sequence for 21 days in-service course:-

1. Training session will start with introduction/Group formation of participant.
2. Formal Session will start with pre testing of the participants.
3. Formal training will start with guest/expert lecture on different topic related to CCE, NCF and new trend in education etc. It will be followed by assignment given to them to access the effectiveness of the lecture.



4. Testing awareness about teaching skill , tools and technique used in teaching.
5. Field visit/ historical excursion .
6. Mid test to checking their grasping capacity.
7. Post-test to evaluate to check overall learning



Training Evaluation:

- Question answer session after each learning unit.
- Completion of module by suitable method
- Immediate feedback from participants on session including the difficulties faced.



Training Follow Up:

- Questionnaire will be sent to each participant and to their respective Vidyalaya after one month of training to find out how the courses helped them to short out their problems & enhancing the performance in respective fields.
- The actual position will be judged by the report of the principal of Vidyalaya on the basis of class observation reports.



ISSUES RELATED TO CHILD RIGHTS

WHO IS A 'CHILD'?

According to international law, a child means every human being below the age of 18 years. This is a universally accepted definition of a child and comes from the United Nations Convention on the Rights of the Child (UNCRC)

What makes a person a 'child' is the person's 'age.' Even if a person under the age of 18 years is married and has children of her/his own, she/he is recognised as a child according to international standards.

WHAT ARE CHILD RIGHTS?

All people under the age of 18 are entitled to the standards and rights guaranteed by the laws that govern our country and the international legal instruments we have accepted by ratifying them.

THE CONSTITUTION OF INDIA:

The Constitution of India guarantees all children certain rights, which have been specially included for them. These include:

- 1. Right to free and compulsory elementary education for all children in the 6-14 year age group (Article 21 A).**
- 2. Right to be protected from any hazardous employment till the age of 14 years (Article 24).**
- 3. Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength (Article 39(e)).**
- 4. Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment (Article 39 (f)).**

Besides these they also have rights as equal citizens of India, just as any other adult male or female:

The most important issues related to "Child Rights" in India are:

-
- **Child Education**
- **Child health and nutrition**
- **Child Labour**
- **Child Abuse & exploitation**
- **Torture in schools**

Child Education

- (i) Overcrowded classrooms,**
- (ii) Absent teachers.**
- (iii) Unsanitary conditions of toilets/campus,**
- (iv) To provide children a "quality" education.**
- (v) Lack of trained teachers**
- (vi) Lack of proper infrastructure, .**







- **Child health and nutrition**
 - **Eye Sight**
 - **Obesity**
 - **Hearing Problem**
 - **Low weight**
 - **Depression**
 - **ADHD (Attention deficit hyperactivity disorder)**



HEALTHY EATING

A **HEALTHY DIET** consists of a wide variety of foods to help your body grow and stay in good condition and to give you energy. It must include enough of these nutrients: proteins; fats; carbohydrates; vitamins; minerals;

and fibre; as well as water, to fuel and maintain your body's vital functions. Ideally, you should eat three to four meals a day and avoid snacks. If eaten, snacks should be low in simple sugars and high in carbohydrates

 <p>1 CARBOHYDRATES Carbohydrates are your body's major source of energy for growth, body maintenance, and activity.</p>	 <p>2 FATS Fats provide energy and also form a layer of fatty tissue beneath the skin to conserve your body's heat.</p>
 <p>3 FIBRE Fibre keeps your faeces soft and bulky, preventing constipation and some disorders of the intestine.</p>	 <p>4 PROTEINS Proteins help to build your body's cells and tissues and to produce certain hormones and other active chemicals.</p>
 <p>5 VITAMINS Vitamins regulate chemical processes that take place in your body, and help convert fats into energy.</p>	 <p>6 MINERALS Minerals help build your bones and control fluid balances, body responses, and gland secretions.</p>



and

7th

Water



3. Child Labour

(i) India is sadly the home to the largest number of child labourers in the world.

(ii) Poverty and lack of social security are the main causes of child labour.

(iii) Bonded child labour is a hidden phenomenon as a majority of them are found in the informal sector. Bonded labour means the employment of a person against a loan or debt or social obligation by the family of the child or the family as a whole. It is a form of slavery.

(iv) Child labour in India is addressed by the Child Labour Act, 1986 [HYPERLINK "http://www.childlineindia.org.in/Child-Labour-Prohibition-and-Regulation-Act-1986.htm"](http://www.childlineindia.org.in/Child-Labour-Prohibition-and-Regulation-Act-1986.htm) and National [HYPERLINK "http://www.childlineindia.org.in/National-Child-Labour-Project.htm"](http://www.childlineindia.org.in/National-Child-Labour-Project.htm) Child Labour Project.

4. Child Abuse & exploitation

The Protection of Children from [Sexual Offences Act](#), 2012, has been passed by the Lok Sabha on, 22nd May, 2012. The Bill was earlier passed by the [Rajya Sabha](#) on 10th May, 2012.

The Protection of Children from Sexual Offences Act, 2012 has been drafted to strengthen the legal provisions for the protection of children from sexual abuse and exploitation. For the first time, a special law has been passed to address the issue of sexual offences against children.

Sexual offences are currently covered under different sections of IPC. The IPC does not provide for all types of sexual offences against children and, more importantly, does not distinguish between adult and child victims.

The Protection of Children from Sexual Offences Act, 2012 defines a child as any person below the age of 18 years and provides protection to all children under the age of 18 years from the offences of sexual assault, sexual harassment and pornography. These offences have been clearly defined for the first time in law. The Act provides for stringent punishments, which have been graded as

per the gravity of the offence. The punishments range from simple to rigorous imprisonment of varying periods. There is also provision for fine, which is to be decided by the Court.

An offence is treated as “aggravated” when committed by a person in a position of trust or authority of child such as a member of security forces, police officer, public servant, etc.

Punishments for Offences covered in the Act are:

- Penetrative [Sexual Assault](#) (Section 3) – Not less than seven years which may extend to imprisonment for life, and fine (Section 4)
- Aggravated Penetrative Sexual Assault (Section 5) – Not less than ten years which may extend to imprisonment for life, and fine (Section 6)
- Sexual Assault (Section 7) – Not less than three years which may extend to five years, and fine ([Section 8](#))
- [Aggravated Sexual Assault](#) ([Section 9](#)) – Not less than five years which may extend to seven years, and fine (Section 10)
- [Sexual Harassment](#) of the Child (Section 11) – Three years and fine (Section 12)
- Use of Child for Pornographic Purposes (Section 13) – Five years and fine and in the event of subsequent conviction, seven years and fine ([Section 14](#) (1))

The Act provides for the establishment of [Special Courts](#) for trial of offences under the Act, keeping the best interest of the child as of paramount importance at every stage of the judicial process. The Act incorporates **child friendly procedures** for reporting, recording of evidence, investigation and trial of offences. These include:

- Recording the statement of the child at the residence of the child or at the place of his choice, preferably by a woman police officer not below the rank of sub-inspector
- No child to be detained in the police station in the night for any reason.
- Police officer to not be in uniform while recording the statement of the child
- The statement of the child to be recorded as spoken by the child
- Assistance of an interpreter or translator or an expert as per the need of the child
- Assistance of special educator or any person familiar with the manner of communication of the child in case child is disabled
- Medical examination of the child to be conducted in the presence of the parent of the child or any other person in whom the child has trust or confidence.

- In case the victim is a girl child, the medical examination shall be conducted by a woman doctor.
- Frequent breaks for the child during trial
- Child not to be called repeatedly to testify
- No aggressive questioning or character assassination of the child
- In-camera trial of cases
- Torture in schools
- Kinds Of Punishments In Schools

There are three types of corporal punishments in schools.

Physical Punishments:

1. Making the children stand as a wall chair (Goda Kurchee in Telugu),
2. Keeping the school bags on their heads,
3. Making them stand for the whole day in the sun,
4. Make the children kneel down and do the work and then enter the class room
5. Making them stand on the bench,
6. Making them raise hands,
7. Hold a pencil in their mouth and stand,
8. Holding their ears with hands passed under the legs,
9. Tying of the children's hands,
10. Making them to do sit-ups (Gunjeelu),
11. Caning and pinching and
12. Twisting the ears (Chevulu pindadam)

Emotional Punishments:

1. Slapping by the opposite sex
2. Scolding abusing and humiliating
3. Label the child according to his or her misbehaviour and sent him or her around the school
4. Make them stand on the back of the class and to complete the work.
5. Suspending them for a couple of days
6. Pinning paper on their back and labeling them "I am a fool", "I am a donkey" etc.
7. Teacher takes the child to every class she goes and humiliates the child.
8. Removing the shirts of the boys.

Negative Reinforcement

1. Detention during the break and lunch.
2. Locking them in a dark room
3. Call for parents or asking the children to bring explanatory letters from the parents
4. Sending them home or keeping the children outside the gate
5. Making the children sit on the floor on the classroom.
6. Making the child clean the premises.
7. Making the child run around the building or in the playground.
8. Sending the children to principals.

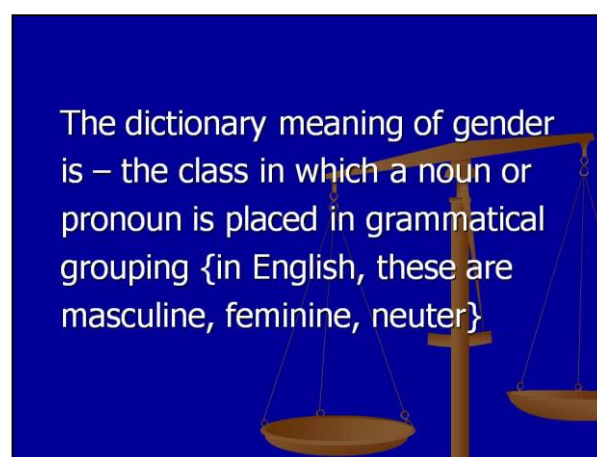
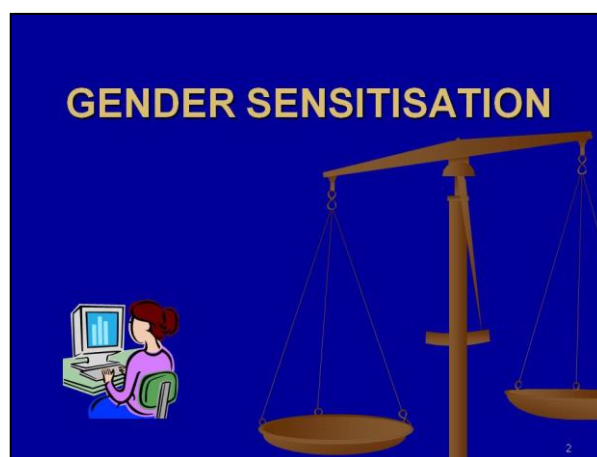
9. Making them to teach in the class.
10. Making them to stand till the teacher comes.
11. Giving oral warnings and letters in the diary or calendar
12. Threatening to give TC for the child.
13. Asking them to miss games or other activities
14. Deducting marks.
15. Treating the three late comings equal to one absent.
16. Giving excessive imposition.
17. Make the children pay fines.
18. Not allowing them into the class.
19. Sitting on the floor for one period, day, week and month.
20. Placing black marks on their disciplinary charts.

- The corporal punishment interferes with the right to development and participation as it leads to antisocial behaviour. The theme of Child Rights Convention, that an adult should recognize the child as the person who means promoting their liberty, privacy and dignity. The brutal disciplinary processes hamper psychological growth of a person.
- Guidelines for creating an environment conducive to learning as well as enablement
- for the same 7.9.1 All children should be informed through campaigns and publicity drives that they have a right to speak against physical punishments, mental harassment and discrimination and bring it to the notice of the authorities. They should be given confidence to make complaints and not accept punishment as a 'normal' activity of the school.
- 7.9.2 The conduct of the teacher and administration should be such that it fosters a spirit of inclusion, care and nurturing.
- 7.9.3 All school management and educational administration authorities should run regular training programmes to enable teachers and educational administrators to understand and appreciate the rights of children and the spirit of the Right to Education. This is essential to make a shift to a rights-based approach to education and abolish physical punishment, mental harassment and discrimination.
- 7.9.4 The teachers should be trained in the skills required to positively engage with children who are different in order to understand their predicaments.
- 7.9.5 All teachers working in any school – government run, aided or private – should provide a written undertaking to the management of the school and to the concerned district authority of the
 - department of the government to which the schools normally report that they would not engage in any action that could be construed legally as amounting to 'physical punishment, mental harassment and discrimination'.
- 7.9.6 All schools should conduct an annual social audit of physical punishment, mental harassment and discrimination. This should be made public and accessible to the authorities, the parents and to civil society. This

audit should be concluded before the end of the academic year and be made public before the commencement of the new academic year.

- 7.9.7 The school management/administration should instruct every school headmaster/head teacher to hold a general body meeting with all parents of the school as well as the school management committees (SMCs) under the RTE, the school education committees or parent-teacher associations
- (where the SMCs are not functional) on the NCPCR guidelines and the procedures to be adopted for protecting children and their rights in schools.
- 7.9.8 An environment free of corporal punishment should be stipulated as one of the conditions for giving recognition/no-objection certificate (NOC) to a school by the State Government under the new RTE and also as one of the conditions for giving affiliation to a school by the State Board.

**Guest lecture by Sh. G P Chouhan, Assistant Commissioner KVS RO Varanasi
on Gender Issue**



AIM

- The aim of gender sensitization to make people aware of the power relations between men and women in society and to understand the importance of affording women and men equal opportunities and treatment.

Mainstreaming of Gender

- It is the process of assessing the implication for women and men of **any planned a chain, including legislation, policies or programmes**, in all areas and all levels. It's a strategy for making women's as well as men's concern & experience an integral dimension of the **design, implementation, monitoring & evaluation of polices** so that equality is generated and inequality is not perpetuated.

The challenges of gender mainstreaming of women

1. Personal factors
2. Psychological glass ceiling
3. Social factors
4. Structural factors

Gender Stereotype

Men's Perceptions

Women suited for feminine functions

Women same pay but do less work

Women find it difficult to cope with police job

Not enthusiastic or career minded

Women police are gentle

Women's Perceptions

Can perform all functions

Do equal work

No problem

Committed and challenged

As tough as men

Gender Discrimination and Inequality

Men's Perceptions

Women are not discriminated

Given the same responsibilities

Superiors not selective in assigning jobs

Should not be given duties on par with men

Women need special training to bring Par with men

Women's Perceptions

there is discrimination

not give the same kind of job

Superiors are selective

Underestimate capacity of women

no special training required

Obstacles to Making A Gender Sensitive Organisation

There are certain obstacles that prevent us from making our own organization more gender sensitive. Some examples are as follows:

- > There is **insufficient awareness** (of gender and other aspects of diversity) among staff in organizations; gender issues are still widely understood as **women's issues** only.
- > Power relations between men and women in most organizations are **unequal in many ways**, not just in terms of gender parity in staffing.

- > **Women do not have enough male allies in their organizations** – indeed the interviews reveal residual male fear and resentment of any attempts to change gender relations.

- > As gender experts, we may create resistance by monopolizing gender issues, disempowering potential allies including men.

- > We **need to 'sell' the idea of gender in our organizations** (and with counterparts) via dialogue rather than antagonizing or mystifying. It is also important to emphasize the opportunities for change rather than concentrating only on finding and countering resistance.

➤ **What is the barrier between our words, our policies and theories and what we do? Are we afraid that reflecting on gender in our own organizations may be just too painful?**

- ❖ Adequate resources should be devoted to putting such policies into practice.
- ❖ Accountability to women should be written into the organization's policies and carried out in its practice.
- ❖ There should be greater parity in numbers and distribution of staff, more – importantly, women on the staff and especially in management must be committed to gender equality.
- ❖ This means not feminine management, but feminist management, understood as management (by both sexes) that is committed to women's empowerment.

- ❖ The organization should offer non-gender-stereotyped roles and choices for both men and women.
- ❖ There should be space for, and encouragement of, bottom-up initiatives and informal, 'horizontal' for ideas and dialogue.

➤ The organization should be one in which not only women, but everyone feels happy; one in which most people's best qualities are stimulated and recognized.

Essential Features to Make an Organization Gender Sensitive

- ❖ Some very general features that would seem essential to making any organization more gender sensitive and more gender equal are as follows:
- ❖ Gender equality should be a priority not only in the organization's mission statement, general objectives, and policies, but also in its internal regulations (recruitment procedures, terms and conditions for employees etc.)

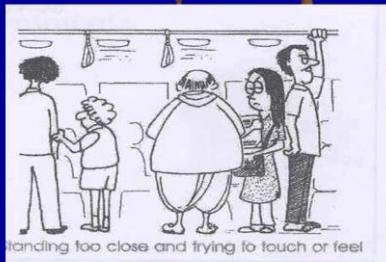
- ❖ Since some degree of hierarchy is inevitable in any but very small organizations, this should be offset by a style of management that is open to change and oriented towards training, support, good feedback, and stimulating colleagues.
- ❖ Management-staff relations should be as non-vertical as possible: open, consultative, listening.

- There should be scope for different organizational styles and cultures to coexist and be valued and for men and women together to explore and utilize difference without disempowering either side.
- Decision-making access for women should be built into the organization's structures, not dependent on informal agreements or arrangements, so that women's access to decision-making does not depend on the personalities and efforts of individuals.

SOME MYTHS AND FACTS

MYTH- 01

Sexual harassment is rare.



FACT - 1

- Sexual harassment is rampant extremely widespread. It touches the lives of 40 to 60 percent of working women, and similar proportions of female students in colleges and universities.

MYTH - 2

If you ignore sexual harassment, it will stop.



FACT - 2

- It will not. Generally, simply ignoring sexual harassment will not stop it. Ignoring such behavior may be taken as a sign of encouragement. Many reports, that when they directly tell the harasser to stop, the harassment often, but not always ends. Ignoring such conduct may even be perceived as encouragement of the act.

MYTH - 3

Women enjoy attention from the other sex and when they can't handle they complain of sexual harassment.



FACT - 3

- Display of "Power" on the part of perpetrator is the root cause of Sexual harassment. Sexual harassment is form of harassment which is unwanted and unacceptable to the victim. A.P. survey (Women Police Officers) 86% of Sexual harassment are true. Infact most cases of Sexual Harassment go unreported as
 - a) 48.2 % - embarrassed
 - b) Fear of being blamed.

MYTH-4

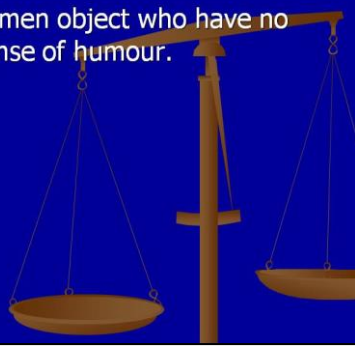
Many women make up and report stories of sexual harassment to get back at their employers or others who have angered them.

FACT-4

Research shows that less than one percent of the complaints are false. Women rarely file complaints even when they are justified in doing so.

MYTH-5

Only those women object who have no sense of humour.



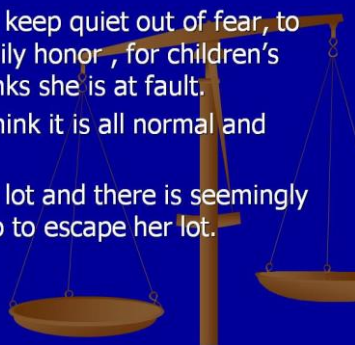
FACT-5

Sexual harassment is offensive, frightening and insulting to women. It has an adverse effect on their mental and physical health.



Culture of silence

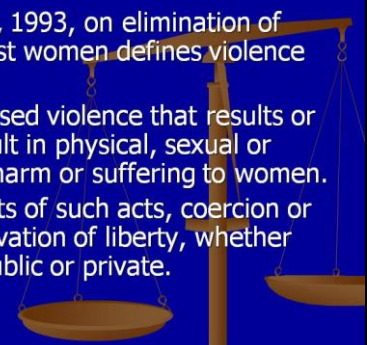
- Women usually keep quiet out of fear, to protect the family honor, for children's sake or she thinks she is at fault.
- Many women think it is all normal and inevitable.
- It is a woman's lot and there is seemingly little she can do to escape her lot.



U.N Declaration

UN declaration, 1993, on elimination of violence against women defines violence as :

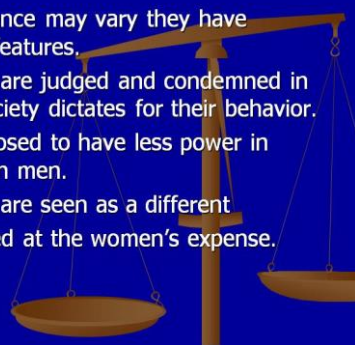
- Any gender based violence that results or is likely to result in physical, sexual or psychological harm or suffering to women.
- Includes threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private.



Reasons for Violence

While forms of violence may vary they have certain common features.

- Women and girls are judged and condemned in terms of what society dictates for their behavior.
- Women are supposed to have less power in public spaces than men.
- Women and girls are seen as a different
- Masculinity defined at the women's expense.



Sites of Sexual Harassment



Hospitals

Nurses - Doctors, patients, even ward boys

Patients- Doctors, ward boys

Government Offices

Employees - Superiors, colleagues and union employees



Sites of Sexual Harassment



Hotels

Employees,- Hotel employees & other guests
Women - professionals



Theatres, Stage and Films

Artistes - Directors, producers, fellow workers.

Modelling

Models - employees, sponsors, cameramen, Ad filmmakers



Sites of Sexual Harassment



Buses

Passengers Drivers, conductors co passengers (caste/class factor here).



On the Streets

Pedestrians- Lorry drivers, bus drivers, car drivers, Women drivers- scooterist,s motor (two and four wheelers) cyclists, cvclists,



Sites of Sexual Harassment



District Headquarters

The rule of gangs that have political support

Village group - Leaders, women

Gangs with position



Press & Publishing

All these who go for publication

Writers Editors, Journalists

Editors, Sub Publishers

Sites of Sexual Harassment



Universities & Schools

Students, Teachers, professors, teachers, research guides, colleagues, gangs of students.



Lawyers offices & Chambers, Courts

Lawyers & Clients

Senior Lawyers, Judges, Colleagues

Sites of Sexual Harassment



Factories

Workers - Supervisors, overseers

Construction - sites & Contractors



NGO Offices

Employees Directors and other employees

Political Parties and Organisations

Cadre Leaders Women

Sites of Sexual Harassment



Hostels

Inmates Wardens, watchmen, male staff,

intruders, government officers and politicians



Agricultural fields and Rural Areas

When women answer Landlords, calls of nature at dawn or after dark. supervisors etc

Sites of Sexual Harassment



- Conferences
- Airports
- Airplanes
- Railway Stations
- Trains
- Bus Stops

Not, "Just flirting"

Types of Sexual harassment include:

1. Verbal or physical contact with the intention of sexual relations.
 - a. Quid Pro quo i.e. Due to power of the person in authority, in exchange for favors such as promotion, perks, better grades.
 - b. By colleagues.
 - c. By clients, especially in professions where women's role is sexually packaged, such as airhostesses, beer bars etc.
 - d. By women in authority to undermine the position of women.

-cont.

Types of Sexual harassment

- Sexual Objectification of an individual through sexual relations not intended: This includes not only work situations but also harassment in public or social situations, for example on the roads, in buses, negative comments.
- Hostile and anti women environment: Pornography in public places, use of foul language. This may not be directed against any particular woman but the effect is of discomfort.

Reality Check- effects of sexual harassment

- Loss of Job- a woman may quit or protest and quit.
- Psychological rape- nervousness, loss of self esteem and confidence, humiliation, guilt feeling, that they are the cause.
- Restriction on women's mobility; late night shifts, public transport.
- Victim turned into wrong doer; slander on her morals and character.

Films- myths about sexual harassment

- She is saying "No" but she means a "yes."
- It is normal male flirting- natural for men. It is an assertion of power rather than expression of sexuality.
- Women enjoy sexual harassment or eve teasing- it is humiliating and degrading.

A Survey

- A survey was conducted in Delhi, Mumbai, Chennai and Bangalore by Week between March 22nd to 25th, 2009.
- More than half these women were in the public sector.
- 43% were in the 21-30 age bracket.
- 75% were married.

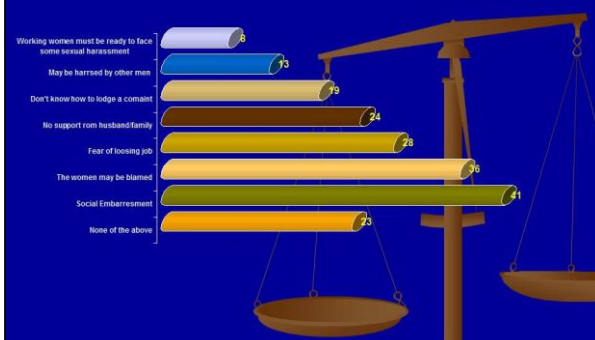
What form does sexual harassment in the workplace take ?



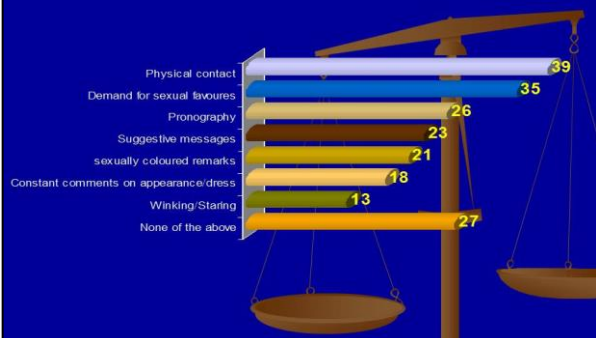
Does the office have a clear policy to handle cases of sexual harassment ?



Why women don't complain ?



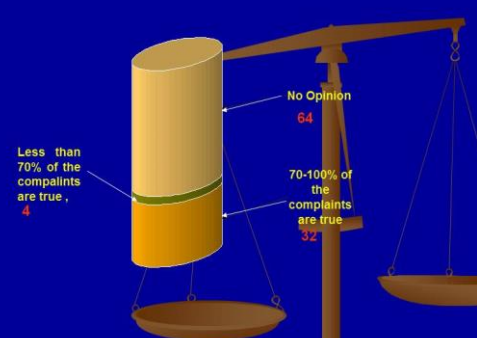
What leads women to complain ?



If you faced sexual harassment in the office would you complain ?



Are men falsely accused ?



Sexual Harassment and Law- India

- Amendments to laws on sexual violence in the last two decades have failed to cover sexual harassment.
- Section 209, IPC- Obscene acts and songs- punished by imprisonment of 3 months or fine or both.
- Section 354, IPC-Assault or criminal force to a woman with the intent to outrage her modesty- punishment 2 years or fine or both.
- Section 509, IPC-word, gesture or act intended to insult the modesty of women- 1year or fine or both.
- Industrial Disputes Act , Rule 5, Schedule 5, Unfair labor practices.
- Civil suit under Tort laws.

Landmark Judgments -India

- N.Radha bai vs. D.Ramchandran: In 1973, Radhabai, secretary to then State Social Welfare Minister, protested against his abuse of girls in welfare institutions. She was molested and dismissed. In 1975, Supreme Court passed a judgment in her favor with back pay and benefits.
- S.C Bhatia Prof in Dept. of Adult and Continuing Education, Delhi University finally dismissed in 1992.
- Rupen Deol Bajaj vs. KPS Gill, in 1988 at a dinner slapped her posterior. In 1998 won fined 2.5 lakhs in lieu of 3 months rigorous imprisonment under section 294 and 509.

Meaningful legislation

- Dialogues on meaningful legislation has been located with in the sexual assault discourse.
- *Draft Bill on sexual assault*, 1993, by National commission for women. It views sexual harassment as an offence on the continuum sexual assault.
- *Memorandum on Reform of Laws relating to Sexual offenses*, 1996, by Feminist Legal Research Centre, New Delhi, advocated treating sexual harassment as an offence separate from sexual assault. More as a violation to safe working conditions.

Vishaka vs. State of Rajasthan

- Landmark case that led to the Supreme Court laying down broad guidelines in August 1997 to be followed.
- A public interest litigation filed by several Women's organizations.
- Social worker under the Governments Women's Development Program in Bhateri village in Rajasthan faced Sexual harassment , in trying to prevent Child marriage.

Definition of sexual harassment- Supreme Court Judgment

- Physical contact and advances
- Demand or request for sexual favors.
- Sexually colored remarks.
- Display of pornography.
- Any other unwelcome physical, verbal or non-verbal conduct of sexual nature.

The protected one's are

Women who

- Draw a regular salary.
- Receive an honorarium.
- Do voluntary work in the government, private and unorganized sector.

Duty of the employer

- It shall be the duty of the employer or other responsible persons in the work place or other institutions to deter the commission of acts of sexual harassment.
- It is the duty of the employer to provide the procedures for the resolution, settlement or prosecution of acts of sexual harassment by taking all steps required.

Preventive Steps

- All employers or persons in charge of the workplace should take the following steps:
- Prohibition of sexual harassment should be notified, published and circulated in appropriate ways.
 - The rules/regulations of conduct and discipline should include for prohibiting sexual harassment and appropriate penalties.
 - In private employers case should be included in standing orders under Industrial Employment Acts, 1946.
 - Provide appropriate work conditions in respect to work, leisure, health and hygiene.

Disciplinary Action

- When such conduct amounts to misconduct in employment as defined by the relevant service rules, appropriate disciplinary action should be initiated by the employer in accordance with those rules.

DUTY OF H.O.O. / RESPONSIBLE PERSONS

- UNDERTAKING STEPS FOR DETERRENCE
- TO ENSURE DIGNITY OF WOMEN
- ESTT OF GRIEVANCE & REMEDIAL SYSTEM
- ENSURE NOTIFICATION PUBLICATION & CIRCULATION IN APP WAYS
- TO PROVIDE CONDUCTIVE WORK ENVIRONMENT
- TO PROVIDE SUPPORT IN CASE OF SH BY AN OUTSIDER

WOMEN COMMISSION

- NATIONAL COMMISSION FOR WOMEN
- STATE COMMISSION FOR WOMEN
- CENTRAL COMPLAINT COMMITTEE
- SECTOR COMPLAINT COMMITTEES
- WOMEN CELL AT POLICE STATION

PROCEDURE FOR INVESTIGATION

- LODGING OF WRITTEN COMPLAINT
- SUO MOTTO ACTION BY CC
- RULE 14 CCA(CCS)
- RECOMMENDATIONS
- PUNISHMENTS
- APPEAL

SUGGESTIONS


- CHANGE IN RECTT POLICY
- SEXUAL HARASSMENT AWARENESS TRAINING
- SENSING MECHANISMS
- COMMITMENT FROM TOP
- PRACTICES CONSISTENT WITH POLICIES

CONCLUSION

- On the platform of equality together we can achieve the common goals of organization not merely with legal changes but definitely with attitudinal changes.

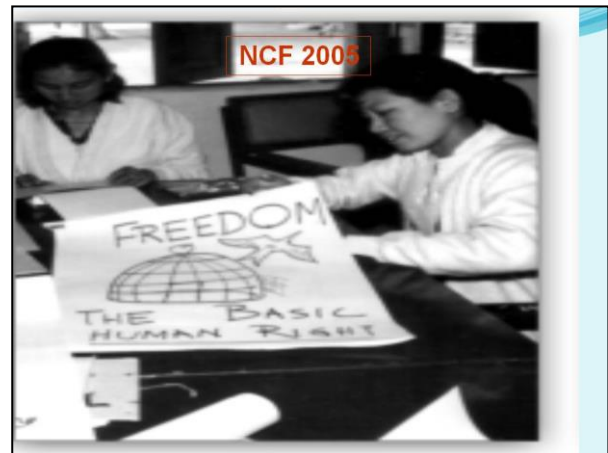
Guest lecture by Dr. Alka Singh, Associate Professor, Vasanta College Rajbhat on 21st century skills & Techniques of Acquiring listening and speaking

LEARNING AT ITS OWN PACE




NCF 2005

Dr. Poonam Singh
Course director
Principal, K.V. BHU Varanasi




A vision Document




Learning Without Burden

NATIONAL CURRICULUM FRAMEWORK 2005

- Independence of thought and action
- Learning to respond to new situations flexibly and creatively
- Pre-disposition for participation in democratic processes and social change
- Empower **all** children to learn



Learning without Burden



- Does not only mean physical burden
- It means burden of not understanding the text also.

Aims of Education

Based on the Constitution's Vision of India

- ❖ Independence of thought and action
- ❖ Sensitivity to others' well being and feelings
- ❖ Learning to respond to new situations in a flexible and creative manner
- ❖ Predisposition towards participation in democratic processes
- ❖ Ability to work towards and contribute to economic progress and social change



NCF Perspectives	Commonly Held Views
<ul style="list-style-type: none"> ✓ All children are motivated and capable of learning ✓ Children learn in a variety of ways ✓ Developing capacity for abstract thinking, reflection and work are most important aspects of learning ✓ Child as a 'critical' learner and constructor of knowledge ✓ Different types of knowledge as embodied in the traditional curriculum as well as in the world outside the school 	<ul style="list-style-type: none"> ✓ Not true of large numbers of children ✓ Children learn in limited ways ✓ Developing generally only skills necessary for helping students pass or excel in examinations ✓ Child as passive imbibers of text book information and providing set answers to all questions ✓ Knowledge as embodied in textbooks

1. LEARNING AND KNOWLEDGE

NCF2005 Recognizes that

- The child is a natural learner.
- Knowledge should be the outcome of child's own activity.
- Childhood is a period of growth and change and curiosity, inventiveness, observing, constant querying, exploring and working things out for themselves are the natural traits of children

Primacy Of The Active Learner

Each new generation inherits the store house of culture and knowledge in society by integrating it into one's own web of activities and understanding.

❖ Children have the natural capacity to draw upon and construct their own knowledge by interacting with environment around, both physical and social with or without formal schooling. This is informal learning.

❖ For this to open opportunities to try out, manipulate, make mistakes and correct oneself are essential..

❖ Time tables that do not give young children enough breaks to stretch, move and play and deprive older children of play/sports time.

❖ Especially for girls, the absence of toilets and sanitary requirements, Corporal punishments beating, awkward physical postures are some of the disincentives

- ❖ So lets nurture the child and build on their active and creative capabilities.....their inherent interests.
- ❖ Learning is active and social in its character.
- ❖ Frequently the notion of 'good students' that are promoted emphasis unquestioned obedience to the teacher, and acceptance to the teacher's words as 'authoritative knowledge'

Inclusive environment

❖ Inclusive environment should be created in the class room for students including students with disabilities, with diverse social cultural back ground. Differences between students must be viewed as resources to support learning rather than a problem. Inclusion of education is one of the components of inclusion in society.

❖ Child centered' pedagogy means giving primacy to children's experiences, their voices and their active participation. Development and interests.

❖ This kind of pedagogy requires us to plan learning in keeping with children's psychology.

Adolescence

❖ Adolescence is a critical period for development of self identity .Sense of self dependence, Intimacy, and peer group dependence need to be recognized and appropriate support to be given to cope with them, both to the boys and girls as well. Children and adolescents need social and emotional support.

• Lets give freedom to our children to question the authenticity of knowledge, judge and find out for themselves the truth.

COMMON SOURCES OF PHYSICAL DISCOMFORT

- ❖ Long walks for children to reach school. Heavy school bags.
- ❖ Lack of basic infra structure including support books for reading and writing.
- ❖ Badly designed furniture gives children inadequate back support and cramps their legs and knees.

❖ Then a strong stand must be taken against all forms of corporal punishment.

❖ The problems of curriculum load and examination related stress are to be done away with.

❖ Children will learn only in an atmosphere where they feel they are valued. Our schools still do not convey this to all children.

❖ The association of learning with fear, discipline and stress, rather than enjoyment and satisfaction is detrimental to learning

PRINCIPLES OF EARLY CHILDHOOD CARE AND EDUCATION

- ❖ Knowledge is constructed by the child.
- ❖ Teaching should aim at enhancing child's natural desire and strategies to learn.
- ❖ Teaching does not mean memorization or transmission of facts.
- ❖ Resources must be deployed to enable children to express themselves, handle objects, explore their natural and social milieu and to grow up healthy.



5 Guiding Principles for Curriculum Development

- Connecting knowledge to life outside school
- Learning shifts away from rote methods
- Curriculum enrichment – going beyond textbooks
- Making exams more flexible/ integrating them with classroom life
- Nurturing a caring identity



❖ This is collaborative Learning.

❖ So, Provide strategies for promoting Learning.

❖ Teachers play an important role in the process of knowledge construction as facilitators

❖ Allow children to ask questions ,relate what they are learning in school to things happening outside, encourage children to answer in their own words and from their own experiences, and not memorising and getting answers right.

❖ Intelligent questioning' must be encouraged as a valid pedagogic tool.

❖ A sensitive and informed teacher is aware of this and is able to engage children through well chosen tasks and questions.

❖ School must involve them in enquiry, exploration, questioning, debates , application and creation of new ideas. An element of challenge is always important in learning.

Teachers in the name of objectivity look for identical answers to questions. The argument given to defend this trend is that the children can't answer the questions given from outside the text. Whereas even the ability to make a set of questions for given answers is a valid test of learning

NCF Curriculum Areas

Traditional

- Language
- Mathematics
- Science
- Social Sciences

Other Areas

- Art Education
- Health and Physical Education
- Education for Peace
- Habitat and Learning



LANGUAGES

Three language formula to be implemented. Child's mother tongue is the best medium of education, yet proficiency in English is a must. Development of all four skills - listening, speaking, reading & writing. Emphasis on reading at a very young age is necessary to build a solid foundation for school learning.



PHYSICAL & HEALTH EDUCATION

The child's success at school depends upon nutrition and well planned physical activity.



PEACE - It is a pre-condition for national development.

SCHOOL ETHICS

School time needs to be planned in a flexible manner.

Time slots of different lengths required for different kinds of activities.

Multiplicity and fluidity at the senior secondary level.



SUBSTANTIAL SYSTEMIC REFORMS REQUIRED

- Make education more relevant to the present day and future needs.
- Softening of subject boundaries so that children can get a taste of integrated knowledge and the joy of understanding.
- Plurality of text books and other material, which could incorporate local knowledge and traditional skills.
- A stimulating school environment that responds to the child's community and home environment.

SYSTEMIC REFORMS



- Find out a remedy for the growing problem of psychological pressure that children and parents feel (Class X & XII)
- Changing the typology of the Question Paper
- Reasoning and wider abilities must replace memorization
- Integrating examination with class room life.
- Encouraging children to opt for different levels of attainment.

Teacher education for curriculum renewal

Teacher-centric	Major Shifts	Learner-centric
Teacher direction and decisions	→	Learner autonomy
Teacher guidance and monitoring	→	Facilitates supports and encourages learning
Learning passive reception	→	Active participation in learning
Learning within four walls	→	Learning in wider social context
Knowledge as "given" and fixed	→	Knowledge evolves & is created

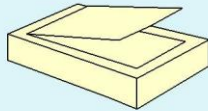
Finally--

The document recommends partnerships between the school system and other civil society groups, including non governmental organizations and teacher organizations.



- Encouraging teacher innovations
- Encouraging use of technology

• *Play way-Joyful learning*



Small flip book gives the moving visual effect of body projected in air. It depends on the concept of persistence of vision.

It satisfies---

*learning without burden, joyful
fearing, constructive, creative, inventive approach of learning.*

• **Theater in Education**

Theater is one of the most powerful, yet least utilised forms in education. In the exploration of self in relation to others, the development of understanding of the self, and of critical empathy, not only for humans but also towards the nature, physical and social worlds.

Correcting Distortions – 5 Guiding Principles for Curriculum Development

- **Connecting knowledge to life outside school**
- **Learning shifts away from rote**
- **Curriculum enrichment – going beyond textbooks**
- **Making exams more flexible / integrating them with classroom life**
- **Nurturing a caring identity**

School And Classroom Environment

- **Physical environment**
- **Participation of all children**
- **Curriculum sources – beyond textbooks**
- **Time**

NCF – Systemic Reforms

Teacher education for curriculum renewal

Major Shifts

Teacher-centric	→	Learner-centric
Teacher direction and decisions	→	Learner autonomy
Teacher guidance and monitoring	→	Facilitates supports and encourages learning
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Important abbreviations

- CCE ----- Continuous & Comprehensive Evaluation
- VET ----- Vocational Education & Training
- SSA ----- Sarva Shiksha Aviyan
- ICT ----- Information & Communication Technology
- UEE ----- Universal Elementary Education
- NCF ----- National Curriculum Framework
- NCERT — National Council for Educational Research & Training
- SCERT — State Council for Educational Research & Training
- MLL ----- Minimum Levels of Learning
- ECCE ----- Early childhood Care & Education
- NPE ----- National Policy of Education



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21st Century Skills

Gateway to Global
Communication

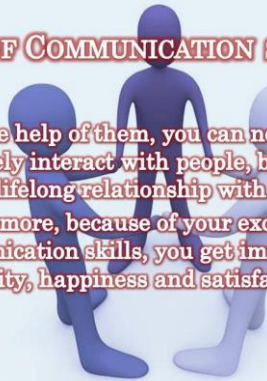
21st Century Skills

- ★ Critical Thinking
- ★ Problem Solving
- ★ Communication
- ★ Collaboration.



NEED OF COMMUNICATION SKILL

- ◉ With the help of them, you can not only effectively interact with people, but also build a lifelong relationship with them.
- ◉ Furthermore, because of your excellent communication skills, you get immense popularity, happiness and satisfaction.



How to Improve Communication Skill ?

- ◉ Some people are inherently good communicators. However, there are some people in whom good communication skills have to be cultivated.
- ◉ 10 simple techniques on how to improve your communication skills.

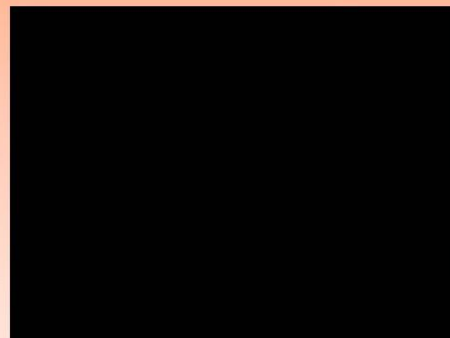
10 SIMPLE TECHNIQUES ON HOW TO IMPROVE COMMUNICATION SKILLS QUICKLY.

- ◉ Think before you speak
- ◉ Listen very carefully
- ◉ Try to understand the other person's point of view
- ◉ Take in criticism with a pinch of salt
- ◉ Honestly own your mistakes
- ◉ Stop pointing fingers at others
- ◉ Take out time to diffuse tensions
- ◉ Work out a compromise
- ◉ Don't give up easily
- ◉ Seek professional help, if necessary

ROLE OF ENGLISH IN 21ST CENTURY

- ◉ Language as a resource.
- ◉ Language as means of communication.
- ◉ As a link language.
- ◉ As a global Language
- ◉ Language for composite dialogue.
- ◉ As a medium of instruction.
- ◉ As an official language.

Swami Vivekananda's Speech at Chicago



LANGUAGE AS A RESOURCE.

- **Acceptability**
*Spoken and understood throughout the world
Borrowing nature.*
- **Accessibility**
*It is accessible to the all strata of life.
Availability.*
- **Feasibility**
*Technologically sound and concrete.
RP- Received pronunciation
Rich in vocabulary. Simplicity in construction
and grammar.*



WHEN DOES COMMUNICATION BECOME SUCCESSFUL ?

A communication process becomes successful only when the message is interpreted by the sender as well as receiver in its right way.

PEOPLE ARE HUMAN RESOURCES

- **Education and health help in making people a valuable resource.**
- **Improving the quality of people's skills so that they are able to create more resources is known as Human resource development.**
- **By applying all these tenets to the language, we may treat language as a resource.**

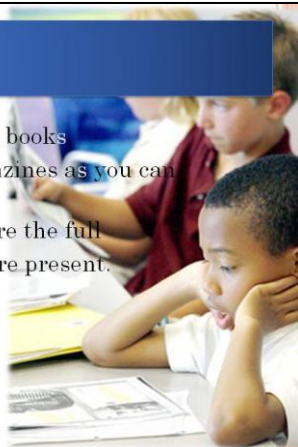
FOUR CARDINAL SKILLS

To enhance our confidence in global communication

- ★ **Listening**
- ★ **Speaking**
- ★ **Reading**
- ★ **Writing**

READING

- Read as many English books
- Newspapers and magazines as you can find.
- Give proper halts where the full stop(.) and comma(,) are present.



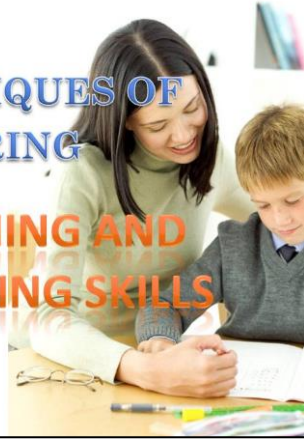
SPEAKING

- Decide what you want to speak.
- Arrange the words in your mind.
- Speak what you want to speak



TECHNIQUES OF ACQUIRING

LISTENING AND SPEAKING SKILLS



LISTENING AND SPEAKING ARE TWO SIDES OF THE SAME COIN- BOTH ARE CLOSELY INTERLINKED.



Listening	Speaking
Identify sounds	Produce meaningful sounds
Segment sounds into meaningful groups	Produce sounds in meaningful chunks
Understand the syntactic patterns	Produce language in syntactically acceptable pattern form
Interpret stress rhythm and intonation	Produce language using proper stress, rhythm and intonation
Identify information/gist	Convey information
Identify emotional / attitudinal tone	Formulate appropriate response

Good communication is as stimulating as black coffee, and just as hard to sleep after.

- Anne Morrow Lindbergh

"A good listener is not only popular everywhere, but after a while he gets to know something."

— Wilson Mizner

"Who speaks, sows; Who listens, reaps."

— Argentine Proverb

TYPES OF LISTENING

- Superficial Listening
- Appreciative Listening
- Focused Listening
- Evaluative Listening
- Attentive Listening
- Empathetic Listening

SUPERFICIAL LISTENING

- The listener has little awareness of the content of the verbal message

APPRECIATIVE LISTENING

- The purpose of listening is to derive pleasure

FOCUSED LISTENING

- The purpose is to get some specific information

EMPATHETIC LISTENING

- It involves listening to the speakers feelings, emotions & state of mind

*"IF SPEAKING IS SILVER, THEN LISTENING IS GOLD."
TURKISH PROVERB*

Tips for Listening

- Make eye contact with speaker
- Limit Distractions
- Stay still
- Nod to indicate understanding
- Lean towards the speaker
- Repeat important instructions after listening

*"LISTENING LOOKS EASY, BUT IT'S NOT SIMPLE. EVERY HEAD IS A WORLD."
— CUBAN PROVERB*

Benefits of Listening

- It is a way of learning
- It is a way of being exposed to new ideas
- It can help in making decisions
- It can be a way of helping people
- It can be social service

Benefits of Listening ...

- Everyone needs a listener at some point
- A listener is created by listening
- Listening can improve relationships among people
- It can help us succeed in all aspects of life

Tips for Improving Listening Skills...

- Concentrate on listening – don't let your mind wander
- When teaching others, don't speak slowly, speak at a normal pace
- Be patient with yourself and the speaker
- Try to put the speaker at ease

Tips for Improving Listening Skills...

- Don't prejudge the speaker
- The speaker should be given sufficient time to convey the message
- Don't express anger directly even if you disagree with the speaker
- Try to empathize with the speaker
- Take notes when listening

"IT IS THE PROVINCE OF KNOWLEDGE TO SPEAK. AND, IT IS THE PRIVILEGE OF WISDOM TO LISTEN."
— OLIVER WENDELL HOLMES

Unproductive Listening Habits

- Criticizing/ Judging the appearance of a speaker
- Becoming too stimulated
- Listening only for facts
- Persistently interfering with the speaker
- Daydreaming while listening

"THE MOST BASIC OF ALL HUMAN NEEDS IS THE NEED TO UNDERSTAND AND BE UNDERSTOOD. THE BEST WAY TO UNDERSTAND PEOPLE IS TO LISTEN TO THEM."
— RALPH NICHOLS

English as A Global Language.

ATA

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"MAN'S INABILITY TO COMMUNICATE IS A RESULT OF HIS FAILURE TO LISTEN EFFECTIVELY."
— CARL ROGERS

Tips for Improving Listening Skills

- Concentrate when Listening
- Stop talking when others are speaking
- Stop thinking about listening
 - – JUST DO IT
- Try to tune out distractions

IPA	words	listen
ʌ	cup, buck	Amer
ɑ:	arm, father	Amer / Brit
æ	cat, black	Amer
e	met, bed	Amer 1
a	away, cinema	Amer 2
ɔ:	turn, learn	Amer / Brit 2
i	hit, sitting	Amer
i:	egg, beat	Amer
o	hot, rock	Amer / Brit 3
ɔ:	call, four	Amer / Brit 4,5
u	put, could	Amer
u:	blue, food	Amer
aɪ	five, eye	Amer
aʊ	now, out	Amer
eɪ	say, eight	Amer
oʊ	go, home	Amer 6
ɔɪ	boy, join	Amer
eə	where, air	Amer / Brit 1,7
ɪə	near, here	Amer / Brit 7
ʊə	pure, tourist	Amer / Brit 7

IPA	words	listen
b	bad, lab	Amer
d	god, lady	Amer
f	find, if	Amer
g	give, flag	Amer
h	how, hello	Amer
j	yes, yellow	Amer
k	cat, back	Amer
l	leg, little	Amer
m	man, lemon	Amer
n	no, ten	Amer
ŋ	sing, finger	Amer
p	pet, map	Amer
r	red, try	Amer
s	sun, miss	Amer
ʃ	she, crash	Amer
t	tea, getting	Amer 8
tʃ	check, church	Amer
θ	think, both	Amer
ð	this, mother	Amer
v	voice, fly	Amer
w	wet, window	Amer
z	zoo, lazy	Amer
ʒ	pleasure, vision	Amer
dʒ	just, large	Amer



NCF Quiz By Dr. Poonam Singh, Course Director

NCF QUIZ

KENDRIYA VIDYALAYA,
BHU CAMPUS VARANASI

1. Who was the Chair person of National Steering Committee For NCF 2005 ?

- a. Prof Yash Pal b. Prof Talat Aziz
c. Prof S.Sinha d. Prof Ashok Ganguly

2. Who was the Member Secretary of National Steering Committee For NCF 2005 ?

- a. Prof Yash Pal b. Prof Talat Aziz
→ c. Prof MA Khadar d. Prof Ashok Ganguly

3. Which formula in languages has been suggested in NCF 2005 ?

- a. Multi language formula → b. Three language formula
c. Double language formula d. Single language formula

4. Which subject in NCF 2005 is recommended at all stages ?

- a. English b. Mathematics
c. SUPW → d. Art

5. Which of the following is given emphasis throughout the primary classes to give every child a solid foundation for school learning ?

- a. Listening b. Observing
→ c. Reading d. Writing

6. In which year National Policy on Education (NPE) was adopted ?

- a. 1982
- c. 1986
- b. 1984
- d. 1988

7. What is the full form of CCE ?

- a. Child Caring Education
- b. Continuous & Comprehensive Evaluation
- c. Child Caring Evaluation
- d. Convention on Child Evaluation

8. Which report published in 1993 was considered for reviewing NCFSE 2000 ?

- a. Learning without Boundaries
- b. Learning without Burden
- c. Learning for Fun
- d. Learning through Activities

9. What is the full form of ICT ?

- a. Indian Council of Technology
- b. Information Communication Technology
- c. India & Commonwealth Tech.
- d. Information & Computer Technology

10. Where is National Institute of Design & Centre for Environment Education situated ?

- a. Hyderabad
- c. Allahabad
- b. Ahmedabad
- d. Moradabad

11. Who said " Education is a mean of awakening the nation "

- a. M K Gandhi
- b. R N Tagore
- c. Maulana Abul Kalam Azad
- d. S Radhakrishnan

12. What is the duration of School Readiness Programme ?

- a. 1-2 weeks
- c. 4-6 weeks
- b. 2-3 weeks
- d. 6-8 weeks

13. Where is Central Institute of English & Foreign Languages situated ?

- a. Ahmedabad
- c. Hyderabad
- b. Jaipur
- d. Jodhpur

14. Regional Institute of Education is not situated at

- a. Ajmer
- b. Mysore
- c. Bhopal
- d. Jodhpur

15. Which convention was organized to discuss Children's Rights ?

- a. CEC
- b. CRC
- c. ICCE
- d. CCE

16. How many members were there in National Steering Committee for NCF 2005 ?

- a. 15
- b. 25
- c. 35
- d. 45

17. Which of the following is an integral part of human life ?

- a. Appreciation of beauty & Art
- b. Eating
- c. Seeing
- d. Dreaming

18. What is the full form of AEP ?

- a. Adolescence Education Programme
- b. Ad & Education Programme
- c. Adolescence Education Perspective
- d. Advocacy for Elementary Programme

19. Where is the HQ of CBSE situated ?

- a. Dehardun
- b. Ajmer
- c. Allahabad
- d. New Delhi

20. What do you mean by NGO ?

- a. Non Governmental Organisation
- b. None Group Organisation
- c. Naval Group of Officers
- d. Group of Non Officers

21. How many periods per week are given for Spoken English (ERP) in primary section ?

- a. 2
- b. 4
- c. 5
- d. 6

22. What is full form of UEE ?

- a. Universe of Elementary Education
- b. Union of Elementary Educators
- c. Universalisation of Elementary Education
- d. Upliftment of Elementary Education

23. Which of the following is not a right of the child as decided by CRC ?

- a. Right to Participation
- b. Right to organization
- c. Right to Information
- d. Right to fight

24. Which of the following is called the Soul of a school ?

- a. Chemistry Lab
- b. JSL
- c. Library
- d. Computer lab

25. Which of the following is not related to education ?

- a. ECCE
- b. UEE
- c. CBSE
- d. CSE

26. In child centred pedagogy, primacy is given to

- a. Children's experiences
- b. Children's voice
- c. Children's active participation
- d. All the above

27. Who was the chairman of the committee that proposed "Learning without Burden" ?

- a. Prof. M. Mukhopadhyaya
- b. Prof. Yash Pal
- c. Prof. B. Singh
- d. Prof. Talat Aziz

28. Which of the following reports recommended the establishment of DIETs to link inservice and Pre service Teacher Educations ?

- a. NEP
- b. NPE
- c. POA
- d. SEC

29. Which committee recommended that Preservice and refresher courses should be related to the specific needs of Trs and evaluation and following should be part of the scheme ?

- a. Madhliar committee
- b. Prof Yash Pal committee
- c. The Acharya Ramamurthi Review Committee
- d. Chattopadhyaya Committee

30. In which year Indian constitution was amended to include education in the concurrent list ?

- a. 1976.
- b. 1986
- c. 1996
- d. 1984

31. What is the full form of DIET ?

- a. Delhi Institute of Educational Technology
- b. District Institute of Education & Training
- c. Distant Institute of Education & Technology
- d. Delhi Institute of Education & Training

32. What is the Full form of NCT (1983-85) ?

- a. National Commission on Teachers
- b. National Coordinator on Teaching
- c. New Commission on Teaching

33. What is the role of Teacher in Construction ?

- a. Guide
- b. Friend
- c. Leader
- d. Facilitator

34. What is the full form of MLL ?

- a. Maximum Level of Learning
- b. Minimum level of learning
- c. Maximum level of listening
- d. Minimum level of listening

35. It is not merely a measure of efficiency, it also has the value dimension. What is it ?

- a. Evaluation
- b. Examination
- c. Assessment
- d. Quality

36. Which is not a barrier of inclusive education ?

- a. Inadequate teacher training
- b. Shortage of resource
- c. Poor organisation of classrooms
- d. Ability to deliver curricular for CWSENs

37. School Education Quality is not based on

- a. Supportive Leadership
- b. Clear & unified purpose
- c. Democratic atmosphere
- d. Irregular

38. It means that students with disabilities must have the same educational opportunities as for other. What is it ?

- a. Democratic education
- b. Inclusive education
- c. Critical education
- d. Child Centred Education

39. What is the duration of total home work time for class III to V ?

- a. One Hour daily
- b. Two hours daily
- c. One hour a week
- d. Two hours a week

40. What is the duration of total home work time for middle classes ?

- a. 3-4 hours a week
- b. 5-6 hours a week
- c. 7-8 hours a week
- d. 9-10 hours a week

41. What is the duration of total home work time for Secondary & Higher secondary classes ?

- a. 5-6 hours per week
- b. 7-9 hours per week
- c. 10-12 hours per week
- d. 14-16 hrs per week

42. Which institution were visualised to enable people to think, decide and act for their collective interest and social justice ?

- a. DIET
- b. IASD
- c. IALD
- d. PRIs

43. The Yash Pal committee Report (1993) is also known as

- a. Learning without Bag.
- b. Learning without boundaries.
- c. Learning without Burden.
- d. Learning through Activities.

44. What is the duration of a period as per NCF 2005 ?

- a. 30-35 Minutes
- b. 35-40 Minutes
- c. 40-45 Minutes
- d. As per requirement

45. The aim of teaching English as per NCF 2005 is the creation of

- a. Bilingualism
- b. → Multilingualism
- c. English only
- d. None of the above

Guest lecture by Prof. Rakesh Raman on ECONOMIC DEVELOPMENT-INDICATORS

1

- ❑ Industrial Revolution is the most momentous event in the recorded human history. It is one single event that affected all spheres of life-social, political, environmental and of course economic.
- ❑ **Economic:-**
 - ❑ **Changed The Mode And Scale Of Production-** From production at home by hands we shifted to production in factories by machines:- **Divided Society into Capitalists & Working Classes.**
 - ❑ **Shifted The Emphasis Away From Production To Marketing & Distribution. Started Colonialism/Indirect Colonialism//Trade & Related Politics/Foreign Capital Flows**
 - ❑ **Made Possible Rapid Economic Transformation Giving Birth To Industrial Capitalism and vertically splitting the world into developed and backward nations. Led to the Emergence of the Concept of Development and Underdevelopment.**

2

- ❑ The rapid development of countries of Europe and North America widened the gap between these nations and those in Asia, Africa and Latin America: led to the **Exploitation of the Later by the Former** i.e. the **Periphery by the Centre**/Gave birth to Colonialism.
- ❑ After the World War-II it was realized that, **“Poverty anywhere in the world is a threat to prosperity everywhere.”**
- ❑ Economists, Policy makers, Politicians all started talking about Development and Under-development and measures to develop the backward nations at a fast pace.

3

- ❑ A major problem, once Economic Development was made main objective of economic policy making was to understand **What Constitutes Economic Development?**
- ❑ In other words it was imperative to understand **When do we consider that a nation is developing OR What indicates Economic Development?**

4

- ❑ The answer was difficult and the fact that **economic development meant different things to different people depending on their own objective obfuscated the concept.**
- ❑ It was considered extremely essential to develop certain quantifiable/measurable indicator of economic development so that
 - ❖ Different nations can be ranked in terms of their level of development and
 - ❖ The success of economic policy making in any nation could be evaluated and compared with that of other nations.

Four Approaches:-

1. Traditional Approach
2. Quality of Life As Indicator of Development
3. Capabilities Approach
4. Sustainable Development Approach

Traditional Approach

- ❑ **ED reflects the capacity of national economy to generate and sustain an annual increase in GNP.**
- ❑ **Used two indicators of Income- GNP & GNP Per Capita- “Economic Development is a process whereby the real national income increases over a long period of time.” (Meier & Baldwin)**

5

- ❑ **GNP was used as an indicator of development only for a brief period of time. It Was Rejected Because-**
 - ❑ Real GNP measure failed to take into consideration the **Changes in Growth of Population** that might neutralize growth in GNP.
 - ❑ GNP criteria tells nothing about the **Distribution of Income** in the country.
 - ❑ It does not take into account the **Negative Externalities** from environmental damage caused by development.
 - ❑ It does not include **Positive Externalities** such as education & health.
 - ❑ It excludes the value of all the activities that takes place **Outside the Market place.**

Traditional Approach- Per Capita Income

- ❑ **ED Is A Process Whereby The Real Per Capita Income Of A Country Increases Over A Long Period Of Time.**
- ❑ **Per capita income (PCI) of nations was treated as main indicator of development for a considerable period of time.**
- ❑ **It was viewed that a nation with high real PCI provides high per capita consumption and high level of economic welfare.**
- ❑ **Real PCI was used as an indicator of development for a considerable period of time. Still it is used for broad classification of nations in high, middle and low income categories.**

It Was Rejected Because-

- ❑ **PCI criteria ignore the Distributional Aspect Of Development----- Kuznets Inverted ‘U’ hypothesis.**
- ❑ **Increase in PCI does not mean that absolute poverty has diminished or number of those living at the margin has gone down.**
- ❑ **Higher Income does not necessarily mean higher education & health status, gender equality, better condition of life etc.**

Quality of Life As Indicator of Development

- **Emphasis on Reduction of Poverty, Unemployment & Malnourishment.**
- **Jacob Viner** (International Trade And Economic Development, OUP, 1953) – economic welfare as reflected by reduction in mass poverty be made a crucial test for ED.
- **Dudley Seers** (The Meaning of Development, World Conference of the Society for International Development, 1969) highlighted reduction in Poverty, Unemployment and Inequality as main indicators of ED.
- **Mahbubul Haque** added the dimension of Quality of life
- ❑ **Quality of life to Haque included a number of things such as-**
 - Greater Access To Knowledge
 - Better Nutrition & Health Services
 - Secure Livelihoods
 - Security Against Crime & Physical Violence
 - Satisfying Leisure Hours
 - Political and Cultural Freedom
 - Sense of Participation in Community Activities
- ❑ **Haque with Sen came up with the idea of Human Development Index**

Quality of Life As Indicator of Development

Norman Hicks & Paul Streeten (Indicators of Development: The Search For the Basic Needs Yardstick, World Development Volume 7, 1979)

□ Argued that the quality of life depends on 6 essential basic needs-

1	Health	Life Expectancy at Birth
2	Education	1. Literacy Rate 2. Primary School Enrolment Ratio
3	Food	Calorie Supply as % of Requirement
4	Water Supply	1. Infant Mortality Rate 2. % of Population with access to Potable Water
5	Sanitation	% of Population with Access to Sanitation Facilities
6	Housing	None

±

Amartya Sen's Capabilities Approach

- Sen added the dimension of **Freedom & Capabilities** in his Commodities & Capabilities (North Holland, Amsterdam, 1985) & Development As Freedom (Alfred Knopf, New York, 1999).
- Sen wrote, “ **Economic Growth Cannot be sensibly treated as an end in itself. Development has to be more concerned with enhancing the lives we lead and freedom we enjoy.**”
- **Sen defined Development as Freedom i.e. the real freedom that the citizens enjoy to pursue the objectives they value.**
- **Income is thus most inappropriate indicator of development**-The Society may have lot of commodities available but the commodities the consumers desire might be absent
- **Income and Welfare criterion are defective as existence of the following 5 sources of disparity can deny benefit to the people even if they have high income or access to goods—**
 1. **Personal Heterogeneities** (e.g. disability, illness, age or gender) that may not allow freedom to a person to exercise his choice.
 2. **Environmental Diversities** Environmental differences create differences in minimum requirements to lead a decent life.
 3. **Variations in Social Climate** Crime & Violence obstruct the freedom of using the income one has.
 4. **Differences in Relational Perspective** Concept of Decent Standard of Living Varies between Societies.
 5. **Distribution Within The Family** Family Income is often distributed unevenly e.g. male child tend to get more access to resources than the female child.

The Conversion of commodities into achievement of Functioning depends on a number of factors such as-

- Metabolic Rates
- Age
- Sex
- Activity Levels
- Medical Condition

- Access to Medical Services
- Nutritional Knowledge & Education
- Climatic Conditions

Because of differences in these the same income/commodities give different satisfaction to different people. We need to think beyond the availability of commodities. We should think about capabilities to use these.

- ❑ Hence instead of emphasizing on availability of commodities as indicator of development Sen emphasized on the Capabilities to use these.
- ❑ **Capabilities mean “the freedom that a person has in terms of the choice of functioning, given his personal features and his command over resources.”**

Sen talks about 5 kinds of Freedom that indicate ED-

- ❑ **Creative Freedom**:- Freedom to think in logical, rational and reasonable manner.
- ❑ **Participatory Freedom**:-Freedom to participate freely in public debate
- ❑ **Transactional Freedom**
- ❑ **Procedural Freedom**
- ❑ **Protective Freedom** State’s Role in Provision of Safety & Security

Sustainable Development Approach

- ❑ Use of Real PCI as indicator of ED resulted in a **mad run for material pleasure** in the period after World War-II.
- ❑ The **unplanned & unchecked exploitation of natural resources brought the world to the brink of ecological disaster** causing irreversible environmental damage. And threatening the life of all species on the planet.
- ❑ This caused the evolution of the concept of ‘Sustainable Development’ in 1970s. Idea first came in the UN Stockholm Conference On Human Environment .
- ❑ **“Sustainable Development(SD) is the development that meets the need of the present generation without compromising the ability of the future generations to meet their own needs.”**
- ❑ SD talks not just about **intra-generational equity but also inter-generational equity.**
- ❑ It is development that can be sustained and maintained period after period.
 - ❑ Development which enables individuals and communities in underdeveloped regions of the world to raise living standards through profitable products, consistent with minimizing adverse environmental effects

Sustainable Development is the harmonious integration of

- ❖ **A Sound And Viable Economy ;**
- ❖ **Responsible Governance;**
- ❖ **Social Cohesion; And**
- ❖ **Ecological Integrity**

to ensure that development is a life-sustaining process.

-
- **Sustainable Development = Economic Development
+ Environment Protection
+ Social Reform
+ People’s Empowerment**

Sustainable Development Approach

- ❑ Development process requires 4 kinds of resources-

Human Capital	Physical man-made Capital
Renewable Natural Resources	Non-Renewable Resources
- ❑ The way the last two kinds of resources are used makes development sustainable or otherwise-

	Consumption of Renewable Resources	State of Environment	Sustainability
1	Consumption > Nature's Ability to Replenish	Degradation	Not Sustainable
2	Consumption = Nature's Ability to Replenish	Environmental Equilibrium	Steady State Sustainability
3	Consumption < Nature's Ability to Replenish	Environmental Renewal	Sustainable Development

- **Economic:** Maximize income while maintaining a constant or increasing stock of capital
- **Environmental** : Maintaining resilience and robustness of biological and physical systems.
- **Social:** Maintaining the stability of social and cultural systems
- Social sustainability means maintaining social capital. Social capital is investments and services that create the basic framework for society. It lowers the cost of working together and facilitates cooperation: trust lowers transaction costs.
- Only systematic community participation and strong civil society, including government can achieve this. Cohesion of community for mutual benefit, connectedness between groups of people, reciprocity, tolerance, compassion, patience, forbearance, fellowship, love, commonly accepted standards of honesty, discipline and ethics. Commonly shared rules, laws, and information (libraries, film, and diskettes) promote social Sustainability Shared values constitute the part of social capital least subject to rigorous measurement, but essential for social sustainability.
- Social (sometimes called moral) capital requires maintenance and replenishment by shared values and equal rights, and by community, religious and cultural interactions. Without such care it depreciates as surely as does physical capital. The creation and maintenance of social capital, as needed for social sustainability, is not yet adequately recognized. Western-style capitalism can weaken social capital to the extent it promotes competition and individualism over cooperation and community
- Violence is a massive social cost incurred in some societies because of inadequate investment in social capital.
- Violence and social breakdown can be the most severe constraint to sustainability
- There are two different levels of sustainability: weak and strong. **Weak sustainability is the idea that natural capital can be used up as long as it is converted into manufactured capital of equal value. Weak sustainability does not take into account the fact that some natural material and services can not be replaced by manufactured goods and services.**
- **Strong sustainability is the idea that there are certain functions that the environment performs that cannot be duplicated by humans. The ozone layer is one example of an ecosystem service that is difficult for humans to duplicate.**

Understanding Economic Development



Rakesh Raman
Department Of Economics,
Banaras Hindu University, Varanasi



The Origin of Developmental Concern

- Industrial Revolution is the most momentous event in the recorded human history. It is one single event that affected all spheres of life-social, political, environmental and of course economic.
- Economic:-**
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Indicators of Economic Development



Traditional Approach

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- ❑ Per capita income (PCI) of nations were treated as main indicator of development for a considerable period of time.
- ❑ It was viewed that a nation with high real PCI provides high per capita consumption and high level of economic welfare.
- ❑ Ultimate aim of development is to enable citizens to have greater access to goods and services which is possible through raising their income.

Traditional Approach- Per-capita Income As Indicator

- Low income: \$1,025 or less
- Lower middle income: \$1,026 to \$4,035
- Upper middle income: \$4,036 to \$12,475
- High income: \$12,476 or more

Highest Liechtenstein \$ 141100,
US \$49000
India \$ 3700 in 2011

CLASSIFICATION OF COUNTRIES ON THE BASIS OF PCI

World	11,569
Low income	1,372
Lower middle income	3,824
Upper middle income	10,815
Low & middle income	6,451
East Asia & Pacific	7,266
Europe & Central Asia	14,602
Latin America & Caribbean	11,710
Middle East & North Africa	8,051
South Asia	3,315
Sub-Saharan Africa	2,220
High income	38,471
Euro area	35,250

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- A Sound And Viable Economy ;
 - Responsible Governance;
 - Social Cohesion; And
 - Ecological Integrity
- to ensure that development is a life-sustaining process.
- **Sustainable Development =** Economic Development + Environment Protection + Social Reform + People's Empowerment

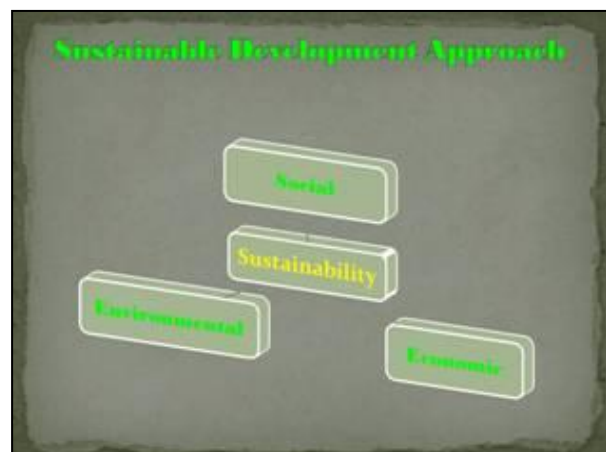
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Renewable Natural Resources	Non-Renewable Resources
- The way the last two kinds of resources are used makes development sustainable or otherwise-

	Consumption of Renewable Resources	State of Environment	Sustainability
1	Consumption > Nature's Ability to Replenish	Degradation	Not Sustainable
2	Consumption = Nature's Ability to Replenish	Environmental Equilibrium	Steady State Sustainability
3	Consumption < Nature's Ability to Replenish	Environmental Renewal	Sustainable Development

Sustainable Development Approach



Sustainable Development Approach

- **Economic**: Maximize income while maintaining a constant or increasing stock of capital
- **Environmental**: Maintaining resilience and robustness of biological and physical systems.
- **Social**: Maintaining the stability of social and cultural systems- Equity, participation, Empowerment, Social mobility, Cultural Preservation

Concluding Remarks

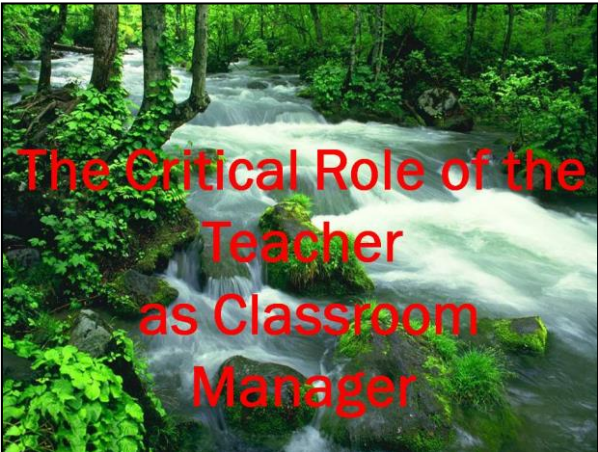
Economic Development is a process whereby the increase in real per capita income of a country takes place over a long period of time in a fashion which is economically, socially and environmentally sustainable. It ensures reduction in poverty, inequality and malnutrition and gives freedom to the citizens of a country to have access to all amenities and enhance their capabilities.

**Guest lecture by Sh. S S Yadav, Associate Course Director
on Class Management**



Classroom management is a term used by **teachers** to describe the process of ensuring that classroom **lessons** run smoothly despite **disruptive behavior** by **students**. The term also implies the prevention of **disruptive behavior**.

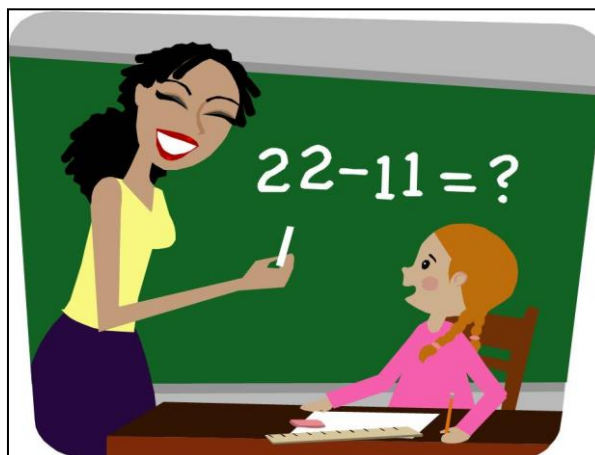
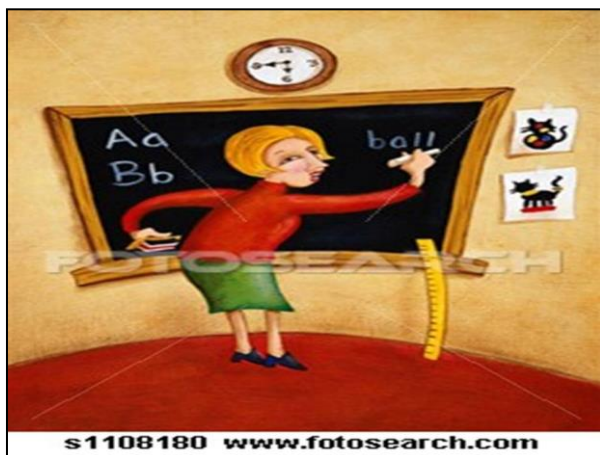
It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control



Classroom management is one of the most important roles played by teachers because it determines teaching success. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes.

Effective classroom managers are those who understand and use specific techniques. Even if the school they work in is highly ineffective, individual teachers can produce powerful gains in student learning.

Functions Performed by an Effective Teacher



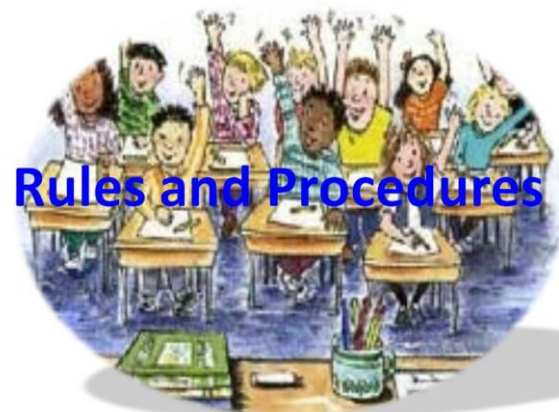
Chooses makes and uses the most effective instructional strategies. Designs class-room curriculum that facilitates student learning. Also considers, when designing a curriculum, the needs of the students collectively and individually and not just relying on the textbook provided by the district. Implements rules and regulations and imposed disciplinary actions.



EFFECTIVE USE OF CLASSROOM MANAGEMENT TECHNIQUES CAN DRAMATICALLY DECREASE THE DISRUPTIONS IN YOUR CLASSES. STUDENTS IN CLASSES WHERE EFFECTIVE MANAGEMENT TECHNIQUES ARE EMPLOYED HAVE ACHIEVEMENT HIGHER THAN STUDENTS IN CLASSES WHERE EFFECTIVE MANAGEMENT TECHNIQUES ARE NOT EMPLOYED.

IT IS NOT POSSIBLE FOR A TEACHER TO CONDUCT INSTRUCTION OR FOR STUDENTS TO WORK PRODUCTIVELY IF THEY HAVE NO GUIDELINES FOR HOW TO BEHAVE OR WHEN TO MOVE ABOUT THE ROOM, OR IF THEY FREQUENTLY INTERRUPT TEACHER AND ONE ANOTHER.

STUDENTS IN THE CLASS WHERE RULES AND PROCEDURES WERE IMPLEMENTED MIGHT HAVE BEEN LESS DISRUPTIVE BY THEIR VERY NATURE THAN STUDENTS IN THE CLASS THAT DID NOT IMPLEMENT RULES AND PROCEDURES.



Effective classroom management needs good rules and procedures. Rules and procedures vary from one teacher to another and from one classroom to another. The most effective classroom management involves the design and implementation of classroom rules and procedures.

Rules and procedures should not simply be imposed on students. The proper design of rules and procedures involves explanation and group input. Explanation is important in helping the students to see the need for the rule therefore to accept it. Designing Rules and Regulations Identify specific classroom rules and procedures for:

General Expectations for Behavior

- Beginning and ending the class day or the period
- Transitions and interruptions
- Materials and equipment
- Group work
- Seatwork and teacher-led activities



The most effective classroom managers don't simply impose rules and procedures on students. Rather, they engage students in the design of the rules and procedures. A group discussion will produce a compromise rule or procedure that all can live with.

If not, you, the teacher, should have the final word in the deliberations. Well-articulated rules and procedures that are negotiated with students are a critical aspect of classroom management, affecting not only the behavior of students but also their academic achievement.

Consequences versus Punishment

Consequences are viewed as an end result of a child's inappropriate act. That is, they should not be viewed as something imposed, such as sanctioning, but rather as an appropriate outcome for an inappropriate act. A consequence should make sense, be a logical ending for an action. It should be the effect of behaving inappropriately.

Punishment, on the other hand, is punitive and/or penal in nature. It does not necessarily serve a learning purpose, but rather "gets even." It sends the wrong message. Children are in school to learn. Part of learning is making mistakes, both academic and social.

Imagine punishing a student for misspelling a word. It sounds absurd. Effective teachers discover appropriate ways to help the student learn the correct way to spell the word. A like approach should be taken to address inappropriate behavior. There should be a healthy balance bet. Negative consequences for inappropriate behavior and positive consequences for appropriate behavior.

Reinforcement: involves recognition or reward for positive behavior or for the timely cessation of negative behavior.

Punishment: involves some kind of negative consequences for inappropriate behavior. (mild forms of punishment are more effective).

No Immediate Consequences:
involve some type of reminder when an inappropriate behavior appears imminent.

Combined Punishment and Reinforcement: involves recognition or reward for appropriate behavior in conjunction with consequences for inappropriate behavior

Teacher-Student Relationships



2000/ 8/12

It is also important to communicate to convey the message that you are interested in the concerns of the students and individuals and the class as a whole. Students with good relationship with the teacher accept more readily the rules and procedures and the disciplinary actions that follow their violations.

Important to the success of two of the other aspects of effective classroom management – rules and procedures, and disciplinary interventions. It is important to communicate appropriate levels of dominance and to let students know that you are in control of the class and are willing to lead.

Teachers should be effective instructors and lecturers, as well as friendly, helpful, and congenial. They should be able to empathize with students, understand their world, and listen to them. The nature of an effective teacher-student relationship is one that addresses the needs of different types of students.

The Students Responsibility for Management



1. Employ general classroom procedures that enhance classroom responsibility. Classroom meeting (Determine who can call a class meeting). A Language (Vocabulary) of Responsibility (express their opinions, to get help when needed)
2. Provide Students with self-monitoring and control strategies requires students to observe their own behaviour, record, compare and see their success.

3. Provide students with cognitively based strategies; social skills and problem solving
 - a. Social skills- strategies for handling social situations (for student's lack of social skills in the classroom)
 - b. Problem Solving (for all students)- responding to the situation, think of the options, consequences, and solutions

Getting Off a Good Start



Arrange and decorate your room in a manner that supports effective classroom management. Begin with a strong first day of class, "first impression". Emphasize classroom management for first few days.

Classroom Arrangement

Classroom management expert explains: "A good classroom seating Arrangement is the cheapest form of classroom management. It's discipline for free.

At the greatest disadvantage

Students should be seated where their attention is directed toward the teacher. High traffic areas should be free from congestion. Students should be able to clearly see chalk board, screens, and teacher.

Students should be seated facing the front of the room and away from the windows. Classroom arrangements should be flexible to accommodate a variety of teaching.



Guest lecture by Sh. KA Singh, Resource Person

Disaster Management

Prepared By-
Dr. K.A. Singh
PGT Geo. K.V. Mau
Resource Person

Damaged Situation



Disaster

- Disaster is an undesirable occurrence resulting from forces that are largely outside human control, strikes quickly with little or no warning, which causes or threatens serious disruption of life and property including death and injury to a large number of people, and requires therefore, mobilisation of efforts in excess of that which are normally provided by statutory emergency services"

Causes of Disaster

- Natural Forces- Earthquakes, Cyclones, Tsunami etc.
- Direct human activities- Bhopal Gas tragedy, pollution, terrorist activities etc.
- Indirect human activities- . Landslides and floods due to deforestation, unscientific land use etc.

Management of Disaster

- Very little is possible to prevent natural disasters; therefore, the best way out is to emphasise on natural disaster mitigation and management. Establishment of National Institute of Disaster Management, India, Earth Summit at Rio de Janeiro, Brazil, 1993 and the World Conference on Disaster Management in May 1994 at Yokohama, Japan, etc. are some of the concrete steps towards this direction initiated at different levels.

Classification of Natural Disasters

Broadly, natural disasters can be classified under four categories :

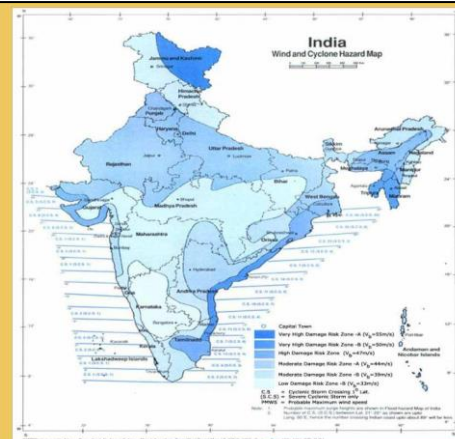
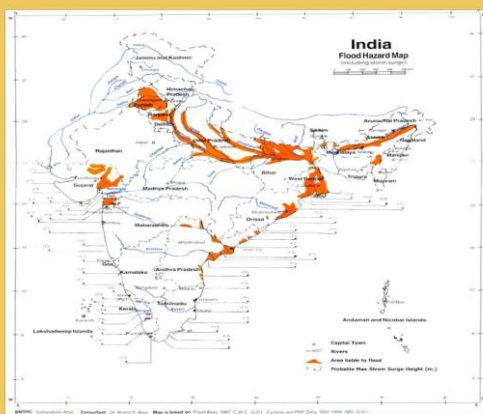
- Atmospheric – Cyclone, Droughts
- Terrestrial- Earthquake, Volcano
- Aquatic – Tsunami, Floods
- Biological- Epidemics

Disasters in India

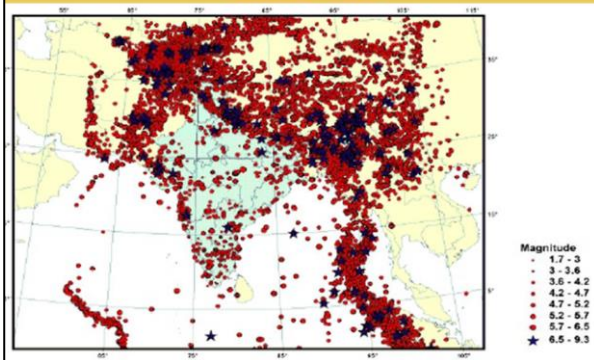
- Moving away from the Great Bengal famine of 1769-1770 in which a third of the population perished.
- The Chalisa famine of 1783, the Doji Bara or Skull famine of 1790 to 1792, the North West Provinces famine of 1838, the North West India Famine of 1861, the Bengal and Orissa famine of 1866, the Rajputana famine of 1869, the famine of 1899 to 1901, the Bengal famine of 1943...
- The drought years of 1965, 1972, 1979, 1987, 2002

India's Vulnerability to Disasters

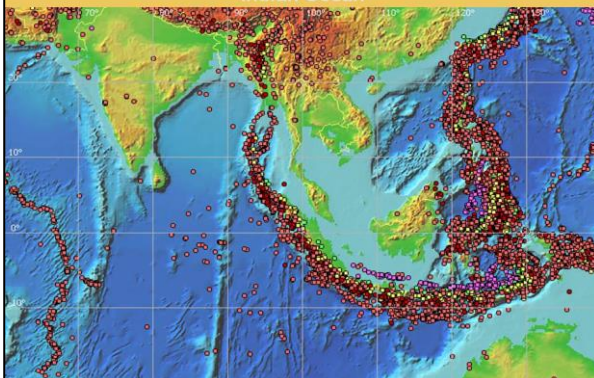
- 57% land is vulnerable to earthquakes. Of these, 12% is vulnerable to severe earthquakes.
- 68% land is vulnerable to drought.
- 12% land is vulnerable to floods.
- 8% land is vulnerable to cyclones.
- Apart from natural disasters, some cities in India are also vulnerable to chemical and industrial disasters and man-made disasters.



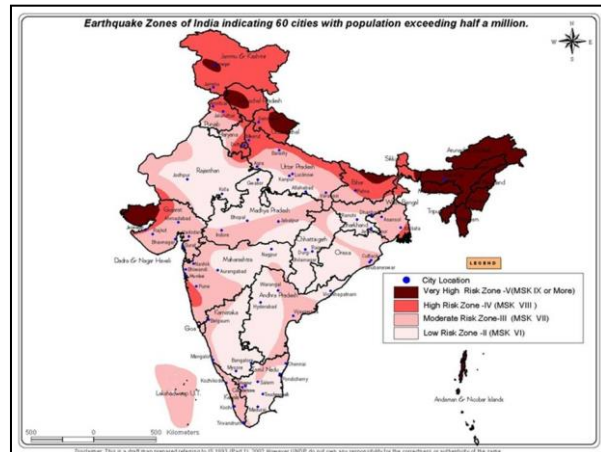
Seismic Activity in India 180 AD - 2004



Distribution of epicenters of earthquakes greater than magnitude 5.0 for the period 1976-2000, South East Asia and Indian Ocean



Earthquake Zones of India indicating 60 cities with population exceeding half a million.



Areas of Concern

- Activating an Early Warning System network and its close monitoring
- Mechanisms for integrating the scientific, technological and administrative agencies for effective disaster management
- Terrestrial communication links which collapse in the event of a rapid onset disaster
- Vulnerability of critical infrastructures (power supply, communication, water supply, transport, etc.) to disaster events

Areas of Concern

- Funding : Primacy of relief as disaster response.
- Preparedness and Mitigation very often ignored.
- Lack of integrated efforts to collect and compile data, information and local knowledge on disaster history and traditional response patterns.
- Need for standardised efforts in compiling and interpreting geo-spatial data, satellite imagery and early warning signals.
- Weak areas continue to be forecasting, modelling, risk prediction, simulation and scenario analysis, etc.

Areas of Concern

- Absence of a national level, state level, and district level directory of experts and inventory of resources.
- Absence of a National Disaster Management Plan, and State level and district level disaster management plans.
- Sustainability of efforts
- Effective Inter Agency Co-ordination and Standard Operating Procedures for stakeholder groups, especially critical first responder agencies.
- Emergency medicine, critical care medicine, triage, first aid

Nodal Agencies for Disaster Management

- ✓ Floods : Ministry of Water Resources, CWC
- ✓ Cyclones : Indian Meteorological Department
- 1. Earthquakes : Indian Meteorological Department
- ✓ Epidemics : Ministry of Health and Family Welfare
- ✓ Avian Flu: Ministry of Health, Ministry of Environment, Ministry of Agriculture and Animal Husbandry
- ✓ Chemical Disasters : Ministry of Environment and Forests
- ✓ Industrial Disasters : Ministry of Labour
- ✓ Rail Accidents : Ministry of Railways
- ✓ Air Accidents : Ministry of Civil Aviation
- ✓ Fire : Ministry of Home Affairs
- ✓ Nuclear Incidents : Department of Atomic Energy
- ✓ Mine Disasters : Department of Mines

Dynamics of Disasters

- There is a high probability of a low probability event happening somewhere sometime soon...
- The unpredictability of disaster events and the high risk and vulnerability profiles make it imperative to strengthen disaster preparedness, mitigation and enforcement of guidelines, building codes and restrictions on construction of buildings in flood-prone areas and storm surge prone coastal areas.

Effectiveness of Mobile System based on experience March 11, 2011

- Many victims run off with mobile terminal in hand after a disaster (e.g. Japan Earthquake and Tsunami, March 11, 2011)
- Higher mobile penetration ratio than fixed telephone
- Disaster warning also provided by conventional broadcasting services such as TV and Radio
- TV & Radio to provide an information to general public but not to individual
- Mobile to provide information not only to general public but also individual



New possibilities

- **National Urban Renewal Mission** for 70 cities: recent experience of "unprecedented" extreme weather conditions in a few major metros and megacities
- **100,000 Rural Knowledge Centres (IT Kiosks):** Need for Spatial e-Governance for informed decision making in disaster-prone areas: before, during and after disasters

Guest lecture by Dr. M Chandra, Resource Person



WHAT ARE THE DIFFERENCE OF GUIDANCE AND COUNSELING???



Counseling

- A counselor is trained to be able to listen to people and to encourage them to explore their thoughts and emotions freely and openly. They will ask probing, pertinent questions that will enable the client to be able to consider things that perhaps they had never thought of before
- A counselor will also, through exploring, be able to help the client see things in a different perspective and to be able to come to terms with whatever is affecting them.
- The purpose of counseling is not to tell people how to live their lives, or what to do next, but to let people see for themselves what the options are so they can work things through themselves.
- Obviously, some people have issues that cannot be resolved; perhaps something has happened in their lives that they find extremely difficult to deal with, and counseling will give them strategies so that they can cope, and so that it will not have too great an adverse effect.



Guidance

- Guidance, on the other hand, will do lots of things that counseling will do, but there is an extra element to it in as much as the person who is doing the guiding will advise, and guide.
- This means that the person doing the guidance must not have any agenda in relation to the person they are guiding, and should be completely neutral in the whole matter.
- Options that are available need to be explored so that the person can be sure that they are making the right decision for them.



- The guidance and counseling of students is an integral component of the educational mission of the school.
- Guidance and counseling services and programs promote the personal/social, educational, and career development of all students



- Both Guidance and Counseling are process used to solve problems of life.
- The basic difference is in the approach.
 - In the process of guidance, the client's problems are listened carefully and readymade solutions are provided by the expert.
 - in the process of counseling the client's problems are discussed and relevant information are provided in-between. In the end of the counseling process, the client himself/herself have a insight to the problem and he/she become empowered to take own decision.

- Since readymade solutions (taking decision for others) were provided in guidance, the client may or may not follow it but most often decision taken in the process of counseling are followed sincerely.
- The set of decisions comes out from guidance and counseling process may be same but in the first process the decision is taken by the guide where as the client take own his/her own decisions in the later process.

- Guidance is giving leadership, supervision, direction, or professional guidance for future actions.
- Counseling is not giving opinion, instruction or advice, it is using facilitative listening and questioning to allow the client to choose the best solution for a problem.
- Counseling is based on a wellness model rather than a medical model; authors such as Hershenson and Strein (1991); and Palmo, Shosh and Weikel (2001) emphasized that counselors are concerned about the client's environment with a more global view than other professionals as well as a concern that goes beyond treating dysfunction or pathology and dealing with the clients' self-awareness, personal growth, and wellness

- A common goal of Guidance and Counselling is
 - to promote employability
 - to support career management and personal development of social skills
 - to reduce dropout through activation, motivation and empowerment of participants/ learners/ users
- Guidance and Counselling services should be based on a holistic approach, i.e. guidance and counselling regarded as a lifelong process should
 - recognise all clients' need
 - focus not only on their career development and labour market integration but
 - focus also on the social and psychological needs and deal with them in the manner appropriate to the skills, experience and role of the counsellor and the needs and wishes of the individual

The End

SPECIAL FEATURES & REALITIES OF RURAL COMMUNICATION

RURAL AREA

Where the people are engaged in primary industry in the sense that they produce things directly for the first time in cooperation with nature.



Rural areas are separately settled places away from the influence of large cities and towns.

Such areas are distinct from more intensively settled urban and sub-urban areas, and also from unsettled lands or wilderness, such as forest.

Rural areas can have an agricultural character, though many rural areas are characterized by an economy based on cottage industry, mining, oil and gas exploration, or tourism.

RURAL COMMUNITY

A group of people with a common characteristic or interest living together, in a village.

A **Rural Community** can be classified as rural based on the criteria of lower population density, less social differentiation, less social and spatial mobility, slow rate of social change, etc.

Agriculture is the major occupation of rural people.

MAIN FEATURES OF RURAL COMMUNITY

Village is an institution-

The Village is a primary institution. The development of villages is influenced considerably by the life of the village. It satisfies almost all the needs of the rural.

Community-

They have a sense of unity and a feeling of belongingness towards each other.

Religion-

Faith in religion and universal power is found in the life of the villages.

Agriculture-

Main occupation is agriculture which involves dependence on nature. Nature gives the livelihood to them. Farmers worship forces of nature.

LIFE OF RURAL PEOPLE



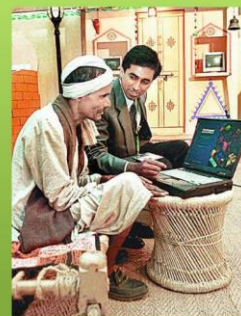
Lifestyles in rural areas are different than those in urban areas, mainly because limited services are available.

Governmental services like law enforcement, schools, fire departments, and libraries may be distant, limited in scope, or unavailable.

Utilities like water, sewer, street lighting, and garbage collection may not be present.

Public transport is sometimes absent or very limited, people use their own vehicles, walk or ride an animal.

RURAL DEVELOPMENT



Rural development is a strategy designed to improve the economic and social life of rural poor.

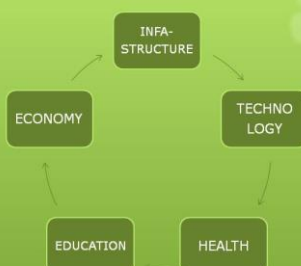
It is a process, which aims at improving the well being and self realization of people living outside the urbanized areas through collective process.

Rural Development is all about bringing change among rural community from the **traditional way of living to progressive way of living**. It is also expressed as a movement for progress.

The United Nations defines Rural Development as:

"Rural Development is a process of change, by which the efforts of the people themselves are united, those of government authorities to improve their economic, social and cultural conditions of communities in to the life of the nation and to enable them to contribute fully to national programme."

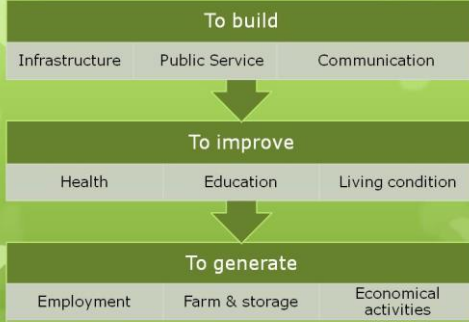
DEV. IN RURAL AREA CAN BRING



OBJECTIVES OF RURAL DEV.

1. To develop farm, home, public service and village community.
2. To bring improvement in producing of crops and animals living condition.
3. To improve health and education condition etc, improvement of the rural people.
4. To improve villagers with their own efforts.
5. To improve village communication.

Main Objectives



PROBLEMS IN RURAL DEVELOPMENT

1. People related
2. Agricultural related problems
3. Infrastructure related problems
4. Economic problems
5. Social and Cultural problems
6. Leadership related problems
7. Administrative problems

PEOPLE RELATED PROBLEMS



1. Traditional way of thinking.
2. Poor understanding.
3. Low level of education to understand developmental efforts and new technology.
4. Deprived psychology and scientific orientation.
5. Lack of confidence.
6. Poor awareness.
7. Low level of education.
8. Existence of unfelt needs.
9. Personal ego.

AGRICULTURE RELATED PROB.



1. Lack of expected awareness, knowledge, skill and attitude.
2. Unavailability of inputs.
3. Poor marketing facility.
4. Insufficient extension staff and services.
5. Multidimensional tasks to extension personnel.
6. Small size of land holding.
7. Division of land.
8. Unwillingness to work and stay in rural areas.

INFRASTRUCTURAL RELATED PROB.

Poor infrastructure facilities like-:

1. Water
2. Electricity
3. Transport
4. Educational institutions
5. Communication
6. Health
7. Employment
8. Storage facility etc.



ECONOMIC PROBLEMS

1. Unfavourable economic condition to adopt high cost technology.
2. High cost of inputs.
3. Under privileged rural industries



LEADERSHIP RELATED PROBLEM

1. Leadership among the hands of inactive and incompetent people.
2. Self interest of leaders.
3. Biased political will



ADMINISTRATIVE PROBLEMS

1. Political interference.
2. Lack of motivation and interest.
3. Unwillingness to work in villages.
4. Improper utilization of budget.
5. No proper monitoring of programs and lack in their implementation.



SCOPE & IMPORTANCE OF RURAL DEVELOPMENT



Importance of Rural Development

Rural development is a dynamic process, which is mainly concerned with the rural areas. These include-

Agricultural growth, putting up of economic and social infrastructure, fair wages as also housing and house sites for the landless, village planning, public health, education and functional literacy, communication etc.

Rural development is a national necessity and has considerable importance in India

Rural development is needed because-

1. To develop rural area as whole in terms of culture, society, economy, technology and health.
2. To develop living standard of rural mass.
3. To develop rural youths, children and women.
4. To develop and empower human resource of rural area in terms of their psychology, skill, knowledge, attitude and other abilities.
5. To solve the problems faced by the rural mass for their development.

6. To develop infrastructure facility of rural area.
7. To provide minimum facility to rural mass in terms of drinking water, education, transport, electricity and communication.
8. To develop rural institutions like Panchayat, cooperatives, post, banking and credit.
9. To develop rural industries through the development of handicrafts, small scaled industries, village industries, rural crafts, cottage industries and other related economic operations in the rural sector.
10. To develop agriculture, animal husbandry and other agricultural related areas.

11. To restore uncultivated land, provide irrigation facilities and motivate farmers to adopt improved seed, fertilizers, package of practices of crop cultivation and soil conservation methods.
12. To develop entertainment and recreational facility for rural mass.
13. To develop leadership quality of rural area.
14. To improve rural marketing facility.
15. To minimise gap between the urban and rural in terms of facilities availed.

16. To improve rural people's participation in the development of state and nation as whole.
17. To improve scopes of employment for rural mass.
18. For the sustainable development of rural area.
19. To eliminate rural poverty.
20. To empower them.




TOPIC DISCUSSED

1. RURAL AREA
2. RURAL COMMUNITY & ITS MAIN FEATURES
3. LIFE OF RURAL PEOPLE
4. RURAL DEVELOPMENT
5. OBJECTIVES OF RURAL DEVELOPMENT
6. VARIOUS PROBLEMS IN RURAL DEVELOPMENT
(PEOPLE, AGRICULTURE, INFRASTRUCTURE, ECONOMIC, LEADERSHIP & ADMINISTRATION RELATED PROBLEMS).
7. SCOPE & IMPORTANCE OF RURAL DEVELOPMENT.

The End

Guest lecture by Sh. A K Gupta, Resource Person on RTE



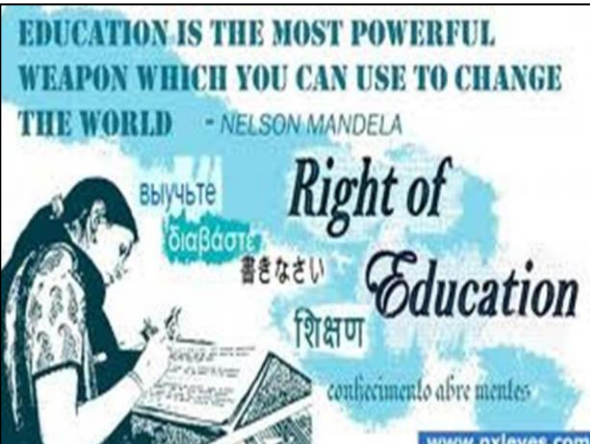
RIGHT TO EDUCATION

Prepared By :
Ambrish Kumar Gupta
PGT-HISTORY

VALUE OF EDUCATION

- Education is a Dynamic & Life-Long process that starts from birth.
- Education is the mirror of the society & base of the socio-economic development.
- It transforms human beings from ignorance to enlightenment, from underdevelopment to faster economic & social development.
- Education is a process of character building & expansion of intellect.

EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD - NELSON MANDELA



Right of Education

www.pxleyes.com

WHAT IS THE RTE ACT-2009

- The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), which was passed by the Indian parliament on 4 August 2009, describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution.[1] India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010.

WHY DO WE NEED RTE ACT-2009

- For providing universal & inclusive education to all at elementary level.
- Develop social & national unity.
- Consolidate democracy.
- Increase productivity.
- Modernize the country.
- Develop social, moral & spiritual values.

MAIN FEATURES OF THE RTE ACT-2009

- Makes Elementary Education Free
- Makes Elementary Education Compulsory for the State to provide
- Mandates education of children along their peer age group ("age-appropriate"); provides for "special training" to facilitate age appropriate education
- Sets quality norms for all schools
- Sets qualification and working norms for Teachers in all schools

- Mandates curriculum in all schools to be in consonance with Constitutional Values
- Mandates a system of evaluation that is free of the oppression of annual exams
- Enhances role of PRIs (LSGs) in implementation as well as grievance redressal.
- Mandates participation of civil society in the management of schools; makes teachers accountable to parents and the community

- Democratizes education delivery in the country by mandating 25% reservation for children from weaker sections in private schools.
- Protects children from labour, marriage, exploitation, discrimination, abuse, violence and neglect.
- Separates agency for implementation of Act (Education Department) from agency charged with monitoring the implementation of the Act (NCPCR)

- Mandates improvement in quality of education.
- Provide for 25% reservation for economically disadvantaged communities in admission to class I in all private schools.
- School teachers will need adequate professional degree within 5 years or else will lose job.
- School infrastructure to be improved in 3 years, else recognition cancelled.
- Financial burden will be shared b/w state & central government.
- No corporal punishment or mental harassment.
- Screening procedure shall be punishable with fine.

- No teacher shall be deployed for any non-educational purposes.
- No teacher shall engage himself or herself in private tuition.
- Will apply to all of India except Jammu & Kashmir.

Main Features of Right to Education Act

- Free & Compulsory education to all children of India in 6 to 14 age group.
- No child shall be held back, expelled or required to pass a board exam. Until completion of elementary education.
- A child who completes elementary education (up to class VIII) shall be awarded a certificate.
- Calls for a fixed student-teacher ratio.
- Mandates improvement in quality of education.
- Provide for 25% reservation for economically disadvantaged communities in admission to class I in all private schools.
- School teachers will need adequate professional degree within 5 years or else will lose job.
- School infrastructure to be improved in 3 years, else recognition cancelled.
- Financial burden will be shared b/w state & central government.
- No corporal punishment or mental harassment.
- Screening procedure shall be punishable with fine.
- To constitute a school management committee consisting of the elected representatives of the local authority, parents of children.
- No teacher shall be deployed for any non-educational purposes.
- No teacher shall engage himself or herself in private tuition.
- Will apply to all of India except Jammu & Kashmir.

- **ORTE Act (2009) is a landmark initiative of government for strengthen education system in India. Under this act it is mandatory to complete elementary education of all children. Now education is fundamental right of every Indians at primary level.**



FREE ELEMENTARY EDUCATION WHAT DOES "FREE" MEAN?

- According to the Act, no financial constraints can "prevent" a child from an enrolling, attending and completing elementary education. In other words, if a child lives in a remote area, providing free transportation (or a residential facility or some other facility) will be part of the child's entitlement to education; if a child is disabled and needs crutches to walk to school then crutches, or some other facility that enables him to go to school will be part of his entitlement under the Act.

COMPULSORY ELEMENTARY EDUCATION WHAT DOES "COMPULSORY" MEAN?

- The word compulsory has implications for the government alone. In other words while it is the DUTY of the parent to send their children to school (Article 15k) it is the OBLIGATION of the government to ensure not just enrolment but attendance and completion of elementary education. This implies that the government
 - a. Must identify all children that are out of school or dropped out.
 - b. Make sure that they are enrolled in school
 - c. Make sure they attend school on a regular basis
 - d. Make sure they complete the elementary cycle of education.
 - e. If parents are reluctant to send their children it is the responsibility of the government to find a way of convincing the parents, without use of force/ violence/pressure to send their children to school.

AGE APPROPRIATE EDUCATION.

- a. This means that children will be enrolled in the class that corresponds to their age. In other words, if a 10 year old has not been to school or dropped out earlier, she will be enrolled in class 5.
- b. To enable the 10 year to cope in class 5 "special training" will be provided on the premises to bring the child up to the age appropriate level.

QUALITY NORMS FOR ALL SCHOOLS

- The Act lays out some basic norms for all schools (government and private):
 - a. Pupil- Teacher Ratio (cannot exceed 1:30)
 - b. Minimum days of school functioning in a year (200 and 250 for primary and Upper Primary, respectively)
 - c. Minimum hours of instruction in school (4 and 5 hours a day for primary and UP)
 - d. Minimum working hours for the teacher (45 hours a week)
 - e. Separate subject teachers and head-teacher
 - f. One room for every teacher
 - g. Separate and functional toilets; clean and adequate drinking water
 - h. Playground, boundary wall, library, kitchen

QUALIFICATIONS FOR TEACHERS.

- a. Para Teachers banned
- b. All teachers must subscribe to minimum qualifications and training norms laid out by Academic Authority within 5 years.
- c. Teacher education and Teacher training institutes to be upgraded to enable fulfilment of quality and qualification norms for teachers.

CURRICULUM IN LINE WITH CONSTITUTION.

- a. This means that curriculum, syllabus and books must conform to Constitutional values. It implies that communal and harmful agendas cannot be part of the materials used and taught in ANY school of the country.
- b. Syllabus and Books must also take into account age and learning levels of children

EVALUATION SYSTEM TO BE BASED ON PRINCIPLE OF CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE).

- a. No failure till completion of elementary cycle
- b. Evaluation to be done throughout the year and not be based on an annual exam.
- c. Teachers to maintain PUPIL CUMMULATIVE RECORD (PCR) for every child.
- d. Evaluation to be on "comprehensive" performance of child, reflecting all facets, talents of the child and not be based on just a few subject areas. The PCR to include music, theatre, leadership skills, social skills etc., as well.

ROLE OF PANCHAYATI RAJ INSTITUTIONS:

- a. The PRIs have been given a wide range of functions related to the implementation of the provisions of the RTE, such as identification of out of school children; neighbourhood-wise school mapping; maintenance of child records (child-tracking) public display of information; education of children from migrant families; participation in School Management Committees (SMCs)
- b. PRIs have also been made responsible for grievance redressal in matters related to violations of the rights of the child under RTE.

PARTICIPATION OF CIVIL SOCIETY

- a. School Management Committees consisting largely of parents (75%) and of PRIS officials and civil society partners have been given a wide range of functions under the Act, including the preparation of the School Development Plan
- b. Teachers have been made accountable to the SMCs.

RESERVATION IN PRIVATE SCHOOLS

- a. All private schools are required to admit in their incoming class 25% children from weaker sections and socially disadvantaged groups from their neighbourhood.
- b. Limits of definition to be extended if 25% seats are not being filled within the standard limits of neighbourhood.
- c. Private schools to be reimbursed for these children by the government at the rate of per learner costs of government schools in the state.

SEPARATION OF IMPLEMENTATION AND MONITORING AGENCY.

- a. Implementation responsibilities lie with the education departments in conjunction with the PRIs
- b. Monitoring role has been given to the National Commission for Protection of Child Rights (NCPCR) and the corresponding State Commissions.
- c. This separation is very important and a first in the history of such legislations and allows for independent monitoring of the implementation of the Act.
- d. NCPCR/ SCPCR have quasi-judicial powers and can function as a civil court. Complaints and grievances can be addressed to them as well.

DUTIES & RESPONSIBILITIES OF THE SCHOOLS

- School shall create an environment free of fear, anxiety, and stress.
- No detention, No corporal punishment,
- No mental harassment, No expulsion,
- School can't deny admission to any child on the ground of lack of birth/transfer certificate & child will be admitted in "age appropriate class".
- School shall admit out of school children throughout the academic year.

- Children will learn through activities, projects etc. & be assessed through CCE.
- Each school will have a School Management Committee (SMC) which would have 75% elected parents representatives, who will monitor & draw up a school development plan.
- Prescribed minimum working days & hours for teachers.
- Private/unaided school will reserve 25% seats for children from disadvantaged committee.

DUTIES & RESPONSIBILITIES OF A TEACHERS.

- Maintain regularity & punctuality in attending school.
- Conduct & complete the curriculum in specified time.
- Maintain a file containing the cumulative records for every child, which will be the basis for awarding the compilation certificate when the child finishes class VIII.

- Hold regular meetings with parents and guardians and appraise them regularly about attendance of their children, the child's learning ability etc.
- Participation in training programme.
- No teacher shall engage himself or herself in private tuition or in private activities.

Meaning & Scope of History



Prepared by :-
Ambrish Kumar Gupta
PGT-History
KV, AFS, Manauri, Allahabad.

Meaning of History



- His + Story = **History** = High + Story.
- Iti + ha + aas = Nischit hi aisa hua.
- "Something that really happened in the past."

History is the record of human societies, of the changes that have taken place in their societies, of the ideas & ideals which have determined the action of these societies in various areas of human life & of the materials and geographical conditions which have helped or hindered their development.

Importance of History

- ☞ A Source of Inspiration.
- ☞ A Source of Wisdom.
- ☞ Enlightened Awareness.
- ☞ A Source of Moral Values.
- ☞ Appreciation of National Oneness.
- ☞ Appreciation of Co-existence & Unity in Diversity.
- ☞ Appreciation of the Efforts for the Political Unification of India.
- ☞ Playing Appropriate Role in International Affairs.
- ☞ Knowledge of Different Indian Languages & Scripts.
- ☞ Knowledge about the Cultural Races & Groups of India.
- ☞ Knowledge of the Continuous Developments of Indian Culture.
- ☞ Bases of Understanding & Reconstructing Indian Society.

Handicaps in the Construction of History.

- ☞ Paucity of Written Historical Records.
- ☞ Destruction of Records.
- ☞ More Stress on Philosophical Issues.
- ☞ Bias of foreign writers.
- ☞ Conflicting evidence of Ancient Records.
- ☞ Lack of Definite Chronology.
- ☞ Difficulty in Deciphering Old Scripts.

Historiography :-

Historiography is the method by which of a particular era is recorded by contemporary and later historians.

We have various tradition of writing history-

- (I) Indian tradition of writing history.
- (II) Greek or Roman tradition of writing history.
- (III) Arab tradition of writing history.

Historiography of India

- ☞ Earliest Efforts.
- ☞ Imperialist Historiography & Missionaries' accounts.
- ☞ Nationalists approach of Ancient Indian History.
- ☞ Marxist Interpretation of Indian History.
- ☞ Hindu Revivalism.
- ☞ Multi-disciplinary Approach to History.
- ☞ Subaltern History.

Difference between Culture & Civilization

- | Culture | Civilization |
|---|--|
| ☞ Culture includes religion, art philosophy, literature, music, dance, etc. which brings satisfaction and pleasure to many. It is the expression of final aspects of life | ☞ Civilization includes all those things by means of which some other objective is attained. Type writers, motors, etc. come under this category. Civilization consists of technology or the authority of man over natural phenomenon as well as social technology which control man's behavior. |

- | Culture | Civilization |
|--|---|
| ☞ Culture is what we are. | ☞ Culture is what we have. |
| ☞ Culture has no standard of measurement because it is an end in itself. | ☞ Civilization has a precised standard of measurement. The universal standard of civilization is utility because civilization is a means. |

- | Culture | Civilization |
|---|---|
| ☞ Culture cannot be said to be advancing. It cannot be asserted that the art, literature, thoughts are ideals of today's and superior to those of past. | ☞ Civilization is always advancing. The various constituents of civilizations namely machines, means of transportation, communication, etc. are constantly progressive. |
| ☞ Culture is internal and an end. It is related to internal thoughts, feelings, ideals, values, etc. It is like the soul of an individual. | ☞ Civilization is external and a means. It is the means for the expression and manifestation of the grandness, it is like the body of an individual |

Culture	Civilization
All societies have culture.	Only a few societies have civilization.
Culture is earlier.	Civilization is later.
Culture is pre-condition for civilization to develop.	Civilization represents a stage of cultural advancement.
Culture is super organic.	Civilization is a part of reality culture.
Culture is a totality of traditions.	Civilization is a totality of great and little traditions.

Difference between Socialism & Communism	
Socialism	Communism
☞ Socialism grows directly out of capitalism;	☞ Communism is a further development
☞ it is the first form of the new society.	☞ or "higher stage" of socialism.
☞ From each according to his ability, to each according to his deeds (socialism).	☞ From each according to his ability, to each according to his needs (communism).

Question Bank for Bright Students

Class – VI

Subject – Civics

Chapter – 01 (UNDERSTANDING DIVERSITY)

- Pashmina shawls are made in-
पश्मीना शाल कहाँ बनती हैं।
a) Rajasthan राजस्थान b) Kerala केरल
c) Tripura त्रिपुरा d) Kashmir कश्मीर
- Who wrote 'THE DISCOVERY OF INDIA'
भारत एक खोज पुस्तक किसने लिखी?
a) Pt Jawaharlal Lal Nehru जवाहर लाल नेहरू
b) Indira Gandhi इन्दिरा गांधी
c) Rajeev Gandhi राजीव गांधी
d) Mahatma Gandhi महात्मा गांधी
- Name different kind of diversities found in India.
भारत में पायी जाने वाली विविधताओं के नाम लिखे।
- "India is a country of diversity" Justify.
भारत विविधताओं का देश है, वर्णन करें।

Lesson -2 Diversity and discrimination

- Mahar is one of the communities which was treated as untouchables in the
महार समुदाय को कहाँ अस्पृश्य माना जाता था?
a) Kolkata कोलकाता b) Delhi दिल्ली
c) Bombay Presidency बम्बई प्रेसीडेसी c) Chennai चेन्नई
- who drafted the Indian Constitution?
भारतीय संविधान को किसने प्रारूप दिया?

- a) Dr B R Ambedkar अम्बेदकर b) Mayawati मायावती
c) Sonia Gandhi सोनिया गांधी d) Kanshi Ram कांशीराम

3. What is a common stereotype about Muslims?
मुसलमानों के बारे में आम रुढ़िबद्ध धारणा क्या है?
4. What is the difference between discrimination and stereotype?
भेदभाव एवं रुढ़िवादिता में क्या अन्तर है?
5. Who was Dr. B r Ambedkar?
डॉ भीमराव अम्बेदकर कौन थे?
6. Why the discrimination takes place? Give reasons.
भेदभाव क्यों होता है? कारण बताइए।

Lesson- 3 What is government?

1. The final decision making power remains with the king is called
अंतिम निर्णय लेने की शक्ति जब राजा के पास होती है तो क्या कहलाता है
- a) Monarchy राजतंत्र b) democracy प्रजातंत्र
c) Both of these दोनों d) neither of two दोनों में से कोई नहीं
2. When was journal 'Young India' started publishing-
यंग इंडिया पत्रिका का प्रकाशन कब शुरू हुआ?
- a) 1931 b) 1949
c) 1951 d) 1961
3. Who gives the government the power to make decisions and enforce law?
सरकार को कानून बनाने और लागू करने का अधिकार कौन देता है?
4. What is Universal Adult Franchise?
सार्वभौमिक व्यस्क मताधिकार क्या है?
5. What are the two major type of government? Explain.
दो मुख्य सरकारें कौन सी होती हैं, वर्णन करें।
- FILL IN THE GAPS- रिक्त स्थान भरें
6. King or queens are the rulers of the _____ government.
राजा और रानी _____ सरकार के शासक होते हैं।
7. The _____ makes laws and every one who lives in that country have to follow it.
_____ नियम बनाती है और देश में रहने वाले लोग इसका पालन करते हैं।

LESSON 4- KEY ELEMENTS OF A DEMOCRATIC GOVERNMENT

1. What do you mean by Apartheid Laws?

CIVICS

CHAPTER-1 UNDERSTANDING DIVERSITY

1. d) Kashmir कश्मीर
 2. b) Pt Jawahar Lal Nehru जवाहर लाल नेहरु
 3. (i) Religion धार्मिक
 - (ii) Language भाषा
 - (iii) Climate जलवायु
 - (iv) Economical – explain आर्थिक
4. People follow different religions, speak different languages, eat different kind of food, celebrate different festivals, live in different geographical regions. Examples included.
लोग अलग अलग धर्म मानते हैं, अलग अलग भाषा बोलते हैं, अलग अलग तरह के खाना खाते हैं, विभिन्न त्योहार मनाते हैं, विभिन्न भौगोलिक क्षेत्र में रहते हैं।

Lesson -2 Diversity and discrimination

1. c) Bombay Presidency बम्बई प्रेसीडेसी
2. a) Dr B R Ambedkar अम्बेदकर
3. a) That they are not interested in educating girls.
वे लड़कियों को पढ़ाने में रुचि नहीं लेते।

4. Discrimination

- i) person is discriminated due to his poor and bad economic condition
- ii) untouchables

Stereotype

- i) fixing people into one image
- ii) stingy, lazy, criminals etc

5. (i) One of the great leaders of India,
(ii) Chairman of drafting committee of Indian constitution,
(iii) belonged to Mahar caste,
(iv) Fought for the rights of Dalits
- (i) भारत के महान नेता थे।
 - (ii) वे प्रारूप समिति के अध्यक्ष थे।
 - (iii) वे महार जाति के थे।
 - (iv) उन्होंने दलितों के अधिकारों के लिए संघर्ष किया।

6.

- Religious differences धार्मिक भिन्नता
- Language differences भाषायी भिन्नता

- Regional differences क्षेत्रीय भिन्नता
- Economic differences आर्थिक भिन्नता
- Caste differences जातिगत भिन्नता
- Work status काम का स्तर

Lesson- 3 What is government?

1. a) monarchy राजतंत्र
2. a) 1931
3. The people gave rights to the government.
जनता
4. Every adult citizen (18 or above in age) in a democratic country has the right to vote.
सभी व्यस्क 18 वर्ष या उससे अधिक उम्र के लोगों को मत देने का अधिकार होना।
5.
 - Democracy प्रजातंत्र
 - Monarchy राजतंत्र (explain)
6. Government सरकार
7. Monarchy राजतंत्र

LESSON 4- KEY ELEMENTS OF A DEMOCRATIC GOVERNMENT

1.
 - South Africa was earlier governed by Apartheid laws.
 - People were divided into white, blacks, Indians and colored race.
 - Under law these races were not allowed to mingle with each other.
 - दक्षिण अफ्रिका में रंगभेद कानून थे।
 - दक्षिण अफ्रिका श्वेत, अश्वेत, भारतीय एवं अन्य प्रजातियों में बंटी हुई थी।
 - कानून के अनुसार इन प्रजातियों को एक दूसरे से संबंध बनाने की इजाजत नहीं थी।
2.
 - Leaders are elected through voting.
 - Representatives takes decision of behalf of the people
 - Governments get elected for fixed periods.
 - Government's powers are limited.
3. Tamil Nadu तमिलनाडु
4. Untouchability अस्पृश्यता
7. True सत्य
8. True सत्य

LESSON 5- PANCHAYATI RAJ

1. b) Five people
2. a) three levels

3. Gram Panchayat and Panchs are answerable because Gram Sabha members elect them.
4. It is a process through which people participates in there own govt.
5.
 - It makes developmental programmes at district level.
 - It distributes money among all Gram Panchayat of the district.
 - It passes the annual budget.
6. Developmental programmes
7. Meeting

Question Bank for Bright Students

Class – VI

Subject – Geography

Chapter – 01 (The Earth in the Solar System)

1. The hottest planet is. (1)
 (a) Jupiter (b) Venus (c) Mercury
 सर्वाधिक गर्म ग्रह कौन-सा है?
 (अ) बृहस्पति (ब) शुक्र (स) बुध
2. The fastest orbiting planet is (1)
 (a) Mercury (b) Venus (c) Neptune
 अपने पथ पर सर्वाधिक गति से घूमने वाला ग्रह है—
 (अ) बुध (ब) शुक्र (स) नेपच्यून
3. Who was the first person to step on the surface of Moon? (1)
 (a) Rakesh Sharma (b) Neil Armstrong (c) Yuri Gagrin
 चन्द्रमा की सतह पर उतरने वाला पहला व्यक्ति कौन था?
 (अ) राकेश शर्मा (ब) नील आर्मस्ट्रांग (स) यूरी गागरिन
4. Which is called Evening Star? (1)
 साँझ का तारा किसे कहते हैं?
5. A family of million of star is known as? (1)
 लाखों तारों के समूह को क्या कहते हैं?
6. How does a planet differ from a star? (2)
 ग्रह और तारे में क्या अन्तर है?
7. What is meant by the Solar system? (2)
 सौरमंडल से आप क्या समझते हैं?
8. Why is the Earth called a unique planet? (2)
 पृथ्वी को अदभुत ग्रह क्यों कहा जाता है?

9. Why do we see only one side of the Moon always? (3)

हम हमेशा चन्द्रमा के एक ही भाग को क्यों देख पाते हैं?

10. Name all the planets according to their distance from the Sun.(3)

सूर्य से उसकी दूरी के अनुसार सभी ग्रहों के नाम लिखे।

Chapter – 02 (Latitudes and Longitudes) ग्लोब: अक्षांश एवं देशान्तर

1. The total number of longitudes are (1)

(a) 90 (b) 180 (c) 360

देशान्तर की कुल संख्या है—

(अ) 90 (ब) 180 (स) 360

2. Grid is a network of (1)

(a) Parallel of latitudes and meridians of longitudes

(b) Tropic of cancer and Tropic of Capricorn

(c) North and south pole.

ग्रिड किसका जाल है—

(अ) समानान्तर अक्षांश एवं याम्योत्तर देशान्तरों का

(ब) कर्क एवं मकर रेखा का

(स) उत्तरी एवं दक्षिणी ध्रुव का

3. What is Globe? (1)

ग्लोब क्या है?

4. What are the three heat zones of the Earth? (1)

पृथ्वी के तीन ताप कटिबंध कौन-कौन से हैं?

5. Define latitudes and longitudes. (2)

अक्षांश एवं देशान्तर रेखाओं को परिभाषित करिए।

6. What is the true shape of the earth? (2)

पृथ्वी का सही आकार क्या है?

7. Why is it 5:30 P.M. in India and 12:00 Noon in London? (3)

जब भारत में शाम के 5:30 बजते हैं तो लंदन में दोपहर के 12 क्यों बजता है?

8. What is a grid? (3)

ग्रिड क्या होता है?

Chapter – 03 (Motion of the Earth) पृथ्वी की गतियाँ

1. The movement of the earth around the Sun is known as (1)

(a) Rotation (b) Revolution (c) Inclination

पृथ्वी की सूर्य के चारों ओर की गति को कहा जाता है?

(अ) घूर्णन (ब) परिक्रमण (स) झुकाव

2. Cycle of the season is caused due to? (1)

(a) Gravitation (b) Revolution (c) Rotation

पृथ्वी की किस गति के कारण ऋतुओं में परिवर्तन होता है?

(अ) गुरुत्वाकर्षण (ब) परिक्रमण (स) घूर्णन

3. The Sun's rays fall vertically on which Tropic of latitude on 21st June? (1)
21 जून को सूर्य की किरणें किस रेखा पर सीधी पड़ती है?
4. Daily motion of the earth is known as? (1)
पृथ्वी की प्रतिदिन की गति को क्या कहते हैं?
5. What is a leap year? (2)
लीप वर्ष क्या है?
6. What is an Equinox? (2)
विषुव क्या है?
7. Differentiate between the summer and winter solstice. (3)
उत्तरी एवं दक्षिणी अयनांतों में अंतर बताइए।
8. Define Rotation and Revolution? (3)
घूर्णन एवं परिक्रमण को परिभाषित करिए।

Chapter – 04 (Map) मानचित्र

1. A compass is used to show (1)
(a) Symbols (b) Direction (c) Distance
दिक्सूचक का प्रयोग किया जाता है—
(अ) प्रतीको को दर्शाने हेतु (ब) दिशा ज्ञान हेतु (स) दूरी मापने हेतु
2. Maps showing distribution of forests are (1)
(a) Physical Map (b) Thematic Map (c) Political Map
लों के वितरण को प्रदर्शित किया जाता है
(अ) भौतिक मानचित्र (ब) थिमैटिक मानचित्र (स) राजनीतिक मानचित्र
3. What are the three essential components of a map? (1)
मानचित्र के तीन मुख्य घटक कौन-कौन से हैं?
4. What are the four cardinal directions? (1)
चार प्रधान दिग्बिंदु कौन-कौन से हैं?
5. Differentiate between a Map and a Plan. (2)
मानचित्र एवं खाका के बीच अन्तर बताइए।
6. Which maps provides detailed information? (2)
कौन सा मानचित्र विस्तृत जानकारी प्रदान करता है?
7. How do symbols help in reading maps? (3)
प्रतीक चिन्ह किस प्रकार मानचित्र के अध्ययन में सहायक हैं?
8. Explain the main characteristics of Maps? (3)
मानचित्र की प्रमुख विशेषताएँ बताइए?

Marking Scheme

Chapter – 01 (The Earth in the Solar System)

1. B. Venus.
2. A. Mercury
3. B. Neil Armstrong
4. Venus.
5. Galaxy.
6. Star- (a) They have their own heat & light.
(b) Stars seem to twinkle or visible in their fixed position.
(c) Stars tend to form groups.
(d) Stars are big in size.
Planet – (a) Planets do not have their heat & light.
(b) Planets shift their position.
(c) Planets are smaller than stars.
7. The Sun and its family of eight planets, satellites, asteroids, meteoroids as solar system. The Sun is the centre of solar system around which all the planets revolve.
8. (i) The Earth atmosphere contains harmless nitrogen and life giving Oxygen.
(ii) Presence of air, water and suitable temperature make the earth a unique planet which have life on it.
9. One side of the moon is always turned away from us and remains in dark because the moon spins around on its axis at exactly the same speed of the orbits of the earth.
10. Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.

Chapter – 02 (Latitudes and Longitudes)

1. C. 360.
2. A. Parallel of latitudes and meridians of longitudes
3. Globe is a true model (miniature form) of the Earth.
4. Torrid Zone, Temperate zone and Frigid zone.
5. Longitudes – Imaginary circles running parallel to the equator in east- west directions.
Latitudes – Imaginary semi – circles joining the two poles.
6. Not sphere slightly flattened at North & South poles.
7. India is situated on $82^{\circ}30'$ E longitude east of Greenwich 0° prime meridian.
8. Grid is a web of parallels of latitude and meridians of longitude on Globe.

Chapter – 03 (Motion of the Earth)

1. B. Revolution.
2. C. Rotation.
3. Tropic of cancer
4. Earth Day
5. The year which consists 366 days is known as leap year. Every fourth year February is of 29 days instead of 28 days, because Earth takes 365 days 6 hours to revolve around the Sun. These six hours added to make one day and added in February over a span of four years.
6. When the whole earth experiences equal days and equal nights. E.g. 21 March and 23 September is known as equinox.
7. Summer solstice –
 - (i) When North hemisphere receives more heat from Sun in winter.
 - (ii) On 21 June, shortest night, longest day.
 - (iii) North Polar Region have six month day time.Winter Solstice –
 - (i) When South hemisphere receives more heat from Sun in summer.
 - (ii) In Southern hemisphere shortest night & longest day occurs on 22 December.
 - (iii) South pole have six month day time.
8. Rotation – Movement of the earth on its own axis.
Revolution - Movement of the earth around the Sun in a fixed path.

Chapter – 04 (Map)

1. B. direction.
2. B. Thematic Maps
3. Distance, Direction and Symbol.
4. North, South, East and West.
5. Map – Representation of the earth’s surface on flat surface according to scale.
Plan – Drawing of small area on a large scale.
6. A large scale map.
7. (i) They show the big things by a symbol on a flat map.
(ii) Lot of information in a limited space.
(iii) Easy to draw and easy to read.
(iv) No need of a particular language.
8. (i) Easy to carry.
(ii) Easy to understand.
(iii) Cheap cost
(iv) Based on scale
(v) Lot of information.

Question Bank for Bright Students

Class – VI

Subject – History

Chapter – 01 (What, Where, How and When)

1. Where are the Sulaiman and Kirthar hills located? (1)
सुलेमान एवं किरथर पहाड़ियां कहां स्थित हैं?
2. Name the first big historical kingdom in India. (1)
भारत के प्रथम बड़े ऐतिहासिक राज्य का नाम लिखो।
3. Choose the correct answer:- (1 each)
(a) _____ was not used in the old books.
(i) Prakrit (ii) Hindi (iii) Sanskrit (iv) Tamil
सही उत्तर चुनो—
(अ) प्राचीन पुस्तकों में.....का प्रयोग नहीं होता था।
(1) प्राकृत (2) हिन्दी (3) संस्कृत (4) तमिल
4. Write two differences between manuscripts and inscriptions. (3)
पाण्डुलिपि एवं अभिलेख में दो अन्तर लिखो।

5. What were the subjects on which books were written in the past?(3)
अतीत में पुस्तकें किन-किन विषयों पर लिखी गई थी?

6. Locate the following on the Map of India. (1 each)

Garo hills, Indus river, Narmada river, Ganga river.

भारत के मानचित्र में निम्न को दिखाओ—

गरो पहाड़ियाँ, सिंधु नदी, नर्मदा, गंगा

Chapter – 02 (On the trail of the Earliest People)

1. What were factory sites? (1)
उद्योग स्थल क्या थे?

2. Choose the correct answer:- (1 each)

(a) Grassland led to an increase in _____ .

(i) Animals that lived in water (ii) birds (iii) Human beings

घास भूमियों नेमें वृद्धि की—

(1) जल में रहने वाले जानवरों (2) पक्षियों में (3) मानव में (4) घास पर निर्भर रहने वाले जानवरों में

3. How were stone tools used in past? (2)
प्राचीन काल में पत्थर के औजारों का प्रयोग कैसे होता था?

4. What was the impact of the change in environment around 12000 years ago? (3)

लगभग 12000 वर्ष पहले पर्यावरण में परिवर्तन का क्या प्रभाव पड़ा?

5. Locate the following on the Map of India. (1 each)

Mahagarh, Burzhom, Mehrgarh, Brahmigiri, Hallur, Bhimbetka.

भारत के मानचित्र में निम्न को दिखाओ—

महागढ़ा, बुर्जहोम, मेहरगढ़, ब्रह्मागिरि, हल्लूर, भीमबेटका

Chapter – 03 (From Gathering to growing food)

1. Choose the correct answer:- (1 each)

(a) Grains like wheat and barley have been found in

(i) Koldihwa (ii) Mahagra (iii) Mehrgarh (iv) Hallur

सही उत्तर चुनो—

(अ) गेहूँ और जौ जैसे अनाज में पाये गये हैं—

(1) कोल्डिहवा (2) महागढ़ा (3) मेहरगढ़ (4) हल्लूर

2. Give one feature of houses in Mehgarh. (1)

मेहरगढ़ के घरों की एक विशेषता लिखो।

3. Why do archaeologists think that many people who lived in Mehgarh were hunters to start with and that herding became more important later? (3)

पुरातत्वविद् ऐसा क्यों मानते हैं कि मेहरगढ़ के लोग पहले केवल शिकारी थे और बाद में उनके लिए पशुपालन ज्यादा महत्वपूर्ण हो गया?

4. List three ways in which the lives of farmers and herders would have been different from that of hunter gatherers. (3).

कृषकों पशुपालकों का जीवन आखेटक खाद्य संग्राहकों के जीवन से कितना भिन्न था। तीन अन्तर बताओ।

Chapter – 04 (In the Earliest Cities)

1. Name the two important cities of Indus Valley civilisation. (1)
सिंधु सभ्यता के दो महत्वपूर्ण नगरों के नाम लिखो।

2. Choose the correct answer:- (1 each)

(a) The alloy of tin and _____ is called bronze.

(i) Zinc (ii) Copper (iii) Gold (iv) Platinum

सही उत्तर चुनो—

(अ) टिन और.....का मिश्रण कांसा कहा जाता है—

(1) जिंक (2) तांबा (3) सोना (4) प्लैटिनम

3. How do archaeologists know that cloth was used in Harappan civilisation? (3)

पुरातत्वविदों को कैसे ज्ञात हुआ कि हड़प्पा सभ्यता के दौरान कपड़े का उपयोग होता था?

4. Write the reasons behind the end of the Harappan civilization. (3)

हड़प्पा सभ्यता के पतन के कारण बताओ।

5. Locate the following on the Map of India. (1 each)

Harappa, Mohanjodro, surkotada, Lothal, Chanhudaro.

भारत के मानचित्र में निम्न को दिखाओ—

हड़प्पा, मोहनजोदड़ो, सुरकोटदा, लोथल, चन्हूदाड़ों

Chapter – 05 (What Books and Burials tell us)

1. Write the name of oldest Vedas. (1)
सबसे प्राचीन वेदका नाम लिखो।

2. Complete the sentence - (1)

Stone circles or boulders on the surface were used to _____

वाक्य पूरे करो—जमीन पर गोले में लगाए गए पत्थर या चट्टान.....का काम करते थे।

3. Write the name of all Vedas. (2)
सभी वेदों के नाम लिखो।

4. In what ways are the books we read today different from the Rigveda? (3)

आज हम जो किताबें पढ़ते हैं वे ऋग्वेद से कैसे भिन्न हैं?

5. What kind of evidences from burials do archaeologists used to find out whether there were social differences amongst those who were buried? (3)

पुरातत्वविद् कब्रों में निम्न को दिखाओ—

कुरु, अवन्ति, गान्धार, पात्रचाल, मगध, अंग

Chapter – 06 (Kingdoms, Kings and an Early Republic)

1. How many Mahajanpadas were there in ancient period in India? (1)
प्राचीन काल में भारत में कितने महाजनपद थे?
2. Write the name of capital of Magadha during the period of Bimbisar.(1)
बिम्बिसार के शासनकाल में मगध की राजधानी क्या थी?
3. Write the name of four Varnas? (2)
चरो वर्णों के नाम लिखो।
4. Why did the rajas of Mahajanpadas build forts? (2)
महाजन पदों के राजाओं ने किले क्यों बनवाये थे?
5. Locate the following on the Map of India. (1 each)
Kuru, Avanti, Gandhar, Panchala, Magadha, Anga.
भारत के मानचित्र में निम्न को दिखाओ—
कुरु, अवन्ति, गान्धार, पाञ्चाल, मगध, अंग

Marking Scheme

Chapter – 01 (What, Where, How and When)

1. Located in modern day Pakistan
2. Magadha
3. (ii) Hindi
4. Manuscripts are hand written accounts. There were written on leaves and barks of trees.
Inscriptions are engraved form of writing. It is written on hard surfaces like stone.
5. Books were written on religious belief, lives of kings, medicine and science.
6. Map work.

Chapter – 02 (On the trail of the Earliest People)

1. Factory sites were places where stones tools were made.
2. (a) Animals that lived in water
3. (i) Stone tools were used to cut meat and bone.
(ii) Scrape bark from trees.
4. Impact of the change in environment-
(i) Grasslands developed in many regions.
(ii) It increased herbivorous animals like deer, goat, sheep.
(iii) This encouraged people to herd and rear animals.
5. Map Work.

Chapter – 03 (From Gathering to growing food)

1. (iii) Mehrgarh
2. Houses at were usually square or rectangle.
3. On the excavation archaeologists have found bones of wild animals in the lower most level. On the upper level they found cattles bones.
4. (i) Hunter gatherers moved from place to place but farmers did not.
(ii) Hunter gatherers depended on meat of wild animals but farmers did not.
(iii) Hunter gatherers did not have any settled life but farmers had settled life.

Chapter – 04 (In the Earliest Cities)

1. Two important cities are Harappa and Mohenjodaro.
2. (ii) Copper
3. Piece of cloth, spindles which have been found by archaeologists proved that cloth was used in Harappan civilization.
4. Causes of the end of Harappa civilization –
 - (i) Climate change
 - (ii) Deforestation
 - (iii) Flood
 - (iv) Attack of other people.
5. Map work.

Chapter – 05 (What Books and Burials tell us)

1. Rigveda
2. Indicate the exact place in burial
3. (i) Rigveda
(ii) Samaveda
(iii) Yajurveda
(iv) Atharvaveda
4. Today books are written and read. The Vedas instead were written memorised by students and later passed to the later generation by speaking, listening and then memorising.
5. The objects found in graves are usually different some skeletons were buried with a great number of pots and precious things, while some with just a few of them.

Chapter – 06 (Kingdoms, Kings and an Early Republic)

1. Sixteen Mahajanpadas
2. Rajgrih
3. Four Varnas were
 - (i) Brahmin
 - (ii) Kshatriyas
 - (iii) Vaishyas
 - (iv) Shudras
4. The rajas of mahajapadas built fort ti protect the citizens from the attack of the other kings. Some rajas wanted to show their richness. Due to fortification the control of people and land became easier.
5. Map work.

Question Bank for slow learners

Class – VI

Subject – Civics

CHAPTER-1 UNDERSTANDING DIVERSITY

1. A Muslim prays in a-

मुस्लिम का प्रार्थना स्थल है।

- | | | | |
|-----------|-------|--------------|------------|
| a) Temple | मंदिर | b) mosque | मस्जिद |
| c) Church | चर्च | d) gurudwara | गुरुद्वारा |

2.Samir ek belongs to which religion

स्मीर एक किस जाति का था?

- | | | | |
|-----------|---------|------------------|-------------------|
| a) Muslim | मुस्लिम | b) Hindu | हिन्दू |
| c) sikh | सिख | d) none of these | इनमें से कोई नहीं |

3. where is Laddak situated?

लदाख कहां स्थित है?

4. what is the main food of Kerala?

केरल का मुख्य भोजन क्या है?

5. what is diversity?

विविधता क्या है?

6. Fill in the blanks- रिक्त स्थान भरें

- a) _____ is our national song.
_____ राष्ट्रीय गीत है।
- b) India is a country of _____.
भारत _____ का देश है।

LESSON 4- KEY ELEMENTS OF A DEMOCRATIC GOVERNMENT

1. What is the native language of Africans?

अफ्रीकी वासियों की भाषा क्या है?

2. What type of government was there in Africa?

दक्षिण अफ्रीका में किस प्रकार की सरकार थी?

3. Who is Nelson Mandela?

नेल्सन मंडेला कौन हैं?

7. FILL IN THE BLANKS- रिक्त स्थान भरें

(i) All governments are elected for _____ period.

सभी सरकारें _____ समय के लिए चुनी जाती हैं।

(ii) ----- means separation on the basis of race.

_____ का अर्थ है रंग के आधार पर अलग करना।

STATE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE

निम्न कथन सत्य है या असत्य

(i) A government once elected can not be changed.

एक बार चुनने के बाद सरकार नहीं बदली जा सकती।

(ii) In a democratic country people can exercise unlimited freedom.

एक लोकतांत्रिक देश में लोगों के पास असीमित अधिकार होते हैं।

LESSON 5- PANCHAYATI RAJ

Choose the correct alternative-

1. It consists of all adult members of the village-

a) gram panchayat b) block samiti

c) zila parished d) gram sabha

5. He is the link between the people of the district and the state government-

a) chair person b) collector

c) B D O d) sarpanch

3. What are the three levels of village government?

4. What is Gram Panchayat?

FILL IN THE BLANKS

5. _____ approves the gram panchayat's work.

6. _____ constructs and repairs roads and streets

MARKING SCHEME

CLASS VI

Civics

CHAPTER-1 UNDERSTANDING DIVERSITY

1. b) mosque मस्जिद
2. b) Hindu हिन्दु
3. Laddak is situated in the eastern part of J and K.
लद्दाख जम्मू कश्मीर राज्य के पूर्वी भाग में स्थित है।
4. The main food of Kerala is rice, fish and vegetables.
केरल का मुख्य भोजन चावल, मछली तथा सब्जी है।
5. Diversity means different opinion and beliefs of the peoples.
एक देश के लोगों के अलग अलग विश्वास तथा राय विविधता कहलाता है।
6. a) Vande Matram वंदे मातरम्
b) diversities विविधताओं

Lesson -2 Diversity and discrimination

1. d) 8
2. a) 1947
6. d) all of these उपरोक्त सभी।
7. To judge other people negative or see them as inferior.
पूर्वाग्रह का अर्थ है दूसरों के प्रति नकारात्मक व्यवहार।

Lesson- 3 What is government?

1. b) political equality राजनीतिक समानता
2. d) all of these उपरोक्त सभी।
3. Central government, state govt, local govt.
केन्द्र सरकार, राज्य सरकार, स्थानीय सरकार।
4. Legislature विधायिका
5. Three तीन।

LESSON 4- KEY ELEMENTS OF A DEMOCRATIC GOVERNMENT

1. Zulu जूलू
2. Apartheid Laws रंगभेद
3. Nelson Mandela is the most known leader of African National Congress.
नेल्सन मंडेला अफ्रीकी राष्ट्रीय कांग्रेस के जाने माने नेता थे।
4. Fixed निश्चित

- | | | |
|----|-----------|--------|
| 5. | Apartheid | रंगभेद |
| 6. | False | असत्य |
| 7. | False | असत्य |

LESSON 5- PANCHAYATI RAJ

1. d) Gram Sabha
2. b) Collector
3. (i) Gram Panchayat
(ii) Block samiti
(iii) Zila Parishad

4. Small committee of about 7 to 30 members depending upon the size of the village, elected by the Gram Sabha.

5. Gram Sabha
6. Village Panchayat

Question Bank for slow learners

Class – VI

Subject – Geography

Chapter – 01 (The Earth in the Solar System)

3. Planets do not have their own _____ and _____. (1)
(b) Light and Water (b) Light and Heat (c) Heat and Water
ग्रहों के पास अपनी.....तथा.....नहीं होती है।
(क) प्रकाश एवं जल (ख) प्रकाश एवं ऊ मा (ग) ऊ मा एवं जल
4. Which planet is known as “Earth’s Twins”? (1)
(a) Venus (b) Jupiter (c) Saturn
किस ग्रह को पृथ्वी के जुड़वा ग्रह के नाम से जाना जाता है?
(क) शुक्र (ख) बृहस्पति (ग) मंगल
3. What is Universe? (2)
ब्रह्मांड क्या है?
4. Why is the Earth called a unique planet? (2)
पृथ्वी को अदभुद् ग्रह क्यों कहा जाता है?
5. Describe how a planet differs from a star? (3)
एक ग्रह, तारे से कैसे भिन्न होता है? वर्णन करिए।
6. Distinguish between inner and outer planets? (3)

आंतरिक एवं वाह्य ग्रहों के बीच अन्तर को स्पष्ट करिए।

Chapter – 02 (Latitudes and Longitudes) ग्लोब: अक्षांश एवं देशान्तर

9. The value of prime meridian is (1)
(b) 90° (b) 60° (c) 00°
प्रमुख याम्योत्तर का मान है-
(क)90° (ख)60° (ग) 00°
10. The Antarctic Circle is located in _____ hemisphere. (1)
(d) Northern (b) Southern (c) Eastern
अंटार्कटिक वृत्त.....में स्थित है।
(क)उत्तरी (ख)दक्षिणी (ग)पूर्वी
11. What is the latitudinal value of Equator? (2)
भूमध्य रेखा का अक्षांशीय मान क्या होता है?
12. What are the three heat zones of the Earth? (2)
पृथ्वी के तीन ताप कटिबंध कौन से हैं?
13. What is Globe? (3)
ग्लोब क्या है?
14. Why Torrid Zone receive maximum amount of heat? (3)
उष्ण कटिबंधीय क्षेत्र, उ मा की सर्वाधिक मात्रा क्यों प्राप्त करते हैं?

Chapter – 03 (Motion of the Earth)

9. How many days a leap year have? (1)
(b) 365 (b) 366 (c) 360
एक लीप वर्ष में कितने दिन होते हैं
(क)365 (ख)366 (ग) 360
10. In which season days are shorter in India? (1)
(d) Summer Season (b) Rainy Season (c) Winter Season
भारत में किस ऋतु में दिन की अवधि कम होती है
(क)ग्रीष्म ऋतु (ख)वर्षा ऋतु (ग)शीत ऋतु
11. What is called the movement of the Earth around the Sun? (1)
पृथ्वी की सूर्य के चारों ओर की गति को क्या कहा जाता है?
12. Direct rays of Sun fall on the equator on which day? (1)
सूर्य की सीधी किरणें विषुवत रेखा पर किस दिन पड़ती हैं?
13. What is a leap year? (2)
लीप वर्ष क्या होता है?
14. What is an Equinox? (2)
विषुवत क्या है?
15. Define Rotation and Revolution? (3)

घूर्णन एवं परिक्रमण को परिभाषित करें।

Chapter – 04 (Map)

3. In map, Blue colour is used for showing _____ (1)

(e) Plains (b) Mountains (c) Water bodies

मानचित्र में नीले रंग का प्रयोग क्या दर्शाने के लिए किया जाता है?

(क) मैदानों को (ख) पर्वतों को (ग) जलाशयों को

4. In maps an arrow marked with 'N' shows which direction? (1)

(a) North (b) East (c) South

एक मानचित्र में तीर के निशान के ऊपर उ या N अक्षर किस दिशा को दर्शाता है?

(क) उत्तर (ख) पूर्व (ग) दक्षिण

3. What are four cardinal directions? (1)

4. What are the three components of a map? (1)

5. Which maps provides detailed informations? (2)

6. How do symbols help in reading maps? (2)

7. How maps are more helpful than a globe? (3)

Chapter – 5 (Major Domains of the Earth)

1. Which is the largest continent? (1)

(i) Africa (ii) Asia (iii) Australia

सबसे बड़ा महाद्वीप कौन सा है?

(क) अफ्रीका (ख) एशिया (ग) आस्ट्रेलिया

2. The domain of the earth consisting of solid rocks is (1)

(i) the Atmosphere (ii) the Hydrosphere (iii) the Lithosphere

पृथ्वी का परिमंडल जो कठोर शैलों से मिलकर बना है—

(क) वायु मंडल (ख) जल मंडल (ग) स्थलमंडल

3. On which planet is the life found? (1)

किस ग्रह पर जीवन विद्यमान है?

4. Which is the smallest continent? (1)

सबसे छोटा महाद्वीप कौन सा है?

5. What do you know about the biosphere? (2)

जैवमंडल के बारे में आप क्या जानते हैं?

6. Why is the Northern Hemisphere called Land Hemisphere? (2)

उत्तरी गोलार्द्ध को स्थल क्यों कहा जाता है?

7. Locate any three continents in outline map of world. (3)

विश्व के रेखा-मानचित्र पर कोई तीन महाद्वीप चिह्नित कीजिये?

Chapter – 6 (Major Landforms)

1. Glaciers are found in (1)

(a) Mountains (b) Plains (c) Plateau

शहमानी पायी जाती है—

(क) पहाड़ों में (ख) मैदान में (ग) पठारों में

2. The Deccan Plateaus is located in (1)

- (a) Kenya (b) Africa (c) India

दक्कन का पठार स्थित है—

- (क)केन्या में (ख)अफ्रीका में (ग)भारत में

3. What is erosion? (1)

अपक्षय क्या है?

4. What is Range? (1)

ऋखला किसे कहते हैं?

5. How does plains thickly populated? (2)

मैदानी क्षेत्र अधिक जनसंख्या वाला कैसे बनता है?

6. What is Plateau? Write one example. (2)

Chapter – 7 (Our Country)

1. Fill in the blanks (1 each)

- (a) India has an area of about _____ .

भारत का क्षेत्रफल लगभग.....है।

- (b) The latitude that runs almost halfway through India is _____ .

भारत के मध्य से गुजरने वाला अक्षांश.....है।

2. Which is the standard meridian of India? (1)

भारत की मानक मध्यान्ह रेखा कौन सी है?

3. What is tributary? Give one example. (1)

सहायक नदी क्या है? एक उदाहरण दीजिये?

4. Mention the important features of main Himalaya? (2)

मुख्य हिमालय के प्रमुख लक्षण लिखिये?

5. On the outline map of India, show the following. (2 each)

- (i) Eastern & Western Ghats

- (ii) The major rivers of India

- (iii) The tropic of cancer.

भारत के के रेखा मानचित्र पर दर्शाइये—

- (क)पूर्वी और पश्चिमी घाट (ख)भारत की प्रमुख नदियां (ग)कर्क वृत्त

Chapter – 8 India: Climate, Vegetation & Wildlife

1. The world highest rainfall occurs in - (1)

- (a) Mumbai (b) Assansol (c) Mawsynram

विश्व की सर्वाधिक वर्षा होती है—

- (क)मुंबई में (ख)आसनसोल में (ग)माउसिनराम में

2. Mahogani & Rosewood trees are found in - (1)

- (a) Mangrove forest

- (b) Tropical deciduous forests

(c) Tropical evergreen forest

महोगनी और रोजवुड वृक्ष हैं—

(क)मैंग्रोव वन के

(ख)ऊष्णकटिबंधीय पर्णपाती वन के

(ग)ऊष्णकटिबंधीय सदाहरित वन के

3. Which is our national bird? (1)

ळमारा राष्ट्रीय पक्षी क्या है?

4. Define Loo? (1)

लू को समझाइये?

5. Write the features of deciduous forests? (2)

पर्णपाती वनों की विशेषतायें लिखिये?

6. Give an account of the wildlife found in India? (3)

भारत में पायी जाने वाली वन्य-प्रजातियों के विषय में जानकारी दीजिये?

Marking Scheme

Chapter – 01 (The Earth in the Solar System)

11. B. Light and Heat.
12. A. Venus
13. The vast and infinite space having million of galaxies.
14. Only one planet to have life in the Solar system.
15. Write any three differences between stars and planet.
16. Write any three differences between Inner and Outer planet.

Chapter – 02 (Latitudes and Longitudes)

9. C. 0 Degree.
10. B. Southern.
11. 0 Degree.
12. Torrid Zone, Temperate zone and Frigid zone.
13. Globe is a true model (miniature form) of the Earth.
14. The Sun is overhead at least once a year on all latitudes in between tropic of cancer to tropic of Capricorn. Therefore this area receives the maximum temperature and called torrid zone.

Chapter – 03 (Motion of the Earth)

9. B. 366 days.
10. C. Winter Season
11. Revolution
12. 21 March and 23 September
13. The year which consists 366 days is known as leap year. Every fourth year February is of 29 days instead of 28 days, because Earth takes 365 days 6 hours to revolve around the Sun. These six hours added to make one day and added in February over a span of four years.

14. When the whole earth experiences equal days and equal nights. E.g. 21 March and 23 September is known as equinox.
15. Rotation – Movement of the earth on its own axis.
Revolution - Movement of the earth around the Sun.

Chapter – 04 (Map)

9. C. Water bodies.
10. A. North
11. North, South, East and West.
12. Distance, Direction and Symbol.
13. A long scale map.
14. It is not possible to show actual shape and size of different features on map. So we use different symbols. These symbols provides lots of information in limited space.
15. Globe is not easy to carry compare to maps.

Chapter – 5 (Major Domains of the Earth)

1. (ii) Asia
2. (iii) Lithosphere
3. Earth
4. Australia
5. A narrow zone where air, water & land interacts.
6. Most of land is situated in this hemisphere.
7. Map Work

Chapter – 6 (Major Landforms)

1. (i) Mountains
2. (iii) India
3. Bearing & tearing of earth's surface by air and water.
4. The line of mountains.
5. (i) Plain area
(ii) Fertile area
(iii) Easy in transport
6. (i) Height from plains
(ii) Top flat surface
Tibet

Chapter – 7 (Our Country)

16. 3.28 million sq.km.
17. 23.5° N / Tropic of cancer
18. 84.5 ° East
19. River which increases the water of main river.
Tapi.
20. (i) Greater Himalayas – It includes highest peaks. Name Mt. Everest, Nanda Devi.
(ii) The Lesser Himalayas – Hill stations situated.
(iii) Shivalik Range – Outer Himalaya, Average height 122 mts.
21. Map Work

Chapter – 8 India: Climate, Vegetation & Wildlife

1. (i) Mawsynram
2. (iii) Tropical Evergreen Forest
3. Peacock
4. Hot & dry wind blows during summer in northern India.
5. (i) Shed their leaves in a particular time of a year.
(ii) Trees are not tall.
(iii) Area of 100 – 200 cm rainfall.
6. Lion, Tiger, Elephant, leopard, Rhinoceros, Monkey.

Question Bank for slow learners

Class – VI

Subject – History

Chapter – 01 (What, Where, How and When)

7. Name a tributary of the river Ganga. (1)
गंगा की एक सहायक नदी का नाम बताओ?
8. What do you mean by tributary river? (1)
सहायक नदी से आप क्या समझते हैं?
9. Where are the Garo hills located? (1)
गरो पहाड़ियां कहां स्थित हैं?

10. What do you mean by inscription?

(2)

अभिलेख से आप क्या समझते हैं?

11. Write the full form of BC and AD?

(2)

बी० सी० और ए० डी० का पूरा नाम लिखिए।

12. Why do you think ordinary men and women did not generally keep records of what they did? (3)

साधारण स्त्री-पुरुष अपने कार्यों का विवरण क्यों नहीं रखते थे?

Chapter – 02 (On the trail of the Earliest People)

1. In which state Bhimbetka is located? (1)

भीमबेटका किस राज्य में स्थित है?

2. Choose the correct answer : (1 each)

(i) Grasslands developed around

- (a) 800 years ago
- (b) 2 million years ago
- (c) 100000 years ago
- (d) 12000 years ago

(ii) Tools in Husangi were made of

- (a) Stone
- (b) Limestone
- (c) Wood
- (d) Metal

सही उत्तर चुनो—

क-घास वाले मैदानों का विकास लगभग.....पहले हुआ—

(अ)800 वर्ष (ब)20 लाख वर्ष (स)1 लाख वर्ष (द)12000 वर्ष

ख-हुंसगी में औजार.....के बने हुए थे—

(अ)पत्थर (ब)चूना पत्थर (स)लकड़ी (द)धातु

3. Why did hunter gathers travel from place to place? (2)

शिकारी संग्राहक एक स्थान से दूसरे स्थान को क्यों घूमते रहते थे?

4. What tools would you use today for cutting fruits? (2)

आज तुम फल काटने के लिए किन-किन औजारों का प्रयोग करते हो?

5. Locate the following in the map of India. (1 each)

- (i) Chirad
- (ii) BHimbetka
- (iii) Kolkata
- (iv) Mumbai
- (v) Husangi
- (vi) Kurnool

भारत के मानचित्र में निम्न को दिखाओ—

चिराद, भीमबेटका, कोलकाता, मुम्बई, हुंसी, कुरनूल

Chapter – 03 (From Gathering to growing food)

1. Which was the first animal to be tamed? (1)
पलतू बनाया गया पहला जानवर कौन था?
2. What do get from the animals? (2)
जनवरों से तुम्हें क्या-क्या मिलता है?
3. Write two differences between the lives of farmers and hunter gatherers. (4)

शिकारी संग्राहकों एवं कृषकों के जीवन के बीच दो अन्तर बताओ।

Chapter – 04 (In the Earliest Cities)

1. Choose the correct answer :- (1 each)
(a) The Great bath has been discovered in
(i) Lothal (ii) Harappa (iii) Mohanjodaro
क- विशाल स्नानागार की खोज.....में की गई थी।
(अ)लोथल (ब)हड़प्पा (स)मोहनजोदड़ों (द)कालीबंगन
(b) The city of Lothal was situated beside a river which was a tributary of
(i) Ganga (ii) Sabarmati (iii) Kaveri
ख- लोथल नगर एक नदी के किनारे स्थित था जो.....की एक सहायक नदी थी।
(अ)गंगा (ब)साबरमती (स)कावेरी
2. Why were wheel and the plough important for the Harappans? (2)
हड़प्पा के लोगों के लिए पहिया और हल क्यों महत्वपूर्ण थे?
3. Where did the Harappan get the raw materials from? (3)
हड़प्पा के लोगों को कच्चा माल कहाँ से प्राप्त होता था?
4. Locate the following in the Map of India. (1 each)
Lothal, Harappa, Kalibanga, Mohanjodaro.

भारत के मानचित्र में निम्न को दिखाएँ—

(अ)लोथल (ब)हड़प्पा (स)मोहनजोदड़ों (द)कालीबंगन

Chapter – 05 (What Books and Burials tell us)

1. Which one is the oldest Vedas? (1)
कौन सा वेद सबसे पुराना है—
(क) ऋग्वेद (ख)सामवेद (ग) यजुर्वेद (घ) अथर्ववेद
2. The Rigveda has been written in (1)
(i) Sanskrit (ii) Hindi (iii) Prakrit
ऋग्वेद लिखे गये है—
(अ)संस्कृत में (ब)हिन्दी में (स)प्राकृत में (द)तमिल में
3. In what ways do you think that the life of a Raja was different from that of a dasa or dasi? (1)

एक राजा का जीवन एक दास या दासी के जीवन से कैसे भिन्न होता था?

4. Complete the sentences:-

(1each)

- (a) Slaves were used for _____.
(b) People at Inamgaon ate _____.
(c) Megaliths are found in _____.

वाक्यों को पूरा करो—

(अ).....के लिए दासों का इस्तेमाल किया जाता था।

(ब)इनामगांव के लोग.....खाते थे।

(स).....में महापाषाण पाये जाते हैं।

Chapter – 06 (Kingdoms, Kings and an Early Republic)

1. Choose the correct answer :-

(1 each)

(a)The ashvamedha was the sacrifice of

- (i)Horse (ii) Cow (iii) Bull

अश्वमेध में बलि दी जाती थी—

- (क) घोड़े की (ख)गाय की (ग) बैल की (घ) बकरी की

(c)One sixth of the produce was taken as tax from

- (i)Farmers (ii) Traders (iii) Craft Persons

उत्पाद का छठवां भाग कर के रूप में.....से लिया जाता था—

- (क) किसानों (ख)शिकारी संग्राहको (ग) कारीगरों (घ) व्यापारियों

2. Write the name two famous rulers of Magadha.

(2)

मगध के दो प्रसिद्ध शासकों के नाम लिखो?

3. Who were the groups who could not participate in the assemblies of the Ganas?

(3)

समाज के वे कौन से समूह थे जो गणों की सभाओं में हिस्सा नहीं ले सकते थे।

4. Locate the following in the Map of India.

(1 each)

Magadha, Ujjain, Anga, Kosala, Avanti, Kuru.

भारत के मानचित्र में निम्न को दिखाओ—

मगध, उज्जैन, अंग, कोसल, अवन्ति, कुरु

Marking Scheme

Chapter – 01 (What, Where, How and When)

7. Yamuna

8. Tributaries are smaller rivers which join the bigger river and increase the water.

9. The Garo hills are in Meghalaya.

10. Incriptions are writings on relatively hard surfaces like stone or metal.

11. Before Christ and Anno Domini.

12. Ordinary men and women did not feel the need of recording what they did. They did not know to write.

Chapter – 02 (On the trail of the Earliest People)

1. M.P.
2. (i) (d) 12000 years ago
(ii)(b) Limestone
3. Hunter gatherers travelled from place to place in search of food, water.
4. Knives made of iron and steel.
5. Map Work.

Chapter – 03 (From Gathering to growing food)

1. Dog
2. Milk, eggs, meat, bones.
3. (i) Hunter Gatherers kept travelling but farmers had to live a same place for a longer time.
(ii) Hunter gatherers did not know to grow food but farmers knew.

Chapter – 04 (In the Earliest Cities)

1. (a) (iii) Mohanjodaro
(b) (ii) Sabarmati
2. The wheel was used in carts and pottery.
The plough was used to dig the earth for turning the soil for planting seeds.
3. The Harappan got the raw material from present day Rajasthan, Afganistan, Gujarat and Karnataka.
4. Map Work.

Chapter – 05 (What Books and Burials tell us)

1. (a) Rigveda
2. (a) Sanskrit
3. In the society raja was one of the highest position but Dasa were the lowest position. The dasas and dasis were slaves used for work.
4. (a) Work
(b) Wheat, Barley, Rice, Pulses, millets.
(c) South India, North- east, Kashmir.

Chapter – 06 (Kingdoms, Kings and an Early Republic)

1. (a) (i) Horse
(b) (i) One – Sixth

2. Bimbisar and Afganistan
3. Women, Dasas and Kammakaras.
4. Map Work.

Group Dayanad Saraswati

History- 1)How, When and Where

Questions for slow learner

Q.1) Multipal choice question

(a) A History of British India was written by -----

- (a) Charles Darwin (b) James Mill
(d) Albert Einstein (d) Thomes Hardy

‘ए हिस्ट्री ऑफ ब्रिटिश इंडिया’ किताब द्वारा लिखी गई।

- अ) चार्ल्स डार्विन ब) जेम्स मिल स) अलबर्ट आइंस्टाइन द) थॉमस हार्डी

Ans- James Mill

(b) The first Governor-General of India was -----

- (a) Lord Dalhousie (b) Lord Mountbatten
(c) Lord William Bentinck (d) Warren Hastings

भारत के प्रथम गर्वनर जनरल.....थे।

- अ) लार्ड डलहौजी ब) लार्ड माउंटबैटन स) लार्ड विलियम बेन्टीक द) लार्ड वॉरेन हेस्िंग्स

Ans- Warren Hastings

Q.2) What is done under census?

जनगणना में क्या किया जाता था?

Ans- It records the number of people living all the province of India and gathers information on cast, religion and occupation

Q.3) Name the events for which specific dates can be determined?

किस तरह की घटनाओं के लिए निश्चित तिथि बनायी जा सकती थी?

Ans- The year a king was crowned, the year he married, the year he had a child, the year he Fought a particular battle, the year he died, etc.

Q.4) Why did the British preserve documents?

अंग्रेज दस्तावेज को क्यों सुरक्षित रखते थे?

Ans- The British preserved official documents because they liked to have permanent record of every instruction, plan, policy, agreement, They believed that things could be properly studies and debated once we had such records.

Q.5) What were the kinds of surveys the British conducted in the early nineteenth century?

उन्नीसवीं सदी की शुरुआत में अंग्रजों द्वारा किस प्रकार का सर्वेक्षण किया जाने लगा?

Ans- 1) Revenue surveys were conducted in the village to know about the topography, the soil

Quality, the flora and the fauna etc.

2) Census operations were held to know the detailed records of the number of people, religions and occupations.

3) Botanical surveys, archaeological surveys, forests surveys etc.

Questions for bright students

Q.1) Who was James Mill?

जेम्स मील कौन थे?

Ans- He was a Scottish economist and political philosopher and is known for his book.

A History of British India.

Q.2) What is colonization ?

औपनिवेशिक क्या होता है?

Ans- When the subjugation of one country by another leads to political, economic, social and cultural changes in such a way to give the control to the supreme country

Q.3) How will the information historians get from old newspapers be different from that found in police reports?

इतिहासकार पुराने अखबारों से जो जानकारी जुटाते हैं वह पुलिस की रिपोर्ट में उपलब्ध जानकारी से किस तरह अलग होती है।

Ans The information in police reports tells us only about what officials thought, what they were interested in and what they wished to preserve for posterity.

However, the information from old newspapers tells us about the feelings and actions of other people of the country.

Q.4) What is the problem with the periodisation of Indian history that James Mill offers?

जेम्स मील ने भारतीय इतिहास को जिस तरह काल खण्डों में बाँटा है उसमें क्या समस्याएँ हैं?

Ans-1) James Mill divided history on the basis of religion of the rulers of the times. However, a variety of faiths existed simultaneously in these periods

2) Mill through his periodisation suggested that British rule could civilize India.

Question Bank

(Mineral and energy resources)

Lesson 3 Geography)

Slow Learner

Q.1. Tick the correct answer.

(One mark)

(i) Which one of the following is a leading producer of copper in the world.

- (a) Bolivia (c) Chile
(b) Ghana (d) Jimbawe

निम्नलिखित में संसार का सबसे अधिक ताँबा उत्पादक कौन है?

- (a) बोलोविया (c) चिली
(b) घाना (d) जिम्बावे

(ii) The leading producer of petroleum in world is-

- (a) U.S.A. (c) Norway
(b) U.K. (d) Iron

निम्न में संसार का सर्वाधिक पेट्रोलियम उत्पादक देश कौन सा है?

- (a) यूएसए (c) नार्वे
(b) यूके (d) इरान

(iii) Which one of the following is non metallic mineral?

- (a) Iron ore (c) Bauxite
(b) Lime Stone (d) Gold

निम्न में कौन सा खनिज धात्विक नहीं है?

- (a) लौह अयस्क (c) बाक्साइड
(b) चूना पत्थर (d) सोना

Bright Learner

Q.1. (i) Which continent is the leading producer of Iron ore in the World?

- (a) North America (c) Asia
(b) Europe (d) Australia

निम्नलिखित में संसार का सर्वाधिक लौह उत्पादक महाद्वीप कौन सा है?

- (a) उत्तरी अमेरिका (c) एशिया
(b) यूरोप (d) आस्ट्रेलिया

(ii) Which of these is called Black Gold?

- (a) Petroleum (c) Tidal Energy
(b) Solar energy (d) Gold

निम्नलिखित में से किसे काला सोना कहते हैं—

(a) पेट्रोलियम

(c) ज्वारीय उर्जा

(b) सौर उर्जा

(d) सोना

(iii) What is the name given to the electricity produced from Coal?

(a) Nuclear Power

(c) Thermal power

(b) Fossil Fuel

(d) None of these

कोयला द्वारा उत्पन्न विद्युत कहलाती है—

(a) परमाणु उर्जा

(c) ताप उर्जा (विद्युत)

(b) जैविक उर्जा

(d) इनमें से कोई नहीं

Q.2. Tick the correct answer.

(Two marks) (2)

(i) Name any Two common minerals used by you everyday.

प्रतिदिन उपयोग में आने वाले दो खनिजों के नाम बताओ।

(ii) What do you mean by 'BioGas'?

बायो गैस से आप क्या समझते हैं?

(iii) What is the mineral?

खनिज क्या है?

(iv) What do you mining?

खनन से आप क्या समझते हैं?

Bright Learner

(i) Which sources of energy would you suggest for rural area?

ग्रामीण क्षेत्र में आप उर्जा के कौन से स्रोत उपयोग करने का सुझाव देंगे?

(ii) Give the reason-

Most industries are concentrated around Coal mines?

कारण बताओ—

अधिकांश उद्योग कोयला खदानों के आसपास केन्द्रित होते हैं?

(iii) Distinguish between conventional and non conventional sources of energy?

परंपरागत एवं परंपरागत उर्जा के संसाधनों उर्जा के संसाधनों में क्या अन्तर है?

Q.3. Explain (Long Answer)

Marks (4)

(i) What is the difference between ferrous and non ferrous minerals?

लौह एवं अलौह खनिज में क्या अन्तर है?

(ii) Give four ways in which you can save energy at home.

घर में आप उर्जा कैसे बचा सकते हैं? कोई चार उपाय बताइये?

(iii) What is drilling? Give example.

वेधन किसे कहते हैं? उदाहरण दो

For Bright Learner

(i) Write the advantages and disadvantages non conventional sources energy
गैर परंपरागत उर्जा संसाधनों के लाभ एवं हानि बताइये।

(ii) How is hydro-electricity produce?

जल विद्युत किस प्रकार तैयार की जाती है।

Answer sheet

Lesion 3 Geography Class VIII

Slow learner M.C.Q.

Q.1.

(i) Chili

(ii) Iran

(iii) Lime stone

Bright learner

(i) Europe

(ii) Petroleum

(iii) Thermal Power

Q.2. Short Answer

Slow Learner

(i) Iron

Gas (any)

(ii) Organic Waste material dead Plant and animal material.

(dung and kitchen waster) can be converted in to a gaseous fuel called biogas.

(iii) Those chemical

(iv) The process of taking at minerals from rock buried under the earth's surface is called mining.

Bright learner

(i) Energy , Biogas

(ii) Presence of coal mine around industries reduce the cost of transportation and also ensures easy availability of fuel.

Conventional

Use for long time

eg. Petroleum. Coal

Non conventional

Come in use recently

eg Solar energy, wind energy

Q.3. (i)

Ferrous mineral are contain Iron magnetic Iron Ore	Non Ferrous mineral non contain Iron magnetic Eg. Lime stone
---	---

(ii) Promoting solar energy, using biogas, using pressure cooker, avoiding misuse .

(iv) Deep well are bored to take them out this called drilling eg. Bombay High.

B.L.

Advantage-

Usually , inexhaustible, do not pollute the environment ,cost less , safe use.

Disadvantage-

Usually exhaustible pollute the environment cost high

Tidal energy destroyed natural habitats of flora and fauna.

Question Bank

Chapter No. 2 - History

Q.1 Who was the last powerful Mughal ruler ?

(a) Akbar

(b) Jahangir

(c) Shahjahan

(d) Aurangzeb

अंतिम शक्तिशाली मुगल शासक कौन था?

(क) अकबर

(ख) जहाँगीर

(ग) शाहजहाँ

(घ) औरंगजेब

Q.2 What was 'farman' ?

- (a) A type of tax (b) A puppet
(c) A royal order or edict (d) Minister's Post

'फरमान' क्या था?

- (क) एक प्रकार का कर (ख) एक कठपुतली (ग) एक शाही आदेश (घ) मंत्री का पद

Q.3 Who was the founder of the 'doctrine of lapse' theory in India ?

- (a) Robert clive (b) Cornwallis
(c) Lord Dalhousie (d) Warren Hastings

'विलय नीति' या 'हड़प नीति' का संस्थापक कौन था?

- (क) राबर्ट क्लाइव (ख) कॉर्नवालिस (ग) लार्ड डलहौजी (घ) वॉरेन हेस्टिंग्स

Q.4 The Battle of Plessey was fought between whom ?

- (a) Haidar Ali and British
(b) Tipu and British
(c) Alivardi Khan and Marathas
(d) Nawab Sirajuddaulah and Company

प्लासी का युद्ध किनके बीच लड़ा ?

- (क) हैदरअली और ब्रिटिश (ख) टीपू और ब्रिटिश (ग) अलीवर्दीख़ाँ और ब्रिटिश (घ)नवाब सिराजुद्दौला और कंपनी

Q.5 Awadh was took over by company by imposing charges ?

- (a) Misgovernance (b) Autocratic rule
(c) Poverty (d) For providing more power to the people
of Awadh

अवध का किन आरोपों का लगाते हुए, कंपनी में विलय कर लिया गया?

- (क)कृप्रशासन (ख) एकाधिकारी शासन (ग)गरीबी (घ)अवध के लोगों को अधिक शक्ति प्रदान करने के लिए

Q.6 When British East India company came in India its main objective was ?

- (a) To acquire territory (b) To fight with kings
(c) For trade (d) To rule India

जब भारत में प्रारंभ में , ब्रिटिश ईस्ट-इंडिया कंपनी आई तब इसका मुख्य उद्देश्य था:

- (क) क्षेत्र या राज्यों पर कब्जा करना (ख) भारतीय राजाओं से युद्ध करना (ग) व्यापार के लिए (घ)भारत पर शासन हेतु

Q.7 Battle of Buxar fought between and

बक्सर का युद्ध.....और.....बीच लड़ा गया।

Q.8 Mir Jafar and Mir kasim were the rulers of

मीर जाफर और मीर कासिम.....के शासक थे।

Q.9 Very short answer type questions :-

Who was known as the 'Tiger of Mysore' ?

'मैसूर का टाइगर' किसे कहा जाता है?

Q.10 Under whom regime a new policy of "Paramountcy" was initiated ?

थकसके शासनकाल में 'सर्वोच्चता' की एक नई नीति शुरू हुई?

Q.11 What was the theory of 'doctrine of lapse' ?

'विलय नीति' का सिद्धान्त क्या था?

Q.12 What do you understand about "subsidiary allaince" ?

सहायक संधि से आप क्या समझते हैं?

Q.13 What were the causes of 'battle of Plessey' ? (give any four reasons)

प्लासी के युद्ध के क्या कारण थे? (कोई चार कारण दीजिए)

Q.14 What were the new change occurred in the administration in British rule ?

ब्रिटिश राज्य में प्रशासन में क्या बदलाव हुए?

Q.15 Locate places in the given outline map of India ?

(a) Delhi (b) Lucknow (c) Bombay (d) calcutta

(e) Mysore (f) Hyderabad (g) Benaras (h) Madras

भारत के मानचित्र में निम्नलिखित स्थलों को दर्शाइए।

(क) दिल्ली (ख) लखनऊ (ग)बॉम्बे (घ) कोलकता (ड.) मैसूर (च)हैदराबाद (छ) बनारस (ज) मद्रास

Model Answers of question

Q.1 (d) Anrangzeb

Q.2 (c) A royal order or edict

Q.3 (c) A Lord Dalhousie

Q.4 (d) Nawab Sirajuddaulah and company

Q.5 (a) Misgovernance

Q.6 (c) For trade

Q.7 Mirkasim and company

Q.8 Bengal

Q.9 Tipu Sultan

Q.10 Lord Hastings

Q.11 Principle of doctrine of capse :-

This doctrine declared that if an Indian ruler died without a male heir his kingdom would "lapse". that is become part of company territory.

Q.12 Subsidiary Alliance -

According to this. Indian rulers were not allowed to have their independent armed forces. They were to be protected by the company, but had to pay for the 'subsidiary forces'.

Q.13 Causes of battle of plassey :-

1. Nawabs of Bengal refused to grant the company concessions.
2. They demanded large tributes for the company's right to trade.
3. Denied it any right to mint coin.
4. Stopped it for extending its fortification.

Q.14 Administrative changes Oceurred in the British administration :-

1. A new system of justice was established. Each district was to have two curts - a criminal court and civil court.
2. The British began to develop a uniform military culture.
Soldiers were increasingly subjected to European style training, drill and discipline that regulated their life for more than before.
3. A new system of revenue settlement was established.

Q.15 Map poinling :-

Question Bank - Marking Scheme

History - Lesson - 5

Ans. :- 1. Because Indian sepoys were underpaid.

2. The name of the mughal king was removed from the coin minted by _____ company.

3. The British recaptured Delhi in Sept 157.

4. The rumour spread that the New cartridges were coated with the fat of cows _____ and pigs.

5. He was the General of Nana saheb.

6. At the Name of the mughal king was removed from the coins minted by _____ company.

in 1849 Dalhousie announced that after the Death of Bahadur shah zafar the family of king would be shifted out of Red fort. and given another place in Delhi to live in.

7. The Indian sepoys were given poor salaries. The condition of service also made them unhappy - New Rules even violated their Religion.

8. The position of the British became very poor in Delhi Nana saheb the _____ adopted son of Late peshwa Baji Rao. who lived Near the Kanpur.

Thansi Rani joined the rebel sepoys and fought the British.

Many leaders joined the revolt. in Bihar Old Jemadar Kunwar Singh joined the _____ rebel sepoys.

Colonialism and the city of an imperial capital

Lesson - 6

Ans. 1. 1972

2. 1911

3. Colcutta

4. 1936

5. The British lived in the white areas in city's of Madras.

6. Shahjahanbad was crowed with Mohallas and sevral dazen bazars.

But New Delhi was not crowed

Shahjahanabad was not establised in a planned Mannos New Delhi was beautiful planned.

7. The area around the fort was cornpletely dared of gardens partitions and Mosques. or put them to other use, Zinat at Masjid converted ints Bakery. No warship was allowed in Jama Marjid for five years.

One third of the city was demolished and demolished and canals were filled up.

8. A Haveli Housed Many famlies on enterine the haveli throught a beautiful gateway. Open courtyard, which was surrounded by public room. There public rooms oly for visitors and Busines, Inner rom was meant for women.

Haveli beagen to Decline as the Mughal amirs found it Difficulty to maintain them under condition of British.

9. It was meat for one Nuclear be family.

It was Large single stonyed structure.

It has seprate living and dinner room and bedrooms and wide verandrah.

Kitchens Stables and servonts quarters were in Seprate space from main House.

Why do we need a parliament

Civics Lesson - 3

Ans. 1. Sansad

2. 245

3. Parliya Meant

4. 2004

5. Rajya sabha and Loksabha

6. The Executive is a group of persons who work together to implement the Lous. Made by parliament.

7. The prime minister is the Leader of the ruling party in Lok sabha.

8. The president of India nominates the 12 members of the Rajya sabha.

9. Political parties to form the govt. They must have a majority of elected MPS, The total membership of the Lok sabha is 545 in which 543 are elected member while 2 are nominated the party should have at least half the number is 272 member or More Have to majority 2nd Largest party is know as opposition party.

10. When one political party does not get a clean Moajority that is required to form the govt. in such is cumstances a group of politcal parties come together to form a government.

Lesson - 4 Political Science

Under standing law

- Ans. 1.** All the above
- 2.** 2006
- 3.** President
- 4.** The Indians Introduced the rule of law in theirs country.
- 5.** It is because they fed that the In tension behind such law is unfain and Harmful.
- 6.** They Hold public meeting write about it in Newspapers report to TV News cannels etc.
- 7.** Act came into effect on 10 March 1919. This Act allowed the British Govt. to imprison people with out due trial. Indian Nationalists, began to protest this arbitrary act. two leaders of this movement Dr. Saifuddin Ali were Arrested to protent these arrests public meeting Held at Jallian wala Bagh in Amritsan Genearal dyer entered the park with troops. and them ordered to five in gatheir Hundred of people were kelled and many more were wounded.

Question Bank for class - VIII

History Lesson - 5

Q.1 Why were the Indian spays unhappy with British rule ? Give one Reason.

भारतीय सिपाही ब्रिटिश शासन से क्यों नहीं खुश थे? एक कारण दीजिए।

Q.2 What was the fist step taken by the company towards ending the Mughal dynasty ?

कंपनी ने कौन सा पहला कदम मुगल साम्राज्य को समाप्त करने के लिए उठाया?

Q.3 When did the British recaptured Delhi ?

ब्रिटिश ने दिल्ली पर कब कब्जा किया?

Q.4 What rumour spread among the sepoys of the Meerut regiment about the New cartridges ?

मेरठ रेजिमेन्ट में सिपाहियों के बीच नए कार्ट्रिज के बारे में कौन सी अफवाहें फैली थीं?

Q.5 Who was the Tantia Tope ?

तात्या टोपे कौन था?

Q.6 How did the company plan to bring an end to the Mughal Dynasty ?

कंपनी की योजना मुगल साम्राज्य को समाप्त करने की क्यों थी?

Q.7 Why were the Indian sepoys in the employ of company discontented ?

भारतीय सिपाही कंपनी के कर्मचारियों से क्यों नहीं खुश थे? कारण लिखिए।

Q.8 How did the Reblion spread to other regions of the country.

विद्रोह भारत के दूसरे राज्यों में कैसा फैला?

Colonialism and the city the story of an imperial capital

Lesson - 6

Q.1 MCQ

When did Delhi college was established.

- (a) 1792 (b) 1785 (c) 1780

दिल्ली कालेज कब स्थापित किया गया था।

- अ) 1792 ब) 1785 स) 1780

Q.2 When did the capital of India was shefled from cacutta to Delhi.

- (a) 1945 (b) 1911 (c) 1940

भारत की राजधानी कलकत्ता से दिल्ली कब स्थानांतरित किया गया।

- अ) 1945 ब) 1911 स) 1940

Q.3 The capital of British India before Delhi was.

- (a) Bombay (b) calcutta (c) Madras

– ब्रिटिश भारत की राजधानी दिल्ली से पहले थी।

- अ) बाम्बे ब) कलकत्ता स) मद्रास

Q.4 When did the Delhi improvement Trust was set up.

- (a) 1935 (b) 1940 (c) 1936

दिल्ली सुधार ट्रस्ट कब शुरू हुआ?

- अ) 1935 ब) 1940 स) 1936

Q.5 Who lived in the white area in cities such as Madras.

मद्रास के सफेद क्षेत्र में कौन लोग रहते थे?

Q.6 Identify three differences in the ceties design of New Delhi and shahjahanabad ?

दिल्ली और शाहजहाँ की शहर की डिजाइन में तीन अंतर बताइए।

Q.7 How did the old city of Delhi change under British Rule ?

दिल्ली का पुराना शहर ब्रिटिश शासन के समय कैसे बदलाव आया?

Q.8 Write short Note o Havelis ?

हवेली पर एक संक्षिप्त नोट लिखे।

Q.9 Describe the main features of the colonial Bungalow ?

कालोनियल बंगला की विशेषताओं का वर्णन कीजिए।

Class - VIII (Political Science)

Why do we Need a parliament Lesson - 2

Q.1 The parliament of India is also know as.

(a) Sansad **(b)** Loksabha **(c)** Parliament House

भारत की पारलियामेन्ट के नाम से जानी जाती है

अ) संसद ब) लोकसभा स) पारलियामेन्ट हाउस

Q.2 The total membership of the Rajya sabha is.

(a) 545 **(b)** 245 **(c)** 212

राज्य सभा के कुल सदस्यों की संख्या है—

अ) 545 ब) 245 स) 212

Q.3 The supreme Law making Institution is the.

(a) Parliament **(b)** Rajyasabha **(c)** Judiceary

सुप्रीम कानून बनाने वाली संस्था है—

अ) पारलियामेन्ट ब) राज्य सभा स) न्यायपालिका

Q.4 EVMS were used throught the country for the first in general election Held in.

(a) 1962 **(b)** 1999 **(c)** 2004

इ.वी.एम. मशीन का प्रयोग भारत में पहली बार कब हुआ—

अ) 1962 ब) 1999 स) 2004

Q.5 Name the two Houser of the parliament ?

संसद क दो सदन कौन-कौन है?

Q.6 What do you mean by executive ?

कार्यपालिका से आप क्या समझते हैं?

Q.7 Who is the leader of the ruling party in the Lok Sabha.

सत्तादल का नेता कौन होता है?

Q.8 Who Nominates the 12 members of the Rajya Sabha

राज्य सभा के 12 सदस्यों की नियुक्ति कौन करता है?

Q.9 How is the National Government Formed.

Q.10 What is coalition govt –

साझा सरकार क्या है?

Lesson - 4 (Political Science)

Understanding Law

Q.1 Abuse of the women includes

(a) Verbal Abuse (b) Sexual Abuse (c) All the above

महिलाओं को गाली देना.....से सम्बन्ध है।

अ) मौखिक गाली ब) सेक्सुअल गाली स) इनमें से सभी

Q.2 The protection of women from Domestic violence act came into effect in the year.

(a) 2002 (b) 2004 (c) 2006

घरेलू हिंसा कानून महिलाओं के बचाव के लिए.....वर्ष में लाया गया।

अ) 2002 ब) 2004 स) 2006

Q.3 After being passed in both Houses of parliament New bill is then sent to.

(a) President (b) Prime Minister (c) Home minister

पार्लियामेंट में दोनों सदनों में पास हो जाने के बाद बिल.....के पास भेजा जाता है।

अ) राष्ट्रपति ब) प्रधानमंत्री स) गृहमंत्री

Q.4 Who Introduced the Rule of Law in India. The British or India.

भारत में कानून कौन लागू करता है? ब्रिटिश या भारत।

Q.5 Why do people Not accept some Laws passed by the parliament

पार्लियामेंट में कानून पास हो जाने के बाद लोग स्वीकार क्यों नहीं करते हैं?

Q.6 Why do people to the criticise unfuis law of parliament.

पार्लियामेन्ट का कानून अच्छा नहीं है। क्यों आलोचना करते हैं?

Q.7 How was the rowlatt act poritested by the Indian Nationalists.

रालेट एक्ट कानून का विरोध भारतीय लोगों ने क्यों किया।

Q.8 What is the Role of citizens plouf in the evolution of New law.

नया कानून का मूल्यांकन करने के लिए नागरिकों की क्या भूमिका है।

Q.9 In ancient India ther was no rule of Law explan.

प्राचीन भारत में कानून के नियम नहीं थे। व्याख्या कीजिए।

Question for slow learners

Civics - 5 (Judiciary)

Q.1 Multiple choice questions of India.

(a) 26 January 1930 (b) 26 January 1947

(c) 26 January 1950 (d) 26 January 1970

भारत में सर्वोच्च न्यायालय की स्थापना.....हुई।

अ) 26 जनवरी 1930 ब) 26 जनवरी 1947 स) 26 जनवरी 1950 द) 26 जनवरी 1970

Ans. (c) 26 January 1950

(b) Which one is associated with civil law ?

(a) Divorce (b) Theft

(c) Rent matters (d) Disputes related to sale of land

निम्नलिखित में से कौन सा दीवानी कानून से सम्बन्धित नहीं है।

अ) तलाक ब) चोरी स) किराया द) जमीन की बिक्री

Ans. :- (b) Theft

Q.2 What do you mean by "Judicial review" ?

“न्यायिक समीक्षा” से आप क्या समझते हैं।

Ans. The judiciary has the power to strike down particular laws passed by the parliament if it finds they don't adhere to constitution. is known as judicial review.

Q.3 List two reasons why you believe on independent judiciary is essential to democracy.

दो वजह बताइए कि लोकतंत्र के लिए स्वतंत्र न्यायपालिका अनिवार्य क्यों होती है?

Ans. (1) An independent Judiciary provides impartial judgement, which is very important in a democracy.

(2) It protects the fundamental Rights of citizens Anyone can approach the courts if they believe that their rights are violated.

Q.4 Keeping the sudha cioel case inmind. tick the sentence that are true and put mark x that are fals.

(a) The accused took the case to the High court because they were unhappy with the decision of the trial court.

(b) They went to the High court after the supreme court had given its decision.

(c) It they do not like the supreme court verdict, the accused can go back again to the trial court.

सुधा गोयल मामले को ध्यान में रखते हुए नीचे दिये गये बयानों को पढ़िये। जो वक्तव्य सही है उन पर सही का निशान लगाइए और जो गलत है उन पर क्रॉस का निशान लगाइए।

क) आरोपी इस मामले को उच्च न्यायालय लेकर गये। क्योंकि वह निचले अदालत के फैसले से सहमत नहीं थे।

ख) वे सर्वोच्च न्यायालय के फैसले के खिलाफ उच्च न्यायालय में चले गये।

ग) अगर आरोपी सर्वोच्च न्यायालय के फैसले से संतुष्ट नहीं है तो दोबारा निचली अदालत में जा सकता है।

Ans. (a) True (✓)

(b) False (x)

(c) False (x)

Q.5 Why do you think the introduction of public Intercst Litigation in the 1980's is a significant step in ensuring access to justice for all ?

आप को ऐसा क्यों लगता है कि 1980 के दशक में शुरू की गई जनहित याचिका की व्यवस्था सबको इंसाफ दिलाने के लिहाज़ से एक महत्वपूर्ण कदम थी।

Ans. PIL, is a significant step in ensuring access to justice for all. it allows any individual or organization to file a PIL in the High court or the supreme court on behalf of those whose rights are being violated. Its legal process is greatly simplified. Even a letter or telegram addressed to the supreme court or the High court can be treated as a PIL.

Questions for bright students

Q.1 What do you mean by the appellate system ?

‘अपील की व्यवस्था’ से आप क्या समझते हैं?

Ans. It means that a person can appeal to a higher court if they are not satisfied with the judgments of the lower court.

Q.2 Where were High courts first established and when ?

उच्च न्यायालयों की स्थापना सबसे पहले कब और कहाँ हुई?

Ans. High courts were first established in the three presidency cities of Calcutta, Bombay and Madras in 1862.

Q.3 Distinguish between criminal law and civil law.

फौजदारी कानून और दिवानी कानून में अन्तर स्पष्ट कीजिए।

Ans.

Criminal Law	Civil Law
(1) Deals with conduct or acts that the law defines as offences for Example. theft, harassing a women to bring more dowry, murder.	(1) Deals with any harm or injury to rights of individuals. for Example - disputes relations to sale of Land, purching of goods, rent matters, divorce case.
(2) It usually begins with the lodgings of an first information Report (FIR) with the police who investigate the crime after which a case is filed in the court.	(2) A petition has to be filed before the relevant court by affected party only.
(3) It found guilty, the accused can be tent to jail and also fined.	(3) The court gives the specific relief asked for.

Q.4 What is an independent judiciary ? Explain in brief.

स्वतंत्र न्यायपालिका क्यों होती है?

Ans. The Indian constitution provides for the independence of the judiciary.

It means that other branches of the state such as the legislature and the executive cannot interfere in the work of the judiciary. The courts are not under the government and do not act on their behalf the courts ensure that there is no misuse of power of the legislature and the executive.

Q.5 What is the structures of the courts in India ?

भारत में आंदोलनों की संरचना कैसी है? संक्षिप्त वर्णन कीजिए

Ans. There are three different levels of courts in India.

(1) Lower court :- At the lower level, we have subordinate or district courts these courts heare many kinds of case.

(2) High court :- At the state level, we have high courts, There are 21 High courts in our country. The High court is the highest authority in a state.

(3) Supreme Court :- At the top in the supreme court it is the foremost judicial in our country. It is located in New Delhi and is presided over by the chief Justice of India.

Q.8 The parliament plays an important role in making laws Different groups in society that raise issue begin to take moot, it is brought to the attention of a parliament at every stage of the process the voice of the citizen is an important element.

Q.9 In some cases the punishment that the two persons received for the same crime varied Judgment Depending on their caste back grounds. The Lower caste in such circumstances were more Harshly penalized them the upper castes.

**GROUP-Subhash Chandra Bose
QUESTION BANK
HISTORY**

BRIGHT STUDENTS

A. Tracing changes through a thousand years

1. Al-Idrisi was a Cartographer.
- a. Arab
 - b. French
 - c. German

अल-इद्रीसी एक कोर्टोग्राफर था।

क. अरब

ख. फ्रेंच

ग. जर्मन

2. The term 'Hindustan' was first used by.....
- Al-Idrisi
 - Minhaj-i-siraj
 - Amir Khusro

'हिन्दुस्तान' शब्द सर्वप्रथम ने प्रयोग किया।

क. अल-इद्रीसी

ख. मिन्हास-ए-सिराज

ग. अमीर खुसरो

3. Ziyauddin Barni was a century chronicler.
- 18th
 - 14th
 - 15th

जियाउद्दीन बर्नी..... शताब्दी का क्रोनिकलर था।

क. 18th

ख. 14th

ग. 15th

- 4^प Who were scribes?

स्क्राइब कौन थे?

5. List any two of the technological changes associated with the period 700 AD to 1700 AD.

700 ई० से 1700 ई० के बीच हुए किन्ही दो तकनीकी परिवर्तनों को लिखिए।

6. How were the affairs of Jatis regulated?

जातियों से सम्बन्धित मुद्दों का संचालन कैसे किया जाता था।

B. New kings and kingdoms

1. As samantas gained power and wealth, they declared themselves to be
- Hiranyagarbha
 - Maharajadhiraj
 - Mahasamantas

सामन्तों के शक्ति तथा धन प्राप्त कर लेने पर उन्होंने स्वयं को घोषित किया।

क. हिरण्यगर्भ

ख. महाराजाधिराज

ग. महासामन्त

2. Brahmanas often received land grants called as.....
- Jagir
 - Brahmadeya
 - Devdan

ब्राह्मणों को दिये जाने वाले भूमिदान प्रायः..... कहलाते थे।

क. जागीर

ख. ब्रह्मदेय

ग. देवदान

3. What were called 'Nadu'?

'नाडु' किसे कहते हैं?

4. Who was Prithiviraj III?

पृथ्वीराज तृतीय कौन था?

5. What were the activities associated with Chola Temple?

चोल मन्दिरों से सम्बन्धित गतिविधियाँ लिखिए।

C. The Delhi Sultans

1. Alauddin constructed a new Garrison town for his soldiers. The name of this town was.....

a. Siri

b. Adilabad

c. Jahanpanah

अलाउद्दीन खिलजी द्वारा सैनिकों के लिए स्थापित नगर का नाम..... था।

क. सीरी

ख. आदिलाबाद

ग. जहाँपनाह

2. introduced token currency.

a. Muhammad Tuglaq

b. Alauddin Khalji

c. Raziyya

..... ने सांकेतिक मुद्रा चलाई।

क. मुहम्मद तुगलक

ख. अलाउद्दीन खिलजी

ग. रजिया

3. What is called qibla?

किबला क्या है?

4. What was the duty of Muqtis?

मुक्तियों का कार्य क्या था?

5. What were the four stages in the making of Manuscripts?

हस्तलिपि निर्माण की चार अवस्थाएं क्या हैं?

D. The Mughal Empire

6. Akbar's religious discussion took place in the.....

a. Royal Palace

b. Mosque

c. Ibadatkhana

अकबर के धार्मिक वाद-विवाद..... में होते थ।

क. शाही महल

ख. मस्जिद

ग. इबादतखाना

7. Sulh-i-Kul meant

a. Gender discrimination

b. Universal peace

c. Unity

सुलह-ए-कुल का अर्थ..... है।

क. लिंग भेद

ख. वैश्विक शान्ति

ग. एकता

8. What forced Humayun to flee to Iran?

हमायूँ को ईरान् भागने पर किसने मजबूर किया था?

9. What do you mean by the rule primogeniture?

उत्तराधिकार के नियम से आप क्या समझते हैं?

10. What were the main features of Sulh-i-kul?

सुलह-ए-कुल की मुख्य विशेषताएँ लिखिए।

E. Rulers and Buildings

1. Destroyed Somnath Temple.

a. Sultan Mahmud

b. Ganghis Khan

c. Khurram Khan

सोमनाथ मन्दिर को ने विखण्डित किया।

क. सुल्तान महमूद

ख. चंगेज खान

ग. खुर्रम खान

2. The Agra fort was built by.....

a. Shahjahan

b. Jahangir

c. Akbar

आगरा किले का निर्माण ने किया।

क. शाहजहाँ

ख. जहाँगीर

ग. अकबर

3. Name the king who invaded Srilanka. Whom did he defeat?

श्रीलंका पर आक्रमण करने वाले राजा का नाम क्या था? उसने किये हराया?

4. How did the king win the praise of their subjects?

राजा अपनी प्रजा का विश्वास किस प्रकार जितता था।

5. What type of structures was built by Kings and their officers between the 8th and the 18th centuries?

राजा तथा उनके अधिकारियों द्वारा 8वीं शताब्दी के बीच किस प्रकार के निर्माण किये गये?

ANSWER SHEET

A. Tracing changes through a thousand years

- a. Arab
- b. Minhaj-i-siraj
- c. 14th

Ans. Scribes were those professionals who used to copy down the manuscripts.

Ans. Use of persian wheel in irrigation.

The use of fire arms in combat

Ans. Jatis were the sub-casts which were grouped on the basis of economic and social status.

They were ranked as per their background and their occupation.

They frame their own rules and regulations for managing the conduct of their members.

An assembly of elders was responsible for enforcing these regulations.

A. New kings and kingdoms

- d. Maharajadhiraj
- e. Brahmadeya

Ans: The larger units of the groups of 'Ur' were called 'Nadu'.

Ans: Prithviraj III a famous Chauhan ruler of Delhi and surrounding regions during 1168 to 1192.

Ans: Chola Temple were the centers of economic, social and cultural life.

Temples were also endowed with land by the rulers and production of the land was used for the maintenance of the priests.

garland makers, cook, sweeper, musician and dancers and craft persons used to work for temple.

B. The Delhi Sultans

- a. Siri
- b. Muhammad Tuglaq

Ans: The direction towards which muslim Turn while offering prayer or namaz.

Ans: The duty of the Muqtis was to lead military campaigns and maintain law and order in their Iqtas.

Ans: Preparing the paper

Writing the text

Melting gold to highlight important words and passages.

Preparing the binding.

C. The Mughal Empire

- a. Ibadatkhana
- b. Universal peace

Ans: After being defeated by Sherkhan at Chausa in 1539 and Kannauj in 1540 Humayun fled to Iran.

Ans: Under the rule of primogeniture the elder son inherited his father's estate.

Ans: Honesty, Justice, Peace.

It meant universal peace.

Based on the idea of tolerance which did not discriminate.

Introduced by Akbar.

D. Rulers and Buildings

- a. Sultan Mahmud
- b. Shahjahan

Ans: King Shrimara Shrivallabha. He defeated the king Sena-I.

Ans: Forts, palaces, garens residences and tombs.
Temples, Mosques, Well, tanks, Bazaars.

Ans: By constructing structures meant for public activities.

GEOGRAPHY

A. ENVIRONMENT

1. Which one is not a constituent of Atmosphere?
 - a. Gases
 - b. Land
 - c. Dust
2. Which force of the earth holds Atmosphere around it?
 - a. Gravitational force
 - b. Pulling Force
 - c. Magnetic force
3. The World Environmental day is celebrated on.....
 - a. 5th June
 - b. 5th July
 - c. 5th December
4. What is Barter System?
5. How is Environment important for us?
6. Give an account of Atmosphere?

B. INSIDE OUR EARTH

1. Sand stone is made from grains of
 - a. Limestone
 - b. Silicon
 - c. Sand
2. The deepest mine in the world is in.....
 - a. South Africa
 - b. India
 - c. Brazil
3. Just beneath the crust lies.....
 - a. Core
 - b. Mantle
 - c. Silica
4. What are igneous rocks?
5. What are metamorphic rocks?
6. What do you know about the interior of the earth?

C. OUR CHANGING EARTH

1. An earthquake is measured with a machine called
 - a. Telegraph
 - b. Seismograph
 - c. Compass
2. The highest waterfall in the world is.....
 - a. Niagra Fall
 - b. Angel fall
 - c. Jog fall
3. Loess is found in.....
 - a. Plain
 - b. Plateaus
 - c. Deserts
4. Name the three types of earthquake waves.
5. Define 'Focus' and 'Epicenter'.
6. Explain the work of a river.

D. AIR

1. The layer helps in radio transmission is.....
 - a. Troposphere
 - b. Stratosphere
 - c. Thermosphere
2. Which one does not happen when air is heated?
 - a. It expands
 - b. It becomes lighter
 - c. It comes down
3. Which of the following layers of the Atmosphere is free from clouds?
 - a. Troposphere
 - b. Stratosphere
 - c. Mesosphere
4. Write the three types of rainfall.
5. Why wet clothes take longer time to dry in a humid day?
6. How does Carbon dioxide create greenhouse effect?
7. Give an account of the different layers of the Atmosphere.

E. WATER

1. What is water cycle?
2. Which factors affect the movement of ocean water?
3. Why ocean water is salty? Explain.

MARKING SCHEME

A. ENVIRONMENT

b. Land

a. Gravitational Force

a. 5th June

Ans: Barter system is a method of trade in which goods are exchanged without the use of money.

Ans: It is important for us because it is the provider of air, water, food and land, the basic necessities of life.

Ans: Thin layer of the air.

It is made of various gases.

It protects us from harmful sun rays.

B. INSIDE OUR EARTH

d. sand

a. South Africa

b. Mantle

Ans: When the molten magma cools it becomes solid, rocks formed. In this way formed rocks are called igneous rocks

Ans: Due to the heat and pressure igneous and sedimentary rocks changed into metamorphic rocks.

Ans: Crust: It is upper most layer over the earth's surface

It is about 35 kilometer on the Continental masses and only 5 km on the ocean floors

It is the thinner most layer.

Mantle: It is just beneath layer of the crust.

It stands upto depth of the 29 km below the crust.

CORE: it is innermost layer.

Its radius is about 3500km. It is mainly made of Nickel and Iron.

C. OUR CHANGING EARTH

b. Seismograph

b. Angel Falls

c. Desert

Ans: 'P' waves or longitudinal waves.

'S' waves or transverse waves.

'L' waves or surface waves.

Ans: The place in the crust where the movement starts 'Focus'

The place on the surface above the focus is called the epicenter.

Ans: It forms a waterfall.

It forms Meanders

It forms Ox-bow Lake.
Flood plains are formed.

D. Air

- c. Thermosphere
- d. It comes down
- a. Troposphere

Ans: Conventional rainfall
Orographic rainfall
Cyclonic rainfall

Ans: Air is full of water vapour
Evaporation is very slow.

Ans: By trapping the heat radiated from the earth.

Ans: Troposphere
Stratosphere
Mesosphere
Thermosphere
Exosphere

E. WATER

Ans. The process by which water continually changes its form and circulates between oceans, atmosphere and land is known as the water cycle.

Ans. During a storm, the winds blowing at very speed form huge waves. They may cause tremendous destruction. An earthquake, a volcanic eruption or underwater landslides can shift large amount of water. As a result huge tidal wave called Tsunami is generated. Which has devastating effect.

Ans. It contains large amount of dissolved salts. Most of the salt is sodium chloride or the common table salt that we eat.

Activity: The students can be asked to make their own Terrarium.

Map Work: On the map of world mark and label the following-

Atlantic Ocean, Indian Ocean, Pacific Ocean and Arctic Ocean

CIVICS

A. ON EQUALITY

1. The first state in India to introduce the midday meal scheme.....
 - a. Kerala
 - b. Tamil Nadu
 - c. Maharashtra
2. What is Jothan about?
3. How did Dr B. R. Ambedkar view self-respect?

B. ROLE OF THE GOVERNMENT IN HEALTH

1. Whose health concerns are generally ignored?
 - a. A women's
 - b. men's
 - c. children's
2. What do mean by a Public Health Care system?
3. Why are women not taken to a doctor in a prompt manner?

C. HOW THE STATE GOVT WORKS

1. The head of the Govt is the.....
 - a. Governer
 - b. Chief Minister
 - c. Minister
2. Define the term Government.
3. Why are Press conferences organized?

D. GROWING UP AS BOYS AND GIRLS

1. The govt has set up Anganbaris in several villages these are.....
 - a. Yoga centers
 - b. Health centers
 - c. Child centers
2. Why do girls like to go to school together in groups?
3. How are domestic workers treated by their employers?

E. WOMEN CHANGE THE WORLD

1. Rokeya Shekhawat Hussain started a school for.....
 - a. Boys
 - b. Girls
 - c. Adults
2. Who was Rassundari Devi? What did she write in her Autobiography?
3. Mention any two reasons why many girls do not continue their education?

A. ON EQUALITY

a.Kerala

Ans: Joothan is about the bitter experiences of growing up of a dalit boy.

Ans: As the most vital factor in life without which man was cipher.

B. ROLE OF THE GOVERNMENT IN HEALTH

a. Women's

Ans: This is a system of hospitals and Health centers run by the government.

Ans: It is because women's health concerns are considered to be less important than the health of men in a family.

C. HOW THE STATE GOVT WORKS

b. Chief Minister

Ans: The govt departments and various ministers who head them.

Ans: To discuss various current issues.

D. GROWING UP AS BOYS AND GIRLS

c.Child centres

Ans: Girls feel secure in groups.

Ans: Domestic workers are often not treated well by their employers despite the hard work they do their employers often do not show them much respect.

F. WOMEN CHANGH THE WORLD

b.Girls

Ans: Housewife from a rich landlord family. She wrote about her everyday life experiences in her autobiography.

Ans: Poverty and discrimination.

Answer Sheet in Hindi

A. Tracing C

1. अरब
2. मिन्हास—ए—सिराज
3. 14वीं
4. हस्तलिपि की नकल कर लिखने वाले व्यावसायिक लोगों को स्क्राइब कहते थे।
5. सिंचाई में पारसी पहिये का प्रयोग
युद्ध में अग्निदण्ड का प्रयोग
6. आर्थिक एवं सामाजिक स्थिति पर आधारित समूह जाति थे।
उनकी स्थिति उनके पार्श्व तथा पेशे पर निर्भर थी।
अपने सदस्यों के लिए वे स्वयं के नियम बनाते थे।

B. New kings & kingdom

1. महाराजाधिराज
2. ब्रह्मदेय
3. 'उर' से बड़ी संस्था नाडु कहलाती थी।
4. पृथ्वीराज—III दिल्ली का प्रसिद्ध राजा था (काल 1168 से 1192 ई०)
5. चोल मन्दिर सामाजिक, आर्थिक तथा सांस्कृतिक जीवन के केन्द्र थे।
मन्दिर भूमि के उत्पादन को पुजारी के जीवन यापन हेतु प्रयोग किया जाता था।
माला बनाने वाले, रसोइये, सफाई वाले, संगीतज्ञ तथा नर्तक मन्दिर के लिए कार्य करते थे।

B. (The Delhi Sultan)

1. सीरी
2. मुहम्मद तुगलक
3. नमाज पढ़ते वक्त किस दिशा में मुस्लिम खड़े होते हैं?
4. मुक्तियों का कार्य अपने इक्ता में कानून व्यवस्था बनाना तथा युद्ध में सेना का संचालन था।
5. कागज तैयार करना
लेखन
सोना गलाकर मुख्य बिन्दुओं तथा अनुच्छेद को सजाना
बाइन्डिंग करना।

C. The Mughal Empire

1. इबादतखाना
2. वैश्विक शान्ति

3. सन् 1539 में चौसा तथा 1540 में कन्नौज में शेरखान से हारने के बाद हुमायूँ ईरान भाग गया।
4. उत्तराधिकार के नियम के अनुसार राजा के बाद उसका बड़ा बेटा राजगद्दी का अधिकारी होगा।
5. ईमानदारी, न्याय, शान्ति
अर्थ वैश्विक शान्ति
भेदभाव रहित सहन शक्ति
अकबर द्वारा लागू

F. Rulers & Buildings

1. सुल्तान महमूद
2. शाहजहाँ
3. राजा श्रीमारा श्रीबल्लभ, उसने राजा सेना—प्रथम को हराया
4. किले, महल, मजार, मन्दिर, मस्जिद, कुएँ, तालाब, बाजार
5. जन गतिविधियों हेतु विनिर्माण

Geography

A. Environment

1. निम्न में से कौन वायुमण्डल का घटक नहीं है?
क. गैसें
ख. भूमि
ग. धूल
2. पृथ्वी का कौन सा बल वायुमण्डल को चारों ओर पकड़े रखता है?
क. गुरुत्वाकर्षण बल
ख. खींचने वाला बल
ग. चुम्बकीय बल
3. विश्व पर्यावरण दिवस को मनाया जाता है।
क. 5th जून
ख. 5th जुलाई
ग. 5th सितम्बर
4. वस्तु-विनिमय व्यवस्था क्या है?
5. पर्यावरण हमारे लिए किस प्रकार उपयोग है?
6. वायुमण्डल पर लेख लिखिए।

B. Inside Our earth

1. रेतीला पत्थर के कणों से बना होता है।
क. चूना पत्थर
ख. सिलिकन
ग. रेत
2. विश्व की सबसे गहरी खान में स्थित है।
क. द0 अफ्रीका
ख. भारत
ग. ब्राजील
3. क्रस्ट (भूपर्पटी) के नीचे होता है।
क. कोर
ख. मेण्टल
ग. सिलिका
4. आग्नेय चट्टानें क्या हैं?
5. कायान्तरित चट्टानें क्या हैं?

6. पृथ्वी के आन्तरिक भागों के बारे में आप क्या जानते हैं?

C. Our Changing Earth

1. भूकम्प मापन करने वाली मशीन कहलाती है।

क. टेलीग्राम

ख. सिस्मोग्राफ

ग. कम्पास

2. विश्व का सबसे ऊँचा जल प्रपात है।

क. नियाग्रा प्रपात

ख. ऐंजल प्रपात

ग. जोग प्रपात

3. लोएस में पाये जाते हैं।

क. मैदान

ख. पठार

ग. रेगिस्तान

4. 3 प्रकार की भूकम्पीय तरंगों का नाम लिखिए।

5. 'फोकस' तथा 'केन्द्रबिन्दु' को समझाये।

6. 'नदी' के कार्य समझाइये।

B. Air

1. रेडियों तरंगों के संचरण में सहायक है।

क. ट्रोपोस्फियर

ख. स्ट्रेटोस्फियर

ग. थर्मोस्फियर

2. हवा को गर्म करने पर क्या नहीं होता?

क. यह फैलती है

ख. यह हल्की हो जाती है

ग. यह नीचे आती है

3. वायुमण्डल की कौन सी परत बादलों से मुक्त होती है

क. ट्रोपोस्फियर

ख. स्ट्रेटोस्फियर

ग. मीसोस्फियर

4. तीन प्रकार की वर्षा का नाम लिखिए।

5. गीले कपड़े उमस में देर से क्यों सूखते हैं?

6. कार्बन डाईआक्साइट ग्रीन हाउस प्रभाव कैसे पैदा करते हैं?
7. वायुमण्डल के विभिन्न स्तरों के नाम लिखिए।

E. Water

1. जल चक्र क्या है?
2. समुद्र जल की गतियों में कौन से कारक जिम्मेदार हैं?
3. समुद्री जल खारा क्यों होता है? समझाइये।

Answer Sheet Geography

A. Environment

1. भूमि
2. गुरुत्वाकर्षण बल
3. 5th जून
4. बिना धन के वस्तुओं का आदान-प्रदान
5. यह जीवन की मूलभूत आवश्यकताएँ जल, हवा, खाना, जमीन प्रदान करता है।
6. हवा की महीन परत
विभिन्न गैसों से बनी,
यह हमें हानिकारक सौर किरणों से बचाती है।

B. Inside our Earth

1. रेत
2. द0 अफ्रीका
3. मेण्टल
4. गर्म मैग्मा के ठण्डे होकर ठोस होने पर निर्मित
5. ताप तथा दाब से आग्नेय एवं अवसादी द्वारा निर्माण
6. भूपर्पती :- पृथ्वी की ऊपरी परत, भूमि पर 35 किमी तथा समुद्र में 5 किमी, सबसे पतली परत
मेण्टल :- भूपर्पती के ठीक नीचे, 29 किमी मोटी परत,
कोर :- सबसे अन्दर की परत
त्रिज्या 3500 किमी निकिल तथा लोहे से बनी।

C. Our Changing Earth

1. सिस्मोग्राफ
2. ऐंजल फाल
3. रेगिस्तान
4. 'P' अथवा देशान्तरीय तरंगे
'S' अथवा परिवर्तनीय

'L' अथवा पृष्ठ तरंगे

5. फोकस- भूपर्पटी में जहाँ से हलचल प्रारम्भ होती है।
एपीसेन्टर- फोकस के ठीक ऊपर पृष्ठ पर स्थित।
6. यह जलप्रपात बनाती है-
OX-bow झील जलप्रपात बनती है
बाढ़ के मैदान जल प्रपात बनाती है।

D. Air

1. थर्मोस्फीयर
2. यह नीचे आती है
3. ट्रोपोस्फीयर
- 4.
5. हवा जलवाष्प से भरी होती है, वाष्पीकरण बहुत धीमे होता है।
6. यह जमीन से होने वाले गर्म उत्सर्जन को रोक देता है।
7. ट्रोपोस्फीयर, स्ट्रेटोस्फीयर, मेसोस्फीयर, थर्मोस्फीयर, एक्सोस्फीयर

E. Water

1. जल की अवस्थाओं के निरन्तर बदलने की प्रक्रिया जिसमें यह परिवर्तन समुद्र, वायुमण्डल तथा भूमि के बीच होते हैं।
2. तूफान के साथ विशाल समुद्री लहरों का उठकर विनाशक रूप लेना सुनामी कहलाता है।
3. इसमें अत्यधिक नमक घुला होता है, यह सोडियम क्लोराइड या सामान्य नमक है जिसे हम खाते हैं।

A. On Equality, Civics

1. मध्याह्न भोजन लागू करने वाला पहला राज्य है।
क. केरल
ख. तमिलनाडू
ग. महाराष्ट्र
2. जूठन किसके बारे में लिखी गई है?
3. डॉ. बी.आर. अम्बेडकर स्वाभिमान को किस प्रकार देखते थे?

B. Role of Govt. in Health

1. निम्न में किसके स्वास्थ्य की अनदेखी की जाती है,
क. महिला
ख. पुरुष
ग. बच्चे
2. जन स्वास्थ्य सेवा व्यवस्था क्या है?
3. महिलाओं को उचित प्रकार से चिकित्सा हेतु डाक्टर के पास क्यों नहीं ले जाया जाता ?

C. How the State Govt. Works

1. सरकार का मुखिया होता है।
क. गवर्नर
ख. मुख्य मंत्री
ग. मंत्री
2. सरकार क्या है?
3. प्रेस कॉन्फ्रेंस क्यों की जाती है?

D. Growing up an Boys & Girls

1. सरकार द्वारा स्थापित आँगनबाड़ी है।
क. योगा केन्द्र
ख. स्वास्थ्य केन्द्र
ग. बाल केन्द्र
2. लड़कियाँ समूह में विद्यालय जाना क्यों पसन्द करती हैं?
3. नियोक्ताओं द्वारा घरेलू नौकरों से किस प्रकार का व्यवहार किया जाता है?

E. Women Change the World

1. रोकैया शेखावत हुसैन ने के लिए विद्यालय खोला
क. लड़को
ख. लड़कियों
ग. वयस्क
2. राससुन्दरी देवी कौन थी? अपनी आत्मकथा में उन्होंने क्या लिखा?
3. अनेक लड़कियाँ अपनी शिक्षा जारी नहीं रख पाती, कारण बताइये।

Answer script

A. On Quality

1. Keral
2. जूठन एक दलित लड़के के कड़वे अनुभवों की कहानी है।
3. यह मानव जीवन का सबसे महत्वपूर्ण पहलू है जिसके बिना मानव शून्य है।

B. Role of the Govt. in Health

1. Women's
2. यह सरकार द्वारा चलाये जाने वाले चिकित्सा केन्द्र तथा अस्पतालों का तंत्र है।

C. How the State Govt. Works

1. मुख्य मंत्री
2. अनेक मंत्री एवं सरकारी विभाग
3. अनेक सामयिक विषयों पर चर्चा हेतु

D. Growing Up an Boys & Girls

1. बाल केन्द्र
2. लड़कियाँ समूह में सुरक्षित महसूस करती हैं।
3. घरेलू नौकरों के साथ अच्छा व्यवहार नहीं किया जाता तथा अत्यधिक कार्य लिया जाता है।

E. Women Change the World

1. लड़कियाँ
2. एक अमीर परिवार की गृहिणी, उन्होंने अपनी आत्मकथा में अपने प्रतिदिन के अनुभव लिखे,
3. गरीबी एवं भेदभाव

GROUP-E

QUESTION BANK for LATE BLOOMERS HISTORY

A. Tracing changes through a thousand years

1. The person who draws the maps is known as.....
 - a. Photographer
 - b. Cartographer
 - c. Archeologistजो व्यक्ति मानचित्र बनाता है—
(अ) फोटोग्राफर (ब) मानचित्रकार (स) इतिहासकार
2. Archive was a place where were collected.
 - a. Grains
 - b. Manuscripts
 - c. Coinsअभिलेखाकार वह जगह है जहाँ रखे जाते हैं—
(अ) अनाज (ब) पाण्डलिपि (स) सिक्के

3. were the most dominant group in society.

- a. Kshatriya
- b. Brahmanas
- c. Traders

.....समाज में शक्तिशाली समूह था—
(अ) क्षत्रिय (ब)ब्राह्मण (स) व्यापारी

4. Who was considered a 'foreigner' in the past?

अतीत में विदेशी किसे माना जाता था?

5. What source to the historians used for the study of a particular period of history?

इतिहासकारों के इस युग में अध्ययन के लिए मुख्य स्रोत क्या थे?

6. What are the difficulties historians facing using manuscripts?

पाण्डुलिपियों के अध्ययन में इतिहासकारों के समय कौन-कौन सी समस्याएँ आती हैं?

Assignment: In what ways has the meaning of the term 'Hindustan' changed over the centuries.

गृहकार्य: शताब्दियों के दौरान हिन्दुस्तान शब्द में कैसे परिवर्तन हुआ?

Activity: Visit an archive and make a list of items you see there.

क्रियाकलाप: अभिलेखाकार में जाकर सूची बनाइए जो आपने देखी है।

B. New kings and kingdoms नए राजा और उनके राज्य

1. Many new dynasties emerged after..... century.

- a. 15th
- b. 7th
- c. 11th

.....के बाद कई राजवंशों का उदय हुआ—
(अ) पन्द्रहवीं (ब)सातवीं (स) ग्याह्रवीं

2. Kings often rewarded Brahmanas by grants of.....

- a. Money
- b. Gold
- c. Land

ब्राह्मणों को किस प्रकार राजाओं द्वारा पुरस्कृत किया जाता था?
(अ) धन (ब)सोना (स) भूमि

3. Prashastis were composed by.....

- a. Samantas
- b. Learned brahmanas
- c. Armymen

प्रशस्तियाँ लिखी गईं—

(अ) सामंत (ब)ब्राह्मण (स)सैनिक

4. Who was Kalhana

कल्हण कौन थे?

5. What was the tripartite struggle?

त्रिपक्षीय संघर्ष क्या है?

7. Who was Dantidurga? How did he become Kshatriya?

दन्तिदुर्ग कौन थे? वह क्षत्रिय कैसे बने?

Assignment: How was the administration organized during the Chola regime? Write the Importance of Brahmanas in that period.

गृहकार्य: चोल शासन के समय प्रशासन व्यवस्था कैसी थी। तथा ब्राह्मणों का इस युग में क्या महत्व था?

Activity: Visit any village of your locality and prepare a report on its administration.

क्रियाकलाप: किसी गाँव की यात्रा करो तथा वहाँ की प्रशासन व्यवस्था की रिपोर्ट तैयार करो।

C. The Delhi Sultans दिल्ली के सुल्तान

1. The Mongols invaded the Delhi Sultnate under the leadership pf.....

- a. Akbar
- b. Genghiz Khan

c. Khizr Khan

मंगोलो ने दिल्ली सल्तनत में आक्रमण किया—

(अ) अकबर (ब) चंगेज खान (स) खिज खान

2. Iqtadar was also known as.....

a. Manager

b. Landlord

c. Muqti

इक्तदार को जाना जाता था—

(अ) मैनेजर (ब) जमींदार (स) मुक्ती

3. Who defeated the Tomara Rajputs and when?

तोमरों को किसने व कब पराजित किया?

4. Why did the authors of tawarikh write their histories for sultans?

5. What is mosque called in Arabic?

6. Name the three taxes collected during the Sultanate period?

सल्तनत युग में इकठ्ठे किये जाने वाले करों के तीन नाम लिखो।

Assignment: 'Muhammad Tuglaq's administrative measures were a failure' Explain with examples.

गृहकार्य: मुहम्मद तुगलक के प्रशासन की असफलता के कारण लिखो।

Activity: Prepare a model of Manuscript as per guided in the lesson.

क्रियाकलाप: पाण्डुलिपि पर Model तैयार करें।

Map: Show the given centers of Sultanate period the in given map of India:

भारत के मानचित्र में निम्नलिखित को दिखाइये—

GT Road जी.टी. रोड

Tuglakabad तुगलकाबाद

Daulatabad दौलताबाद

D. The Mughal Empire मुगल साम्राज्य

1. Humayoun was defeated by.....

a. Sher Khan

b. Rana Sanga

c. Inbrahim Lodi

हुमायूँ ने पराजित किया—

(अ) शेरशाह (ब) राणा सांगा (स) इब्राहिम लोदी

2. Akbar's revenue minister was.....

a. Todar Mal

b. Tansen

c. Abul Fazl

अकबर के समय लगान मंत्री था—

(अ) टोडरमल (ब) तानसेन (स) अबुलफजल

3. Who was Genghis Khan?

चंगेज खान कौन था?

4. Who was Babar?

बबर कौन था?

5. Give an account of Todar Mal's revenue system.

टोडरमल की लगान व्यवस्था के बारे में लिखो।

Assignment: Write a small paragraph on Shah Jahan.

गृहकार्य: शाहजहाँ के बारे में लिखो

Activity: Prepare an album of the great buildings constructed in the Mughal period.

क्रियाकलाप: मुगल साम्राज्य के समय निर्मित हुई महान इमारतों का एक एलबम तैयार करो।

Map: Show the given centers of Mughal Empire the in given map of India:

भारत के मानचित्र में निम्नलिखित को दर्शाइयें।

Malwa मालवा

Agra आगरा

E. Rulers and Buildings शासक व इमारतें

1. The Qutab Minar was constructed by.....

a. Qutabuddin Aibak

b. Balban

c. Babar

कुतुबमीनार बनवाई

(अ) कुतुबुद्दीन ऐबक (ब) बलवन (स) बाबर

2. Kandariya Mahadeva Temple is Dedicated to.....

a. Vishnu

b. Brahma

c. Shiva

कंदरिया महादेव मंदिर किसकी स्तुति में बनवाया गया

(अ) विष्णु (ब) ब्रह्मा (स) शिव

3. How did the Persian court chronicles describe the Sultan?

फारसीयों ने सुल्तान को किस प्रकार परिभाषित किया?

4. Who constructed the Kandariya Mahadev temple

कंदरिया महादेव मंदिर किसने बनवाया?

5. What are the special features of Humayun's tomb?

हुमायुँ मकबरों की मुख्य विशेषताएँ क्या हैं?

Assignment: Write a brief note on Sultan Mahmud of Ghazni.

गृहकार्य सुल्तान महमूद गजनवी के बारे में लिखो?

Activity: Collect a few photographs of the kings related to this chapter and paste on a scrap book.

इस अध्याय से कुछ चित्रों को एकत्र करके एक एलबम बनाइयें।

Map: Show the given place in the map of India:

The state where Somnath Temple situated

GEOGRAPHY भूगोल

A. ENVIRONMENT पर्यावरण

1. Which is a Human made Environment?

a. Mountain

b. Sea

c. Road

मानव निर्मित पर्यावरण है—

(अ) पर्वत (ब) समुद्र (स) सड़क

2. Which is a natural environment?

a. Railway

b. Machine

c. River

प्राकृतिक पर्यावरण है—

(अ) रेलवे (ब) मशीन (स) नदी

3. Give any three examples of Human made Environment.

मानव निर्मित पर्यावरण के तीन उदाहरण दो?

4. What do meant by the Natural Environment?

प्राकृतिक पर्यावरण क्या है—

5. Which are the two major components of biotic environment?

जैविक पर्यावरण के दो घटक लिखो?

6. Which are the major components of the environment? Describe it.

प्राकृतिक पर्यावरण के प्रमुख घटक लिखो—

INSIDE OUR EARTH पृथ्वी के अंदर

B.

1. The thinner most layer of the earth is.....

a. Crust

b. Mantle

c. Core

पृथ्वी की सबसे पतली परत है—
(अ) क्रस्ट (ब)मेंटल (स)कोर

2. The innermost layer of the earth is.....
- Crust
 - Core
 - Mantle

पृथ्वी की सबसे भीतरी परत है—
(अ) क्रस्ट (ब) कोर (स)मेंटल

3. The rock which is made up of molten magma is
- Igneous
 - Sedimentary
 - Metamorphic

मेग्मा से किस शैल का निर्माण हुआ
(अ)आग्नेय (ब) रूपान्तरित (स)अवसादी

4. Name the three types of rocks

शैलों के तीन प्रकार लिखो?

5. What are the three layers of the earth?

पृथ्वी की तीन परतों के नाम लिखो?

6. What is rock?

शैल क्या है?

7. What are the uses of the rocks?

शैलो के उपयोग लिखो?

C. OUR CHANGING EARTH पृथ्वी का बदलता स्वरूप

1. Which is caused by the sudden movement of the earth?

- Volcano
- Plain
- Folding

पृथ्वी की आकस्मिक घटनाओं में हैं।

(अ)ज्वालामुखी (ब) मैदान (स)वलन

2. Mushroom rocks are found in.....

- Deserts
- River Valleys
- Glaciers

छत्रक शैल पाई जाती है।

(अ)मरुस्थल (ब)नदी घाटी (स) पर्वतों

3. What is erosion?

अपरदन क्या है?

4. What are the sand dunes?

बलू टिब्बे क्या है?

5. What is Volcano?

ज्वालामुखी किसे कहते हैं?

6. How are flood plains formed?

बाढ़कृत मैदान कैसे बनते हैं?

D. AIR वायु

1. The most important layer of the Atmosphere is.....
 - a. Troposphere
 - b. Thermosphere
 - c. Mesosphereवायुमंडल की महत्वपूर्ण परत हैं
(अ)समताप (ब)बाह्यमंडल (स) क्षोभमंडल
2. Which of the following gases protects us from harmful Sun rays?
 - a. Carbon dioxide
 - b. Nitrogen
 - c. Ozoneकौन सी गैस हमें हानिकारक सूर्य की किरणों से बचाती है?
(अ)कार्बन डाइआक्साइड (ब)नाइट्रोजन (स) ओजोन
3. What is atmosphere?
वायुमंडल क्या है?
4. What is air pressure?
वायुदाब क्या है?
5. Why do green plants use Carbon dioxide?
कार्बनडाइ आक्साइड का पेड़ पौधे कैसे प्रयोग करते हैं?
6. Why is temperature in cities much higher than that of villages?
गाँवों से ज्यादा तापमान शहरों में क्यों होता है?

E. WATER जल

1. Generally the warm ocean currents originate near -----
 - a. Poles
 - b)Tides
 - c)Tropic of Cancer
 - d) None of theseगर्भजल धाराएँ उत्पन्न होती हैं—
(अ)ध्रुवों के पास (ब)कर्क रेखा के पास (स) इसमें से कोई नहीं
2. The rhythmic rise and fall of ocean water twice in a day is called—
 - a) Water cycle
 - b) Tides
 - c) ocean current
 - d) None of theseएक साथ दो बार उठते समुद्री लहरों को कहते हैं—
(अ)जल चक्र (ब)ज्वार भाटा (स) महासागरीय धाराएँ
3. What is precipitation?
वर्षण क्या है?
4. What are Tides and how are they caused?
ज्वारभाटा क्या है व यह कैसे उत्पन्न होते हैं?

नागरिक शास्त्र समानता

1. जूटन पुस्तक के रचयिता कौन हैं?
अ) जवाहर लाल नेहरू ब) महात्मा गांधी स)ओम प्रकाश बालमिकी
2. आपके विचार से अंसारी दंपति के साथ असमानता का व्यवहार क्यों किया गया?
3. सिविल राइट मूवमेंट नागरिक अधिकार आंदोलन से क्या समझते हैं?

स्वास्थ्य में सरकार की भूमिका

1. जल से उत्पन्न हुई बीमारी नहीं है—
अ)डायरिया ब)कैन्सर स)हेपटाइटिस
2. डाक्टर कहाँ रहना पसंद करते हैं?
3. ग्रीब लोग ज्यादा बीमार क्यों रहते हैं?

राज्य शासन कैसे काम करता है

1. राज्य शासन का मुख्य होता है
अ)राज्यपाल ब)मुख्यमंत्री स)विधायक
2. कार्यपालिका का मुख्य कौन होता है?
3. सरकार के तीन स्तर कौन-कौन से हैं?

- घरेलू काम करने वाले होते है—
अ)औरतें ब)आदमी स)लड़के
- घरेलू कार्य का मूल्य कम होता है क्यों?
- छोहरे बोझ से क्या समझते हो?
औरतें ने बदली दुनिया
- उन्हें पंडिता की उपाधि मिली
अ)रमाबाई ब)लक्ष्मी बाई लाकरा स)रामसुंदरी देवी
- औरतों के जीवन में कृषि का क्या महत्व है?
- महिला आंदोलन से क्या समझते हो?

ANSWER SHEET

HISTORY

A. Tracing changes through a thousand years

- b. Cartographer
- b. Manuscripts
- b. Brahmanas

Ans: The person who was not the part of that society or a culture was considered a 'foreigner' in the past.

Ans: The historians use the sources like coins, inscriptions, architecture and textual records for the study of specific period.

Ans: It is difficult to recognize the original Manuscript.

It is difficult to preserve the manuscript because it is composed on the palm leaves or on a paper.

B. New kings and kingdoms

- b. 7th
- c. Land
- b. Learned brahmanas

Ans: Kalhana was a great Sanskrit poet from Kashmir.

Ans: The Tripartite struggle was a long drawn conflict among the rulers of Gurjar Pratihara, Rashtrakuta and Palas Dynasties for control over Kannauj.

Ans: Dantidurga was Rashtrakuta Chief of Daccan.

Initially Rashtrakutas were the subordinates of chalkyas of Karnataka. Dantidurga in the mid 8th century overthrough his Chalukya overlord and perform a ritual 'Hiranyagarbha' and rebirth as a kshatriya.

C. The Delhi Sultans

- b. Genghiz Khan
- c. Muqti

Ans: The Chauhans of Ajmer defeated the Tomara Rajputs in the middle of the 12th century.

Ans: They did so in the hope of rich rewards.

Ans: It is called a Masjid in Arabic.

Ans: Tax on cultivation called Kharaj and amounting to about 50% of the peasant's yield.

Tax on cattle

Tax on houses

D. The Mughal Empire

Sher Khan

.Todar Mal

Ans: Ruler of the Mongol tribes China and Central Asia.

Ans: The first Mughal Emperor and reigned from 1526 to 1530.

Ans: A careful survey of crops yields, price and areas cultivated for a 10-year period.
Tax was fixed on each crop in cash.
This revenue system came to be known as zabt.

E. Rulers and Buildings

Qutabddin Aibak

Shiva

Ans: The Shadow of God

Ans: King Dhanga Deva of the Chandela Dynasty.

Ans: It has a central towering dome.

It has a tall gateway.

GEOGRAPHY

A. ENVIRONMENT

c. River

c. Road

Ans: Building, Road, Parks

Ans: All the natural things like; land, water, air, plants etc are called natural environment.

Ans: plants and Animals

Ans: Lithosphere: It is the solid crust or the hard top layer of the earth.

Hydrosphere: It refers to the water bodies.

Atmosphere: It is the thin layer of air that surrounds the earth.

Biosphere: Narrow zone where land, water and air interact.

B. INSIDE OUR EARTH

a. Crust

b. Core

a. Igneous

Ans: Igneous, Sedimentary and Metamorphic

Ans: Crust, Core, Mantle

Ans: Any natural mass of minerals matter that makes up the earth's crust is called a rock.

Ans: Making roads, houses and buildings.

C. OUR CHANGING EARTH

a. Volcano

a. Deserts

Ans: Erosion is the wearing away the landscape by different agents like water, wind and ice.

Ans: When wind stops blowing the sand falls and gets deposited in low hill are called sand dunes.

Ans: A Volcano is a vent (opening) in the earth's crust through which molten material erupts suddenly.

Ans: During floods layers of fine soil and other material called sediments are deposited on the river bank. This leads to the formation of a flat fertile flood plains.

D. AIR

a. Troposphere

c. Ozone

Ans: Our earth is surrounded by a huge blanket of air called atmosphere. All living beings on this earth depend on the atmosphere.

Ans: The pressure exerted by the weight of air on the earth's surface is known as air pressure.

Ans: Green plants use Carbon dioxide to make their food and release oxygen.

Ans: High rise buildings

Concrete and metals building and roads.

Crowded high rise buildings

Warm air.

E. WATER

d) None of these

b) Tides

Ans: The Sun's heat causes evaporation of water vapor. The water vapors cool down, it condenses and forms clouds. From here it may fall on the land or sea in the form of rain, snow or sleet.

Ans: The rhythmic rise and fall of ocean water twice in a day is called a tide.

Activity: The students can be asked to make their own Terrarium.

Map Work: On the map of world mark and label the following-

Atlantic Ocean, Indian Ocean, Pacific Ocean and Arctic Ocean

CIVICS

G. ON EQUALITY

1. Jothan is an autobiography written by.....
 - a. Jawaher lal Nehru
 - b. Mahatma Gandhi
 - c. Om Prakash Balmiki
2. On what basis were the Ansaris created unequally?
3. What is known as the civil right Movement?

H. ROLE OF THE GOVERNMENT IN HEALTH

1. Which one is not a water born disease?
 - a. Diarrhea
 - b. Cancer
 - c. Hepatitis
2. Where do most doctors prefer to settle?
3. Why are poor people more likely to fall ill?

I. HOW THE STATE GOVT WORKS

1. The head of the state is the
 - a. Governer
 - b. Chief 55Minister
 - c. MLA
2. Who is the head of the Executive?
3. The govt works at three levels. Name them.

J. GROWING UP AS BOYS AND GIRLS

1. Domestic workers are usually.....
 - a. Woemn
 - b. Men
 - c. Boys
2. Why are the wages of the domestic workers usually low?
3. What do mean by the term double Burdon?

K. WOMEN CHANGE THE WORLD

1. She was given the title Pnndita.....
 - a. Ramabai
 - b. Lakshmi Lakara
 - c. Rassundari Devi
2. What does agriculture work mean to these women?
3. What is meant by the women's movement?

A. ON EQUALITY

c. Om Prakash Balmiki

Ans: The Ansaris were treated unequally on the basis of religion.

Ana: A Movement took place in the USA in the late 1950s to push for equal rights for African-Americans.

B. ROLE OF THE GOVERNMENT IN HEALTH

b. Cancer

Ans: Most doctors prefer to settle in urban areas.

Poor people are more likely to fall ill because they are not provided basic necessities.

C. HOW THE STATE GOVT WORKS

a. Governer

Ans: The Chief Minister

Ans: Local

State

Central

D. GROWING UP AS BOYS AND GIRLS

b. Women

Ans: It is because their work does not have much value.

Ans: Several women today work both inside and outside the home.

L. WOMEN CHANGH THE WORLD

a. Ramabai

Ans: Planting, Weeding, Harvesting and thrashing.

Ans: Women as a whole struggled for a long to bring out all round improvement in women's condition.

Group Ambedkar

IX -Geography

Question Bank Class IX 1st Term

Geography-

Chapter-1 Size and Location

MCQ

1. The Tropic of cancer does not pass through

(A) Rajsthan

(B) Orissa

© Chhatisgarh

(D) Tripura

Ans. Orissa

कर्क रेखा किस राज्य से नहं गुजरती है?

(क) राजस्थान

(ख) ओडीसा

(ग) छत्तीसगढ़

(घ) त्रिपुरा

उत्तर (ख) ओडीसा

2. What is the costal length of India?

(A) 2700 K.M.

(B) 3700 K.M.

© 4700 K.M.

(d) 7516 km.

Ans. (D) 7516 K.M.

भारत का समुद्री तटरेखा की लम्बाई कितनी है?

(अ) 2700 किमी०

(ब) 3700 कि०मी०

(स) 5700 किमी०

(द) 7516 कि०मी०

उत्तर— (द) 7516 किमी०

3. The Eastern most Longitude of India is

(A) 97°25' E

(B) 68°7' E

© 77°6' E

(D) 82°32' E

Ans. (A) 97°25' E

भारत का सबसे पूर्वी देशान्तर कौन सा है?

(अ) 97°25' पू०

(ब) 68°7' पू०

(स) 77°6' पू०

(द) 82°32' पू०

उत्तर— (अ) 97°25' पू०

4. Which one is not the neighbouring country of India

(A) Afghanistan

(B) Turkey

© Nepal

(D) Bangla Desh

Ans. (B) Turkey

Question for slow Learners

5. Name the countries which are arguer than India?

उन देशों के नाम बताइए जो क्षेत्रफल में भारत से बड़े हैं?

Ans. Following ar the six countries of the world bigger than India:-

(i) Russia (ii) China (iii) Canada (d) USA (v) Brazil and Australia

उत्तर— विश्व के निम्नलिखित छः देश जो भारत से बड़े हैं—

- (i) रूस (ii) चीन (iii) कनाडा (iv) संयुक्त राज्य अमेरिका
(v) ब्राजील (vi) आस्ट्रेलिया

2) Why India is often referred to as a subcontinent

भारत को एक उपमहाद्वीप के रूप में क्यों जाना जाता है?

Ans. India is vast country with an area of 32,87,263 sq.km. It is seventh largest country of the world, that is why it is often called subcontinent. It is six times bigger than France nine times the size of Germany and twenty three times larger than Bangladesh.

उत्तर—भारत एक विशाल देश है जिसका क्षेत्र बड़ा विस्तृत है, जो कोई 32,87,263 वर्ग किलोमीटर है। यह विश्व का सातवां बड़ा देश है। इसलिए इसे प्रायः उप महाद्वीप के रूप में जाना जाता है।

7. Describe how geographical features of the country have fostered unit and homogeneity in the Indian Society?

देश के भौगोलिक स्वरूप ने भारतीय समाज को एकता एवं समरसता कैसे प्रदान की है? वर्णन करें ।

Ans. There is no denying the fact that Geographical features have forged features have forged unity and homogeneity in the Indian Society. Considered geographically Indian has a Separate Individuality of its own. Nature herself seems to have bestowed a geographical unity on India by separating it from the rest of Asia in the North by The Himalayans and its eastern and western of shores and by the Sea in its remaining three sides.

उत्तर—इस बात में तनिक भी संदेह नहीं कि भारत के भौगोलिक स्वरूप ने पूरे भारत को एक सूत्र में बांध रखा है:— जैसे:

- (1) हिमालय पर्वत,
- (2) पूर्व में स्थित पर्व श्रृंखलाएँ एवं बने बनों
- (3) मानसून प्रकार की जलवायु
- (4) दक्षिण में तीन ओर समुद्र से घिरा होना आदि।

बाते भारत को एक सामाजिक समरसता में बांध कर रखा है।

Question for Bright learner

8. When the Sun has already risen in Arunachal Pradesh, it is still dark in Gujrat, Why?

जब कि अरुणाचल प्रदेश में सूर्य पले ही उदय हो गया होता है गुजरात में अभी भी अंधेरा होता है, क्यों?

Ans. India is situated between $68^{\circ}7' E$ to $97^{\circ}25' E$ Longitude as such the Longitudinal extent of India is about $30^{\circ}(97^{\circ}25' - 68^{\circ}7')$ degrees. It has a great significance of its own. It means that the Sun rises $(30 \times 4 = 120 \text{ minutes or } 2 \text{ hours})$ earlier in the easternmost part of the India in Arunachal Pradesh than in the western most part Gujrat and Rajasthan. In other words we can say that if it is, 8 AM (Local Time) in Arunachal Pradesh it will be 6 AM in Gujrat or when the sun has already risen in Arunachal Pradesh still dark in Gujrat.

उत्तर—जैसा कि हमें पता है भारत की स्थिति $68^{\circ}7' E$ और $97^{\circ}24' E$ के मध्य स्थित है। इस तरह देशांतरों के मध्य भारत का विस्तार लगभग $(97^{\circ}25' - 68^{\circ}7') = 30^{\circ}$ है। इस तथ्य का विशेष महत्व है। इसका अर्थ है कि भारत के अति पूर्वी में (अरुणाचल प्रदेश में) अति पश्चिमी भागों की अपेक्षा जैसे (गुजरात) में सूर्योदय का अंतराल 2 घण्टे का हो जाता है।

अतः पूर्व में जब तक सूर्योदय होता है। पश्चिम में जैसे गुजरात और राजस्थान में अंधेरा रहता है।

Chapter-II Physical features of India

MCQ

1. A land Mass bounded by Sea on three sides is referred to as

(A) Coast (B) Island (C) Peninsula (D) None of the above

Ans. © Peninsula

एक स्थलीय भाग को तीन ओर समुद्र से घिरा हो—

(अ) तट (ब) द्वीप (स) प्रायद्वीप (द) इनमें से कोई नहीं।

उत्तर—(स) प्रायद्वीप

2. Mountain ranges in the eastern part of India forming its boundary with MaynMar are collectively called as

- (A) Himachal (B) Uttaranchal (C) Purvanchal (D) Shivalik

Ans. © Purvanchal

भारत के पूर्वी सीमा का संयुक्त नाम—

- (अ) हिमालय (ब) उत्तराखण्ड
(स) पूर्वांचल (द) शिवालिक

उत्तर— (स) पूर्वांचल

3. The western coastal strip, south of Goa is referred to as:

- (A) Coromandal (B) Koukan (C) Kannad (D) None of the above

Ans. (B) Konkan

गोवा के दक्षिण पश्चिम में स्थित पट्टी:—

- (अ) कोरोमंडल (ब) कन्नड़
(स) कोकण (द) इनमें से कोई नहीं

उत्तर— (स) कोंकण

(4) The highest Peak in the Eastern Ghats is:-

- (A) Anai Mudi (B) Kanchenjuga (C) Mahendagiri (D) Khasi

Ans. © Mahendra Giri

पूर्वी घाट का सर्वोच्च शिखर

- (अ) अनाई मुदी (ब) महेन्द्र गिरी
(स) कंचन जुंगा (द) खासी

उत्तर—(ब) महेन्द्रगिरी

Question for slow Learner:

5. Name the three Major divisions of the Himalayas from north to South?

हिमालय के तीन प्रमुख विभागों के नाम उत्तर से दक्षिण के क्रम में लिखें।

Ans. The three Major division of Himalaya

(i)Himadri (ii) Himanchal or lesser Himalaya (iii) Shiwaliks

हिमालय के तीन प्रमुख विभाग:-

(अ) हिमाद्री (ब) मध्य हिमालय (स) शिवालिक

6. Which are the major Physiographic division of India?

Ans. The six major Physical features of India:

(i)The Himalayan Mountain

(ii) The Northern Plains

(iii)The Peninsular Plateau

(iv) The Indian Desert

(vi) The Islands

उत्तर-भारत के छः प्रमुख प्राकृतिक विभाग

(i) हिमालय पर्वत श्रृंखला (ii) उत्तरी मैदान

(iii) प्रायद्वीपीय पठार (iv) भारतीय मरुस्थल

(v) तटीय मैदान (vi) द्वीप समूह

7. What is the difference between Bhangar and Khadar?

बांगर और खादर में क्या अंतर है?

Ans. Difference between Bhangar and Khadar:

Bhangar:The largest part of the northern plain is formed of older alluvium. They lie above the flood plains of the rivers and present a terraced like feature. This part is known as Bhangar. This is Old alluvial .

Khadar: The Soil in this region contains calcareous deposits locally known as Khadar. This is new alluvial Soil.

उत्तर-भांगर :- उत्तरी मैदान का सबसे विशालतम भाग पुराने जलोढ़ का बना है। वे निंदियों के बाढ़ वाले मैदान के उपर स्थित है। यह पुराना जलोढ़क मैदान है इसी को भांगर कहा जाता है।

खादर:- बाढ़ वाले मैदानों के नये तथा युवा निक्षेपों को खादर कहा जाता है इनका लगभग प्रत्येक वर्ष पुननिर्माण होता है। इसलिये ये उपजाऊ मैदान के रूप में जाना जाता है।

Question for bright Students:

7. Distinguish between western Ghats and Eastern Ghat?

पूर्वी घाट और पश्चिमी घाट में अंतर स्पष्ट कीजिए।

And. Western Ghat- Western Ghat is running along the Arabian Sea on the west. The western coast, sandwiched between the western Ghats and the Arabian sea is a narrow plain. It consists of three sections. The northern part of coast is called the Konkan, the central stretch is called the Kanad plain while the Southern stretch is referred to as the Malabar Coast.

Eastern Ghat: The plain along the part of Bengal are wide and level. In the northern part, it is referred to as the Northern Circar, while the Southern Part is known as the Coromandal Coast.

Chapter-III Drainage

MCQ

1. In which of the following state is the wular lake located?

(A) Rajasthan

(B) Uttar Pradesh

(C) Punjab

(D) Jammu and Kashmir.

Ans. Jammu and Kashmir

वूलर झील निम्नलिखित में से किस राज्य में स्थित है?

- (अ) राजस्थान (ब) उत्तर प्रदेश
(स) पंजाब (द) जम्मू काश्मीर

उत्तर— जम्मू काश्मीर

2. The river Narmada has its Source at

- (A) Satpura (B) Amar Katak (C) Brahma
Giri (D) Slope of the western Ghat.

Ans. D. Slope of the western Ghat's

नर्मदा नदी का उदगम कहाँ से है?

- (अ) सतपुड़ा (ब) अमर कंटक
(स) ब्रह्मागिरी (द) पश्चिमी घाट के ढाल

उत्तर – पश्चिमी घाट के ढाल से

3. Which one of the following is longest river of the Peninsular India?

- (A) Narmada (B) Krishna
(C) Godawari (D) Mahanadi

निम्नलिखित में से कौन सी नदी प्रायद्वीपीय भारत की सबसे लम्बी नदी है?

- (अ) नर्मदा (ब) कृष्णा
(स) गोदावरी (द) महानदी

उत्तर— गोदावरी

4. Which one of the following lakes is a salt water lake?

- (A) Sambhar (B) Dal (C) Wular (D) Gobind Sagar.

निम्नलिखित में से कौन सी लवणीय जल वाली झील है

- अ) सांभर (ब) डल (स) वूलर (द) गोविंद सागर

Chapter wise activities for Class IX

History

Chapter - 1 (French Revolution)

Activities :- 1. Picture of French constitutional Democracy

2. Political Symbols of the French Revolution

3. Social division of French revolution

Chapter- 2 - Socialism in Europe and Russian Revolution

Activities :- 1. Make a list of important Dates from page N. 39 of text book.

2. Write on the chart paper which was written about socialism in Russian by Saikat Usmani and Ravindra Nath Tagore.

Chapter (3) Nazim and Rise of Hitler:-

Activities : (1) Prepared the Source A and B Page No. 61 of text book (History)

(2) Suppose you are Mahatma Gandhi write a letter to Hitler.

Geography- Chapter wise activities-

Chapter 01- India-size and Location.

Activities - (1) Find out the longitudinal and latitudinal extent of our state

(2) Collect information about the Silk Route. Also find out the new developments.

Chapter 02- Physical Features of India-

Activities- 01- Locate the Peaks, Passes, ranges, Plateaus hills on chart.

Chapter 03- Drainage

Activity- 01 Make a chart about steps taken by government to improve the condition of National River conservation Plan (NRP).

Chapter-III Democratic Politics (Civics)

Chapter - 1- Democracy in the contemporary world-

Activity - (1) From different groups in our class and collect different types of information New Clipping, articles, Photographs and Cartoons related with democracy.

Chapter 02- What is democracy? Why democracy?

Activity - Collect different opinions about current affairs of democracy in world.

1. Citizens Rights.
2. Electoral and Parties Politics.
3. Criticism of democracy.

Chapter -3 Constitutional Design-

Activity- Follow the news papers for any report on a discussion on any constitutional amendment or demand for any constitutional amendment. You may take examples also.

UNIT- IV- Economic

Chapter 1- Story of Village Palampur

Activity- Visit a Agricultural field and talk to some farmers and discuss about farming method, sources of irrigation. Kinds of crops grown and make a chart of these.

Chapter 02- People as Resources-

Activity- Visit a near by village or a slum area write down a case study of a boy or girl of your age facing the same condition as Vilas or Sakal.

NAZISM AND THE RISE OF HITLER

MCQ FOR SLOW AND BRIGHT LEARNERS-1 marks each

Q.1. What is the German parliament called?

(a) the Duma (b) the Reichstag (c) The House of Commons (d) The Congress

1. जर्मनी की संसद को किस नाम से पुकारा जाता है?

(अ) ड्यूमा (ब) कांग्रेस (स) लोकसभा (द) राइखस्टेग

Q.2. When did the great economic begin?

(a) In 1927 (b) In 1929 (c) In 1931 (d) In 1933

1. आर्थिक महामंदी कब शुरू हुई?

(अ) 1927 में (ब) 1929 में (स) 1931 में (द) 1933 में

Q.3. Who was Hjalmar Schacht?

(a) Economist (b) Chancellor (c) German Soldier (d) none of the above

1. हैमलर शाख्त कौन था?

(अ) अर्थशास्त्री (ब) चांसलर (स) जर्मन सैनिक (द) उपरोक्त में से कोई नहीं

Q.4. Name the city where the US dropped the first atom bomb in Japan

(a) Hiroshima (b) Auschwitz (c) Nagasaki (d) None of the above

1. उस शहर का नाम बताइए जहाँ अमेरिका ने पहला परमाणु बम गिराया था।

(अ) हिरोशिमा (ब) ऑस्विज (स) नागासाकी (द) उपरोक्त में से कोई नहीं।

Q.5. What were Ghettos?

(a) Political organizations (b) Areas where Jews lived (c) Play grounds of German children (d) school of Jews

1. घेतो क्या थे?

(अ) राजनैतिक संगठन (ब) क्षेत्र जहाँ यहूदी रहते थे (स) जर्मन बच्चों के खेल के मैदान (द) यहूदियों के स्कूल

Q.6. Which party came to be known as the Nazi party?

(a) German Workers Party (b) National Socialist German Workers Party

(c) Socialist German Workers Party (d) National German Workers Party

1. किस दल का नाम नाजी पड़ा?

(अ) जर्मन वर्कर्स पार्टी (ब) राष्ट्रीय समाजवादी जर्मन वर्कर्स पार्टी
(स) समाजवादी जर्मन वर्कर्स पार्टी (द) राष्ट्रीय जर्मन वर्कर्स पार्टी

QUESTIONS FOR SLOW LEARNERS

Q.7. What are the chief features of Nazi thinking? (3 marks)

1. नाजी सोच की प्रमुख विशेषताएं क्या थीं?

(अ) देश सर्वोपरि है

(ब) नाजी दल जर्मनी को अन्य सभी देशों के मुकाबले श्रेष्ठ मानते थे और पूरे विश्व पर उसका प्रभाव डालना चाहते थे।

(स) इससे जर्मनी के साम्राज्य विस्तार और उन सभी उपनिवेशों को जीतने पर ध्यान केन्द्रित किया जो उससे छीन लिए गए थे।

Q.8. Why did the USA initially resist involvement in the second world war? (3 marks)

1. अमेरिका ने दूसरे विश्व युद्ध के प्रारंभ में स्वयं को अलग रखा। क्यों?

(अ) अमेरिका ने दूसरे युद्ध का परिणाम भूला नहीं था।

(ब) युद्ध के कारण पैदा हुई आर्थिक समस्याएँ बहुत भयानक थीं।

(स) अमेरिका एक और बार इस सब का सामना करने का इच्छुक नहीं था।

Q.9.Mention three effects of Nazi rule on Germany? (3marks)

- जर्मनी में नाजीवाद के तीन प्रभाव बतायें—
 - श्रमिक संघों को कुचल दिया गया।
 - जर्मनी में कम्युनिस्ट पार्टी पर प्रतिबंध लगा दिया गया।
 - हिटलर ने जर्मनी को शक्तिशाली बनाने का हर संभव प्रयत्न किया।

Q.10.How did the great depression affect the US economy? (5marks)

- आर्थिक महामंदी का अमेरिकी अर्थव्यवस्था पर क्या प्रभाव डाला?
 - इसके फलस्वरूप कारखाने बंद हो गये।
 - निर्यात कम हो गया।
 - किसानों को अपार घाटा हुआ।
 - सट्टेबाजों ने बाजार से पैसा वापस खींच लिया।
 - कीमतों में गिरावट आई।

Questions for bright students

Q.11 How did the common people react to Nazism? (3marks)

- आम आदमी की नाजीवाद के प्रति क्या प्रतिक्रिया थी?
- नाजीवाद खुशहाली लाएगा।
 - बहुत से लोग नाजीवाद की निरंकुश पुलिस, दमन एवं हत्याओं के विरुद्ध खड़े हो गए।
 - अधिकतर जर्मनवासी निष्क्रिय मूकदर्शक एवं उदासीन बने रहे।

Q.12.When was the ENABLING ACT was passed?What were its provisions? (5marks)

विशेषाधिकार अधिनियम कब पारित किया गया? इसमें क्या प्रावधान थे?

Q.13.What was the impact of the great economic depression on the German economy? 3marks

जर्मन व्यवस्था पर आर्थिक महामंदी का क्या असर पड़ा?

Q.14.Why Nazi propeganda was effective in creating a hatred for he JEWS? 3marks

नाजियों का प्रोपेगंडा यहूदियों के खिलाफ नफरत पैदा करने में इतना असरदार कैसे रहा?

ANSWER

A.1.The Reichstag

A.2.1929

A.3.Economist

A.4.Hiroshima

A.5.Areas were Jews lived

A.6.National Socialist German Workers Party

A.7.(I)The state is above all

(ii)The Nazi party considered Germany superior to all other nations and wanted to have her influence all over the world

(iii)It aimed at expanding the German empire and acquiring all those colonies that were snatched away from her

A.8.(I)USA had not forgotten the consequences of the first world war

(ii)The economic problem that the war has caused were too horrifying

(iii) USA was un willing to once again face all this

A.9.(I)The communist parties were also banned

(ii)Trade unions were suppressed

(iii)Hitler tried to make GERMANY a powerful country

A.10.(I)As a result factories shut down

(ii)Exports fell (iii)Farmers were hit badly

(iv)Speculators withdrew their money from the market

(v)fall in prices

A.11.(I)They believed Nazism would bring prosperity

(ii)Many rose against Nazism braving police repression and death

(iii)Large majority of Germans were passive onlookers and apathetic witnesses

A.12.The famous Enabling Act was passed on 3 MARCH,1933.The main provisions were

(i)It established dictatorship in Germany

(ii)It gave Hitler all power to sideline parliament and rule by decree

(iii)All political parties and trade unions were banned except for the nazi party and its affiliates

(iv)The state established full control over the economy,media,army and judiciary

A.13. (i)By 1932 ,industrial production was reduced to 40% of the 1929 level

(ii)Workers lost their jobs or were paid reduced wages

(iii)Big business was also in crisis

A.14.(I)For all their woes , after the first world war,the German people held the WEIMER REPUBLIC responsible for the same

(ii)The traditional Christians hatred for the JEWS, because they were accused to have killed Christ,was full exploited by the Nazis.so the Germans easily became prejudicial against the JEWS

(III)The racial theory put forward by Nazis that the JEWS belong to a lower race and the such way undesirable further had a deep effect on the German people

Question Bank – Class IX
Question for Slow Learner
Subject – Social Science

1. Who was the first Education Minister of India?

- (a) Abul Kalam Azad (b) Nehru (c) Gandhi (d) S.C. Bose

Ans.(a)

भारत के प्रथम शिक्षा मंत्री कौन थे ?

- (1) अबुल कलाम आजाद (2) नेहरू (3) गाँधी (4) एस०सी० बोस

उत्तर—

2. Who was the Chairperson of Drafting Committee of Indian Constituent Assembly ?

- (a) B.R. Ambedkar (b) M.L. Nehru (c) Gandhi (d) S.C. Bose

Ans.(a)

भारतीय संविधान सभा के प्रारूप समिति के अध्यक्ष कौन थे

- (A) बीवआर० अम्बेडकर (B) एम०एल० नेहरू (C) गांधी (D) एस०सी०बोस

उत्तर—

3. What is the Full Form of UNO ?

(a) United Nations Organisation (b) United National Organisation

(c) Unified Nations Organisation (d) Unified National Organization

Ans.(a)

यू०एन०ओ० का पूर्ण रूप क्या है।

- (A) यूनाइटेड नेशन्स ऑर्गनाइजेशन (B) यूनाइटेड नेशनल ऑर्गनाइजेशन (C) यूनीफाइड नेशन्स ऑर्गनाइजेशन (D) यूनीफाइड नेशनल ऑर्गनाइजेशन

उत्तर—

4. Who was Salvador Allende ?

(a) President of Chile

(b) President of USA

(c) Prime Minister of Chile

(c) Prime Minister of Pakistan

Ans.(a)

साल्वडोर आलन्डे कौन थे?

(a) चिली के राष्ट्रपति

(b) अमेरिकका के राष्ट्रपति

(c) चिली के प्रधानमंत्री

(d) पाकिस्तान के प्रधानमंत्री

उत्तर—

5. Which of the following is not an essential feature of democracy ?

(a) Free and Fair election

(b) Universal adult franchise

(c) Centralized of power

(d) Rule of law and respect for rights

Ans.(c)

लेकतंत्र की विशेषता निम्न में क्या नहीं है?

(a) स्वतंत्र एवं निष्पक्ष चुनाव

(b) सार्वभौमिक वयस्क मताधिकार

(c) सत्ता का केन्द्रीकरण

(d) कानून का शासन एवं अधिकारों का

सम्मान

उत्तर—

Question Bank for Slow Learner S.A-1

Class - IX

Political Science

1. What is Democracy ? Explain it [3]

लेकतंत्र किसे कहते हैं? वर्णन करें।

Ans. Democracy is the form of government in which people elect their ruler. Democracy means Rule of people. In a democratic country people to criticise government policies or to express themselves.

For example India is a democratic country where all adult people have right to choose their representative.

लेकतंत्र सरकार का ऐसा स्वरूप है जिसमें लोग अपने शासकों को चुनते हैं। लोकतंत्र का अर्थ लोगों का शासन होता है। लोकतांत्रिक सरकार में लोगों को स्वतंत्रता होती है कि वो राजनैतिक संगठनों का निर्माण करें, सरकार की नीतियों की आलोचना तथा अपने आप को अभिव्यक्त करें।

उदाहरण के लिए भारत एक लोकतांत्रिक देश है। जहाँ सभी व्यस्क नागरिकों को अपने प्रतिनिधि चुनने का अधिकार है।

2. What are the main features of democracy ? Explain it. [4]

लेकतंत्र की मुख्य विशेषताएँ क्या हैं? वर्णन करें।

Ans. The main features of Democracy

- (1) In a democracy people have right to choose their ruler.
- (2) People have right to form any political party, organisation etc.
- (3) People have right to criticise the government policies if they do not agree with the policies or programmes.
- (4) In a country all people recognize equal.

लेकतंत्र की विशेषताएँ—

- (1) लोकतंत्र में लोगों को अपने शासकों को निर्वाचित करने का अधिकार होता है।
- (2) लोगों को अधिकार होता है कि वो राजनैतिक दलों एवं संगठनों का निर्माण कर सकें।

(3) लोगों को अधिकार होता है कि वो सरकार की नीतियों एवं कार्यक्रमों की आलोचना करें अगर वो उससे सहमत नहीं हैं तो।

(4) लोकतंत्र में सभी लोग एक समान माने जाते हैं।

3. What is the UNO ? Describe the function of the UNO. [3]

संयुक्त राष्ट्रसंघ किसे कहते हैं? संयुक्त राष्ट्रसंघ के कार्यों का वर्णन करें।

Ans. The United Nation Organisation is an International Organization which was established in Oct 1945 with the cooperation of Britain, USA, Russia and other nation.

The main function of the UNO

(1) To protecting world from world war like situation.

(2) It is responsible for maintaining peace and security among the countries.

संयुक्त राष्ट्रसंघ एक अन्तर्राष्ट्रीय संगठन है जो अक्टूबर 1945 में स्थापित हुआ है ब्रिटेन, अमेरिका, रूस, इत्यादि देशों के सहयोग से।

संयुक्त राष्ट्र संघ का मुख्य कार्य है।

(1) विश्व को विश्वयुद्ध जैसे स्थितियों से सुरक्षा प्रदान करना

(2) यह देशों के मध्य सुरक्षा एवं शांति बनाए के लिए जिम्मेवार है।

4. What is Universal Adult Franchise ? Explain the need of Universal Adult Franchise in Maintaining democracy. [4]

सार्वभौमिक व्यस्क मताधिकार किसे कहते हैं? लोकतंत्र को बनाए रखने में सार्वभौमिक व्यस्क मताधिकार की आवश्यकता का वर्णन करें।

Ans. All adult people irrespective of their caste, sex, religious and social background have right to vote and each vote have one value is called universal adult franchise.

Universal adult franchise is an essential aspect of democracy which is based on idea of political equality. It means adult people have right to take part in the government through voting system.

सभी व्यस्क नागरिक चाहे उनकी जाति, लिंग, धर्म और सामाजिक पृष्ठभूमि कुछ भी हो एक मत देने का अधिकार है तथा प्रत्येक मत का एक समान मूल्य होता है जिसे सार्वभौमिक व्यस्क मताधिकार कहते हैं।

सार्वभौमिक व्यस्क मताधिकार लोकतंत्र का एक आवश्यक पहलू है जो राजनैतिक समानता के विचार पर आधारित है। इसका अर्थ है कि सभी व्यस्क नागरिक को मताधिकार द्वारा सरकार में हिस्सा लेने का अधिकार है।

5. Why do we need a democratic government ?

हमें लोकतांत्रिक सरकार की आवश्यकताएं क्यों होती हैं?

Ans. Democratic government is a better form of government in which the rulers are elected by the people. We need democratic government because

- (1) It is more accountable form of government.
- (2) Democracy improves the quality of decision making.
- (3) Democracy provides a method to deal with differences and conflicts.
- (4) Democracy enhance the dignity of citizen.

लोकतांत्रिक सरकार सबसे अच्छा स्वरूप है जिसमें लोग अपने शासक को चुनते हैं।

- (1) यह सरकार का उत्तरदायी स्वरूप है।
- (2) लोकतंत्र निर्णय लेने की गुणवत्ता को बढ़ाता है।
- (3) यह विभिन्नताओं एवं सघर्षों से निपटने के लिए अवसर प्रदान करता है।
- (4) नागरिकों की गरिमा को बढ़ाता है।

6. Describe merits of democracy.

लोकतंत्र के गुणों का वर्णन करें।

Ans. The merits of democracy are

- (1) A democratic government is a better government because it is a more accountable form of government. It responds according to the need of its people.
- (2) Democracy enhances the dignity of citizens because it is based on principle of political equality

(3) Democracy allows us to correct its own mistakes. In a democracy country there is a space for public discussion on the mistakes and there is a room for correction.

(1) यह सरकार का सबसे अच्छा स्वरूप है क्योंकि यह लोगों की आवश्यकताओं के प्रति प्रतिक्रिया करता है।

(2) यह लोगों के सम्मान को बढ़ाता है क्योंकि यह राजनैतिक समानता पर आधारित है।

(3) लोकतंत्र हमें अपने गलतियों को सुधारने का मौका देता है यहाँ सार्वजनिक वाद-विवाद द्वारा गलतियों को दूर करते हैं।

7. Why do we need a constitution ?

हमें संविधान की आवश्यकता क्यों होती है?

Ans. Constitution is a set of written rules that are accepted by all people living together in a country. We need a constitution because

(1) It generate a degree of trust and coordination that is necessary for different kind of people to live together.

(2) It specifies how the government will be constituted who will have power to take which decision.

(3) It lays down limits on the powers of the government.

(4) It tell us about our rights.

संविधान नियमों का एक लिखित दस्तावेज है जो, देश में रहने वाले सभी लोगों द्वारा स्वीकृत होता है। हमें संविधान की आवश्यकता होती है क्योंकि

(1) यह विश्वास एवं सामंजस्य को बढ़ाता है।

(2) यह बतमा है कि सरकार कैसे बनेगी तथा निर्णय लेने का अधिकार किसे होगा।

(3) सरकार की सीमाओं को बताता है।

(4) हमारे अधिकारों को बताता है।

8. Explain the term Apartheid.

[3]

‘नस्ल भेद’ शब्द का वर्णन करें।

Ans. Apartheid was the name of the system of racial discrimination unique to South Africa. The system of Apartheid divided the people and labeled them on the basis of their skin colour.

9. Explain the meaning of Republic State.

Ans. Republic state is the best state where the head of the state is elected by the people. For example in India the head of the state is the President, he is indirectly elected by the people, he is not a hereditary ruler.

गणराज्य एक ऐसा राज्य होता है जहाँ का प्रमुख लोगों द्वारा निर्वाचित होता है

उदाहरण के लिए—भारत ।

राज्य का प्रधान राष्ट्रपति होता है जोकि निर्वाचित व्यक्ति होता है वंशानुगत शासक नहीं होता है।

10. What is Secular State ? Explain it.

धर्मनिरपेक्ष राज्य किसे कहते हैं? वर्णन करें।

Ans. A secular state is a state which does not promote any religion as a state religion. Every people of the states have right to choose profess and propagate any religion. Government treats all religious beliefs and practices with equal respect and there is official religion.

For example – India is a secular state.

धर्म निरपेक्ष राज्य एक ऐसा राज्य जोकि किसी धर्म को राज्य धर्म के रूप में बढ़ावा नहीं देता है । राज्य के सभी लोगों को अधिकार होता है कि वो किसी धर्म को चुन सके, मान सके तथा प्रचार कर सके। सरकार सभी धार्मिक विश्वासों एवं परंपराओं को समान महत्व देती हैं

उदाहरण के लिए भारत एक धर्मनिरपेक्ष देश है।

Question Bank for Bright Learner

Class-IX

Political Science

1Q. What is difference between democratic and non-democratic government? Explain with example.

Ans. These are the following difference between democratic and non democratic government.

(1) In a democratic government people have right in _____ choose their ruler.

While in a non-democratic government people do not have right to choose their ruler.

(2) In a democratic country people enjoyed some kind of freedom such as freedom of speech, freedom to form association etc.

While in a non democratic country people do not enjoyed some kind of freedom as democratic. People enjoyed. They can not speech freely and can not form any political organization.

(3) Example of democratic country – India

While example of non democratic country –China.

लेकतांत्रिक एवं अलोकतांत्रिक सरकार में निम्न अंतर है

(1) लोकतांत्रिक सरकार में लोगोंको अपने शासको को चुनने का अधिकार होता है।

जबकि अलोकतांत्रिक सरकार में लोगों को अपने शासकों को चुनने का अधिकार नहीं होता है।

(2) लोकतांत्रिक सरकार में लोगों को स्वतंत्रताएँ होती हैं जैसे अभिव्यक्ति _____ की , संघ बनाने की।

अलोकतांत्रिक सरकार में लोगों को स्वतंत्रताएं नहीं होती है कि वो अपने विचार को अभिव्यक्ति करें या संस्थाओं का निर्माण करें।

(3) लोकतांत्रिक सरकार जैसे भारत जब कि अलोकतांत्रिक सरकार जैसे –चीन

Q.2. What is International Monetary fund? Explain the main function of the IMF

अन्तर्राष्ट्रीय मुद्रा कोष किसे कहते हैं? इसकी मुख्य कार्य का वर्णन करें।

Ans. International monetary fund is one of the biggest monetary fund is one of the biggest moneylenders for any Country. All member do not have equal voting system.

The main function of the International monetary fund is to provide loan or credit to needy country. These loan helps the country to uplift its economical and social status.

अन्तर्राष्ट्रीय मुद्रा कोष विश्व में किसी देश को मुद्रा या आर्थिक सहायता प्रदान करने लवाली सबसे बड़ी संस्थाओं में एक है। अन्तर्राष्ट्रीय मुद्रा कोष में 173 सदस्य होते हैं। सभी सदस्यों को समान मताधिकार नहीं है।

अन्तर्राष्ट्रीय मुद्रा कोष का मुख्य कार्य है जरूरतमंद देशों को ऋण प्रदान करना।

ये ऋण देश को उसकी आर्थिक एवं सामाजिक स्तर को ऊंचा उठाने में मदद करते हैं।

Q.3. What is difference between communist and Military form of government?

साम्यवादी एवं सैनिक सरकार में क्या अन्तर है?

Ans. A communist government is the government which is rule by the Communist party a communist state only communist party is allowed to complete for power. The state controls all the big property and Industry. For Ex-China.

In Military government country is run by the Chief or head of the Military. People do not enjoyed any kind of freedom a democratic people enjoyed for ex-In 1999 Pakistan ruled by Military.

साम्यवादी सरकार एक ऐसी सरकार होती है जो साम्यवादी दल द्वारा चलाया जाता है। साम्यवादी देश में केवल साम्यवादी पार्टी को ही अधिकार होता है कि वो राजनैतिक प्रतिस्पर्धा में भाग ले सके। राज्य ही सारी सम्पत्तियों एवं उद्योगों को नियंत्रित करता है। उदाहरण—चीन

सैनिक सरकार में देश सेना के प्रमुख द्वारा चलाया जाता है अर्थात् सेना प्रमुख ही राज्य प्रमुख होता है। लोक किसी प्रकार की स्वतंत्रताओं को उपयोग नहीं करते हैं।

उदाहरण 1999 में पाकिस्तान सैनिक शासन द्वारा शासित हुआ।

Q.4. What is democracy? Explain the main features of democracy. लोकतंत्र किसे कहते हैं? लोकतंत्र की मुख्य विशेषताओं का वर्णन करें।

Ans. Democracy is the form of government in which people elect their rulers.

Features of democracy –

(1) Elected government-Democracy is a form of government in which the government is elected by the people

(2) Decision making power- In a democracy, the final decision making power With those elected by the people

(3) Free and fair election- A democracy is based on a free and fair election where those currently in power, have a fair chance of losing.

(4) Right to vote and its value-in a democracy each adult citizen has one vote and each vote has one value.

लोकतंत्र सरकार का एक ऐसा स्वरूप है जिसमें लोग अपने प्रतिनिधि को चुनते हैं।

लोकतंत्र सरकार का एक ऐसा स्वरूप है जिसमें लोग अपने प्रतिनिधि को चुनते हैं।

लोकतंत्र की विशेषताएँ—

(1) निर्वाचित सरकार—लोकतंत्र सरकार का एक ऐसा स्वरूप है जिसमें लोग अपने सरकार को चुनते हैं।

(2) निर्णय लेने का क्षमता— लोकतंत्र में लोगों द्वारा निर्वाचित लोगों के पास ही निर्णय लेने की क्षमता होती है।

(3) स्वतंत्र एवं निष्पक्ष चुनाव— लोकतंत्र में स्वतंत्र एवं निष्पक्ष चुनाव पर आधारित होता है जिसमें जो लोग सत्ता में होते हैं वे भी सत्ता से चुनाव द्वारा हट सकते हैं।

(4) मताधिकार एवं मूल्य— लोकतंत्र में सभी व्यस्क को मताधिकार होता है तथा सभी मत का एक मूल्य होता है।

Q.5. Describe demerits of democracy.

लोकतंत्र के हानियों का वर्णन करें

Ans. Demerits of Democracy.

- (1) Democracy is all about political competition and power play. There is no scope for morality.
- (2) Elected leaders do not know the best interest of the people it leads to bad decisions.
- (3) Democracy leads to corruption for it is based in electoral competition.

लोकतंत्र की हानियाँ—

- (1) लोकतंत्र केवल राजनैतिक प्रतिस्पर्धा एवं शक्ति का प्रदर्शन करते हैं इसमें नैतिकता के लिए कोई स्थान नहीं है
- (2) निर्वाचित नेताओं को लोगों के हितों के बारे में पता नहीं होता है तथ यह केवल गलत निर्णय को बढ़ावा देता है
- (3) लोकतंत्र भ्रष्टाचार को बढ़ावा देता है क्योंकि यह चुनावी प्रतिस्पर्धा पर आधारित होता है।

Q.6 What do you mean by constitution?

संविधान से आप क्या समझते हैं?

Ans. The constitution of a country is a set of written rules that are accepted by all people living together in a country. It is supreme law of the land .the constitution determines the relationship among people living in a territory and also the relationship between the people the people living in a territory and also the relationship between the people and the government.

संविधान लिखित नियमों का दस्तावेज होता है जो देश में रहने वाले सभी लोगों द्वारा स्वीकृत होता है। यह देश का सर्वोच्च कानून होता है। संविधान देश में रहने वाले लोगों के बीच के संबंध को बताता है तथा लोगों एवं सरकार के मध्य के बीच के संबंधों को बताता है।

Q. Describe the following terms as used in the Preamble to the constitution of India,
Secular and Democratic. (5)

भारत की प्रस्तावना में दिए गए निम्न शब्दों का वर्णन करें । धर्म—निरपेक्ष तथा लोकतांत्रिक

Ans. Secular - It means that Indian citizens have complete freedom to follow any religion. There is no official religion of India. Government treats all religions beliefs and practices with equal respect.

Democratic=It is a form of government in which people elect their rulers.

धर्मनिरपेक्ष— भारतीय नागरिकों का पूर्ण स्वतंत्रता होती है कि वो किसी भी धर्म का पालन कर सकें। भारत में कोई भी राजकीय धर्म नहीं है। सरकार सभी धार्मिक विश्वासों एवं आस्थाओं के साथ समान व्यवहार करता है।

लोकतंत्र— शासन की ऐसी व्यवस्था जिसमें लोग अपने शासक को चुनते हैं

M.C.Q. for Bright learner

What is Trade Union?

(a) An association of traders (b) An association of workers (c) Merging of two trading companies (d) None of these.

श्रम संघ किसे कहते हैं?

(a) व्यापारियों का संघ (b) श्रमिकों का संघ
(c) दो व्यापारिक कम्पनियों का मिलाना (d) उपरोक्त में कोई नहीं।

Ans. (b)

(2) Which of the following does not lead to the spread of democracy?

(a) Struggle by people (b) Invasion by foreign countries (c) end of colonization (d) People's desire for freedom.

निम्न में कौन लोकतंत्र के प्रसार को बढ़ावा देता है?

(a) लड़ाओं द्वारा संघर्ष (b) विदेशी राज्यों द्वारा आक्रमण
(c) उपनिवेशवाद का अंत (d) स्वतंत्रता के प्रत लोगों की आंकाक्षाएं

Ans. (b)

Q. Which of the following is not an essential features of democracy?

(a) Free and fair election (b) Universal adult franchise (c) Centralization of power (d) Rule of law and respect for rights.

निम्न में कौन लोकतंत्र की आवश्यक विशेषताएँ नहीं है

(a) स्वतंत्र एवं निष्पक्ष चुनाव (b) सार्वभौमिक व्यस्क मताधिकार (c) सत्ता का केन्द्रीकरण (d) कानून का शासन तथा अधिकार के लिए सम्मान

Ans. C

Q. Who was the permanent president of the Indian constituent assembly

(a) Rajendra Prasad (b) Gandhi (c) Nehru (d) B.R.Ambedkar.

भारतीय संविधान सभा के स्थायी अध्यक्ष कौन थे?

(a) राजेन्द्र प्रसाद (b) गाँधी (c) नेहरू (d) बी०आर० अम्बेडकर

Ans. (a)

Q. Who was the president of drafting committee of Indian constituent assembly.

(a) Rajendra Prasad (b) M.C. Mehara (c) S.C. Bose (d) B.R. Ambedkar

संविधान सभा के प्रारूप समिति के अध्यक्ष कौन थे

(a) राजेन्द्र प्रसाद (b) एम०एल० नेहरू (c) एस०सी० बोस (d) बी०आर० अम्बेडकर

Ans. (d)

Q. Who was the first Deputy prime minister of India?

(a) Vallabhai J. Patel (b) Abul Kalam Azad (c) Nehru (d) Gandhi

भारत का प्रथम उप-प्रधान मंत्री कौन था?

(a) वल्लभ भाई जे० पटेल (b) अबुल कलाम आजाद (c) नेहरू (d) गाँधी

Question bank for slow learner

IX Economics

Q. What is difference between fixed capital and working capital. Explain with example

(3)

स्थायी पूँजी एवं कार्यशील पूँजी में क्या अन्तर है? उदाहरण के साथ वर्णन करें।

Ans. The difference between fixed and working capital is

- (i) Tools, Machines, buildings can be used in production over many years and are called fixed capital while Raw Materials and money in hand are called working capital.

कार्यशील पूँजी एवं स्थायी पूँजी में अन्तर

औजार, मशीन एवं इमारतें उत्पादन में कई वर्षों तक उपयोग की जा सकती हैं जिसे स्थायी पूँजी कहते हैं। जबकि कच्चा माल एवं पूँजी को हम कार्यशील पूँजी कहते हैं।

Q. What is Multiple cropping? Explain it

बहुविधि किसे कहते हैं? वर्णन करें।

Ans. To grow more than one crop on a piece of land during the year is known as Multiple cropping. It is most common way of increasing production on a given piece of land. For example farmers can grow two or three crops of a given land such as wheat and mustard.

किसी दिए हुए भूमि पर एक से अधिक फसलों का उत्पादन ही बहुविधि कृषि कहलाता है। यह उत्पादन बढ़ाने का एक बहुत ही सामान्य तरीका है। उदाहरण लिए कृषक जमीन पर एक साथ दो-तीन फसलों का उत्पादन कर सकते हैं। जैसे गेहूँ एवं सरसों

Q. How will you explain the term unemployment?

5

आप बेरोजगारी शब्द का वर्णन कैसे करेंगे।

Ans Unemployment is said to exist when people who are willing to work at the given wages cannot find jobs. Unemployment in a country refers to that situation where in large number of working population is willing to work at the existing rate of wages but due to several reasons they fail to get any work.

बेरोजगारी एक ऐसी स्थिति है जब कार्य की इच्छा रखने वाले व्यक्ति को कार्य नहीं मिलता है। किसी देश में बेरोजगारी एक ऐसी स्थिति है जब कार्य की इच्छा रखने वाले किसी कारणों से कार्य प्राप्त करने में असक्षम हो जाते हैं।

Q. What is Green Revolution? Explain it

(5)

हरित क्रांति किसे कहते हैं? वर्णन करें।

Green revolution means large increase in production of food grains due to use of high yielding varieties of seeds. Chemical fertilizers and pesticides. Wheat crops benefited the most due to Green revolution.

The advantages of Green revolution are

- (1) Increase in the production of wheat and rice.
- (2) India became self sufficient in food grains.

हरितक्रांति का अर्थ है संकर बीजों के उपयोग, रासायनिक उर्वरकों तथा कीटनाशकों के पथम उपयोग के द्वारा अनाजों के उत्पादन में बढ़ोत्तरी हरित क्रांति के कारण सबसे ज्यादा लाभ गेहूँ के उत्पादन को हुआ

हरित क्रांति का लाभ है—

- (1) गेहूँ के उत्पादन में बढ़ोत्तरी
- (2) अनाज के उत्पादन में भारत के आत्म निर्भरता में बढ़ोत्तरी।

Q. What is seasonal unemployment? Explain it (3)

मौसमी बेरोजगारी किसे कहते हैं? वर्णन करें।

Ans. Seasonal unemployment happens when people are not able to find jobs during some months of a year. People dependent on agriculture usually face such kind of problem as agriculture is a seasonal activity.

जब वर्ष के कुछ महीने के दौरान लोगों को रोजगार नहीं मिलता है तो उसे मौसमी बेरोजगारी कहते हैं। सामान्यतः जो लोग कृषि पर निर्भर होते हैं उन्हें मौसमी बेरोजगारी का सामना करना पड़ता है। क्योंकि कृषि मौसमी आर्थिक क्रिया है।

MCQ.

1. What was the literacy rate of India in 2001?

- (a) 65% (b) 75% (c) 60% (d) 63%

2001 में भारत की साक्षरता दर क्या थी?

- (a) 65% (b) 75% (c) 60% (d) 63%

Ans. (d) 65%

2. What type of unemployment exists in rural areas of India?

- (a) Seasonal (b) Disguised (c) Both (d) None

भारत के ग्रामीण क्षेत्रों में कैसी बेरोजगारी उत्पन्न होती है।

- (a) मौसमी (b) प्रच्छम (c) दोनों (d) कोई नहीं

Ans. (d) both दोनों

3. During the rainy season farmers grow

(a) Wheat (b) Jowar and bajra (c) Potato (d) None of above

वर्षा के दौरान कृषक फसल उगाते हैं।

(a) गेहूँ (b) ज्वार एवं बाजरा (c) आलू (d) उपरोक्त में कोई नहीं

Ans. (b) Joar and bajra

ज्वार एवं बाजरा

4. Which one among the following is working capital?

(a) Machines (b) Money (c) Tools (d) Turbine

निम्न में कौन कार्यशील पूँजी है

(a) मशीन (b) पूँजी (c) औजार (d) टरबाइन

Ans. (b) Money पूँजी

Question for Bright learner
Economics
Class-IX

Multiple Choice questions-

1Q. Green revolution is relate to

(a) Milk production (b) Grain production (c) Fish production

(d) None of these

हरित क्रांति जुड़ा है

(a) दुग्ध उत्पादन (b) अनाज उत्पादन (c) मत्स्य उत्पादन (d) किसी से नहीं

Ans. (b)

2.Q. Which of the following is a Rabi Crop?

(a) Wheat (b) Rice (c) Maize (d) Cotton

निम्न में कौन रबी फसल है?

(a) गेहूँ (b) धान (c) मक्का (d) कपास

Ans. (a)

3.Q. Which one is the example of tertiary sector?

(a) Agriculture (b) Manufacturing (c) Banking (d) None of them.

तृतीयक क्षेत्र का कौन एक उदाहरण है

(a) कृषि (b) विनिर्माण (c) बैंकिंग (d) उपरोक्त में कोई

Ans. C

4. What type of unemployment mainly remains in the Urban areas?

(a) seasonal (b) Voluntary (c) Disguised (d) Educated

शहरी क्षेत्रों में कैसी बेरोजगारी पायी जाती है?

(a) मौसमी (b) स्वैच्छिक (c) प्रच्छन्न (d) शिक्षित

Q. What is disguised unemployment? Explain it. (3)

Ans .Disguised engaged in a job is more than actually required to accomplish it if some of them are withdrawn from the job the total production will not be affected.

प्रच्छन्न बेरोजगारी एक ऐसी स्थिति है जिसमें आवश्यकता से अधिक लोग किसी कार्य को पूरा करने में लगे होते हैं। अगर उनमें से कुछ लोग कार्य नहीं करे तो भी उत्पादन में अंतर नहीं पड़ेगा।

Q. Explain disadvantages of Green revolution. (3)

हरित क्रांति के अवगुणों का वर्णन करें।

Ans. disadvantages

- (1) Loss of soil fertility due to increased use chemical fertilizers.
- (2) Reduction of water table below the ground
- (3) Pollution of ground water, river and lakes.

अवगुण

- (1) रासायनिक उर्वरकों के अत्यधिक उपयोग कारण मृदा की उर्वरता में कमी।
- (2) भूमिगत जल के स्तर में कमी

(3) भूमिगत जल, नदियों , झीलों में प्रदूषण

Q. What is Physical Capital? Explain it (3)

भौतिक पूँजी किसे कहते हैं? वर्णन करें।

Ans. It is one of the four requirements for the production of goods and services. Physical capital can be classified into two categories fixed and working capital.

उत्पादन के चार कारकों में भौतिक पूँजी भी एक कारक है। भौतिक पूँजी को दो भागों में वर्गीकृत करते हैं स्थायी एवं कार्यशील पूँजी।

Q. What is Modern farming ? Explain it. (5)

आधुनिक कृषि किसे कहते हैं? वर्णन करें।

Ans. Modern farming is hat type of farming which has following features

- (1) In this type of farming tube well are used for irrigation.
- (2) HYV seeds, Chemical fertilizers and pesticides are used in modern farming.
- (3) Farm machinery like tractors , threshers etc are used for fast Ploughing and harvesting

आधुनिक कृषि, कृषि की एक पद्धति है जिसकी निम्न विशेषताएं हैं।

- (1) इस कृषि पद्धति में सिंचाई के लिए ट्यूबवेल का इस्तेमाल होता है।
- (2) संकर बीजों, रासायनिक उर्वरकों, कीटनाशकों का उपयोग होता है।
- (3) ट्रैक्टर , इत्यादिउ मशीनों के द्वारा जुताई एवं कटाई प्रक्रिया को तेज किया जाता है।

CHAPTER II
QUESTION BANK IX HISTORY
SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION
01 marks each

- 1) Who was Robert Owen ?
a) A Russian Leader b) An English priest c) An English Manufacturer.
d) An American Politician.

2. रोबर्ट ऑवन कौन था?

- (अ) एक रूसी नेता (ब) एक अंग्रेजी पादरी (स) एक अंग्रेजी निर्माता (द) एक अमेरिकी राजनेता

2) Who ruled Russia in 1914.

- a) Lenin b) Stalin c) Tsarina Alexandra d) Tsar Nicholas ii.

इस रूस में 1914 में किसका शासन था?

- (अ) लेनिन (ब) स्तालिन (स) जारिना (द) जार निकोलस द्वितीय

3) What were April thesis ?

- a) An Autobiography of Lenin b) Lenins three demands c) a book of socialism
d) Principles of socialist countries.

1. "अप्रैल थीसिस" क्या थे?

- (अ) लेनिन की आत्म कथा (ब) लेनिन की तीन मांगे (स) समाजवाद पर एक किताब (द) समाजवादी देशों के सिद्धांत

4) When was the Russian Social Democratic Workers Party founded ?

- a) in 1890 b) in 1899 c) in 1895 d) in 1898.

1. रूसी समाजवादी डेमोक्रेटिक वर्कर्स पार्टी का गठन कब हुआ?

- (अ) 1890 (ब) 1899 (स) 1895 (द) 1898

5) Who were the Kulaks in Russia ?

- a) middle class people b) poor peasants c) wealthy peasants d) landless
labourers.

1. रूस में कुलक कौन थे?

- (अ) मध्यम वर्ग के लोग (ब) गरीब किसान (स) अमीर किसान (द) भूमिहीन मजदूर

6) Who were known as the Reds ?

- a) Bolsheviks b) Mensheviks c) Liberals d) Conservatives

1. "रेड" के नाम से किन्हें जाना जाता था?

- (अ) बोल्शेविकों को (ब) मेन्शेविकों को (स) उदारवादियों को (द) रूढ़िवादियों को

QUESTION BANK IX HIST ORY

FOR SLOWLEARNERS./ BRIGHT STUDENTS

Q6)What were the main objectives of the liberals? (3marks)

1. उदारवादियों के प्रमुख उद्देश्य क्या थे?

Q7) What were the various causes of the 1917 Revolution of Russia?(3marks)

- 1- रूस के क्रांतिकारियों के मुख्य उद्देश्य क्या थे?

Q 8) What changes did industrial revolution bring in the society?(3marks)

- 1- रूसी क्रांति के विश्व पर प्रभाव का विश्लेषण कीजिए।

FOR BRIGHT STUDENTS.

Q9) What were the main objectives of the Russian revolution ?(3marks)

1. रूस के क्रांतिकारियों के मुख्य उद्देश्य क्या थे?

Q10) Examine the global influences of Russian Revolution ? ?(3marks)

QII) Explain Stalins collectivization programme? ?(5marks)

Q12)What is Bloody Sunday? What series of events took place after that? (5marks)

ANSWER

A.1.an english manfacturer

A.2.

A.3.lenin's three demand

A.4.1898

A.5.wealthy peasent

A.6bolsheviks

A.6(i)liberals wanted a nation which tolerated all religions

(ii)they opposed the uncontrolled power of dynastic ruler

(iii) they wanted to safeguard the rights of individuals against governments

(iv)the wanted an indipendent judiciary

A.7.(i)industry was badly affected by the first world war

(ii)the condition of the workers was also very terrible

(iii)the autocratic rule of the tsar had become quite unproductive

A.8.(i)new cities came up and new industrilised regions developed

(ii)railways expended

(iii)men,women and children begin to work in factories

A.9.(i)peace

(iii)control of industry by the workers

A.10.(i)in many countries communist parties were formed

(ii)the bolsheviks encoureged colonial people to follow their experiment

(iii)the ussr had given socialism a global face and world stature

A.11.(i) the period of the early planned economy was linked to the disaster of the collectivisation of agriculture

(ii)from 1929 the party forced all peasants to cultivate in collective farms(kolkhoz)

(iii)the bulk of land and impliments were transferred to the honourship of collective farms

(iv)peasants worked on the land and the kolkhoz profit was shared

(v)in spite of collectivisation production did not increased immediately

A.12.in january 1905,on one sunday ,the workers took out a peaceful procession laid by father gapon in order to present a petition to the tsar .but when the procession reached the winter palace,they were attacked by the police cossacks.as a result,more then a hundred were killed while many more were wonded. as this incident took place on sunday, it is known as the bloody sunday. which started a series of events that became known as the 1905 revoulition.

As a conequence (i)strikes took place all over the country

(ii) universities closed down whed students bodies stad walk outs complaining about the lack of civil liberties

(iii) lawyers, doctors and other middle class workers established the union of unions and demanded athe constituent assembly

HISTORY

CHAPTER 1-The French Revolution

MCQ 1 mark each

1. In what year the French revolution took place in France?
(a)1914 (b)1939 (c)1789 (d)1815
2. Who was the ruler of France in 1789?
(a)Louis xiv (b)Louis xv(c)Louis xvi(d)Louisvii
3. Who was the greatest conqueror of France?
(a)George Washington(b)Louis Phillippe (c)Hitler(d)Napoleon Bonaparte
4. Which estate of the French society paid all the taxes?
(a)The first estate(b)The second estate(c)Third estate(d)All of the above
5. Who was the author of the book entitled "The Social Contract"
(a)Voltaire(b)Rousseau(c)Tolstoy(d)Martin Luther
6. What does a "Sceptre" stand for?
(a)A symbol of royal power(b)A symbol of eternity (c)Knowledge(d)Unity is strength
7. What is the national anthem of France?
(a)The Thileries(b)The Marseillaise(c)Bastille(d)None of these
8. Which event gave the ideas of liberty, freedom and equality?
(a)The American revolution
(b)The French Revolution
(c) The Russian revolution
(d) The Rise of Nazism

FOR SLOW LEARNERS

Q.09. Explain the term "Third Estate". (3marks)

Q.10. Discuss the causes of the French Revolution of 1789. ". (3marks)

Q.11. Describe the contribution of French Revolution to the world History. (5marks)

FOR BRIGHT LEARNERS

Q.12. How would you explain the rise of Napoleon? (3marks)

Q.13. Make a list of democratic rights we enjoy today whose origin could be traced to the French Revolution. ? (3marks)

Q.14. "The period from 1793 to 1794 is referred to as the REIGN OF TERROR". . (5marks)

ANSWER

A.1.1789

A.2.LOUIS

A.3.NEPOLEON BONAPARTE

A.4.THIRD ESTATE

A.5.ROUSSEAU

A.6.A SYMBOL OF ROYAL POWER

A.7.THE MORSEILLAISE

A.8.THE FRENCH REVOLUTION

A.9.(I)THE FRENCH SOCIETY WAS DIVIDED INTO THE PRIVILEGED AND THE UNPRIVILEGED CLASS

(II)THE UNPRIVILEGED CLASSES WERE KNOWN AS THE THIRD ESTATE

(III)THE THIRD ESTATE WAS COMPRISED OF THE PEASANTS,ARTISENS CITY WORKERS AND THE MIDDLE CLASS PEOPLE LIKE TEACHERS AND DOCTERS ETC

(IV)ALL SUCH PEOPLE HAD NO POLITICAL RIGHTS

(V)THESE PEOPLE FOUGHT AGAINST THE PRIVILEGED CLASSES IN THE FRENCH REVOLUTION

A.10.(I)SOCIAL CAUSES

(II)POLITICAL CUSES

(III)ECONOMIC CAUSES

(IV)IMMEDIATE CAUSES

A.11.(I)END OF FUDALISM

(II)DEVELOPED THE IDEA OF REPUBLIC

(III)THE CONCEPT OF EQUAL RIGHTS FOR ALL THE CITIZENS

(IV)THE IDEA OF HUMAN FRATERNITY PROMOTED THE CONCEPT OF NATIONALISM.

A.12(I).NAPOLEON WAS AN IMPORTANT FIGURE IN THE HISTORY OF THE WORLD

(II)HE WAS NOT ONLY A GREAT CONQUERER BUT ALSO AN ABLE ADMINISTETOR,ORGANISER AND A GREAT STATESMAN.

(III)HE INTRODUCED MANY USEFUL REFORMS

A.13.(I)RIGHT TO EQUALITY

(II)RIGHT TO LIBERTY OF FREEDOM

(III)ENCOURAGING THE SPIRIT OF FRATERNITY

A.14.ROBESPIERRE FOLLOWED A POLICY OF SEVERE CONTROL AND PUNISHMENT.LAWS ISSUED BY ROBESPIERRE'S GOVERNMENT INCLUDED

(I) MAXIMUM CEILING ON WAGES AND PRICES WAS PLACED

(II) MEAT AND BREAD WERE RATIONED

(III) PEASANTS WERE FORCED TO TRANSPORT THEIR GRAIN TO THE CITIES AND SELL IT AT PRICES FIXED BY THE GOVERNMENT

(IV) THE USE OF MORE EXPENSIVE WHITE FLOUR WAS FORBIDDEN AND ALL CITIZENS WERE REQUIRED TO EAT THE EQUALITY BREAD

(V) CHURCHES WERE SHUT DOWN AND THEIR BUILDINGS WERE CONVERTED INTO BARRACKS OR OFFICES

Group Bhagat Singh

CLASS-X
FOR BRIGHT STUDENT SA-1
THE MAKING OF A GLOBAL WORLD

1) What is Rinderpest?

(a) A cattle disease in Africa (b) A cattle disease in China

(c) A cattle disease in USA (d) A cattle disease in Russia

Ans- a) A cattle disease in Africa

2) Globalisation does not involve which one of the following-

(a) Rapid integration between countries

(b) More goods and services moving between countries

(c) Increased taxes on imports

(d) Movement of people between countries for jobs, education etc.

Ans - (b) More goods and services moving between countries

(3) Which one country was not a part of the Axis powers in the Second World War?

(a) Russia (b) Germany (c) Japan (d) Italy

Ans- a) Russia

Q.What is meant by the Bretton Woods Agreement?

Ans. The Bretton Woods agreement was signed between the world powers in July 1944 as a result of the United Nations Monetary and Financial Conference held at Bretton Woods in New Hampshire, U.S.A. This conference established the International Monetary Fund (IMF) and the World Bank to preserve economic stability and full employment in the industrial world.

Q. What is colonization?

Ans. The system of bringing the weaker country under the dominance of the powerful countries by hook or crook is called colonialism

THE AGE OF INDUSTRIALISATION

Q. In 1900, which popular music publisher produced a music book?

(a) Oxford (b) Bollivabooks (c) E.T Paul (d) Cambridge

Ans: (c) E.T paul

Q.2 Which Indian ports connected India to the gulf and red sea ports?

(a) Surat (b) Broach (c) Calicut (d) cochin

Ans (a) Surat

Q.3 When did the earliest factories come up in England?

(a) In1720 (b) In1730 (c) In1740 (d) In1750

Ans-(b) In1730

Q. 4. Why East India Company appointed Gomashtas ?

Ans. Gomashtas were agents of the East India Company who helped the company in all possible ways to establish its control over the Indian trade and weavers of India.

Q. Give reasons why industrial revolutions started first of all in England?

Ans. 1. England had plenty of natural resources

2. England had established new colonies from where they could easily get cheap raw materials.

3. England had developed large shipping industries.

4. The people England were quite enterprising and energetic.

Q. 1 Name the novel written by Durgacharan Roy about the city of Calcutta-

(a) Durgeshnandini (b) Nirmala (c) Godan (d) Debyaner Martye Agaman

Ans- (d) Debyaner Martye Agaman

Q.2 Name one factor which changed the form of urbanization in the modern world-

(A) Capitalism (b) secularism (c) Industrialization (d) Unemployment

Ans. (c) Industrialization

Q3. Why were the people afraid of traveling in the underground railways?

(a) They felt that they would be burned alive

(b) They felt that they would die because of suffocation.

© They felt that they would die of accident

Ans- b) they felt that they would die because of suffocation.

Q. Why is the Bombay city of dreams for some, while a city of hardship for others?

Ans. It is called city of dreams because of the expansion of industries in Bombay, attracted many people towards it. It offered jobs to large number of laborers, workers.

1. Bombay soon developed into a great centre of trade and commerce. Bombay became hub of Indian films industries

2. Bombay is called as city of hardship because lack of housing facilities. The exploitation of workers and laborers by the capitalists.

Activity: Survey: Community as the resource

PRINT, CULTURE AND MODERN WORLD

Q.1 Raja Rammohan Roy began to publish which weekly?

(a) Sambad Kaumudi (b) The Bengal Gazette

© The Hindu Patrika (d) The Kesari

Ans- (a) Sambad Kaumudi

Q2. where was the earliest kind of print technology developed?

- (a)England (b)Germany (c)china (d)Russia

Ans- c) china

Q3. During which period,printing presses were setup in most countries of Europe?

(a) 1250-1350AD

(B) 1350-1450AD

© 1450-1550AD

(D) 1550-1650AD

Q. Who was Gutenberg?

Ans. Gutengurg was the first person who invents or developed printing press in 1448. He developed metal types for each of the 26 characters of Roman alphabet and devised a way of moving them around so as to compose different words of the text.

NOVELS, SOCIETY AND HISTORY

Q1. Who was the author of the novel named "Pamela"?

- (a)Henry fielding (b) Charles Dickens (c) Samuel Richardson (d) Thomas Hardy

Ans- c) Samuel Richardson

Q2. What is the name of Jame Austens novel "pride and prejudice"?

(a)It gives us a glimpse of life of rural women in England in the early 19th century.

(b) It gives us a glimpse of life of urban women in England in the early 19th century.

© It gives us a glimpse of life of a French women living in Paris.

Ans-(a)It gives us a glimpse of life of a rural women in England in the early 19th century

Q. Which is the most popular novel written by Prem Chand? When it was published?
Write its theme?

Ans. Undoubtedly, Munshi Prem Chand was one of the most popular novelists of the Hindi literature. His famous novel is 'Sewasadan' written in 1916. The theme o this novel revolves round the poor conditions of ordinary woman in the society. Issues like child marriage and dowry system.

Activity: Debate Relevance of novels in digital age.

Political Science Power Sharing

Q1. When did Srilanka gain independence?

(a) 15 Aug. 1947 (b) 4 Feb. 1947 (c) 4 Feb 1948 (d) 4 Feb 1950

Ans. (c) 4 Feb 1948

श्रीलंका को स्वतंत्रता कब प्राप्त हुई?

अ) 15 अगस्त 1947 ब) 4 फरवरी 1949 स) 4 फरवरी 1948

Q4. How many times was Belgium constitution amended?

(a) Twice (b) Thrice (c) Four Times (d) Five times

बेल्जियम के संविधान में कितनी बार संशोधन किया गया?

अ) दो बार ब) तीन बार स) चार बार द) पाँच बार

Ans. (c) Four Times

Q. Describe the ethnic composition of Belgium.

बेल्जियम के समाज की जातीय बनावट की व्याख्या कीजिए

Ans. Belgium is a small country in northwest Europe bordered by the Netherlands, Germany, Luxemburg and France.

It has a population of over 10 million people; in a area of around 30,000 sq. km. Belgium is linguistically divided. It has two main languages: - Dutch and French. Around 6.18 million people or 59% population in North, mainly Flanders speaks Dutch. French is spoken by 40% of the population or 3.29 million people in southern region Wallonia.

Q. What are the different forms of power sharing in modern democracy?

सत्ता की साझेदारी से क्या समझते हैं?

Ans. In modern democracies power sharing can take many forms:-

- (1) Power is sharing among different organs of the govt. as legislature, executive and judiciary.
- (2) Power is sharing among the different levels of the government as union government, state government and local government.

(3) Power is sharing among various social groups which can be based on religions or linguistic etc.

(4) Power is sharing among the different political parties and social pressure groups
Project work: To prepare a chart or power point presentation on power sharing arrangements in Belgium and Srilanka

Federalism

Q. How many countries have federalism in the world?

(a) About 25 (b) about 35 (c) about 45 (d) about 65

विश्व के कितने देशों में संघवाद है?

अ) लगभग 25 देशों में ब) लगभग 35 देशों में स) लगभग 45 देशों में द) लगभग 65 देशों में

Ans (a) About 25

Q. Which one of the following countries fall in the category of coming together federalism?

(a) India (b) USA (c) Spain (d) Belgium

इनमें कौन सा एक देश 'साथ आकर संघ बनाने' की पद्धति में आता है?

अ) भारत ब) यू.एस.ए. स) स्पेन द) बेल्जियम

Ans (b) USA

Q. State any two differences between the federal and the unitary government?

Ans, If we study the main differences between the federal and the unitary government, in the present time, the federal govt. certainly score over unitary type of government. We have seen how a unitary type of government has proved a failure in Srilanka while a federal type of govt. has proved a great success in Belgium because all types of people have been accommodated in Belgium. Unitary government has only one level of government while the federal government has more than one level of government.

Q. What makes India Federalism?

कौन से तत्व भारत को एक संघराज्य बनाते हैं।

Ans. Division of powers:- The most important feature of a federation is the division of power between a central and other level of government.

2. Written and rigid constitution: - It has a written, rigid and supreme constitution. There are three organs like legislature, Executive and Judiciary.

3. An independent judiciary.

4. An independent election commission.

Democracy and diversity

Q. Social divisions and differences are based on which one important factor?

- (a) Accident of birth (b) Migration (c) Adopting new profession
(d) Adopting new religion

सामाजिक विभाजनों का मुख्य आधार क्या है?

- अ) जन्म ब) प्रवास स) नए व्यवसाय अपनाना द) धर्म-परिवर्तन करना

Ans. (a) Accident of birth

Q. Which one of the following cause led to the disintegration of Yugoslavia?

- (a) Foreign Attack (b) Political divisions on religious
(c) Economic crises (d) Epidemic

यूगोस्लाविया के विघटन का इनमें से कौन सा उत्तरदायी था।

- अ) विदेशी आक्रमण ब) धर्म के आधार पर राजनीतिक बटवारा
स) आर्थिक संकट द) महामारी

Ans. (b) Political divisions on religious

Q. Is it possible for a person to have multiple identities?

क्या यह संभव है कि एक व्यक्ति एक से अधिक सामाजिक समूहों का सदस्य बन सके?

Ans. Yes, it is possible for a person to have multiple identities. Identity means a differentiating factor in respect of religion, language or culture. People belonging to the same religion are from different communities due to their different caste. Also, people from same family may keep close relations due to difference in their income status.

Q. Discuss three factors that determine the outcomes of politics of social divisions?

सामाजिक विभाजनों की राजनीति तय करने वाले तीन कारकों की चर्चा करें।

Ans. The three facts that determine the outcomes of politics of social divisions are as following:-

1. People perception: It is very important to see how people perceive their social differences to be.
2. Political leader's way of using the social division: It is depend on how the political leaders raise the demands of different of social groups.

3. Government's reaction to such demands: The outcome of politics in social divisions also depends on how the government responds to such demands of various social groups.

Q. How do social divisions affect politics? Give two examples.

सामाजिक विभाजन किस तरह से राजनीति को प्रभावित करते हैं? दो उदाहरण भी दीजिए।

Ans. Social divisions affect politics in a number of ways. The social divisions might become political divisions and can lead to conflicts and distrust in the society. However, it is not necessary that such politics in social divisions will lead to conflicts in the society. The weaker social sections get to voice their opinion and get better opportunities in future which help them grow. There are many countries where political parties focus only on one social group and yet it does not lead to conflicts and tensions in the society. Example: Northern Ireland and Yugoslavia.

Gender, religion and caste.

Q. According to the census of India, 2001 what is the literacy rate of men in India?

(a) 65.85 (b) 65.95 (c) 68.75 (d) 75.85

2001 की जनगणना के अनुसार भारत में पुरुषों की साक्षरता दर क्या थी ?

अ) 65.85 % ब) 65.95 % स) 68.85 % द) 75.85 %

Ans. (d) 75.85

Q. What is the major religion of Nepal?

(a) Buddhism (b) Jainism (c) Hinduism (d) Christianity
नेपाल के लोगों का मुख्य धर्म कौन सा है?

अ) बौद्ध धर्म ब) जैन धर्म स) हिन्दू धर्म द) ईसाई धर्म

Ans. (c) Hinduism

Q. What are the proportion women in India legislature?

भारत की विधायिकाओं में महिलाओं के प्रतिनिधित्व की स्थिति क्या है?

Ans. In India, the women's participation in the political area is very low. The women strength in the Lok Sabha is not even 10%. Their share in the state assemblies is as low 5%. The share of women in India is behind those of several developing countries of Latin American and Africa. One probable solution to increase the women participation in the political system is to make legal laws for the minimum number of seats to be filled by the women candidates.

Q. State two reasons to say that caste alone can not determine election results in India.

दो कारण बताएँ कि क्यों सिर्फ जाति के आधार पर भारत में चुनावी नतीजे नहीं तय हो सकते हैं?

Ans: Under the caste system, work is divided among people on the basis of their caste. In the politics special attention is given to the caste groups to gain their elections.

Candidates from major caste groups are chosen to ensure the support of their caste groups. Promises and appeals are made to various caste groups that their interests and demands would be taken care of.

No state legislature in the country has a majority of any caste group it means that no caste group can be ignored and every citizen vote is necessary to win the elections.

It is not necessary that people of the same caste vote for same political party.

Q. Mention different aspects of life in which women are discriminated in India.

जीवन के उन विभिन्न पहलुओं का जिक्र करें जिनमें भारत में स्त्रियों के साथ भेदभाव होता है?

Long answers:

(1) Some of the factors where women lag behind men are:

- a. Education: The literacy rate of women is still lower than men. Only 54% of the women are literate against 76% literate among men.
- b. Proportion of women in paid jobs: Women still have a small share in the highly paid jobs. Even the work done by women is not given the importance.
- c. Preference for male child: India parents prefer to have male child over a female child. A female child is considered as a burden.
- d. Crime against women: There are various instances of crime against women. Women are exploited and harassed at work place and at home.

Q. Discuss the reasons for the decline of the caste system.

जातिवाद की बुराइयों को दूर करने के लिए कौन से उपाय किये जाने चाहिए?

(2) The reason for the decline the caste system:

- a. Due to increase in education and awareness the caste system is on decline in India. With economic development, urbanization and growth in literacy the old ideas of caste system are breaking down.
- b. Many political leaders and social reformers like Mahatma Gandhi, Jotiba Phule worked to end the caste system in India.

CLASS-X FOR SLOW LEARNER STUDENT SA-1

THE MAKING OF A GLOBAL WORLD

2) When did the Great Depression begin?

(a) In 1929 (b) In 1930 (c) In 1931 (D) In 1932

निम्न में से किस वर्ष विश्व में आर्थिक महामंदी रही—

Ans- a)In 1929

2)Which new invention made it possible to transport perishable foods over long distances?

(a)Gun powder (b)Refrigerated ship (c)compass (d)Bombs

Ans-(b)Refrigerated ship

(3)Which one country was not a part of the central powers in the first world war?

(a)Turkey (b)Germany (c)Austria-Hungry (d)USA

Ans- (d)USA

Q. What was the main result of First World War?

Ans.1. This was proved very destructive. It is estimated that during the period of four years, about nine million persons were killed; six million were disabled and about twenty million were wounded.

2. Economically, this war proved to very deadly and costly. About 86 large and small, nations took part in it. Total expenses in the war estimated at about 186, 00, 000, 00 Pounds.

3. This war was led to rise of Nazism in Germany.

THE AGE OF INDUSTRIALISATION

(1)Who were the first Europe nations to come to India?

(a)The English (b) The French (c)The Dutch (d)The Portuguese

Ans-) The Portuguese

2) Who were related with steam Engine?

(a)Matthew Bulton (b)James Watt (c)Henry Ford (d)Marconi

निम्न में से किसने भाप के इंजन पर सुधारात्मक कार्य किया?

क)मैथ्यू बोल्टन ख)जेम्स वाट ग)हैनरी फोर्ड घ)मारकोनी

Ans- b) James Watt

3)When was the first cotton mill setup in India?

(a)In1814 (b)In1834 (c)In1854 (d)In1874

Ans-(b)In1854

Q. What do you mean by Industrial revolution?

Ans. The term industrial revolutions stand for those development and inventions which revolutionized the technique and organization of production in the later half of the 18th century. In place of animal and manual power, new machine and steam power were used for producing things.

WORK,LIFEAND LEISURE:CITIES IN The CONTEMPORARY WORLD

(1)What was the population of London in1750?

(a) 375000 (b)475000 (c)575000 (d)675000

Ans-(d) 675000

(2)Which one of the following factors solved the problem of housing of the poor?

(a)The Paris underground railway

(b)Moscow ground railway

© The local buses

(d) The London ground railway

Ans (d) The London ground railway

(3)Why were the migrants attracted towards London and Manchester?

(a)To get better facilities for their children

(b)To live a life of leisure and pleasure

©To enjoy the city life

(d)To avail of job facilities in textile mills

Ans-(d) To avail of job facilities in textile mills

Q. What do you mean by chawls.

Ans. Chawls were the one room tenements for the poor labors in the metropolitan cities like Mumbai, Chennai etc.

PRINT, CULTURE AND MODERN WORLD

(1)Who was Gutenberg?

- (a)A Great inventor of France
- (b) A Great inventor of Germany
- © A Great inventor of Russia
- (d) A Great inventor of Britain

Ans-(b) A Great inventor of Germany

(2)Who was Martin Luther?

- (a)Religious reformer of Russia
- (b)Religious Reformer of Germany
- ©) Religious Reformer of Austria
- d) Religious Reformer of Holland

Ans-(b) Religious Reformer of Germany

(3)The first printing press came to India with which of the following?

- (a)Portuguese Missionaries
- (b) Catholic priests
- ©Dutch Protestants
- (D)East India Company

Ans-(a) Portuguese Missionaries

Q. Explain how print culture assisted the growth of nationalism in India?

Ans. The print and culture connected the different people and communities. The print and culture spread the feeling of nationalism and create unity among the nation people.

NOVELS, SOCIETY AND HISTORY

Q1 Which was the earliest novel in Marathi?

- (a) Kadambari
- (b) Panchatantra
- (c) Yamuna
- (d) Ganga

Ans-(a) Kadambari

Q2 who is regarded as the best novelist in Hindi literature?

- (a) Advaita Malla Barman
- (b) Srinivas Das
- © Poltheri Kunjambu
- (d) Munsi Premchand

Ans-(d) Munsi Premchand

Q.3 Which was the first modern novel in Malayalam?

- (a) Rajasekhara
- (b) Indulekha
- © Priksha Gurus
- (d) Sevasadan

Ans-(b)Induekha

Q. Mentions any three novels of Charles Dickens.

Ans. Hard Times, Oliver Twist The Pickwick papers and David Copperfield are the famous novels of Charles Dickens.

Political Science

Power Sharing

Q. 2 Which of the following languages is not spoken in Belgium?

- (a) French (b) Dutch (c) Danish (d) German

Ans (c) Danish

Q3. When was Sinhala recognized as the only official language of Sri Lanka?

- (a) 1954 (b) 1955 (c) 1956 (d) 1957

Ans. (c) 1956

Q. What is power sharing?

Ans. Power sharing is a strategy where in all the major segments of the society are provided with a permanent share of power in the government of the country.

Q. What is majoritarianism?

Ans. Majoritarianism is a political philosophy which asserts that a majority of the population by language, religion or any other identifying factor has the right to take the decisions affecting the society. It means submission of the minority group to the majority group for all the decisions affecting their lives. It often results in favouring the majority people.

Federalism

Q. In which one of the following countries, there is not a federal form of government?

- (a) USA (b) Canada (c) Australia (d) England

Ans. d) England

Q. In which two of the countries, there is a unitary form of government?

- (a) Belgium (b) France (c) India (d) Argentina

Ans. (b) France

Q. What is the main feature of federalism?

Ans. 1. There is two or more level of govt.

2. Different level of the govt. rule the same set of people, but each one is responsible for its own area.

3. The constitution of India has given the specified power for central govt. and state govt.

Q. What are the functions of Gram Sabha?

Ans. The gram Sabha has a key role for effective functioning of the panchayats. In the Gram Sabha meeting the rural poor, the women and the marginalized people get the opportunities to join in decision making on matters affecting their lives.

Functions: Construction of roads. Provides public facilities like education and health etc.

Democracy and diversity

Q. Where the Olympic held in 1968?

(a) Washington *(b) London (c) Paris (d) Mexico city

Ans. Mexico city

Q. Who is the Australian athlete who showed sympathy and support to the American athlete?

(a) Henry Walpole (b) Martin Luther (C) Mazzini (d) Peter Norman

Ans. Peter Norman

Q. When does social differences became a social division?

Ans. A social difference means the differences in a group of people due to their caste, religion, language or culture, It becomes a social division when some social differences are joined by another set of social differences.

Q. What happened at the Mexico Olympic Games in 1968?

Ans. The two men Tommie Smith and John Carlos (African -American) won a gold medal and a bronze medal, respectively, in the 200 meter race. At the time of medal ceremony, as the American flag rose, the two closed their eyes, bowed their heads and began their protest. Smith raised his right black glove covered fist in the air to represent black power in America while Carlos left, black- covered fist represented unity in black American.

Gender, religion and caste.

Q. According to the census of India, 2001 what is the literacy rate in India?

- (a) 45.85 (b) 58.45 (c) 65.38 (d) 66.48

Ans(c) 65.38

Q. What is the major religion of Srilanka?

- (a) Buddhism (b) Jainism (c) Hinduism (d) Christianity

Ans. (a) Buddhism

Q. What is meant by communalism?

Ans: Communalism means promoting ideas of a particular religion. It believes that people belonging to one religion belong to one community. It becomes a problem when religion is as the only identifying factor. It creates an acute problem in politics.

Slow learner

Geography

Resource and development

Q.1 How can be the resources be classified on the basis of their origin?

- (a) Biotic and abiotic
(b) Renewable and non- Renewable
(c) Individual and community
(d) Potential and reserved

Ans(a) Biotic and abiotic

उत्पत्ति के आधार पर संसाधन को किस प्रकार विभाजित करते हैं?

- अ) जैविक व अजैविक ब) नवीकरणीय व अनवीकरणीय
स) व्यक्तिगत व सामुदायिक स) साभव्य और आरक्षित

Q.2 How many types of resources are on the basis of development?

Ans)-Resources on the basis of their state of development are classified as-

i)potential Resources-

ii)Developed resources-

iii) stock-

iv) Reserve

Forest and wildlife

Q.1 Which one of the following tree is worshipped by the Mundas and santhals of chhotanagpur region?

(a) Mahuva

(b) Neem

(c) Banyan

(d) Peepal

इनमें से कौन सा वृक्ष को छोटा नागपुर क्षेत्र के मुंडा और संथाल पुजा करते हैं?

अ) महुआ

ब) नीम

स) बरगद

स) पीपल

Ans. (a) Mahuva

Q.2 Who said "River valley project as the temples of modern India"?

(A) Mahatma Gandhi

(b) Jawaharlal Nehru

(c) Indira Gandhi

(d) Dr. Bhimrao Ambedkar

कौन से व्यक्ति ने नदी घाटी परियोजना को आधुनिक भारत का मन्दिर कहा है?

अ) महात्मा गांधी

ब) जवाहर लाल नेहरू

स) इन्द्रा गांधी

स) डा. भीम राव अम्बेदकर

Ans. (b) Jawaharlal Nehru

Water resources

Q1. What is watershed development?

जल संभर विकास क्या है?

Ans)-The watershed is an area drained by a tributary of a river. The whole area drained by river and its tributaries is known as a river basin. As such a watershed area is a part of river basin.

Agriculture

Q1. In which of the following states is the terrace cultivation Practiced?

- (a) Punjab
- (b) Haryana
- (c) Plains of Uttar Pradesh
- (d) Jammu and Kashmir

Ans (d) Jammu and Kashmir

किस प्रान्त में सीढ़ीदार खेती की जाती है?

- | | |
|-----------------|-------------------|
| अ) पंजाब | ब) हरियाणा |
| स) उत्तर प्रदेश | स) जम्मू व कश्मीर |

Q2. Name one important beverage crop and specify the two geographical conditions required for its growth?

एक पेय फसल का नाम बताइए, तथा उसके उत्पादन हेतु अनुकूल भौगोलिक परिस्थितियों का विवरण दे।

Ans-) Tea is the main beverage crop of India. Two geographical conditions-

- i) Fertile soil
- ii) Warm and moist climate

FEATURES-i) carried out by individuals as well as the government

ii) A part from national security, government engages itself in those activities that the private enterprises consider as unprofitable or beyond his reach.

Q4 What is sustainable development?

धारणीयता विकास के लिए क्यों महत्वपूर्ण है।

Ans-That development which take place without damaging the environment and development in the present should not compromise on the needs of the future generations.

Q5. Classified the industry on the basis of ownership?

Ans-On the basis of ownership industries are classified in two categories---

i) public sector industries-----

ii) private sector industries-----

Bright student

Geography

Resources and development

Q.1 According to the age, alluvial soil can be classified-----and -----

(a) khadar, Bhadar

(b) Bhadar, Regur

(c) Bhagar, Khadar

(d) Fertile and non-fertile

आयु के अनुसार जलोढ़ मृदा को विभाजित किया है—

अ) खादर और भादर

ब) बांगर व रेगड

स) खादर व खादर

स) उपजाऊ

Ans (c) Bhagar, Khadar

Q2. Explain the relationship between Nature, technology and institutions?

प्रकृति व संस्था में सम्बन्धों का वर्णन करें?

Ans-.Nature contains resources. These resources are converted into usable form with the help of technology. Human being interacts with nature through technology.

Forest and wild life

Q. Write the name of two states of north-east area of India

Where forest found above 60%? Give causes?

दो उत्तर पूर्वी राज्यों के नाम बताइए जहाँ वन 60% से अधिक पाया जाता है।

Ans- Arunachal Pradesh and Manipur are two states of north-east area of India where forest found 60%.

CAUSES-

i)-Abundances of rainfall

ii) The hilly terrain of these states protects the forests from human exploitations so they remain safe from deforestation activities

Water resources

Q. Jawaharlal Nehru proudly proclaimed the river valley as temple of modern India. Why?

जवाहर लाल नेहरू ने नदी परियोजनाओं को आधुनिक भारत के मंदिर की संज्ञा क्यों दी?

Ans - Jawaharlal Nehru proudly proclaimed the river valley as temple of modern India due to following reason-

(i) Generation of power (electricity) they provide us neat, pollution free and cheapest energy which is the backbone of industry and agriculture

(ii) Flood control-

(iii) Irrigation-These irrigate the fields during the dry seasons.

(iv) Soil conservation-They help to conserve the soil because they slowdown the speed water.

(v) Fish breeding-

(vi) Natural beauty or eco-friendly-

Agriculture

Q1. In which one of the states the rubber is chiefly grown?

- (a) Punjab
- (b) Haryana
- (c) Kerala
- (d) Jammu and Kashmir

किस प्रान्त में सीढ़ीदार खेती की जाती है?

- | | |
|----------|-------------------|
| अ) पंजाब | ब) हरियाणा |
| स) केरला | द) जम्मू व कश्मीर |

Ans (c) Kerala

Q2. Why is need to conserve resources? What was Gandhi's opinion regarding the conservation of resources?.

Ans-There are many causes to conserve resources-

(i)Limited supply-Most of the resources have limited supply as compared to their demand. For example-supply of fossil fuels is limited.

(ii)Polluting and global warming-overutilisation of natural resources may lead to environmental pollution. For example-fossil is a major factor responsible for global warming.

(iii)Social- economic problem-The destruction of forest and wildlife is not just a biological issues.The biological loss is strongly correlated with the loss of cultural diversity.

Gandhi's opinion regarding the conservation of resources was that they were the greedy and selfish individuals who were responsible for depletion of resources. He said that there is enough for everybody's need and not for anybody greed.

ECONOMICS

Q.1 National development index is measured by-

- (a) Average income and per capita income
- (b) National income
- (c) Human development index

राष्ट्रीय विकास को इनमें बने किसके द्वारा मापा जाता है।

- अ) औसत आय और प्रतिव्यक्ति आय ब) राष्ट्रीय आय स) मानव विकास सूचकांक

Ans-(a) Average income and per capita income

Q2. Which one is not important goal of our life?

- (a) Good education
- (b) High salaried job
- (c) Blood donation

निम्न में से हम हमारे जीवन का उद्देश्य क्या नहीं है।

- अ) अच्छी शिक्षा ब) उच्च वेतनमान प्राप्त नौकरी स) रक्तदान

Ans- c) Blood donation

Q3. What is the other name of Primary Sector?

- (a) Tertiary sector
- (b) Industrial sector
- (c) Agriculture sector

प्राथमिक क्षेत्रक को और किस नाम से जाना जाता है?

- अ) सहायक सेवा क्षेत्रक ब) औद्योगिक क्षेत्रक स) कृषि सम्बन्धी क्षेत्रक

Ans- c) Agriculture sector

Q4. National Rural Employment Guarantee Act 2005 is referred as-

- (a) Right to information
- (b) Right to live

(c) Right to work

राष्ट्रीय ग्रामीण रोजगार गारंटी अधिनियम निम्न में से कया दर्शाता है?

- अ) सूचना का अधिकार ब) जीवन का अधिकार स) काम का अधिकार

Ans- c) Right to work

Q.5 The full form of G.D.P is-----

- (a) Gross domestic product
(b) Good domestic product
(c) Gross domestic production

जी० डी० पी० का पूर्ण शब्द विस्तार क्या है?

- अ) सकल उत्पादन प्रक्रिया ब) अच्छा सकल उत्पादन स) सकल घरेलू उत्पाद

Ans- a) Gross domestic product

Q.6 Where are the most people employed?

- (a) Primary sector
(b) Secondary sector
(c) Tertiary sector

अधिकांस लोगो को किस क्षेत्र में रोजगार प्राप्त है?

- अ) प्राथमिक क्षेत्रक ब) द्वितीयक क्षेत्रक स) सहायक क्षेत्रक

(Ans)- c) Tertiary sector

Q 7 Distinguish between economic activity and non-economic activity?

Ans. Economic activities: All those activities which gains money in return of work. Ex. Pulling rickshaws

Non- economic activities: All those activities which does not gain money in return of work. Ex social work

Q.8 Write some problems faced by farming sector?

कृषि क्षेत्रक से सम्बन्धित समस्याएं लिखिए।

Ans-Problems faced by farming sector-

- i) Unirrigated land
- ii) Fluctuation in income
- iii) Debt burden
- iv) No job in the off season
- v) No arrangement for storage of food grains

Q9 Distinguish between organized sector and unorganized sector?

संगठित और असंगठित क्षेत्रों की रोजगार-परिस्थितियों की तुलना कीजिए।

Ans-ORGANISED SECTOR-Employment are regular and people are assured regular work.

FEATURES-

- i) Laws are followed strictly but protect the interest of the labourers
- ii) Wages are paid in proper time
- iii) Job workers are quit secure
- iv) Workers are paid pension after retirement

UNORGANISED SECTOR-Terms of employment are not specified.

FEATURES-

- I) Laws are not followed strictly
- II) Wages are not fair and not paid in time
- III) Job is not secure
- IV) No facility of pension

Question Papers

Group C

SUMMATIVE ASSESSMENT – I

Class – VI

Subject – S.St.

Time - 2½ Hrs.

Max. Marks – 60

Note:-

1. All questions are compulsory.
2. Marks for each question are indicated against the question.
3. Answer to question carrying 03 marks should not exceed 80 words.
4. Answer to question carrying 04 marks should not exceed 100 words.

सभी प्रश्न अनिवार्य हैं। प्रश्नों के अंक उनके सामने दिये गये हैं। 03 अंको वाले प्रश्नों के उत्तर लगभग 80 शब्दों में तथा 04 अंकों वाले प्रश्नों के उत्तर लगभग 100 शब्दों में लिखें।

1. Tick the correct answer :- सही उत्तर चुनें

(1x7=7)

- (i) The pole star indicates the direction to the:

(a) South (b) North (c) East

ध्रुव तारे से दिशा का ज्ञान होता है—

(अ) दक्षिण (ब) उत्तर (स) पूरब

- (ii) The total number of longitudes are:

(a) 360 (b) 180 (c) 90

कुल देशान्तर की संख्या होती है—

(अ) 360 (ब) 180 (स) 90

- (iii) Christmas is celebrated in summer in:

(a) Japan (b) India (c) Australia

गर्मियों में क्रिसमस मनाया जाता है—

(अ) जापान (ब) भारत (स) आस्ट्रेलिया

- (iv) The blue colour is used for showing:

(a) Water bodies (b) Mountains (c) Plains

नीले का प्रयोग दिखाने के लिए होता है—

(अ) जलाशयों को (ब) पर्वतों को (स) मैदानों को

- (v) Maps showing distribution of forests are:

(a) Physical Map (b) Thematic Map (c) Political Map

जंगलों का वितरण दिखाने वाले मानचित्र को कहते हैं—

(अ) भौतिक मानचित्र (ब) थिमैटिक मानचित्र (स) राजनीतिक मानचित्र

- (vi) Democracy is:

(a) A ruling system (b) Country (c) Colour

लोकतंत्र है—

(अ) एक शासन व्यवस्था (ब) देश (स) रंग

(vii) Who was Dr. Ambedkar:

(a) A social reformer (b) A scientist (c) A Britisher.

डॉ० अंबेदकर कौन थे?

(अ) एक समाज सुधारक (ब) एक वैज्ञानिक (स) एक अंग्रेज

2. Match the following: निम्नलिखित के जोड़े बनाएँ—

(1x5=5)

(i) Sukta

(a) Stone Bolder

(ii) Chariots

(b) Sacrifice

(iii) Yajana

(c) Well - said

(iv) Dasa

(d) Used in battles

(v) Megalith

(e) Slave

(1) सक्त

(अ) पत्थर के टुकड़े

(2) रथ

(ब) बलि

(3) यज्ञ

(स) अच्छी तरह से कहा गया

(4) दास

(द) युद्ध में प्रयोग किया हुआ

(5) महापाषाण

(य) दास

3. What is meant by the 'Solar system'?

(3)

सौरमंडल से क्या समझते हैं?

4. What are the three heat zones of the Earth?

(3)

पृथ्वी के तीन ताप कटिबंध कौन-कौन से हैं?

5. What is a leap Year?

(3)

लीप वर्ष क्या है?

6. Draw up a list of the different festivals celebrated in your locality. (3)

अपने मुहल्ले में मनाये जाने वाले विभिन्न त्योहारों की एक सूची बनाइये।

7. Why do you think the government needs to make rules for everyone in the form of laws? (3)

क्या आप सोचते हैं कि सरकार को सबके लिए कानून बनाने की जरूरत क्यों पड़ती है?

8. What are the various ways in which people participate in the process of government? (3)

सरकार के कार्यों में लोग किन-किन तरीकों से भाग लेते हैं?

9. List three ways in which hunter – gatherers used fire. (3)

शिकारी-संग्राहक आग का प्रयोग किन-किन गतिविधियों में करते थे, तीन की सूची बनाओ।

10. Why did the rajas of mahajanapads build forts? (3)

महाजनपदों के राजा लोग किले क्यों बनवाते थे?

11. Why were metals, writing, the wheel and the plough important for the Harappans? (4)

हड़प्पावासियों के लिए धातुएं, लेखन पहिया और हल क्यों महत्वपूर्ण थे?

12. Why do you think ordinary men and women did not generally keep records of what they did?

(4)

साधारण पुरुष और महिलाएं सामान्यतः अपने कार्यों का प्रमाण नहीं रखते थे। आप इसके बारे में क्या सोचते हैं।

13. What do you understand by the word 'government'? List four ways in which you think the government affects your daily life. (4)

आप 'सरकार' शब्द से क्या समझते हैं? ऐसे चार तरीके बताइये, जिससे सरकार आपके दैनिक जीवन को प्रभावित करती है।

14. What actions does the government take to ensure that all people are treated equally? (4)

सभी लोगों के साथ समानता का व्यवहार हो, यह सुनिश्चित करने के लिए सरकार क्या कदम उठाती है?

15. How are maps more helpful than a globe? Explain. (4)

ग्लोब की अपेक्षा मानचित्र ज्यादा सहायक क्या होता है? व्याख्या कीजिए।

16. Show the following on the given political map of India. (1x4=4)

भारत के राजनीतिक मानचित्र पर निम्नलिखित को दर्शाएँ—

1— हिमाचल प्रदेश

2— उत्तरांचल

3— झारखंड

4— छत्तीसगढ़

(i) Himachal Pradesh

(ii) Uttaranchal

(iii) Jharkhand

(iv) Chhattisgarh.

Marking Scheme

1. (i) (b) North
(ii) (a) 360
(iii) (c) Australia
(iv) (a) Water bodies
(v) (b) Thematic Map
(vi) (a) A ruling system
(vii) (a) A social reformer.
2. (i) Sukta Well said
(ii) Chariots Used in battles
(iii) Yajana Sacrifice
(iv) Dasa Slave
(v) Megalith Stone bolder
3. The Sun and its family of eight planets, satellites, asteroids, meteoroids as solar system. The Sun is the centre of solar system around which all the planets revolve.
4. Torrid Zone, Temperate zone and Frigid zone.
5. The year which consists 366 days is known as leap year. Every fourth year February is of 29 days instead of 28 days, because Earth takes 365 days 6 hours to revolve around the Sun. These six hours added to make one day and added in February over a span of four years.
6. Deepawali, Holi, Raksha bandhan, Dasehra, Pongal, Onam, Muharram, Good Friday, X- mas, Mahavir Jayanti, Buddha Purnima etc.
7. (i)The government wants to give advantages to the people.
(ii) It wants all citizens to be law abiding.
(iii) It wants equal rights to all.
8. (i)By taking interests in the working of the government.
(ii) By taking out rallies.
(iii) By opposing various unpopular bills in state legislatures and parliament through their representatives.
9. (i)Hunter – gatherers used fire as a source of light.
(ii) They used fire to cook meat or food.
(iii) They used fire also to scare away animals.
10. The rajas of mahajapadas built fort to protect the citizens from the attack of the other kings. Some rajas wanted to show their richness. Due to fortification the control of people and land became easier.
11. Metals – The Harappans made copper tools, ornaments of gold and silver.
Writing – Scribes helped prepare the seals and wrote on other materials.

Wheel – The wheel used in carts, spinning and used by potters.

Plough – Plough was used to prepare land for farming by the Harappan.

12.
 - (i) They did not know the art of writing in the beginning.
 - (ii) They were not having interest in such work.
 - (iii) They did not know the importance of keeping records of the events.
 - (iv) Even some of them were not literate even after the knowledge of the script.
13. The organisation which takes decisions and makes law for the citizens of a country is the government. The ways in which the government affects our daily life are:
 - (i) Build roads and schools
 - (ii) Supply of electricity
 - (iii) Implementation of several programmes to help the poor.
 - (iv) Running of postal and railway services.
14.
 - (i) The discriminatory actions are banned through laws.
 - (ii) Laws are strictly enforced.
 - (iii) Equality and justice are enforced.
 - (iv) Pecuniary actions are taken like fine and jail, if miscreants cause impediments in the path of progress and in the path of enforcing or implementing welfare schemes.
15.
 - (i) Globe cannot be used in all conditions.
 - (ii) Globe can be used only when we want to study the whole earth.
 - (iii) It can not be used when we want to study a village, road, building etc.
 - (iv) Maps are used in the study of minutest items / features.
16. Map Work.

Blue Print

Subject	Chapter	Marks
History	1. What, where, how and when	04
	2. On the trail of the earliest people	03
	3. In the earliest cities	04
	4. What books and burials tell us	05
	5. Kingdoms, kings and an early republic	03
History	Total	19
Geography	1. The earth in the solar system	04
	2. Globe : Latitudes and longitudes	04
	3. Motion of the Earth	04
	4. Maps	05
Geography	Total	17
Civics	1. Understanding Diversity	03
	2. Diversity and Discrimination	01
	3. What is Government	12
	4. Key elements of a Democratic Country	07
Civics	Total	24
	Grand Total	60

Prepared by : Ashok Kumar Tiwari

Group A**BLUE PRINT**CLASS 9TH

SOCIAL SCIENCE

TERM – 1

	LESSON	MCQ	S.A.	L.A	MAP	TOTAL
	History					
1	French Revolution	2(1)	-	2(5)	-	4(12)
2	Socialism in Europe and the Russian revolution OR	-	2(3)	1(5)	-	3(11)
3	Nazism and the rise of Hitler	-	2(3)	1(5)	-	3(11)
	Geography					
1	India – Size and location	1(1)	1(3)	-	1(1)	3(5)
2	Physical feature of India	-	2(3)	1(5)	2	3(13)
3	Drainage	1(1)	1(3)	-	1	2(5)
	Political Science					
1	Democracy in the Contemporary World	2(1)	1(3)	-	-	3(5)
2	What is Democracy? Why Democracy?	-	1(3)	1(5)	-	2(3)
3	Constitutional Design.	1(1)	1(3)	1(5)	-	3(9)
	Economics					
1	The story of Village Palampur	1(1)	1(3)	1(5)	-	3(9)
2	People as Resource	2(1)	2(3)	1(5)	-	5(13)
	Total	10(10)	12(36)	8(40)	1(4)	31(90)

SUMMATIVE ASSESSMENT – I

SOCIAL SCIENCE / समाजिक विज्ञान

Class – ix / कक्षा – ix

Time : - 3 hours

Maximum marks :- 90

Instructions:

1. The question paper has 31 questions in all. All questions are compulsory
2. Marks are indicated against each question.
3. Question from serial number 1-10 are multiple choice Question (MCQ). Each question carries one mark. Every MCQ has 4 alternatives. Write the correct alternative in your answer book.
4. Question from serial number 11 to 22 are 3 marks question. Answer of these questions should not exceed 80 words each.
5. Questions from serial number 23 to 30 are 5 marks question. Answer of these questions should not exceed 120 words each
6. Questions number 31 is a map question of 4 marks from Geography only. After completion, attach the map inside your answer book.

सामान्य निर्देश

1. इस प्रश्न पत्र में कुल 31 प्रश्न हैं। प्रत्येक प्रश्न अनिवार्य है।
2. प्रत्येक प्रश्न के सामने उसके अंक लिखे हुए हैं।
3. प्रश्न संख्या 1 से 10 तक बहुविकल्पीय प्रश्न हैं। प्रत्येक प्रश्न 1 अंक का है। प्रत्येक बहुविकल्पीय प्रश्न के चार विकल्प हैं। सही उत्तर अपनी उत्तर-पुस्तिका में लिखें।
4. प्रश्न संख्या 11 से 22 तक प्रत्येक प्रश्न 3 अंक का है। प्रत्येक प्रश्न का उत्तर 80 शब्दों से अधिक नहीं होना चाहिए।
5. प्रश्न संख्या 23 से 30 तक प्रत्येक प्रश्न 5 अंक का है। प्रत्येक प्रश्न का उत्तर 120 शब्दों से अधिक नहीं होना चाहिए।
6. प्रश्न संख्या 31 केवल भूगोल से मानचित्र सम्बंधी 4 अंक का प्रश्न है। मानचित्र पर उत्तर लिखने के बाद इसको अपनी उत्तर पुस्तिका के अंदर रख कर बांध दीजिए।

Q.1. Where is the place Versailles located?

1

- a) Belgium b) France
c) Italy d) Germany

वर्साय कहाँ स्थित है :-

- अ) बेल्जियम ब) फ्रांस
स) इटली द) जर्मनी

Q.2 To which among the following political bodies the three estates used to send their representatives ?

1

- a)Parliament b) National Assembly
c) Estates general d) Executive

निम्न में से किस राजनीतिक निकाय को तीनो एस्टेटो द्वारा अपने प्रतिनिधि भेजे जाते थे ?

- अ) संसद ब) नेशनल असम्बली
स) एस्टेट जनरल द) कार्यपालिका

Q.3 The western most longitude of India is :- 1

a) 77° 6' E b) 68° 7' E

c) 97 °25' E d) 37° 6' W

भारत का पश्चिमतम देशांतर है :-

अ) 77 ° 6' पू ब) 68 ° 7' पू

स) 97 ° 25' पू द) 37 ° 6' प.

Q.4 Which one of the following is not a tributary of Brahmaputra ? 1

a) Indus b) Lohit

c) Dibang d) Dihang

निम्न में से कौन सी नदी ब्रम्हपुत्र की सहायक नदी नहीं है :-

अ) सिन्धु ब) लोहित

स) दिबांग द) दिहांग

Q.5. Which Myanmar leader was put under house arrest after 1990 Election ? 1

a) General Ne Win b) Aung sang suu kyi

c) Mikhail Gorbachev d) General Ershad

1990 के चुनाव के बाद , म्यांमार के किस नेता को नजरबंद कर दिया गया :-

अ) जनरल नी विन ब) आंग सान सू की

स) मिखायल गॉर्बाच्योव द) जनरल अर्चाड

Q.6. The term I.M.F. Signifies :- 1

a) Indian monetary fund b) International money flow

c) International monetary fund d) Indian money flow

आई.एफ.एम. दर्शाता है :-

अ) भारतीय मुद्रा कोष ब) अंतर्राष्ट्रीय मुद्रा प्रवाह

स) अंतर्राष्ट्रीय मुद्रा कोष द) भारतीय मुद्रा प्रवाह

Q.7 Who was the chairman of the drafting committee of Indian Constitution ? 1

a) B.R. Ambedkar b) Jawahar lal Nehru

c) Vallabh Bhai Patel d) Maulana Abul Kalam Azad

भारतीय संविधान के प्रारूप सभा के सभापति कौन थे ?

अ) बी.आर. अम्बेडकर ब) जवाहर लाल नेहरु

स) वल्लभ भाई पटेल द) मौलाना अबुल कलाम आजाद

Q.8. Why has the story of Palampur been taken ? 1

a) Because Palampur is a very prosperous village of India

b) Palampur has been going through a rapid economic Development

c) With the help of Palampur , economic concepts and problems of India can be understood.

d) Palampur has historic value

पालमपुर की कहानी को क्यों लिया गया :-

अ) क्योंकि पालमपुर , भारत का एक संपन्न गांव था ।

ब) पालमपुर में तीव्र आर्थिक विकास हो रहा है ।

स) पालमपुर की मदद से , आर्थिक अवधारणाओं और भारत की समस्याओं का समझा जा सकता था ।

द) पालमपुर के ऐतिहासिक महत्व के कारण ।

Q.9. Who is called a human resource ?

1

a) An educated or skilled person b) An uneducated person

c) (a) and (b) both d) None of the above

मानव संसाधन किसे कहते हैं ?

अ) एक शिक्षित या कुशल व्यक्ति ब) एक अशिक्षित व्यक्ति

स) (अ) और (ब) दोनों द) उपरोक्त में से कोई नहीं ।

Q.10 Biotechnology and Information Technology are included in :-

1

a) Primary sector b) Secondary sector

c) Tertiary Sector d) All of the above

बायो टेक्नोलॉजी और सूचना प्रौद्योगिकी शामिल हैं ।

अ) प्राथमिक क्षेत्र में ब) द्वितीयक क्षेत्र में

स) सेवा क्षेत्र में द) उपरोक्त सभी में ।

Q. 11 What were the social, economic and Political conditions in Russia before 1905 ?

3

1905 के पूर्व रूस में सामाजिक , आर्थिक और राजनीतिक परिस्थितियां क्या थी ?

OR

What are the peculiar features of Nazi thinking?

नाजी विचारधारा की खास विशेषताएं क्या थी ?

Q. 12 What were the immediate achievements of the Russian revolution?

3

रूसी क्रांति की तत्कालीन उपलब्धियाँ क्या थी ? OR

In what ways did the Nazi state seek to establish total control over its People ?

नात्सियो ने जनता पर पूरा नियंत्रण हासिल करने के लिए कौन-कौन से तरीके अपनाए ?

Q.13. Why do we need a standard meridian for India ? Explain .

3

भारत को एक मानक मध्यां रेखा की आवश्यकता क्यों है ? व्याख्या कीजिए ।

Q.14. Which are the three main ranges of Himalaya ? Explain .

3

हिमालय की तीन मुख्य श्रृंखलाएं कौन सी हैं ? व्याख्या कीजिये।

Q.15. Write a short note on Lakshadweep Island? 3

लक्षद्वीप द्वीप समूह पर एक संक्षिप्त टिप्पणी लिखिये।

Q.16. Mention the difference between the Himalayan and the Peninsular rivers. 3

हिमालयीन नदियों और प्रायद्वीपीय नदियों में अंतर स्पष्ट कीजिये।

Q.17. What are the difficulties people face in a non-democratic country? 3

एक अलोकतांत्रिक देश में लोगों को किन कठिनाइयों का सामना करना पड़ता है ?

Q.18. Mention three demerits of democracy . 3

लोकतांत्रिक के तीन अवगुण बतलाइए ।

Q.19. Describe any three features of the Indian Constitution . 3

भारतीय संविधान की तीन विशेषताओं का वर्णन कीजिए ।

Q.20. What are the different ways of increasing production on the same piece of land ?

एक ही भूखण्ड पर उत्पादन बढ़ाने के विभिन्न तरीके कौन से हैं ? 3

Q.21. What are the various activities undertaken in the primary sector, secondary sector and tertiary sector ? 3

प्राथमिक क्षेत्रक , द्वितीयक क्षेत्रक तथा तृतीयक क्षेत्रक के अंतर्गत आने वाली विभिन्न गतिविधियां कौन सी हैं?

Q.22. Explain the nature of unemployment in Indian economy. 3

भारतीय अर्थव्यवस्था में पाई जाने वाली बेरोजगारी की प्रकृति की व्याख्या कीजिए।

Q.23. Describe the causes of French revolution . 5

फ्रांसीसी क्रांति के कारणों का वर्णन कीजिए।

Q.24. How would you explain the rise of Napoleon 5

नेपोलियन के उदय को समझाइए ?

Q.25. Write a short note on the main events and the effects of the February revolution .

फरवरी क्रांति के मुख्य घटनाओं और उसके प्रभाव पर संक्षिप्त टिप्पणी लिखिए।

OR

Describe the problem faced by the Weimer republic. 5

वाइमर गणराज्य के सामने कौन – कौन सी समस्याएँ थी ?

Q.26. Describe the major physiographic divisions of India ? 5

भारत के प्रमुख भू – आकृतिक विभागों का वर्णन कीजिए ।

Q.27. What are the conditions for the success of democracy ? 5

लोकतंत्र की सफलता के लिए आवश्यक परिस्थितियां कौन सी हैं ?

Q.28. Mention the six fundamental freedoms mentioned in the constitution. 5

संविधान में उल्लेखित छः मौलिक स्वतंत्रताओं का उल्लेख कीजिए ।

Q.29.What is meant by the green revolution ? Mention some of its features. 5

हरित क्रांति से आप क्या समझते हैं ? इसकी कुछ विशेषताएँ बताइए ।

Q.30.Which capital would you consider the best – land,labour,physical capital and human capital ? Why. 5

आप किस पूंजी को सबसे अच्छा मानेंगे— भूमि,श्रम,भौतिक पूंजी या मानव पूंजी । और क्यों ?

Q.31 On an outline map of India mark the following :- 4

1. The northern most latitude

2. K2

3. Chhota Nagpur

4. Chilka

भारत के मानचित्र पर निम्न को दर्शाइए :-

1 उत्तरीय आक्षांश

2 के 2

3 छोटा नागपुर

4 चिल्का

MARKING SCHEME (CLASS IX)

SOCIAL SCIENCE

S.NO	ANSWER/DISCRPTION	MARKS
1.	Germany	1
2.	National Assembly	1
3.	68 °7' E	1
4.	Indus	1
5.	Aung Sang Su Ki	1
6.	International Monetary fund	1
7.	Dr. B. R. Ambedkar	1
8.	With the help of Palampur economic concepts and problems of India can be understood.	1
9.	An educated or skilled person	1
10.	Tertiary Sector.	1
11.	Social condition: - The society was divided into two classes. Economic condition: - Lack of capital, miserable conditions of the workers. Political condition: - Autocratic rule of Czar . OR 1 The State is above all. 2 Superiority of Aryan race. 3 Glorification of use of force. 4 Hatred against the Jews.	3x1=3
12.	i) New social set-up ii) Strengthened Russia. iii) Establishment of a socialist government. iv) End of Autocratic rule. OR 1 Personality of Hitler. 2 Weakness of the opposition parties. 3 Dynamic programme of Nazi party	3x1=3
13.	i) Vast longitudinal extent ii)Difference of about 2 hours.	3x1=3

	iii)For removal of administrative problems	
14.	i)The Greater Himalayas or Himadri. ii)Middle or lesser Himalaya. iii)Outer Himalaya or Shivalik.	3x1=3
15.	Description about Lakshadweep like group of about 36 islands, coral origin,lagoons etc.	3x1=3
16.	:- The Himalayan Rivers:- Large catchment, Perennial, youth stage, example etc.The Peninsular rivers:- Comparatively small catchment, Seasonal, attained maturity, Example etc.	3x1=3
17.	i) No political activity is allowed. ii)Freedom to press is not allowed. iii)Anybody can be picked up at any time and without any reason.	3x1=3
18.	It gives more importance to quantity rather than quality.ii) Not a stable form of government. iii)Democracy is the rule by ignorance.	3x1=3
19.	i) It sets appropriate goals. ii)It guarantees fundamental rights. iii)Parliamentary form of government. iv)Fundamental duties.	3x1=3
20.	i)Use of fertilizer.ii)High yield variety seeds.iii)Irrigation facilities.iv)Modern equipment etc.	3x1=3
21.	Primary Sector:- agriculture, forestry, animal husbandry, poultry farming and mining. Secondary sector:- Quarrying and manufacturing. Tertiary Sector:- Trade, transport, communication, banking, education, health, tourism, insurance etc.	1+2=3
22.	i) Structural unemployment ii) Disguised unemployment.iii)Seasonal unemployment.	3x1=3
23.	23i) An absolute monarchy ii)The wars had upset the finances of France. iii)The misery of the masses. iv)The three classes called Estates. v)The influence of the intellectuals.	5x1=5
24.	i) The fall of the Jacobin government permitted the wealthier middle classes to seize power.	5x1=5

	<p>ii) A new constitution was introduced which denied the vote to non-propertied sections of society.</p> <p>iii)The political instability of the Directory paved the way for the rise of a military dictator, Nepolean.</p> <p>iv)Between 1793 and 1796 French armies conquered almost all of western Europe.</p> <p>v)In 1804, Nepolean crowned himself emperor of France</p>	
25.	<p>Describe any two events and three effects.</p> <p>1. Food shortage, 2. Tsar's desire to dissolve the Duma. 3. Lock out of factory</p> <p><u>Effect</u></p> <p>1. Followed the Julian calendar 2. Lenin returned 3. Demands before the new government.</p>	2+3=5
26.	<p>i) The Himalayan mountains. ii)The northern plain. iii)The Peninsular lateau. iv) Coastal plains v) Islands.</p>	5x1=5
27.	<p>i) Well-informed and socially responsive citizens</p> <p>ii) ii)Wise leadership iii)Sound party system. iv)Free and fair elections. v)Economic security and social equality.</p>	5x1=5
28.	<p>1 Freedom of speech and expression 2. Freedom to assemble peaceably and without arms. 3 Freedom to form associations and unions 4. Right to move freely 5. Freedom to settle in and part of India. 6 Right to profession.</p>	5x1=5
29.	<p>Definition of Green revolution. Features:-Use of HYV seeds, irrigation, chemical fertilizer.</p>	2+3=5
30.	<p>Human capital.</p> <p>1. Best of all other capitals 2. Make use other capitals. 3 have ability and skill. 4 Human capitals combine other capitals and produce goods and services.</p>	1+4=5
31.	<p>MAP</p>	4x1=4

Group B

Model Question paper
Class-X
Summative Assessment – I

Maximum Marks: 90

Time: 3 Hr.

Instructions:

1. The question paper has 30 questions in all. All questions are compulsory.
2. Question from serial no. 01 to 09 are multiple choice questions. Each question carries 1 marks
3. Question from serial no. 10 to 21 are 03 marks questions. Answer of these questions should not exceed 80 words each.
4. Question from serial no. 22 to 29 are 05 marks questions. Answer of these questions should not exceed 120 words each.
5. Question no. 30 is a map question of 5 marks (2marks from history and 3 marks from geography).

सामान्य निर्देश

1. प्रश्न पत्र में कुल 30 प्रश्न हैं, सभी प्रश्न अनिवार्य हैं।
2. सभी प्रश्नों के अंक उनके समक्ष दिये गये हैं।
3. प्रश्न संख्या 01 से 09 तक बहुविकल्पीय प्रश्न हैं, प्रत्येक प्रश्न 01 अंक का है।
4. प्रश्न संख्या 10 से 21 तक 03 अंको वाले प्रश्न हैं जिनका उत्तर 80 शब्दों से अधिक न हो।
5. प्रश्न संख्या 22 से 29 तक 05 अंको वाले प्रश्न हैं जिनका उत्तर 120 शब्दों से अधिक न हो।
प्रश्न संख्या 30 मानचित्र आधारित है मानचित्रको अपनी उत्तर पुस्तिका

Q.1. In which one of the following years great depression occurred in the world ?

- (a) 1929-30 (a) 1900-1910 (c) 1939-40 (d) 1941-45

निम्न में से किस वर्ष विश्व में आर्थिक महामंदी रही—

- क)1929—30 ख)1935—36 ग)1945—46 घ)1915—16

OR

Who, among the following, improved the steam engine produced by New common?

- (a) Mathew Boulton (b) James Watt (c) Henry ford (d) Graham Bell

अथवा

निम्न में से किसने भाप के इंजन पर सुधारात्मक कार्य किया?

- (b) क)मैथ्यू बोल्टन ख)जेम्स वाट ग)हैनरी फोर्ड घ)ग्राहम बैल

OR

Which one of the following is correct about the Annual London season?

- (a) It is meant for wealthy Britishers only

(b) Organized for an elite group of 300-400 families

(c) Several cultural events were organized.

(d) All the above

अथवा

निम्न मे से कौन सा कथन लन्दन वार्षिक उत्सव से सम्बन्धित था।

क)समृद्ध ब्रिटिश लोगो से

ख)संगठित 400 परिवारों के समूह

ग)अनेक सांस्कृतिक कार्यक्रमों का संगठन

घ)उपरोक्त सभी

Q2. Who among the following developed the first printing press in the 1430s?

(a) Johann Gutenberg (b) James watt (c) C .V. Raman (d) Marconi

1430 में किसने सर्वप्रथम प्रिंटिंग प्रेस (छापे खाने) को विकसित किया?

क)योहान गुटेनवर्ग ख)जेम्स वाट ग)सी. वी. रमन

OR

Who among the following is the author of the novel "Hard Times"?

(a) Leo Tolstoy (b) Thomas Hardy (c) Charles Dicken (d) Samuel Richardson

अथवा

"निम्न मे से कौन हार्ड टाइम्स" उपन्यास के लेखक है।

क)लियो टाल्सटाय ख)थामस हार्डी ग)चार्ल्स डिकेन्स

Q3. In which one of the following states, Corbet National Park is located ?

(a) Assam (b) Madhya Pradesh (c) Rajasthan (d) Uttarakhan

काबेट राष्ट्रीय पार्क कहाँ स्थित है?

क)असम ख)मध्य प्रदेश ग)राजस्थान घ)उत्तराखण्ड

Q 4. Which of the following minority communities is relatively rich and powerful in Belgium?

(a) French (b) Dutch (c) German (d) English

बेल्जियम में निम्न मे से कौन सा अल्पसंख्यक समूह/समुदाय अमीर तथा शक्तिशाली है?

क)फ्रेंच ख)डच ग)जर्मन घ)इंग्लिश

Q5 Which one of the following language is spoken by the majority of the people of Srilanka?

a) Tamil (b) English (c) Sinhalese (d) French

श्रीलंका में अधिकांश लोगो द्वारा बोले जाने वाली भाषा है।

क)तमिल ख)अंग्रेजी ग)सिंहली घ)फ्रेंच

Q6. Which have the following countries fall in the category of coming together federation?

(a) India (b) USA (c) Belgium d) Spain

– निम्न मे से किस देश में “साथ आकर संघ” बनाने की व्यवस्था है?

क)भारत ख)यू.एस.ए. ग)स्पेन घ)बेल्जियम

Q7. Among the following which occupations is associated with primary sector?

(a) Doctor (b) Gardner (c) Teacher (d) Priest

निम्न मे से कौन सा व्यवसाय प्राथमिक क्षेत्रक से सम्बन्धित है?

क)डॉक्टर ख)माली ग)अध्यापक घ)पुजारी

Q8. Which one of among the following is the most appropriate meaning of under unemployment?

- (a) Workers are not paid for their work
- (b) Workers are working less than what they are capable of doing
- (c) Workers are working in a lazy manner
- (d) Workers do not want to work

निम्नलिखि तमे से किसका अर्थ निम्न रोजगारी से है?

- क)जिसे कार्य के बदले मजदूरी न मिलना
- ख)अपनी कार्य क्षमता से कम कार्य करना
- ग)कार्य को आलसी रूप से करना
- घ)कार्य न करने की इच्छा

Q.9 Which the following criteria which one is the basis to measure the development of a country according to the World Bank?

(a) Per Capita Income (b) Literacy rate (c) Health status (d) Life expectancy

विश्व बैंक द्वारा किसी देश की विकास दर को मापने का मुख्य आधार क्या है?

क)प्रति व्यक्ति आय ख)शिक्षा स्तर ग)स्वास्थ्य स्तर घ)जीवन स्तर

Q10. Explain the impact of the great depression of 1929 on the Indian economy giving three points

1929 के आर्थिक महामन्दी का भारतीय अर्थव्यापार पर क्या प्रभाव पड़ा? तीन बिन्दु बताइए।

OR

Explain any three problems face by the cotton weavers in India during mid nineteenth century.

OR

19वीं शताब्दी में भारतीय कपास बनकरों को कौन-कौन सी समस्याओं का सामना करना पड़ा? तीन बिन्दु लिखें।

Explain any three reasons for the expansion of Bombay's population in mid 18th century.

18वीं शताब्दी में बम्बई (मुम्बई) में आबादी बढ़ने के कोई तीन कारण लिखिए।

Q.11 Explain how Martin Luther spoke praise of print.

मार्टिन लूथन ने कैसे प्रिंटिंग की प्रशंसा की व्याख्या कीजिए।

OR

Explain the contribution of Prem Chandra in the field of Novel writing.

उपन्यास क्षेत्र में प्रेम चन्द का क्या योगदान रहा? व्याख्या कीजिए।

Q12. Explain giving three points how did the print culture developed in India?

भारत में प्रिंटिंग कल्चर किस प्रकार विकसित हुई, किन्हीं तीन बिन्दुओं की व्याख्या करें।

OR

Explain the contributions of Rokeya Hussain in the field of education and literature?

शिक्षा तथा साहित्य के क्षेत्र में रूकैया हुसैन के योगदान की व्याख्या कीजिए।

Q13 . What is the resource planning? Why the planning of resource is essential? Explain any two reasons.

संसाधन नियोजन क्या है? संसाधन नियोजन क्यों आवश्यक है? कोई दो कारण बताइए।

Q14 Why do we need to conserve our forest and wildlife resources? Explain any three reason.

वनो तथा वन्यजीवों को संरक्षण की आवश्यकता क्यों है, कोई तीन बिन्दुओं का उल्लेख करें।

Q15 Why is the scarcity of water increasing day by day in India? Explain any three reasons.

जल की कमी की समस्या दिन-प्रतिदिन बढ़ती जा रही है, कोई तीन कारणों की व्याख्या करें।

Q16 Mention any three provision of the act which pass in Srilanka in 1950 to established Sinhala supremacy.

1950 में श्रीलंका में पास हुए अधिनियम के कोई तीन प्रावधानों का उल्लेख करें।

Q17. Explain overlapping and cross cutting social differences.

गुथी हुई तथा बिखरी हुई विभिन्ता में अन्तर बताइए।

Q18. Explain any three factors that determine the outcome of the politics of social division.

सामाजिक विभाजन को निर्धारित करने वाले किन्हीं तीन कारकों की व्याख्या कीजिए।

Q19. Explain any three different comparison of economic development of different nations/states.

किसी भी देश तथा राज्यों की आर्थिक विकास की तुलना किन्हीं तीन पहलुओं को धन में रख कर कीजिए।

Q20. Explain any three type of unemployment found in India.

कोई तीन सार्वजनिक सुविधाओं की व्याख्या कीजिए जो विकास के लिए आवश्यक हो।

Q21. "Workers are exploited in unorganized sector in India". Support the statement with suitable example.

"असंगठित क्षेत्र में मजदूरों का शोषण होता है" इस कथन को पुष्टि उचित उदाहरणों द्वारा कीजिए।

Q22. Explain the effect of coming of Rinderpest to Africa during the close of 19th century.

19वीं शताब्दी में अफ्रीका में फैले रिडरपेस्ट के प्रभावों की व्याख्या कीजिए।

OR

Explain giving five reasons why did the industrialists of Europe prefer hand labor over machine during the 19th century.

19वीं शताब्दी के दौरान यूरोपीय उद्योगपति हाथों द्वारा बनाये गये वस्तुओं को पसंद करते थे क्यों? कोई पांच उचित कारण बताइए।

OR

Why did well off Londoners support the need for building houses for the poor in the 19th century? Explain in five points.

लंदन के अमीरों तथा पूंजीपतियों ने गरीबों के लिए बनाने के पीछे क्या उद्देश्य था? कोई पांच कारण बताइए।

Q23. What are the main contributions of agriculture to the national economy? Explain any five step taken by the government of India to modernize agriculture.

भारतीय अर्थव्यवस्था में कृषि का क्या योगदान है? कोई तीन उपाय बताइए जो सरकार द्वारा उठाए गये हैं।

Q24. Explain any five features of federalism?

संघवाद के कोई पाँच विशेषताओं की व्याख्या करें।

Q25. How can more employment be creating in the rural area? Explain with the help of five suitable examples.

ग्रामीण क्षेत्रों में कैसे राजगार के साधन उपलब्ध करासे जा सकते हैं? कोई पाँच उचित उदाहरण से व्याख्या कीजिए।

Q26. What are the different forms of power sharing? Explain with example each.

सत्ता की साझेदारी के विभिन्न रूपों की व्याख्या कीजिए तथा उदाहरण भी दें।

Q27. Differentiate between disguised and seasonal unemployment.

प्रच्छन्न बेरोजगारी तथा ढाँचागत बेरोजगारी में अन्तर बताइए (कोई पाँच)।

Q28. Explain briefly any five features of Indian agriculture.

भारतीय कृषि के कोई पाँच विशेषताएं बताइए।

Q.29. What were the reasons for the popularity of novels in India and the outside world?

उपन्यासों का भारत व विश्व में प्रसिद्ध होने के क्या कारण थे? कोई पाँच कारण बताइए।

OR

Who was Martin Luther? What is his contribution to the protestant reformation?

अथवा

मार्टिन लूथर कौन था? प्रोटेस्टेंट सुधार में इसका क्या महत्व था?

Q.30.1. Two features A and B are marked in political outline map of India. Identify these features with the help of the following information and write their correct name on the lines marked in the map:

(A) The place, where the first cotton industry was established.

(B) The city, capital of India before 1912 .

भारतीय मानचित्र में निम्न जानकारी के अनुसार पहचान कर मानचित्र में दर्शाइए व नाम लिखें।

1) वह स्थान जहाँ 1912 से पहले भारत की राजधानी थी।

2) वह स्थान जहाँ पहला सूती वस्त्र उद्योग स्थापित किया गया।

Q.30.2. On the same political outline given map of India, locate and label the following features with appropriate symbols:

(i) Hirakund Dam

(ii) Sunderbans Natuional Park

(iii) The leading coffee producing state.

निम्न को मानचित्र में दर्शाइए

1) हीराकुंड परियोजना

2) सुन्दरवन राष्ट्रीय पार्क

3) राज्य जहाँ सर्वाधिक कॉफी उत्पादन होता है।

Marking Scheme

1. 1929-30 or James Watt or All the above 2. Johann Gutenberg or Charles Dickens 3. Uttarakhand 4. French 5. English 6. USA 7. Per capita Income 8. Gardner

9. Workers are working less than what they are capable of doing

10. 1. The depression affected Indian trade.

2. Indian import as well as exports almost halved between 1929-1934.

3. As international price crashed, price in India also plunged.

4. Wheat prices fell by 50%.

5. The prices of jute also crashed to about 60%.

(Any three point to be explained)

OR

1. The export market collapsed and the local market shrunk.

2. Imported cotton goods were cheaper and Indian weavers could not compete with them.

3. Procuring raw cotton of good quality was very difficult because the prices were very high.

4. The market was flooded with machine made goods.

(Any three point to be explained)

OR

1. Mumbai developed into the biggest sea port along the Arabian sea coast.

2. It became the capital of Bombay Presidency in 1819.

3. Large number of cotton textile industries sprang up which attracted lot of labor.

4. It became the centre of film industry.

5. It provided direct sea link with Europe. (Any three point to be explained)

11 1. Martin Luther wrote 95 theses criticizing many of the practices and ritual of the Roman Catholic Church.

2. Luther's writings were immediately reproduced in vast numbers and read widely.

3. This led to a division within the church and to be beginning of the protestant reformation.

4. Deeply grateful to print, Luther said, "Printing is the ultimate gift of God and the greatest one".
(Any three point to be explained)

OR

1. Prem Chand's novels are filled with all kinds of powerful characters drawn from all levels of society.
2. the women characters are also strong individuals.
3. Prem Chand's characters create a community based on democratic values.
4. Prem Chand's best known work is "Godan".
5. It is an epic of Indian peasantry. (Any three point to be explained)

Ans.12. the Printing press first came to Goa with Portuguese missionaries in the mid 16th century.

2. By 1713, first Malayalam Book was printed
3. By 1674, about 50 books had been printed in Konkani and Kanara languages.
4. Catholic priests first printed Tamil books in 1579 at Cochin.
5. English writing developed much after the coming of English East India Company.

(Any three point to be explained)

OR

1. Rukeya Hussain was a social reformer.
2. She started at school for girls in Calcutta (Kolkata)
3. She wrote satiric fantasy in English.
4. It shows the world which women will take the place of men.

(Any three point to be explained)

Ans.13 Resource planning is the widely acceptance strategy for judicious use of resources.

Reasons: 1. Resources are unevenly distributed over the country.

2. Some regions are rich in certain types of resources but are deficient in some other reasons.
3. There are some regions which have acute shortage of some vital resources.
4. Resources are limited.
5. Resources planning helps in reducing wastage. (Any three point to be explained)

Ans.14. Need to conserve forest and wild life resources:

1. Rapid decline in forest and wildlife population.

2 .Conservation maintains the ecological balance.

3. Forest depletion accelerates soil erosion.

4 They provide economic benefits. (Any three point to be explained)

Ans 15. Reasons of scarcity of water:

1. Rapidly growing population.

2. Rising demand of food and cash crops.

3. Water resources are being over-exploited to expand irrigated areas and dry seasons agriculture.

4. Industrialization. 5. Any other relevant point (Any three points to be explained)

Ans.16 Sinhala to be official language of Srilanka.

2. Preferential policy of Sinhalese in government educational institutions and jobs.

3. To foster Buddhism.

4. Any other relevant point.

Ans.17. Social divisions take place when social difference overlaps with other differences, the differences between blacks and whites become a social division in the US because they tend to be poor, homeless and discriminated against. If social differences cross cut one another, it is difficult to fit one group of people against the other. Consider the cases of Northern Ireland and the Netherlands. Both are predominantly Christians but divided between Catholic and Protestants. In Northern Ireland, class and religion overlap with each other. If you are Catholic, you are also likely to be poor and you may have suffered a history of discrimination. In the Netherlands, class and religion tend to cut across each other. Catholics and Protestants are about equally liable to be poor or rich. The result is that Catholics and Protestants have had conflicts in Northern Ireland, while they do not do so in the Netherlands. Overlapping social differences create possibilities of deep social divisions and tensions. Cross cutting social differences are easier to accommodate.

Q18. First of all, the outcome depends on how people perceive their identities. If people see their identities in singular, it becomes difficult accommodates.

2. Secondly, it depends of how political leaders raise the demands of any community. It is easier to accommodate demand that are within the constitutional framework and are not at the cost of other community.

3. Thirdly, it depends on how the government reacts to the demands of different groups. Minorities should also be taken care of with the majority.

Ans. 19. 1. Per capita income: It helps in comparison of the level of the government of different regions within the country and different nation.

2. Infant mortality rate: It refers to death amount children before the age of one year per thousand children born in a year.

3. Literacy rate: It measures the proportion of literate population in seven hands above age groups.
4. Life expectancy: Average expected length of life of a person.
5. Gross Enrolment ratio: for three levels for primary, secondary and higher education.

Ans.20. The three types of unemployment found in India are :-

1. Disguised unemployment
2. Seasonal unemployment
3. Structural unemployment
4. Cyclical unemployment
5. Technological unemployment

Ans.21 1. Workers are paid less wages, there is no job security.

2. Working conditions are poor.
3. They have to work for long hours.

Ans. 22. Rinderpest was carried by infected cattle's imported by British.

2. Rinderpest spread like forest fire.
3. Within few years, it affected the whole of Africa killing 90% of the cattle's.
4. The loss of cattle forced the Africans into the labor market.
5. The scarce resources were under the European colonizer, who conquered and subdued Africa.

OR

1. There was no shortage of labor at that period of time.
2. Installation of machinery required large capital investment which the industrialists did not want to invest.
3. In seasonal industries, only seasonal labor was required.
4. Intricate designs and different samples required human skill only.
5. In Victorian age- the aristocrats and other upper class preferred articles mad by hand.

OR

1. Living in unhygienic slums was very dangerous for the poor.
2. Slums were also harmful not the slums dwellers but also the general public.
3. In slums, there was always fear of fire hazards.

4. After the Russian revolutions 1917 it was, that the people who are slum dwellers may not rebel.

5. Any other relevant point

Ans.23. Contribution of agriculture: Agriculture has been the backbone of the Indian economy.

It share in providing employment and livelihood to the population continuous to be as high as 63% in 2001

Steps taken by the government:

1. Indian council for agricultural research established.
2. Agricultural Universities are established.
3. Veterinary services are provided.
4. Animal breeding centre are opened.
5. Infrastructure like road, electricity and cold storage etc. is being developed.

Ans.24. 1. There are two or more levels of the government.

2. The jurisdiction of the respective tiers of government are specified in constitution.
3. Courts have the power to interpret the constitution and powers of different levels of government.
4. Sources of revenue of each level of government are specified to ensure its financial autonomy.
5. Any other relevant point

Ans.25. 1. constructing dams, canals or digging wells in villages.

2. Creating storage facilities and providing transport services.
3. Agro based industries can be set up in rural areas or semi belts.
4. Construction of schools.
5. Making provisions for education and health service in rural belts can also result in employment.

Ans 26. There are four form of power sharing:

1. power sharing among the different levels of government. Example – India
2. Power sharing among the different organs of the government. India
3. Power sharing among the different social groups. Belgium
4. Power sharing among the different political parties and pressure groups. India

Any other relevant point

Ans27. Disguised Unemployment: 1. Farmer in India use primitive resources of production in agriculture due to poverty and lack of ownership present in the existing land tenure system. For example if we use

modern methods of cultivation, a situation can be created when only two persons of a family can complete the work in farm instead of three. It is basically found in agriculture.

Structural Unemployment: The working force in India is very large it wants work but the existing capital structure is unable to absorb them. The mismatch of available capital and size of the labor force creates persistent unemployment both in agriculture and industry.

Ans 28 Feature of Indian Economy:

1. Monsoon dependable agriculture
2. Small land holding agriculture
3. Primitive methods of agriculture
4. Animal based agriculture.
5. Use of pesticide and fertilizers has increased to a great extent.

Ans.29. Reasons for the popularity of novels:

1. The world created by were both absorbing and believable, they were seemingly real.
2. While reading novels the reader was transported to another person's world and he himself began looking at life as was experienced by the different characters of the novel.
3. Novels allowed readers the pleasure of reading alone in private.
4. Novels deal with everyday life of common people.
5. Novels generally use the vernacular language that is spoken and easily understand by the common people.

OR

Martin Luther was a great reformer of Germany. The credit for starting reformation in the Germany goes to him. When working as a Professor at the University of Wittenburg, he was asked to sell Indulgences as a means of salvation but he frankly refused. Instead he wrote down his objections against the sale of Indulgence in Latin, in the form of 95 statements known as 'Ninety – five Theses' and nailed them on the door of the church at wittenburg and challenged the scholars to have a debate on them. In these Theses, Luther laid great on faith and strongly opposed the sale and purchase of Indulgences as a means of salvation. He believed in the infallibility of the Bible and not of the Pope.

Ans 30. 1. Bombay 2. Calcutta

Hirakud dam in Orissa, West Bengal, Karnataka

Blue Print

S. No	Form of questions	Marks of each question	Number of question	Total Marks
1.	MCQs	1	9	9
2.	Short Answer	3	12	36
3.	Long Answer	5	8	40
4.	Map	5	1	05
	total	-	30	90

S. No	Unit No.	Marks
1.	History	23
2.	Geography	23
3.	Political Science	22
4.	Economics	22
	Total	90

Group D

1.The Indian constitution

1. Choose the correct option.

(i) The father of the Indian constitution is.

- (a) Mahatma Gandhi
- (b) Dr. Rajendra Prasad
- (c) Dr. Babasahib Ambedkar
- (d) Sardar vallabh bhai patell

भारतीय संविधान के पिता कौन है—

- (क) महात्मा गांधी (ख) डॉ. राजेन्द्र प्रसाद (ग) डॉ बाबा साहेब अम्बेडकर (घ) सरदार बल्लभ भाई पटेल

(ii) The president of the constituent Assembly was

- (a) Dr. Rajendra Prasad
- (b) Jawaharlal Nehru
- (c) Dr. Babasahib Ambedkar
- (d) Mahatma Gandhi.

संविधान सभा के अध्यक्ष थे—

- (क) राजेन्द्र प्रसाद (ख) जवाहर लाल नेहरू (ग) डॉ बाबा साहेब अम्बेडकर (घ) महात्मा गांधी

(iii) Which one of the following is not a key feature of the Indian constitution?

- (a) federalism
- (b) president form of government
- (c) secularism
- (d) separation of power

निम्नलिखित में से कौन सा भारतीय संविधान की प्रमुख विशेषता नहीं है

- (क) संघवाद (ख) सरकार का राष्ट्रपति स्वरूप (ग) धर्मनिरपेक्षता (घ) सत्ता का विभाजन

This fundamental right allows citizens to move the court if they believe that any of their fundamental rights have been violated by the state-

- (a) Right against exploitation
- (b) Cultural and educational rights
- (c) Right to freedom of religion
- (d) Right to constitutional remedies

यह मौलिक अधिकार नागरिकों को न्यायालय जाने की अनुमति प्रदान करता है। यदि वे महसूस करते हैं कि राज्य ने उनके किसी मौलिक अधिकार का हनन किया है—

(क) शोषण के विरुद्ध अधिकार (ख)सांस्कृतिक और शैक्षिक अधिकार (ग) धार्मिक स्वतंत्रता का अधिकार (घ) संवैधानिक उपचारों का अधिकार

(iv) **Nepal adopted an interim constitution in the year-**

- (a) 2002
- (b) 2005
- (c) 2007
- (d) 2008

नेपाल में एक अंतरिम संविधान इस वर्ष स्वीकार किया—

(क) 2002 (ख)2005(ग)2007 (घ) 2008

Answer

(i) C (ii) A (iii) B (iv) D (v) C

FOR SLOW LEARNER STUDENS

2. What do you mean by federalism?

संघवाद से आप क्या समझते हैं?

Ans. The term federalism refers to the existence of more than one level of government in the country.

संघवाद से तात्पर्य देश में एक से अधिक सरकारों का अस्तित्व में होना है।

3. Name all the fundamental rights mentioned in the Indian constitution.

भारतीय संविधान में दिए गए सभी मौलिक अधिकारों के नाम लिखिए।

Ans

- (a) Right to equality
- (b) Right to freedom
- (c) Right against exploitation
- (d) Right to freedom of religion
- (e) Cultural and educational rights
- (f) Right to constitutional remedies

1. समानता का अधिकार
2. स्वतंत्रता का अधिकार
3. शोषण के विरुद्ध अधिकार
4. धार्मिक स्वतंत्रता का अधिकार
5. सांस्कृतिक और शैक्षिक अधिकार
6. संवैधानिक उपचारों का अधिकार

4. What is right to equality

समानता का अधिकार किसे कहते हैं?

Ans. Right to equality means that all persons are equal before the law.

समानता के अधिकार का अर्थ है कि कानून के समक्ष सभी लोग बराबर हैं।

5. What is right against exploitation?

शोषण के विरुद्ध अधिकार क्या है?

Ans. Under this right the constitutional prohibits trafficking, force labour and children working under 14 years of age..

इस अधिकार के अंतर्गत संविधान जबरन श्रम और 14 वर्ष से कम आयु के बच्चों के काम करने पर रोक लगाता है।

6. How has the section on fundamental rights often been referred to?

मौलिक अधिकारों का अनुच्छेद किस बात की ओर इशारा करता है?

Ans. It has often been referred to as the conscience of the Indian constitutional.

यह सामान्यतः इस बात की ओर इशारा करता है कि

7. How are fundamental rights important? Give one point.

मौलिक अधिकार किस प्रकार महत्वपूर्ण हैं? एक बिन्दु में लिखिए।

Ans. Fundamental rights protect citizens against the arbitrary and absolute exercise of power by the state.

मौलिक अधिकार राज्यों द्वारा अधिकारों के विरुद्ध दुरुपयोग व निरंकुशता को रोकते हैं।

8. What does the word 'state' refer to?

राज्य शब्द से आप क्या मतलब है?

Ans. The word 'state' refers to a political institution that represents a sovereign people who occupy a definite territory. For example, the Indian state.

राज्य शब्द से मतलब एक ऐसी राजनैतिक संस्था से है, जो ऐसे सम्प्रभु लोगों का प्रतिनिधित्व करता है जिनका एक निश्चित शासन क्षेत्र होता है। उदाहरणार्थ भारतीय राज्य।

9. What do you mean by a secular state?

एक धर्मनिरपेक्ष राष्ट्र आप क्या समझते हैं?

Ans. A secular state does not officially promote any one religion as the state religion.

एक धर्मनिरपेक्ष राष्ट्र अधिकारीक रूप से किसी एक धर्म को राज्य के धर्म के रूप में आगे नहीं बढ़ाता।

10. Why do the people of Nepal not want to adhere to their previous constitutional?

नेपाल के लोग अपने पहले संविधान को क्यों नहीं अपनाना चाहते थे?

Ans. The previous constitutional does not reflect the ideals of the country that want Nepal to be, and they have fought for.

पहले का संविधान देश के उन आदर्शों को व्यक्त नहीं करता था जैसा नेपाल के लोग चाहते थे और जिसके लिए संघर्ष कर रहे थे।

FOR BRILIANT STUDENTS

11. What is constitutional? What purpose does it serve?

संविधान किसे कहते हैं? यह किन उद्देश्यों को पूरा करता है?

Ans. A constitutional is a written document containing certain rules. It serves several purpose. It tells us what the fundamental nature of our society is. A country is usually made up different communities of people who share certain belief but they may not necessarily agree on all issues. A constitutional helps serve as a set of rules and principals that all persons I a country can agree upon as the basic of they way in which they want the country to be governed. The second important purpose of a constitutional is to define the nature of a cuntry's political system. In countries that have adopted a democratic form of government, the constitutional lays out certain important guidelines that govern decision- making within these societies.

संविधान एक लिखित दस्तावेज है जिसमें कुछ निश्चित नियम होते हैं, यह बहुत से उद्देश्यों की पूर्ति करता है। कोई भी देश विभिन्न समुदायों के लोगों से मिलकर बना होता है जिनकी कुछ निश्चित आस्थायें होती हैं किन्तु सभी विषयों पर सभी का सहमत होना संभव नहीं है। संविधान हमारी इन विषयों पर सहमति बनाने में मदद करता है। एक लोकतांत्रिक सरकार में सभी समाज के निर्णय को सहमति प्रदान करने में संविधान महत्वपूर्ण भूमिका निभाता है।

12. Why did Dr. Ambedkar urge scheduled castes to join the government as well as the civil services?

डॉ अंबेदकर ने लोक सेवाओं की तरह सरकार में शामिल होने के लिए अनुसूचित जाति के लोगो का आह्वान क्यों किया?

Ans. Dr. Ambedkar was an important member of the constitutional Assembly. He believed that his participation in the Assembly helped the scheduled castes get some safeguards in the draft constitutional. But he also stated that although the laws might exist, scheduled casts still had reason to fear because the administration of these laws were in the hands of upper caste hindu officers. Therefore, the urged scheduled castes to

join the government as well as the civil services. It would give them a chance to play their role in law making.

डॉ अंबेदकर का मानना था कि हमारे संविधान कि प्रारूप में अनुसूचित जाति के लोगों को सुरक्षा प्रदान की गई है। उनका कहना था कि चूंकि अनुसूचित जाति के लोग काफी पिछड़े हुए हैं और डरे हुए हैं इसलिए कानूनों का अस्तित्व उनके लिए शक्तिशाली होना चाहिए। यह उच्च जातियों से उनकी सुरक्षा करता है।

13. What were the challenges before the members of the constitutional Assembly?

संविधान सभा के सदस्यों के समक्ष कौन सी चुनौतियां थीं?

Ans. The following were the challenges before the members of the constituent Assembly-

- (a) The country was made up several different communities who spoke different languages practiced different religions and had distinct cultures.
- (b) At the time the constitutional was being written, the country was going through considerable turmoil. The partition of the country was imminent, some of the princely states remained undivided about their future.
- (c) The socio- economic condition of the vast mass of people appeared dismal.
- (d) Poverty was another major challenge.

सदस्यों के समक्ष चुनौतियां—

1. देश में विभिन्न भाषा-भाषी लोग थे और जो विभिन्न धर्मों को मानते हैं।
2. जिस समय संविधान लिखा गया उस समय देश का विभाजन तय था। रियासतों की समस्याएँ थीं।
3. देश के एक बहुत बड़े वर्ग की सामाजिक आर्थिक दशा बहुत निम्न थी।
4. गरीबी एक बहुत बड़ी चुनौती थी।

14. What do you mean by federal form of government? Why is it important?

सरकार के संघीय स्वरूप से आप क्या समझते हैं? यह क्यों महत्वपूर्ण है।

Ans. Our constitutional provides for a federal form of government this means that the responsibility of governing our country has been divided into the central government and the state governments. Panchayati raj is third tier of government

Indian is a vast country. Different communities of people live here. Hence, a system of government needed to be devised that did not involve only persons sitting in the capital

city of New Delhi and making decisions for every one. Instead, it was necessary to have another level of government in the state so that decisions could be made for that particular area. In this way, it will be easier to make positive efforts for the development of the country as well as the states.

संघीय ढांचे का मतबल है सरकार चलाने की जिम्मेदारी केन्द्र और राज्य सरकारों में विभाजित होना। इसका एक अन्य रूप पंचायती राज्य भी है।

भारत एक विशाल देश है जहां विभिन्न धर्मों, जातियों, समुदायों, भाषा-भाषी लोग निवास करते हैं। इसलिए एक ऐसे प्रणाली की आवश्यकता है जो विभिन्न समुदायों में सामंजस्य स्थापित कर सके और साथ ही साथ केन्द्र और राज्य के समान विकास के लिए सकारात्मक प्रयास करने में सभी की मदद करें।

2. Understanding Secularism

धर्म निरपेक्षता की समझ

1. Choose the correct option- सही विकल्प चुनिये—

(i) Which one is correct statement with regard to saudi arabia?

सऊदी अरब के संबंध में कौन सा कथन सही है—

(a) Non- muslims can gather in a public place for prayer

(b) They can not build a temple, church e.t.c.

(c) They can live in their own way

(d) All of these.

(क). गैर मुस्लिम सार्वजनिक स्थान पर इकट्ठा हो कर प्रार्थना कर सकते है

(ख). वे मंदिर चर्च इत्यादि नहीं बनवा सकते।

(ग). वे अपने तरीकों से नहीं रह सकते।

(घ). इनमें से सभी ।

(ii) **The most important aspect of secularism is its-**

धर्मनिरपेक्षता का सबसे महत्वपूर्ण तथ्य है—

(a) Separation of religion from state power

(b) Separation of politics from religion

(c) Separation of one community from another

(d) Mixing of religion with state power

(क). राज्य की सत्ता से धर्म का अलग होना।

(ख). राजनीति का धर्म से अलग होना।

(ग). एक समुदाय का दूसरे से अलग होना।

(घ). धर्म और राज्य की शक्तियों का मिश्रण।

Answer

(i) B (ii) A

FOR SLOW LEARNER STUDENTS

2. What does the term 'secularism' refer to?

धर्मनिरपेक्षता शब्द से क्या आशय है?

Ans. The term 'secularism' refers to the separation of the power of religion from the power of the state.

धर्मनिरपेक्षता शब्द से आशय राज्य की शक्ति का धार्मिक शक्ति से अलग रखना है।

3. Why can not government school celebrate religious festivals.

सरकारी विद्यालय धार्मिक त्योहारों का आयोजन क्यों नहीं करते?

Ans. Government school can not celebrate religious festivals because it will be a violation of government policy of treating all religions equally.

सरकारी विद्यालय धार्मिक त्योहारों का इस लिए आयोजन नहीं करते क्योंकि इससे हमारी धर्मनिरपेक्षता प्रभावित होगी और किसी एक धर्म के प्रति सरकार का रुख पक्षपाती हो सकता है।

FOR BRILIANT STUDENTS

4. What are the three objectives of a secular state?

धर्मनिरपेक्ष राज्य के कौन से प्रमुख उद्देश्य होते हैं?

Ans. The three objectives of a secular state are-

(a) One religious community does not dominate another

(b) The state does not enforce any particular religion nor does it take away the religious freedom of individuals.

प्रमुख उद्देश्य—

(क). एक धार्मिक समुदाय के लोग दूसरे धार्मिक समुदाय के लोगों को नीचा नहीं दिखा सकते।

(ख). राज्य किसी धर्म विशेष को प्रोत्साहित नहीं कर सकता।

3- Ruling the Countryside

Multiple Choice Questions

1- Choose the correct option सही विकल्प चुनिये-

i- One third of the population was wiped out form Bengal because

- a- a terrible famine occurred these
- b- a civil war broke out
- c- an epidemic broke out
- d- none of these

बंगाल की एक तिहाई जनसंख्या समाप्त हो गयी क्योंकि
क एक कष्टदायक अकाल पड़ा
ख एक गृह युद्ध छिड़ गया।
ग एक महामारी फैल गयी
घ इनमें से कोई नहीं।

ii- The Mahalwari system was introduced by

- a- Charles Carnwallies
- b- Robert Clive
- c- Holte Mackenjies
- d- James Mill

महालवारी व्यवस्था प्रारम्भ की-
क चार्ल्स कार्नवालिस
ख राबर्ट क्लाइव
ग होल्ट मैकेन्जी
घ जेम्स मिल

iii- The Rzots were.....

- a- Cultivators
- b- Zamindars
- c- Traders
- d- Money landers

रैयत थे-
क किसान
ख जमीदार
ग व्यापारी
घ साहूकार

iv- The Indiago commission was set up to enquire into the system of Indigo productions. Whom did the commission hold guilty?

- a- The ryots
- b- The government
- c- The Planters
- d- both (a) and (b)

नील आयोग ने किसे दोषी पाया?

क रैयत

ख सरकार

ग बागान मालिक

घ क और ख दोनों

v- **After the indigo production collapsed in Bengal, the planters shifted their operation to-**

- a- Gujrat
- b- Bihar
- c- Orissa
- d- Rajasthan

बंगाल में नील उत्पादन धराशायी हो जाने पर बागान मालिकों ने अपना कार्य कहाँ स्थानांतरित किया?

क गुजरात

ख बिहार

ग उड़ीसा

घ राजस्थान

Ans - (i) a (ii) c (iii) a (iv) c (v) b

For Slow Learner Students

1- Who was the Governor General of India when the Permanent settlement was introduced ?

Ans- Charles Cornwallis

जब स्थायी बंदोबस्त लागू किया गया उस समय भारत का गर्वनर जनरल कौन था?

चार्ल्स कार्नवालिस

2- What did the Permanent settlement actually mean ?

स्थायी बंदोबस्त से आप क्या समझते हैं?

Ans- The amount of revenue the peasants were expected to pay was fix permanently, that is, it was not to be increased ever in future.

इस बंदोबस्त में जिनकी कर अदायगी की आशा की जाती थी उसे निश्चित रूप से दिया जाना था और इसे भविष्य में बढ़ाया नहीं जा सकता था।

3- What problems did zamindars face under the permanent settlement?

स्थायी बंदोबस्त के अंतर्गत किसानों ने किस तरह की समस्याओं का समना किया

Ans- As the revenue had been fixed very high, zamindars found it difficult to pay anyone who failed to pay the revenue lost his zamindari.

जिस तरह की कर राशि निश्चित की गई थी उसे जमींदार अदा करने में असमर्थता महसूस कर रहे थे। जो जमींदार कर अदा करने में असफल रहे उनसे जमींदारी छीन ली जाती थी।

4- What is indigo?

नील क्या है।

Ans- It is plant that produce rich blue colour used as a dye?

नील एक ऐसा पौधा है जिसके चटक रंग से कपड़ों को रंगने का कार्य लिया जाता है।

5- Where did the French begin cultivating indigo?

फ्रांसीसियों ने नील की खेती कहां आरम्भ की?

Ans- The French begin cultivating indigo in st. Domingue in the caribbean island.

कैरीबिआई द्वीप समूह के सेण्ट डोमिंग्यू ।

6- Where did the English cultivate indigo ?

अंग्रेज नील कहां उगाते थे?

Ans- The English cultivate indigo in Jamaica.

जमैका में

7- What did nij cultivation required ?

निज खेती के लिए किसकी आवश्यकता होती थी?

Ans- It required many ploughs and bullocks

बहुत से हल और बैलों की ।

8- What was the big problems for the planters?

बागान मालिकों की कौन सी सबसे बड़ी समस्या थी?

Ans-They were not in position to invest on purchase and maintaince of ploughs.

बागान मालिक हल बैलों की खरीदारी तथा रखरखाव में निवेश की स्थिति में नहीं थे।

9- What role did women play in the cultivation of indiago?

महिलाओं ने नील की खेती में क्या भूमिका अदा की?

Ans- They carried the indigo plants to settler Vat.

महिलायें नील के पौधे के सेटलरवॉट में डालती थी।

10- Who were the gomasthas?

गोमास्ता कौन थे?

Ans- They were the agents of Planters.

बागान मालिकों के एजेण्ट थे।

11- Who were the lathiyals?

लठियाल कौन थे?

Ans- They were the lathi-wielding strongmen maintain by planters.

बागान मालिको के लाठीधारी (लठैत) लोग।

For Brilliant Students

12- How did the Bengal economy fall into a deep crises?

बंगाल के अर्थव्यवस्था गहरे संकट में कैसे पड़ गई?

Ans- After the company became the Diwan of Bengal at began its efforts to increase the revenue as much as it could and buy fine cotton and silk cloths as cheaply as possible. within the five years the value of goods bought by the company in Bengal double. Before 1765, the company has purchased goods in India by importing gold and silver from Britein. Now the revenue collected in Bengal could finance the purchase of goods for export. This caused huge loss of revenue for Bengal which paralysed its economy.

अंग्रेजों द्वारा बंगाल में एकत्र की जाने वाली कर राशि से निर्यात के लिए वस्तुएं खरीदी जाती थी। जिसके कारण बंगाल को राजस्व हानि होने लगी और अर्थव्यवस्था पंगु बन गई।

13- Give a brief description of the mahalwari system.

महालवारी व्यवस्था का संक्षिप्त विवरण दीजिए?

Ans- The Mahalwari systems devised by as Englishman called Holt mackenzie which came into effect in 1992. He felt that the villager was an important social institution in north Indian Society that needed to be preserved under his direction collectors went from village to village inspecting the land, measuring the field and recording the customs and rights of different groups. The estimated revenue of each plot within a village was added upto calculate the revenue that each village , i.e, mahal had to pay. This demand was to revised periodically. The village hadman was given the charge of collecting the revenue and paying it to the company.

यह व्यवस्था 1822 में होल्ट मैकेन्जी ने लागू की इस व्यवस्था में प्रत्येक गांव के राजस्व की गणना की गई। इसे प्रत्येक गांव को देना होता था और राशि का पुनःनिर्धारण किया जाना था और गांव के मुखिया को राजस्व इकट्ठा करने की जिम्मेदारी सौंपी गई थी।

14- What was the munro system 2 or what was ryatwari systems?

मुनरो या रैयतवारी व्यवस्था क्या थी?

Ans- In the British territories in the south a new system was divised that came to be known as the ryotwari systems. It a tried in a small scale by captain Alexander Read .After wards , Thomas Munro, who was the governer of madras developed this system which gradully extended all over south India.

In the south there were no traditional zamindars. Hence the settlement was made directly with the cultivators or ryots who had tilled the land for generations. Their fields were separately surveyed before the revenue assessment was made.

सबसे पहले यह व्यवस्था कैप्टन ऐलेकजेण्डर रीड ने दक्षिण भारत के एक छोटे से क्षेत्र में लागू की। इस व्यवस्था में सीधे किसानों से लगान लिया जाता था और समय-समय पर इसका पुनःनिरीक्षण होना था।

15- How did indigo cultivators show their anger ?

नील उत्पादक किसानों ने अपनी नाराजगी कैसे व्यक्त की?

Ans- They showed their anger in the following ways-

- a- They refused to pay rents to the planters and attacked indigo factories, armed with swords and spears, bow and arrows.
- b- Women turned up to fight with pots, pans and kitchen equipments.
- c- The Gomasthas agent of planters, were beaten up, when they came collect rents.

क उन्होंने बागान मालिकों को किराये का भुगतान बंद कर दिया

ख औरतें अपने बर्तनों तथा अन्य सामग्रियों से लड़ने के लिए तैयार हो गईं

ग गोमास्ता पीटे जाने लगे।

4- Tribals, Dikus and the vision of a Golden Age

Multiple Choice Questions

1- Choose the correct Option- सही विकल्प चुनिये

i- The Khonds belonged to-

- a- Gujrat
- b- Jharkhand
- c- Orissa
- d- Punjab

खोंड रहते थे

क गुजरात में

ख झारखण्ड में

ग उड़ीसा में

घ पंजाब में

ii- Vaishnav preachers were the worshippers of

- a- Shiva
- b- Durga
- c- Krishna

d- Vishnu

वैष्णव उपासक थे

क शिव के

ख दुर्गा के

ग कृष्ण के

घ विष्णु के

iii- Kusum and Pasash flowers were used to

a- Prepare medicines

b- Make garlands

c- Color clothes and leather

d- Prepare hair oil

कुसुम और पल्लोश के फूलों का प्रयोग किया जाता था

क औषधि बनाने में

ख माला बनाने में

ग कपड़े और चमड़ों को रंगने में

घ बालों के लिए तेल तैयार करने में

iv- The goddis of Kulu were

a- Shaphereds

b- Cattle hunters

c- Fruit Gatherers

d- Hunters

कुलु के गद्दी थे।

क गड़रिए

ख पशुपालक

ग फल संग्राहक

घ शिकारी

Ans- (i) c (ii) d (iii) d (iv) c (v) a

For Slow Learner Students

2- Mention different types of activities of the tribal people

Ans- a- Some practiced Jhum cultivation.

b- Some were hunter-gatherers

c- Some herded animals

d - Some took to settled cultivation.

आदिवासी लोगों की विभिन्न प्रकार की गतिविधियां लिखिए—

क कुछ लोग झूम खेती करते थे।

ख कुछ लोग शिकारी तथा संग्राहक थे।

ग कुछ लोग पशु पालते थे।

घ कुछ लोग एक जगह रह कर खेती करते थे।

3- Why did the British want tribal groups to settle down and become peasant cultivators ?

अंग्रेज क्यों चाहते थे कि आदिवासी समूह के लोग एक स्थान पर स्थायी रूप से बस जाये तथा खेती करें?

Ans- It was because settled peasants were easier to control and administer than people who were always on the move.

वे ऐसा इसलिए चाहते थे क्योंकि स्थायी रूप से रहने वाले किसानों का शासन करना और उन पर नियंत्रण रखना उन लोगों की अपेक्षा अधिक आसान था जो हमेशा घुमा करते थे।

4- What problem did the British face after they stopped the tribal people from living inside forests?

आदिवासी लोगों को जंगलो के अंदर रहने से रोकने के बाद अंग्रेजों को किस मुख्य समस्या का सामना करना पड़ा?

Ans- They faced the problem of shortage of labour.

मजदूरों की कमी की समस्या का सामना करना पड़ा।

5- Why did the forest Department establish forest village

वन विभाग ने वन गांवों की स्थापना क्यों की?

Ans- It did so in order to ensure a regular supply of cheap labour

6- How did the tribal groups view the market and the traders?

बाजार और व्यापारियों को आदिवासी समूहों ने किस तरह माना?

Ans- They viewed them as their main enemies

7- Who was Birsa?

बिरसा कौन थे?

Ans- Birsa belonged to a family of mundas, a tribal group that lived in chottanagpur.

8- What did people say about him?

लोग उनके विषय में क्या कहते थे?

Ans- People said that he had miraculous powers. He could cure all diseases and multiply grain.

9- What problems did Birsa set out to resolve ?

बिरसा ने किन समस्याओं को हल करने के लिए उठाया?

Ans- (a)- The familiar ways of tribal's seemed to be disappearing.

(b) - Their livelihood under threat.

(c) - The religion appeared to be in danger. Birsa set out to resolve these problems.

10- Who were the outsiders being referred to as dikus?

किन बाहरी लोगों को दीकु माना जाता था?

Ans- Traders, moneylenders, missionaries, Hindu, landlords and the British were the outsiders being referred to as dikus.

11- When and where was the forest satyagraha staged?

कब और कहाँ वन सत्याग्रह चलाया गया?

Ans- The forest satyagraha occurred in 1930 in the central provinces.

For Brilliant Students

12- What were the main activities of the Khonds living in the forests of Orissa?

उड़ीसा के जंगलों में रहने वाले खोंडों की प्रमुख गतिविधियाँ क्या थीं?

Ans- The Khonds were basically hunter- gatherers. They regularly went out on collective hunts and then divided the meat amongst themselves. They ate fruits and roots collected from the forest and cooked food with the oil they extracted from the seeds of the sal and Mahua. They used many forest shrubs and herbs for medical medicinal purpose and sold forest produce in the social markets. At their activities were based on forest.

13- How did traders and money landers exploit the tribal people?

14. व्यापारी और सहकार आदिवासी लोगों का शोषण कैसे करते थे?

Ans- Tribal group often needed to buy and sell in order to be able to get the goods that were not produced within the locality. This led to their dependence on traders and moneylanders. Traders came around with things for sale. The sold good at high prices.

Money lenders used to give loans with which the tribal met their cash needs adding to what they earned. But the interest charged on the loans was very high thus both traders and money lenders always exploited the tribal People. It is therefore the tribal saw them as evil outsiders and the cause of their misery.

15- How did the British officials view settled tribal groups and those who moved about from place to place?

एक स्थान पर स्थायी रूप से रहने वाले तथा एक स्थान से दूसरे स्थान घूमने वाले आदिवासी समूहों के संबंध में अंग्रेजों का क्या मत था?

Ans- The British officials saw settled tribal groups such as the Gonds and santhals as more civilized than hunter gathers or shifting cultivators. These tribal groups lived in the forest and kept on moving. They did not have a fixed home. The British considered them wild and savage and therefore they needed to be settled and civilized.

16- Why was the British effort to settle Jhum cultivators not very successful?

17. अंग्रेजों का झूम कृषि रोकने का प्रयास अधिक सफल क्यों नहीं था?

Ans- (a) - It is usually difficult to carry on settled plough cultivation in areas where water is scarce and soil is dry.

(b) - Jhum cultivators who took to plough cultivation often suffered since their fields did not produce good yields. Hence, the Jhum cultivators in north-east India insisted on continuing with their traditional practice.

(c) - The British faced widespread protests. Therefore they allowed them to carry on shifting cultivation in some parts of the forest.

18- What problem did the British face after they brought change in forest laws? How did they solve the problems?

वन कानूनों में परिवर्तन के बाद अंग्रेजों को किन समस्याओं का सामना करना पड़ा?

Ans- The British stopped the tribal people from living inside forest by introducing some changes in the forest laws. This created a problem. They lost labour force because most of the Jhum cultivators moved to other areas in search of work. Who would cut trees for railway sleepers and transport logs.

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

19- Give a brief history of the revolts by different tribal groups in the country

देश में विभिन्न आदिवासी समूहों द्वारा किए गए विद्रोहों का संक्षिप्त इतिहास लिखिए।

Ans- Several tribal groups in different parts of the country were unhappy with the changes they were experiencing and the problems they were facing under the British rule. Finally they rebelled against the changes in laws, the restrictions on their practices, the new taxes they had to pay, and the exploitation by traders and money lenders.

- The Kols rebelled in 1831-32
- The Santhals rose in revolt in 1835
- The Baster Rebellion in central India broke out in 1910.
- The Warli Revolt in Maharashtra in 1940
- Birsa Munda also led one such movement.

20- Give a brief life sketch of Birsa Munda

बिरसा मुंडा के जीवन की एक संक्षिप्त रूपरेखा लिखिए।

Ans- Birsa was born in the mid 1870s in a family of Munda, a tribal group that lived in Chattanagpur. He grew up around the forest of Bohanda, grazing sheep, playing flute and dancing in the local akhara. As an adolescent Birsa heard tales of Munda uprising of the past and saw sirdars (leaders) of the community using the people to revolt.

Birsa took great interest in the sermons of missionaries because they inspired the Munda to attain their lost rights. He also enjoyed the company of a prominent Vaishnav

preacher. He were the sacred thread and began to value the importance of purity and piety.

He decide to reform tribal society He urged the Mundas to give up all their bad practices like drinking liquor, etc. Here it is worth mentioning that Birsa also turned against missionaries and Hindu landlords. He urged his followers to restore their glorious past. He talked of a golden age in the past - when munda lived a very good life, past. He talked of a golden age in the past-when munda lived a very good life. They did not kill their brethren and relatives. Birsa wanted to see these qualities again in the triable society. The British official got terrified to visualise the political aims of Birsa Munda. As the movement spread, the government arrested him in 1895, convicted him on the charges of rioting. He was also jailed him for two years.

After Birsa was released in 1897, he began to tour the village to gather support. He urged his supporters to destroy dikus and the Europeans. In 1900, he died of cholera and movement faded out. But it proved significant in the long run.

SUMMATIVE ASSESSEMENT –I {2012-13}
CLASS: - VIII
SUBJECT: - SOCIAL STUDIES

TIME: 2.30 HRS

M.M.: 90

Instructions:-

1. All the questions are compulsory.

सभी प्रश्न अनिवार्य है ।

2. Marks for each question are mentioned against them.

प्रत्येक प्रश्न के अंक आगे दिये गये हैं ।

3. Question no. 1 to 10 are of one mark each.

प्रश्न 1 से 10 तक के प्रश्न एक अंक के हैं ।

4. Question No.11 to 22 are of 3 marks each. Answer of these question should not be more than 40 words.

11 से 22 तक के प्रश्न 3 अंक के हैं। प्रश्न का उत्तर 40 शब्दों से अधिक न हो ।

5. Question No.26 to 33 are of 5marks each. Answer of these questions should not be more than 60 words.

23 से 30 तक के प्रश्न 5 अंक के हैं। प्रश्न का उत्तर 60 शब्दों से अधिक न हो ।

6 Question no. 34 is related to map. Map should be tied properly in middle of answer sheet.

प्रश्न 31 मान चत्र से सम्बन्धित है। मान चत्र को उत्तर पुस्तिका के मध्य में जोड़े।

PART I

Q. 1. which one of the following is a human made resource? 1

इनमें कौन सा मानव निर्मित साधन है ?

A) Land भूमि B) Water पानी C) Road सड़क

Q.2. In the following which is called black gold? 1

निम्न में से किसे काला सोना कहा जाता है?

A) coal कोयला B) petroleum पेट्रोलियम C) Bio gas बायो गैस

Q.3. Who devised the Mahalwari system? 1

महलवारी प्रथा कसने चलाई ?

A) Lord Cornwallis लॉर्ड कारनवालिस
B) Robert Clive रॉबर्ट क्लाइव
C) Holt Mackenzie होल्ट मकेनजी

Q.4. when was delhi became the capital of British India ? 1

दिल्ली अंग्रेजी साम्राज्य की राजधानी कब बनी ?

A) 1911 B) 1912 C) 1913 D) 1914

Q.5. who is the president of Indian constituent assembly 1

संविधान सभा का अध्यक्ष कौन थे ?

A) Jawaharlal Nehru जवाहर लाल नेहरू
B) Dr. Rajender Prasad डा. राजेंद्र प्रसाद
C) Dr. BhimRaoAmbedkar डा. राजेन्द्र प्रसाद

Q.6. how many houses of Indian parliament ? 1

भारतीय संसद के कितने सदन हैं ?

A) 1 B) 2 C) 3

Q.7. how many levels are in In Indian Judiciary System ? 1

भारतीय न्याय प्रणाली के कतने स्तर हैं ?

A)3

B)4

C)6

Q.8. how many Delhi before new Delhi ? 1

नई दिल्ली से पहले कतनी दिल्लीयाँ थी ?

A) 14

B) 15

C) 16

Q. 9.when did Birsa die ? 1

वरसा की मृत्यु कब हुई ?

A)1899

B) 1902

C) 1900

Q.10 The Constitution of India was adopted and enacted in which year. 1

(a) 1947

(b) 1949

(c) 1950

भारत का सँ वधान कस वर्ष अपनाया गया-

अ) 1947

ब) 1949

स)) 1950

PART II

Q.11. why are human resources important ? 3

मानव महत्वपूर्ण संसाधन क्यों है ?

Q.12. . What is sustainable development? 3

सतत पोषणीय विकास को परिभाषित कीजिए।

Q.13. why is land considered an important resource ? 3

भु म को महत्वपूर्ण संसाधन क्यों माना गया है ?

Q14. how did the power of tribals chiefs change under colonial rule ? 3

औपनिवेशिक शासन के दौरान जनजातिय सरदारों की शक्तियों मे कस प्रकार बदलाव आए ?

Q.15. describe the main features of permnent settlement. 3

स्थाई बन्दोबस्त की मुख्य वशेषताओं का वर्णन करो ?

Q.16 why did the british preserve official documents? 3

अंग्रेज सरकारी दस्तावेजों को संरक्षित क्यों रखते थे ?

Q.17. why does a democratic country need a constitution ? 3

एक लोकतांत्रिक देश को संवधान की आवश्यकता क्यों होती है ?

Q.18. why do you think nationalist movement supported the idea that all adult have a right to vote. 3

आपके विचार में राष्ट्रवादी नेताओं ने सभी वयस्कों को मत देने के अधिकार का समर्थन क्यों किया ?

Q.19. Why do we need a parliament ? 3

हमें संसद की आवश्यकता क्यों होती है?

Q.20. what is meant by de-Urbanization ? 3

वशहरीकरण क्या है ?

Q.21. explain the subsidiary alliance ? 3

सहायक संधि की व्याख्या कीजिए।

Q.22. How did the last mughal emperor live the last years of his life ? 3

अंतिम मुगल सम्राट ने अपने जीवन के अंतिम वर्ष कस प्रकार व्यतीत किए ?

Q.23. What were the changes that took place after the 1857 revolt? 5

1857 की क्रांति के बाद ब्रिटिश शासन में क्या परिवर्तन हुए ?

Q.24. Give four ways in which you can save energy at home? 5

आप कैसे ऊर्जा की बचत कर सकते हैं, चार प्रकार लिखें।

Q.25. find out some examples of different views within the same religion . 5

एक ही धर्म के भीतर अलग-अलग दृष्टिकोणों के कुछ उदाहरण दें।

Q.26. Why are resources distributed unequally over the earth? Explain. 5

पृथ्वी पर संसाधनों का वितरण असमान क्यों है?

Q.27. what is the difference between biogas and natural gas? 5

बायोगैस और प्राकृतिक गैस में क्या अंतर है ?

Q.28. Write the merits of non conventional resources of energy?

5

उर्जा के गैर परंपरागत संसाधनों के लाभ लिखिए।

Q. 29.What is the Structure of court in India?

5

भारतीय न्यायालय की संरचना को समझाइए।

Q. 30.State two reasons why historians refute the claim that the British introduced the

role of law in India ?

5

उन दो कारणों का उल्लेख कीजिए जिनमें इतिहासकार इस दावे का खंडन करते हैं कि

अंग्रेजों ने भारत में कानून का राज्य स्थापित किया **A**

Q.31. On an outline map of India, mark the following-

4

भारत के रेखा मान चित्र पर दर्शाए

- | | |
|----------------|------------|
| 1. laddakh | लद्दाख |
| 2. Jaisalmer | जैसलमेर |
| 3. Mumbai High | मुम्बई हाई |
| 4- Korba | कोरबा |

Marking Scheme

Q.4 - 1912

Q.5 - Dr. Rajender P.

Q.6 - 2

Q.7 - 3

Q.8 - 15

Q.9 - 1899

Q.10 - 1950

2. They also had to pay tribute to the British.
3. They had to discipline the tribal groups on behalf of the British.

Q.13 Why is land considered an important resource ?

Ans. Land is considered an important resource because :-

1. All human beings live on it and obtain most of their needs from it.
2. Land can be use in various ways such as constructing building road, railways etc.

Q.15 Main features of permanent settlement.

- (i) The rajs and talugdars were recognised as zamindars.
- (ii) They were asked to coollect rent from the beasants and pay revenue to the company. The amount to be paid was fixed permanently.
- (iii) It encouraged the zamindars to invest in improving the land.
- (iv) Since the revenue demand of the state would not be increased the zamindar would benefit from increased production from the land.
- (v) It any of them fayed to fultit these conditions he would ousted from his land.

Ans. 16 British preserve official document

The British preserved offical documents because they Like to have permanent record of every instruction, plan, policy, agreement. They believed that things could be properly studied and debated once we had such records.

Ans. 17 A democratic country need a constitution

- (i) It lays down rules that guard against the misuse of power by our political leaders.
- (ii) The constitution guarantees the right to equality to all persons and no citizen can be discriminated against on grounds of religion.
- (iii) The constitution also ensures that a dominant group does not use its power against other less powerful people or groups.

Ans. 18

- (i) The nationalists had started openly criticizing the British government and make demands.
- (ii) As far back as 1885, the Indian National congress demanded that there be elected member in the legislation.
- (iii) The government of India Act 1909 allowed for some elected representation. However, they did not allow for all adults to vote nor could people participate in decision making.

Q.21 Ans. He and his wife Begum zinat mahal were sent to prison in rangoon in october 1858. he died in the rangoon jail in November 1862.

Q.22 Ans. (i) The Indian rulers were to hold their kingdoms as Subordinates of the british crown

(ii) The land and property of muslims was confiscated on a i large scale.

(iii) Policies were made to product landlords and zamindars and give them security of rights over their lands.

Q.23 Ans. Subsidiary alliance :-

According to the terms of this alliance, Indian rulers were not allowed to have their Independent armed forces.

They were to be protected by the company.

Q.24 Ans. (i) Switching off the appliances when not inuse.

(ii) Minimum usage as per requirement.

(iii) Keeping the light dust free.

(iv) Maximising the use of natural breeze and light by keeping the windows open.

Q.25 Ans. (i) Shiv ratri 15 mainly celebrated by the follower's of lord shiva.

(ii) Holi 15 celebrated by all sections of Hindus and even by some sikhs.

Q.12 Why are human resources important ?

Ans. Human resources are more important because they can make new things and give more value in goods and services and are capable of making the best use of natural resources through their knowledge, skill and technology.

Q.20 What is meant by deurbanisation ?

Ans. Decline and decay of the cities is called deurbanisation.

Q.19 What is meant by a parliament ?

Ans. The highest legislative body of a country is known as parliament.

Q.14 How did the power of tribal chiefs change under colonial rule ?

Ans. Following were the changes.

(1) They were allowed to keep their land titles but they lost much of their administrative powers.

Q.26 The distribution of resources is uneven because of the availability of many physical factors like terrain, climate and altitude also differ very much over the earth.

Ans.27

Biogas	Natural Gas
(i) Biogas is the gaseous fuel obtained from the organic waste such as dead plant and animal material, animal dung and kitchen waste.	(i) Natural gas is found with petroleum deposit which is released when crude oil is brought to the surface.
(ii) It is an excellent fuel for cooking and lighting.	(ii) It is used both for domestic and industrial production.

Ans. 28 (i) Non-conventional sources of energy are not exhaustible sources of energy. They are renewable.

(ii) Their stock is unlimited.

(iii) Solar, wind, tidal, geothermal, atomic energy and biogas are examples of non-conventional sources of energy.

Ans. 29 The structures of courts in India can be represented by a pyramid.

(i) The courts that most people interact with are what are called subordinate or district court. They are usually at the district or tehsil level or in town and they hear many kinds of cases. Each state is divided into districts that are presided over by a district judge.

(ii) Each state has a High court which is the highest court of that state.

(iii) At the top in the supreme court that is located in New Delhi and is presided over by the chief Justice of India.

Q.30 Historians refuse the claim that the British introduced the rule of law in India because from the ancient time we found many books related to Hindu customs and traditions such as smritis and also in Islamic culture shariat are found which is related to laws.

Group E

MARKING SCHEME

Sub: S St

Class-VII

Summative Assessment-I

MCQs:

1. Tick the correct answer:

- a. Troposphere
- b. Stratosphere
- c. Ozone
- d. Desert
- e. Moraine
- f. River valleys
- g. Water cycle
- h. Equator
- i. Tide
- j. Rain
- k. Volcano
- l. Igneous
- m. Sedimentary rocks
- n. Road
- o. Aquarium

2. Biosphere: Narrow zone where land, water and air interact.

Environment: Our surrounding

Earthquake: Vibration of earth

Glacier: River of ice

Trade winds: Permanent winds

Ocean current: Stream of water moving infinite path

3. .

- a. Numbers of horses maintained
- b. Sulh-i-kul
- c. Manuscript
- d. Ziyauddin Barni
- e. Maize, Chilly, Potato
- f. Qabul
- g. Bizapur and Golkonda

4. .

- a. Dantidurga was Rashtrakuta Chief of Daccan. Initially Rashtrakutas were the subordinates of chalyas of Karnataka. Dantidurga in the mid 8th century overthrew his Chalukya overlord and performed a ritual 'Hiranyagarbha' and rebirth as a kshatriya.
- b. The patrons who joined Mughal service. They received their salaries as revenue assignment. This was called jagir.
- c. Jatis were the sub-castes which were grouped on the basis of economic and social status. They were ranked as per their background and their occupation. They frame their own rules and regulations for managing the conduct of their members. An assembly of elders was responsible for enforcing these regulations.
- d. Every adult citizen is allowed to cast his vote irrespective of Caste, creed, religion, sex etc.
- e. All means of communication. Provides news. Forms public opinion.
- f. Exogenic Force: Work on the surface of the earth .
Endogenic Force: Act in the interior of the earth.
- g. Temperature, winds, gravitational pulls of sun, the earth, the moon, the warm and cold currents.

5. .

- a. A rock is a natural mass of mineral matter that makes up the earth's crust rock can be different colour.
Three layers of the earth are:
 - i. Crust
 - ii. Mantle
 - iii. Core
- b. Public HS are run by the Govt while Private HS are managed by the Individuals of companies.
Govt can take steps to provide healthcare for all:
 - i. The largest producer of doctors, clinics and hospitals.
 - ii. Provide quality healthcare.
- c. Preparing the paper
Writing the text
Melting gold to highlight important words and passages.
Preparing the binding.
- d. .
 - i. Irrigation system in Chola period was much improved.:
 - ii. A variety of methods were applied for it, many wells were dug, huge tanks were also constructed to collect water.

6. A.

- i. Humbolt
- ii. Labrador

B.

- i. Gulf stream
- ii. Kuroshio

C.

Exosphere
Mesosphere
Stratosphere
Troposphere

**SUMMATIVE ASSESSMENT-I
MODEL QUESTION PAPER**

CLASS-VII

SUBJECT - SOCIAL SCIENCE

Tick the correct answer-

(i) The most important layer of the atmosphere is

- a) Troposphere
- b) Thermosphere
- c) Mesosphere

(ii) Which of the following layers of atmosphere is free from clouds?

- a) Stratosphere
- b) Exosphere
- c) Troposphere

(ii) Which of the following gases protect us from harmful sun rays?

- a) Carbon dioxide
- b) Nitrogen
- c) ozone

(iii) Mushroom rocks are found in

- a) Desert
- b) River Valleys
- c) Glaciers

(iv) Depositional feature of a glacier is

- a) Flood plain
- b) Beach
- c) Moraine

(v) Ox-Bow lakes are found in

- a) Glaciers
- b) River Valleys
- c) Desert

- (vi) The process by which water continually changes its form and circulates between oceans, atmosphere and land
- a) Water Cycle
 - b) Tides
 - c) Ocean Currents
- (vii) Generally the warm ocean currents originate near
- a) Poles
 - b) Equator
 - c) C) none of these
- (viii) The rhythmic rise and fall of ocean water twice in a day is called
- a) Tide
 - b) Ocean Current
 - c) Wave
- (ix) When precipitation comes down the earth
- a) Cloud
 - b) Rain
 - c) Snow
- (x) Which is caused by the sudden movement of the earth
- a) Volcano
 - b) Folding
 - c) Flood plains
- (xi) The rock which is made up of molten magma
- a) Igneous
 - b) Sedimentary
 - c) Metamorphic
- (xii) Rocks which contain fossils are
- a) Sedimentary rocks
 - b) Metamorphic rocks
 - c) Igneous rocks
- (xiii) Which is the human made environment
- a) Mountain
 - b) Sea
 - c) Road
- (xiv) Which is not a natural ecosystem
- a) Desert
 - b) Aquarium
 - c) Forest

2. Match the following

i) Biosphere

Vibration of earth

ii) Environment	River of ice
iii) Earthquake	Narrow zone where land, water and air interact
iv) Glacier	our surroundings
v) Trade winds	permanent winds
vii) Ocean currents	strong seismic waves
viii) Tsunami	Stream of water moving infinite path

3. Fill in the blanks-

- i) If Zat determines a Mansabdars rank and salary Sawar -ndicates his _____.
- ii) Abu Fazl, Akbar's friend and councilor helped him frame the idea of _____.
- iii) Archives are places where _____ are kept.
- iv) _____ was a fourteenth century chronicles.
- v) _____, _____ and _____ were some of the new crops introduced into the subcontinent during this period.
- vi) The capital of Mirza Hakim, Akbar's half brother was _____.
- vii) The five Deccan sultanates were Bihar, Khandesh, Ahmadnagar _____ and _____.

4. Give the answers of these questions:

- (a) How did the Rashtrakutas become powerful?
- (b) What was the relationship between the Mansabdar and Jagir?
- © How were the affairs of Jatis Regulated?
- (d) In democracy why is universal Adult Franchise important?
- (e) What do you mean by media? In what ways does the media play an important role in democracy?
- (f) What are the exogenic and endogenic forces?
- (g) Which factors affect the movement of ocean water?

5. Give the answers of these questions:

- (a) What is rock? State the name of the three layers of the earth and name the composition of minerals also with sketch.

(b) Distinguish between Private and Public health service. What are the different ways through which the govt can take steps to provide healthcare for all?

© What are the four steps in the making of manuscripts?

(d) What kind of irrigation works were developed in the Tamil Region?

7. Show on your Map:

A. (i) Name two cold currents.

(ii) Name two warm currents

B. Draw sketch of layers of atmosphere.

Map works

Group A

Class IX Ist Term

Question Bank- for class IX - regarding Maps.

Q.1 निम्नलिखित को भारत के मानचित्र पर दर्शाइये—

- (1) अरब सागर, बंगाल की खाड़ी में स्थित द्वीप समूह
- (2) कर्क रेखा कौन-2 से राज्यों से गुजरती है?
- (3) सबसे लम्बी तटरेखा वाला राज्य
- (4) भारतीय मुख्य भूभाग का दक्षिणी शीर्ष बिन्दु।
- (5) भारत श्रीलंका को अलग करने वाली जल समाधि।

Q.2 भारत के रेखा मानचित्र पर निम्नलिखित को दिखाइए—

पर्वत शिखर,— K₂, कंचन जुंगा, नंगा पर्वत, पूर्वीघाट—पश्चिमीघाट, पठार—छोटानागपुर

फ.3 भारत के रेखा मानचित्र पर भारत के भौतिक विभागों, पड़ोसी देशों को दर्शाइये।

Q.1. Show the following on Indian Outline Map-

- (1) Arabian Sea, Island situated in the Bay of Bengal.
- (2) Through which states does the Tropic of Cancer Pass/
- (3) Longest Coastal line State
- (4) The Southern most latitude of the Indian Main land in degrees.
- (5) The Strait Separation SriLanka from India.

Q.2. On an outline Map of India, show the following -

Peaks-K2, Kanhanjunga, Nanga Hill, Eastern Ghat-Western Ghat, Plateau-Chhotanagpur.

Q.3. On an outline Map of India, Show the following:-

Q.4 भारत के मानचित्र पर निम्नलिखित नदियों को चिह्नित कीजिए तथा उनका नाम लिखिए—

गंगा, सिन्धु, ब्रह्मपुत्र, तापी, महानदी

Q.4. On an outline Map of India Mark and label the following rivers:-

Ganga, Indus, Brahmaputra, Tapi, Mahanadi.

फ.5 भारत के रेखामानचित्र पर निम्नलिखित झीलों को चिह्नित व नाम लिखिए—

चिल्का, साँभर, बूलर, पुलीकट, कोलेरू।

Q.5. Mark and Label the following lakes on an outline Map of India:

Chilka, Sambhar, Wular, Pulicat, Killeru,

फ.6 भारत के रेखाचित्र पर निम्नलिखित को दर्शाइए—

पश्चिमी घाट, लक्षद्वीप, अंडमाननिकोबार द्वीप समूह, असम के ऊपरी हिस्से।

Q.8. On an outline Map of India Show the following:-

Western Ghats, Lakshadweep, Andaman and Nicobar islands, Upper parts of Assam.

History

(1) On an outline Map of Europe Mark and label the following:-

France, Germany, Prussia, Austria, Water-Loos.

यूरोप के मानचित्र पर निम्नलिखित को उचित चिह्नों द्वारा दर्शाइए—

फ्रांस, जर्मनी, प्रशिया, आस्ट्रिया, वाटर-लू

(2) On an outline Map of the World show the following.

(i) Centre of October Revolution fig. 17 A.D.

(ii) Centre of Bloody Sunday of 1905 A.D.

(iii) Countries which were not participated in the 1st World War.

(Q.3) On Outline map of the World Mark & label the following-

- (i) Countries related to Axis Power.
- (ii) Countries related to Triple Alliance.

Q.3 संसार के रेखामानचित्र पर निम्नलिखित को उचित चिह्नो द्वारा प्रदर्शित करें—

(1) ध्रुवीशक्ति से सम्बन्धित देश (2) त्रिगुट संधि में शामिल देश।

Group B

Political Science

1. Work sheet on classification of the federal and non-federal forms of the government.

Geography

1. Survey on rain water harvesting.

Economics

1. Group discussion: Creating employment opportunity

History

1. Debate: Industrial development vs. environmental protection

Group C

History

1. Locate the following on the Map of India. (1 each)
Garo hills, Indus river, Narmada river, Ganga river.
2. Locate the following on the Map of India. (1 each)
Mahagarh, Burzhom, Mehrgarh, Brahmgi, Hallur, Bhimbetka.
3. Locate the following on the Map of India. (1 each)
Harappa, Mohanjodro, surkotada, Lothal, Chanhudaro, Kalibanga.
4. Locate the following on the Map of India. (1 each)
Kuru, Avanti, Gandhar, Panchala, Magadha, Anga.
5. Locate the following in the map of India. (1 each)
Chirad, Bhimbetka, Kolkata, Mumbai, Husangi, Kurnool.
6. Locate the following in the Map of India. (1 each)
Ujjain, Kosala.

Group D

History-

- 1.routes to india in the eighteenth century.
- 2.india in 1857
- 3.location of tribal group in india.
- 4.princaly states in 1947.

Geography-

- 1.mineral (coal,iron,petrol,gas)production places in india
- 2.national park and rivers,lakes
- 3.world map- distribution of oil, coal, iron, natural gas.

Group E

Lesson No	Map Work:
1.	Show the given centers of Sultanate period the in given map of India: GT Road Tuglakabad Daulatabad Ajmer Assignment
2.	Show the given centers of Mughal Empire the in given map of India: Malwa Agra Fatehpur Sikri Berar Assignment
3.	Show the given place in the map of India: The state where Somnath Temple situated
4.	Show the given place in the map of India: Surat Hampi Masulipattnam
5.	Show the given place in the map of India: Kodarma Bailadila
6.	Show the given place in the map of India: Bhabha Atomic Research centre. Chandipur
7.	Show the given place in the map of India: Nanda Devi National Park Kaziranga National Park Periyar Tiger Reserve

Project

Group A

Chapter Wise Home Assignment
Class-IX
Group A
Subject- social science
History+ Geography+Political Sc+Economics

- Q.1- Discuss the causes of the french Revolution 1789
- Q.2- Describe the Importance of the revolution of 1907 in Russia?
- Q.-3 What do you mean by the second front in the second world war?
- Q.4-Write three advantages of forests?
- Q.5-Discuss the life style of Banjaras?
- Q.6-Why were the threshing Machine opposed by the poor in England?
- Q.7-Which changes were Introduced in the game of cricket during the 19th century?
- Q.8 –Which changes made possible in Britain to make Changes in the Traditional dress?
- Q.9-Name the countries which are larger than India?
- Q.10-Write any four characteristic of the Ganga –Brahmaputra Delta?
- Q.11-What is a lake? How lakes are formed?
- Q.12-Why do the North- East Trade winds change their direction while blowing through the Ganga Vally?
- Q13-What do you mean by Natural resources? What is their Importance?
- Q14- What is census?OR Define sex ratio?
- Q15-List example of what makes the Army rule in Myanmar undemocratic?
- Q16-China a democratic country OR not ?give two arguments in favour of your answer?
- Q.17-Write a short note on Universal Adult Franchise
- Q18- What makes an election democratic?
- Q19- Can you name the president of the Indian Union till date?
- Q.20- What is the meaning of Fundamental Rights?

Q.21- Which type of Transport are visible in the Palampur –Raiganj road?

Q.22- Japan has no Natural resources than why has it progressed?

Q23-Describe how the Poverty line is measured in India?

Q24- What are three dimension of food security?

Q25- Explain Natural Disaster and Human made disaster?

Group B

Assignment

Economics

(a) Collect different picture related to economic activity and write short note on that.

(b) Collect the data related growth in the developed and developing country.

(a)Duties of a citizen to conserve the environment and resources

History

Q. 4. Why East India Company appointed Gomashas ?

Q. Why is the Bombay city of dreams for some, while a city of hardship for others?

Q. What is meant by the Breton Woods Agreement?

Political Science

Q. What are the different forms of power sharing in modern democracy?

Q. State any two differences between the federal and the unitary government

Geography

Q. What is sustainable development?

Q. What do you mean by soil erosion? How many types of soil erosion take place?

Group C

CLASS VI

Subject :- History	
Chapter	Activities
1. What, where, how and when	Prepare a file for Magadh
2. On the trail of the earliest people	Collect the stones of different colours and shapes.
3. From gathering to growing food	Collage of Tribles and pictures of Tribles
4. In the earliest cities	Write about Harappa civilization with pictures.
5. What books and burials tell us	Article for four Vedas themes.
6. Kingdoms, kings and an early republic	An album of Janpad Aand Mahajanpad
Subject :- Geography	
1. The earth in the solar system	Modle of Solar system
2. Globe : Latitudes and longitudes	Draw the Earth on five important latitudes and heat zones.
3. Motion of the Earth	Chart of the Seasons.
4. Maps	Conventional signs.
Subject :- Civics	
1. Understanding Diversity	Symbol of different religion and their places in chart.
2. Diversity and Discrimination	Write about Dr. B. R. Ambedkar.
3. What is Government	Group discussion on Democracy.
4. Key elements of a Democratic Country	Quiz and Debate
5. Panchayati Raj	Write about your village people and the work of Pradhan

Group D

Assignment

HISTORY-1.COLLECT DATAS OF FAMOUS ARCHIVES AND FAMOUS ITEMS KEPT IN IT.

2.COLLECT COINS IN THE OF COLONIAL PERIOD AND COMPARE IT MORDERN COINS AND COLLECTION OF PAINTINGS IN THIS PERIOD.

3. WRITE AN ASSIGNMENT ON CHAMPARN MOVEMENT.

4.MAKE A PROJECT ON THE LIFE OF TRIBALS WHO ARE AFFECTED BY MORDERN DAMS.

5. COLLECT POPULAR SONGS IN THE TIME OF REBELLION.

6.MAKE PROJECT ON THE LIFE OF DELHI PEOPLE IN THE CURRENT TIMES .

GEOGRAPHY-1.MAKE A PROJECT ON NON-CONVENTIONAL TYPES OF ENERGY RESOURCES.

2.MAKE A PROJECT ON WATER HARVESTING.

3.VISIT A NATIONAL PARK AND WRITE ABOUT THE LIFE OF WILD ANIMALS.

CIVICS-1.MAKE PROJECT WHO IS SHOWS CHARACTERISTIC OF OUR CONSTITUTION.

2.MAKE A CHART WHICH SHOWS DIVERSITY AND SECULARISM IN INDIA.

3.COMPARE FUNCTING OF ANY TWO PARLIAMENTARY SYSTEM OF THE WORLD.

4.MAKE CARTOON WHICH REPRESENTS POWER OF LAWS .

5. MAKE PROJECT ON JUDICIARY SYSTEM IN DIFFERENT COUNTRIES.

Civics.1.chapter	difference between state and central govt.
2.	Give chart on different festivals and costumes
3.	Discussion on : need of rajya sabha
4.	Discussion on:new law on child abuse
5	Discussion on:need of judiciary

Geo.1	Related to waste material and use of waste materials in needful thanks
2	plantation
3	Excursion-visit different sites
His-1	Find out life of workers in colonial period
2.	Trade activity
3.	Revenue collection system-new and old
4.	Life of workers in mining
5.	Rebel related activity
6.	Showing pictures of different monuments and buildings

Group E

Assignments

Lesson No	Assignment
1.	In what ways has the meaning of the term 'Hindustan' changed over the centuries.
2.	How was the administration organized during the Chola regime? Write the Importance of Brahmanas in that period.
3.	'Muhammad Tuglaq's administrative measures were a failure' Explain with examples.
4.	Write a small paragraph on Shah Jahan.
5.	Write a brief note on Sultan Mahmud of Ghazni.
6.	Construct a statue using lost wax technique.
7.	Visit an archive and make a list of items you see there.
8.	Prepare a model of Manuscript as per guided in the lesson.
9.	Prepare an album of the great buildings constructed in the Mughal period.
10.	Collect a few photographs of the kings related to this chapter and paste on a scrap book.
11.	Construct a statue using lost wax technique.
12.	Visit any village of your locality and prepare a report on its administration.
13.	What was the importance of Kabul during the Medieval period?
14.	Visit the any Govt Hospital of Your locality and write a passage of its working.
15.	Write 5 slogans on the girls' right.

Teaching Aids

Group A

Teaching Aids For Class ix Chapter Wise

HISTORY-

- Chapter-1
- 1-World Map
 - 2-Europe Map
 - 3-Picture-Nepoleon ,Louis xvi
- Chapter-2
- 1-Map,Model,Charts
 - 2-P.P.P.,PictureOf Karl Marx,Lenin
- Chapter-3
- 1-World,Germany Map
 - 2-Picture Of Hitler,Charchil
- Chapter-4
- 1-Area of shifting Cultivation in India
 - 2-Figure of Forest[Chhattisgarh, Jawa
 - 3-Painting of john Danson
- Chapter-5
- 1-Area of pastoral Communities in world
 - 2-Pastoral Community of Rajasthan
- Chapter-6
- 1-Map Model Charts
 - 2-Pictures of England, U.S.A and Indian Farmers
- Chapter-7
- 1-Cricket field
 - 2-News paper
 - 3-Bat,Ball model with weight
- Chapter-8
- 1-Gandhi cap,Clothes and dress of different country
 - 2-Figure of Mahatma Gandhi open body

GEOGRAPHY

- Chapter-1
- 1-Political and Physical Map of India
 - 2-Chart ,Model,Chalk,Duster,etc.
 - 3-Graph chart of seven big country of world
- Chapter-2
- 1-Physical map of India
 - 2-Himalayan Range model

Chapter-3	1-Main Rivers and Lakes in India 2-Model of Tributary, Gaurge,Drainage 3-Figure of different stage of Rivers
Chapter-4	1-India climate map,Newspaper,Internet 2-Temperature and Rainfall graphs table 3-Map showing regional variation of annual rainfall in india
Chapter-5	1-Figures of different types of forest 2-Area of wild life in India 3-Internet,newspaper
Chapter-6	1-World,India map 2-Graphs,charts,model 3-Population distribution in India

POLITICAL SCIENCE

Chapter-1	1-World map 2-Figures of Democracy in world i-From1900-1950 ii-In1975,iii-In2000
Chapter-2	1-Charts ,model,cartoon news paper,Internet
Chapter- 3	1-Picture of Nelson Mandela 2-Chart of differents leaders
Chapter-4	1-Area of Lok sabha election in India 2-Symbols of the Political party 3-Cartoon of voting Today and Tpmorrow
Chapter-5	1-Figure of LOk sabha and Rajya sabha 2-Picture of president and Primeminister in India
Chapter-6	1-Charts, model,internet etc. 2-Index of Fundamental right

ECONOMICS

- Chapter-1
- 1-Picture of a,village
 - 2-Crops,news paper,New teck.,in agriculture
 - 3-Factory of dairy industry
- Chapter-2
- 1-Human resources.human capital Table chart
 - 2-Chart of differents Activity done,by people
- Chapter-3
- 1-Picture of Ramsaran and Lakkha singh
 - 2-Comparative graph of Poverty
 - 3-Life of ShivRaman
- Chapter-4
- 1-Pictures of flood area,Land slides,Earthquake
 - 2-Cartoon
 - 3-P.P.P.

Group B

Map of India

Map of World

Globe

Chart

Power point presentation Slides

Black board

Chalk

Duster

CLASS VI**Subject :- History**

Chapter	Teaching Aid
7. What, where, how and when	Map, Coins, Charts.
8. On the trail of the earliest people	Diagram and Sketch.
9. From gathering to growing food	Map and Chart.
10. In the earliest cities	Model, Map and Chart.
11. What books and burials tell us	Model of weapons.
12. Kingdoms, kings and an early republic	Map and PPT.
Subject :- Geography	
5. The earth in the solar system	PPT
6. Globe : Latitudes and longitudes	Model of Earth
7. Motion of the Earth	Day and Night model.
8. Maps	Map and Globe.
Subject :- Civics	
6. Understanding Diversity	Story of diversity
7. Diversity and Discrimination	Pictures of discrimination of society.
8. What is Government	Chart, Newspaper
9. Key elements of a Democratic Country	Highlight the democracy collage.
10. Panchayati Raj	PPT and the chart of Panchayati Raj.

HISTORY

Group
E

List of
Teachi
ng Aid

How,when and where	Ancient literature,archives photo
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From trade to territory	Trade route map
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Ruling the country side	Chart releted to indigo plantation
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Tribals ,dikus,and the vision of a golden age	Location of some tribalgroup
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When people rebel	Places of revolt in 1857
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Colonialism and the city	Showing photos of shahjhanabad and new delhi
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Geography

Resources	India* world map, charts of imp resources
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Land,water,soil,wildlife and vegetation	Pictures of different wildlife and vegetation,water cycle,different irrigation activities
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Minerals and power resources	chart and map,working model of power project
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Civics

Indian constitution	Photos of imminenet personalities who made constitution
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Secularism	Different photos of who shows diversity and unity of india
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WHY DO WE NEED A PARLIAMENT	PARLIAMENT PHOTO AND EVM
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UNDERSTANDING LAWS	CHART OF CRIMINAL JUSTICE SYSTEM CHART
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JUDICIARY	CHART SHOWING TIERS OF JUDICIARY
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Lesson No	Teaching Aid
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HISTORY

1.	Map of Ancient India
2.	Model of Manuscript
3.	Date line showing important moments of Mughal Empire
4.	Old Coins, Photographs of Great Monuments constructed by Mughals
5.	Model of old Sculptures made by various things like: POP, metal etc.

GEOGRAPHY

1.	Chart showing ecosystem and biodiversity
2.	PPT Slides, Globe, Stone etc
3.	Photo waterfall, Mushroom rocks, sand dunes, Ox-bow lakes.
4.	Chart showing atmosphere, its layers and Composition of Air.
5.	Chart Hydrosphere, Pie chart of water availability on the earth, water cycle.

CIVICS

1.	Photographs of the persons belong to various religions.
2.	PHC, CHC and instruments used in hospitals.
3.	Chart showing the composition of the state Govt. Photograph of Local MLA.
4.	PPT, Flow Chart
5.	Photographs of Sunita Wiliums, Kalpana Chaula and other lady achievers.

Model Lesson Plan

Group A-MODEL LESSON PLAN
 CLASS-IX
 SUBJECT – SOCIAL ;SCIENCE
 TOPIC - PHYSICAL REATURES OF INDIA
MODEL LESSON PLAN

List of the lesson	Content	Teachers Activity	Source of Information	Students Activity	Methods of Teaching	Recaptulation and Assignment
<p>India is a vast country with varied land forms.</p> <p>Different types of rocks.</p> <p>Continental Plates</p> <p>Major Physical division of India.</p>	<p>Physical features of India means to study the structure of our country.</p> <p>India is a vast country and it is divided in to six physical features.</p> <p>By map and the by the picture of physical features</p> <p>According to Knowledge to Knowledge of Myself (Teacher).</p>	<p>Bring out the Question by asking question.</p> <p>Map showing and showing Places.</p> <p>Expressing views on chapter.</p>	<p>NCERT Book</p> <p>Map</p> <p>Chart</p> <p>Painting</p> <p>Self Knowledge of Teacher.</p>	<p>Students was given to make Plate Boundaries by chart paper with Clour.</p>	<p>Question answer</p> <p>Group Discussion</p> <p>PPT</p> <p>Black Board</p> <p>Chalk and Duster</p>	<p>1. Write the answer of MCQ of your textbook?</p> <p>2. What are Plate Tectonic Plate?</p> <p>3. What is Bhabar?</p> <p>4. Distinguish between Khadar and Bhangar?</p> <p>5. Give and account of the Northern Plains of India ?</p>

CLASS-IX
SUBJECT – SOCIAL ;SCIENCE

TOPIC - STORY OF VILLAGE PALLAMPUR

List of the lesson	Content	Teachers Activity	Source of Information	Students Activity	Methods of Teaching	Recaptulation and Assignment
Understanding Economics	What is economics?	I ask to the students to	NCERT Book	Students was given to collect	Question answer	1. How did the spread of electricity help farmers in the Pallampur village ?
Story of Village Palampur.	Understanding and the factors of Production	collect the idea of farming from habour village	Map (Chart) of village farmer	Pictures of cultivation system of different part of Indian village.	Group Discussion	
Organisation of Production	Factors of Production in Pallampur Village	Map showing of agricultural area of India.	By self knowledge of the teacher		PPT	2. Is it important to increase the area under Irrigation ? Why ?
Farming in Pallampur	Additional information from NCERT book and self knowledge of the teacher.	Expressing views on Chapter			Black-Board	
Non-form activitiers in Palampur					Chalk and Duster	3. What are the different ways of increasing Production on the same piece of land?

MODEL LESSON PLAN
CLASS-IX
SUBJECT – SOCIAL ;SCIENCE
TOPIC - FRENCH REVOLUTION

List of the lesson	Content	Teachers Activity	Source of Information	Students Activity	Methods of Teaching	Recaptulation and Assignment
French Revolution	Society of France in 18 th century. Introduction.	Bring out the topic by asking questions with students.	NCERT Book	Raising questions	E. Teaching	Explain the term of third estate?
Events and Processes The French Revolution	Society of States in French .	Written work on black board.	I.G.N.U. text book	Asking meaning of Photographs in text book.	Question Base method	
Liberty, Freedom and Equality.	Struggle for lives concept	Expressing views on chapter.	Map	Writing work.	Examples connected with Indian ociety.	Give an estimate of the work of the National Assembly?
Ruler of France in 1789	France became constitutional dictator understanding.	Map Showing and showing places	Chart	Question and answers.	Black Board work.	What is meant by the Region of Terror?
Society and Tax-Processes	Meaning of Political Symbols.	Giving examples	Activity	Asking places given in map.		How would you explain the rise of Napoleon?
Role of French Philosopher in Revolution	Knowledge France become a Republic, Role of women in French Revolution,	Observing the students	Paintings	Discuss the topic in class.		Who was the ruler of France in 1789?
Social division in France	Abalifion of slavery system in French Additional information.	Giving questions				How and why was king Louis XVI executed on 21 st January ?
Causes of French Revolution	Economic condition of Third States, inspiring the spirit of democracy.	Discussing topic rase by students.				What do you know about slavery system in France?
Result of French Revolution						

CLASS-IX
SUBJECT – SOCIAL ;SCIENCE
TOPIC - WHAT IS DEMOCRACY ? WHY DEMOCRACY ?

List of the lesson	Content	Teachers Activity	Source of Information	Students Activity	Methods of Teaching	Recaptulation and Assignment
List of Democracy Definition of Democracy. Features of Democracy. Major decisions by elected leaders . Free and Fair electoral competition. Alternatives of Democracy. One Person, One vote, one value. Rule of law and respect for rights. Arguments against democracy and favouring of democracy Broader meaning of democracy.	Introduction Concept Understanding Knowledge Additional Information	The topic will be introduced to the students by asking introductory questions based on their previous knowledge such as :- 1. Do you know who elects M.A.L.A. and M.A. ? 2. Do you know how does government form ? 3. What type of govt. is working in your country? The teacher will explain about the democracy in detail. The teacher will point out some important facts and write it on black board for developing the topic.	N.C.E.R.T. Text book Democratic Politics-1 Indian Book Constitution IGNOU Notebooks	Students will attentively listen the introductory remark and try learn the question asked by the teacher. Students will note the black board work and question prepared the teacher on the topic Students will learn the content silently and carefully with great interest and note the relevant information in their class work note book.	Question Answer Method explanation Group discussion Teaching Aids: PPT snaps of Indian Govt. Construction Black Board, Chalk & Duster etc.	1. What is democracy? 2. What is non-democratic govt.? 3. Till the definition of a democracy? 4. Tell the other form of Govt. 5. Write a note on the Merits and demerits of a democratic govt.? 6. What are roles of opposition parties in a democratic country?

Class : IX

Sub : Social Science

Topic : What is Democracy ? Why Democracy?

Theme : The topic offers a comprehensive discussion about various governments (Democratic & Non-Democratic) and organizations.

Group B

Model Lesson Plan

Date-6/6/2013

Class-X

Subject-So. Science

Unit-Forest and wildlife Resources

Topic-Forest and Conservation

Theme-Forest are useful for world

Scheme-This topic is mainly focused on-1)Forest 2)Uses of forest

Gist of lesson	CONTENT	Teachers Activity	SOURCE OF INFORMATION	Student Activity	Method of Teaching	Recapitulation and Assingment
Humans beings depend on biodiversity for their survival.withoutS ource of information plants and animals we cannot survive.Plants create the quality of air webreathe in.Afforestation plays a major role in enchacing the quality of environment.It modifies climate. Afforestation provides in	Forests are useful to us in many ways.It Provides ecological balance.They provide us lac, cane,resin,charcoal,gums.f odderand grass.They reduce wind force and air temperature.They provide large quantities of leaves.	Do You know we are getting hot day by day?	NCERT Books .	Student will attentively listen teacher content. Student will note the blackboard work.	Question answer method.Teacher explains the content.Teaching aid-PPT Blackboard,C halk, Duster etc.	Question1)What is biodiversity?2) Write the uses of forest?3)Explain-a)Reserved Forestb)Protected Forestc)Unclassed Forest

controlling soil erosion. It helps in enhancing the quality of rainfall.

Model Lesson Plan

Date-7/6/2013

Class-X

Subject- So. Science

Unit-Novels, society and history

Topic-Novel

Theme- Novel and its importance

Scheme-This topic is mainly focused on-1)Newspaper, Magazines, different literary and religious books etc

Gist of lesson	CONTENT	Teachers Activity	SOURCE OF INFORMATION	Student Activity	Method of Teaching	Recapitulation and Assingment
Before the invention of the printing press,it was very difficult to spreadknowledge because the books were written by hand and they were also very costly.The first Printing press was setup in Germany by Gutenberg in 1448.The first book he Printed was the Bible.	His novel printing machine dominated the printing world for the next 300 years.without the the introduction and inventionof the new print technology,the quicker and cheaper production of texts was not possible.printing reduced the cost of books .	Do You know we aregetting books and printing material on a large quantity?	NCERT Books .	Student will attentively listen teacher content. Student will note the blackboard work.	Question answer method.Teacher explains the content.Teaching aid-PPT Blackboard,Chalk, Duster etc.	Question1)What is the contribution of print to the spread of knowledge?2)Write a short noteon- The Gutenberg Press 3)How had the earliest printing technology developed in the work?

Group C

MODEL LESSON PLAN for Civics

Date : 07-06-2013

Class : VI

Subject : Social Science (Civics)

Unit : What is Government?

Topic : What is Government?

Theme: This unit offers a comprehensive discussion and the information about the Government.

Scheme: This topic is mainly focused on the following points:

1. Levels of Government.
2. Types of Government.
3. Democratic Government.

Objective/Expected behavioural change-

Particulars	Skills/Competency	Expected behavioural change
Knowledge	K-1	Students will be able to know What is Government.
	K-2	Students will be able to know Importance of it.
Understanding	U-1	Students will be able to understand how Government works.
	U-2	They knew about level of Government.
Application	A-1	They understand the Central Government & State Government.

Development of the topic :-

Gist of the Lesson	Content	Teacher's Activity	Source of Information	Students Activity	Methods of Teaching/ Teaching Aids	Recapitulation and Assignment
<p>Levels of Government</p> <p>Law made by Government</p> <p>Who gives the Government power to make decisions and enforce laws?</p> <p>Monarchy Government</p> <p>Democratic Government</p> <p>Suffrage movement</p> <p>Political Right</p>	<p>Introduction</p> <p>Concept.</p> <p>Understanding.</p> <p>Knowledge.</p> <p>Additional information.</p>	<p>The topic will be introduced to the students by asking introductory questions based on their previous knowledge. such as..</p> <p>1- Who supply electricity?</p> <p>2- Who builds roads?</p> <p>3- What is monarchy Government ?</p> <p>4- Who takes all decisions in monarchy system?</p> <p>The teacher will explain Today and previous view with examples.</p> <p>The teacher will point out some important facts and write it on black-board for developing the topic.</p>	<p>1. NCERT textbook Social and political life Part-1.</p> <p>2. Our parliament by Subhash Kashyap.</p>	<p>Students will attentively listen the introductory remark and try to answer the question asked by the teacher.</p> <p>Students will note the blackboard work and questions prepared by the teacher on the topic.</p> <p>Students will learn the content silently and carefully with great interest and note the relevant information in their classwork notebook.</p>	<p>Question-Answer method.</p> <p>Explanation</p> <p>Group discussion.</p> <p>Teaching-Aids: PPT, Black-board, chalk & Duster, etc.</p> <p>Newspaper</p> <p>Pictures.</p>	<p>1. Who makes law?</p> <p>2. What are the different levels of Government?</p> <p>3. What are the main functions of the Government?</p> <p>4. What is suffrage movement?</p> <p>5. What is democratic Government?</p> <hr/> <p>1. Write one word :</p> <p>(i) Right to vote</p> <p>(ii) King or queen take decision.</p> <p>(iii) Of the people, for the people, by the people.</p>

MODEL LESSON PLAN Geography

- Date :** 07-06-2013
Class : VI
Subject : Social Science (Geography)
Unit : Motion of the Earth.
Topic : Motion of the Earth.
Theme: This unit offers a comprehensive discussion and on the information, importance of motions of the Earth.
Scheme: This topic is mainly focused on the following points:
4. Rotation
 5. Revolution
 6. Leap year
 7. Summer & winter solstice
 8. Equinox.

Objective/Expected behavioural change-

Particulars	Skills/Competency	Expected behavioural change
Knowledge	K-1	Students will be able to know the motions of the Earth.
	K-2	Students will be able to know Importance of it.
Understanding	U-1	Students will be able to understand the motion of the Earth.
	U-2	They knew about day night & seasons.
Application	A-1	They understand the luner eclipse, solar eclipse & other information.

Development of the topic :-

Gist of the Lesson	Content	Teacher's Activity	Source of Information	Students Activity	Methods of Teaching/ Teaching Aids	Recapitulation and Assignment
Circle of Illumination	Introduction	The topic will be introduced to the students by asking introductory questions based on their previous knowledge. such as..	3. NCERT textbooks	Students will attentively listen the introductory remark and try to answer the question asked by the teacher.	Question-Answer method.	6. What is angle of inclination of earth's axis with its orbital plane?
Axis of the Earth	Concept.	5- What are celestial bodies ?	Our habit at Part-1.		Explanation	7. Define Rotation and Revolution?
Revolution	Understanding.	6- What were the orthodox about eclips ?		Students will note the blackboard work and questions prepared by the teacher on the topic.	Group discussion.	8. What is a Leap Year?
Rotation		7- In February how many days happen ?			Teaching-Aids: PPT, Black-board, chalk & Duster, etc.	9. What is equinox?
Leap Year	Knowledge.	8- How does today science effect previous view?		Students will learn the content silently and carefully with great interest and note the relevant information in their classwork notebook.	Globe	2. Write a short note on following - i-Summer soltice. ii-Winter soltice.
Summer & Winter soltice	Additional information.	The teacher will explain Today and previous view with examples.			Tourch.	3. How does science change the views of society?
Equinox		The teacher will point out some important facts and write it on black-board for developing the topic.				4. Which year is called a leap year? 5. What would happen if the Earth didn't rotate?

MODEL LESSON PLAN History

Date : 07-06-2013

Class : VI

Subject : Social Science (History)

Unit : New Empire and Kingdoms.

Topic : Samundragupta.

Objectives: (i) Familiarising the students about Prashastis and Genealogies.

(ii) To aware the students about the different policies adopted by Samundragupta towards different rulers of different regions.

(iii) To give the knowledge about the achievements of Samundragupta.

Teaching Aids : Photograph of Prayag Prashasti, Chart.

Previous Knowledge : Students know about the Kushan rulers and their policies and achievements..

Introduction-

Questions	Answer
1. Who was the famous ruler of Kushana dynasty?	Kanishka
2. Which Mughal fort is located at Allahabad?	Akbar Fort
3. Tell the name of the rulers whose name end with Gupta?	Chandragupta, Ramgupta, Samundragupta, Chandragupta

Today we will discuss about the famous ruler of Gupta dynasty named Samundragupta.

Development of the topic :-

Gist of the Lesson	Content	Teacher's Activity	Source of Information	Students Activity	BlackBoard Work	Recapitulation and Assignment
Prayag Prashasti which is written by Harishen in Sanskrit gives detail knowledge about Samundragupta. In Akbar fort pillar of Ashoka has been kept. On the other side the Prashasti of Samundragupta has been written. In that inscription Gupta Genealogy has been also given.	<p>Introduction</p> <p>Concept.</p> <p>Understanding.</p> <p>Knowledge.</p> <p>Additional information.</p>	<p>4. What do you mean by Prashasti?</p> <p>5. Who wrote Prayag Prashasti and whom?</p> <p>6. What do you know about Samundragupta's policies towards different rulers of India?</p> <p>Explanation :- A Prashasti is a Sanskrit word which means 'in praise of'. In history many prashasties are found about the rulers written by royal poets. Harishena composed a prashasti in praise of Samundragupta. According to this prashasti Samundragupta was a great warriors who won victories in battles.</p> <p>In prashasti Harishena describes four different kinds of rulers and tells us about Samundragupta's policies towards them.</p> <p>Ruler of Aryavarta :- Nine rulers and their kingdoms were made a part of Gupta empire.</p> <p>Ruler of Dakshinapatha :- 12 rulers, These defeated rulers surrendered to Samundragupta but he allowed them to rule again.</p> <p>The inner circle of neighbouring states.</p> <p>The rulers of out laying areas.</p>	<p>1. NCE RT text book Our past-I</p> <p>2. History of Gupta as by prof. U.N. Roy.</p>	<p>Students will attentively listen the introductory remark and try to answer the question asked by the teacher.</p> <p>Students will note the blackboard work and questions prepared by the teacher on the topic.</p> <p>Students will learn the content silently and carefully with great interest and note the relevant information in their classwork notebook.</p>	<p>Genealogy of Gupta dynasty</p> <p>Srigupta</p> <p>↓</p> <p>Chandragupta I</p> <p>↓</p> <p>Samundragupta</p> <p>↓</p> <p>Ramgupta</p> <p>↓</p> <p>Chandragupta II</p>	<p>1. Explain the term Prashasti.</p> <p>2. Who composed Prayag Prashasti and in which language?</p> <p>3. How many rulers were there in Dakshinapatha & Aryavarta?</p> <hr/> <p>1. Name Gupta ruler who was famous for the playing Veena.</p> <p>2. Mark the region of Aryavarta.</p> <p>3. Who was Harishena?</p>

Group D

LESSON PLAN

DATE:

CLASS-VIII

SUB-S.ST

PERIOD

TOPIC- resources and development

Gist of the lesson	content	TEACHING aids	TEACHING METHOD		Sources of information	ASSIGNMENT	mcq
<ul style="list-style-type: none"> Type of resources Natural resources. Human resources Human made resources. Conserving resources. 	Introduction	.Chart of shelter farming	TEACHER	STUDENT	1. Ncert text book-resources and development. 2.physical geography 3. ignou text books.	.what is resources? .why human resources important? .what is sustainable development? .write a short on- 1.potential and actual resources.	1. which one of the following is a human made resources a. spring water b. medicine to treat cancer
	Concept	.ppt	<ul style="list-style-type: none"> Teacher will ask question on the basics of previous knowledge 	answer			
	Understanding		<ul style="list-style-type: none"> Objective statement 	Listen			
	Knowledge	.map work – types of soil	<ul style="list-style-type: none"> Explanation of main points of chapter by teaching aid evaluation 	Write			
Additional information							

LESSON PLAN

DATE

CLASS-VIII

SUB-S.ST

PERIOD

TOPIC-women and social reformers

TOPIC	content	TEACHING AID	TEACHING METHOD		Source s of information	assignment	rema rk
<ul style="list-style-type: none"> • women condition during the 18 century • sati custom • caste system in india • change in the condition of women during 18 and century • raja ram mohan roy. • Widow remarriage and pt ishwar chander vidya sagar • Education for girls and supporter social reformer 	Intro duction	Map of india	TEACHER	stude nt	1.Ncert text book-our past -iii 2mord en history 3.igno u text books.	1.expla in the conditi on of women during 18 th centur y? 2.what do you unders tand by `sati custom`? 3.who was pt.ishw ar Chandr a vidyas agar?t ext books.	
	Concept	Chart of reform ers	<ul style="list-style-type: none"> • Teach er will ask questi on on the basics of previo us knowl edge 	answ er			
	Underst anding	ppt	<ul style="list-style-type: none"> • Object ive state ment 	Listen			
	Knowle dge		<ul style="list-style-type: none"> • Explan ation of main points of chapte r by teachi ng aid 	Write			
Additional informat ion			<ul style="list-style-type: none"> • evalua tion 				
			•				

LESSON PLAN

DATE

CLASS-VIII

SUB-S.ST

PERIOD

TOPIC- Indian constitution

Gist of the lesson	content	TEACHING AID	TEACHING METHOD		MCQ	ASSIGNMENT	Source of information
<ul style="list-style-type: none"> • Why do we need a constitution - 1.polity • 2.certain ideals • 3.to save us from ourselves • Federalism • Secularism • Parliamentary form of government • 	Introduction	.Picture and chart	TEACHER	STUDENT	1who was the chairman of drafting committee? a.b.r.ambedkar b.j,l.nehru	1. what is constitution? 2.what is Indian secularism? 3.what would happen if there were no restriction on the power of elected representatives?	1.Ncert text book-social and political life -iii 2.ignou text books 3.indian constitution - d.d.basu
	Concept	ppt	<ul style="list-style-type: none"> • Teacher will ask question on the basics of previous knowledge 	answer			
	Understanding		<ul style="list-style-type: none"> • Objective statement 	Listen			
Knowledge			<ul style="list-style-type: none"> • Explanation of main points of chapter by teaching aid • evaluation 	Write			
Additional information							

LESSON PLAN

DATE

CLASS-VII

SUB-S.ST

PERIOD

TOPIC- Environment

TOPIC	PROSPECT	TEACHING AID	TEACHING METHOD		MCQ	ASSIGNMENT	REMARK
<ul style="list-style-type: none"> • Environment • Eco - system 	Student will know about environment and its components and will use it in his life	Chart, Picture	TEACHER	STUDENT	1. Which is a human made environment? a. Road b. sea	1. What do you mean by natural environment? 2. What is an eco-system?	
			<ul style="list-style-type: none"> • Teacher will ask question on the basics of previous knowledge 	answer			
			<ul style="list-style-type: none"> • Objective statement 	Listen			
			<ul style="list-style-type: none"> • Explanation of main points of chapter by teaching aid • evaluation 	Write			

LESSON PLAN

DATE

CLASS-VI

SUB-S.ST

PERIOD

TOPIC- what, where, how and when

TOPIC	PROSPECT	TEACHING AID	TEACHING METHOD		MCQ	ASSIGNMENT	REMARK
<ul style="list-style-type: none"> • what ,where ,how and when • what can we know about past 	Student will know about past human civilization and its use in his life	Physical map of india	TEACHER	STUDENT	True or false	1.where did people live? 2. How can we know about past?	
			<ul style="list-style-type: none"> • Teacher will ask question on the basics of previous knowledge 	answer	1.the word India comes from the river Indus		
			<ul style="list-style-type: none"> • Objective statement 	Listen	2. The first big kingdom was Magadh a		
			<ul style="list-style-type: none"> • Explanation of main points of chapter by teaching aid • evaluation 	Write			

Group E

MODEL LESSON PLAN, GROUP: E

Date:

Class: VII

Subject: geography

Unit: air

Topic: Role of atmosphere in environment

Theme: This unit has different aspects about atmosphere, structure of atmosphere and factors which affect the atmosphere Scheme The topic is mainly focused on the following -

- 1 Atmosphere
- 2 composition of atmosphere
- 3 Structure of atmosphere
- 4 Weather and climate
 - a temperature
 - b air pressure
 - c wind
 - d moisture

Objective / expected behavioral change:

Particulars	Skill	Expected behavioral change
Knowledge	K1	Students will be able to know the structure of atmosphere
	K2	Students will be able to recall composition of air
Understanding	U1	Students will be able to understand the factor which affects the climate
	U2	Students will be able to compare between climate and weather
Application	A1	Students will be able to understand why the condition of environment are negatively change and hopeful that they will aware about atmospheric change

Gist of the lesson	Previous knowledge	Teacher's Activity	Source of information	Students activity	Method of teaching	Recapitulation and Assignment
<p>Atmosphere</p> <p>Composition of atmosphere</p> <p>Structure of atmosphere</p> <p>Weather & Climate</p> <p>Air temperature</p> <p>Air pressure</p> <p>Wind</p> <p>moisture</p>	<p>Introduction</p> <p>Knowledge</p> <p>Understanding</p>	<p>Asking introductory question based on their previous knowledge</p> <p>1 What is atmosphere ?</p> <p>2 Which gas is plenty in air?</p> <p>Structure of Atmosphere</p>	<p>NCERT textbook our Environment</p>	<p>Students will attentively listen the introductory</p> <p>Remark and try to answer the question asked by the teacher</p> <p>Student will note the blackboard work</p> <p>Students will learn the content silently and carefully with great interest</p>	<p>Question answer method</p> <p>Explanation</p> <p>Teaching Aid</p> <p>Videos on climate & movement of air</p>	<p>1 what do you mean by Global warming?</p> <p>2 Why wet clothes take longer time to dry on humid day?</p> <p>3 Define these term –</p> <p>1 orographic rainfall</p> <p>2 Permanent wind</p> <p>Draw the sketch</p> <p>1 Layers of Atmosphere</p> <p>2 Major pressure belt</p>

MODEL LESSON PLAN

Date:

Class: VII

Sub: History

Topic: Tracing changes through a thousand years.

Theme: This unit offers a comprehensive discussion and knowledge about changes between 8th century to 18th century.

Scheme: This topic is mainly focused on the following:

1. Changes occurred in technology and terminologies.
2. Changes occurred in social and political life.
3. Many changes in religious life.
4. Historians divided the history of India.

Particulars	Skill/Competency	Expected Behavior changes
Knowledge	K1	Students will be able to know the technological religious changes in this period.
	K2	Students will be able to know and recall the terminology which changed in this time period.
Understanding	U1	Students will be able to understand the social and political life during this period.
	U2	Students will be able to compare the condition of social life during this period and now a days.
Application	A1	Students will be able to understand the social changes and hopefully they will explain to others.

Gist of the lesson	Content	Teacher's activity	Source of information	Students activity	Method of teaching	Recapitulation and assignment
Change occurred in technology and terminology	Demonstration and Knowledge	To demonstrate to the students by asking introductory questions:	*NCERT text book: Our Past-II	Students will attentively listen the introductory remarks	*Demonstration *Explanation *Question and answer method	1. In what ways has the meaning of the term 'Hindustan' changed over the centuries?
Changes occurred in social and political life	Concept and understanding	1. Both maps are same? What is the meaning of the term 'Hindustan' now a day?	*Medieval History-Satish Chandra	Students will note the black board work and questions prepared by the teacher.		2. What were some of the major religious developments during this period?
Many changes in religious life	Knowledge	The teacher will explain how the changes occurred during this period.		Students will learn the content silently and carefully with great interest and note down the relevant information in their class work note book.	Teaching Aid: - Map:-	3. What are the difficulties historians face in using manuscripts?
Historians divided the history of India	Concept	13 th century 15 th century Amir Khusro Babar			1. 7th century to 17 th century map of India 2. Present map of India	4. Compare either map of Past India with the present day map. Find out similarities and differences with.

Date:
 Class: VII
 Sub: civics
 Unit: Equality in Indian Democracy
 Topic: On equality
 Theme: This unit offers a comprehensive discussion to the critical role of equality in democracy with specific reference to India..
 Scheme: This topic is mainly focused on the following:

1. The constitution of India
2. Equal right to vote
3. Discuss the need for equality through highlighting the inequalities that continue to be practiced.
4. Equality in Indian Democracy.
5. Issues of equality in other democracies.

Particulars	Skill/Competency	Expected Behavior changes
Knowledge	K1	Students will be able to know the importance of equality in democratic system.
	K2	Students will be able to know and recall the Universal Adult Franchise in Indian Democracy
Understanding	U1	Students will be able to understand role of equality in democracy.
	U2	Students will be able to compare the issues of equality in Indian and other democracies.
Application	A1	Students will be able to understand the equality, its importance and hopefully they will explain to others.

Gist of the lesson	Content	Teacher's activity	Source of information	Students activity	Method of teaching	Recapitulation and assignment
Equal right to vote	Introduction	1. Do you remember the differences between diversity and inequality? 2. Do you think that inequality is the	*NCERT text book: Social and Political Life-II *Bare Act of India *The	*After listening introductory remarks students play a skit on 'Kanta's Story'. * Students will note	*Activity *Explanation *Question and answer method *	1. Why is Universal Adult Franchise is important in a democracy? 2. What are the provisions in the constitution in regard of equality?
Need for equality through highlighting the inequalities that continued	Understanding					

to be practiced.		negative concept?	Constitution of India-Subhash Kashyap	the blackboard work.		
Equality in Indian Constitution.	Concept	3. What do you understand by 'Universal Adult Franchise'?		*Students express their experiences about inequalities.	Teaching Aid: -	3. Why do think that equality is important in a democracy?
Issues of equality in other democracies: *American *South Africa *U.K.	Additional information	4. Explain the various forms of inequalities which we experience in our society. *Article 14- every person is equal before the law. *Art 15- No person can be discriminated against on the basis of their religions, race. *Every person can access to all public places.		*Students read the story of Rosa Parks and compare the condition of both the countries India and America.	Map:- 1. Black board, Chalk and duster 2. On PPT- Snaps which show inequality	4. Paste the Photos which show diversity and other inequalities.

Test Question Papers Pre, Mid and Post

Pre-Test for Inservice Course of TGT-(S.St.)

At K.V. BHU Varanasi

Subject: Social Science

Time : 3 Hours

Max. Marks : 100

Instructions :

1. The question paper has questions in all. All questions are compulsory.
2. Marks are indicated against each question.

(Multiple Choice Questions)

HISTORY & CIVICS

- Q.1 Periyar founded..... 1
- (a) Self respect movement (b) Temple entry movement
(c) Paramhans Mandali (d) Dalit movement
- Q.2 On what charges was Louis XVI Guillotined? 1
- (a) Misgovernance (b) cruelty
(c) treason (d) absolute rule
- Q.3 Nepal adopted an interim Constitution in the year..... 1
- (a) 2002 (b) 2005
(c) 2007 (d) 2008
- Q.4 The total membership of the Rajya Sabha is..... 1
- (a) 545 (b) 543
(c) 245 (d) 252
- Q.5 Explain the importance of "uttarmerur inscription" in Indian history? 2
- Q.6 Mention three main provisions of treaty of Versailles ? 3
- Q.7 " The impact of globalization has not been uniform." Explain this statement. 4
- Q.8 What was basic idea behind decentralization of the government ? 3
- Q.9 "A Constitution is a living document." Justify. 4

(GEOGRAPHY)

Q.10-Which one of the following industries uses bauxite as a raw material. 1 mark

- a- Aluminium b- Jute
c- Steel d- Cement

Q.11-Which one of the following type of forest is found in the Ganga –Brahmputra delta? 1 mark

- a-Thorny forest b- Mountain forest
c-Mangrove forest d- Tropical Rain forest

Q.12-Which industry is often referred to as the back bone of modern industry and why? 2 marks

Q.13- Name four seasons of India ? $\frac{1}{2} \times 4 = 2$ marks

Q.14-What is sex ratio ? Give two reasons responsible for an unfavorable sex ratio in India ?
1+1 =2 marks

Q.15- Describe in brief the major physical divisions of India? 3 marks

Q.16- Explain water cycle with a neat diagram ? 3 marks

Q.17- Mention any three factors which influence the climate of India ? 3 marks

Q.18- Why are Jute Mills concentrated along the Hoogly River? Explain giving four reasons ?
4 marks

Q.19- Describe four main soils of India with map? 4 marks

Eco:

Q.-20 The impact of Green Revolution has been: 1
a) Felt all over the country. b) Confined only to some states.
c) Confined only to the state of Punjab. d) Overlooked by the farmers.

Q.-21) The main aim of “Sarv-Shiksha Abhiyan (SSA)” is to provide elementary education to all children in the age group of: 1
a) 10 - 15 Yrs. b) 4 - 10 Yrs.
c) 6 - 14 Yrs. d) 3 - 12 Yrs.

Q.-22) Human Development Index was introduced: 1
a) Since 1951. b) Since 1991.
c) Since 1990. d) Since 2nd World war.

Q.-23) The Head office of WTO is located in: 1
a) New York. b) Geneva.
c) Moscow. d) London

- Q.-24)** How people become resource or assets? 2
- Q.-25)** What is barter system? 2
- Q.-26)** Why does government try to attract more foreign investment? 3
- Q.-27)** Briefly describe the modern farming methods. 4

RTE, CCE and Current affairs.

- Q.28** The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) was passed by the Indian parliament on..... 1
- (a) 4 August 2009 (b) 21 March 2009
- (c) 1 April 2009 (d) 1 April 2010
- Q.29** School based Continuous and Comprehensive Evaluation system should be established to... 1
- (a) Make evaluation comprehensive and regular
- (b) Provide space for the teacher for creative teaching
- (c) Provide a tool of diagnosis and remedial action
- (d) Shorting and Ranking individuals.
- Q.30** Honorable Pranab Mukharji is..... President of India. 1
- (a) 11th (b) 12th
- (c) 13th (d) 14th
- Q.31** How many Descriptive Indicators are used in Grade card to show the Attitude of learners ... 1
- (a) 3 (b) 4
- (c) 5 (d) 6
- Q.32** Explain any two provisions of Lokpal Bill proposed by UPA government ? 2
- Q.33** What are the implications of compulsory elementary education for governments ? 3
- Q.34** Explain the quality norms for schools as per the RTE Act-2009 ? 4
- Q.35** What is the role of teacher in Continuous and Comprehensive Evaluation system ? 3
- Q.36** Differentiate between Formative and Summative assessments ? 4

Pre-Test Question Paper

- Q.-37** Which of the following categories of students are completely exempted from fee in KVS: 1

- a)** Students belonging to category 1.
- b)** Students of ST category.
- c)** Wards of KVS employee.
- d)** Student admitted under RTE act within limit of 25%.

Q.-38 Out of VVN, Tuition fee and computer fee which is exempted for single girl child: 1

- a) VVN b) Computer fee
c) Tuition fee d) All of the above

Q.-39 Name the vocational and non-vocational staff of a K. V. 2

Q.-40 A teacher of Kendriya Vidyalaya decides to contest "Lok-Sabha/Vidhan-Sabha" election. What departmental formalities he/she will have to do? 2

Q.-41 What is the procedure for change in name / surname of a women employee on account of her marriage. 3

Q.-42 What is the age of retirement of a teacher of KVS and on which date of the month of his birth he will retire? 3

Q.-43 How would you deal with a handicapped student in the class in what way you will counsel the student? 4

Q.-44 How will you plan an excursion trip to Darjeeling. 4

Mid Test for TGT-S.ST In service Course 2013-14

Venue :- KV BHU Varanasi

Time :- 1.30 hrs.

Max. Marks :- 50

General Instruction :-

All Questions are compulsory.

Marks are indicated against each questions.

- Q. 1 How a child can become natural learner? 3
एक बालक कस प्रकार नैसर्गिक अध्ययनकर्ता बन सकता है?
- Q. 2 Explain the aim & objectives of In service courses? 3
सेवाकालीन प्रशिक्षण कार्यक्रम के उद्देश्यों का वर्णन करे?
- Q. 3 Explain any three constitutional and legal provisions of child right? 3
बाल अधिकारों के कन्ही 3 संवैधानिक और वैधानिक प्रावधानों का वर्णन करे ?
- Q. 4 Explain the functions performed by a teacher for managing class room situation? 3
- Q. 5 Define monsoon ? Explain thermal theory regarding origin of S-W Monsoon.? 3
- Q. 6 Give Short Note on the following- 1+1= 2
(i) Jet Stream.
(ii) El-Nino
- Q. 7 "people are prime resources". Discuss? 3
- Q.8 "resources are not, but they become". Explain? 3
- Q. 9 What do you mean by rural economy? Write two features of it? 3
- Q.10 What are the problems faced by the people in the present agriculture system? 3
- Q. 11 Differentiate between Economic Growth & Economic Development? 3
- Q. 12 What are the problems faced by consumer in the market? 3
- Q. 13 Differentiate Between Culture & Civilization? 3
- Q.14 Explain the importance of history as a subject? 3
- Q.15 Explain the term "power-Sharing"? 3
- Q.16 Write a note on "Panchayati Raj Institution"? 3

Post-Test for Inservice Course of TGT-(S.St.)
At K.V. BHU Varanasi
Subject: Social Science

Time : 3 Hours

Max. Marks : 100

Instructions :

1. All questions are compulsory.
2. Marks are indicated against each question.

निर्देश-

- 1- सभी प्रश्न अनिवार्य हैं।
- 2- प्रश्नों के अंक उनके सामने दिये गये हैं।

(Multiple Choice Questions) (बहु वकल्पीय प्रश्न)

HISTORY & CIVICS इतिहास और नागरिक शास्त्र

Q.1 "Harshcharita" is written by.....

1

- | | |
|-------------|---------------|
| (a) Somdev | (b) Patanjili |
| (c) Kalahan | (d) Vanbhatt |

प्रश्न-1 "हर्षचरित" के लेखक हैं.....

- | | |
|-----------|------------|
| 1) सोमदेव | 2) पातंजलि |
| 3) कल्हन | 4) वाणभट्ट |

Q.2 Russian revolution happened in.....

1

- | | |
|----------|----------|
| (a) 1917 | (b) 1905 |
| (c) 1911 | (d) 1909 |

प्रश्न.2 रूसी क्रांति.....में संपन्न हुई।

- | | |
|----------|----------|
| (a) 1917 | (b) 1905 |
| (c) 1911 | (d) 1909 |

Q.3 How many languages are included in the Eighth Schedule of the Indian Constitution...

1

- | | |
|--------|--------|
| (a) 11 | (b) 22 |
| (c) 20 | (d) 16 |

प्रश्न-3 भारतीय संवधान की 8वीं अनुसूची में शामिल भाषाओं की संख्या है.....

- | | |
|-------|-------|
| 1) 11 | 2) 22 |
| 3) 20 | 4) 16 |

Q.4 Which of the following organizations led the freedom movements in South Africa...

1

- | | |
|----------|-------------------|
| (a) ANC | (b) FNC |
| (c) SANC | (d) None of these |

प्रश्न-4 निम्न में से कस संगठन ने दक्षिण अफ्रीका में स्वतन्त्रता आंदोलन का नेतृत्व किया-----

- | | |
|---------|----------------------|
| 1) ANC | 2) FNC |
| 3) SANC | 4) इनमें से कोई नहीं |

Q.5 Explain the historical importance of Sarnath ?

4

प्रश्न.5 सारनाथ के ऐतिहासिक महत्व का वर्णन कीजिए।

Q.6 "The first world war left a deep imprint on the European society and polity." Explain.

4

प्रश्न-6 प्रथम विश्व-युद्ध ने यूरोपीय समाज और राजव्यवस्था पर गहरा प्रभाव छोड़ा? व्याख्या करें

Q.7 Write any four arguments against democracy.

4

प्रश्न-7 लोकतन्त्र के वरुद्ध कर्हीं 4 तर्कों को लखें?

Q.8 Mention sources of funds for Panchayati Raj institutions ?

4

प्रश्न- 8 पंचायती राज संस्थाओं के लिए वित्त के स्रोतों का उल्लेख करें।

Geography

Q.9 IST passes to

1

- (a) 82° 30' E (b) 84° E
(c) 80° E (d) 81° E

भारतीय मानक रेखा कहां से गुजरती है

- (a) 82° 30' E (b) 84° E
(c) 80° E (d) 81° E

Q.10 Which one is not a range of Himalaya-

1

- (a) Greater Himalaya (b) Middle Himalaya
(c) Shiwalik (d) Nilgiri

निम्नलिखित में से कौन सा हिमालय की श्रेणी नहीं है।

- (a) प्रधान हिमालय (b) उपहिमालय
(c) शिवालिक (d) नीलगिरि

Q.11 Name the four major domains of the earth ?

2 marks

प्रश्न-11 पृथ्वी के चार परिमंडल कौन हैं ? नाम बताइए ।

Q.12 Explain distribution of annual rainfall in India?

4 marks

प्रश्न -12 -भारत में वार्षिक वर्षा के वितरण को स्पष्ट कीजिए ।

Q.13 What are four main causes for the uneven distribution of population in the world ?

4 marks

प्रश्न -13 पृथ्वी पर जनसंख्या के असमान वितरण के प्रमुख चार कारण कौन हैं?

Q.14 Give any four differences between rivers of Himalayan and peninsular areas in India ?

4 marks

प्रश्न -14- हिमालयी तथा प्रयद्विपीय नदियों में कोई चार अंतर बताइए ?

Q.15 -What are main influencing factors for location of industries ?

4 marks

प्रश्न -15 -उद्योगों के स्थानीकरण को प्रभावित करने वाले प्रमुख कारक क्या हैं?

Economics:

Q.-16 The National Consumer Day is celebrated on :

1

- a) 24 December. b) 8 May.
c) 15 June. d) 18 March.

प्रश्न-16 राष्ट्रीय उपभोक्ता दिवस मनाया जाता है—

- a) 24 दिसम्बर को b) 8 मई को
c) 15 जून को d) 18 मार्च को

Q.-17 The post independent India adopted the system of:

1

- a) Free market economy. b) Planned economy.
c) Mixed economy d) Centrally planned economy.

प्रश्न-17 स्वतंत्रता प्राप्ति के पश्चात् भारत ने किस व्यवस्था को अपनाया—

- a) मुक्त बाजार अर्थव्यवस्था b) नियोजित अर्थव्यवस्था
c) मिश्रित अर्थव्यवस्था d) केन्द्रीयकृत नियोजित अर्थव्यवस्था

Q.-18 Which of the activities comes under primary sector:

1

- a) Forestry. b) Banking.
c) Transport. d) Tourism.

प्रश्न-18 निम्न में से कौन सी गतिविधि प्राथमिक क्षेत्र के अर्न्तगत आती है—

- a) वानिकी b) बैंकिंग
c) यातायात d) पर्यटन

प्रश्न.32 कक्षा के प्रभावी नियंत्रण के विभिन्न तरीकों का उल्लेख कीजिए।

Q.33. Which main points should be verified by an employee at the time of verification of service book ? 4

प्रश्न.33 सेवा पुस्तिका के अवलोकन के समय एक कर्मचारी के द्वारा किन महत्वपूर्ण बिन्दुओं को ध्यान में रखा जाना चाहिए।

Q.34 Why Co-Scholastic Assessment of the learners is required ? 4

प्रश्न-34 छात्रों के सह-शैक्षक मूल्यांकन की क्यों आवश्यकता होती है?

Q.35 Explain the main provisions of RTE Act-2009 ? 4

प्रश्न-35 RTE Act-2009 के प्रमुख प्रावधानों की व्याख्या करें?

Q. 36 What is alicie? How does it helps in teaching ? 4

प्रश्न.36 ऐलिस क्या है? यह अध्यापन में किस प्रकार सहयोग करता है?

In service programme of TGT Social science 2013.

Marking scheme Pre-test

History and Civics (1-9)

Geography

Ans 10- a

10-क) अल्मुनियम

Ans 11- c

11- ग) मैन्ग्रोव वन

Ans 12 – iron and steel industry

Because it is required for other industries also.

12- लौह तथा इस्पात उद्योग, क्योंकि यह सभी उद्योगों के लिये आवश्यक है।

Ans 13 – winter season, summer season, advancement of monsoon and retreat of monsoon.

13- शीत ऋतु , ग्रीष्म ऋतु, आगे बढ़ते मानसून की ऋतु, पीछे हटते मानसून की ऋतु .

Ans 14- The no. of female per thousands of males.

Low social, economic and political status of women

Dowry system

14- 1000 पुरुषों के अनुपात में स्त्रियों की संख्या । स्त्रियों की निम्न सामाजिक आर्थिक तथा राजनैतिक स्थिति , दहेज प्रथा

Ans 15- Great Himalayan ranges

Great northern plain

Great plateau

Coastal plains

Islands

Thar desert

15- बृहत हिमालयी क्षेत्र,
विशाल उत्तरी मैदान,
विशाल पठार,
तटीय मैदान,
द्विपसमुह,
थार मरुस्थल

Ans 16- Water cycle contains

1- Evaporations

2- Condensation

3- Precipitation

16-वाष्पीकरण , संघनन, वर्षण।

Ans 17- Himalayan mountain

Western disturbances

Pressure and winds

17- हिमालय पर्वत, पश्चिमी विक्षोभ , वायुदाब तथा हवाएँ

Ans 18- produces the highest quality of jute

A lot of water is easily available

Cheap labour is easily available

Inexpensive water transport in the Hoogly river is

Available

18- सर्वाधिक जूट का उत्पादन, भारी मात्रा में जल की उपलब्धता, सस्ते श्रमिकों की उपलब्धता, हुगली नदी द्वारा सस्ता जल परिवहन ।

Ans 19- Alluvial soil

Black soil

Red and yellow soil

Laterite soil.

19- जलोढ़मृदा , कालीमृदा , लाल तथा पीली मृदा , लैटेराइट मृदा

Economics

Ans 20- Option - b 1

Ans 21- Option – c 1

Ans 22- Option - c 1

Ans 23- Option - b 1

Ans 24- By education training and keeping
good health 2

Ans 25- Buying good with goods 2

Ans 26- For rapid economic growth 3

Ans 27- HYV seeds, use of new technology, better irrigation
facilities & chemical and fertilizers. 4

RTE ,CCE (28-36)

General Awareness

- Ans 37 Option - d 1
- Ans 38 Option - d 1
- Ans 39 Vocational Staff - All Teachers, Librarian,
Sub-Staff, and Vice-Principal ,Non-Vocational- Principal,
Office Staff and V.P. 2
- Ans 40 Only after resigning. 2
- Ans 41 i) Photocopy of husband's Identity card 3
ii) Attested copy of marriage certificate
iii) affidavit from husband and wife
- Ans 42 If date of birth is 2nd to last date of month he
will retire on last date of month. 3
- Ans 43 On the basis of his/her answer 4
- Ans 44 On the basis of his/her answer 4

Valedictory Function of In-service Training course



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