

Syllabus
Social Science (087)
Class IX
SA-II (2012-13)

Time : 3 Hours

Marks : 90

UNIT	TERM 2
1. India and the Contemporary World – I	23
2. India – Land and the People	23
3. Democratic Politics I	22
4. Understanding Economic Development – I	22
5. Disaster Management – (Through Project & Assignments).	-
TOTAL	90

The Question Paper will include value based question(s)
To the extent of 3-5 marks.

- **The Problem Solving Assessment will be conducted for all students of class IX in Jan – Feb 2013 and the details are available in a separate circular.**
- **The ‘Problem Solving Assessment’ (CBSE-PSA) will be counted towards FA-4 which is 10% of total assessments of Class IX. This assessment will also be carried forward towards the FA-4 in Class X. This score will be reflected in one Language (English or Hindi), Mathematics, Science and Social Science w.e.f the session 2012-2013 for Class IX and 2013 – 14 for Class X.**
- **The same score will be reflected in FA-4 for class IX and Class X. The students will have the option to improve their PSA Score in Class X, as they can sit for the test with Class IX students of the Session 2013-2014 in January – February 2014. The best scores will be reflected in the final certificate in case of those applying for improvement.**
- **The schools which have already planned their time table and other details regarding FA-4 will take the best scores of FA-3 and FA-4 to count towards the total 10%, now available for FA-3 and FA-4 taken together.**

The prescribed syllabus will be assessed using formative and summative assessments in the following manner:

	Term –I	Term-II	PSA	Total
Formative Assessment 1 and 2, 3 and 4	20%	10%	10%	40%
Summative Assessment	30%	30%		60%
Total	50%	40%	10%	100%

The formative assessment will comprise of Projects, assignments, activities and Class Tests/ periodic tests for which Board has already issued guidelines to the schools. The Summative Assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Class IX

Unit 1 :India and the Contemporary World – I

40 Periods

Themes	Objectives
<p>Term II Sub-unit 1.2 : Economies and Livelihoods The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.</p> <p>Any one theme of the following:</p> <p>1. Pastoralists in the modern world. (a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states? Case studies: focus on two pastoral groups, one from Africa and one from India. (Chapter 5)</p> <p>2. Forest society and colonialism : (a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism. Case studies: focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)</p> <p>3. Farmers and peasants : (a) Histories of the emergence of different forms of farming and peasant societies. (b) Changes within rural economies in the modern world. Case studies : focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6)</p>	<ul style="list-style-type: none"> • Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets. • Points to the varying patterns of developments within pastoral societies in different places. • Look at the impact of colonialism on forest societies, and the implication of scientific forestry. • Discuss the social and cultural world of forest communities through the study of specific revolts. • Understand how oral traditions can be used to explore tribal revolts. • Show the different processes through which agrarian transformation may occur in the modern world. • Understand how agricultural systems in India are different from that in other countries. • Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.

<p>Term II Sub-unit 1.3 : Culture, Identity and Society The themes in this unit will consider how issues of culture are linked up to the making of contemporary world.</p> <p>Any one of the following :</p> <p>4. Sports and politics : The story of cricket (a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization. (Chapter 7)</p> <p>5. Clothes and cultures. (a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi. (Chapter 8)</p>	<ul style="list-style-type: none"> • Suggest how sports also have a history and that it is linked up with the politics of power and domination. • Introduce students to some of the stories in cricket that have historical significance. • Show how clothing has a history, and how it is linked to questions of cultural identity. • Discuss how clothing has been the focus of intense social battles.
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Unit 2 : India – Land and the People

Themes	Objectives
<p>Term II</p> <p>1. Climate: factors influencing the climate; monsoon – its characteristics, rainfall and temperature distribution; seasons; climate and human life. (Chapter 4)</p> <p>2. Natural Vegetation: vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. (Chapter 5)</p> <p>3. Wildlife : major species, their distribution, need for conservation and various measures. (Chapter 5)</p> <p>4. Population : size, distribution, age-sex, composition, population change- migration as a determinant of population change, literacy, health, occupational structure and national population policy: adolescents as under-served population group with special needs. (Chapter 6)</p> <p>5. Map Work (3 marks)</p>	<ul style="list-style-type: none"> • To understand the river systems of the country and explain the role of rivers in the evolution of human society. • To find out the nature of diverse flora and fauna as well as their distribution; • To develop concern about the need to protect the bio-diversity of our country; • To analyze the uneven nature of population distribution and show concern about the large size of our population; • To understand the various occupations of people and explain various factors of population change; • To explain various dimension of national policy and understand the needs of adolescents as underserved group.

Project / Activity

Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India.

Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

Posters

- River pollution
- Depletion of forests and ecological imbalance.

Unit – 3 : Democratic Politics I

40 Periods

Themes	Learning Objectives
<p>Term II</p> <p>1. Electoral politics in democracy: Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics changed? What are the ways to ensure free and fair elections? (Chapter 4)</p> <p>2. Institutions of parliamentary democracy : How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another ? (Chapter 5)</p> <p>3. Citizens' rights in democracy : Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured (Chapter 6).</p>	<ul style="list-style-type: none"> • Develop an appreciation of citizen's increased participation in electoral politics • Recognize the significance of the Election Commission • Provide an overview of central governmental structures • Sensitize to the key role of the Parliament and its procedures • Distinguish between nominal and real executive authorities and functions • Understand the parliamentary system of executive's accountability to the legislature • Develop a citizens' awareness of their rights • Introduction to and appreciation of the Fundamental Rights. • Recognition of the ways in which these rights are exercised and denied in real life situations. • Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.

Unit – 4: Understanding Economic Development – I

Themes	Objectives
<p>Term II</p> <p>1. Poverty as a challenge facing India : Who is poor (through two case studies : one rural one urban); indicators; absolute poverty (not as a concept but through a few simple examples) – why people are poor; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation. (Chapter 3)</p> <p>2. Food Security : Source of food grains : variety across the nation – famines in the past – the need for self sufficiency – role of government in food security – procurement of foodgrains – overflowing of granaries and people without food – public distribution system role of cooperatives in food security (foodgrains, milk and vegetables ration shops, cooperative shops, two – three examples as case studies) (Chapter 4)</p>	<ul style="list-style-type: none"> • Understanding of poverty as a challenge and sensitization of the learner; • Appreciation of the government initiative to alleviate poverty. • Exposing the child to an economic issue which is basic necessities of life; • Appreciate and critically look at the role of government in ensuring food supply.

Suggested Activities / Instructions :

Theme 1 : Give more examples of activities done by different workers and farmers.

Numerical problems can also be induced.

Some of the ways through which description of villages are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.

Theme II : Discuss the impact of unemployment

Debate on whether all the activities done by women should be induced or not.

Is begging an economic activity? Discuss.

Is it necessary to reduce population growth or family size? Discuss.

Theme IV : visit a few farms in a village and collect the details of food grains cultivated;

Visit a nearby ration shop and collect the details of goods available;

Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.

Unit – 5 : Disaster Management**25 Periods****Term I**

1. **Introduction to Disaster Management** (Chapter 1)
2. **Common Hazards – Prevention and Mitigation** (Chapter 2)

Term II

3. **Man made disasters – Nuclear, Biological and Chemical.** (Chapter 3)
4. **Community Based Disaster Management.** (Chapter 4)

Note : projects, activities and other exercises in Unit 5 should encourage students to place ‘disasters’ and ‘disaster management’ in :

- (i) The wider context of Social Science knowledge as covered through the History, Geography, Political Science and Economics textbooks of Class IX/X.
- (ii) Other problems faced by our country & the world from time to time.

PRESCRIBED TEXTBOOKS :

1. India and the Contemporary World History – Published by NCERT
2. Contemporary India – Geography – Published by NCERT
3. Democratic Politics – Published by NCERT
4. Economics – Published by NCERT

Together, Towards a Safer India – Part II, a textbook on Disaster Management for Class IX Published by CBSE.

Design of Sample Question Paper

Social Science, SA-II

Class IX – (2013)

S. No.	Form of questions	Marks of each question	Number of questions	Total Marks
1	MCQ	1	9	9
2	Short Answer (SA)	3	11*	33
3	Long Answer (LA)	5	9	45
4	Map Question	3	1	03
	Total	-	30	90

* The question paper will include value based question(s) to the extent of 3-5 marks.

The question paper will not have any choice(s) except for compensating /covering the syllabus contained in Unit-1 i.e. India and Contemporary World.

Class IX

SA – II-2013

S. No.	Unit No.	Marks
1	History	23
2.	Geography	23
3	Political Science	22
4.	Economics	22
	Total	90

Sample Questions
Social Science (087)
Class IX
SA-II (2012-13)

HISTORY

Multiple Choice Questions 1 Mark each

Q1. Which of the following was the first Indian cricket Club? 1M

- a) The Bombay Cricket club
- b) The Calcutta cricket club
- c) The Madras Cricket Club
- d) The Kanpur Cricket Club

Ans. (B)

Q.2. Which of the following was not a team of the Quadrangular Tournament? 1M

- a) The Europeans
- b) The Hindus
- c) The Parsis
- d) The Rest

Ans. (D)

Q.3. Where is the headquarters of ICC located? 1M

- a) London
- b) Bombay
- c) Dubai
- d) Sharjah

Ans. (C)

Three Marks Questions

Q1. Who were amateurs and professionals? 3M

Ans: 2

Amateurs: The rich who could afford to play for pleasure were called amateurs. They considered sport a kind of leisure.

Professionals: The poor who played cricket in England for a living were called professionals. The wages of professionals were paid by patronage or subscription or gate money.

Q.2 ‘Mahatma Gandhi’s dream of clothing the Nation in Khadi appeal only to some sections of Indians’ Explain the statement with three facts. 3M

Ans: 3 i) Nationalists such as Motilal Nehru gave up Western-Style suits and adopted Indian dhoti and Kurta but these were not made of coarse cloth.

ii) Those who had been deprived by caste norms for centuries were attracted to western dress styles such as B.R. Ambedkar who never gave up the western style suit.

iii) Women like Sarojini Naidu and Kamla Nehru wore coloured saris with designs, instead of coarse white homespun saris.

Q 3. What were the sumptuary laws in France?

3M

Ans:4. From about 1294 to the time of the French revolution people were expected to strictly follow what were known as 'sumptuary law'. This law tried to control the behaviors of those considered social inferiors, preventing them from wearing certain clothes, consuming certain foods and beverages and hunting game in certain areas. The French revolution ended these distinctions.

Q.4 The search for a national dress was the symbol of the cultural identity of the nation'. Explain the statement with context to India's national movement.

3M

Ans:5. i) As nationalist feelings swept across India by the late 19th century. Indians began devising cultural symbolism that would express the variety of the nation and the national dress was part of this move.

ii) The Tagore family of Bengal experimented with designs for a National dress for both men and women in India; the chapkan was considered the most suitable dress for men.

iii) These were also attempts to develop a dress style that would draw on the tradition of different regions. Nandiani Devi wife of Satyendranath Tagore adopted the Parsi Sari. This was quickly adopted by Brahmos Samaj Women. The same style was adopted among Maharastrian and Uttar Pradesh Brahms as well as Non-Brahmos.

Five Marks Questions

Q1. Why were Indian farmers reluctant to grow opium?

5M

Ans:1. i) Opium had to grow on the best land, but on this land peasants usually produced pulses.

ii) Many cultivators owned no land. To cultivate they had to pay rent and lease land from landlords. The rent charged by the landlords was very high.

iii) The cultivation of opium was a difficult process

iv) The opium plant was delicate and cultivators had to spend long hours nurturing it. This meant they did not have enough time to care for other crops.

v) The price the government paid to the cultivators for the opium was very low.

Q. 2. Explain any five features of the Dutch Scientific forestry?

5M

Ans.2

i) In the 19th Century, the Dutch enacted forest laws in Java, restricting villagers access to forests.

ii) Now wood could only be cut for specified purposes like making boats or constructing houses under close supervision.

iii) Villagers were punished for grazing cattle in the forest and transporting wood without a permit.

iv) The Dutch first imposed rents on land being cultivated in the forest and then exempted to get free labour.

v) This was known as the 'Blandong-diensten' system.

PN-93-94

Q 3 . How was the life of Pastoralists changed dramatically under colonial rule?

5M

Ans.

- i) The colonial state wanted to transform all grazing lands into cultivated farms.
- ii) Waste Land Rules were enacted in various parts of the country. By these rules uncultivated lands were taken over and given to selected individuals
- iii) By the mid-nineteenth century, various Forest Acts were also being enacted in the different provinces.
- iv) In 1871, the colonial government in India passed the criminal Tribal Act. By this Act the Pastoralists were not allowed to move out without a permit.
- v) Pastoralists had to pay tax on every animal they grazed on the pastures.

PN-104-105

Social Sciences

Class IX Political Sciences

One Marks Questions

Q. 1. Every person who wishes to contest an election has to make a legal declaration giving full details of about three of the following points. Identify the fourth one, the details for which are not required.

1M

- Serious criminal cases, pending against the candidate
- Details of assets and liabilities of the candidate and his/her family.
- Public welfare projects undertaken by the candidate.
- Education qualification of the candidate.

Ans. (c) Public Welfare Projects undertaken by the candidate.

P-66

Q.2. Which one of the following is a power of the President of India and not that of the Prime Minister?

1M

- He/she coordinates the work of different ministries.
- He/she supervises the overall functioning of all the political institutions in the country.
- He/she distribute and redistributes work to the ministers.
- He/she chairs the meetings of the Union Council of Ministers or the cabinet. SA Chapter 5 Pg- 88-89

Ans. 2. (b) He/she supervises the overall functioning of all the political institutions in the country.

Three Marks Questions

Q 1. Mention any three rights which the citizen of India enjoy but the citizens of Saudi Arabia are deprived of it?(Any three points)

3x1=3

Ans. 1 (i) The people of Saudi Arabia have no role in electing their ruler whereas we in India can do so through elections.

(ii) We in India, enjoy the freedom of religion where as the Saudi Arabians have to follow the state religion.

(iii) The Saudi Arabians cannot form the political parties where as Indians can.

(iv) Legislatures in Saudi Arabia are selected by the King whereas they are elected by people in India.

Q.2 One final test of the free and fairness of election lies in the outcome itself.' Justify the statements with any three suitable examples.

3x1=3M

Ans.2. (i) If elections are not free and fair, the outcome always favours the powerful.

(ii) The ruling parties lose elections in India.

(iii) Most of the candidates who use money and muscle power often lose the elections.

(iv) The electoral outcomes are usually accepted as 'people's verdict' by the defeated party.

Five Marks Questions

Q.1. Differentiate between political and permanent executive. Why does the political executive have more power than the permanent one? **5M**

Ans. 1. Political Executive

The executive that is elected by the people for a specific period is called the political executive. All the political leaders who take the big decision fall in this category.

Permanent Executive

People who are appointed on a long term basis on merit or on the basis of written test. They remain in office even when the ruling party changes. These officers work under Political executives.

The political executives have more power than the permanent ones. Since the will of the people is supreme in a democracy, the ministers elected by the people are empowered to exercise the will of the people on their behalf. It is the political executive which is ultimately answerable to the people for all consequences. The minister takes the advice of the experts on all technical matters and then finally decides the issue.

Q 2. Why are rights necessary for the very sustenance of a Democracy? Explain with the help of examples from the Indian Constitution. **5M**

Ans. 2. In every democratic set up, every citizen enjoys certain rights without which Democracy cannot have a smooth sailing. For example.

- Every citizen has the Right to vote and Right to contest which enables him to participate in the governance process actively.
- Right to express gives you an opportunity to give your opinion.
- Rights help the minorities and the oppressed from exploitation and oppression.
- Things many go wrong when somebody's rights are taken away by the majority. Therefore, the Right to protect oneself is also essential.
- People may not be deprived of their rights forcibly by any authority, it is necessary that some rights should be placed higher than the government. For example all the Fundamental Rights and Right to Constitutional Remedies play a vital role in this direction.

Class IX

Economics

Sample Questions

Multiple Choice Questions. 1 Mark each

Q1. Poverty is visible in **1M**

- (i) Villages
- (ii) Jhuggis in cities
- (iii) At construction sites
- (iv) Beggars in tatters
- (v) All of the above

Ans: (v)

Q 2. The Social indicators of poverty are **1M**

- (i) Quantities of milk consumed
- (ii) Illiteracy level
- (iii) Amount of pocket money received
- (iv) Number of shoes people have

Ans: (ii)

Q 3. There has been a significant decline in poverty in the state of **1M**

- (i) Assam
- (ii) Bihar
- (iii) Jammu and Kashmir
- (iv) Uttar Pradesh

Ans: (iii)

Q 4. 'The failure at both the fronts: Promotion of economic growth and population control perpetuated the cycle of poverty.' Comment on this statement

Ans: Any five **(1 mark each)**

1. Unequal growth of states
2. Industrialisation rate slower than population growth
3. Migration towards cities
4. Unequal distribution of land
5. High-level of indebtedness.
6. Social obligations
7. All leading to a cycle of poverty

Three Marks Questions.

Q1. What do you understand by the different dimensions of food security? 3M

Ans.

- I. Availability of food
- II. Accessibility
- III. Affordability

Q2. A natural calamity like drought may affect the infrastructure but definitely will leave its toll on 'food security'. Justify by given suitable example. 3M

Ans. (i) Production of food grain decreases, - 2M
Shortage of food results in price increase – if it affects large areas– starvation – famine
(ii) Example of Bengal 1M

Q 3 How do 'Fair Price Shops' help food distributions in India.

Ans.: (1 X 3 = 3 marks)

1. More than 4.6 lakhs ration shops
2. Provide food grains, sugar and kerosene oil for cooking.
3. Sold at a lower rate than the market rate to ration card holders on monthly basis.

5 marks Question

Q.1. Write a note on any five programmes that have been developed for eradication of poverty in India?

Ans. Two sentences on each of the following,(half mark for the programme and half mark for the explanation)

1. Prime Minister Rozgar Yojana.
2. Rural Employment Generation Programme.
3. Swarnajayanti Gram Swarozgar Yojana.
4. Mantri Gramodaya Yozana.
5. Antyodaya Anna Yojana

SOCIAL SCIENCE
Geography
Class IX
Summative Assessment II

Multiple Choice Questions: 1 Mark each

Q1. Which force among the following is responsible for the deflection of wind from its normal path?

1M

- (A) Gravitational Force
- (B) Centripetal Force
- (C) Centrifugal Force
- (D) Coriolis Force

Ans. 1 D

Three marks questions

Q1. Explain any three measures taken by the government to protect the flora and fauna of the country.

(3x1=3)

Ans.1. Measures taken by the government to protect flora & fauna

- (1) Fourteen biosphere reserves have been set up in various parts of the country
- (2) Financial and technical assistance is given to many Botanical gardens
- (3) Many eco developmental projects have been introduced.
- (4) 89 National parks, 49 wild life sanctuaries and zoological gardens are set up all over India.

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Q2. Explain the three processes of change of population. (3 X 1 = 3)

Ans.2. There are three processes of change of population

- (i) Birth rates (ii) Death Rates (iii) Migration

Birth rate is a major component of growth because birth rates have always been higher than death rates

Rapid decline in the death rates is the main cause of the growth rate of population. Internal Migration does not change the size of the population but influences the distribution of population within the nation.

Q3. How do human beings influence the ecology of a region? Explain. (3 X 1 = 3)

Ans. Due to the excessive exploitation of the plants and animal resources by human beings, the ecosystem has been disturbed. The greed of human beings leads to over utilisation of natural resources. They cut the trees and kill animals, creating ecological imbalance. As a result some of the plants and animals have reached the verge of extinction.

5 Marks Questions

Q1. Explain any one of the factors affecting climate of India, with suitable examples.

Factors affecting climate

- (1) Latitude (2) Altitude (3) Pressure and wind system (4) Distance from the sea
(5) Ocean currents (6) Relief feature.

Any one of the above factors to be explained with suitable examples (5 X 1 =5)

Q2. Why is the distribution of population in India uneven? Explain with five examples.

(5X 1 = 5)

Ans. The following factors make uneven distribution of population in India

- (1) Fertility of the soil
- (2) Nature of terrains
- (3) Comparative climate and amount of rain fall
- (4) Availability of water
- (5) Availability of resources
- (6) Development of transport
- (7) Industrialisation
- (8) Urbanisation

Map Based Question:

(3 Marks)

Two features A and B are shown in the given political outline map of India. Identify these features with the help of following information and write their correct names on the lines marked on the map:

- (A) Type of forests (B) A wild life sanctuary (2 Marks)

AND

On the same political outline map of India, locate and label the following items with appropriate symbols:

- (B) Leh Meteorological Station (1 Mark)

Note: The following questions are for the visually impaired candidates only in lieu of Map Question. (3x1=3)

- (31.1) Which type of forests are found in deltaic regions?
- (31.2) Name the wild life sanctuary located in Rajasthan?
- (31.4) Which state of India has the highest sex ratio?

Answers to Social Science Geography Class IX

Summative Assessment - II

Ans.

1 D

2 Measures taken by the government to protect flora & fauna

- (1) Fourteen biosphere reserves have been set up in various parts of the country
- (2) Financial and technical assistance is given to many Botanical gardens
- (3) Many eco developmental projects have been introduced.
- (4) 89 National parks, 49 wild life sanctuaries and zoological gardens are set up all over India.

Any Three

3 X 1 = 3

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- 3
- (i) Creating awareness among the people
 - (ii) Avoiding indiscriminate cutting of trees.
 - (iii) Minimising pollution of the environment
 - (iv) Dumping waste material in a proper place.
 - (v) Circling the smoke from the chimneys and vehicles
 - (vi) Controlling rapid growth of populations

Any Three

5 X 1 = 5

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4 There are three processes of change of population

- (i) Birth rates (ii) Death Rates (iii) Migration

Birth is a major component of growth because birth rates have always been higher than death rates

Rapid decline in the death rates is the main cause of the growth rate of population. Internal Migration does not change the size of the population but influence the distribution of population within the nation.

3 X 1 = 3

8 The following factors make uneven distribution of population in India

- (1) Fertility of the soil
- (2) Nature of terrains
- (3) Comparative climate and amount of rain fall
- (4) Availability of water
- (5) Availability of resources
- (6) Development of transport
- (7) Industrialisation
- (8) urbanisation

Any one of the five factors to be explained with suitable examples. 5 X 1 = 5

Value Based Questions

Q1 While analysing the given table, which values you think are disturbing the balance of the country (1 ½ x 2 = 3)

- (a) Gender ratio (Female – Male) 46%:54%
- (b) Occupation (Secondary – Primary) 55%:35%

Ans. The birth of a girl child is denied in the society which is highly negative. More secondary occupation reflects environmental imbalances.

Q2 Eco system is very important for the living beings. How can you contribute to conserve it? Express your views (3 X 1 = 3)
page 50

Or

How we can conserve ecosystem? Explain with three examples

Ans. Any three

- (i) Creating awareness among the people
- (ii) Avoiding indiscriminate cutting of trees.
- (iii) Minimizing pollution of the environment
- (iv) Dumping waste material in a proper place.
- (v) Controlling the smoke from the chimneys and vehicles
- (vi) Controlling rapid growth of population

Q 3. The Pentangular tournament was played by five teams in India during colonial rule. They were i) The European, ii) The Parsis, iii) The Hindus, iv) The Muslims, v) The rest which comprised all the communities left such as the Indian Christians. Mahatma Gandhi condemned the Pentangular as a communally dividing competition that was out of place in a time when nationalists were trying to unite India's diverse population. Give any 3 values which can be reflected from this tournament? **3M**

Ans. Values:

- i) Secularism
- ii) Nationalism
- iii) Patriotism
- iv) National-Integration

Q. 4 Which values should contestants keep in mind during the election campaign of a country (Any three) **3M**

**Chapter 4,
p-72**

Ans contestants should keep the following values in mind:

- Honesty
- Non Violence
- Patriotism
- Team Work
- Use less paper for publicity to save paper

Q5 Suppose you have attained the age of 18 years and you have been registered as a voter in the voters list. There are four candidate who are contesting elections from your constituency. They approach you personally one by one **3M**

- I) One of them is a professor in the University who is contesting as an independent candidate.
- II) One is musclemen of the area and people are scared of him.
- III) There is an educated lady who is already helping the residents in various ways.

After meeting all the three candidates, whom will you vote for and why?

Ans. Candidate I – I shall not vote for him since he is contesting as an independent candidate who does not get support of the ruling party. No welfare project can be taken up without any party support.

Candidate II: No question of voting for the muscle man. Our right to vote is our pious duty. We should use it in the interest of the people and not out of fear.

Candidate III: I shall vote for the educated lady for two reasons

- Women must be encouraged to take active part in the governance process
- Since she is already serving the able, is educated and cultured. Sympathetically listens to the complains of the people and is poor. So I will vote for her.

Q6. Which values do the national parks of any country promote? **(3x1=3)**

Ans. Any Three

- Re building forests
- Safety of animals
- Promotion of herbs and plants as a occupation to the backward community
- Reviving the ecology system