

## SST Grade 8 Answer Key

### Ch – 1 How, When and Where

#### A.

1. (i) industries
2. (iii) printed books

#### B.

1. India
2. 1707
3. Plassey and Buxar
4. 1947

#### C.

1. True
2. True
3. False
4. False
5. True

#### D.

1. The Mughal power weakened due to weak successors after Aurangzeb. Continuous wars and invasions by Nadir Shah and Ahmad Shah Abdali further weakened the empire. Also, many regional powers became strong, leading to political instability.

2. The inventions that helped voyages were:

- Astrolabe
- Mariner's compass
- Improved shipbuilding
- Better maps (cartography)

3. The Industrial Revolution increased the need for raw materials and new markets. European countries started controlling weaker regions to get resources and sell goods. This led to imperialism.

#### E.

1. Modern Indian historians use different sources to study history.

Primary sources include archaeological remains, official records, newspapers, letters, photographs and pamphlets.

Secondary sources include reports, articles and printed books.

These sources help in understanding the social, economic and political conditions of the past.

2. The Carnatic Wars were fought between the British and the French from 1744 to 1763.

The British emerged victorious. The French lost their power in India, and the British became the dominant political power.

3. India in the 18th century was politically unstable. The Mughal Empire was declining, and many regional kingdoms became powerful. The British started gaining control. Indian industries declined, and agriculture was changed to grow cash crops. Overall, India was facing economic and political problems.

4. Imperialism is a policy in which a powerful country controls the territory, political system and economy of a weaker country for its own benefit.

## **Ch – 2 From Trade to Territory**

### **A.**

1. (iii) factories
2. (ii) 1744–1763
3. (ii) 1798
4. (ii) Haider Ali
5. (iii) Siraj-ud-Daula
6. (i) Plassey

### **B.**

1. trade
2. factories
3. Carnatic
4. 1757
5. Diwani
6. Doctrine

### **C.**

1. True
2. True
3. True
4. False
5. False
6. False
7. False
8. True

**D.**

1. Bharat was an attractive centre of trade because it was economically rich and had flourishing trade and commerce. Its products like spices, cotton, silk and indigo, were in high demand in Europe.
2. 'Factories' were trading centres set up by European companies. They were called factories because the officials working there were known as factors. These were used as offices and godowns.
3. The Battle of Plassey was significant because it marked the beginning of British political power in Bharat. It helped the East India Company become a strong political force.
4. The French failed to establish political supremacy because they lacked strong support from their government, had weak naval power and suffered financial losses, while the British were stronger and better organised.
5. The Subsidiary Alliance was a system introduced by Lord Wellesley. Under this, Indian rulers had to accept British protection, keep British troops and could not form alliances without British permission.

## E.

### 1. The Battle of Plassey had many important consequences.

After the Battle of Plassey in 1757, Siraj-ud-Daulah was defeated and killed, and the British made Mir Jafar the Nawab of Bengal. The Company started controlling the nawab and used him to get money and political advantage.

This battle marked the beginning of British political power in Bharat. The East India Company changed from a trading company into a powerful political force. Bengal, being the richest province, became the main source of wealth for the Company.

The British gained enormous resources which helped them strengthen their army and expand their control over other parts of Bharat. It also opened the way for further victories like the Battle of Buxar, after which the Company became the real ruler of Bengal.

### 2. The Dual Government was introduced in Bengal after the Treaty of Allahabad in 1765.

Under this system, the East India Company got the 'Diwani' rights, which means the right to collect revenue from Bengal, Bihar and Orissa. At the same time, the Nawab was responsible for administration and maintaining law and order.

This created a situation where the Company had all the power and income but no responsibility, while the Nawab had all the responsibility but no power or proper income.

As a result, the administration became weak and corrupt. The people of Bengal suffered greatly. During the famine of 1770, neither the Company nor the Nawab took responsibility to help the people. This system clearly showed the exploitative nature of British rule.

### 3. The main European countries competing in Bharat were Portugal, Holland, England, France and Denmark.

These countries came to Bharat for trade because Indian goods like spices, silk, cotton and indigo were in great demand in Europe. They set up trading centres called factories in coastal areas.

Over time, there was intense rivalry among these countries to gain control over trade. Gradually, the Portuguese, Dutch and Danes were pushed out of the competition.

Finally, the English and the French became the main rivals. They fought a series of wars known as the Carnatic Wars from 1744 to 1763. The British emerged victorious and established their political dominance in Bharat.

4. The relationship between the East India Company and the Nawab of Bengal deteriorated due to several reasons.

The Company officials misused the trade privileges granted to them. They did not pay customs duties even in private trade, which caused heavy loss to the nawab's treasury.

The Company also started fortifying their settlements without permission and interfered in the internal affairs of Bengal. This made the Nawabs suspicious and angry.

Siraj-ud-Daulah opposed the growing power of the Company and demanded that they remove their fortifications. When the Company refused, conflict broke out, which finally led to the Battle of Plassey.

5. The British East India Company first established its business in Bharat at Surat in 1608.

The Company received a royal charter from England in 1600 and started its trade in Bharat by setting up its first trading centre at Surat on the west coast.

After that, the Company established more trading centres in different parts of the country, especially in coastal regions. These centres were called factories, where officials known as 'factors' managed trade.

Gradually, these trading centres were fortified and became strong bases of power. Over time, the Company expanded its influence from trade to politics and finally established its control over large parts of Bharat.

### **Ch – 3 Ruling the Countryside**

#### **A.**

1. (ii) 1793

2. (iii) Lord Cornwallis
3. (ii) Bombay
4. (iii) Mahatma Gandhi
5. (iii) Faqir

**B.**

1. True
2. False
3. True
4. False
5. False

**C.**

1. Dinbandhu Mitra
2. Zamindars
3. Industrial Revolution
4. Indian, gold, silver

**D.**

1. Lord Cornwallis introduced the Permanent Settlement.
2. The Mahalwari System was introduced in western Uttar Pradesh, parts of Madhya Pradesh and Punjab.
3. Tea and indigo were two cash crops grown during the British period.
4. The three land revenue systems were Permanent Settlement, Mahalwari System and Ryotwari System.
5. The two methods of indigo cultivation were Nij and Ryoti.

**E.**

1. **Ryot** – A cultivator or farmer who worked on the land and paid revenue.
2. **Mahal** – A village or a group of villages used as a unit for revenue collection.
3. **Diwan** – An official who had the right to collect revenue.
4. **Nij** – A method of indigo cultivation where the planter cultivated indigo on his own land using hired labour.

## **F.**

1. The features of Permanent Settlement were that the zamindars were made the hereditary owners of land. They collected rent from peasants and paid fixed revenue to the Company. The revenue was fixed permanently and could not be increased.

2. The Ryotwari System was introduced in South India. Under this system, the settlement was made directly with the cultivators (ryots). The revenue was fixed after surveying the land, but it was very high, and peasants often could not pay it.

3. The British forced peasants to grow cash crops because they needed raw materials like indigo, cotton and opium for their industries in Britain. It also helped them earn more profit.

4. The indigo rebellion was a revolt by peasants against indigo planters in Bengal and Bihar. The peasants were forced to grow indigo and were treated harshly. They protested against exploitation and refused to grow indigo.

5. Ryots were reluctant to grow indigo because it exhausted the soil fertility and reduced food crop production. They were also forced to grow it on the best land and were paid very low prices.

## **G.**

**1.** The land revenue systems introduced by the British had many harmful effects.

The British introduced three systems—Permanent Settlement, Mahalwari and Ryotwari—to collect maximum revenue. Under the Permanent Settlement, zamindars became hereditary owners and collected rent from peasants. Many zamindars had to borrow money to pay revenue, and if they failed, their land was taken away.

In the Mahalwari system, revenue was collected from villages, and the village headman was responsible. The revenue was revised from time to time, which created uncertainty.

In the Ryotwari system, peasants paid revenue directly to the Company. The demand was very high, and many peasants were unable to pay, so they deserted their land.

Overall, these systems led to poverty, debt, loss of land and suffering of peasants.

**2.** The British agrarian policies had a great impact on Indian society.

The British changed the traditional agrarian system by introducing new land ownership and revenue systems. Land became a saleable property, and many peasants lost their land when they failed to pay revenue.

The British forced farmers to grow cash crops like indigo, tea, coffee and cotton instead of food crops. This reduced food production and increased poverty.

Peasants became dependent on moneylenders who charged high interest, leading to heavy debts. The exploitation by zamindars, planters and moneylenders made the condition of peasants very miserable.

These policies broke the self-sufficiency of villages and led to frequent revolts by peasants.

**3.**

The British declared forests as government property and restricted tribals from using forest resources. They were not allowed to practise shifting cultivation, hunting or collect forest produce.

Many tribals were forced to settle as farmers and pay high revenue, even on infertile land. They became dependent on traders and moneylenders who exploited them by charging high interest.

Large areas of land were taken away for plantations, and tribals were forced to work as labourers for very low wages.

Due to these hardships, tribals organised revolts like the Santhal Rebellion and Munda Rebellion to protect their land, culture and rights.

## **Ch – 4 Tribal, Dikus and the Vision of a Golden Age**

### **A.**

1. (iii) hunting, gathering
2. (i) Jharkhand and Odisha
3. (i) Brahmins
4. (iii) Both (a) & (b)
5. (ii) ulugan

### **B.**

1. Jatra Oraon
2. Baigas
3. Jhoom
4. customs, rituals, beliefs
5. Birsa Munda

### **C.**

1. False
2. True
3. False
4. True

5. True
6. False

**D.**

1. The main sources of livelihood for tribal people were hunting, gathering, shifting cultivation, herding and settled agriculture.

2. The British declared forests as state property and restricted tribals from using forest resources. They were not allowed to practise shifting cultivation, hunting or collect forest produce freely.

3. Sidhu and Kanhu were leaders of the Santhal Rebellion. They organised thousands of Santhals and led a revolt against the British, moneylenders and zamindars.

4. The main aim of Birsa Munda's rebellion was to establish 'Munda Raj' and free his people from the oppression of the British, zamindars and moneylenders.

5. Tribals became dependent on traders and moneylenders because they had to buy goods not produced locally. Moneylenders charged high interest, which led to debt and exploitation.

**E.**

1. The Santhal Hul (1855) was caused due to exploitation of tribals by zamindars, moneylenders and the British.

The Santhals were forced to give up their land and were charged very high rates of interest by moneylenders, which made it impossible for them to repay loans. They were also forced to work as bonded labourers.

The British introduced new land systems and claimed tribal lands, which destroyed their traditional way of life. The oppression became unbearable, and under the leadership of Sidhu and Kanhu, the Santhals organised a massive revolt against the British and their agents.

## **2. British rule had a deep impact on the tribal way of life.**

The British declared forests as government property and restricted tribals from using forest resources. They were not allowed to practise shifting cultivation, hunting or gather forest produce freely.

Many tribals were forced to settle as farmers and pay high revenue, even on infertile land. They became dependent on traders and moneylenders who charged very high interest.

Their traditional lifestyle was disturbed, and they lost control over their land and resources. This led to poverty, exploitation and unrest among tribal communities.

## **3. The British suppressed tribal revolts with great force.**

Whenever tribals revolted, the British used military power to crush them. Leaders were arrested, imprisoned or killed.

For example, Birsa Munda was arrested and died in prison. The Santhal Rebellion was also brutally suppressed, and thousands of tribals were killed.

Although the revolts were strong, they were unorganised and could not succeed against the powerful British army.

## **4. The tribal way of life in the 19th century was simple and closely connected with nature.**

Tribals lived in forests and depended on natural resources for their needs. They practised shifting cultivation, hunting and gathering, herding and later settled agriculture.

Land was owned collectively by the tribe, and there was equality among members. Each tribe had its own customs, rituals and beliefs.

They had a self-sufficient lifestyle and lived independently without interference from outsiders.

## **5. The Munda Rebellion took place in the Chotanagpur region in the late 19th century and was led by Birsa Munda.**

The rebellion, also called 'Ulgulan' or the 'Great Tumult', aimed at driving out the British and establishing 'Munda Raj'.

Birsa Munda wanted to restore the tribal rights over land and free his people from the exploitation of zamindars, moneylenders and British officials.

The British suppressed the revolt, arrested Birsa Munda in 1895, and he died in prison. Although the rebellion failed, it became an important symbol of tribal resistance.

## **Ch – 5 When People Rebel – 1857 and After**

### **A.**

1. (iii) three
2. (ii) 1857
3. (i) Nana Saheb

### **B.**

1. 11 May 1857
2. Nana Saheb
3. Rangoon
4. cow and pig fat

### **C.**

1. False
2. False
3. True
4. True

### **D.**

1. The Revolt of 1857 is known as the First War of Independence because it was the first major attempt by Indians to overthrow British rule and gain independence.

2. The Doctrine of Lapse was a policy introduced by Lord Dalhousie. According to it, if a ruler died without a natural heir, his kingdom would be annexed by the British. This angered Indian rulers as many states were taken over by the British.

3. The economic causes of the Revolt of 1857 included heavy taxation, exploitation of peasants and destruction of Indian industries. Many people lost their livelihoods and became poor.

4. The sepoys were dissatisfied because they were paid low salaries, treated unequally compared to British soldiers and were forced to follow rules that hurt their religious beliefs, like the use of greased cartridges.

E.

1. The political causes of the Revolt of 1857 were mainly related to British expansion policies.

The British followed aggressive policies like the Doctrine of Lapse, under which many Indian states were annexed. Rulers such as Nana Saheb and Rani Lakshmibai lost their kingdoms.

The Mughal Emperor Bahadur Shah Zafar was also humiliated, and his authority was reduced. The British refused to recognise him as emperor after his death.

These policies created anger among Indian rulers, princes and nobles, who lost their power and privileges, leading to widespread dissatisfaction.

2. The Revolt of 1857 broke out due to many factors.

Politically, the annexation of states and disrespect towards Indian rulers created anger. Economically, heavy taxes and destruction of industries caused hardship to peasants and artisans.

Socially, the British introduced reforms that interfered with Indian customs and traditions, which people disliked.

The immediate cause was the introduction of greased cartridges believed to be made of cow and pig fat, which hurt the religious sentiments of both Hindus and Muslims.

All these factors together led to the outbreak of the revolt.

### 3. The social reforms introduced by the British were resented by the Indians.

The British tried to change Indian society by introducing laws and reforms, such as banning certain customs and promoting Western education.

Many Indians believed that the British were interfering in their religion and traditions. They feared that their culture and social practices were under threat.

This created suspicion and resentment among the people, which became one of the important causes of the revolt.

### 4. The sepoys were discontented due to several reasons.

They were paid low salaries and were not given equal status as British soldiers. They were also not allowed to rise to higher ranks.

The British forced them to serve in distant lands, which affected their religious beliefs.

The introduction of greased cartridges, which had to be bitten before use, hurt their religious sentiments as they were believed to be made of cow and pig fat.

All these reasons created strong dissatisfaction among the sepoys, which finally led to the revolt.

## **Ch – 6 Civilising the Native, Educating the Nation**

### **A.**

1. (iii) William Jones
2. (i) William Jones
3. (iii) 1835
4. (ii) Magna Carta of English Education in India

5. (iii) English
6. (ii) Rabindranath Tagore

**B.**

1. civilise
2. 1781
3. English
4. 1857
5. Nai Talim
6. pathshalas

**C.**

1. (c) Asiatic Society of Bengal
2. (a) English Education Act
3. (d) Magna Carta of English Education
4. (b) Santiniketan
5. (e) Nai Talim

**D.**

1. False
2. False
3. True
4. True
5. False
6. True

**E.**

1. The Orientalists believed that Indian education should be based on traditional Indian knowledge. They supported the study of ancient texts in Sanskrit, Persian and Arabic and wanted to promote Indian culture and languages.

2. Macaulay supported English education because he believed that Western knowledge was superior. He wanted to educate Indians in English so that they could assist the British administration.

3. Village pathshalas were traditional schools where students were taught reading, writing and arithmetic. They followed flexible timings and teaching methods according to local needs.

4. British rules made education more rigid. They introduced fixed fees, strict rules and regular attendance, which reduced the flexibility of local schools.

5. Gandhiji opposed British education because it was not practical and ignored Indian culture. He believed education should focus on practical work and self-reliance.

F.

1. There was a debate between the Orientalists and the Anglicists regarding education in India.

The Orientalists believed that Indian education should focus on traditional knowledge and languages like Sanskrit, Persian and Arabic. They wanted to preserve Indian culture and supported the study of ancient texts.

On the other hand, the Anglicists believed that Western education was superior. They supported teaching in English and promoting European knowledge.

This debate ended in favour of the Anglicists when Macaulay's Minute (1835) led to the introduction of English education in India.

2. The English Education Act of 1835 had a major impact on Indian education.

It made English the medium of instruction in schools and colleges. It promoted Western education and reduced the importance of traditional Indian learning.

The British aimed to create a class of educated Indians who would help in administration. These Indians were expected to be Indian in blood but English in taste and thinking.

As a result, Indian languages and traditional education systems declined, while English education became dominant.

**3. Wood's Despatch of 1854 laid the foundation of modern education in India.**

It is known as the Magna Carta of English Education in India. It recommended the establishment of universities in Calcutta, Bombay and Madras.

It encouraged the spread of education at all levels—primary, secondary and higher education. It also supported teacher training and education for women.

Wood's Despatch played an important role in organising the education system in India and expanding English education.

**4. Mahatma Gandhi and Rabindranath Tagore had different views on education.**

Gandhiji believed in basic education or Nai Talim. He emphasised learning through practical work, the use of the mother tongue and the development of self-reliance.

Rabindranath Tagore believed in natural and creative learning. He founded Santiniketan, where students learned in a peaceful environment close to nature.

While Gandhi focused on practical skills and self-sufficiency, Tagore emphasised creativity, freedom and holistic development of students.

## **Ch – 7 Women, Caste and Reforms**

**A.**

1. (ii) 1856
2. (iii) Bengal
3. (iii) Harbilas Sharda
4. (ii) Ishwar Chandra Vidyasagar

5. (ii) Jyotiba Phule
6. (ii) Andhra Pradesh
7. (i) Narayan Guru

**B.**

1. Jyotiba Phule
2. Jyotiba Phule
3. Brahmo Samaj
4. D.K. Karve
5. Jyotiba Phule
6. Jyotiba Phule
7. Muslims
8. Sarojini Naidu
9. religious

**C.**

1. True
2. True
3. False
4. False
5. True
6. True
7. False

**D.**

1. The condition of women in the 18th and 19th centuries was very miserable. They were denied education, forced into early marriages and had no rights. Practices like sati and child marriage made their condition worse.

2. Raja Ram Mohan Roy played an important role in women's upliftment. He opposed sati, supported widow remarriage and promoted women's education.

3. Ishwar Chandra Vidyasagar helped widows by supporting widow remarriage. His efforts led to the passing of the Hindu Widow Remarriage Act in 1856.

4. The main objective of the Satya Shodhak Samaj was to promote equality and fight against caste discrimination. It worked for the upliftment of lower castes and women.

5. Women's education helped in social reforms by spreading awareness, reducing social evils and improving the status of women in society.

E.

1. Raja Ram Mohan Roy was a great social reformer of India.

He worked for the upliftment of women and opposed many social evils. He strongly criticised the practice of sati and played a key role in getting it abolished.

He supported widow remarriage and promoted women's education. He also founded the Brahmo Samaj to reform society and promote rational thinking.

His efforts helped improve the condition of women and laid the foundation for social reforms in India.

2. The condition of women in the 18th and 19th centuries was very poor.

Women had no access to education and were treated as inferior to men. Child marriage was common, and widows were forced to live a life of hardship.

The practice of sati forced widows to burn themselves on their husband's funeral pyre. Women had no property rights and were dependent on men.

These social evils made the life of women very difficult and miserable.

**3. Ishwar Chandra Vidyasagar played an important role in women's upliftment.**

He strongly supported widow remarriage and worked hard to improve the condition of widows. His efforts led to the passing of the Hindu Widow Remarriage Act in 1856.

He also promoted women's education and opened schools for girls. He believed that education was necessary for social reform.

His work helped bring positive changes in society and improved the status of women.

**4. Sir Syed Ahmed Khan was a pioneer of social reform in the Muslim society.**

He worked for the upliftment of Muslims and promoted modern education. He encouraged Muslims to adopt Western education and scientific thinking.

He founded the Aligarh Movement and established institutions for education. He also worked to remove social evils and improve the condition of Muslims.

His efforts helped in the progress of the Muslim community.

**5. Various social reform movements took place in India during the 19th century.**

These movements aimed to remove social evils like sati, child marriage and caste discrimination. Reformers like Raja Ram Mohan Roy, Jyotiba Phule and Narayan Guru played an important role.

They promoted education, equality and social justice. These movements helped in improving the condition of women and lower castes.

They also created awareness among people and led to important social changes.

**6. The caste system in Bharat was a rigid social structure.**

People were divided into different castes, and each caste had fixed roles and duties. Lower castes were treated as untouchables and faced discrimination.

They were denied education, temple entry and basic rights. This system created inequality and injustice in society.

It was one of the major social problems in India.

7. Social reformers made great efforts to remove the caste system.

Reformers like Jyotiba Phule and Narayan Guru worked for equality and upliftment of the lower castes. They opposed untouchability and discrimination.

They promoted education and social awareness among people. Their efforts helped in reducing caste-based discrimination.

These reforms played an important role in creating a more equal society.

8. Prof. D.K. Karve was a great social reformer.

He worked for women's education and welfare. He founded the Widow Home in 1896 to support widows.

He also established educational institutions for women and encouraged them to become independent.

His efforts helped improve the condition of women in society.

## **Ch – 8 The Making of National Movement: 1870s–1947**

### **A.**

1. (i) 1885
2. (i) 1905
3. (iii) W.C. Bonnerji
4. (ii) Bal Gangadhar Tilak

### **B.**

1. Muslim League
2. Surat, Congress
3. East India Association
4. Dadabhai Naoroji
5. 1913

C.

1. False
2. True
3. True
4. False
5. True

D.

1. British economic policies exploited India by destroying local industries, imposing heavy taxes and draining wealth to Britain. This caused poverty and led to the rise of nationalism.
2. Peasants, artisans and small traders were badly affected by British land revenue and annexation policies. They suffered due to heavy taxes and loss of livelihood.
3. Educated Indians were dissatisfied because they were denied high positions in government and faced racial discrimination.
4. Western education spread ideas of liberty, equality and nationalism among Indians, which inspired them to fight against British rule.
5. Western thinkers like Rousseau, Locke and Mill influenced Indian nationalism.
6. Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Jyotiba Phule and Swami Dayanand Saraswati contributed to social and cultural renaissance.
7. The press spread nationalist ideas and exposed British policies, helping to create public opinion against British rule.

E.

1. The Moderates were early leaders of the Indian National Congress who believed in peaceful methods.

They adopted constitutional methods like petitions, prayers and meetings to present their demands to the British government.

They aimed to create awareness among people and demanded reforms such as more representation of Indians in government and a reduction of taxes.

Leaders like Dadabhai Naoroji, Gopal Krishna Gokhale and Surendranath Banerjee followed this approach. Though their methods were slow, they laid the foundation of the national movement.

2. The growth of national awakening in Bharat in the later half of the 19th century was due to several causes.

British economic exploitation created poverty and dissatisfaction among people. Western education introduced ideas of freedom, equality and nationalism.

The press played an important role in spreading awareness and criticising British policies. Social and religious reform movements also helped in awakening people.

Political associations like the Indian National Congress united people and gave direction to the movement.

3. The extremists were leaders who believed in more aggressive methods to achieve independence.

They included Bal Gangadhar Tilak, Lala Lajpat Rai and Bipin Chandra Pal.

They believed in self-reliance, boycott of British goods and mass participation. They promoted Swadeshi and national education.

Their methods were more direct and aimed at immediate self-rule, unlike the moderates.

4. The Gadar Party was founded in 1913 in the USA by Indian revolutionaries.

It aimed to overthrow British rule in India through armed rebellion.

The party published revolutionary literature and encouraged Indians abroad to fight for independence. It played an important role in spreading revolutionary ideas.

**5.** Lord Curzon partitioned Bengal in 1905 to weaken the growing national movement.

He divided Bengal on communal lines, which angered the people.

The people reacted strongly through the Swadeshi and Boycott movements. They refused to use British goods and promoted Indian products.

This movement united people and strengthened nationalism in India.

**6.** Revolutionaries were people who believed in using force to achieve independence.

They aimed to overthrow British rule through armed struggle.

They carried out activities like bombings and assassinations of British officials. Their objective was complete independence from British rule.

They inspired people with their bravery and sacrifice.

**7.** The Indian National Congress was founded in 1885.

Its first session was held in Bombay under the leadership of W.C. Bonnerji.

Some of the delegates who attended the first meeting included Dadabhai Naoroji, Surendranath Banerjee and others.

The Congress provided a platform for Indians to express their political demands and played a key role in the freedom struggle.

## **Ch – 9 Resources**

**A.**

1. (iii) all of these
2. (i) biotic

3. (iii) biogas

**B.**

1. nature
2. its utility, recognised
3. natural resources
4. mountains and rivers
5. renewable, non-renewable

**C.**

1. True
2. True
3. True
4. True
5. False

**D.**

1. Iron, copper, aluminium and gold can be recycled.
2. Solar energy and wind energy can be generated by man.
3. Petroleum and natural gas are used as fuel, in transport, for cooking and in industries.
4. Air and sunlight are renewable resources present in huge quantities.
5. Roads, buildings and machines are examples of man-made resources.
6. We obtain resources from nature.

**E.**

1. A resource is anything that has utility and can satisfy human needs.

2. Natural resources are those resources which are obtained from nature, such as air, water, soil and minerals.

3. A gift of nature becomes a resource when its usefulness is recognised and it is used by humans.

4. Biotic resources are obtained from living things like plants and animals. Abiotic resources are non-living things like land, water and minerals.

5. Resource planning is needed to use resources carefully and avoid their overuse so that they are available for future generations.

F.

1. Resources are necessary for human beings because they satisfy our needs and support life.

All necessities like food, water, shelter and clothing are obtained from resources. They are also important for economic development and industrial growth.

Resources like minerals and fuels help in running industries and transport. Human beings depend on resources for survival and development.

Without resources, life on Earth would not be possible.

2. Resources can be conserved for future generations by using them wisely.

We should avoid wastage and use resources carefully. Recycling and reusing materials can help conserve resources.

We should promote the use of renewable resources like solar and wind energy. Afforestation and protection of natural resources are also important.

Proper planning and awareness can help in saving resources for the future.

3. Resources can be classified on the basis of the stage of development.

They are classified into potential, developed, stock and reserves.

Potential resources are those that are available but not yet used. Developed resources are those that are surveyed and used.

Stock refers to resources available but cannot be used due to a lack of technology. Reserves are part of the stock that can be used with existing technology.

This classification helps in the proper use and management of resources.

## **Ch – 10 Land, Soil, Water, Natural Vegetation and Wildlife Resources**

### **A.**

1. (ii) Soil texture
2. (iii) Terrace cultivation

### **B.**

1. valuable, limited
2. Soil
3. water
4. forest
5. biosphere reserves, national parks

### **C.**

1. False
2. True
3. True
4. False
5. True

### **D.**

1. Land is a natural resource that supports life and provides us with food, shelter and other necessities.

2. Conservation means the protection and proper use of resources. It includes methods like afforestation, soil conservation and water management.

3. All trees in forests are regarded as representative because they show the type of natural vegetation of a region and reflect its climate.

4. The two types of evergreen forests are tropical evergreen forests and temperate evergreen forests.

5. Forests can be conserved by planting more trees, preventing deforestation, controlling forest fires and protecting wildlife.

## **E.**

1. Land degradation is caused by several human activities.

Deforestation, overgrazing, mining and excessive use of chemicals in agriculture lead to land degradation. Industrial waste and improper farming methods also damage the land.

To prevent land degradation, we should plant more trees, control overgrazing and use proper farming techniques. Proper disposal of industrial waste and avoiding excessive use of chemicals can also help.

Conservation measures can protect land and maintain its fertility.

---

2. Soil conservation is important to prevent soil erosion and maintain fertility.

Methods of soil conservation include terrace farming on slopes, which reduces water flow and prevents erosion.

Afforestation helps in holding the soil together. Shelter belts reduce the speed of wind and prevent soil erosion.

Crop rotation and mulching also help in maintaining soil fertility and reducing erosion.

**3.** Water conservation is necessary to ensure the availability of water for future generations.

Rainwater harvesting is an important method of conserving water. Water should be used carefully, and wastage should be avoided.

Dams and reservoirs help in storing water. Recycling and reuse of water can also help in conservation.

Proper management of water resources is essential for sustainable development.

**4.** Forests are very important for maintaining ecological balance.

They provide oxygen, regulate climate and support wildlife. Forests also help in preventing soil erosion and maintaining the water cycle.

Conservation of forests includes afforestation, preventing illegal cutting of trees and controlling forest fires.

People should be made aware about the importance of forests and their protection.

**5.** Several steps have been taken for the preservation of wildlife in India.

National parks, wildlife sanctuaries and biosphere reserves have been established to protect animals. Hunting of animals has been banned.

Government has started projects like Project Tiger to save endangered species.

Public awareness and strict laws help in protecting wildlife and preserving biodiversity.

## **Ch – 11 Agriculture**

### **A.**

#### **1. (i) Sericulture**

2. (i) Shifting
3. (iii) jute
4. (i) Brazil

**B.**

1. True
2. False
3. True
4. False
5. True

**C.**

1. less developed areas
2. beverage
3. petrochemicals
4. rice
5. subsistence farming

**D.**

1. The two types of traditional agricultural practices are shifting cultivation and nomadic herding. Shifting cultivation involves clearing land and moving to new areas, while nomadic herding involves moving with animals for grazing.

2. Shifting cultivation is a type of farming where land is cleared by cutting and burning vegetation. Its disadvantages include loss of soil fertility and deforestation.

3. Plantation agriculture is a type of commercial farming where a single crop like tea, coffee or rubber is grown on a large scale.

4. Jute is a natural fibre known as the golden fibre. It is strong, durable and used for making ropes, bags and mats.

## **E.**

**1.** Agricultural activities are influenced by several factors.

Physical factors include climate, soil, relief and availability of water.

Temperature and rainfall play an important role in crop growth. Fertile soil and flat land are suitable for agriculture.

Human factors include labour, capital and technology. Availability of modern tools, irrigation facilities and skilled labour increases productivity.

Both physical and human factors together determine agricultural activities in a region.

**2.** Mixed farming is a type of farming where both crops and livestock are raised together.

Its main features include growing crops and rearing animals on the same farm. Animal waste is used as manure, and crops provide food for animals.

This type of farming helps in better use of resources and increases farmers' income.

**3.** Rice requires specific soil and climatic conditions.

It grows well in fertile alluvial soil. It needs high temperatures, around 25°C, and heavy rainfall.

Standing water is necessary during its growth period. Rice is mainly grown in regions with a hot and humid climate.

**4.** Commercial crops are grown for sale in the market.

Important commercial crops include cotton, jute, sugarcane, tea, coffee and rubber.

They are of two types—fibre crops (cotton, jute) and beverage crops (tea, coffee). These crops are important for industries and trade.

**5.** A typical farm in India is usually small in size.

Most farmers practise subsistence farming, producing crops mainly for their own use.

Farms depend on monsoon rainfall, and traditional tools are often used. Crops like rice, wheat and pulses are commonly grown.

Farming methods are gradually improving with the use of modern technology and irrigation.

## **Ch – 12 Industries**

### **A.**

1. (ii) Two
2. (i) Agro based industries
3. (ii) Private Sector
4. (ii) Britain
5. (i) Information Technology

### **B.**

1. Agro-based industries
2. small-scale
3. Large-scale
4. Public sector
5. natural, synthetic

### **C.**

1. True
2. False

3. False
4. True
5. True

D.

1. An industry is an activity that involves the production of goods and services by using natural resources, labour and capital.

2. Industries are classified on the basis of raw materials, size and ownership.

3. Agro-based industries use raw materials from plants and animals. Examples are cotton textile and sugar industry.

4. Iron and steel industry is called a feeder industry because it supplies raw materials to other industries.

5. Cottage industries are small-scale industries carried out at home using simple tools and family labour.

E.

1. An industry is an economic activity that transforms raw materials into finished goods.

Industries use natural resources, labour, capital and technology to produce goods and services. They play an important role in economic development and provide employment.

Industries also help in improving the standard of living and support other sectors like agriculture and trade.

2. Industries can be classified on the basis of raw materials into two types.

Agro-based industries use raw materials obtained from plants and animals. Examples include cotton textile, sugar and dairy industries.

Mineral-based industries use minerals and metals as raw materials. Examples include iron and steel, cement and aluminium industries.

This classification helps in understanding the source of raw materials used in industries.

3. On the basis of size, industries are of three types.

Cottage industries are small and use simple tools and family labour. Small-scale industries use some machinery and employ a small number of workers.

Large-scale industries involve heavy machinery, large capital and a large number of workers.

This classification is based on the scale of production and investment.

4. Large-scale industries are very different from small-scale industries.

Large-scale industries use advanced machinery, require huge capital and employ many workers. They produce goods in large quantities.

Small-scale industries use limited capital and simple machines. They employ fewer workers and produce goods on a smaller scale.

Large-scale industries are more productive, while small-scale industries provide more employment opportunities.

5. On the basis of ownership, industries are of three types.

Public sector industries are owned and operated by the government. Private sector industries are owned by individuals or companies.

Joint sector industries are owned jointly by the government and private individuals.

This classification helps in understanding who controls and manages industries.

## Ch – 13 Human Resources

### A.

1. (ii) density of population
2. (ii) 49 persons/sq km
3. (i) birth rate
4. (ii) emigration
5. (i) 382 persons/sq km

### B.

1. ten
2. low
3. slowly
4. 1985
5. Kerala

### C.

1. False
2. True
3. False
4. False
5. True

### D.

1. Human resource refers to the people who contribute to the development of a country through their skills, knowledge and abilities.

2. Human resources are important because they help in the economic and social development of a country by using resources effectively.

3. Fertile plains attract more population because they have good soil, availability of water and favourable conditions for agriculture.

4. Sex ratio means the number of females per 1000 males in a population.

E.

1. Population change refers to the increase or decrease in the number of people in a region over time.

It depends on three main components—birth rate, death rate and migration.

Birth rate is the number of live births per thousand people, while death rate is the number of deaths per thousand people. Migration is the movement of people from one place to another.

If birth rate is higher than death rate, population increases. Migration can also increase or decrease population depending on movement.

2. A population pyramid is a graphical representation of the age and sex composition of a population.

It shows the number of males and females in different age groups.

It helps us understand whether the population is growing, stable or declining. A broad base indicates a growing population, while a narrow base shows a declining population.

It is useful for planning resources and development.

3. The distribution of population in the world is uneven.

Some areas like Asia have a very high population, while regions like deserts, mountains and polar areas have very low population.

People prefer to live in areas with favourable climate, fertile soil and availability of water. Regions with good transport and job opportunities attract more population.

Thus, physical and human factors affect the distribution of population.

4. Several factors affect the density of population.

Physical factors include climate, relief, soil and availability of water. Areas with favourable conditions have higher population density.

Human factors include availability of jobs, industries, transport and infrastructure.

Social, economic and political conditions also influence where people choose to live.

These factors together determine population density in a region.

## **Ch – 14 The Indian Constitution**

### **A.**

1. (i) rules
2. (iii) Parliament

### **B.**

1. government
2. elect
3. Constitution
4. Legislature, Executive

### **C.**

1. False
2. False

### 3. True

D.

1. The Constitution is helpful in a democratic country because it provides rules and guidelines for governance. It protects the rights of citizens and ensures proper functioning of the government.

2. The Preamble is an introduction to the Constitution. It states the aims and objectives of the Constitution and describes India as a sovereign, socialist, secular and democratic republic.

3. Secularism means that the state has no official religion and treats all religions equally. Every citizen has the freedom to follow any religion.

E.

1. The Indian Constitution has several important features.

It is the supreme law of the country and lays down the framework of governance. It provides for a democratic system where people elect their representatives.

It ensures justice, liberty, equality and fraternity for all citizens. It also guarantees fundamental rights and provides for an independent judiciary.

The Constitution divides power among three organs—Legislature, Executive and Judiciary—to ensure balance and proper functioning.

2. The Fundamental Rights are basic rights given to all citizens of India.

These include Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights and Right to Constitutional Remedies.

These rights protect individuals from injustice and ensure their dignity and freedom.

They are essential for the development of individuals and the functioning of a democratic society.

## **Ch – 15 Understanding Secularism**

### **A.**

1. (i) Jews
2. (i) monarchy
3. (i) freedom of speech
4. (ii) M.K. Gandhi

### **B.**

1. Secularism
2. public places
3. Indian
4. free
5. India

### **C.**

1. False
2. True
3. False
4. False
5. False

### **D.**

1. Secularism means the separation of religion from the state. It ensures that all religions are treated equally and people are free to follow any religion.

2. India is described as a secular state because it does not have any official religion and treats all religions equally. It also gives freedom to people to practise any religion.

3. Two objectives of Indian secularism are to maintain equality among all religions and to ensure freedom of religion.

4. The principle of distance means that the state keeps a distance from all religions but can interfere if needed to ensure equality and prevent injustice.

5. The state should not promote any one religion because it must treat all religions equally and ensure fairness among citizens.

E.

1. Secularism is the principle of separating religion from the state.

It means that the government does not favour any particular religion and treats all religions equally.

People have the freedom to follow, practise and propagate any religion of their choice. Secularism ensures equality, tolerance and harmony among different religious groups.

2. Secularism brings many important benefits.

It promotes equality among all religions and prevents discrimination. It ensures freedom of religion and protects the rights of individuals.

It helps maintain peace and harmony in a diverse society like India. It also prevents conflicts based on religion.

3. A secular state is one that does not have any official religion.

It treats all religions equally and does not discriminate on the basis of religion.

The state ensures that every citizen has the right to follow any religion and protects their religious freedom. India is an example of a secular state.

4. History provides many examples of conflicts based on religion.

In Hitler's Germany, Jews were persecuted. Such incidents show the dangers of discrimination based on religion.

These examples highlight the importance of secularism in maintaining equality and preventing injustice.

5. Two main objectives of secularism are to ensure freedom of religion and to maintain equality among all religions.

It also aims to promote harmony and unity among people of different religious backgrounds.

## **Ch – 16 Parliament and the Making of Laws**

### **A.**

1. (ii) 245
2. (i) Legislature

### **B.**

1. Parliament
2. five
3. Speaker
4. Ordinary
5. Bill

### **C.**

1. True

2. True
3. False
4. False
5. False

D.

1. The members of the Lok Sabha are elected directly by the people through elections.

2. A person must be a citizen of India and at least 25 years of age to become a member of the Lok Sabha.

3. India has a parliamentary form of government where the executive is responsible to the legislature.

4. The Speaker of the Lok Sabha is elected by the members of the Lok Sabha from among themselves.

E.

1. Parliament controls the executive in several ways.

The executive is responsible to the Parliament and must answer to it. Members of Parliament can ask questions and hold discussions to check the working of the government.

Parliament can pass a no-confidence motion against the government, which can force it to resign. It also controls financial matters and approves the budget.

Thus, Parliament ensures that the executive works properly and remains accountable.

2. Parliament performs many important functions.

Its main function is to make laws for the country. It also controls the executive and discusses national issues.

Parliament approves the budget and controls public money. It also represents the people and gives them a platform to express their views.

Thus, Parliament plays a key role in the governance of the country.

## **Ch – 17 Judiciary**

### **A.**

1. (ii) ₹ 80000
2. (ii) Criminal cases
3. (ii) Two
4. (ii) President
5. (iii) Supreme Court
6. (ii) The Constitution

### **B.**

1. Supreme Court
2. New Delhi
3. President
4. Chief Justice
5. High Court
6. Lok Adalats

### **C.**

1. True
2. True
3. False

4. True

5. True

D.

1. Independence of the judiciary means that the judiciary works independently without interference from the executive or legislature.

2. The judiciary protects Fundamental Rights by ensuring that laws and actions of the government do not violate these rights. Citizens can approach courts if their rights are violated.

3. Civil cases are related to disputes between individuals or organisations. Examples include property disputes and family matters.

4. Criminal cases involve offences against society. Examples include theft and murder.

5. The pyramidal structure of the judiciary means that there is a hierarchy of courts, with the Supreme Court at the top, followed by High Courts and then subordinate courts.

E.

1. Civil cases and criminal cases are two main types of cases in the judiciary.

Civil cases deal with disputes between individuals, such as property disputes, divorce cases and contract issues. These cases do not involve any crime but focus on rights and duties.

Criminal cases involve offences against society, such as theft, murder and fraud. In these cases, the accused is punished by law.

Thus, civil cases are related to disputes, while criminal cases deal with crimes.

2. The structure of the Bhartiya judiciary is hierarchical.

At the top is the Supreme Court, which is the highest court of the country. Below it are the High Courts in each state.

At the lowest level are subordinate courts, which include district courts and lower courts. The district judge acts as both civil and sessions judge.

This structure ensures proper functioning and easy access to justice.

3. The Supreme Court is the highest court in the country, and the High Court is the highest court in a state.

The Supreme Court is located in New Delhi and has authority over all courts in India.

High Courts function at the state level and supervise subordinate courts. Both play an important role in delivering justice.

4. The judges of the Supreme Court are appointed by the President of India.

The Chief Justice of India is also appointed by the President.

The appointment is done to ensure that qualified and experienced persons become judges.

5. The Supreme Court has three types of jurisdiction—original, appellate and advisory.

Original jurisdiction means cases that can be directly filed in the Supreme Court.

Appellate jurisdiction means hearing appeals from lower courts.

Advisory jurisdiction means giving advice to the President on legal matters.

These powers make the Supreme Court the most important judicial body in India.

## **Ch – 18 Understanding Marginalisation**

### **A.**

1. (ii) Social exclusion of certain groups
2. (iii) Adivasis
3. (ii) Stereotyping
4. (ii) Development projects
5. (ii) The Constitution

### **B.**

1. margins
2. forests
3. social
4. slums

### **C.**

1. False
2. True
3. True
4. False
5. True

### **D.**

1. Marginalisation means the social exclusion of certain groups from the mainstream of society, where they have fewer opportunities and rights.
2. Two causes of marginalisation are social inequality and stereotyping.

3. Development projects often displace Adivasi communities from their forests, which affects their livelihood and way of life.

4. Stereotypes are harmful because they create wrong ideas about groups and lead to discrimination and inequality.

5. Education helps reduce marginalisation by creating awareness, providing opportunities and promoting equality.

E.

1. Marginalisation is caused by social, economic and political factors.

Social causes include caste system, discrimination and stereotyping, which push certain groups to the margins of society.

Economic causes include poverty, lack of resources and unemployment, which limit opportunities for development.

Political causes include lack of representation and participation in decision-making processes.

These factors together lead to the exclusion of certain groups from mainstream society.

2. Displacement has a serious impact on marginalised communities.

People are forced to leave their homes and lose their land and livelihood.

Adivasis, who depend on forests, suffer the most as they lose access to natural resources.

They are often forced to live in poor conditions such as slums. Their culture and traditions are also affected.

Displacement leads to poverty, unemployment and social problems.

3. Minorities face several problems in society.

They often face discrimination and are denied equal opportunities in education and employment.

They may be socially and economically backward and lack proper representation.

Stereotyping and prejudice also affect their dignity and rights.

These problems make it difficult for minorities to develop fully.

4. An inclusive society can be created by ensuring equality and justice for all.

People should be given equal opportunities in education, employment and social life.

The government should implement laws and policies to protect the rights of marginalised groups.

Education and awareness can help remove discrimination and promote harmony.

Respect for diversity and cooperation among people are essential for an inclusive society.

## **Ch – 19 Confronting Marginalisation**

### **A.**

1. (iii) Article 17
2. (iii) Dalits
3. (ii) Reduce inequality
4. (iii) 1989

### **B.**

1. 17
2. Fundamental

3. social
4. Adivasis
5. land

**C.**

1. False
2. True
3. False
4. True
5. False

**D.**

1. Marginalised groups are those groups that are excluded from the mainstream of society and have fewer opportunities, such as Dalits and Adivasis.

2. Article 17 of the Constitution abolishes untouchability and declares it a punishable offence.

3. The purpose of reservation is to reduce inequality and provide equal opportunities to disadvantaged groups.

4. The SC/ST (Prevention of Atrocities) Act, 1989 protects Dalits and Adivasis from discrimination and violence.

5. People invoke Fundamental Rights to protect themselves from injustice and ensure equality and freedom.

**E.**

1. Marginalised groups use Fundamental Rights to protect themselves from injustice.

These rights ensure equality, freedom and protection from discrimination. Dalits and Adivasis can approach courts if their rights are violated.

Fundamental Rights help them fight against social injustice and demand equal treatment.

They play an important role in improving the condition of marginalised communities.

2. Reservation policy is important to reduce inequality in society.

It provides opportunities in education, jobs and politics to disadvantaged groups like SCs and STs.

Reservation helps in correcting historical injustices and promotes social equality.

It enables marginalised groups to improve their socio-economic conditions.

3. The SC/ST (Prevention of Atrocities) Act, 1989 is a law to protect Dalits and Adivasis.

It prevents discrimination, violence and exploitation against these communities.

The Act provides strict punishment for those who commit crimes against them.

It ensures safety, dignity and justice for marginalised groups.

4. Adivasis demand rights over their land and forest resources.

They depend on forests for their livelihood, culture and traditions.

Development projects often displace them and take away their land.

They demand protection of their land rights and fair compensation.

5. Constant struggle is necessary to achieve equality because rights are not always implemented automatically.

People need to raise their voice against injustice and discrimination.

Social awareness, movements and legal actions are required to ensure rights are respected.

Continuous efforts help in achieving equality and justice in society.

## **Ch – 20 Public Facilities**

### **A.**

1. (iv) fair price shops
2. (iv) 36 percent

### **B.**

1. Chennai
2. Constitution
3. Government, private

### **C.**

1. True
2. True
3. True

### **D.**

1. Public facilities are basic services provided to people by the government, such as water supply, sanitation, healthcare and education.

2. The government makes provisions for essential services like water, electricity, sanitation and healthcare.

3. Yes, public facilities are part of the Right to Life because they are necessary for a healthy and dignified life.

E.

1. Public facilities are not available universally.

In many areas, especially in rural and poor urban regions, people do not have proper access to clean water, sanitation and healthcare.

There is inequality in the distribution of these facilities, where rich areas get better services while poor areas suffer.

This shows that public facilities are not equally available to all citizens.

2. The Right to Life is a Fundamental Right given by the Constitution.

It ensures that every person has the right to live with dignity. It includes access to basic necessities like food, water, shelter, healthcare and education.

The government is responsible for providing these facilities to all citizens.

Without these basic facilities, the Right to Life cannot be fully enjoyed.

## **Ch – 21 Law and Social Justice**

A.

1. (i) few
2. (iii) Hallmark

B.

1. Law

2. Fundamental
3. Bhopal

C.

1. True
2. True
3. True
4. False
5. True

D.

1. Workers are exploited when they are paid low wages, made to work long hours and are not given proper safety and job security.

2. The government and laws protect the workers by ensuring fair wages, safety and proper working conditions.

3. Consumers are people who buy goods and services for their use.

E.

1. Protection of workers is essential to ensure their safety and dignity.

Workers often face exploitation such as low wages, unsafe working conditions and long working hours. Laws are needed to protect their rights and provide fair treatment.

The government makes laws to ensure minimum wages, safety measures and proper working conditions.

Protecting workers helps in improving their standard of living and promotes social justice.

2. The environment can be protected by taking several measures.

Industries should follow safety laws and avoid pollution. Waste should be managed properly, and harmful substances should not be released into the environment.

People should plant trees, reduce waste and use resources carefully.

Government laws and public awareness are important to protect the environment and ensure a healthy life.

## **NCERT CORNER**

### **Let's Recall**

1.
  - (a) False
  - (b) False
  - (c) True

### **Let's Discuss**

2. The problem with the periodisation of Indian history by James Mill is that he divided history into Hindu, Muslim and Christian periods, which is not correct. It ignores the diversity of Indian society and gives importance only to religion.
3. The British preserved official documents because they needed records for administration, decision-making and maintaining control over the country.
4. Information from newspapers is different from police reports because newspapers reflect public opinion and social issues, while police reports give official and factual details of events.

### **Let's Do**

5. Surveys help to collect information about people's lives, conditions and needs. For example, surveys about population, education or employment. A historian can use these surveys to understand changes in society, economy and living conditions over time.

## **Ch – 2 From Trade to Territory**

## **NCERT CORNER**

### **Let's Recall**

- 1.

- (a) Diwani — **(ii) right to collect land revenue**
- (b) “Tiger of Mysore” — **(i) Tipu Sultan**
- (c) Faujdari adalat — **(iv) criminal court**
- (d) Rani Channamma — **(v) led an anti-British movement in Kitoor**
- (e) Sipahi — **(iii) Sepoy**

2.

- (a) Plassey
- (b) Mysore
- (c) Dalhousie
- (d) central

3.

- (a) False
- (b) False
- (c) True
- (d) False

### **Let's Discuss**

- 4. European trading companies were attracted to India because of its rich resources, spices, textiles and profitable trade opportunities.
- 5. The conflict between Bengal Nawabs and the East India Company was due to misuse of trade privileges, non-payment of taxes and interference in internal matters by the Company.
- 6. The assumption of Diwani meant that the East India Company got the right to collect revenue from Bengal, Bihar and Orissa.
- 7. The Subsidiary Alliance was a system in which Indian rulers accepted British protection and kept British troops, while giving up control over their foreign policy.

8. The Company's administration was different because it was profit-oriented and aimed at expanding British power, unlike Indian rulers who focused on governance.
9. The Company's army changed by increasing the number of Indian sepoy and modernising weapons and training.

### Let's Do

10. After British conquest, Calcutta developed into a big city with new buildings, roads and administrative centres. It became a centre of trade and British power.
11. *(Activity-based – answers may vary according to students)*

## Ch – 3 Ruling the Countryside

---

### NCERT CORNER

#### Let's Recall

##### 1. Match the following:

- (a) ryot — **(ii) peasant**
  - (b) mahal — **(i) village**
  - (c) nij — **(iv) cultivation on planter's land**
  - (d) ryoti — **(iii) cultivation on ryot's lands**
- 

##### 2. Fill in the blanks:

- (a) Growers of woad in Europe saw **indigo** as a crop which would provide competition to their earnings.
- (b) The demand for indigo increased in late-eighteenth-century Britain because of **the expansion of cotton production during the Industrial Revolution.**

(c) The international demand for indigo was affected by the discovery of **synthetic dyes**.

(d) The Champaran movement was against **indigo planters**.

### **Let's Discuss**

**3.**

The Permanent Settlement fixed land revenue permanently. Zamindars were made landowners and were responsible for collecting revenue. If they failed to pay, their land was taken away. This system led to exploitation of peasants.

**4.**

In the Mahalwari system, revenue was collected from villages and revised periodically. In the Permanent Settlement, revenue was fixed permanently and collected through zamindars.

**5.**

In the Munro (Ryotwari) system, peasants had to pay high revenue directly to the government. This led to debt and loss of land when they could not pay.

**6.**

Ryots were reluctant to grow indigo because they were forced to grow it, received low prices and it reduced soil fertility, affecting food crops.

**7.**

Indigo production collapsed due to peasant revolts, refusal to grow indigo and the introduction of synthetic dyes which reduced demand.

### **Let's Do**

**8.**

The Champaran Movement (1917) was led by Mahatma Gandhi against the exploitation of indigo farmers. It forced the British to improve conditions of peasants.

**9.**

*(Activity-based – answers may vary according to students)*

## **Ch – 4 Tribal, Dikus and the Vision of a Golden Age**

### **NCERT CORNER**

#### **Let's Recall**

1.

- (a) primitive
- (b) jhum cultivation
- (c) land titles
- (d) tea plantations, mines

2.

- (a) True
- (b) True
- (c) True
- (d) False

#### **Let's Discuss**

- 3. Shifting cultivators faced problems because the British restricted forest use, banned shifting cultivation and imposed taxes, which affected their livelihood.
- 4. Under colonial rule, tribal chiefs lost their power and were reduced to ordinary landowners or workers.

5. Tribals were angry against dikus (outsiders) because they exploited them, took their land and forced them into debt.
6. Birsa's vision of a golden age promised freedom from British rule and restoration of tribal rights, which attracted many people.

### **Let's Do**

7. *(Activity-based – answers may vary according to students)*
8. *(Activity-based – answers may vary according to students)*

## **Ch – 5 When People Rebel – 1857 and After**

### **NCERT CORNER**

#### **Let's Recall**

1. Rani Lakshmibai demanded that her adopted son be recognised as the heir to the throne of Jhansi. The British refused this under the Doctrine of Lapse.
2. The British passed laws allowing converts to Christianity to inherit the property of their ancestors.
3. The sepoys objected to the new cartridges because they were believed to be greased with cow and pig fat, which hurt the religious sentiments of both Hindus and Muslims.
4. In the last years of his life, the Mughal emperor Bahadur Shah Zafar was declared the leader of the revolt. After the revolt failed, he was exiled to Rangoon where he died.

### Let's Discuss

5. The British were confident because they had a strong army, advanced weapons and had already conquered many parts of India. They also believed that Indian rulers and people would not unite against them.
6. Bahadur Shah Zafar's support gave the rebellion legitimacy and unity. It encouraged people and rulers to join the revolt as he was seen as a symbol of authority.
7. The British secured submission of Awadh landowners by offering them protection and restoring their lands if they remained loyal.
8. After 1857, the British changed their policies by ending the rule of the East India Company and bringing India under direct control of the Crown. They also reorganised the army and adopted a policy of non-interference in religious matters.

### Let's Do

9. *(Activity-based – answers may vary according to students)*
10. Rani Lakshmbai of Jhansi was an unusual woman because she was brave, skilled in warfare and led her army against the British. She fought courageously during the revolt of 1857.

## Ch – 6 Civilising the “Native”, Educating the Nation

### NCERT CORNER

#### Let's Recall

1.
  - (a) William Jones — **(ii) respect for ancient cultures**
  - (b) Rabindranath Tagore — **(iv) learning in a natural environment**
  - (c) Thomas Macaulay — **(i) promotion of English education**

- (d) Mahatma Gandhi — **(v) critical of English education**
- (e) Pathshalas — **(iii) gurus**

2.

- (a) True
- (b) True
- (c) False
- (d) False

### **Let's Discuss**

- 3. William Jones felt the need to study Indian history, philosophy and law to understand Indian culture and traditions better.
  
- 4. James Mill and Thomas Macaulay believed European education was superior and useful for administration, so they supported English education in India.
  
- 5. Mahatma Gandhi wanted children to learn handicrafts because he believed in practical education and self-reliance.
  
- 6. Gandhi believed English education enslaved Indians because it made them dependent on Western ideas and ignored Indian culture and traditions.

### **Let's Do**

- 7. *(Activity-based – answers may vary according to students)*
- 8. *(Activity-based – answers may vary according to students)*

## **Ch – 7 Women, Caste and Reforms**

## NCERT CORNER

### Let's Recall

1.

(a) Raja Ram Mohan Roy — Opposed sati and supported women's rights and education.

(b) Dayanand Saraswati — Promoted Vedic teachings and opposed caste discrimination.

(c) Veerasalingam Pantulu — Supported widow remarriage and women's education.

(d) Jyotirao Phule — Opposed caste system and worked for the upliftment of lower castes and women.

(e) Pandita Ramabai — Worked for women's education and upliftment of widows.

(f) Periyar — Opposed caste system and promoted social equality.

(g) Mumtaz Ali — Supported women's rights and education in Muslim society.

(h) Ishwarchandra Vidyasagar — Supported widow remarriage and women's education.

2.

(a) True

(b) False

(c) False

(d) False

### Let's Discuss

3. Reformers used ancient texts to show that social evils like sati and caste discrimination were not supported in original traditions, helping them promote new laws.

4. People did not send girls to school due to social customs, fear of loss of honour and belief that education was not necessary for women.

5. Christian missionaries were attacked because people feared that they were trying to convert Indians to Christianity and interfere in their religion.
6. In the British period, people from lower castes got opportunities in education, jobs and social reforms, which improved their condition.
7. Jyotirao Phule criticised caste inequality by showing that it was unjust and harmful to society, and he worked for equality and education.
8. Ambedkar was inspired by the American movement for equality and used similar ideas to fight caste discrimination in India.
9. Ambedkar wanted temple entry because it symbolised equality and equal rights for all castes.
10. Jyotiba Phule and Periyar criticised caste inequality, which helped create awareness and supported the national struggle by promoting equality.

## **Ch – 8 The Making of the National Movement: 1870s–1947**

### **NCERT CORNER**

#### **Let's Recall**

1. People were dissatisfied due to economic exploitation, heavy taxes and lack of representation in government.
2. The Indian National Congress was formed to provide a platform for Indians to express their grievances and demands.

3. The First World War led to economic hardships like high prices, heavy taxes and shortages, which increased dissatisfaction.
4. The Muslim League resolution of 1940 demanded the creation of a separate nation for Muslims (Pakistan).

### **Let's Discuss**

5. The Moderates believed in peaceful methods like petitions and discussions to achieve reforms.
6. Radicals believed in aggressive methods like boycott, swadeshi and mass movements, unlike Moderates.
7. Gandhi led movements like Non-Cooperation by involving masses, promoting non-violence and boycotting British goods and institutions.
8. Gandhi chose the salt law because it affected all people, especially the poor, and was a symbol of British injustice.
9. The events between 1937–47, including World War II and communal tensions, led to the demand for Pakistan and eventually its creation.

### **Let's Do**

10. *(Activity-based – answers may vary according to students)*
11. *(Activity-based – answers may vary according to students)*

## **Ch – 9 Resources**

### **NCERT CORNER**

#### **1.**

- (a) Resources are distributed unequally because of differences in natural conditions like climate, relief, soil and availability of minerals.
- (b) Resource conservation means using resources carefully and avoiding wastage so that they are available for future generations.
- (c) Human resources are important because people use their knowledge and skills to develop other resources.
- (d) Sustainable development means using resources in such a way that they meet present needs without harming future generations.

## 2.

- (a) (iii) quantity
- (b) (i) medicines to treat cancer
- (c) (i) have limited stock

## 3. Activity

Water is a natural and essential resource that supports all forms of life on Earth. It is required for drinking, agriculture, industries and maintaining ecological balance. Plants need water for growth, animals depend on it for survival and humans use it in daily activities like cooking, cleaning and farming. Rivers, lakes and oceans also help in regulating climate. If water disappears, there will be no life because living organisms cannot survive without it. Therefore, water must be used wisely and conserved. Saving water today ensures that future generations will also have access to this vital resource.

## For Fun

1. *(Activity-based – answers may vary according to students)*
2. *(Activity-based – answers may vary according to students)*

## NCERT CORNER

### 1.

- (a) Climate and parent rock are the main factors responsible for soil formation.
- (b) Two reasons for land degradation are deforestation and overgrazing.
- (c) Land is an important resource because it supports life and provides food, shelter and resources.
- (d) Two steps taken by the government are establishing national parks and wildlife sanctuaries.
- (e) Three ways to conserve water are rainwater harvesting, avoiding wastage and building dams.

### 2.

- (a) (ii) soil texture
- (b) (iii) terrace cultivation
- (c) (ii) close the tap immediately after using

### 3.

- (a) Land use — **(iii) productive use of land**
- (b) Humus — **(iv) organic matter deposited on top soil**
- (c) Rock dams — **(i) prevent soil erosion**
- (d) Biosphere — **(ii) narrow zone of contact between lithosphere, hydrosphere and atmosphere**

### 4.

- (a) True — Because fertile plains like Ganga-Brahmaputra support dense population.
- (b) True — Due to overuse and population growth.
- (c) False — It is called shelter belts, not intercropping.
- (d) True — Human activities affect the ecosystem.

5. *(Activity-based – answers may vary according to students)*

## **Ch – 11 Agriculture**

### **NCERT CORNER**

**1.**

(a) Agriculture is the practice of growing crops and rearing animals.

(b) Factors influencing agriculture are climate, soil, relief, labour and technology.

(c) Shifting cultivation is farming where land is cleared and used temporarily, then abandoned. Disadvantages include deforestation and loss of soil fertility.

(d) Plantation agriculture is large-scale farming of a single crop like tea or coffee.

(e) Three fibre crops are cotton, jute and wool. They require warm climate and suitable rainfall.

**2.**

(a) (i) growing of fruits and vegetables

(b) (iii) jute

(c) (i) Brazil

**3.**

(a) Agriculture is a primary activity because it directly depends on natural resources.

(b) Different crops grow in different regions due to variations in climate, soil and rainfall.

**4.**

(a) Primary activities involve extraction of natural resources, while tertiary activities provide services.

(b) Subsistence farming is for self-consumption, while intensive farming uses more labour and inputs for higher production.

## **5. Activity**

(a) *(Activity-based – answers may vary according to students)*

(b) Farming in USA is large-scale and mechanised, while in India it is mostly small-scale and labour-intensive.

## **6. Crossword**

### **Across:**

1. Wheat
2. Green Revolution
3. Wheat
4. Subsistence
5. Livestock
6. Viticulture

### **Down:**

1. Millets
2. Shifting cultivation
3. Horticulture
4. Plantation
5. Cotton
6. Floriculture
7. Jute
8. Rice
9. Mining

## Ch – 12 Industries

### NCERT CORNER

#### 1.

(a) An industry is an activity that involves the production of goods and services by using raw materials, labour and capital.

(b) Factors influencing location of industry are availability of raw materials, power, labour, transport, market and capital.

(c) Iron and steel industry is called the backbone of modern industry because it provides raw materials to many other industries like construction, machinery and transport.

#### 2.

(a) Agro-based industry uses raw materials from agriculture (e.g., cotton, sugar), while mineral-based industry uses minerals (e.g., iron, steel).

(b) Public sector industries are owned by the government, while joint sector industries are owned by both government and private individuals.

#### 3.

(a) Raw Materials — cotton and iron ore

(b) End products — clothes and machinery

(c) Tertiary Activities — transport and communication

(d) Agro-based Industries — sugar and textile

(e) Co-operatives — dairy and handloom

#### 5. Activity (Sample Answer )

The best location would be **Site X** because it is closer to iron ore, coal and water resources, which are most important for a steel plant. This reduces transportation costs and makes production economical.

## Ch – 13 Human Resources

### NCERT CORNER

#### 1.

- (a) People are considered a resource because they have skills, knowledge and abilities that help in development.
- (b) Uneven distribution of population is due to differences in climate, relief, soil, water availability and job opportunities.
- (c) Population has grown rapidly due to better medical facilities, improved food supply and reduced death rates.
- (d) Two factors influencing population change are birth rate and migration.
- (e) Population composition means the structure of population based on age, sex, literacy and occupation.
- (f) Population pyramids are graphs showing age and sex composition. They help in understanding whether population is growing, stable or declining.

#### 2.

- (a) (iii) the way in which people are spread across a given area
- (b) (ii) births, deaths and migration
- (c) (iii) 6 billion
- (d) (i) a graphical presentation of age and sex composition

#### 3.

When people are attracted to an area, it becomes **densely** populated.

Factors include **favourable** climate, good supplies of **natural** resources and **fertile** land.

#### 4. Activity (Sample Answer)

A society with many young people needs more schools, teachers and jobs in future.

A society with fewer young people and more elderly people needs better healthcare, pensions and support systems.

## **Ch – 14 The Constitution of India**

### **NCERT CORNER**

1. A democratic country needs a Constitution to provide rules, protect rights and ensure proper functioning of government.
2. In 1990 Nepal Constitution, executive power was with the King, while in 2015 Constitution it is with the Council of Ministers.
3. Without restrictions, elected representatives may misuse power and act against people's interests.

4.

- (a) Minority — female teachers
- (b) Minority — Buddhists
- (c) Minority — non-vegetarians
- (d) Minority — poorer students

Respect is important to ensure equality and avoid discrimination.

5.

- Federalism — It divides power between central and state governments to avoid concentration of power.
- Separation of Powers — It ensures no organ misuses power.
- Fundamental Rights — They protect citizens' freedom and equality.
- Parliamentary Government — It ensures accountability of the government to people.

6.

- (a) Bangladesh — West Bengal, Assam, Meghalaya, Tripura, Mizoram
- (b) Bhutan — Sikkim, West Bengal, Assam, Arunachal Pradesh
- (c) Nepal — Uttarakhand, Uttar Pradesh, Bihar, West Bengal, Sikkim

## **Ch – 15 Secularism — The Soul of India**

### **NCERT CORNER**

1. *answers may vary according to students*

2. Yes, the government should intervene because practices like female infanticide violate human rights.

3.

- No domination — ensures equality and peace  
Violation example: religious conflicts
- State neutrality — protects freedom  
Violation example: favouring one religion
- No internal domination — ensures fairness  
Violation example: discrimination within religion

4. It shows that India respects all religions and celebrates diversity.

5. *(answers may vary according to students)* Different views exist within the same religion due to different beliefs and interpretations.

6. It means the state maintains distance from religion but intervenes when needed to ensure equality.

7. It means peace requires respect for differences and unity among people.

## **Ch – 16 Parliament and Laws**

## **NCERT CORNER**

1. The national movement supported voting rights because democracy requires equality and participation of all adults.
2. *(Activity-based – answers depend on student's state)*
3. Parliament works at central level and State Legislatures at state level. Both make laws and represent people.
4. Women's groups raised awareness, protested and demanded laws, leading to the passing of laws against domestic violence.

## **Ch – 17 The Judiciary**

### **NCERT CORNER**

#### **Ch – 17 The Judiciary**

### **NCERT CORNER**

**1.**

An independent judiciary is necessary to ensure that laws are applied fairly and without pressure from the government. It protects Fundamental Rights of citizens and prevents misuse of power by the executive and legislature. Without independence, justice may become biased and unfair.

**2.**

The Right to Constitutional Remedies allows citizens to approach courts if their Fundamental Rights are violated. This connects to judicial review because courts can examine laws and actions of the government and declare them unconstitutional if they violate rights.

**3.**

Lower Court — Gives initial judgement in the case.

High Court — Hears appeals and reviews decisions of lower courts.

Supreme Court — Gives final judgement and ensures justice at the highest level.

**4.**

(a) True

(b) False

(c) False

**5.**

Public Interest Litigation (PIL) was important because it allowed even poor and disadvantaged people to seek justice. It made the judiciary more accessible and helped in protecting rights of the public.

**6.**

The judges meant that the Right to Life includes the Right to Livelihood. People must have means to earn a living to live with dignity.

**7.**

*(Story-based – answers may vary according to students)*

**8.**

Acquit — The court acquitted the accused due to lack of evidence.

Appeal — The lawyer filed an appeal in the High Court.

Compensation — The victim received compensation for the loss.

Eviction — The family faced eviction from their house.

Violation — The company was punished for violation of labour laws.

9.

The government must ensure availability of food, proper distribution through systems like PDS, prevent wastage and take steps to eliminate hunger.

The phrase “Hungry stomachs, overflowing godowns! We will not accept it!” shows that even when food is available, poor people are not getting it, which is unjust. It highlights inequality and the need for proper distribution.

## **Ch – 18 Understanding Marginalisation**

### **NCERT CORNER**

1. Marginalisation means being pushed to the edges of society with fewer opportunities.
2. Adivasis are becoming marginalised due to loss of land, forest rights and displacement.
3. Constitutional safeguards are important to protect rights and ensure equality.
4. Minority refers to a group smaller in number and often disadvantaged.
5. Muslims may be marginalised due to lack of opportunities and discrimination.
6. Adivasis have rich culture, traditions and depend on forests for livelihood.
7. *(Creative activity – answers may vary)*

8. Yes, economic and social marginalisation are interlinked because poverty leads to exclusion.

## **Ch – 19 Confronting Marginalisation**

### **NCERT CORNER**

1. Fundamental Rights include Right to Equality, Freedom and protection against discrimination.
2. Rathnam used the Act to protect himself from caste-based injustice.
3. Yes, Adivasis can use the Act because it protects them from exploitation and injustice.
4. *(Activity-based – answers may vary)*

## **Ch – 20 Public Facilities**

### **NCERT CORNER**

1. Private water supply is limited because water is a basic need and should be provided by the government.
2. Water in Chennai is not equally available; poor people face shortages.
3. Selling water leads to exploitation and shortage for local people. Government should regulate it.
4. Private hospitals and schools are in cities because of better facilities and profits.

5. Distribution of public facilities is not equal; poor areas lack proper services.
6. *(Activity-based – answers may vary)*
7. No, public facilities are not equally shared due to inequality.
7. *(Activity-based – answers may vary)* Census collects data every 10 years.
9. Private education may increase inequality and reduce access for poor people.

## **Ch – 21 Law and Social Justice**

### **NCERT CORNER**

1. *(Activity-based – depends on survey)*
2. Foreign companies bring investment, technology and jobs.
3. Victims of the Bhopal tragedy did not get full justice.
4. Law enforcement means implementation of laws; the government is responsible.
5. Laws ensure fair wages and safe working conditions.
6. *(Activity-based – answers may vary)*
7. Laws protect rights, ensure justice and maintain order.
8. Pollution sources include vehicles, industries and waste. Steps include reducing emissions and proper waste management.
9. The earlier environment was neglected; now awareness and protection have increased.
10. The cartoon shows the exploitation of child labour and the need for strict laws.
11. *(Activity-based – answers may vary)*

